



Self-Regulation Lesson Plan

Lesson Title -

Body Moving with Breath

Self Regulation 'Focus' Domain(s)

Biological? Emotional? Cognitive? Social? Pro-social?

Yoga is a practice that cultivates self-regulation in all domains. For this practice we will focus on biological, cognitive and pro-social.

Biological – controlled motor movements combined with mindful breath

Cognitive – cultivate attention and focus while doing the poses

Pro-social – cultivate consideration for other practitioners and respect for the yoga teacher

End in Mind

To support regulation in 3 domains:

1. Students will learn how to 'be' in a yoga space for practice.
2. Students will learn the how to focus on the connection between movement with breath in their body – the foundation of a yoga practice.

Materials

A quiet space, low or ambient light, room for a group of students to lay out their mats with space in between each mat and, ideally some natural light.

Ask students to leave shoes and socks outside of the practice room and to enter the space in silence. Practice begins when they enter the room.

A yoga mat for each student.

Room set-up: mats can be in rows, place yourself at the front with students facing you. Set up the room before students arrive for practice.

Flow (lesson outline, brief, point form)

1. Open the practice in a seated posture on mats, cue the key elements of physical alignment in a seated pose. For students who do not find their tall seat, place your hand

on the mid-low back to encourage the spine to lengthen.

2. Invite students to close off their visual sense so that they can be more aware of their place in the yoga space.

3. Invite the students into the stillness of their body; cue them to notice where their sit bones connect with the ground.

4. Invite them to place their hands on their belly and to take their attention to the feel of their hands on their belly. Observe the physical sensations in that place – are their hands warm? do their hands feel heavy on their belly?

5. Ask yogis to observe that their hands are moving because of the inhale and exhale breath. Do this for up to 5 breath cycles.

6. Invite yogis to open their eyes and to take their hands to their knees. Ask them to find their moving breath at their belly with just their awareness.

7. Cue yogis to come into standing.

8. Cue the elements of physical alignment in Mountain Pose (to prepare for Crescent Moon Pose.)

9. Cue the students to notice their breath – they will find it in the expansion of their chest or the rise and fall of their shoulders.

10. On an inhale breath, cue the students to open their arms wide like a hug, sweeping their arms towards the ceiling, hands come together at the top, pause with the exhale.

11. Inhale breath, extend palms towards the ceiling (sky).

- alignment cue: shoulders drop away from the ears

12. Exhale breath and bend at the waist to the right side of the body (a side bend).

– alignment cue: arms, head, shoulders, hips, feet are all in one plain, feet are rooted to the ground.

13. Inhale breath, come back to center – arms still extended skyward.

14. Exhale breath and bend at the waist to the left side of the body

– alignment cue: arms, head, shoulders, hips, feet are all in one plain.

15. Repeat steps 10 – 14 for a total of 3-4 times for each side (ensure equal treatment to both sides of the body).

- throughout series cue to move smoothly through the pose guided by their belly breath

16. Return to Mountain pose and proceed with the remainder of the practice.

Follow Up

On-going practice, embed elements into classroom context during other instructional times

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