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Yoga 10

Locally Developed Course



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About Yoga 10

Yoga is a way to develop a holistic foundation for living, by empowering oneself in a physical, mental, emotional and spiritual capacity. Yoga is described as an art, a science and a philosophy utilizing a practical method for making one's life purposeful. (Iyengar, 1993). The purpose of this course is to introduce students, safely and accessibly, to the practice and understanding of yoga and to have students gain lifelong tools for their growth and development as engaged and ethical citizens. The many layers of learning that take place in Yoga 10 encourage students to identify themselves as deeply engaged and critical thinkers with increased ability to make positive, thoughtful decisions on a moment-to-moment basis.

Yoga is expected to be a physical and experiential practice.

The student's relationship, with self (self-awareness, self-confidence, self-management), others (connection, interdependence, relationship, service) and the environment (reflection, action, stewardship), forms a base for a positive and active pursuit of happiness and well-being. This pursuit is viewed as an ongoing process and part of the student's life journey.

“Although, the yoga postures are very effective for maintaining and even restoring one's physical health, the true power of Yoga lies in its capacity as a path to lasting happiness and inner freedom.”(Georg Feuerstein, 2011)

Yoga 10 recognizes that students may enter with a limited knowledge of yoga as well as a limited awareness of yoga styles. This course provides students with a solid foundation to practice yoga in a alignment based Vinyasa or flow style, placing significant importance on the breath accompanied by movement.

Central to yoga pedagogy is the premise that students will experience the poses, challenging their own limits, and reflect on their personal growth and development within a non-competitive community. Teachers and students work together to develop a practice of seeing each other with compassionate eyes. In Yoga 10, students will benefit from engagement with each other and are given opportunities to learn with others who are also in pursuit of wellbeing and self-discovery.

This curriculum provides the learning outcomes that Yoga 10 students are expected to achieve by the end of the course. Indicators are included to provide the breadth and depth of what students should understand, know, and be able to do in order to achieve the identified learning outcomes.

An Effective YOGA 10 Program

An effective Yoga 10 program supports student achievement of curriculum outcomes through:

- Practicing Yoga Asana, breathing and meditation daily
- Inquiring into holistic benefits
- Embracing principles and philosophy
- Incorporating service learning
- Designing a Personal Plan for well-being



Constructing Understanding through Inquiry

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding.

Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. It provides opportunities for students to become active participants in a collaborative search for meaning, understanding, and change. While memorizing facts and information may be necessary in some cases, it is not sufficient. What is important in Yoga 10 is understanding how to access, make sense of, and apply the reliable and relevant information related to wellness. Students need to move toward the generation of useful and applicable knowledge – a process supported by inquiry learning.

Students who are engaged in inquiry:

- construct knowledge and deep understanding rather than passively receiving information
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- are directly involved and engaged in the discovery of new knowledge rather than passively receiving information
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Based on Kuhlthau & Todd, 2008, p. 1)

Questions for Deeper Understanding

Questions provide students the initial direction for developing deeper understanding of how to live yoga and incorporate Yoga both on and off the mat. Questions provide a framework, purpose, direction for learning, and a connection to students' experiences, well-being, and life beyond the school. Ensuing investigation often leads to the development of additional questions for inquiry.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect, and formulate new questions for further inquiry. Examples of questions to support deeper understanding of Yoga include:

- What is a balanced and happy life?
- How do you live Yoga off the mat?
- How does yoga enhance your feelings of connection to other people?
- How does yoga empower and inspire you?
- How does yoga challenge some of the inequalities in society's norms and values?
- What matters most in relationships (self, peer, family, other adults)?



- How does yoga enhance your ability to reach personal life goals?
- How might our confidence and competence in our physical, spiritual, emotional and mental abilities impact our overall well-being?
- How do the Yoga teachings relate in some way to your own cultural beliefs or values?
- What does it mean to live in the present moment?

Broad Areas of Learning

The descriptions of the Broad Areas of Learning and Cross Curricular Competencies found in this document are adapted from the descriptions found in the Saskatchewan Health and Physical Education curricula.

There are three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education. Yoga 10 contributes to the Goals of Education by helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

Lifelong Learners

The study of Yoga 10 allows students to explore the physical practice of yoga, breath and mindfulness practices. The course is designed so that students’ curiosity, observation and reflection allow them to gain knowledge about the connections between body, mind, breath, emotion and spirit. The practice of yoga allows students to improve physical literacy and gain confidence.

Students will gain knowledge about how yoga contributes to their overall wellness and could become part of an overall approach to personal health and wellness throughout their lifetime. Yoga 10 also engages students in the exploration of the philosophy of yoga which allows students to develop a deeper understanding of cultural practices and diverse worldviews.

Sense of Self, Community, and Place

Yoga 10 enables students to develop a deeper connection to their physical bodies and the connection between body, mind and breath. The practice of yoga helps students to balance mental, emotional, physical, and spiritual dimensions and therefore strengthens the student’s sense of self. The practice of yoga is non-competitive, as a result, the Yoga 10 classroom is a supportive space that allows students to support and encourage each other and build community. Students who possess a positive sense of self and belonging are able to nurture meaningful relationships and explore how they contribute to and belong in community and place.

Engaged Citizens

The study of yoga philosophy paired with opportunities for students to engage in service learning allow students to explore how different worldviews share values that contribute to the environmental, social, and economic sustainability of local and global communities. The practice of yoga asana and the study of yoga philosophy allow students to explore the connections between self, others and the earth. The Yoga 10 course challenges students to “live yoga off the mat” and make connections between personal wellness and the wellness of others and the earth. This awareness allows students to take responsibility for personal choices and become advocates for the needs of self, others and the earth.



Cross Curricular Competencies

The descriptions of the Broad Areas of Learning and Cross Curricular Competencies found in this document are adapted from the descriptions found in the Saskatchewan Health and Physical Education curricula.

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

This competency addresses how people make sense of the world around them. Understanding develops by building on what is already known, and by initiating and engaging in contextual thinking, creative thinking, and critical reasoning through cultural, experiential, and inquiry processes. Yoga 10 is inquiry-based and recognizes and builds upon the knowledge and abilities that students already possess. Students learn to self-reflect and to purposefully seek, evaluate, and apply historical, contemporary, and evolving information for optimal well-being.

Developing Identity and Interdependence

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to develop an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group well-being. It assumes the development of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity, rights, and responsibilities; and understanding and valuing social and environmental interdependence and sustainability.

Developing Literacies

This competency addresses a variety of ways, including using movement and technology, to interpret the world and express understanding of it. Multiple literacies involve the evolution of interrelated knowledge, skills, and strategies that contribute to the development of an individual's ability to participate in attaining and maintaining balance at home, at school, and in the community. Yoga 10 requires students to use different literacies, including health literacy and physical literacy, effectively and contextually to represent and apply understanding about wellness in multiple flexible ways.

Developing Social Responsibility

This competency addresses how people contribute positively to their physical, social, and cultural environments. It requires an awareness of unique gifts and challenges among individuals and communities and the ability to participate with others in wellness opportunities. Yoga 10 supports students in addressing mutual concerns for well-being and applying decisions for individual, family, community, and environmental wellness.

Aims and Goals

The K-12 aim of the Yoga 10 Education curricula is to develop confident and competent students who understand, appreciate, and apply physical, emotional, mental, and spiritual literacies and strategies throughout life.



Based upon the K-12 aims of health education and physical education, the purpose of Yoga 10 is to develop confident and competent students who understand, appreciate, and engage in a balanced and healthy state of body, mind and spirit. Defined below are goals for Yoga 10 directly formed with the Medicine Wheel teachings as inspiration for balanced and harmonious learning and living. The Medicine Wheel offers a guide to a holistic experience. It includes the four aspects of physical, emotional, mental and spiritual understanding as they relate to Interconnectedness, Balance and Respect, Interrelationship and Wholeness. It is through lenses such as these that students are encouraged to view self, others and the world. Calliou (1995) reminds us that “Medicine Wheels can be pedagogical tools for teaching, learning, contemplating, and understanding our human journeys at individual, band/community, nation, global, and even cosmic levels.”

Yoga 10 places significant meaning on the experience, appreciation and understanding of the following:

- Spirituality and Self-Awareness
- Physical Practice
- Yoga Philosophy
- Service Learning

Yoga 10 contributes to the achievement of both the K-12 Health Education and the K-12 Physical Education goals.

Health Education K-12 Goals:

- Develop the understanding, skills, and confidences necessary to take action to improve health.
- Make informed decisions based on health-related knowledge.
- Apply decisions that will improve personal health and/or the health of others.

Physical Education K-12 Goals:

- Active Living - Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.
- Skillful Movement - Enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.
- Relationships - Balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities.

These goals, while reflecting what is important in health education and physical education, also provide the throughlines to and from Cross-curricular Competencies and Broad Areas of learning. Yoga 10 teachers need to ensure that the throughlines are considered when planning and teaching.

This curriculum contributes to fostering optimal wellness while recognizing there are many factors that promote well-being at every stage in a young person’s development. Throughout Yoga 10, opportunities are provided for students to attain and maintain a healthy “mind, body, and spirit”. Young people can acquire the understandings, skills, and confidences needed, for example, to create a personal practice, balance the dimensions of wellness, establish a norm of safety, experience how physical practice affects daily moment-to-moment living and develop a deep sense of the spiritual dimension of overall well-being.

Calliou, S. (1995) *“Peacekeeping Actions at Home: A Medicine Wheel model for Peacekeeping Pedagogy”*, in First Nations in Education in Canada, (UBC Press).



Career Competencies

The practice and study of Yoga provides a way to achieve a positive approach to living – an approach that emphasizes the balanced and whole being within relationships with self and others. In striving for this balance, students’ sense of self, community, and place is strengthened. Students who possess a positive personal identity are able to establish and maintain meaningful relationships.

The aim of career competency within the yoga curricula is to enable all students to develop essential skills and personal management competencies to assist them in achieving their potential as they construct their personal life and future personal achievements.

1. Personal Management:

- Building and maintaining a positive self-image
- Interacting positively and effectively with others
- Applying decisions that will improve personal mental health

2. Self-Study and Interdependent Exploration:

- Participating in lifelong learning supportive of balanced life goals
- Changing and growing throughout one’s life
- Making purposeful, life enhancing decisions

2. Life/Purpose Roles:

- Securing, creating, and learning how to maintain purpose within work
- Developing the understanding, skills, and confidences necessary to
- Understanding the interdependence of the individual with local society, and one’s effect on society/economy achieve life/purpose goals culture and global nation

Outcomes and Indicators

Outcomes and Indicators	
Spirituality & Self Awareness Goal	
<p>10.1 Investigate the connection to and importance of spirituality on wellness and how yoga explicitly makes this connection.</p>	<ul style="list-style-type: none"> a. Considers and reflects on one’s inner attention in the moment-to-moment practice of yoga (i.e. bringing breath and attention to each movement within a Vinyasa flow practice) and uses this awareness to develop peace of mind. (self video making, awareness journaling) b. Displays practice of one pointed focus using the strategy of mindfulness (paying attention to what is happening right now without judgment) and reflects on how this practice is impacting daily life. (journaling or discussion) c. Recognizes and outlines how the practice of yoga enhances one’s own peace of mind and peace of spirit. (ie. story, poetry, other creative expression) d. Shares understanding that a wide variety of experiences nurture the spirit and create a sense of wonder that leads one to feeling grounded and connected. e. Discusses significant life questions within the classroom community (see Questions for Deeper Understanding)



<p>10.2 Develop an understanding of one’s ability to experience the senses through self-observation while engaging in the practice of yoga and assess how this practice impacts self-regulation and mental health.</p>	<ol style="list-style-type: none"> a. Discover and describe how different senses are heightened through the practice of yoga. b. Engage in experiences of yoga that bring attention to different senses and describe how these experiences impact thoughts and emotions. c. Use yoga practices that focus on the connection between breath and movement and demonstrate the successful use of breath to improve practice. d. Engage in mindfulness practices that focus on sight, touch, taste, smell and describe how these practices increase self-awareness and well-being. e. Assess the physical, emotional, mental, and spiritual well-being benefits of participation in the practice of yoga. f. Gain awareness of the physical challenges experienced when practicing yoga and assess personal growth through regular practice.
<p>Service Learning/Leadership Goal</p>	
<p>10.3 Engage in critical and creative thinking to draw conclusions about how yoga can be a foundation for modeling and promoting citizenship and leadership, and provide service learning opportunities that foster relationship and connection with community and the earth.</p>	<ol style="list-style-type: none"> a. Describe goals and intentions for a personal project that models living off the matt and serving community b. Create and implement a personal project to demonstrate compassion and generosity c. Assess the impact of the project on the greater community
<p>Physical Practice (ansana-daily practice) Goal</p>	
<p>10.4 Engage in a daily asana practice (physical postures), explain its impact on one’s own physical, mental, emotional, psychological and spiritual growth and development.</p>	<ol style="list-style-type: none"> a. Practice a basic Vinyasa Sequence daily, and reflect on changes to strength, flexibility and range of motion in the poses. b. Identify and practice poses within a basic Vinyasa sequence that include the following: sun salutations, standing poses, balance poses, back bends, forward bends, twist and inversions. c. Describe the benefits to the various types of poses, using accurate names. d. Analyze and identify postures that may enable the student to reach their personal wellness goals (i.e. using twists to aid in digestion, supine postures for relaxation and stress relief). e. Compare and contrast the benefits of different styles practiced, which include at least two of: hot yoga, ashtanga yoga, hatha yoga, yin yoga, Vinyasa Krama yoga, and acro yoga. f. Demonstrate and integrate the drishti (gaze) into their daily practice and identify the band has (energy locks). g. Reflect on ones use of yoga as a tool for self-regulation, for example in altering ones emotional state and caring mental health. h. Integrate the ujjayi breathing while practicing Yoga. i. Explore and integrate basic pranayama into daily practice. j. Refine the use of basic mindfulness in practice
<p>10.5 Develop a personal Yoga practice that includes physical, mental,</p>	<ol style="list-style-type: none"> a. Discover and articulate personal techniques for using breath to support effective practice b. Create a sequence of asanas and/or a meditation to address an area of personal growth



emotional, spiritual and environmental dimensions.	<ul style="list-style-type: none"> c. Demonstrate increasing awareness of personal strengths and limitations related to yoga, including cultivation of respect and self-compassion. Consider how regular yoga practice can promote healthy inner life and awareness. d. Engages voluntarily in 15 minutes of independent yoga practice for a set period of time. e. Describe how the physical, psychological, social, spiritual and environmental dimensions relate to personal beliefs and lifestyle
Yoga Philosophy Goal	
10.6 Evaluate ones understanding the historical roots of Yoga as a foundation for mental, physical, emotional and spiritual wellness.	<ul style="list-style-type: none"> a. Explore and discuss the meaning of the Sanskrit word “yoga”. b. Investigate and outline the origins of yoga as a discipline highlighting significant aspects such as who, where, and when modern yoga evolved from. (Video – Yoga Unveiled) c. Identify the eight limbs of yoga and show understanding of how each limb can impact one’s mental, physical, emotional and spiritual life. (Basic Yoga Sutras) d. Express an understanding of the yamas and niyamas to personal practice. (Reflective Journaling, discussion, role-playing, creative expression) e. Examine and reflect on yoga practice and philosophy as a wholistic lifestyle and its apparent benefits in our daily lives both on and off the yoga mat. (Discussion, journaling, community service, creative expression) f. Exposure to and practice different current styles of yoga such as (but not limited to) Vinyasa, Iyengar, Ashtanga, Jivamukti, Vijnana. (Studio visits, guest teachers, videos) g. Compare the Circle of Courage/Medicine Wheel teachings to the teachings of yoga.

Teaching Guidelines

The teacher must have also completed a Vinyasa Yoga teacher training. This training may be either:

- 200 hr Yoga Alliance certified Vinyasa Yoga training
- 95 hr YA certified Youth Yoga training

The Yoga 10 program is designed to be an experiential class, learned through Yoga practice. A successful Yoga 10 class should include:

- 100 hours of instruction
- 75% of the time spent practice Vinyasa Yoga (integrating spiritual and philosophical teachings in to the class).
- 25% of the class time spent learning about theory, in discussion, or in the community completing the service learning.

The teacher should incorporate and model qualities of a Yoga teacher, including: compassion, humility, practice and authenticity (Ryan Leier). Teachers of this course may also demonstrate a commitment to, and understanding of, yoga through:

- having Yoga teacher
- knowing the lineage of Yoga and the philosophy
- have a consistent personal Yoga practice



The students in Yoga 10 should see the outcomes and indicators and play some role co-creating the course with the teacher. This course is based on Vinyasa Yoga - *One Yoga* or *Vinyasa Yoga for Youth* may be contacted to provide support for instruction.



Understanding Alignment-based Vinyasa Yoga:

When practicing alignment based Vinyasa Yoga, students and teacher use Iyengar principles for alignment in poses, while using Vinyasa movements to allow for flow. Each pose should be taught with alignment as the foundation of the pose. Once alignment in the poses is understood, students begin to flow through the poses in Vinyasa yoga.

Basic Vinyasa Sequence for Grade 10 students (45 mins+):

1. Grounding Series

- Easy Pose (or Lotus Pose)
- Child's Pose
- Downward Dog
- Forward Bend

2. Sun Series

- Mountain Pose
- Sun Salutation A (3X)
- Sun Salutation B (3X)
-

3. Standing Series

- Fierce Pose
- Warrior 2
- Extended Side Angle
- Side Plank



4. Balancing Series

- Eagle
- Airplane
- Standing Leg Raise and Variations
- Dancer's Pose
- Tree Pose
- Crow Pose

5. Forward Bends

- Single Seated Leg Extension
- Seated Leg Extension
- Table Top
- Boat Pose (3X)

6. Backward Bends

- Locust
- Bow
- Camel
- Bridge
- Wheel (3X)
- Reclined Bound Angle

7. Abs

- Knees together twists (not in book)
- Scissor Legs
- 60/30 Legs

8. Inversions

- Shoulder Stand
- Plow
- Deaf Man's Pose
- Fish Pose

9. Seated Poses

- Spinal twist (not in book)
- Seated Pose
- Yoga Mudra

10. Savasana



Safety:

Student safety during yoga must be taken into consideration. Careful attention should be paid to students' postures and alignment in order to create a safe and accessible practice for each student. Students with injury or pre-existing conditions should consult a professional prior to attempting poses that make exacerbate an existing issue.

Adjustments:

Teachers are encouraged to use only verbal cueing for adjusting student's postures. Once a relationship is established, teachers may ask students if they would like physical adjustments in the poses. Yoga instruction, including any form of adjustment, should occur in a group setting. Teachers are also encouraged to take specific adjustment training before using physical adjustments with students in Yoga 10.

Assessment

Saskatoon Public School Assessment Principles include:

Commitment to Good Practice

- **Researched-based:** Assessment and evaluation procedures are based on current, generally recognized and effective practices which help promote student learning and engagement.
- **Consistency:** Students learn in settings where these principles are publicly, conscientiously, and consistently adhered to.
- **Response to Diversity:** Equitable assessments give all students a fair opportunity to be successful regardless of their gender, socioeconomic, cultural, academic or linguistic background.

The Role of Students

- **Engagement:** Engaged learners are able to self-assess and define their own learning goals and evaluate their own achievement; they know how to learn and are able to transfer knowledge to solve problems creatively.
- **Responsibility:** Students clearly describe where they are on their learning journey, what evidence they have of their progress and how they will continue to produce evidence of success and growth.
- **Academic and Personal Excellence:** Students strive for excellence in their learning and in the ability to communicate that learning. Assessments and evaluations are designed to measure and describe that excellence.

The purpose of assessment and evaluation in the Yoga 10 program is to enhance learning and foster further student growth in the outcomes as identified in the curriculum. The following principles adapted from the Secondary Assessment Handbook will guide teachers in the development of plans for student evaluation in the Yoga 10 course:

Student evaluation should be linked to the outcomes of the program. Within an outcome, indicators are derived and apply to a particular aspect of the course content. Indicators describe the breadth and depth of success in an outcome at a particular grade level, but are not a checklist a teacher must follow. Student evaluation will determine to what extent the outcomes have been achieved by individual students.



- Student evaluation should be a continuous process which follows the progress of a student over a significant period of time. Later examples of students' attempts at an outcome are better indicators of overall student achievement.
- The outcomes determine the instructional strategies employed and the choice of evaluation techniques. The teacher should employ a number of different methods of assessing learning including assessment of, for and as learning. In particular, "assessment as learning and for learning (formative assessment)" are useful in increasing student understanding and success.
- Teacher and students should discuss the students' work often in order to identify areas where progress is occurring and to identify areas for improvement.
- Students need to know what is being evaluated as well as how it is evaluated.
- The focus of evaluation should be upon the outcomes and the extent to which themes (ie. spiritual, physical, mental and emotional wellness, philosophy, community service, etc.) and activities (ie. asana practice, pranayama, community projects, etc.) are consistent with the outcomes.

Assessment Process:

The Yoga 10 curriculum, complete with outcomes and indicators, is a guideline for teachers to develop a program and evaluation process applicable to the students they are working with. However, due to the experiential nature of yoga, the teacher will need to be mindful of each individual student's personal growth. Yoga is a personal journey and therefore an effective evaluation will require ample opportunities for teacher/student reflections /discussions regarding their journey.

The majority of class time will be actively practicing yoga versus time spent on related classroom theoretical activities. When assessing each student's learning processes teachers must determine the extent to which students are achieving outcomes. Both evaluation and formative assessments can include:

- Awareness & Reflective Journaling
- Regular completion of practice and personal responsibility for improvement
- Individual, partner and group performance of asanas
- Performance assessments (teacher, peer, self)
- Student / Teacher Conferences
- Class Presentations
- Creative Expression (videos, stories, poetry, asana sequence, etc.)
- Demonstration (postures, breathing, meditation)

When assessing performance in Yoga 10, the teacher must determine the extent to which students are achieving the outcomes by observing significant individual growth over the duration of the course. Summative evaluation can include:

- Development of a personal practice
- Research assignment
- Personal goal-setting
- Community Service/Volunteer Project
- Student/ Teacher Final Interview – reflection on personal journey



Student Profiles

It is important to develop a composite profile of each student's progress for each reporting period in order to provide concrete information for students and parents. Report cards and parent-teacher interviews provide excellent opportunities to increase parents' awareness of the content of the Yoga course and the benefits that students derive from their involvement in it.

Students and their parents will want to know the outcomes and criteria upon which an evaluation was made. Pertinent material should be maintained whenever possible for reference and discussion. This is particularly valuable when reporting student progress that was not assessed through more familiar methods such as written tests, performance exams or written assignments.

Grading and Reporting

It is the responsibility of the school division, school principle and teaching staff to establish student evaluation and reporting procedures consistent with the philosophy, goals and objectives of the curriculum requirements document. Evaluation and grading criteria should be derived from the outcomes that they encompass. It is important that teachers make clear to students, in advance, the purpose of the assessments and whether they will be used as part of a grade or summative comment. Students need to know what is being evaluated as well as how it is evaluated. Evaluation criteria should be discussed with students thought the term so that students by be active participants in their own evaluation process. The students themselves may help to set the assessment and evaluation criteria once they understand the outcomes.

The reporting of student progress may take the form of descriptive reports and/or letter or number grade. When translating assessment data into marks or summative comments, teachers should ensure that each of the outcomes has been assessed over the course of the term. At times the teacher may place more emphasis or weight on certain outcomes depending upon the particular activity, project, or classroom experience in which the students have been involved. The final mark and summative comments should reflect a balance among the outcomes and experiences.

Reporting student progress:

Teachers are encouraged to become familiar with the *Assessment Handbook from SPSPD*.

<http://spslearn.spsd.sk.ca/pages/searchresults.aspx?k=assessment+handbook>

Teacher Resources

1. Iyengar, B.K.S. (2006). *Light on Life*. Vancouver Canada: Raincoat books.
2. Iyengar, B.K.S. (1966). *Light on Yoga*. London: Thorsons.
3. Baptiste, Baron. (2003). *Journey Into Power*. New York, NY: Fireside.
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7. Bopp, J., Bopp, M., Brown, M., Lane, Jr. P (1984), *The Sacred Tree*, Lotus Light Publications, Twin Lakes, WI
8. Seigel, Daniel J. (2011) *Mindsight: The New Science of Personal Transformation*, Bantam Books Trade Paperbacks, New York, NY
9. Kabat-Zinn, Jon. (2012) *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life*. Sounds True, Inc. Boulder, CO

Links

www.oneyoga.ca

A Saskatoon based studio offering free Yoga to high school students when attending with valid student ID.

www.Vinyasayogaforyouth.com

A Saskatoon based non profit, dedicated to bringing Yoga to at risk youth. Vinyasa Yoga for Youth trains Yoga teachers, shares resources and will support teachers in teaching Yoga 10 in Saskatchewan.

www.Mindfulschools.org

Information to assist educators in understanding what mindfulness is, how it enhances school experiences, resources and research in the field.

www.Mindfulnessinstitute.ca

Information on resources, programs, applications and research.

www.Cmha.ca (Canadian Mental Health Association)

As a nation-wide, voluntary organization, the Canadian Mental Health Association promotes the mental health of all and supports the resilience and recovery of people experiencing mental illness. The CMHA accomplishes this through advocacy, education, research and service.

www.med.uottawa.ca/sim/data/Aboriginal_medicine_e.htm (Medicine Wheel)

Information for educators about the meaning of the Medicine wheel and its teachings.

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Iyengar, B.K.S. (1993). *Light on Yoga Sutras of Patanjali*. London: Thorsons

