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| Faculty | WWFiZ | Subject name | Body-Mind (WF/I/st/52) |
| Field of study | Physical education | Study year/term | 3/6 |
| Number of hours | 30 | ECTS points | 8 |
| Subject type* | obligatory | Language | English |
| Study level** | full-time | Subject form*** | classes |
| Preliminary and additional requirements (e.g. previous subjects) | No requirements. | | |
| Subject objective | The aim of this subject is to introduce students to the practices of conscious movement including yoga, Somatic Movement Education, and Mindfulness elements, as alternative models of health education and promotion, encompassing the holistic view on health and well-being. In those practices, humans are seen as biopsychosocial beings, who, through gaining deeper body awareness, can take care of their health needs and be active agents in maintaining their health, regardless of their age or ability. Additionally, through engaging in those practices, they can experience and express themselves multidimensionally as a living body, fulfilling the needs of conscious movement and rest, creativity, and connections to others and their environment. | | |
| SUBJECT LEARNING OUTCOMES (COURSE LEARNING OUTCOMES) after completing this subject, the student will be able to: | | | |
| Knowledge | S_K01. Know and understand humans as biopsychosocial beings, connected to their environment. Understand the impact of environmental and socio-economic factors as modifiers of physical activity and rest in various stages of human life as well as different ways of expressing those through the living body (K_W04/P6U_W/P6S_WG). | | |
| | S_K02. Know and understand somatic education as an alternative educational concept and the importance of self-education in human life as well as basic processes and mechanisms associated with it (K_W05/P6U_W/P6S_WG). | | |
| | S_K03. Know and understand the holistic model of health and understand the functions of such self-directed health education. Know health benefits resulting from conscious physical activity and rest as well as ways of adapting it to specific age and ability groups (K_W12/P6U_W/P6S_WK). | | |
| | S_K04. Know the principles and means of verbal and bodily expression as well as understand the importance of those as effective communication tools, especially when working with diverse groups and individuals (K_W14/P6U_W/P6S_WK). | | |
| Skills | S_S01. Apply the basic principles of both conscious movement as well as rest and relaxation. Recognise and choose when to use activity and when rest, as more appropriate in a given context. Use various somatic tools for conscious movement or rest and relaxation, as integral parts of healthy lifestyle, taking care of oneself, and recreation (K_U04/P6U_U/P6S_UW). | | |
| | S_S02. Through working with developing one's own body awareness, is then able to awaken in others the need for life-long education, enabling them to experience the value of self-development (K_U09/P6U_U/P6S_UW). | | |
| | S_S03. Have the ability to use basic somatic methods, tools, forms, and means of health education when working with groups of different ages (K_U13/P6SU_U/P6S_UW). | | |
| | S_S04. Have specific motor skills used in chosen somatic practices in order to explain and demonstrate specific explorations and to assist in performing them when working with others. Use verbal and bodily expression in somatic education when working with people. Use body language and appropriate spoken language to create meaningful relations with participants (K_U14/P6U_U/P6S_UK, K_U21/P6U_U/P6S_UW). | | |
| Social competences | S_SC01. Be prepared to use different types of body-mind practices and explorations as an animator of free time, as well as co-creating somatic educational programmes for recreation, health, and well-being (K_K05/P6U_K/P6S_KO). | | |
| | S_SC02. Independently undertake somatic activities related to developing self-awareness, to be able to direct their self-education and training. When working with others using somatic techniques, is aware of own limitations and knows when to turn to experts with potentially arising issues of therapeutic nature (K_K06/P6U_K/P6S_KK, K_K14/P6U_K/P6S_KK). | | |
| | S_SC03. Effectively establish social relations using both verbal and non-verbal channels of communication. Can emphatically understand and relate to others when working somatically (K_K07/P6U_K/P6S_KO). | | |
| Confirmation of achieved learning outcomes# | Continuous assesment, attendance, assesment of chosen body-mind exercises and explorations, final written work. | | #-continuous assessment (current preparation for classes), mid-term written test, mid-term oral test, final written test, final oral test, written exam, oral exam, assessment of motor skills, B.A/M.A. thesis, project realisation, attendance |
| Type of assesment mark## | Final assesment mark, support assesment mark. | | ##-final assesment mark, support assesment mark |
| Content | Subject form (number of hours) ### | Subject learning outcomes | Course learning outcomes |
| 1. Introduction to the classes (learning outcomes, passing criteria, content). | classes (2) | S_K01, S_K02, S_K03, S_K04 | K_W04, K_W05, K_W12, K_W14 |
| 2. Introduction to chosen somatic body-mind practices and their commonalities: increasing body awareness through conscious movement, rest, and relaxation; working with the breath; listening to the body as experienced from within (soma); | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U14, K_K05, K_K06, K_K14 |
| 3. Experiencing oneself as a biopsychosocial entity. Holistic model of health. Taking care of oneself via somatic tools. Allowing soma to self-express via conscious movement, relaxation, art making and free-writing. | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U14, K_U13, K_U14, K_K05, K_K06, K_K14 |

*obligatory, optional

**full-time, part-time, e-learning

***lectures, classes, laboratory classes, projects, workshops, classes conducted by students

#-continuous assessment (current preparation for classes), mid-term written test, mid-term oral test, final written test, final oral test, written exam, oral exam, assessment of motor skills, B.A/M.A. thesis, project realisation, attendance

##-final assesment mark, support assesment mark

###-lectures, classes, laboratory classes, projects, workshops, classes conducted by students

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| 4. Introduction to yoga as a somatic practice. Sun Salutation: movement, breath, awareness. Assisting in yoga. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 5. Forward-bending, back-bending, and side-bending yoga postures. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 6. Twists, balances, and inversions in yoga. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 7. Yoga Nidra full relaxation as a somatic technique of conscious rest and recuperation. | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U13, K_U14, K_K05, K_K06, K_K14 |
| 8. Sun Salutation - practical assessments. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 9. Chosen practices of mindfulness: eating meditation, breath and sound awareness. | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U14, K_U13, K_U14, K_K05, K_K06, K_K14 |
| 10. Chosen practices of mindfulness: body scan meditation. | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U13, K_U14, K_K05, K_K06, K_K14 |
| 11. Somatic movement education: movement explorations of following inner impulses of the living body. | classes (2) | S_K01, S_K02, S_K03, S_S01, S_S02, S_S03, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_U04, K_U09, K_U13, K_U13, K_U14, K_K05, K_K06, K_K14 |
| 12. Somatic movement education: work in pairs. Mirroring. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 13. Somatic movement education: mirroring continued, opposing, movement conversations. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 14. Somatic movement education: group explorations. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| 15. Final assessments - presenting written work. | classes (2) | S_K01, S_K02, S_K03, S_K04, S_S01, S_S02, S_S03, S_S04, S_SC01, S_SC02, S_SC03 | K_W04, K_W05, K_W12, K_W14, K_U04, K_U09, K_U13, K_U14, K_U21, K_U13, K_U14, K_K05, K_K06, K_K14, K_K07 |
| Equipment | 1. Music player. 2. Yoga mats, blankets, art materials - paper and pastels. | | |

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| Passing criteria | The student should have a minimum of 80% attendance in the classes. Additionally, the students will be continuously assessed during the classes on their engagement with the material offered. Mid-term movement assessment. Final assessment - written reflective work. |
| Exemplary exam (test) tasks | Perform a yoga sequence of Sun Salutation with movement-breath coordination. Perform a <i>mirroring</i> exercise with a partner using appropriate bodily communication. Describe your experience of working with body awareness using chosen explorations. |
| Literature | 1. Brown, C. (2002). <i>The Book of Yoga: Bringing the Body, Mind, and Spirit Into Balance and Harmony</i> . Parragon, Bath, UK. 2. Eddy M. (2009). 'A Brief History of Somatic Practices and Dance: Historical Development of the Field of Somatic Education and its Relationship to Dance'. <i>Journal of Dance and Somatic Practices</i> . 1: 1. pp. 5–27. 3. Kabat-Zinn, J. (2006). <i>Mindfulness for Beginners. Reclaiming the Present Moment - and Your Life</i> . Jaico. 4. Olsen A. & McHose. C. (1998). <i>Body Stories. A Guide to Experiential Anatomy</i> . 5. Pappas S. (2006). <i>Yoga Posture Adjustments and Assisting: An Insightful Guide for Yoga Teachers and Students</i> . Trafford. Victoria. 6. Smith C. et al. (2007). A randomised comparative trial of yoga and relaxation to reduce stress and anxiety, <i>Complementary Therapies in Medicine</i> 15, 77–83. 7. Williamson A. (2009). Formative support and connection: somatic movement dance education in community and client practice. <i>Journal of Dance & Somatic Practices</i> . Volume 1. Number 1. 1 June 2009. pp. 29-4. |
| ECTS points | |
| <i>Number of hours with teacher (e.g. classes, office hours)</i> | 45 |
| <i>Number of hours without teacher (e.g. homework)</i> | 155 |
| ECTS points in total | 200/8 |
| Teacher (e-mail) | mgr Weronika Grantham, RSME (weronika.grantham@awf-bp.edu.pl) |