

Introduction

In order to support learning and teaching in classrooms, school based yoga programs should, where possible, be linked to one or more units of work in the school curriculum. This ensures that yoga programs support the work of teachers and that yoga has educational relevance. Yoga teachers using this approach are more likely to be engaged in whole school yoga programs and have work that is ongoing.

Units

When commencing a new block of work in a school a yoga teacher should meet with the school teacher to determine linkages between the school program and the yoga program. Yoga fits well into many Health and Physical Education units, but also aligns with:

- Science units such as forces – push and pull;
- Geography or History units studying Asian countries;
- Religion units studying meditation or culture;
- Literacy units focussing on a particular story or theme; and
- Social skills units such as working together.

There are many other units of work that could be linked to a yoga block, so it is important to explore options with the classroom teacher and determine the most appropriate linkages.

Organising curriculum

Once the unit/s of work have been identified, the school teacher and yoga teacher should discuss how the yoga program will support the curriculum. Unless the yoga program is operating several times a week, it is unlikely that the yoga program alone will be sufficient to address a unit of work. It is more likely that the yoga program will support the unit of work by reinforcing the key themes or concepts.

For example in a yoga program linked to a unit of work in Forces – push and pull, the yoga teacher may structure a yoga lesson with a ‘push’ theme and a lesson with a ‘pull’ theme. This approach will either introduce or reinforce the concepts to the children through discussion, questioning and movement. Activities can explore yoga postures that have elements of pushing and pulling, as well as partner, small and large group postures that involve weight transfer and counter weight transfer. School teachers can apply the activities modelled by the yoga teacher to reinforce learning.

Yoga for Children-

Fact Sheet 8 – Development of Programs Linked to Curriculum

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Please check our website to ensure you are reading the latest revision of this document.

Organising curriculum

continued

School teachers are accountable for monitoring, assessing and recording learning in units of work. It is unlikely that these activities will be the responsibility of the yoga teacher, however, the school teacher may attribute the learning undertaken by the children in the yoga lesson as evidence of learning. This may require evidence of the activities through video or photographs.

Planning yoga classes linked to curriculum units of work can be time consuming but very rewarding as children have access to learning in a very different way. Yoga teachers might consider creating a templated class structure that can be adapted to many different curriculum themes. With creative planning, a yoga teacher can link a yoga posture or activity to many different themes. For example, Warrior 1 pose could be used for physical or emotional strength, grounding, focus, balance or endurance.

The partnership between a yoga teacher and a school teacher can lead to excellent educational outcomes.