ARABIC YOGA

Trip to the Farm

Created by Eden Bass
Arabic Immersion Magnet School
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INTRODUCTION

This document serves as a guide for a 45 minute Arabic yoga class and is meant to be used by an Arabic teacher with students ranging in age from 4 to 7 years old. However, using thematic yoga lessons to teach Arabic can easily be adapted for any classroom of any age group or language ability. This lesson plan includes an introduction activity, yoga sequence, moment of relaxation, and a closing activity.

The lesson was initially used in an Arabic immersion school where all students were learning content in Arabic. But these activities can be used in isolation or as a whole for any type of classroom of varying Arabic levels.

Enjoy a visit to the farm with Arabic yoga!
**LEARNING OBJECTIVES**

By the end of this lesson, students will be able to identify poses by name when they see the poses in pictures or enacted by their teacher or peers.

Students will be able to identify animals found on a farm by using their Arabic vocabulary.

Students will be able to practice poses when they hear the corresponding vocabulary in Arabic.

**SUGGESTED EVIDENCE OF LEARNING ACTIVITIES**

**Activity #1**

During the lesson and in any subsequent repeats of this lesson, teachers can call on students to lead the class in each pose. This gives students an opportunity to practice their vocabulary and presentation skills after they have been modeled by the teacher. For this type of formative assessment, randomly calling on students is a great way to make sure every student has an equal opportunity to lead. One way to do this is using popsicle sticks with student names written on them.

**Activity #2**

Students can work in groups to create a story or skit about animals on a farm. Students then act out their skit for the class, using the poses and vocabulary they learned.
### LESSON VOCABULARY

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### OPENING ACTIVITY (TIME: 5 MIN)

**Yoga Freeze Dance**

When music plays, the students will dance in place. The teacher will pause the music unexpectedly. Once the music stops, the students will freeze in a particular yoga pose as modeled by the teacher. Repeat. Each time students freeze, the teacher should announce the name of the pose and have the students repeat the name.

**Optional:** When the music is paused, the teacher can quickly point to the posted or projected visual of the pose they want the students to freeze in.

**Materials**

Arabic music to play to students

**Optional:** Visuals of poses (to post or project on the wall)

Refer to resources on pages 22–23
The teacher will explain to the class that they are going to go on a trip to Old MacDonald’s farm today.

The class will listen to “ماكدونالد عنده مزرعة” (Old MacDonald Had a Farm)” and sing along. The teacher should pause the song to sing the chorus slowly with students and have them repeat. The students will reenact the song with yoga poses for each animal. For each pose, the teacher will show the corresponding visual (either by posting it on the wall or using a projector), model the pose, and sing the song with the students. After each animal is introduced, the students will repeat the new vocabulary in a chorale response. The teacher should direct students to inhale and exhale 3 times for each pose.

**Materials**

**Song:** Old MacDonald Had A Farm (in Arabic)
Refer to resources on pages 22-23
Farm Animal Yoga pose visuals (pages 6-19)
(to post or project on the wall)

**Optional:** Yoga mats or poly spots
الفراشة
(Butterfly)

Pronunciation
AL-FARAASHA

Action
FLUTTER YOUR ARMS (WINGS)
الفزاعة
(Scarecrow)

Pronunciation
AL-FAZAA‘A

Action
SWAY YOUR ARMS
SIDE TO SIDE
3

Sunrise

Pronunciation
SHUROOQ AL-SHAMS

Action
SET (DIP) AND RISE (STRETCH)
جرار زراعي (Tractor)

Pronunciation
JARAAR ZIRA'EE

Action
HONK HORN

Sound
BEEP BEEP
الكلب الوفي
(The Loyal Dog)

Pronunciation
AL-KALB AL-WAFEE
Action
STRETCH TO FETCH
Sound
RUFF RUFF
البقرة
(Cow)

Pronunciation
AL-BAQARA

Action
GRAZE THE GRASS

Sound
MOOOOOO
الفأر
(Mouse)

Pronunciation
AL-FA’R

Action
SEARCH FOR CHEESE
الضفدع
(Frog)

Pronunciation
AL-DHIFDA'

Action
JUMP

Sound
RIBBIT RIBBIT
الدجاجة
(Chicken)

Pronunciation: AL-DAJAAJA
Action: FLAP ARMS
Sound: BAC BAC
البطة
(Duck)

Pronunciation
AL-BATTA

Action
WADDLE YOUR FEET

Sound
QUACK QUACK
الخنزير النشيط
(The Energetic Pig)

Pronunciation
AL-KHANZEER AL-NASHEET

Action
ROLL BACK AND FORTH

Sound
OINK OINK
القط
(Cat)

Pronunciation
AL-QITT

Action
WAG YOUR LEG (TAIL)

Sound
MEOW MEOW
Relaxation
(Time: 5 min)
Relaxation Script (English)

You are going to relax your whole body.
Close your eyes and try to be as still as you can.
Listen to my voice and your breathing.
Relax your feet. Now your feet are relaxed.
Relax your legs. Now your legs are relaxed.
Relax your stomach. Now your stomach is relaxed.
Relax your hands. Now your hands are relaxed.
Relax your shoulders. Now your shoulders are relaxed.
Relax your mouth. Now your mouth is relaxed.
Relax your eyes. Now your eyes are relaxed.
Now your whole body is relaxed and resting.

Relaxation Script (Arabic)

أنت على وشك ارخاء جسدك كاملاً.
أغمس عينيك وحاول أن تكون ساكنةً قدر الامكان.
استمع إلى صوتي وصوت تنفسك.
ارخي قدميك. قدماك الآن في حالة استرخاء.
ارخي ساقيك، ساقاك الآن في حالة استرخاء.
ارخي معدتك، معدتك الآن في حالة استرخاء.
ارخي يديك، يدك الآن في حالة استرخاء.
ارخي كتفيك، كتفاك الآن في حالة استرخاء.
ارخي فمك، فمك الآن في حالة استرخاء.
أصبح جسدك كاملاً في حالة استرخاء وراحة الآن.

Pronunciation
AL-ISTIRKHAA’
Action
LAY SILENT AND STILL
CLOSING ACTIVITY (TIME: 15 MIN)

Yoga Musical Chairs
Students will stand in a circle with a yoga pose card in front of them.

The teacher will play a song to students. As the music plays, students will walk along the circle clockwise until the music stops.

When the music stops, students will perform the pose in front of them. Repeat.

As students perform their pose, the teacher moves around the circle and asks the students what pose they are doing.

Preparation:
Print and cut pose cards (1 card per student. Repeat cards are acceptable.)

Arrange the cards on the floor in a circle big enough so each student can stand in front of one.

Materials
Arabic music to play to students

Optional: Visuals of poses (to post or project on the wall)

Refer to resources on pages 22–23
ADDITIONAL POSES

ا لجبل
(Mountain)
AL-JABAL

ا لنجمة
(Star)
AL-NAJMA

الثعبان
(Snake)
AL-THA‘BAAN

ا لجسر
(Bridge)
AL-JISR

الشجرة
(Tree)
AL-SHAJARA

الفقمة
(Seal)
AL-FAQMA
RESOURCES

Flynn, Lisa. Yoga for Children

Yoga for Children is a fantastic book for getting a strong understanding how to teach yoga to children. This book discusses the benefits of yoga and wellness practices for all age levels and explains how to keep yoga practices engaging and developmentally appropriate. Lisa Flynn has included many poses with visuals, yoga games, meditations, and breathing exercises.

Kids Yoga Stories
www.kidsyogastories.com/kids-yoga-resources

Kids Yoga Stories is a website created by Giselle Shardlow, an international teacher, yoga instructor, and mom. She has created many yoga stories for children centered on various themes. Her blog on this website is a great place to go for ideas of how to use yoga while teaching thematically. This website is also a good source to find books to incorporate into teaching and ideas for basic yoga poses to use in class.

Teach Wellness
www.teachwellness.org

Much of my early introduction to teaching yoga was provided by Teach Wellness. The Teach Wellness website has lessons and training videos geared towards older age groups, but with important foundational skills embedded nonetheless.

Al-Masdar
www.arabicalmasdar.org

This website is a wonderful resource for Arabic teachers to find lesson ideas tailored to their needs.
RESOURCES (CONT’D)

“Old MacDonald Had A Farm” (in Arabic)
في مزرعة العم ماك دونالد
www.youtube.com/watch?v=C0oN0-DrSag

“Old MacDonald Had A Farm” (in Egyptian Dialect)
مزارعة العم ماك دونالد
www.youtube.com/watch?v=KYjE867N3fg

“Mary Had a Little Lamb”
مريم عندها خروف صغير
www.youtube.com/watch?v=qiggWmgBpU0&list=RDKYjE867N3fg

“Twinkle Little Star”
أضيئي يا نجمة
www.youtube.com/watch?v=3iLbQCEKXeA

“hal sisan shu helween”
(A famous Lebanese nursery rhyme)
هالصيصان شو حلوين
www.youtube.com/watch?v=rjxwtzIbNYw
COLLABORATORS

EDEN BASS

I currently serve as an enrichment teacher and Magnet Coordinator at the Arabic Immersion Magnet School in Houston, TX. I graduated from Wellesley College with a bachelor’s degree in Middle Eastern Studies.

During my college career, I had the opportunity to live and volunteer with refugees in Jordan, which ignited my passion for teaching. After graduation, I joined Teach For America as a 6th grade math teacher for two years before joining the team at the Arabic Immersion Magnet School. When my principal, Kate Adams, had the idea of teaching yoga in Arabic, I thought it was an incredible opportunity to reinforce the target language in an engaging and beneficial way for our young students.

My students love practicing yoga and with thematic units, are able to acquire Arabic oral language while they are at it!

ARABIC IMMERSION MAGNET SCHOOL

The Arabic Immersion Magnet School (AIMS) opened its doors in Houston, Texas in August 2015. AIMS is a public elementary magnet school with a campus that represents the diversity of Houston; its students hail from 40 different zip codes.

AIMS' students spend half the day with an English teacher learning English language arts and social studies and spend half the day with their Arabic teacher learning Arabic language arts, math and science. AIMS is dedicated to providing a world-class education for its students and ensuring they become competent global citizens.
This Arabic yoga lesson plan was made possible through support and funding from Qatar Foundation International (QFI).

Qatar Foundation International (QFI), LLC, is a U.S.-based member of Qatar Foundation (QF). QFI operates as both a grant-making organization, and a convener of thought leaders on issues related to global and international education, open education and education technologies as they intersect with the three core QFI programmatic areas: Arabic language and Arab culture, STE(A)M (STEM plus the Arts), and Youth Engagement.

To learn more about QFI, please visit: www.qfi.org