



ICANADAPT Lockdown Yoga

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Global Health Awareness

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Articulated Spiral Points

- @ Identify Yoga practices and asanas
- @ Distinguish practices for recommendation across the lifespan
- @ Explain and report benefits
- @ Plan and choose content for various audiences
- @ Compose multimedia works on Lockdown Yoga.

Stage 1: What are the Desired Results?

Culture

Using a variety of authentic resources in the target language (Hindi) and culturally appropriate transfer tasks students will explore and learn about ancient Indian Yoga as alternative health practice and ways to incorporate it community as an option to maintain mental and physical health during COVID-19 lockdown.

Enduring Understandings	Essential Questions	Intercultural Transfer Targets	Mediation for Transfer
<p>* Alternative health practices vary across cultures and communities.</p> <p>* Maximum benefits depend on age, personal preferences, lifestyle, health and cultural influence.</p> <p>* Yoga intervention provides cost effective selfcare behavioural treatment and support for overall health benefits.</p>	<p>? How do age, health conditions and personal preference define our choices of physical activities to cultivate awareness and profound state of consciousness?</p> <p>? To what extent do the psychophysical benefits and therapeutic effects of yoga help people build connections and communication during</p>	<ul style="list-style-type: none"> ● I can identify and compare some typical alternative health care practices supporting overall health and wellbeing in my own and other cultures. ● I can demonstrate awareness of subtle differences among cultural behaviour in health practice selection and its impact on individual lifestyle. 	<ul style="list-style-type: none"> ● Bridge and exchange ideas and concepts of Yoga to relate to other cultural practices. ● Summarize technical language for a listener who does not have specialist knowledge. ● Use visuals, simple questions and responses to make details accessible.

	quarantine situations like COVID-19 lockdown?	<ul style="list-style-type: none">● I can communicate with others from the target culture on Yoga practices related topics using memorized language while demonstrating appropriate cultural awareness.● I can select and recommend personalized Yoga regime and health routine with community member's needs in mind.	
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Stage 2: Determine Acceptable Evidence:

Communication

Advanced

=Context for the Summative Performance Assessment		Summative Performance Assessment Task
National PTA REFLECTIONS arts program inviting student to submit their completed works of art in one or all of the available arts categories: Dance Choreography, Film production, Literature, Music Composition, Photography, Visual Arts on the topic- MY LOCKDOWN HEALTH MANTRA IS...		
Interpretive (IN)	Interpersonal (IP)	Presentational (PR)
Students in breakout rooms read and view authentic resources to understand & analyze the main message and supporting details on the importance of lockdown Yoga and its relevance in maintaining mental and physical health of online learners and summarize the text, main idea and infer facts and opinion along with real	Students through online synchronous /asynchronous discussion, exchange information and ideas and come to a consensus about how to: <ul style="list-style-type: none"> map out lockdown yoga practice integrate lockdown Yoga sessions in online curricula as a form of in- 	For an interactive Youth Health Magazine as Reflection program entry in the role of well-being experts, students under the Literature category write an editorial piece (HLLs). For the Film production category, record a video entry (FLLs) on the online learners' physical, mental and emotional state and the potential positive influence of

<p>life examples to complete shared group resource research template.</p>	<p>home physical fitness routine</p> <ul style="list-style-type: none"> convince educational leaders and administrators to. <p>lead a discussion between educational administrators and student council members about the complex health and well-being situation of students during lockdown and persuade them to run alternative programs under student connect resources.</p>	<p>lockdown Yoga.</p>
<p>Interpretive Can Dos</p>	<p>Interpersonal Can Dos</p>	<p>Presentational Can Dos</p>
<p>I can understand, analyse and organize the main message, supporting details and infer meaning from authentic informational text/ audio visual resources on Yoga practice.</p>	<p>I can discuss, explain and negotiate benefits of adopting Yoga practices as alternative health therapy during COVID-19 lockdown to promote overall health and</p>	<p>I can report and suggest the positive influence of lockdown yoga on remote learners and discuss intercultural differences of yoga with other traditional</p>

	wellbeing.	alternative therapy from different cultures.
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Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements I can...	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can...
Exploration: Leading questions <ul style="list-style-type: none"> ○ कोरोना संक्रमणलॉक डाउन से सम्बंधी समस्याएँ ○ लॉक डाउन से बच्चों में बढ़ती समस्याएँ 	Interpretive Listening Interpretive Reading	I can provide voice/written comments on topics related to similarities and differences of major COVID-19 problems and	New(N) Quasi compounds – बात चीत, भीड़ भाड़, आस पास	I can converse comfortably on the topics of personal health care issues, self-care preferences and opinion about adopting Yoga as alternative therapy

<ul style="list-style-type: none"> ○ समाधान ○ बाल तथा युवा योग क्रिया एवं महत्व <p>Using Voicethread, students view/read/listen to the topic specific audio-visual and reading resources (at least 2-3) provided by the teacher and categorize relevant facts in infographics</p> <p>Students list new vocabulary words in Word Cloud.</p> <p>Students upload a short description of the main issue on the Pre</p>		<p>lockdown effects in children, teens and adults.</p> <p>I can interact and exchange information related to quarantine health issues and negotiate to resolve with solutions including Yoga practice as alternative therapy.</p>	<p>Present participle use – आते जाते, उठते बैठते</p> <p>Arabic loanwords – खबर, तकलीफ़, ताककालूफ़, आसार</p> <p>Periphrastic plurals – आप लोग, हम लोग</p> <p>Conjunction – तथा, एवं, किंतु, परंतु, अथवा</p>	<p>during quarantine with community members both within and outside the target culture.</p> <p>I can demonstrate awareness of subtle differences among cultural behaviour in a diverse community in comparison to the target culture and adjust my behaviour accordingly</p>
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<p>Activity thread on Voice Thread.</p> <p>Students use microphone option (FLLs), text option (HLLs), Phone/Video camera option (Students with disabilities) on VoiceThread to submit their responses.</p> <p>Teacher shares topic-related student learning outcomes and a brief description of the different stages of Kath Murdoch’s Inquiry cycle in the target language through Zoom synchronous session using screen share option.</p> <p>Teacher places students in breakout</p>	<p>Interpersonal Speaking</p>	<p>I can present and hypothesize about the positive life changing impact of adopting Yoga practices as alternative therapeutic lifestyles.</p>	<p>Emphatic enclitics – बनाने में भी, और भी, कोई भी, ही, आपको ही, हम ही, यही, इसे ही</p> <p>Adverb formation form adjectives – सामान्य रूप से, कृपया, विशेष रूप से</p> <p>Imperative forms – ie & iegaa forms – जाइएगा,</p>	<p>to situations.</p> <p>In my own and other cultures, I can identify and compare (similarities and differences) some typical alternative health care practices supporting overall health and wellbeing.</p>
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<p>rooms to share and learn</p> <p>exploration findings – they fill out a google doc about:</p> <p>a. स्वास्थ्य पर प्रभाव</p> <p>(important health issues related to students during quarantine)</p> <p>b. योग का प्रभाव (online Yoga sessions as a solution available for children and adults, facilitated through educational institutions in an effort to improve health and provide relief and support to both students and</p>	<p>Presentational Writing</p>		<p>करिएगा, बढ़ाइएगा, बचाइएगा</p> <p>Inverted compound</p> <p>postposition- के बिना: e.g.</p> <p>बिना आपकी अनुमति के; के बजाए</p> <p>Substantival constructions (oblique case) – किए बिना</p> <p>नहीं बढ़ेगा</p>	
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<p>parents)</p> <p>Students share their exploration infographics and word-clouds and start their editorial analysis on new articles from the resource pool.</p> <p>Students provide peer feedback and suggestions using rubric and update the group document with new information.</p> <p>Using Voice thread and Zoom screen share, one student on behalf of their group shares the final PPT with all findings, suggestions, additional resources, community-</p>	<p>Presentational Speaking</p> <p>Interpretive</p>			
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<p>based 24x7 COVID -19 Children/ Youth helpline information and available Yoga resources.</p> <p>Each group representative shares their PPT during the main group discussion session and the teacher as well as other students provide verbal/written/audio-visual feedback using Voice Thread. (Optional: Students add all feedback as updates in their reflective journal using online digital notepad and journal writing rubric).</p> <p>Based on the feedback, each</p>	<p>Reading</p> <p>Interpretive</p> <p>Listening</p> <p>Interpersonal</p> <p>Speaking</p> <p>Presentational</p> <p>Writing</p> <p>Presentational</p>			
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<p>student group creates a Google Student Health form, to gather further information about their mental, physical, emotional and social health & wellbeing during COVID 19 lockdown and remote learning scenarios.</p> <p>Using the collected information, students participate in team reflection using Zoom, to finalize the suggestions for the course of action.</p> <p>Based upon research data and team reflection outcome, students draft an article (HLLs) under Literature</p>	<p>Speaking</p>			
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<p>category and PSA movie (FLLs) under film production category for national reflection program reflecting upon the current mental, physical and emotional health of district students and general community during COVID 19 lockdown and propose the option of LOCK DOWN YOGA though District's private Student Yoga YouTube channel as an alternate health and fitness routine that can be provided to each student and associated community members under alternative PE/community health initiative option to improve</p>				
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the current condition and motivate, empower and encourage them to participate in their studies, daily routine and build strong social network.				
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