



Board/Authority Authorized Course
Vernon Secondary School
Personal Awareness 12

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: E. Allardice	Date Developed: February 2020
Superintendent Approval Date (for School Districts only): December 16, 2020	Superintendent Signature (for School Districts only): On course form
Board/Authority Approval Date: December 16, 2020	Board/Authority Chair Signature: On course form
Course Name: Personal Awareness	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Instructor should have, at minimum, a 200hr YTT certificate, recognized by the International Yoga Alliance.

Course Synopsis: This course is designed to expose students to the power of various tools and techniques for transformation and personal wellness, through the practice of yoga. We will examine the role that personal awareness, personal growth and wellness play not only on their own efficacy, empowerment and success in all aspects of their lives, but also their relationships with others and the community as a whole. The aim is to serve the health of students and the community by showing them how and providing them with opportunities to connect to themselves and the world around them.

Goals and Rationale:

This course is designed as a holistic approach to teaching personal awareness, with a focus on yoga (not just the workout). Students will be building essential life skills and drawing connections to everyday life. Personal awareness, through yoga practices, helps develop concrete tools that empower students to take control of their own health, learn to observe their needs and environment and get intentional about how to feed, move and respect their bodies. Students will be given time to be introspective, slow down and be quiet with their bodies while simultaneously being challenged to ask big questions and take more ownership of their thoughts, feelings and actions. In the end they are not just healthier, but more prepared to face future challenges with confidence and resilience.

Analyze how yoga and holistic health and wellness practices affect all aspects of quality of life by empowering individuals and increasing their efficacy. Understand the importance and significance of prioritizing time and doing work to create and maintain healthy habits and practices. Develop and maintain a safe, strong physical practice, deep self-inquiry, a growth mindset and a connection to the world. Gain inquiry tools and techniques to intentionally design concrete goals and action plans for personal growth, enthusiasm for the future and peace of mind.

Indigenous Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)

Learning involves recognizing the consequences of one's actions

Learning involves generational roles and responsibilities

Learning requires exploration of one's identity

Emphasis is put on identity, language and culture

BIG IDEAS

Yoga and other holistic health and wellness practices affect all aspects of quality of life by empowering individuals and increasing their efficacy.	Our physical, emotional, mental, and spiritual health are interconnected.	As, you mature, you will become responsible for your health and Well-being. Knowing ways to improve and maintain your health is an important part of being a successful adult.	Finding and/or creating purpose and meaning (creating goals and intentions through honest and active self-inquiry) are essential for mental emotional health and wellness.	Being of Service can not only help others but can also provide personal fulfillment
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Learning Standards

Curricular Competencies	Content
<i>Students are expected to do the following:</i> YOGA Demonstrate most basic yoga postures as well as some advanced postures & sequences with healthy and safe alignment Demonstrate various breathing, mindfulness, focusing and meditation techniques Identify, describe, and apply practices that promote health and well being Participate in a consistent physical practice Link breath to movement during practice Participate in ongoing observation of body and breath Communicate the ability to bring 'on the mat' experiences to real life experiences (eg: pause to respond rather than react to text message/ belly breathe through pre-test anxiety) Journal practices and consumption (nutrition and media) Gratitude journal/ list or letter Lead class through a short asana sequence or breath work or guided meditation CULTURE Create art with the intention of fostering awareness and encouraging emotional release Observe and analyze public art and public art exhibitions with the intention of connecting with other's stories Create collaborative legacy project (eg. mural), (potential tie in with capstone or District Project Scholarship) COMMUNITY Participate in opportunities to connect to nature Participate in opportunities to connect to and or serve community Respect self, others and place Develop a less egocentric, disconnected view of self, accepting that we are all connected to each other, the community and world we live in Identify community partners that can support their individual needs Identify community partners that need support (volunteers) Provide service for community (eg. raising funds for Red Cross, leading the yoga class, sand bagging during floods, helping at a soup kitchen, tutoring younger students), (potential tie in with capstone or District Project Scholarship) Identify community partners that share interests/ goals/ beliefs	<i>Students are expected to know the following:</i> YOGA Brief origin and history of roots of yoga Advanced knowledge of several types of yoga Advanced terms and vocabulary Proper alignment and anatomy Pose names and several traditional sequences Effects of yoga, breathing, mindfulness, focus and meditation on body Practices that promote health and well being Our behaviours and decisions are directly related to our physical, mental, emotional and spiritual state Health doesn't just happen; people need tools and techniques for wellness, to prioritize time to do the work, to develop healthy habits and to continually practice maintaining health and wellness as a lifestyle CULTURE Recognize and explore the influence of culture on self-perception and identity Cultural experiences and connections benefit health and wellness just as enjoying sports contributes to fitness Apply the theory behind the quote, "in many shamanic societies, if you came to a medicine person complaining of being disheartened, dispirited, or depressed, they would ask you one of four questions. When did you stop dancing? When did you stop singing? When did you stop being enchanted by stories? When did you stop finding comfort in the sweet territory of silence?" - Gabrielle Roth COMMUNITY Understand and apply the interconnectedness within humanity, and of humanity and nature Recognize and demonstrate that service can not only help others but can also provide personal fulfilment meaning and purpose Recognize and share how you are not alone in your feelings, thoughts, experiences, and journey

Curricular Competencies – Elaborations

Yoga terms-*The Eight Limbs Of YOGA*

Yarnas-conduct with others/ethics
Compassion/non violence (ahimsa)
Truth (satya)
Non-Stealing (asteya)
Moderation of energy output (Brahmacarya)
Non possessiveness/non attachment (aparigraha)
Niyamas-conduct with self/self awareness/self management
Cleanliness (Saucya)
Gratitude (santosha)
Growth mindset (tapas)
Inquiry/Self-study (svadhyaya)
Acceptance/letting go of control and fear (isvara-pranidhana)
Asana-physical poses access to all other limbs
Pranayama-breath regulation
Pratahara-sense withdrawal/mindfulness/control of thought
Dhyana meditation
Samadhi-integration-union of body and mind-well being/peace/enlightenment

Vinyasa flow-movement between poses.in yoga; typically accompanied by regulated breathing.
method of yoga in which movements form a flowing sequence in coordination with the breath

Bandhas- A bandha is a lock or bind in yoga, performed to direct and regulate the flow of prana (life force energy) to certain parts of the body. Also referred to as an energetic lock, bandha was practiced by Yogis of the past to promote energy flow and maintain optimal health.

Bandha is classified into four types: mula, uddiyana, jalandhara and maha. Each bandha is associated with a major energy channel and the performance of a particular bandha will influence the flow of prana to that channel.

Drishti-The Sanskrit word of Drishti is commonly translated as “view,” “gaze,” or “point of focus.” It is a specific point of lock your eyes or inner vision on to that is used most during meditation or while holding a yoga posture. The ancient yogis discovered that where our eyes are directed our attention naturally follows, and that the quality of our gazing directly reflected in the quality of our mental thoughts.

Ta pas- heat/internal fire. Translations evoke a burning flame by which the obstacles to achieving our goal are incinerated. The Yoga Sutras explain that through tapas, mental impurities are expunged and mastery of the body, mind and senses can be achieved. Parallel this with sitting in the “discomfort” of growth to have progress and success. That said, growth should not be forced or muscled through, discipline not difficulty.

Mudra-is a symbolic gesture found in yoga. The most well-known mudras are used during yoga and meditation practice to channel the flow of vital life force energy known as prana. The terms translate from Sanskrit as “gesture,” “mark” or “seal.” Each individual mudra has unique symbolism and is thought to have a specific effect on the body and mind.

Content – Elaborations

Psychology Terms:

Hedonic Adaptation-The Process of becoming accustomed to a positive or negative stimulus that the emotional effects of that stimulus are attended over time.

Reference Point-a salient (but often irrelevant) standard against which subsequent information is compared.

Mis wanting-the act of being mistaken about what and how much you will like something in the future.

Social Comparison-The act of evaluating oneself relative to other people

Impact Bias-the tendency to overestimate the emotional impact of a future event both in terms of intensity and duration

Vocalism-the tendency to think about one event and forget about the other things that happen.

Immune neglect-unawareness of our tendency to adapt and cope with negative events

Flow-the mental state in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment (aka "the zone")

Character strengths- to act, or a feeling that involves exercise of judgment that leads to a recognizable human excellence

Signature Strengths-those character strengths that are most essential to who we are

Extrinsic Motivation-engaging in a behavior to learn external rewards or to avoid punishment

Intrinsic Motivation-engaging in behavior because you enjoy the activity itself.

Growth Mindset-the belief that intelligence can be trained, and that most basic abilities can be developed through dedication and hard work

Fixed Mindset-the belief that basic qualities like intelligence and talent are fixed traits

WOOP

Wish-What is your most important wish or concern? Pick a wish that is challenging for you but that you can fulfill

Outcome-What would be the best thing, the best outcome about fulfilling your wish? How would fulfilling your wish make you feel?

Take a moment, imagine FULLY

Obstacle-What is it within you that holds you back fulfilling your wish?

Take a moment and imagine that OBSTACLE

Plan-Make an IF plan: What can you do to overcome your obstacle

Name one action you can take or one thought you can think to overcome your obstacle.

REPEAT: if __ (this happens) __ then __ (I will do this) __.

Recommended Instructional Components:

Direct instruction and modelling
Student project-based learning
Student Inquiry
Peer teaching
Guest speakers
Field trips

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Participation and effort
Self-assessment
Peer assessment
Posters/PowerPoints

Reflection: journaling, using the free REWI app and Authentic Happiness Inventory or Perma Profiler to measure baseline happiness at the beginning and end of the course. Reflecting on science and evidence-based findings on how implementing and practicing the personal awareness strategies during the course impacted their overall well-being.

Additional Information:

The REWI app tracks the INCREASED (over and above what you regularly do) amount of:

Kindness and social connection

Increasing your acts of kindness and/or making connections with strangers and acquaintances along with scheduling time for people in your life - **Gratitude and savoring-** Expressing thanks for the people and things in your life and taking time to step outside of an experience to review and appreciate it.

Meditation-5 to 10 minutes daily

Exercise and Sleep-30 minutes of physical activity a few times a week and at least 7 hours of sleep per evening.

***Track daily goals and bonus to the students who begin a "Priming Practice."

Learning Resources:

The Science of Well Being, Dr Santos, Yale

REWI app

<https://woopmylife.org>

<https://www.viacharacter.org/character-strengths> TEST as well as RESOURCES

<https://www.yogapedia.com/>

Out of Our Minds: The Power of Being Creative, Ken Robinson

The Element: How Finding Your Passion Changes Everything, Ken Robinson

Inner Engineering: A Yogi's Guide to Joy, Sadhuru

Feel the Fear and Do It Anyway, Susan Jeffers

6 medicines, 6 poisons, Ryan Leir

The Four Agreements, Don Miguel Ruiz

Journey into Power, Baron Baptiste
Being of Power, The Nine Practices to Ignite an Empowered Life, Baron Baptiste
Web based resources (e.g. Joe Dispenza "How to Unlock the Full Potential of Your Mind," Pam Rader "A Conversation that Matters," Ted Talk by Amy Cuddy "Your Body Language Shape Who you are," Ted Talk by Louie Schwartzberg "Gratitude,» Ted Talk by Martin Seligman "The New Era of Positive Psychology," Ted Talk by Carol Dweck "The Power of Believing You Can Improve," Ted Talk by Michael Norton "How to Buy Happiness," Ted Talk by Matthew Kiflingsworth "Want to be Happier? Stay in the Moment," Ted Talk by Hedy Kober "How Mindfulness Can Help Us," Ted Talk by Ted Talk by Mihaly Csikszentmihaly "Flow, the Secret to Happiness, Ted Talk by Gabriele Oettingen "WOOP," Tony Robbins Priming Exercise 2019)
Lost Connections, Johann Hari



Ministry of
Education

BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Joe Rogers, Superintendent verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: **Personal Awareness 12**

Grade: **12**

TRAX Code: **YPA12**
(e.g. YVPA)

School District Name and Number: **22 (Vernon)**

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: **Joe Rogers**

Signature:

Date: **December 16, 2020**

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education: **Gen Acton**

Signature:

Date: **December 16, 2020**

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:

Send completed form to the Student Certification Branch
Email EDUC.GradStandards@gov.bc.ca

Revised August 2019