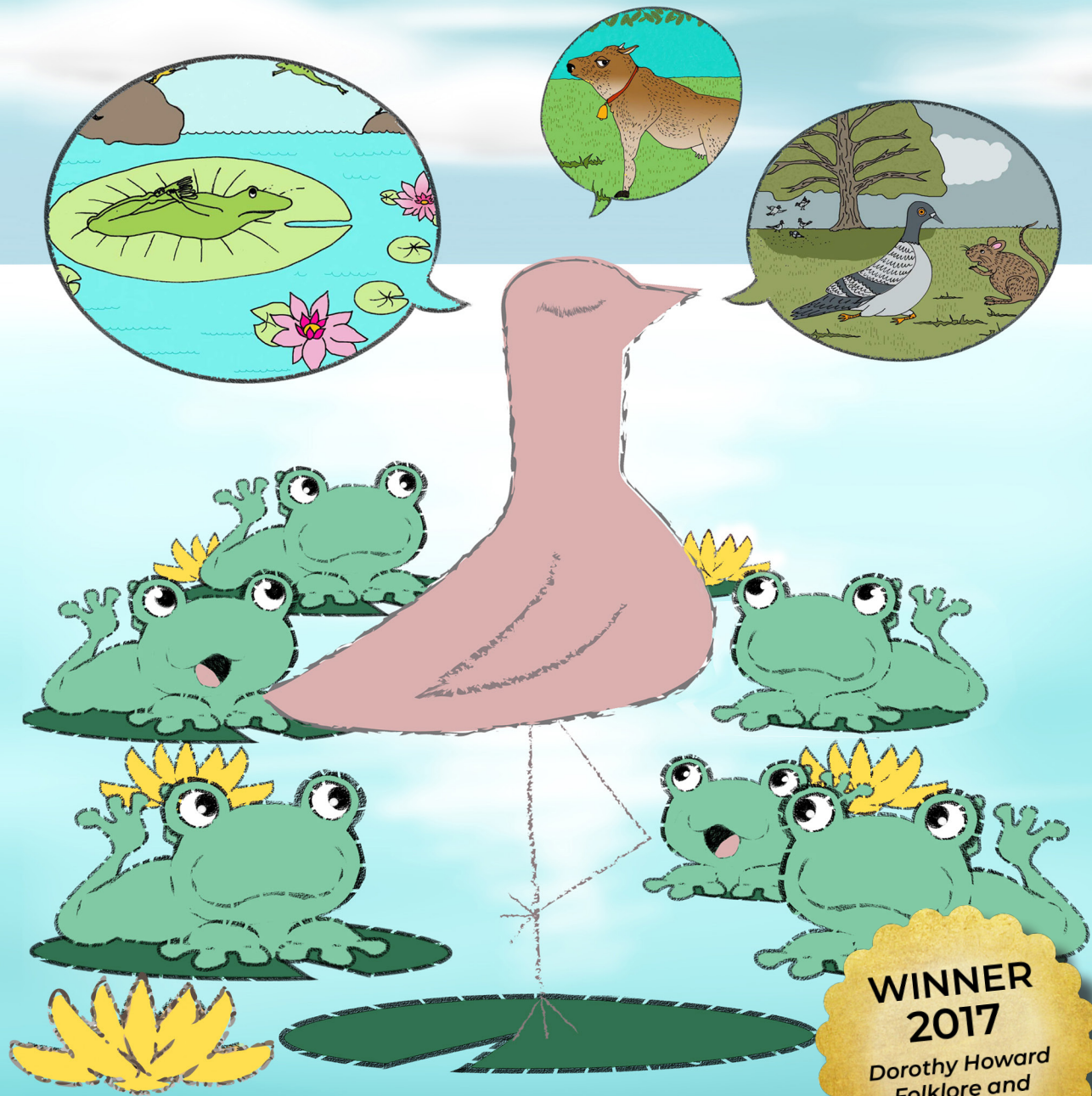


Yoga and Folk Tales:

A Folk Arts Integrated Unit
in the Physical Education
Classroom



Daisy Ling, M.Ed., M.P.H.

**WINNER
2017**

Dorothy Howard
Folklore and
Education Prize

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Folk Arts - Cultural Treasures Charter School

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This curriculum is available online through our website.

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This curriculum was awarded the *2017 Dorothy Howard Folklore and Education Prize* sponsored by the [Folklore and Education Section](#) of the American Folklore Society. This award was given in recognition of how this project effectively encourages educators or students to use the study of folklore and folkloristic approaches in all educational environments, including K-16 classrooms.

FACTS Folk Arts Education Series

A series of curricula dedicated to advancing folklife and folk arts education that shares what teachers and artists at Folk Arts - Cultural Treasures Charter School are learning.

A Teachers' Guide to a School-Wide Folk Arts Residency: Losang Samten, Tibetan Sand Mandala Artist, by Linda Deafenbaugh, Eric Joselyn, Jennifer Lee, Suzanne Lee, Pheng Lim, Mayuko Iwaki Perkins, Debra Repak, Marisol Rivera, Fanny Tan

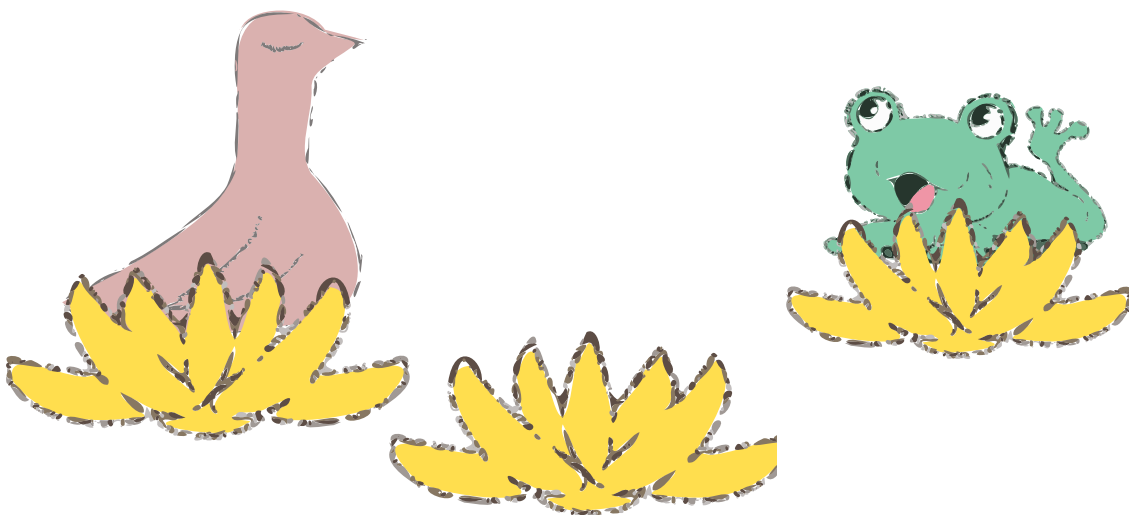
Mini-Unit Plans to Accompany A Teachers' Guide to a School-Wide Folk Arts Residency: Losang Samten, Tibetan Sand Mandala Artist, by Linda Deafenbaugh, Eric Joselyn, Jennifer Lee, Suzanne Lee, Pheng Lim, Mayuko Iwaki Perkins, Debra Repak, Marisol Rivera, Fanny Tan

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A Folk Arts Integrated Unit in the Physical Education Classroom

Daisy Ling, *M.Ed., M.P.H.*

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Acknowledgments

Folk arts integrated curriculum takes years to develop, pilot, refine, and revise and requires teamwork. We are grateful to the creativity and commitment of Nisha Arya to improving intercultural understanding by creating a rich resource for young learners and by approaching the Folk Arts - Cultural Treasures Charter School (FACTS) to pilot the use of her book with students. We wish to thank the many years of second grade students who participated in this unit and thus helped us learn so much about what works best for their learning. We are grateful for the vision of the leadership team at FACTS for finding ways to carve out time and space for the educators working at FACTS to thoughtfully deliberate about folk arts education. We appreciate the community of practice at FACTS where faculty and staff regularly share their insights and experiences toward helping students deepen their learning about folk arts. We especially appreciate the efforts of FACTS' Folk Arts Education Specialist, school administrators, and other peers who reviewed and provided feedback upon the concepts and lessons included in this document. Their comments kept us in touch with how well each lesson, and the entire curriculum document, portrays this folk arts integrated unit. We expect this unit to continue to refine and improve for both in person and online instruction. We welcome other educators learning from this curriculum and then sharing with us what you are learning as we all strive for a healthier and kinder world for all our students.

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Table of Contents



Introduction	8	6—Create Poses & Stories	28
Working with Community Practitioners	9	Enduring Understandings	28
Yoga and Folk Tales Unit Plan	11	Essential Questions	28
Unit Summary	11	Differentiation/Adaptations	28
Desired Results	11	Equipment/Materials	28
Assessment Evidence	13	7—Performance Assessment	30
In Person Teaching of the Yoga and Folk Tales Lessons		Enduring Understandings	30
Reflections on In Person Teaching	15	Essential Questions	30
In Person: Folk Arts/Arts Integration	16	Differentiation/Adaptations	30
In Person: Technology Integration	16	Equipment/Materials	30
1—Basics of Yoga	18	8—Partner Poses	32
Enduring Understandings	18	Enduring Understandings	32
Essential Questions	18	Essential Questions	32
Differentiation/Adaptations	18	Differentiation/Adaptations	32
Equipment/Materials	18	Equipment/Materials	32
2—Introduction of <i>Yoga Tales</i>	20	9—Synthesized Learning	34
Enduring Understandings	20	Enduring Understandings	34
Essential Questions	20	Essential Questions	34
Differentiation/Adaptations	20	Differentiation/Adaptations	34
Equipment/Materials	20	Equipment/Materials	34
3—Visiting Artist	22	Virtual Teaching of the Yoga and Folk Tales Lessons	
Enduring Understandings	22	Reflections on Virtual Teaching	37
Essential Questions	22	Virtual: Folk Arts/Arts Integration	39
Differentiation/Adaptations	22	Virtual: Technology Integration	39
Equipment/Materials	23	1—Basics of Yoga	41
4—Mid-Unit Reflection	24	Enduring Understandings	41
Enduring Understandings	24	Essential Questions	41
Essential Questions	24	Differentiation/Adaptations	41
Differentiation/Adaptations	24	Equipment/Materials	41
Equipment/Materials	24	2—Introduction of <i>Yoga Tales</i>	43
5—More Animal Poses	26	Enduring Understandings	43
Enduring Understandings	26	Essential Questions	43
Essential Questions	26	Differentiation/Adaptations	43
Differentiation/Adaptations	26	Equipment/Materials	43
Equipment/Materials	26	3—More Animal Poses	45
		Enduring Understandings	5



Essential Questions45
 Differentiation/Adaptations.....45
 Equipment/Materials45

4—Prepare for Artist Visit 47
 Enduring Understandings47
 Essential Questions47
 Differentiation/Adaptations.....47
 Equipment/Materials47

5—Visiting Artist 49
 Enduring Understandings49
 Essential Questions49
 Differentiation/Adaptations.....49
 Equipment/Materials50

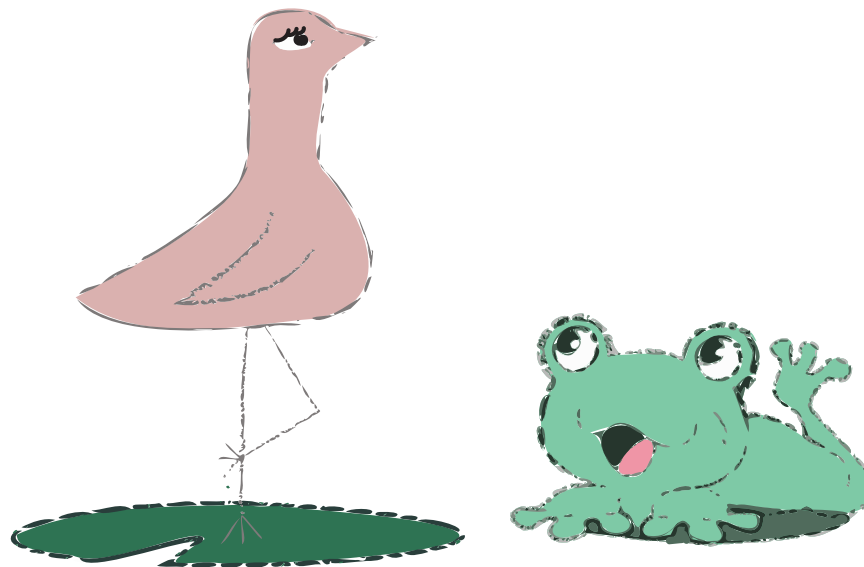
6—Mid-Unit Reflection 52
 Enduring Understandings52
 Essential Questions52
 Differentiation/Adaptations.....52
 Equipment/Materials54

7—Create Poses & Stories 55
 Enduring Understandings55
 Essential Questions55
 Differentiation/Adaptations.....55
 Equipment/Materials55

8—Synthesizing Learning 57
 Enduring Understandings57
 Essential Questions57
 Differentiation/Adaptations.....57
 Equipment/Materials59

Handouts for Teaching the Yoga and Folk Tales Lessons

Interview Questions Worksheet 61
 Mid-Unit Reflection Sheet 62
 Student-Created Yoga Tale..... 63
 Create Your Yoga Tale 65
 How Well Do I Know Yoga?..... 67
 Student Health Benefits Quiz 68
 Movement Traditions Similarities & Differences Table Example 69
 Movement Traditions Similarities & Differences Table 71
 Yoga is Same & Different Worksheet..... 72
 Basics of Yoga Slides 73
 Warm-up Slides 80
 Visiting Artist Slides 84
 Web Links..... 93



Teaching the Yoga and Folk Tales Unit



Introduction

By Linda Deafenbaugh, Ph.D., *Folk Arts Education Specialist*



At the Folk Arts – Cultural Treasures Charter School in Philadelphia (FACTS), we provide students in grades K-8 with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement. We utilize folk arts education pedagogy and practices to engage students in experiencing and exploring their own and other community members' cultural traditions. Folk arts integration in all content areas is our goal so that students and families can feel they belong and that their home and community knowledge is valued in school as an important resource for learning.

This yoga unit is a wonderful layered learning experience for our students that we feel could be easily transferable to other in-school, after-school and community-based programs. Holding yoga poses for periods of time long enough to receive the health benefits of the pose presents challenges for those who do yoga. Children can become easily dissuaded from sustaining poses when they experience muscle aches and have not yet developed good strategies for persisting. Reading *Panchatantra* stories (a collection of ancient fables and folk tales from India) to students while they hold the poses, gives the youngsters something to focus on and think about rather than their uncomfortable muscles. By holding the poses long enough for the muscles to stretch, the health and fitness benefits of this movement tradition can be better realized. Young children benefit by learning how to do this for healthier bodies, and students in our second grade classes appreciate strategies that help them as they are learning. Who wouldn't, myself included, enjoy having stories read to them while they do something physically challenging?

This unit was inspired by Nisha Arya's book *Yoga Tales: Asanas & Animal Fables from India* (available at [Amazon](https://www.amazon.com)). Nisha selected a collection of traditional *Panchatantra* animal fables and connected them to animal yoga poses. The fables are accompanied by fun illustrations of the animals doing their poses. We use this text throughout the unit. Daisy and Nisha developed this unit to use this text throughout the lessons.

In this second edition of our curriculum, our first section provides the unit goals, objectives and assessment guidance. We use little flowers/animals throughout the document to keep you oriented to which section you are in. The first section is marked by the lotus blossom 🌸. The in person instruction lessons are next and we marked this section with the little flamingo sitting in the lotus blossom 🦩. The newly added virtual lesson plan section is marked with the little frog sitting in the lotus blossom 🐸. Online instruction opens up new tools and resources while



presenting different challenges to be addressed as we strive to maximize student engagement when teaching and learning takes place remotely. The new section includes lesson plans that show how we adapted this unit for teaching it in a virtual learning environment. In the final section of the curriculum, we provide you with student handouts we use and instructional presentation examples, which are marked with either flamingo or frog, or both. The little animals are the guides that help you know if we used a handout when teaching the unit in person or virtually, or in both instructional settings.

We are delighted you are interested in this curriculum. We invite educators in schools and communities to use the attached curriculum in whole or in part and to modify it to work better for your students. At FACTS we use this unit with second graders (7-8 year olds) but we feel it could easily be used with older children and adapted for use with teens or adults. We invite you to learn more about how this unit was created and our students' experiences with it by reading an article *Folk Arts in the Physical Education Classroom: How Folk Tales Enhance the Cultural Meaning of Yoga* written by Nisha Arya and Daisy Ling in the Journal of Folklore and Education Volume 4 (2017) (available for free at <https://jfepublications.org/article/folk-tales-yoga/>). We hope you and your students have as much fun with this unit as we do.

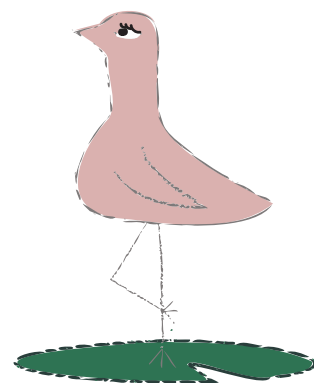
Working with Community Practitioners

In folk arts education, we strive to provide opportunities for students to not just learn about another culture, and to experience that culture's traditions, but to also learn from and with someone who is a community practitioner of that cultural tradition.

Therefore, having a visiting community practitioner (at FACTS, we call them artists in acknowledgment of their skill and expertise) is important to student learning in the unit. Developing student skills in interviewing helps young learners become explorers of culture. The visitor expands what students (and teachers) know about the yoga movement tradition.

We advise and encourage you to look around in your community and identify a visitor who could help support this curriculum with your youngsters. Ideally you would invite someone who practices yoga *and* has personal connections to India to work with the students. But a yoga practitioner who is also from India may not be available in your community. In that situation, we suggest you consider recruiting two visitors. One visitor should be a yoga practitioner who could help teach the more difficult animal poses. This visitor could answer students' questions about what it means to practice yoga regularly and the health benefits that yoga develops.

A second visitor could be from India and be asked to talk with the students about their country, culture, stories they may know, and the practice of yoga as they have encountered or know about it. As you are recruiting community visitors, please be aware that India is a very large and diverse country, so even if someone grew up in India, they may not know or have ever heard of *Panchatantra* stories. Nonetheless, students having the opportunity to hear a visitor's story and





discuss its meanings with them is sure to be a valuable learning experience that will enhance the unit and help students develop their interviewing skills.

This unit is designed to build upon and reinforce student learning of other cultural movement traditions. At FACTS, our second graders also study with community practitioners to learn Tibetan meditation, Chinese Qigong and West African dance earlier in the year. Every cultural community has ways of being healthy and students benefit greatly from developing an expanded toolkit of skills and knowledge about self care. We encourage you to look around your community to see who is living near you that has knowledge of movement traditions. Perhaps they would be willing to be a visitor to your classroom for a day or for a whole unit to share what they know with your students. We have found that younger students look forward to being in second grade so they can learn from all the artists. Movement practitioners enjoy the experience as much as the students and bringing these artists back every year improves their skills in sharing their traditions. We look forward to continuing to learn from and with artists and expanding our offerings as we meet even more movement practitioners in our community. As the FACTS school pledge states, “Our families & our elders know important things & we take time to learn from them.” Thank you for considering tapping into the wealth of knowledge that is in your community to benefit your students. There truly is no limit to what we can learn.



Yoga and Folk Tales Unit Plan



Unit Summary

The second grade *Yoga and Folk Tales Unit* helps students experience the yoga movement tradition to learn the ways it emphasizes health. The 12-week unit instructs students in how to perform animal yoga poses while they hear, read, and discuss *Panchatantra* tales (fables from India) that go along with these poses. Students build strength, flexibility, and balance as they work individually and in pairs to master different poses. Students strive to execute a variety of poses by name without having the poses visually modeled and to hold each pose for at least 30 seconds. To demonstrate their understanding of this movement tradition, students create their own yoga pose and accompanying story. In a final synthesizing activity, students compare and contrast yoga with their choice of another movement tradition they previously studied: Tibetan Meditation, Qigong or West African Dance.



Desired Results

Standards

SHAPE Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

SHAPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

SHAPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.



Enduring Understandings

Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind

Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently

Movement traditions express what its practitioners value and determine to be important

Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Knowledge - Students will know:

Physical benefits of doing yoga

Mental benefits of doing yoga

Yoga is a way to find peace

Basic yoga poses and the name of each pose

Breathing in through the nose and out through the nose

Savasana is Sanskrit, an ancient language of India

Similarities and differences between Yoga, Tibetan Meditation, Qigong and African Dance

Stories are not just from books but can come from and be told by people like family members, teachers, themselves, anybody

Essential Questions

Why do we do yoga?

How should you breathe while performing a yoga pose?

What should you be thinking about as you do a yoga pose?

How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?

Where is yoga from and what language is being used?

How does the way this animal is/moves help you do the animal yoga pose?

Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

When do you hear stories in your own life and what do you learn from them?





Skills - Students will be able to:

Perform animal yoga poses (downward facing dog, crocodile, cobra, eagle, pigeon, crow, cat, cow, lion, and frog)

Perform warm up stretches and/or basic yoga poses (i.e. tree, warrior, corpse, child's pose, sunrise pose, bridge, mountain, etc.)

Perform partner poses (i.e. mixing bowl, boat, lotus flower, talking turtle pose, lounge chair, chair pose, moving mountain, partner trees) (in person only)

Improve their movement skills to result in better balance, flexibility, and strength

Assessment Evidence

Ongoing Visual Assessment: Teacher will visually assess the need for modification to yoga poses for individual students and provide modifications.

Ongoing Verbal Assessment: Students' developing understanding of the meanings within the *Panchatantra* tales will be monitored through listening to student responses during class discussions of the stories.

Written Assessment: Students will complete a mid-unit reflection to assess their developing understanding about the ways yoga helps us be healthy.

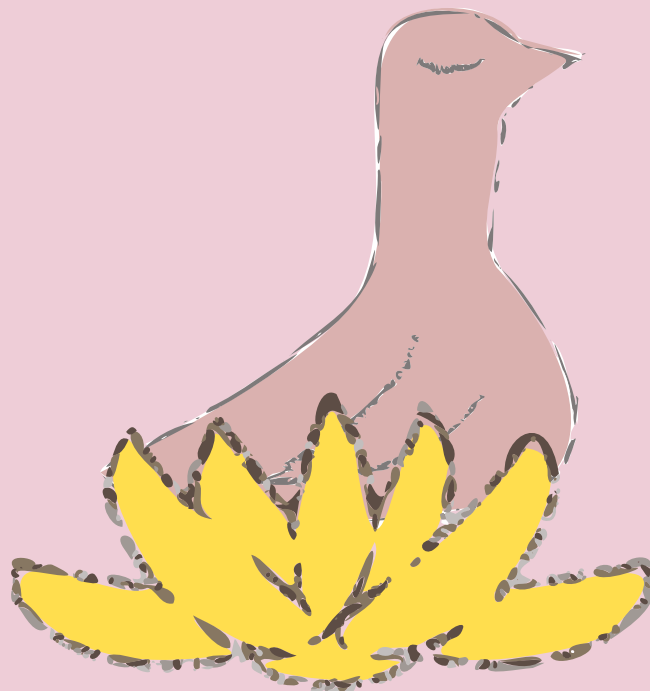
Performative Assessment: Students will demonstrate their developing knowledge of yoga by creating their own pose that incorporates at least one of yoga's physical or mental health characteristics.

Performative Assessment: Students will demonstrate their knowledge of the importance of stories in conveying values by creating their own story (to accompany their created pose) that reflects some characteristics of the *Panchatantra* fable tradition (i.e. is an animal tale, has a moral message, etc).

Performative Assessment: At the end of the unit, students will correctly perform the yoga pose when they hear the name of the pose. Students will hold the pose for a length of time.

Written Assessment: Students will complete a final synthesizing assignment to assess their understanding of the yoga movement tradition by comparing it to another movement tradition.

In Person Teaching of the Yoga and Folk Tales Lessons



Reflections on In Person Teaching

By Daisy Ling, M.Ed., M.P.H., *Health/PE Teacher*



This unit was a great addition to the 2nd grade physical education (PE) curriculum. Even during the first year this 12-week unit was taught, I knew this unit was a keeper. In the unit, students successfully learned all 10 animal poses from *Yoga Tales*, other basic yoga poses, and partner poses. Students performed certain yoga poses while I read the stories. Students were very interested in the stories. They said they liked doing the yoga poses that went along with each story that I would read to them. I observed that students grew and developed over the 9 lessons. They were able to write and create their own yoga story and pose. I observed the challenges these young writers were facing and made changes so we now do the writing portions of the unit in a classroom instead of the gym floor. This helps these developing young writers focus on the writing process better.

Students were able to provide insightful reflections on their experience halfway through the unit. These reflections provided me with an understanding of how the students felt and what they were getting out of the lessons. Students were able to express which poses were difficult and challenging for them, and tell me which animal poses they enjoyed the most from *Yoga Tales*. As a class, we were able to reflect at the end of this unit about what they really liked about this unit. They said they really enjoyed the last lesson as they were able to successfully do partner yoga poses. Their enthusiasm for that lesson may have been in part because it was the most recent of many enjoyable learning experiences in the unit.

Giving modifications to students was very helpful for certain poses as some felt discouraged when they were not able to perform certain poses right away. It was helpful that Nisha was able to provide instruction and guidance on the more difficult poses, for while she was teaching, I could focus on monitoring students and providing them with modifications. I had some parents come up to me in the morning while they dropped off their child saying how much their child enjoyed doing yoga. Some children asked me if they could ask their parents if they could bring in their own yoga mats to school. I thought it was a great idea and allowed students to bring in their yoga mats for class. It would be a great opportunity for students to have a mat at school and at home so students would be able to practice yoga in both spaces. I am looking forward to repeating this engaging unit with next year's students.



In Person: Folk Arts/Arts Integration

We use Nisha Arya's *Yoga Tales* book in PE class to introduce students to the *Panchatantra* stories and to support them in developing the ability to sustain poses and persist in the practice of yoga.

Nisha Arya is brought into class as a teaching artist for one lesson in each 2nd grade class. Students have the chance to experientially learn yoga from her as a community tradition bearer who practices this movement tradition and knows a lot about it. Students have the opportunity to interview Nisha and ask her questions about the book and the different yoga animal poses, and about herself as a yoga practitioner. In this way, this unit helps to develop students' ethnographic skills of interviewing and deep listening.

Students creatively express themselves by creating their own yoga pose, yoga tale story, and inventive title for their story. Their creations are then available for the students to share what they are learning with others.

In Person: Technology Integration

A computer, projector and document camera are used as instructional resources to

- show pages from the *Yoga Tales* book
- show various videos for warm-ups and during the partner pose lesson
- record student ideas when discussing the similarities and differences of Yoga, Tibetan Meditation, Qigong and African Dance

A camera is used as an instructional resource to take photos of the students in their created poses.





In Person: Lesson Plan Overview

In Person Lesson 1	Introduce the unit. How to roll out the mat, take off shoes, and basic movements. Discuss what yoga is, why we do yoga, and that the yoga Nisha does originated from India. Introduce Nisha's <i>Yoga Tales</i> book, the language used in it, and where India is on a map. (1 session)
In Person Lesson 2	Introduce easier animal poses. Read and discuss 1–2 <i>Yoga Tales</i> fable(s). Students write questions to ask Nisha. (1–2 sessions)
In Person Lesson 3	Nisha visits. She tells about herself and her art, is interviewed by students, and reads and discusses 2–3 folktales. She performs/teaches challenging yoga poses, and explains about breathing when doing yoga. (1 session)
In Person Lesson 4	Review challenging poses. Students complete mid-unit reflection assignment. (1 session)
In Person Lesson 5	Introduce more animal poses. Read and discuss associated folktales. Practice all poses and review the health benefits of each. (2–3 sessions)
In Person Lesson 6	Students create their own poses, stories and story titles. As students share poses and stories, photograph the poses to document them. (2–3 sessions)
In Person Lesson 7	Review all basic and animal poses. Conduct performance assessment of yoga poses. (1 session)
In Person Lesson 8	Introduce partner poses. (1 session)
In Person Lesson 9	Review learning about yoga and other movement traditions students learned before. Complete synthesizing comparison of Yoga from India and either Tibetan Meditation, Qigong or West African Dance. (1–2 session)

In Person Lesson 1

Basics of Yoga

Duration: 1 session



Enduring Understandings

.....

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

.....

- Where is yoga from and what language is being used?
- Why do we do yoga?

Differentiation/Adaptations

.....

- If a student is having trouble when rolling up the mat, have another student assist them

Equipment/Materials

.....

- Yoga mats
- Cleaning materials
- *Yoga Tales* book
- Map of India



In Person: Sequence of Instruction

Introduction	<ul style="list-style-type: none">• Pass out the <i>Yoga Tales</i> book• Allow students to look through the <i>Yoga Tales</i> book• Identify the language used in parts of the book• Find India on a map
Discussion	<ul style="list-style-type: none">• Have you ever done yoga before?• Do you know of anyone who does yoga?• Where do people do yoga?• What is yoga?• Why do we do yoga?• Why do we take off our shoes?
Activity	<ul style="list-style-type: none">• How to get a yoga mat from the storage area, roll it out and position it in the room• How to do basic yoga poses (corpse pose, child's pose, sunrise pose)• How to clean, roll up and put away the yoga mats



In Person Lesson 2

Introduction of *Yoga Tales*

Duration: 1-2 sessions



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Why do we do yoga?
- What should you be thinking about as you do a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- If students are not able to hold downward facing dog the whole time when listening to the story, then have students either go to a modified downward dog pose (going down to their knees) and come back up to the unmodified pose when ready or go to crocodile or corpse pose as they finish listening to the story
- If a student is having trouble when rolling up the mat, have another student assist them

Equipment/Materials

- Yoga mats
- Cleaning materials
- *Yoga Tales* book
- Laptop/projector/document camera
- Interview Questions Worksheet ([page 61](#))
- Pencils



In Person: Sequence of Instruction

Introduction & Review

- Review how students get their yoga mats, place them in the room so they are facing the same direction with appropriate spacing between them, and where to place their shoes
- Preview poses will do in this lesson by looking at images from the *Yoga Tales* book projected on projection screen
- Review how to clean and roll up yoga mat and put away properly

Activity & Discussion

1st easier animal pose

- Teach the crocodile pose and have students practice this pose's form
- Read *The Ungrateful Crocodile* while students perform the crocodile pose
- Discuss the folktale and the pose using the essential questions

2nd easier animal pose

- Teach the downward facing dog pose. Have students practice this pose 3 times to make sure they are in proper form
- Read *The Shrewd Wolf* while students perform the downward facing dog pose
- Discuss the folktale and the pose using the essential questions

3rd easier animal pose

- Teach the cobra pose and have students practice this pose's form
- Read *The Wicked Cobra* while students perform the cobra pose
- Discuss the folktale and the pose using the essential questions

Discuss good question words like: why, what, how, etc.

- Students create and write questions on notecards to ask our visiting artist (Nisha Arya) when they interview her in the next lesson

Clean Up

- Students clean and roll up yoga mats and put away properly



In Person Lesson 3

Visiting Artist

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Why do we do yoga?
- How should you breathe while performing a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- Make sure students have enough room between mats to safely do challenging poses
- Useful to have an extra adult in the room to monitor and ensure students are careful not to land on their head or neck while performing the crow pose
- Modify crow pose by lifting one foot off the ground while having the other foot touch the ground
- Modify eagle pose by keeping both feet on the ground if they are having trouble balancing
- If students are able to balance when doing eagle pose, but are not able to wrap their leg around the other leg then have them simply raise one foot off the ground
- If students are having trouble wrapping their hands/arms around each other when doing eagle pose then have them touch the backs of their hands together or put palms together without wrapping arms around each other
- If students are not able to hold eagle pose have them modify by placing the toes of the leg that crosses on the ground



Equipment/Materials

- Yoga mats
- Laptop/projector/document cameras
- Students' questions on their Interview Questions Worksheet ([page 61](#))
- *Yoga Tales* book
- Cleaning materials

In Person: Sequence of Instruction

Introduction	<ul style="list-style-type: none">• Introduce our visiting artist, Nisha Arya, who tells her story of why she wrote the book and why she believes yoga is important
Warm-Up Activity	<ul style="list-style-type: none">• Students roll out their mats and take off their shoes• Nisha teaches the proper ways to breathe and talks about why it is important to breathe while performing yoga poses• Nisha introduces basic chanting to help students learn breathing and relaxation• Nisha warms up the students by leading them in tree pose, warrior pose, sunrise pose, child's pose, and mountain pose
Activity & Discussion	<p>1st challenging animal pose</p> <ul style="list-style-type: none">• Nisha shows the class how to perform the crow pose• Students have the opportunity to work on the crow pose• Nisha reads <i>The Clever Crows</i>• Students do not perform this challenging pose while she reads, instead they pick an easier pose to perform while they listen• Discuss the folktale and the crow pose using the essential questions <p>2nd challenging animal pose</p> <ul style="list-style-type: none">• Nisha shows the class how to perform the eagle pose• Students have the opportunity to work on the eagle pose• Nisha reads <i>The Determined Eagle</i>• Students may hold the eagle pose, or chose an easier pose to perform while they listen• Discuss the folktale and the eagle pose using the essential questions <p>3rd challenging animal pose</p> <ul style="list-style-type: none">• Nisha shows the class how to perform the lion pose and the way to breathe when doing it• Nisha reads <i>The Brave Lion</i> (optional)• Students perform the lion pose while they listen (optional)• Discuss the folktale and pose using the essential questions (optional)
Interview	<ul style="list-style-type: none">• Students have the opportunity to ask Nisha their questions that they wrote on their Interview Questions Worksheet during the previous lesson• Time permitting, students can ask any additional questions they may have thought of during the class session
Clean Up	<ul style="list-style-type: none">• Students clean and roll up yoga mats and put away properly

In Person Lesson 4

Mid-Unit Reflection

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently

Essential Questions

- Why do we do yoga?
- How should you breathe while performing a yoga pose?
- What should you be thinking about as you do a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- When do you hear stories in your own life and what do you learn from them?

Differentiation/Adaptations

- If students do not understand the last reflection question, then have students think about who tells stories to them

Equipment/Materials

- Yoga mats
- Cleaning materials
- Laptop/projector
- Mid-Unit Reflection Worksheet ([page 62](#))
- Pencils



In Person: Sequence of Instruction

Warm-Up Activity

- Students roll out their mats and take off their shoes
- Warm up by reviewing animal poses (crocodile, downward facing dog, cobra, crow, eagle, and lion poses) from previous class sessions

Activity & Discussion

Verbally review/discuss with students:

- What are the many things they learned with Nisha?
- The yoga that Nisha does is from what country?
- What language does Nisha sometimes use when she is teaching the yoga poses?

Students write their answers on a one-page Mid-Unit Reflection Sheet that asks them:

- How does yoga make you feel?
- What yoga poses were difficult for you?
- What was your favorite yoga pose? Why?
- Teacher Nisha taught us how to breathe. How does it help you do yoga?
- We read stories while doing yoga poses, where else do you hear stories besides books?

Extension Activity

- If some students finish early, they are allowed to draw their favorite pose on the back of their paper
- If everyone finishes, then the class can engage in pair-share discussions about the answers that they wrote to each question

Clean Up

- Students clean and roll up yoga mats and put away properly



In Person Lesson 5

More Animal Poses

Duration: 2-3 session



Enduring Understandings

.....

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

.....

- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

.....

- Remind students to use the modifications for the challenging poses if they need to use them

Equipment/Materials

.....

- Yoga mats
- Cleaning materials
- *Yoga Tales* book
- Laptop/projector/document camera



In Person: Sequence of Instruction

Warm-Up Activity

- Students roll out their mats and take off their shoes
- Review and practice all the animal poses the students have learned so far working on the form for each pose and on students' stamina to hold poses

Activity & Discussion

Teach all the remaining animal poses in the *Yoga Tales* book by:

- Teaching a pose and have students practice this pose's form
- Reading the associated story while students perform that animal pose
- Discussing the folktale and the pose using the essential questions

Animal poses and their stories are:

- Pigeon pose with *The Hungry Pigeons*
- Cow pose with *The Brahmin's Cow*
- Cat pose with *The Manipulative Cat*
- Frog pose with *The Foolish Frog*

Clean Up

- Students clean and roll up yoga mats and put away properly



In Person Lesson 6

Create Poses & Stories

Duration: 2-3 sessions



Enduring Understandings

- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- Remind students to use the modifications for the challenging poses if they need to use them
- Encourage students to create stories and poses that they have not learned or read about in the *Yoga Tales* Book with reminders about fable having morals and characters having some challenge
- Classroom teachers can help students (and particularly any students needing extra support with writing tasks) to revise and rewrite their stories and illustrations in preparation for putting their work into their own classroom's *2nd Grade Creates Yoga Tales* book. See Sample Student-Created Yoga Tale pages. ([pages 63–64](#))

Equipment/Materials

- Yoga mats
- Cleaning materials
- *Yoga Tales* book



- Laptop/projector/document camera
- Pencils, crayons, markers, colored pencils
- Sample Student-Created Yoga Tale ([pages 63–64](#))
- Student Create Your Yoga Tale worksheet ([pages 65–66](#))
- Camera

In Person: Sequence of Instruction

Warm-Up Activity

- Students roll out their mats and take off their shoes
- Review and practice all the animal poses the students have learned so far continuing to work on the form for each pose and on students' stamina to hold poses (crocodile, downward facing dog, cobra pose, crow pose, eagle pose, pigeon pose, cow pose, cat pose, and frog pose)

Activity & Discussion

- Review the items for each animal pose that Nisha Arya grouped together in her book
 - Photograph of her doing the pose
 - An animal story with a title
 - A drawing of the animal story that shows the animal doing the yoga pose
- Either project pages from the *Yoga Tales* book or pass out copies of the book for students to look at closely to help them get ideas for their own story. Share other students' yoga tale stories for inspiration see Sample Student-Created Yoga Tale [pages 63–64](#).
- Guide students in choosing any animal (not just animals in the *Yoga Tales* book) and in creating their own story about their animal
- Using student Create Your Yoga Tale worksheet, students write out their animal story and give it a creative title
- Guide students to explore moving as their animal to begin to create their animal's yoga pose
- Students draw and color the illustration of their story that has the animal doing the pose they created
- In small groups, students share their stories and poses with their classmates and try to do each other's pose
- Take a picture of each student's yoga pose that can be put with their story that they have written and illustration they drew

Clean Up

- Students clean and roll up yoga mats and put away properly

In Person Lesson 7

Performance Assessment

Duration: 1 session



Enduring Understandings

.....

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently

Essential Questions

.....

- Why do we do yoga?
- How should you breathe while performing a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?

Differentiation/Adaptations

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- If a student has been doing a modified pose, allow them to continue to do it during the assessment

Equipment/Materials

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- Yoga mats
- Cleaning materials
- Stopwatch
- How Well Do I Know Yoga worksheet ([page 67](#))
- Student Health Benefits Quiz ([page 68](#))



In Person: Sequence of Instruction

Warm-Up Activity

- Students roll out their mats and take off their shoes
- Review breathing in and out through the nose
- Practice all the animal poses the students have learned

Activity & Discussion

- Assess how well students independently know the poses by calling out names of poses for students to do without teacher demonstration
- Record if students are doing each yoga pose correctly
- Student partners will keep track of the time their partner holds each pose on the How Well Do I Know Yoga worksheet.
- Pass out the Student Health Benefits Quiz for students to indicate each pose's primary health benefit
 - Flexibility
 - Balance
 - Strength
- Discuss with students the physical benefits of each exercise when review quiz answers with the class
- Discuss with students the importance of breathing to increase stamina

Clean Up

- Students clean and roll up yoga mats and put away properly



In Person Lesson 8

Partner Poses

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently

Essential Questions

- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?

Differentiation/Adaptations

- Modify any partner poses that may be difficult to perform
- Because of the ever changing availability of videos on internet video sharing platforms, please find ones that are available when you teach this unit

Equipment/Materials

- Yoga mats
- Cleaning materials
- YouTube clips of partner yoga poses
- Laptop/projector



In Person: Sequence of Instruction

Preparation

- Set-up projector cart and laptop for showing yoga partner poses you have found on the internet
- Lay two mats out on the floor side by side
- Students roll out their mats and take off their shoes

Activity & Discussion

- Match students up with a partner
- Students watch the video clip of each partner yoga pose twice before they get to perform the pose together
- Pairs of students work together to perform: mixing bowl, boat, lotus flower, talking turtle pose, lounge chair, chair pose, moving mountain, partner trees or other partner poses
- Discuss with students the poses they found challenging and the physical benefits of the various poses

Clean Up

- Students clean and roll up yoga mats and put away properly



In Person Lesson 9

Synthesized Learning

Duration: 1-2 sessions



Enduring Understandings

.....

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important

Essential Questions

.....

- What should you be thinking about as you do a yoga pose?

Differentiation/Adaptations

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- Students may copy words from the table of similarities and differences that the whole class generates since ideas are more important than spelling in this activity
- This lesson may take 2 sessions if students also practice yoga each session – 1 session to generate table and 2nd to use table to complete Venn diagrams

Equipment/Materials

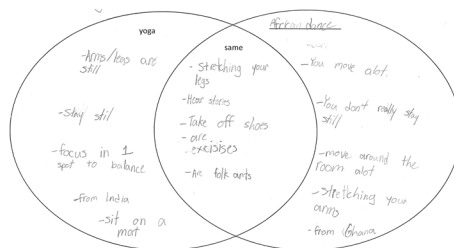
.....

- Laptop/projector or blackboard and chalk
- Movement Traditions Similarities & Differences Table example and for teachers use [Pages 69-70, page 71](#))
- Venn diagram Yoga is Same and Different Worksheet ([page 72](#))
- Pencils
- Clipboards



In Person: Sequence of Instruction

Preparation	<ul style="list-style-type: none">• Draw a blank Movement Traditions Similarities & Differences Table on a blackboard or in a digital file to project on a screen• Prepare discussion questions on movement traditions students will compare (like those in the Movement Traditions Similarities & Differences Table example)
Warm-Up Activity	<ul style="list-style-type: none">• Students roll out their mats and take off their shoes (optional)• Practice animal poses and partner poses the students have learned (optional)
Discussion & Activity	<ul style="list-style-type: none">• Asking questions like those in the Movement Traditions Similarities & Differences Table example, guide students to discuss similarities and differences of Yoga, Tibetan Meditation, Qigong, and African Dance• Record students' ideas expressed in the discussion in a blank Movement Traditions Similarities & Differences Table for all students to see• Pass out Yoga is Same and Different Worksheets for students to create their own Venn diagram using Yoga and either Tibetan Meditation, Qigong or African Dance• Students can use ideas generated by the class and should add additional thoughts that did not come up during the discussion to their personal Venn diagram• Students also fill out the reflection question that is asked at the bottom of the worksheet –Why does FACTS bring in artists to teach you these folk arts?• Acknowledge the students' hard work and learning and remind them that they can continue to practice the animal yoga poses they learned
Clean Up	<ul style="list-style-type: none">• Students hand in their worksheets• Students clean and roll up yoga mats and put away properly



Why does FACTS bring in artists to teach you these folk arts? Facts brings these artists to school so we can learn about different cultures (which is on the facts pledge)

Virtual Teaching of the Yoga and Folk Tales Lessons



Reflections on Virtual Teaching

By Daisy Ling, M.Ed., M.P.H., *Health/PE Teacher*



This unit has grown over time to become an important part of our 2nd grade physical education (PE) curriculum. The pandemic provided us with the opportunity to pilot and refine the unit so it could be taught successfully virtually. This unit was taught over 10 class sessions that were all delivered online. Fortunately, most of the yoga poses were able to be done with limited space, for we found that having adequate room for movement was a challenge for some students. Each class, I reminded students to try their best to find a space wherever they were for class that day that had enough room for them to stretch and move. Some students were at home and some students were in child care centers. Some students had a lot of room around them and other students had very limited space to move their bodies. Some students had floor space and some students were on their beds. Some students stood behind a table or desk and some students had a carpeted space to move on. Students used yoga mats, towels, blankets, sheets, or floor carpets as a surface to be on for their yoga sessions. For students who had to use beds, I modified poses to better ensure the student's safety. All students tried their best to learn all the stretches, animal yoga poses, and other yoga poses that were taught and shared.

There were several benefits to teaching this unit virtually. Online instruction (we used zoom) allowed me to have more direct student attention as students were able to see me and every movement I was teaching up close through their chromebook screen. Students were able to hear me clearly as I guided them through the various yoga poses. They were able to see the stories/images from the *Yoga Tales* book on their screen. Seeing the stories on their screen allowed them to follow along while I read. Some students chose to focus on their chromebook screen and simply follow the story text while others did the pose while listening to its story.

Teaching this unit virtually also allowed the teaching artist to visit the class virtually. Students had the opportunity to learn the harder poses from Nisha when she taught the class through zoom. Students were able to interview Nisha by unmuting themselves and speaking or they wrote in the chat for her to answer the questions they had for her. The zoom closeness helped students connect with Nisha.

I found yoga videos on [YouTube](#) and also used videos from [Unicef Kid Power](#). I'm not listing the specific videos (or images from the internet) I chose to use since internet links and offerings are forever changing, but there are lots of great internet resources that anyone can find to use with their students. Using yoga videos allowed me to watch students perform the poses as they followed along, and assess which students needed modifications. Students enjoyed the internet yoga videos since these had fun music that went along with the various poses that the students tried to do. Students enjoyed choosing between two yoga poses that were shown in some videos or in slides: having a choice increased student participation. I developed choice slides by placing images for two different poses side by side on a slide. Images included the animal poses in the *Yoga Tales* book and a selection of other yoga pose images I found on the internet or photos I took of myself doing the poses. Students could try



out or practice both poses, but then pick one to hold until we moved to the next slide. Students really enjoyed doing freeze dance yoga - something I found on YouTube. They would dance and follow along to the video and then for the freeze activity - a yoga pose would flash up on the screen for students to do and hold for a period of time. Students looked forward to doing yoga with the videos and the Choice Yoga Poses/Stretches (sample slides [pages 80–83](#)) each week that I used these for warmup or practice of particular poses we had learned.

I also found that I was able to get greater parental/family involvement when teaching the unit virtually because students were doing yoga at home. Family members could see what their child was learning and were very generous with sharing whatever they knew about yoga with their child. Their child was then able to bring this knowledge to enrich our class. When it came to turning in photos of the students' poses that they created, some parents helped take photos of their child that they then submitted on the google forms that I gave as assignments. They helped submit other digital assignments and mail in physical papers.

One area I found challenging in the virtual teaching classroom was that I was not able to help students with the positioning of their bodies. I was not able to always see the students' bodies fully to help fix their positioning, and I was not able to see each and every student do the poses correctly. Since student chromebooks needed to stay in one place while they performed the poses (to avoid damage to the computer), and students often had to move away from their computer to get enough space to try the yoga poses, I often did not have a complete view of them as they tried to do the animal poses. I used a wide lens camera (GoPro camera) to make sure students would be able to see my whole body while I was teaching each pose. Unfortunately, laptops and chromebooks do not have a wide lens camera, so we simply were not able to see students fully performing each pose.

Another challenge was that when I needed to back up further from my laptop to be seen when I was demonstrating and teaching the yoga poses, I was not able to closely monitor students on my laptop or television screen. I was fortunate enough to have an extra assistant teacher helping me during my virtual lessons. This assisting teacher helped with encouraging students to try the poses and was able to see if a student was sitting and watching the class and not participating. They were able to message these students to try to get them back on task. The extra teacher was able to monitor and see if students were being safe as they tried the poses. This assistant teacher also helped with managing questions that students may have had as they were learning the poses, for I could miss their raised hands or perplexed looks because I was not always right in front of my laptop.

When I teach this unit again through virtual instruction, I plan to send home a *Yoga and Folk Tales Unit* package that will include: a yoga mat, paper and pencil, and all worksheets e.g. Interview Questions Worksheet ([page 61](#)), Mid-Unit Reflection Sheet ([page 62](#)), two copies of Create Your Yoga Tale ([pages 65–66](#)) so students could do a draft and a final copy, Student Health Benefits Quiz ([page 68](#)), and Yoga is Same and Different venn diagram worksheet ([page 72](#)). I would also like to see if Nisha might be able to create a practice video we could use each week as this would be a great way to deepen the connection between her and the students.



Virtual: Folk Arts/Arts Integration

We use Nisha Arya's *Yoga Tales* book in virtual PE class to introduce students to the *Panchatantra* stories and to support them in developing the ability to sustain poses and persist in the practice of yoga.

Nisha Arya is brought into the virtual classroom as a teaching artist for one lesson in each 2nd grade class. Students have the chance to experientially learn yoga from her as a community tradition bearer who practices this movement tradition and knows a lot about it. Students have the opportunity to interview Nisha and ask her questions about the book and the different yoga animal poses, and about herself as a yoga practitioner. In this way, this unit helps to develop students' ethnographic skills of interviewing and deep listening.

Students creatively express themselves by creating their own yoga pose, yoga tale story, and inventive title for their story. Their creations are then available for the students to share what they are learning with others.

Virtual: Technology Integration

Resources for instruction

- Google slides to guide warm up and lesson activities and share a digital copy of the *Yoga Tales* book with students
- Zoom for synchronous teaching of each lesson
- Zoom chat for student interaction via discussing stories, creating questions to ask the visiting artist, and sharing their ideas as the class creates the Movement Traditions Similarities & Differences Table ([pages 69-71](#))
- Yoga videos and images on the internet for teaching and practicing stretches and selected poses
- Google forms, google docs, google classroom for turning in students' photos and classwork

Teachers use

- A wide-angle lens camera (GoPro camera) to enable students to see the teacher's full body
- A large monitor or television screen to better see students doing yoga poses

Students use

- Chromebooks or laptops
 - to attend and participate in all lessons
 - to turn in photos and completed surveys and documents that are recreated in a digital format
- Chromebook or laptop cameras
 - to show their movements as they learn and practice yoga poses
 - to take photos of their poses (or a parent uses a cell phone camera to do this)



Virtual: Lesson Plan Overview

Virtual Lesson 1	Introduce the unit. Discuss what yoga is, why people do yoga, why we do yoga, and that the tradition of yoga Nisha does originated from India. Introduce Nisha's <i>Yoga Tales</i> book, the language used in it, and where India is on a map. Go over the type of equipment that is often used when doing yoga. Students share poses that they may know. (1 session)
Virtual Lesson 2	Introduce choice yoga pose/stretch for warm-up. Review the equipment used, where yoga is done, and why we do yoga. Introduce one-two yoga animal poses. Read and discuss the accompanying <i>Yoga Tales</i> fables. (1 session)
Virtual Lesson 3	Introduce two animal poses each session. Read and discuss associated folktales. Practice poses from previous sessions. Students share with the class any yoga poses or stretches they learned from a family member. (2–3 sessions)
Virtual Lesson 4	Review all animal poses from the previous sessions. Introduce one new animal pose. Read and discuss its accompanying <i>Yoga Tales</i> fable. Students write questions to ask Nisha. (1–2 session)
Virtual Lesson 5	Nisha visits virtually on zoom. She tells about herself and her art, is interviewed by students, and reads and discusses two folktales. She performs/teaches challenging yoga poses, and explains about breathing when doing yoga. (1 session)
Virtual Lesson 6	Review the health benefits of each animal pose. Work on improving how we perform each pose and how long we can hold it. Students complete mid-unit reflection and health benefits quiz. Introduce yoga videos for additional practice. (1–2 session)
Virtual Lesson 7	Students create their own animal poses, stories, and story titles. Students photograph their poses and share what they have created with class. (2–3 sessions)
Virtual Lesson 8	Review learning about yoga and other movement traditions students learned before. Complete synthesizing comparison of Yoga from India and Tibetan Meditation or Qigong. (1–2 session)

Virtual Lesson 1

Basics of Yoga

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Where is yoga from and what language is being used?
- Why do we do yoga?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- Students signal they have something to share, ask questions, or discuss the folktales by raising their physical or virtual hand, unmuting and speaking out loud, or by using the chat

Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- Slides for Lesson 1 (See suggested slide content on [pages 73–79](#))
- *Yoga Tales* book



Virtual: Sequence of Instruction

Introduction

Provide a general overview of the unit

- Show the physical *Yoga Tales* book
- Flip through book quickly to show that students will learn animal poses and hear animal folktales

Coach students in how get ready to do yoga

- Finding a space that will work to do both standing poses and floor poses
- Adjusting their chromebook camera so their body can always be seen
- Getting a surface or covering to be on when doing yoga by showing examples of towels, mats, rugs, etc.
- Ways to signal to the teachers that they have a question or something to share

Discussion

Use a slide presentation for the lesson (see Lesson 1 slide suggestions on [pages 73–79](#))

- Show the *Yoga Tales* book
- Have you ever done yoga before?
- Do you know of anyone who does yoga?
- Find India on a map
- Identify the language used in the book
- Where do people do yoga?
- Why do people do yoga?
- Why do we do yoga?
- What types of equipment do people use to do yoga?
- Why do we take off our shoes?

Activity

- Teach how to do basic yoga poses (corpse pose, child's pose, sunrise pose)
- Teach how to do an easy animal pose
 - Teach the cobra pose and have students practice this pose's form
 - Read *The Wicked Cobra* while students perform the cobra pose
 - Discuss the folktale and the pose using the essential questions
- Have selected students share yoga pose they may know with the class

Virtual Lesson 2

Introduction of *Yoga Tales*

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Why do we do yoga?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?
- When do you hear stories in your own life and what do you learn from them?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.

Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- Slides for Choice Yoga Poses/Stretches ([pages 80–83](#))
- *Yoga Tales* book



Virtual: Sequence of Instruction

Introduction	<ul style="list-style-type: none">• Review how students get ready to do yoga<ul style="list-style-type: none">–Finding a good space to do both standing poses and floor poses–Placing a surface or covering on the space they will use to do yoga–Adjusting their camera to show their bodies–Taking off their shoes and placing them to the side of where they do yoga• Demonstrate how to roll up a yoga mat and fold a towel/covering<ul style="list-style-type: none">–Students may practice if they are using their own yoga mat or towel/covering• Preview the animal poses students will learn in this lesson<ul style="list-style-type: none">–Look at the images of the crocodile and lion poses in the <i>Yoga Tales</i> book
Warm-Up Activity	<p>Introduce the Choice Yoga Poses/Stretches slides</p> <ul style="list-style-type: none">• Show a slide on the screen that has two stretches• Encourage students to try both• Students then pick one to hold longer• Students release that stretch when you advance to the next slide• Repeat this process for the remaining 4 pairs of stretches
Activity & Discussion	<ul style="list-style-type: none">• 1st easier animal pose<ul style="list-style-type: none">–Teach the crocodile pose and have students practice this pose's form–Read <i>The Ungrateful Crocodile</i> while students perform the crocodile pose–Discuss the folktale and the pose using the essential questions• 2nd easier animal pose<ul style="list-style-type: none">–Teach the lion pose and have students practice this pose's form–Read <i>The Brave Lion</i> while students perform the lion pose–Discuss the folktale and the pose using the essential questions• Review of animal poses learned so far<ul style="list-style-type: none">–Practice cobra, crocodile and lion pose• Lesson extension (optional)<ul style="list-style-type: none">–Have selected students share yoga pose they may know with the class
Clean Up	<ul style="list-style-type: none">• Coach students in ending their session by<ul style="list-style-type: none">–Rolling up their yoga mat or folding their towel/covering–Tidying up the space they used to do yoga–Putting their shoes back on

Virtual Lesson 3

More Animal Poses

Duration: 1-2 sessions



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- If students are not able to hold downward facing dog pose the whole time, then have students go back to crocodile or modify by having students go back down to their knees

Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- Slides for Choice Yoga Poses/Stretches that you change for each session by mixing up pairings and including animal poses students have learned
- *Yoga Tales* book



Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students how to get ready to do yoga by
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side
- Preview the animal poses students will learn
 - Show the images of the two animal poses in the *Yoga Tales* book that students will learn in that session
- Use Choice Yoga Poses/Stretches slides for the warm up each session that have been changed by mixing up the pairings of stretches and including some poses students have learned
 - Show a slide on the screen that has two poses or stretches
 - Encourage students to try both
 - Students then pick one to hold longer
 - Students release that poses/stretch when you advance to the next slide
 - Repeat this process for 5 rounds

Activity & Discussion

- Teach animal poses in the *Yoga Tales* book by
 - Teaching a pose and have students practice this pose's form
 - Reading the associated story while students perform that animal pose
 - Discuss the folktale and the pose using the essential questions
- Animal poses and their stories
 - Downward dog pose with *The Shrewd Wolf*
 - Pigeon pose with *The Hungry Pigeons*
 - Cow pose with *The Brahmin's Cow*
 - Frog pose with *The Foolish Frog*
- Review and practice all the animal poses the students have learned so far working on the form for each pose and on students' stamina to hold poses
- Lesson extension (optional)
 - Students are selected to share with the class a yoga pose or a stretch they learned from a family member
 - All are encouraged to try the poses and stretches their classmates share

Clean Up

- Students tidy up the space they used to do yoga and put their shoes back on

Virtual Lesson 4

Prepare for Artist Visit

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Why do we do yoga?
- What should you be thinking about as you do a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.

Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Slides for Choice Yoga Poses/Stretches that you change to mostly be the animal poses students have learned
- Interview Questions Worksheet ([page 61](#))
- Yoga mat or comparable surface
- *Yoga Tales* book
- Paper/Pencil



Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students how to get ready to do yoga by
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side
 - Getting a pencil and paper
- Preview the animal poses students will learn
 - Show the images of the two animal poses in the *Yoga Tales* book that students will learn in that session
- Use Choice Yoga Poses/Stretches slides for the warm up that have been changed to mostly be the animal poses students have learned so far
 - Show a slide on the screen that has two poses or stretches
 - Encourage students to try both
 - Students then pick one to hold longer
 - Students release that poses/stretch when you advance to the next slide
 - Repeat this process for 5 rounds

Activity & Discussion

- Another animal pose
 - Teach the cat pose and have students practice this pose's form
 - Read *The Manipulative Cat* while students perform the cat pose
 - Discuss the folktale and the pose using the essential questions
- Discuss good question words like: why, what, how, etc.
 - Students create and write questions on their papers (or type them into the zoom chat feature) to ask our visiting artist (Nisha Arya) when they interview her in the next lesson

Clean Up

- Students put away their interview question paper
- Students tidy up the space they used to do yoga and put their shoes back on
- Save the questions typed in the chat feature

Virtual Lesson 5

Visiting Artist

Duration: 1 session



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- Why do we do yoga?
- How should you breathe while performing a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- Make sure students have enough room and are careful not to land on their head or neck while performing the crow pose
- Modify crow pose by lifting one foot off the ground while having the other foot touch the ground
- Modify eagle pose by keeping both feet on the ground if they are having trouble balancing
- If students are able to balance when doing eagle pose, but are not able to wrap their leg around the other leg then have them simply raise one foot off the ground
- If students are having trouble wrapping their hands/arms around each other when doing eagle pose then have them touch the backs of their hands together or put palms together without wrapping arms around each other
- If students are not able to hold eagle pose have them modify by placing the toes of the leg that crosses on the ground



Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- *Yoga Tales* book
- Slides for Visiting Artist ([pages 84–92](#))
- Students' papers with questions and saved chat from the previous class

Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students how to get ready to do yoga by
 - Making sure they have enough room
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side
 - Getting the paper of questions they wrote last week
- Warm up with Choice Yoga Poses/Stretches slides (time permitting)
- Use a slide presentation to guide the lesson (see Lesson 5 slide suggestions on [pages 84-92](#))
 - Preview how the interview will be conducted in our virtual classroom
 - Encourage students to listen and come up with more questions
 - Inform students that our visitor will teach us harder animal poses today

Activity & Discussion

- Introduce Nisha who tells her story of why she wrote the book and why she believes yoga is important
- 1st challenging animal pose
 - Nisha shows the class how to perform the crow pose
 - Students have the opportunity to work on the crow pose
 - Nisha reads *The Clever Crows*
 - Students do not perform this challenging pose while she reads, instead they pick an easier pose to perform while they listen
 - Discuss the folktale and the crow pose using the essential questions



Virtual: Sequence of Instruction

Activity & Discussion

- 2nd challenging animal pose
 - Nisha shows the class how to perform the eagle pose
 - Students have the opportunity to work on the eagle pose
 - Nisha reads *The Determined Eagle*
 - Students may hold the eagle pose, modify the pose, or chose an easier pose to perform while they listen
 - Discuss the folktale and the eagle pose using the essential questions
- 3rd challenging animal pose
 - Nisha shows the class how to perform the lion pose
 - Nisha teaches the proper ways to breathe and talks about why it is important to breathe while performing yoga poses
 - Students perform the lion pose and practice the breathing for this pose
 - Nisha reads *The Brave Lion* (time permitting)
 - Discuss the folktale and the lion pose using the essential questions (time permitting)

Interview

- Students have the opportunity to ask Nisha their questions that they wrote on their papers or in the chat during the previous lesson
- Time permitting, students can ask any additional questions they may have thought of during the class session

Clean Up

- Students thank our visitor
- Students tidy up the space they used to do yoga and put their shoes back on



Virtual Lesson 6

Mid-Unit Reflection

Duration: 2 sessions



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently

Essential Questions

- Why do we do yoga?
- How should you breathe while performing a yoga pose?
- What should you be thinking about as you do a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- Where is yoga from and what language is being used?
- When do you hear stories in your own life and what do you learn from them?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- Make sure students have enough room and are careful not to land on their head or neck while performing the crow pose
- Modify crow pose by lifting one foot off the ground while having the other foot touch the ground
- Modify eagle pose by keeping both feet on the ground if they are having trouble balancing
- If students are able to balance when doing eagle pose, but are not able to wrap their leg around the other leg then have them simply raise one foot off the ground
- If students are having trouble wrapping their hands/arms around each other when doing eagle pose then have them touch the backs of their hands together or put palms together without wrapping arms around each other
- If students do not understand the last reflection question, then have students think about who tells stories to them



Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students to get ready to do yoga by
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side
- Use a yoga video found on the internet for the warm up

Activity & Discussion

- As students perform all poses they have learned (crocodile, cow, cat, downward facing dog, cobra, pigeon, frog, crow, eagle, lion, etc.)
 - Show the image of the animal poses in the *Yoga Tales* book as students perform the pose (optional)
 - Work on the length of time students can hold each pose (stamina)
 - Lead a review discussion of the health benefits of each animal pose (flexibility, balance, strength)
- Verbally review/discuss with students
 - What are the many things they learned with Nisha?
 - The yoga that Nisha does is from what country?
 - What language does Nisha sometimes use when she is teaching the yoga poses?
- Students type their answers on a Mid-Unit Reflection survey form that asks them
 - How does yoga make you feel?
 - What yoga poses were difficult for you?
 - What was your favorite yoga pose? Why?
 - Teacher Nisha taught us how to breathe. How does it help you do yoga?
 - We read stories while doing yoga poses, where else do you hear stories besides books?
- Students type their answers on a Student Health Benefits Quiz survey form to indicate the areas of the body each pose works on and each pose's primary health benefit
 - Flexibility
 - Balance
 - Strength



Virtual: Sequence of Instruction

Clean Up

- In chat, students brainstorm an animal they might like to create a pose for and write about
- Students tidy up the space they used to do yoga and put their shoes back on

Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- Yoga video from internet
- *Yoga Tales* book
- Mid-Unit Reflection Sheet questions ([page 62](#)) made into an online survey form
- Student Health Benefits Quiz questions ([page 68](#)) made into an online survey form

The Clever Crows

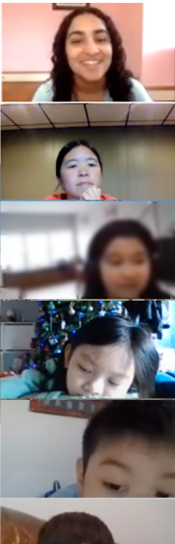

A crow lived with his wife in a nest atop a tall tree. The crow's wife laid three eggs. Soon afterwards, a snake came to live in a hole under the same tree. The crows started to fear for their eggs because they knew they were too weak to fight the snake.

One day, when the crows were off to search for food, the snake climbed up the tree and devoured the eggs. When the crows returned, they felt very sad and sought revenge.

The crows made a plan. They flew to the riverbank where the princess of the kingdom came daily for her bath. As was her custom, the princess took off her gold jewelry before she entered the river. Two soldiers stood guard as she bathed.

The female crow swooped down and snatched a glittering necklace in her beak and flew away. The two soldiers chased her to the nest in the tree. The crow dropped the necklace near the snake's hole. The snake heard the noise and slithered out hissing. The soldiers were frightened by the snake and killed it with sticks. Then they grabbed the necklace and left.

The crow couple was very happy with the death of the snake. After some days, the female crow laid eggs again, and the family lived happily ever after.



Virtual Lesson 7

Create Poses & Stories

Duration: 2-3 sessions



Enduring Understandings

- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important
- Stories (such as stories with some connection to movement traditions) help learners understand what the practitioners find deeply meaningful and important

Essential Questions

- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- How does the way this animal is/moves help you do the animal yoga pose?
- Why did the animals in the animal fable do what they did? What is the message/moral in each animal fable??

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- Make sure students have enough room and are careful not to land on their head or neck while performing the crow pose
- Remind students to use the modifications for the challenging poses if they need to use them
- Encourage students to create stories and poses that they have not learned or read about in the *Yoga Tales* Book with reminders about fable having morals and characters having some challenge
- If you have previously recorded *Yoga Tales* stories, students can go back to listen to them to get ideas

Equipment/Materials

- Laptop/Chromebook
- TV/Additional large monitor
- Yoga mat or comparable surface
- *Yoga Tales* book
- Paper/pencils/crayons/markers
- 2nd Grade Creates *Yoga Tales* book example ([pages 63-64](#))
- Student Create Your Yoga Tale worksheet ([pages 65-66](#)) made into an online document
- Create an online way for students to submit their yoga pose photos and other assignments i.e. Google Classroom assignment
- Document camera (if needed)
- Wide-angle lens camera with stand
- Yoga videos from internet
- Links to previous lesson slides
- Camera



Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students to get ready to do yoga by
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side
- Use a yoga video found on the internet for the warm up
- Review/Practice all animal poses they have learned from the *Yoga Tales* book (crocodile, cow, cat, downward facing dog, cobra, pigeon, frog, crow, eagle, lion)

Activity & Discussion

- Share 2nd Grade Creates *Yoga Tales* book example pages to discuss
 - What animal(s) would you like to write about?
 - What kind of story do you want to write?
 - What animal would you like to make a yoga pose for and be able to hold for a photo?
- Students choose their own animal for their created animal yoga pose and story and share their animal in chat
- Students may go back to previous lesson slides on google classroom to look at *Yoga Tales* book or prior student work examples to help them with ideas for their own story
- Students create their own story and title, writing it on the Student Create Your Yoga Tale worksheet paper or typing it into an online version of the worksheet
- Thinking about the attributes of their animals, students experiment with creating a pose for their animal
- On paper, students draw their picture that goes to their story and illustrates their created pose
- As students finish writing and revising their stories and coloring their pictures, select students share and present their story's title, story details, drawing, and animal pose with the class
- Students are encouraged to try the poses their classmates created

Turn In Work & Clean Up

- Students ask parents for help in taking a picture of them doing their yoga pose. Photos are uploaded to email or a google classroom assignment to be put with their story that they have written
- Photographs of student drawings and written stories can also be taken with a camera and uploaded too (optional)
- Written papers and drawings are submitted via the mail so all physical and digital work can be compiled into the students' own 2nd Graders Creates *Yoga Tales* book
- Students tidy up the space they used to do yoga and put their shoes back on

Virtual Lesson 8

Synthesizing Learning

Duration: 1-2 sessions



Enduring Understandings

- Movement helps us stay healthy, and different movement traditions emphasize health, even if its different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what its practitioners value and determine to be important

Essential Questions

- What should you be thinking about as you do a yoga pose?
- How does each yoga pose help you stretch and get more flexible, develop balance, and/or get stronger?
- When do you hear stories in your own life and what do you learn from them?

Differentiation/Adaptations

- Students may use their own yoga mat, towel, blanket, bed sheet, rug, etc.
- Make sure students have enough room and are careful not to land on their head or neck while performing the crow pose
- Remind students to use the modifications for the challenging poses if they need to use them
- Students may copy words from the table of similarities and differences that the whole class generated since ideas are more important than spelling in this activity
- This lesson may take 2 sessions if students also practice yoga each session - 1 session to generate table and 2nd to use table to complete Venn diagrams



Virtual: Sequence of Instruction

Warm-Up Activity

- Remind students to get ready to do yoga by
 - Unrolling their yoga mat or placing a surface or covering on the space they will use to do yoga
 - Adjusting their camera to show their bodies
 - Putting their shoes to the side & getting a pencil and paper
- Use a yoga video found on the internet for the warm up
- Review/Practice all animal poses they have learned from the *Yoga Tales* book (crocodile, cow, cat, downward facing dog, cobra, pigeon, frog, crow, eagle, lion)

Activity & Discussion

- Discuss movement traditions similarities & differences
 - Asking questions in the Movement Traditions Similarities & Differences Table, guide students to discuss similarities and differences of Yoga, Tibetan Meditation, and Qigong by unmuting to speak and by typing their ideas in chat
 - Record students' ideas expressed in the discussion in a blank table for all students to see
- Students compare movement traditions
 - Show the Venn diagram worksheet for students to draw their own diagram on a piece of paper
 - Students pick the movement form, either Tibetan Meditation or Qigong, they are going to compare with yoga in their own Venn diagram
 - Students can copy directly from the class generated table to use ideas generated by the class and should add additional thoughts that did not come up during the discussion to their personal Venn diagram
- Final reflection question
 - Lead discussion with students unmuting and typing in chat their thoughts about the final reflection question - Why does FACTS bring in artists to teach you these folk arts?
 - Students type their own thoughts on the reflection question in an online survey form or document
- Acknowledge the students' hard work and learning and remind them that they can continue to practice the animal yoga poses they learned
 - Students type into chat who they could show, teach, or practice yoga with, i.e. a family member



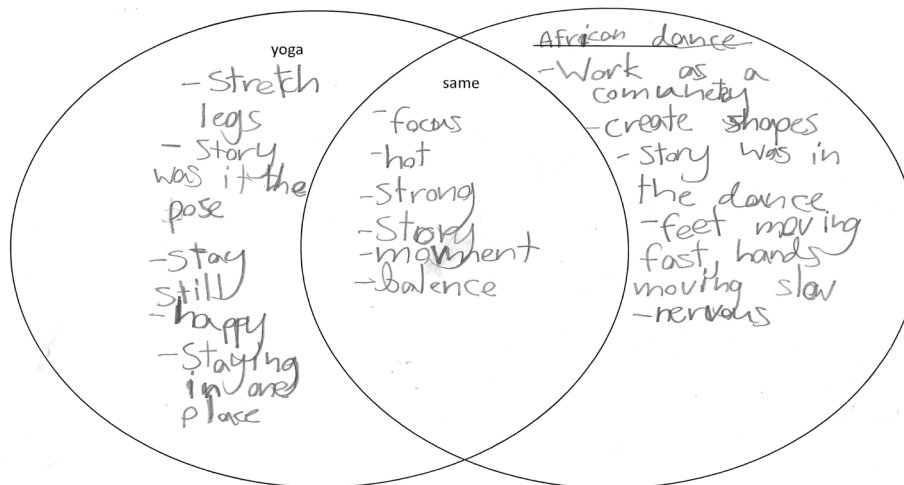
Virtual: Sequence of Instruction

Clean Up

- Completed Venn diagram papers are submitted via the mail
- Students tidy up the space they used to do yoga and put their shoes back on

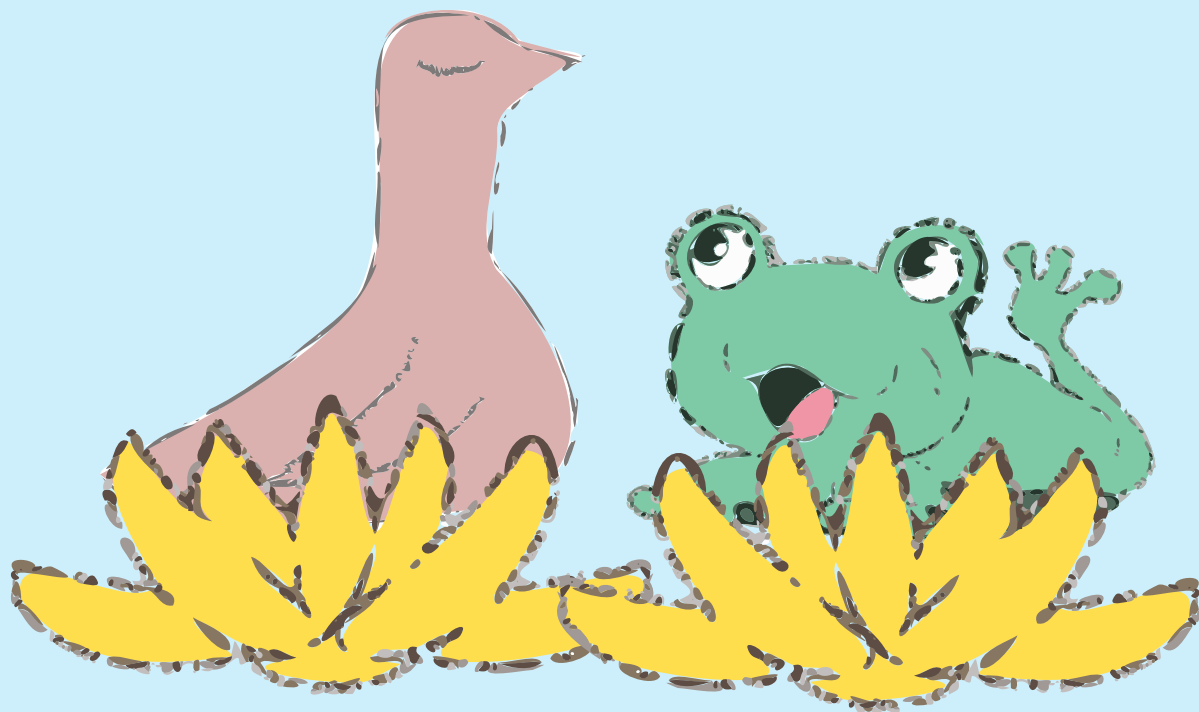
Equipment/Materials

- Laptop/Chromebook
- Document camera (if needed)
- TV/Additional large monitor
- Wide-angle lens camera with stand
- Yoga mat or comparable surface
- Yoga videos from internet
- Movement Traditions Similarities & Differences Tables ([pages 69-70](#), [page 71](#)) made into an online document that you can type in
- Venn diagram Yoga is Same and Different Worksheet ([page 72](#)) with reflection question made into an online document or survey form

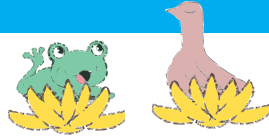


Why does FACTS bring in artists to teach you these folk arts? We bring them in because they teach us about different cultures.

Handouts for Teaching Yoga and Folk Tales



Interview Questions Worksheet



Name: _____ Grade/Cluster: _____ Date: _____

Create questions you would like to ask Teacher Nisha when she visits our class. (include questions about yoga poses, *Yoga Tales* book, or any questions you have for Teacher Nisha about yoga).

1. _____

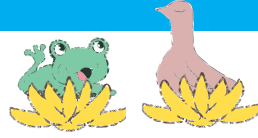
2. _____

3. _____

4. _____

Mid-Unit Reflection Sheet

Yoga and Folktales Unit



Name: _____ Grade/Cluster: _____ Date: _____

1. How does yoga make you feel?

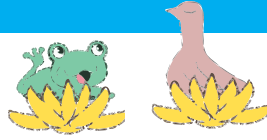
2. What yoga poses were difficult for you?

3. What was your favorite yoga pose? Why?

4. Teacher Nisha taught us how to breathe. How does it help you do yoga?

5. We read stories while doing yoga poses, where else do you hear stories besides books?

Student-Created Yoga Tale



The Foolish Flamingos

by Franka 2nd Grade Air



A group of boy flamingos were walking through a lake and saw the most beautiful flamingo they had ever seen. For they did not know that that very flamingo was a wicked flamingo in disguise. The first flamingo went up to the pretty flamingo and asked, "Will you marry me?" The pretty flamingo refused and shot a poison potion at him! He died but the second flamingo paid no attention. So he went up to the flamingo and asked the same question. The evil flamingo shot him a look and sent another poison potion flying at him! He died and this time, all the other flamingos saw it and ran away. The end.



Student-Created Yoga Tales

1



by Franka 2nd Grade Air



Student-Created Yoga Tales

2



Name: _____ Grade/Cluster: _____ Date: _____

Create Your Yoga Tale

Draw a picture in the box of a new animal pose and write your own story about this pose on the lines on the back.

Animal pose: _____

How Well Do I Know Yoga?

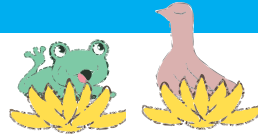


Name: _____ Grade/Cluster: _____ Date: _____

Have your partner write down how long you can hold the pose.

Animal Pose	Does pose when teacher says just the name of the pose	Does pose when teacher says the pose name with reminders of how to do it	Time
Crocodile			
Pigeon			
Downward Facing Dog			
Eagle			
Cobra			
Cat			
Cow			
Lion			
Frog			
Crow			

Student Health Benefits Quiz

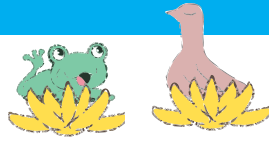


Name: _____ Grade/Cluster: _____ Date: _____

Answer the question and then circle the primary health benefit for each animal pose.

Animal Pose	What areas of the body are you working on when you do the pose? (Shoulders, hands, forearms, wrists, fingers, calves, neck, arms, ankles, hips, back, spine, legs, abdomen, stomach, chest, face)	Circle Primary Health Benefit F= Flexibility B= Balance S= Strength
Crocodile		F B S
Pigeon		F B S
Downward Facing Dog		F B S
Eagle		F B S
Cobra		F B S
Cat		F B S
Cow		F B S
Lion		F B S
Frog		F B S
Crow		F B S

Movement Traditions Similarities & Differences Table Example



The first column of this instructional tool contains discussion prompt questions to get the input of the whole class as you lead them to discuss and review their learning in several different movement tradition experiences. Record student responses in your table that is visible on a blackboard or projected from a laptop on a screen. This activity prepares young students to complete the Venn diagram.

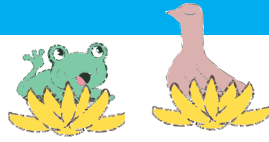
Our sample table shows some ideas the FACTS 2nd graders generated about what was the same and what was different between these four movement traditions to help you direct and anticipate student responses. The table you use with students to do this activity should be the blank table ([page 71](#)) so you can record your students' ideas during the class discussion reviewing what they have learned.

Prompt Questions	Yoga	West African Dance	Tibetan Meditation	Qigong
<p>What do your bodies do? (arms, feet, eyes, etc.)</p> <p>What type of movements were you doing?</p>	<p>Stretch legs and arms</p> <p>Some poses your hands on the floor</p> <p>Flexible</p> <p>Arms and legs stayed still</p>	<p>Feet were moving very fast, slow</p> <p>hands Stretching your legs</p> <p>Rolling, Swinging, Shaking your hands</p> <p>Moving a lot, moved more than part of the body at a time</p>	<p>Body is still, hands were in a certain position</p> <p>Crossed legs</p> <p>Hands on your knees or thighs, hands by your sides</p> <p>Movements were still</p>	<p>Slow arm movements</p> <p>Feet stay on the floor</p> <p>Turning of the your head to look backwards</p> <p>Rubbing hands together</p> <p>Rub belly</p> <p>Energy punch</p>
<p>Where are you in the room?</p>	<p>Staying still like a statue</p> <p>Hold pose</p> <p>Balancing</p> <p>Stay in one place</p>	<p>Move around the room and used different parts of the room</p> <p>Circle, rainbow, lines</p>	<p>Sitting</p> <p>Stayed in one place</p>	<p>Standing in one place</p>



Prompt Questions	Yoga	West African Dance	Tibetan Meditation	Qigong
<p>What are you supposed to think about when you are doing it?</p> <p>What did your teachers tell you to focus on?</p>	<p>Thinking about stories</p> <p>Stories lesson</p> <p>Peace, how to do the pose, think about breathing air, think about the move you are doing</p>	<p>What to do next</p> <p>Think about the next move</p>	<p>Peace</p> <p>Calming your mind</p> <p>Breathing air, trying to clear your mind, get stress out of your mind</p>	<p>Breath in breath out</p> <p>Moving like water</p> <p>Reducing stress</p> <p>Focus on one point</p>
How did you feel?	<p>Happy</p> <p>Calm</p> <p>Hot</p> <p>Strong</p> <p>Tired</p> <p>Peace</p>	<p>Nervous</p> <p>Teamwork</p> <p>Proud</p> <p>Tired</p> <p>Hot</p> <p>Strong</p> <p>Felt more energetic</p>	<p>Peaceful</p> <p>Calm</p> <p>Calm your brain down</p> <p>Settled</p>	<p>Calm</p> <p>Peaceful</p> <p>Tired</p> <p>Energetic</p>
How should you feel?	Focus	Focus	Focus	Focus
Stories are an important part of folk arts. Tell us about how stories were important with each of these movement traditions	<p>Book is about the animal to help you do the pose</p> <p>Stories tells you more about poses</p>	<p>Story was in the dance</p> <p>Each dance represents community</p> <p>Story was in the song</p> <p>Hand in the air represent clouds</p> <p>Hands down to the ground meant earth</p>	<p>Story was in the mandala</p>	<p>Exercises represent a season</p> <p>Story is in the name of exercises</p> <p>Exercises help change emotions</p>
<p>What language?</p> <p>What country is it from?</p>	Sanskrit, India	Ga, Ghana	Tibetan, Tibet	Chinese, China

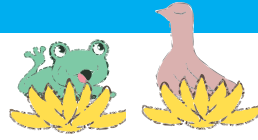
Movement Traditions Similarities & Differences Table (for teachers use)



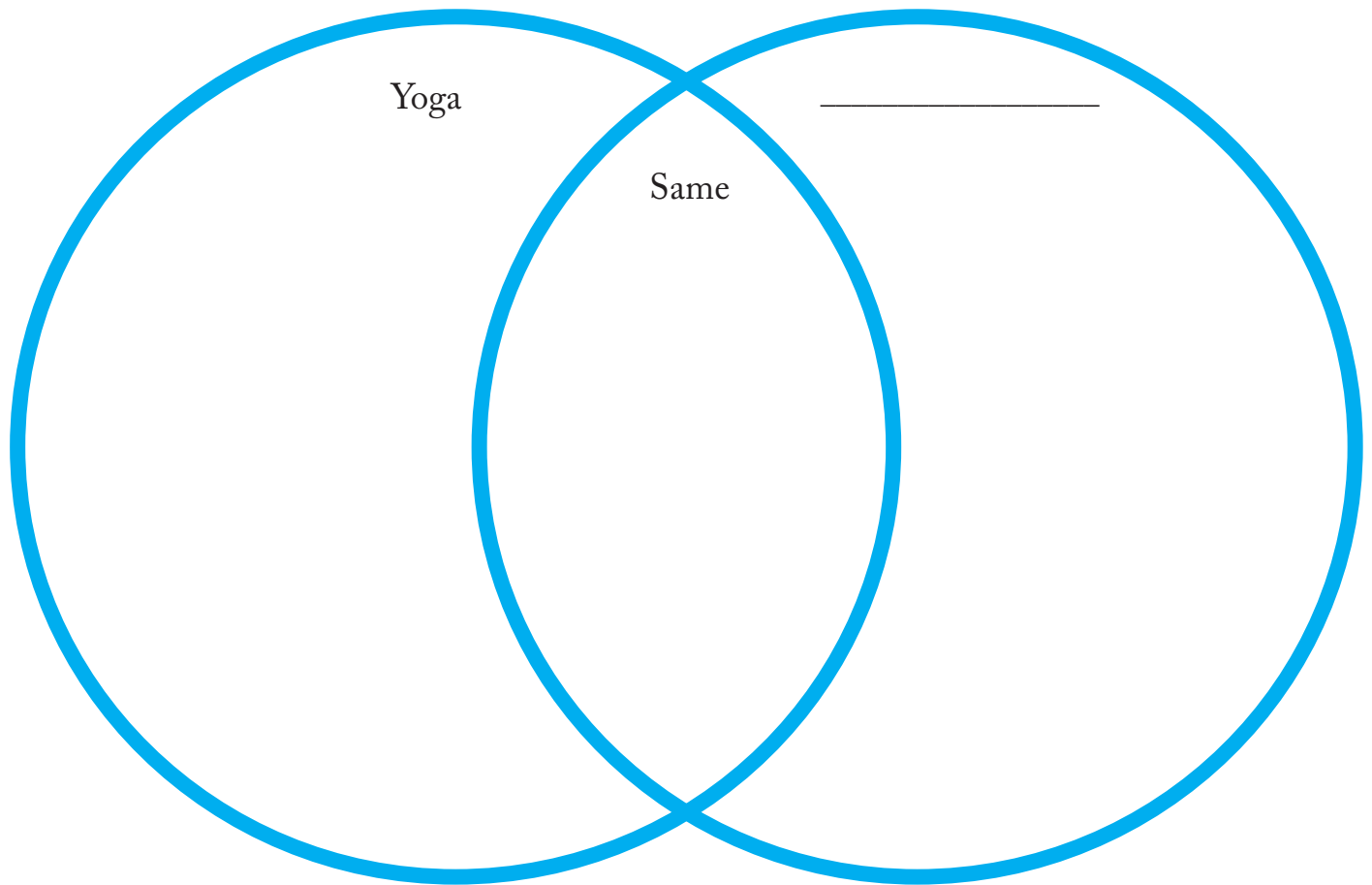
Fill out while discussing the different movement traditions with your class. In this table, type the responses that students give during whole class discussion.

Yoga	West African Dance	Tibetan Meditation	Qigong

Yoga is Same & Different Worksheet



Name: _____ Grade/Cluster: _____ Date: _____



Why does FACTS bring in artists to teach you these folk arts?

Yoga and Folk Tales
Basics of Yoga Slides
Virtual Lesson 1



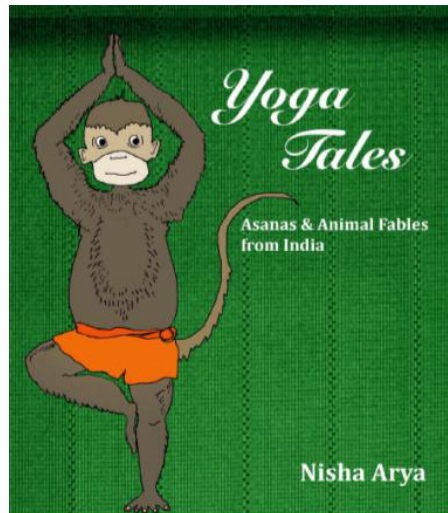
Yoga and Folk Tales
Basics of Yoga

Virtual Lesson 1

T. Daisy



Introduction of the Book



Class Discussion

- Have you ever heard of yoga?
- Have you done yoga before?
- Do you know of anyone who does yoga?
- Where is yoga from and what language is used during the practice of yoga?



Where is India?

(Show a map of the world. Point out where India is and where you are located)

- What language is used? Sanskrit

Where do people do yoga?

(Place pictures of people doing yoga in different places on this slide)

- Yoga Studio/Gym
- At home
- Outside



Why do people do yoga?

- Movement helps us stay healthy, and different movement traditions emphasize health, even if it's different ways of being healthy in our body and mind
- Different movement traditions have various ways of moving that each focus on using our bodies and the space around us differently
- Movement traditions express what it's practitioners value and determined to be important

What types of equipment do people use to do yoga?

(place pictures of yoga equipment on this slide)

- Yoga mat
- Block



Why do people do yoga without shoes on?

- Shoes should not be worn on yoga mats as dirt, germs, and dust may be on the bottom of our shoes
- Wearing shoes may affect our balance and stability while doing different yoga poses
- Shoes may prevent flexibility in your ankles and feet
- Yoga helps with strengthening and stretching our feet

Cobra Pose

(Show the Cobra yoga pose picture from Nisha's *Yoga Tales* book)



Cobra Pose

(Show the drawing from *The Wicked Cobra* in Nisha's *Yoga Tales* book. Show the story's text and keep it visible as you read the fable to them. In this way, students can follow along with the story as they hold the cobra pose.)

Discussion questions for *The Wicked Cobra*

- What happened in this story?
- How would you feel if you were the partridge or rabbit?
- What is the message or moral in this fable?
- How does the way the cobra is/moves help you do the cobra pose?
- How does the cobra pose help you stretch, get more flexible, develop balance, and/or get stronger



Share

What are some yoga poses or stretches that you know?

Yoga and Folk Tales
Warm-up Slides
Virtual Lesson 2



Yoga and Folk Tales
Warm-up
Choice of Yoga Poses and
Stretches

Virtual Lesson 2

T. Daisy



Warm-up: Your Choice

- Choose one of the following poses/stretches.
- When you hear the calming music try to hold the pose the best you can.
- When the music stops, look up to see the next two poses.

Warm-up: Your Choice



Lotus Pose



Child's Pose



Warm-up: Your Choice



Lunge Pose



Table Pose

Warm-up: Your Choice



Plank Pose



Warrior 1 Pose



Warm-up: Your Choice



Triangle Pose



Bridge Pose

Warm-up: Your Choice



Boat Pose



Seated Forward
Bend Pose

Yoga and Folk Tales
Visiting Artist Slides
Virtual Lesson 5



Yoga and Folk Tales

Visiting Artist

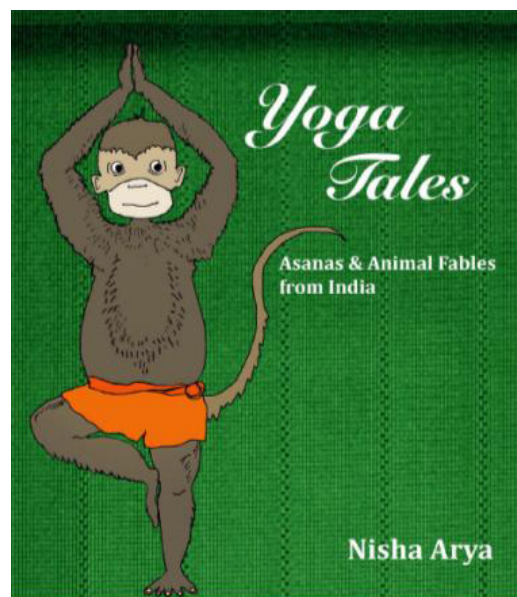
Virtual Lesson 5

T. Daisy



Welcome T. Nisha to our class

- Remember to stay muted! And keep your camera on so we are able to see you.
- Make sure you have your paper from the last class with your questions on it.
- We will wait and ask our questions in the interview portion of the class.
- Then you can raise your hand so I can call on you to ask your question.
- If you think of new questions you may write them in the chat.
- T. Nisha will be teaching us the harder poses today!





Crow Pose

(show the crow yoga pose picture from the book that the visiting artist will introduce and teach)

Crow Pose

(Show the drawing that goes along with the story *The Clever Crow* and also post the words to the story that the visiting artist will read to the class)



Discussion questions about *The Clever Crow*

- What was the story about?
- Why did the animals in *The Clever Crow* do what they did?
- What is the message or moral in this fable?
- What did you like about this story?
- How does this story relate to any of the other stories that we have read?

Discussion questions about *The Clever Crow*

- How does the way crow is/moves help you do the crow pose?
- How does the crow pose help you stretch, get more flexible, develop balance, and/or get stronger?



Eagle Pose

(Show the eagle yoga pose picture from the book that the visiting artist will introduce and teach)

Eagle Pose

(Show the drawing that goes along with the story *The Determined Eagle* and also post the words to the story that the visiting artist will read to the class)



Discussion questions for *The Determined Eagle*

- What happened in this story?
- What was happening with the fish?
- In the end who saved the fish?
- What is the message or moral in this fable?
- How does the story relate to any of the other stories that we have read?

Discussion questions for *The Determined Eagle*

- How does the way the eagle is/moves help you do the eagle pose?
- How does the eagle pose help you stretch, get more flexible, develop balance, and/or get stronger?



Lion Pose

(Show the lion yoga pose picture from the book that the visiting artist will introduce and teach)

Lion Pose

(Time permitting, show the drawing that goes along with the story *The Brave Lion* and also post the words to the story that the visiting artist will read to the class)



Discussion questions for *The Brave Lion* (time permitting)

- What happened in this story?
- What is the message or moral in this fable?
- How does the story relate to any of the other stories that we have read?
- How does the way the lion is/moves help you do the lion pose?
- How does the lion pose help you stretch, get more flexible, develop balance, and/or get stronger?

Interviewing T. Nisha

- You've been wanting to find out more about the book and our guest!
- This is our only chance to ask all our questions to our guest so:
- Raise your hand and wait until you are called
- Active listening is important, so we do not ask a question she already answered.
- Do not unmute until I call on you.



More questions for T. Nisha?

- Do you have more questions?
- Type your new question in chat.
- Raise your hand and wait until you are called.
- Do not unmute until I call on you.

**Let's say
THANK YOU
to T. Nisha!**



Web Links

Page 2 <https://www.factschool.org/en/home/>

Page 2 <https://americanfolkloresociety.org/our-work/prizes/dorothy-howard-folklore-and-education-prize/>

Page 8 <https://jfepublications.org/article/folk-tales-yoga/> *Folk Arts in the Physical Education Classroom: How Folk Tales Enhance the Cultural Meaning of Yoga* written by Nisha Arya and Daisy Ling

Page 9 <https://tinyurl.com/ypdntfw3> Nisha Arya's book *Yoga Tales: Asanas & Animal Fables* from India

Page 37 <https://www.youtube.com/>

Page 37 <https://gokidpower.org/> Unicef Kid Power website

