Reflecting on Instruction: Affirmation Mantra

	Six Essential Components	Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
	1. Builds on **student's strengths and interest, opportunity for choice-making**	Both students have enjoyed practicing the sounds and movements that accompany "I Am Happy, I Am Good" from Shakta Khalsa's Kundalini yoga program for children.	
	2. Includes **peers in the interaction**	This is a rare moment when Katrina engages with another student in playful activity. She is a storywriter in her heart and efforts I've made to engage her with peers around storymaking have been mostly unsuccessful.	• *Continue to include peers in yoga and mindfulness activities.* • *Consider peers suggesting or selecting positive words to describe each other, then allowing target student to accept or modify peer input.*
	3. **Creates an atmosphere of play** (social and/or symbolic) with modeling and encouragement	The rhythm and silly hand / upper body movements lend an air of playfulness to this mantra. The movements modeled here were actually created by a former student with autism, and they just "stuck" for me. When I was in India, the teachers there were excited by this less rigid approach, more play-based approach to yoga.	
	4. **Provides a context for activity** through predictable routines, consistent and accessible locations, adequate space for enactment and story creation	The original mantra provides a framework for the personalized mantra.	*Next time offer a list of positive attributes to choose from--with pictured supports (e.g. helpful, smart, friendly, kind, hard working). Let students pick two each to place beside their names.*

Six Essential Components	Examples of 6 essentials observed in video of activity	Reflection notes to adjust Instruction
5. **Includes** the use of **props** and **actions** and **physical enactment**	The actions and the music in the original mantra support student participation.	
6. **Adult is flexible and supportive** and **provides scaffolding** between highly directive and participatory role and non-directive encourager and scribe.	Wait time was helpful when Tylor was asked to come up with positive words--he eventually came up with "smart" rather than "super-friendly." I assumed participatory stance by modeling my own positive mantra	

Six Essential Components of Play-Based Story Creation – Reflecting on Instruction