



## **Yoga in Schools Training Manual**

YOGA IN SCHOOLS  
A Program of Santa Fe Community Yoga  
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This training manual is dedicated to our students - past, present, and future.

The revising of this manual was completed in October of 2016 through the team efforts of Jaime Bair, Anjali Davidson, Moriah Arnold and Genevieve Humphrey.

The roots of Yoga in Schools go back some years to the collaboration of the late Michael Hopp, director of Santa Fe Community Yoga, and Emily Rothschild, with the advice and support of the Center's Advisory Council. Emily took on the task of administrator and teacher, and launched the program in the Santa Fe public schools. Over time, she developed her own teaching materials and culled the wisdom and techniques of her fellow teachers.

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## **Mission and Philosophy**

### **About YiS:**

YiS provides the Santa Fe public schools with a non-competitive, non-religious, yoga-based physical education program meeting New Mexico's Physical Education Content Standards and many of the Benchmarks and Performance Standards.

### **Mission Statement:**

Cultivating holistic well-being in our schools through yoga and other mindfulness practices.

### **Philosophy:**

YiS strives to support the diversity of the students' varied cultural backgrounds while offering a unifying class experience in which students are taught basic yoga poses and mindfulness practices.

### **About Our Teachers:**

Drawing on their experiences working with yoga and with children, training YiS instructors bring a nurturing, non-competitive yoga program to Santa Fe's schoolchildren. YiS instructors encourage students to practice treating themselves and others with acceptance, kindness, and nonviolence.

### **How do we accomplish our Mission in compliance with our Philosophy?**

First, we understand and accept that the yoga classes taught in the Santa Fe public schools are very different from the yoga classes we teach in our private practices and yoga studios. We are limited in our use of Sanskrit, discussion of the perceived energetics of yoga and the philosophical limbs of yoga. We are offering a brief introduction to a select few aspects of yoga - specifically poses and breathing. We also accept and honor that some students, teachers, and parents/guardians may not support our program and may prevent some students' participation.

Second, we are aware that students require movement and that many schools are not able to offer ample movement to their students during the school day. This is an area in which YiS excels. We teach yoga-inspired movements and poses to the students in our classes.

Third, we love teaching yoga to children. As teachers, we have experienced many yoga classes and the challenges that have arisen along the way. Our experiences and successes in yoga afford us great insight in guiding our young yoga students through their challenges in yoga. We are able to hold a safe space where students are encouraged and supported as they explore many yoga poses.

Fourth, we focus on these 4 principles to build self-awareness in every yoga class:

- 1) Show up and do YOUR best
- 2) Move with your breath
- 3) Don't push or compare
- 4) Find your inner quiet

These principles are presented through our language, intonation, demonstration, and personal interactions with students and teachers.

## **History of Yoga in Schools**

The YiS program was created in 2002 and has offered a yoga-based, alternative movement class in the Santa Fe public schools each semester of each year since its inception. With many schools losing funding for physical education teachers, YiS has been able to offer the schools a unique option in place of traditional physical education classes.

In 2009, the program expanded from its humble beginnings to include a program specifically designed to teach Test Taking Skills to grades 3-6. Since these grades are required to sit for mandatory testing each year, the YiS program developed a yoga series specifically for this situation. The feedback from teachers and students was overwhelmingly positive.

In the Fall of 2011, Yoga in Schools started offering 3 distinct programs to high school and middle school students. The first program is designed specifically for teenage athletes. Yoga teachers work directly with sports teams to increase total body strength (not only sport specific strength, but well-balanced strength as well), increase overall flexibility, and decrease the likelihood of sports-related injuries. The second program is offered through general PE classes at the school. Yoga teachers offer a series of yoga classes during PE as part of the overall physical education curriculum for each school. This is tailored through individual PE teachers and yoga instructors for each group. The third program is an after school program, which offers students fun yogic movement and conscious breathing exercises as a healthy afternoon activity that is the perfect prequel to homework time.

In 2013, Yoga in Schools launched an initiative in partnership with La Familia Medical Center that provides yoga instruction to underserved students on the south side of Santa Fe, for whom low graduation rates, minimal access to health and wellness education, and high levels of poverty all pose major challenges. This program has been tremendously successful, with consistent reports of higher test scores, lower stress levels, fewer violent incidents, improved overall mood and energy levels, and improved attendance.

We have served in at least 19 different schools since Yoga in Schools was developed.

New Mexico created Standards, Benchmarks, and Performance Standards for grades kindergarten through twelfth grade, an outline of the physical requirements for all grades. The creation of these standards provides the YiS program with specific guidelines for creating yoga-based, alternative movement classes. Currently, the YiS program meets 100% of the Standards required for a physical education program, and high percentages of the Benchmarks and of the Performance Standards.

## Language

To qualify to teach in the Santa Fe public schools, the YiS program has agreed to meet certain language standards with regard to the use of Sanskrit and to presenting yoga to the students in a way that supports all ethnicities, religions, and cultural needs. As such, it is pertinent that all YiS instructors abide by the following language requirements. Unfortunately, failure to abide by these requirements will require dismissal from the YiS program for the remainder of the semesters.

**Sanskrit:** The Language of Yoga. As yoga teachers and practitioners, we have embraced the ancient language of Sanskrit, For us, it is as much a part of a yoga practice as asana and pranayama. However, the YiS program is not permitted to use Sanskrit. The students who attend YiS classes are being introduced to a new way of moving and playing that is derived from yoga. The students do not necessarily share the yoga community's thoughts and beliefs about yoga and to require them to experience yoga in Sanskrit is to impose on them the language of the yoga community. This would be unfair and unethical. Since these students do have the option of participating - per parental/guardian permission - offering them a small peek into the world of yoga (that we all love) is what we are doing. The YiS instructors have worked very diligently over the years to create a non-Sanskrit method of imparting the essence of yoga to the students in our program with the intention to simply introduce the idea of yoga, not the philosophy and dogma of yoga.

You may not teach any Sanskrit words during any YiS class.

Word	Alternative Words & Phrases
Meditate	Concentrate, focus
Drishdi	Spots to stare at
Vinyasa	Flow
Om, Aum	You can hum, but cannot say om
Slang for body parts	Use anatomically correct words

**The Body:** We all have one. This fact is easy. However, how we all teach about the body is different. Knowing that children share nearly everything with their families - especially regarding slang! When helping students move into yoga poses, ask permission to touch a student first. You must receive permission to touch any student in class.

Sensitive body areas are the rear-end and chest. Refer to the rear-end as sit-bones, and refer to the chest as the upper ribcage. A gentle way of asking permission is: “May I touch your arm? Foot? Head?” Wait for reply, then gently make your adjustment.

**Emotions:** We experience them often. During yoga classes, it is easy to teach students to feel their bodies - physically and in concrete ways: coming in contact with their mat or where their body parts cross each other. However, teaching students to feel their emotional selves is not acceptable within the context of YiS.

As yoga teachers, we understand the connection between physical and emotional, and view them as a united entity that permeates our personal yoga practice. However, we interact with our YiS students on a much more fundamental level. We teach about the physical body in ways that they can easily comprehend and learn by doing yoga poses.

You may offer opportunities to express many emotions in other creative ways. Encourage barking in downward dog, cawing in walking crow, roaring in lion pose, squeaking in mouse pose, ssssing in snake pose. During breathing, encourage feeling the physical sensations of the breath: move through the nostrils, trachea (windpipe), into the belly and back; in/out of the mouth, over the tongue; use quick exhales and explosive sounds on the exhale - laughter sounds, like “Ha,” work well.

**Body Language:** We use it more than we think! Since YiS is a non-religious program, it is VERY important that our hand and body gestures do not become associated with any religious tradition. We appreciate the recognition and thanks associated with the closing gestures of a yoga class, however, not all students will. You are encouraged to create your own greeting and closing actions as long as they do not reflect a motion associated with an existing tradition of a religion, healing, or martial art.

You may not press your hands together in an act of peace, namaste, or thanks, and you may not bow to your students - even if they or their teacher do so towards you! Instead, find a clever way to indicate through body language that class is over. For example, you may cross your hands over your heart and say, “Thank you for your practice.”



## **Training Requirements for Yoga in Schools Teachers**

- 1) Yoga Alliance Approved RYT 200 Hour Training & Personal Liability Insurance.
- 2) 3-Hour in-person Yoga in Schools training.
- 3) 5-Hours of documented Yoga in Schools/children's yoga self-study.
- 4) 3 Hours observation and apprentice teaching with at least 2 YiS Instructors. During Apprentice Teaching days, the YiS Instructor will complete an evaluation form for the apprenticing teacher.
- 5) Written comparison of how YiS instructors handle class as compared to how you, the apprentice, would handle the class. Analyze, Synthesize, and Reflect.

## YiS Evaluation Form for Apprentice Teaching - Part I

Apprentice Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ YiS Instructor: \_\_\_\_\_

**Please circle the number that best describes the Apprentice Teacher's technique:**

<b>Class 1 - Warm-Up</b>	1 - Poor					5 - Excellent				
Voice Volume	1		2		3		4		5	
Eye Contact	1		2		3		4		5	
YiS Language Use	1		2		3		4		5	
Clothing	1		2		3		4		5	
Timeliness	1		2		3		4		5	
Attitude/Enthusiasm	1		2		3		4		5	
YiS Pose Use	1		2		3		4		5	
Innovations	1		2		3		4		5	
Sequences	1		2		3		4		5	
Class Management	1		2		3		4		5	
Groundedness	1		2		3		4		5	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>Class 2 - Sun Salutations</b>	1 - Poor					5 - Excellent				
Voice Volume	1		2		3		4		5	
Eye Contact	1		2		3		4		5	
YiS Language Use	1		2		3		4		5	
Clothing	1		2		3		4		5	
Timeliness	1		2		3		4		5	
Attitude/Enthusiasm	1		2		3		4		5	
YiS Pose Use	1		2		3		4		5	
Innovations	1		2		3		4		5	
Sequences	1		2		3		4		5	
Class Management	1		2		3		4		5	
Groundedness	1		2		3		4		5	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Class 3 - Game**

	1 - Poor				5 - Excellent				
Voice Volume	1		2		3		4		5
Eye Contact	1		2		3		4		5
YiS Language Use	1		2		3		4		5
Clothing	1		2		3		4		5
Timeliness	1		2		3		4		5
Attitude/Enthusiasm	1		2		3		4		5
YiS Pose Use	1		2		3		4		5
Innovations	1		2		3		4		5
Sequences	1		2		3		4		5
Class Management	1		2		3		4		5
Groundedness	1		2		3		4		5

Comments:

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YiS Evaluation Form for Apprentice Teaching - Part II

Apprentice Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ YiS Instructor: \_\_\_\_\_

**Please circle the number that best describes the Apprentice Teacher's technique:**

<b>Class 1</b>	1 - Poor					5 - Excellent				
Voice Volume	1		2		3		4		5	
Eye Contact	1		2		3		4		5	
YiS Language Use	1		2		3		4		5	
Clothing	1		2		3		4		5	
Timeliness	1		2		3		4		5	
Attitude/Enthusiasm	1		2		3		4		5	
YiS Pose Use	1		2		3		4		5	
Innovations	1		2		3		4		5	
Sequences	1		2		3		4		5	
Class Management	1		2		3		4		5	
Groundedness	1		2		3		4		5	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

<b>Class 3</b>	1 - Poor					5 - Excellent				
Voice Volume	1		2		3		4		5	
Eye Contact	1		2		3		4		5	
YiS Language Use	1		2		3		4		5	
Clothing	1		2		3		4		5	
Timeliness	1		2		3		4		5	
Attitude/Enthusiasm	1		2		3		4		5	
YiS Pose Use	1		2		3		4		5	
Innovations	1		2		3		4		5	
Sequences	1		2		3		4		5	
Class Management	1		2		3		4		5	
Groundedness	1		2		3		4		5	

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Pose List

<b>YiS Sun Salutation</b>		
	<b>English Pose Name</b>	<b>Spanish Pose Name</b>
<b>1</b>	Mountain	La Montaña
<b>2</b>	Sunrise	Salida del Sol
<b>3</b>	Sunset	Puesta del Sol
<b>4</b>	Roadrunner	El Correcaminos
<b>5</b>	Dog	El Perro
<b>6</b>	Mouse	El Raton
<b>7</b>	Snake	La Vibora
<b>8</b>	Dog	El Perro
<b>9</b>	Roadrunner	El Correcaminos
<b>10</b>	Sunset	Puesta del Sol
<b>11</b>	Sunrise	Salida del Sol
<b>12</b>	Mountain	La Montaña

<b>Bell Poses</b>	
<b>YiS Name</b>	<b>English</b>
Slithering Snake	Striking Cobra
Smelling Snake	Cobra, sticking out tongue
Rocking Horse/Bow/Basket (fill basket with healthy food)	Bow Pose
Pigeon	Pigeon Pose
Up Dog	Up Dog
Superhero	Locust
Belly Body Shake	Shake entire body while on belly
Shark	On belly, hands behind back; make faces while being a shark (happy/sad/angry/sleepy, etc.).

<b>Reclined Poses</b>	
<b>YiS Name</b>	<b>English</b>
Resting Pose/Cloud Pose	Corpse Pose
Rock-N-Roll	Spinal Rocking (side to side, front to back)
Star	Corpse with arms and legs extended
Knees-to-Chest Pose	Knees to chest
Happy Baby Pose	Happy Baby Pose
Dancing Bug	On back, shake hands, arms, feet, legs into the air
Bicycle	On back, pedal legs in air
Water Wheel	Wheel
Sacrum Circles	On back, move in small circles massaging sacrum

<b>Balance Poses</b>	
<b>YiS Name</b>	<b>English</b>
Tree	Tree
Airplane	Warrior III
Half Moon I	Standing Crescent
Half Moon II/Rectangle	Half Moon
Dancer	Dancer
Heron/Stork	Stand on one leg, the other knee bent, foot off the ground, arms like wings out on the sides

<b>Warm Up Poses</b>	
<b>Yis Name</b>	<b>English</b>
Cat and Cow	Cat and Cow
Wag the Dog	Wag the Dog
Windmill	Forward fold, wide legs, swing torso alternate hands to feet.
Rock the Baby - Arms	Holding opposite elbows, arms crossed, pretend to rock a baby side to side.
Rock the Baby - Legs	Seated, holding one leg cradled in arms, pretend to rock a baby side to side.
Picking & Kicking Apples	In tabletop, reach opposite-side arms and legs and draw back in. Switch side.

<b>Standing Poses</b>	
<b>YiS Name</b>	<b>English</b>
Mountain Pose	Mountain Pose
Swaying Palm	Swaying Palm
Tall Statue	Warrior I
Surfing Statue	Warrior II
Triangle	Triangle

<b>Twist Poses</b>	
<b>YiS Name</b>	<b>English</b>
Eagle Pose	Eagle Pose
Reclined Spinal Twist	Reclined Spinal Twist
Giraffe	Table top Spinal Twist
Seated Spinal Twist	Seated Spinal Twist



<b>Action Poses</b>	
<b>YiS Name</b>	<b>English</b>
Frog Jumps	Frog Jumps
Crow Walking	Crow Walking
Diving Loon	Wind Releasing
Crab	Reverse Table Top
Dancing Crab	Reverse Table Top with can-can kicks
Gorilla Hangs	Crawling on fists, changing directions of hands
Gorilla Swing	Wide angle forward fold, swing torso and arms
Elephant, Wood chopping	Use arm(s) as trunks, swing torso
Monkey	Smaller jumps than Frog Jumps
Lion Pose	Lion Pose
Seal I	Seated, clap hands behind back
Seal II	In boat pose, clap hands and feet
Standing Windmill, Helicopter	Stand and swing Arms and torso side to side

<b>Upside Down Poses</b>	
<b>YiS Name</b>	<b>English</b>
Forward Fold	Forward Fold
Downward Dog	Downward Dog
Camel Walking	Walking in Downward Dog
Bridge	Supported Bridge
Fish (lifting chest only)	Fish (not on the head!)
Snail from Rock-N-Roll	Plow from Rock-N-Roll

<b>Cool Down Poses</b>	
<b>YiS Name</b>	<b>English</b>
Butterfly	Full butterfly
Sweeping Breath	Sweeping Breath
Half Butterfly	Story: Reach into tree; make a cocoon; reach to leg, draw other leg (wing) in to switch sides
Snowball	Tucked ball
Ragdoll	Forward fold, arms folded

<b>Quiet Poses</b>	
<b>YiS Name</b>	<b>English</b>
Seed/Rock/Cocoon	Child's Pose
Mouse	Extended Child's Pose
River	Seated Forward Bend
Turtle	Turtle
Rabbit (no weight in head)	Rabbit
Hero/Penguin (Half Hero)	Hero
Rainbow: Sit with legs extended, place hands behind body, fingers face the sit bones, lift hips, arch back, look at ceiling. Optional - bathe body in a color from the rainbow.	Reverse Plank

<b>Partner Poses</b>	
<b>YiS Name</b>	<b>Touching Body Parts</b>
Double Boat Pose	Soles of feet and hands
Double Airplane	Hands or Feet
See-Saw	Feet, holding hands (forward bend)
Double Tree	Hands
Partner Wide Angle Forward Bend	Feet, holding hands (see saw option)
Double Tree Statue (Warrior I)	Outside edge of back feet
Double Surfer (Warrior II)	Outside edge of back feet
Twist	Back to back

<b>Breathing Techniques</b>	
<b>YiS Name</b>	<b>Description</b>
Monkey Breath	Exhale in quick “eee” sound bursts
Mosquito Breath: Option to plug eyes and ears with fingers and thumbs	Inhale and exhale a high pitched, forehead focused sound
Ship’s Horn Breath	Inhale and exhale a low pitched, back of skull sound
Bee Breath	Inhale and exhale the word “Bzzzzzzz”
Humming Breath	Inhale and exhale, tongue behind teeth a short hum
Breath of Joy	Stand with feet apart, swing arms on each of these arm movements: fold forward, exhaling completely
Lion’s Breath	Kneeling or standing, roar like a lion while swinging arms downward

<b>Short Vinyasas</b>	
<b>YiS Name</b>	<b>Description</b>
Falling Star	Jump feet wide, arms at shoulder height; forward fold with wide legs: turn body into Roadrunner
Stargazer	Mountain Pose to Tall Statue, arms in front at shoulder height; inhale arms up overhead; open arms to the side and bring palms together behind back; draw arms farther back, look up at the sky
Volcano	Mountain jump to Star (Wide legs, arms at shoulder height) - action of jumping is Volcano (make sounds); Victory (Star with bent knees and arms); jump from Star to Mountain
Rainbow Relaxation	After Rainbow Pose, recline on floor and breathe in the color of the rainbow you felt during Rainbow Pose. GO through body parts starting with feet. Allow color to flow all around you.

<b>Challenge Poses*</b>	
<b>YiS Name</b>	<b>Description</b>
Boat	Boat
Crane	Crane/Crow
Pendulum/ woodpecker	Pendulum
Candle	Shoulder Stand
Wall Dog	Feet on wall, Hands on floor
Camel/Donkey Kicks	Hands on Floor, Kick both legs out, back and up

\*Use these for 4th grade and older; use towards the end of sessions. Not for weekly teaching.

## **Sample Class A - Grades K - 3rd**

### 30-Minute Class

Deep breathing  
YiS Sun Salutations (1 to each side)  
Moving Poses  
Standing Poses  
Balance Poses  
Twisting Poses  
Seated Poses  
Deep Breathing  
Resting

Grades K-3 vary greatly in ability. The younger grades require more attention to developing fine motor skills while the older grades are able to fine-tune their poses. Keeping instructions general for the younger grades and more specific and detailed for the older grades allows this sample class to be adjusted for multiple age groups. As the grade level increases, spending more time on each pose may increase as well. It is important to give this age group ample time to rest but a Yoga Sleep approach may be more effective for those children who are unable to rest quietly. Providing Yoga Sleep encourages children of this age to follow directions while lying still and teaches their bodies and minds to slow and become more peaceful. With practice, a quiet resting period may become easier.

## **Sample Class B - Grades 4th - 6th**

### 30-Minute Class

Deep Breathing  
Crow Walking  
Downward Dog Walking  
Sun Salutations (2 to each side)  
Standing Poses  
Balance Poses  
Frog Jumps  
Twists  
Seated Poses  
Resting Poses

Offering challenging yoga poses along with poses and sequences students are able to master is very important. Providing ample time to move and be silly is also very important for this age as they begin to develop their own personal style: serious, silly, adventurous, etc. Spending

time in each pose and doing the pose multiple times builds a sense of understanding while offering students the opportunity to experience a continuous flow of yoga poses. It also challenges their growing muscles, so be sure to follow a challenging pose with a less challenging pose to avoid strain.

### **Sample Class C - Grades 4th - 7th**

**\*\*End of session sample includes Challenge Pose**

#### 30-Minute Class

##### **Warm Up:**

On back, stretch fingertips to toes, knee to chest, chin to knee, both knees, roll side to side, draw circles with knees, straight leg hamstring stretch, baby pose, (half bridge)

##### **Poses:**

Mountain  
Volcano  
Standing Star  
Triangle R  
Standing Star  
Volcano  
Mountain  
Volcano  
Standing Star  
Triangle L  
Standing Star  
Surfing Statue (to the right)  
Standing Star  
Surfing Statue (to the left)  
Standing Star  
Volcano  
Mountain  
Volcano  
Tall Statue (to both sides)  
Roadrunner (both sides)  
Cat  
Cow  
Slithering Snake  
Smelling Snake  
Basket  
\*\*Camel  
Rain Cloud Sun Salutation

YiS Sun Salutation

**Game:**

Lion, Snake, Mouse

**Closing Circle:**

2 Options: (Bell Game + Circle Stretches), (Big Pizza lots of toppings & Circle Stretches)

**Cloud Pose/Relaxation:**

Visualization

3-Part Breath

Scrunch & Relax

## Yoga Games

### The Bell Game

The Bell Game is a quiet, mindful rendition of “Duck, Duck, Goose” that builds concentration and focus abilities and is fun for kids in grades Pre-K through 6th. I am always surprised by the stillness and peacefulness that descends on the room when we play the Bell Game! I usually introduce this game in the first or second class, then we play it frequently throughout the session, ensuring that each student will get a turn to be “it” as the bell-ringer.

### How to play:

Instruct everyone to sit in a circle. Sometimes I have students alternate boy/girl or I may organize them by “students wearing red shirts,” for example, just to mix up and prevent the students from getting in clumps of friends. Ask children to “Notice who is next to you and across from you in the circle.”

Sit with legs crossed; if this isn’t comfortable, try another seated position, with hands resting on knees, palms facing up. *Posture cues include:* let your spine be long, shoulders roll back, make space between your ribs, make space between shoulder and ears. Invite the students to close their eyes or soften their focus, turning their vision inwards.

The instructor places a small, quiet bell in her outstretched palm. She gets up slowly, walking carefully around the outside of the seated group without letting the bell ring. Before completing a full circle back to her original spot, she stops in back of someone who is “sitting still, breathing fully, with attention inward,” *gently* ring the bell in that person’s ear, and places the bell in their palm. Then that person becomes the ringer, taking the bell and walking around the outside of the circle to select the next ringer. Meanwhile, the instructor sits down, palms on knees, in the person’s spot, and the game continues. *Palms facing up indicates that the person has not been the ringer; palms facing down indicates that the person has been the ringer.*

Usually, I remind the students of some of the posture cues, or to keep their eyes closed between turns. I’ll often use this game for the last 5-10 minutes of class. When time is up, I’ll have the students open their eyes quietly and ask them to notice the new seating arrangement, also, whoever ends up with the bell for the last round may get to be the first with it next time, and the class can help remember/remind that person during the next session.

**This game benefits the students by giving them a context for practicing concentration that includes the element of surprise, thereby engaging them. Classroom teachers will also be appreciative when their students are returned to them in this state of serenity!**



### **The Lion, The Snake, and the Mouse**

First, review Lion Pose, Snake Pose, and Mouse Pose. Explain the logic of the game: The Lion eats the Snake, the Snake eats the Mouse, and the Mouse gets away from the Lion. Place two (2) mats, short ends together, in front of the teacher's mat. Select two (2) students to sit on the mats in Penguin Pose with backs towards each other. The rest of the class sits quietly in Crisscross (Applesauce) on their mats. The teacher holds up fingers to count "1, 2, 3" (uno, dos, tres; un, deux, trois; etc.) and the rest of the class participates in counting. After the count of "3," the two "Penguins" choose a pose (Lion, Snake, or Mouse) without looking at opponent. The teacher explains the first round of logic and invites the class to explain thereafter. The animal (Lion, Snake, or Mouse) who survives the first round remains on their mat, and a new second student is selected. The game continues.

#### *Notes:*

If one student seems to win, create the "3 time" rule, which argues that a student may only be on the mat for 3 games. If that student is still surviving, 2 new students are selected for the next game.

If both players pick the same pose, "DOUBLE BLANK" is called out, and players go a second time. If it happens a second time, 2 new players are selected.

If poses are not being done correctly, the teacher takes time out of the game to review the poses with the whole class.

#### *Age Appropriate:*

Grades K & 1st are challenged by logic

Grades 2nd - 6th enjoy the game

### **Animal Parade**

Travel in a Parade Line (Follow the Leader) as any animal listed in the "Action Poses." Allowing the students to choose their animal pose is an excellent creative outlet for young students. Providing a supportive space for them to create new animal yoga poses is also important. The Leader chooses the pose, all the other students copy the Leader's animal movement as the line travels around the room. *Bringing students back to their mats after each Line Leader keeps chaos to a minimum.*

### **"Student" Says**

Based on the group game of "Simon Says," choose one student as the Leader (Simon). This student chooses yoga poses for the group to follow. In place of the phrase "Simon says....," the student Leader will use his/her name in place of "Simon." Each student Leader leads the group through approximately five (5) yoga poses. At the completion of the fifth pose, the student following the leader with excellent attention is selected by the YiS instructor as the next leader.

## Fun Sequences & Stretches

### Growing Tree Sequence

Seed Pose (Mouse Pose) - Feel the tight smallness of the seed and the great potential to become a tree.

*Ask:* What does the seed need to grow? (water, sun, earth, air)

*Teacher:* Feel the sun and water, slowly wiggle and grow into sprouts.

Tree Pose - Make a long root, bend the other leg into a leaf, reach up to make branches.

*Ask:* What do you feel? (wind, birds, sun, rain)

To diffuse high energy, tell the “trees” to hop about the room - feel free to create a natural disaster that could uproot trees. Draw trees back to roots after the natural disaster.

Arrive back in a steady Tree Pose, create blossoms that burst into fruit.

Become a seed again, falling to the ground.

Repeat entire story and sequence to the other side.

### “Homemade” Yoga Stretches (especially fun for young children):

#### Pizza

This is a seated, wide-legged forward bend stretch. First, students pretend to “roll out the dough,” pushing hands out from their bodies along the floor. They roll along the inside of each leg, making a side stretch as they create a large pizza in the space created between their outstretched feet. *Posture cues include:* Keep heels on the floor, feel the backs of the legs on the floor, let the toes point up to the ceiling. Next, “pinch the crust” along the periphery of the imaginary pizza circle. Then add pretend toppings (i.e., sauce, cheese, etc.), which is a time to invite student participation. Then “bake” the pizza, inhaling arms straight up overhead, and sitting tall. Coming into a static forward bend stretch, “close the oven door” and count out loud - sometimes in Spanish - to 10 or 15, then “ding,” the stretch is over and “the pizza is ready!”

#### Big Pizza

Pizza done in a big circle, feet touching.

#### Soup Pot

This is a gentle hip-opener, warm-up, and a useful tool for talking about healthy nutrition with younger children (grades Pre-K through 2nd). Sitting either cross-legged or with the soles of feet together, create the “pot.” To create the “spoon,” students clasp their hands together. Their torsos, shoulders, necks, and heads stay aligned as they “stir the soup” by moving in a circular motion to the right, and then to the left. *Posture cues include:* Feel both sits bones on the floor, inhale when the torso leans forward and exhale as the torso sweeps back. Soup Pot can be an opportunity for teaching about nutrition if the instructor asks the children to name healthy ingredients that go into the soup.

## **Circle Stretches**

**Seated:** Sitting in a circle formation, legs outstretched in front, feet touching side-to-side. Point toes, flex feet, make a neat shape with feet. Seated wide-angle pose, sway side-to-side. Hands underneath bent knees, hold hands - group balance. River and Half Butterfly are also good Circle Stretches.

**Standing:** Mountain Pose, Triangle Pose, Side Angle Pose, Surfing Statue, and Tree Pose (Forest when done in a circle) are great Circle Stretches to move energy, make group geometric shapes, and practice teamwork.

## **Rain Cloud Sun Salutation**

Sunrise Action: Squeeze rain cloud, use fingers to bring rain down to the ground.

Sunset

Tall Statue Action: Squeeze rain cloud, use fingers to bring rain down to the ground.

Downward Dog: A dog comes out to play in the rain.

Tall Statue: Repeat action

Downward Dog

Cat: A cat joins the dog in the rain.

Slithering Snake: A snake slithers in the rain.

Sunset Action: Bring the sun up to the sky.

Sunrise: The sun came out to play,

## **Birthday Candles**

Sit with your legs crossed and your back straight. Breathe in deeply. Imagine seeing your birthday cake with all its bright candles, and blow them out, breathing out strongly through the mouth. As you inhale through your nose, stretch the arms up and out. As you blow out strongly through your mouth, bring them back together at the center of your chest.

## **Train**

Let's take a train to a jungle far away from here. Sit with your legs crossed. Bring your arms to your sides with your elbows bent. Make fists of your hands. As you punch one arm out straight in front, breathe in. As you punch the other arm out, bring the first arm back into your side and breathe out powerfully through your nose. Keep switching arms and punching out. Listen to your breath - does it sound like train wheels? Now breathe in deeply and breathe out as our train arrives at its destination.

**Washer Pose**

Sit with legs crossed. Stretch your arms up overhead and bring your hands to rest on your shoulders, fingertips in front with your thumbs pointed over your shoulders towards your back. Point your elbows out to the sides, and begin twisting side to side. Inhale as you twist to the right and exhale as you twist to the left. Make a swishing sound as you exhale.

**Dryer Pose**

Stand with feet hip-width apart. Bend knees slightly, and lean forward. Intertwine fingers and make a circular shape with arms. Gently swing clasped hands from side to side. Inhale and exhale as you move.

## Letter and Contracts

### Cover Letter to Schools:

Yoga in Schools  
Santa Fe Community Yoga  
826 Camino de Monte Rey, Suite B1  
Santa Fe, NM 87505  
(505) 820-9363  
yis.sfcyc@gmail.com

(Date)

Dear Participating School,

I am thrilled that your school is taking the first steps in this (Fall/Spring)'s Yoga in Schools program offered by Santa Fe Community Yoga. It is a dynamic, fun, and enriching program available to your students, teachers, principals, and staff.

In this packet there is information about our programs, teachers, contracts, sample evaluation forms, letter of introduction for parents/guardians, plus a sample class plan and comments from previous participants.

Please review the enclosed information and contact me should you have further questions. You may reach me directly at the studio at (505)820-9363; or if you prefer, via email at yis.sfcyc@gmail.com. Santa Fe community Yoga and I look forward to working with you to bring Yoga in Schools to your school this year and for many years to come!

Thank you for inviting Yoga in Schools into your school!

Director of Yoga in Schools

## Letter to Parents of Participating Classrooms- English:

(Date)

Dear Parents/Guardians,

Your child's class will be participating in the Yoga the Schools Program (YiS) during the Fall 2016 school term. Yoga in Schools is a project of its non-profit fiscal sponsor, Santa Fe Community Yoga. We are very excited about bringing yoga, in a non-religious, non-competitive form, into the schools.

Yoga has been shown to be effective in increasing focus, concentration and in fostering communication skills. In our history as a program, we have sent out evaluations to our YiS participants and their guardians. Both parents and teachers noted changes in students' abilities to listen, remain focused and follow instructions. Teachers commented on students' increased verbal expression, and increased calmness and sensitivity to one another's feelings. Children were observed practicing yoga postures during their recess breaks and at home. Overall response and feedback to the program was very positive.

YiS classes are designed to offer children an inclusive group experience while also fostering individual accomplishment. Lessons are not based on an achievement-oriented rating system, so students decide on their own how to challenge themselves to achieve personal goals. Every student is encouraged to develop leadership skills, become familiar with giving positive feedback, and receive a sense of community with their peers. YiS classes meet many of New Mexico standards and benchmarks for Physical and Health Education.

We are interested in any comments or observations you would like to share with us throughout the course. If you would like to discuss your child's involvement in this program, please contact our Program Director, Anjali Davidson, at Santa Fe Community Yoga, 505-820-9363 or [sfcyoga@gmail.com](mailto:sfcyoga@gmail.com).

Sincerely,

*Anjali Davidson*

Anjali Davidson  
Yoga in Schools Director  
[yis.sfcyc@gmail.com](mailto:yis.sfcyc@gmail.com)

## Letter to Parents of Participating Classrooms - Spanish

(Fecha)

Estimados parres de familia/guardianes:

La clase de su hijo ha sido seleccionada para participar en el Programa de yoga en las escuelas (YiS en ingles), como parte del programa de educacion fisica para el anno escolar 2007. El Programa de yoga en las escuelas es un proyecto del Santa Fe Community Yoga, un grupo no lucrativo. Estamos encantados de poder ensennar yoga en las escuelas en una forma no religiosa, ni competitiva.

Se ha demostrado que le praactica de yoga es efectiva para aumentar la concentracion y estimular las habilidades comunicativas de joovenes y adultos por igual. Hace cinco annos, YiS condulo un programa piloto en cuatro escuelas primarias, con clases despuees del horario escolar. Tanto los padres de familia como los maestros observaron cambios en la habilidad de los estudiantes para escuchar, mantenerse enfocados y seguir instrucciones, su calma y sensibilibab hacia los sentimientos de sus companneros. Se observoo a algunos ninnos practicando posturas de yoga durante el recreo y en sus hogares. En general, la respuesta al programa y los comentarios recibidos fueron positivos. Hace cinco annos, YiS completoo su primer anno ofreciendo clases durante el diia escolar y estamos muy contentos que podremos agregar otras escuelas a nuestro programa este anno.

Las clases de YiS estaan disennadas para ofrecer a los ninnos una experiencia inclusiva de grupo, mientras que tambieen se les estimula para su desempenno individual. Las lecciones no se basan en un sistema de calificaciones sino que, por el contrario, cada estudiante decide quee hacer para alcanzar sus metas. A cada estudiante se le anima para que desarrolle sus habilidades de liderazgo, se familiarice a dar retroalimentacion positiva, y se sienta en comunidad con sus companneros. Las clases de YiS llenan los estaandares y requisitos estatales para la educacion fisica y de salud.

Nos interesa recibir sus comentarios u observaciones a travees de la duracion del curso. Si quiere discutir la participacion de su hija en el programa, por favor comuniquese con la administradora del programa al Santa Fe Community Yoga, (505) 820-9363; [yis.sfcyc@gmail.com](mailto:yis.sfcyc@gmail.com).

Gracias

Anjali Davidson  
YiS Director  
[yis.sfcyc@gmail.com](mailto:yis.sfcyc@gmail.com)





## YiS Instructor Contract - Sample

This letter will set forth the agreement between xxxx("Teacher") and Yoga in Schools ("YiS"), with regard to the YiS sessions to be taught in Fall 2016.

### Class Details and Dates

School: xxx

Dates: xxxx

Number of Classes: xxx

Contract Ends on: xxxx

Yoga in Schools will be responsible for:

- Paying Teacher \$30 for each hour-long Yoga in Schools session at the beginning of each applicable month.
- Making contract agreements with schools and Teacher, including coordinating effective dates of contract and any payment details.
- Providing a copy of a letter describing the nature of Yoga in Schools to the parents/guardians of the children whose classes are participating in the program.
- Provide a free Yoga in Schools training for the Teacher.
- Paying for a background check when applicable.

Teacher will be responsible for:

- Billing Yoga in Schools for sessions performed for the month prior at the beginning of each applicable month.
- Showing up to each yoga session in a timely manner fully prepared to teach the session.
- Contacting the school should an emergency arise that will not allow Teacher to attend an agreed-upon session. The teacher and the school will determine a make-up date and time at their own leisure.
- Communicating with the Director of YiS about any issues as soon as they arise.

### In Addition

- Duration and Termination of Agreement: This agreement shall be effective upon signing by both Teacher and YiS, and continue until the specified end date, subject to modification or termination at the discretion of YiS or Teacher with 30 days advance notice in writing by either party.
- Oversight and Payment of Taxes: Teacher agrees to provide the services described above under their own independent direction and control, subject to oversight by YiS. Teacher understands and agrees to be responsible for payment of any and all taxes owed on the income Teacher receives from the YiS for the services provided in this agreement.
- Missed Classes: Teacher agrees to miss no more than two classes, at the risk of immediate termination of this contract agreement.

Please signify your acceptance of the terms and conditions of this letter by signing in the space provided below.

By: \_\_\_ Anjali Davidson \_\_\_\_\_  
Anjali Paige Davidson, YiS Director

Date: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

## YiS School Contract - Sample

This letter will set forth the agreement between xxx Elementary and Yoga in Schools (YiS), with regard to the YiS sessions to be taught in Fall 2016.

Yoga in Schools will be responsible for:

- Providing, at no cost to xxx Elementary, ten classes meeting on the following dates for eleven weeks for sixty minutes each, beginning on October 5th and ending December 14th (excluding the week of November 23rd for the Thanksgiving Holiday).
- Classes will meet on Wednesdays from 3:30-4:30pm
- Classes to be taught by xxx (505-xxx-xxxx). In the event of a necessary absence, the YiS instructor will notify the school contact person (xxx), and a make-up class will be scheduled per their decision.
- Providing a copy of a letter describing the nature of Yoga in Schools to the parents/guardians of the children whose classes are participating in the program. Note: It is left to the discretion of xxx Elementary to provide a school permission slip to accompany the letter.

xxx Elementary will be responsible for:

- Photocopying and distributing the letter described above.
- Providing a clear, open space for each class, which will be as quiet as possible and with as few interruptions as possible, during the YiS classes.
- An open space with a clean floor for the YiS students. Schools may choose to provide yoga mats at their own discretion.
- Ensuring YiS students arrive on time for class wearing exercise appropriate clothing that they can freely move in.
- Providing an in-school contact (a classroom teacher or a school staff member) who will be in charge of communication between YiS, school staff, parents and student body.
- Agreeing that the classroom/physical education teacher of those classes participating in the YiS program must be present during every class period to assist the YiS instructor with behavior management and to manage any situation in which disciplinary problems arise.

Please signify your acceptance of the terms and conditions of this letter by signing in the space provided below.

Acknowledged and agreed to

By: \_\_\_ Anjali Davidson \_\_\_\_\_  
Anjali Paige Davidson, YiS Director

Date: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

## **Student Contract**

### **Yoga in Schools Student Responsibilities**

I will:

- Enter the Yoga Classroom quietly.
- Take my shoes off and leave them neatly along the wall.
- Walk to the yoga mat.
- Choose a yoga mat which will help me to pay attention.
- Sit quietly, waiting for the class to begin.
- Listen attentively to the Yoga in Schools teacher and my classroom teacher.
- Attempt the yoga poses taught to me and my class - even if they are challenging.
- Be patient and kind.
- Wait to be dismissed.
- Walk to my shoes along the wall.
- Line up quietly.
- Exit the yoga Classroom quietly.

Signed by:

## **Actual Letter of Recommendation**

To Potential Schools:

I am writing to you to recommend that your school participate in the YOga in Schools program. Instructors from Yoga in Schools have been teaching students at my school, Gonzales Elementary, throughout the school year.

Teachers, parents, and administrators have all commented on the positive effects that the Yoga in Schools program has had on our students. Teachers have noted that after participating in the program, students show greater concentration and verbal skills. The focus on breathing exercises, non-competitive movement and working both independently and as a group has really improved the general tenor of the classes who participated.

I believe that Yoga in Schools is an important addition to our curriculum. Our students appreciate time away from their desks and our teachers appreciate that students return from a period of yoga revitalized and eager to continue their studies.

We hope that Yoga in Schools will return to us for a second year and will be able to reach more students in the process - it is a program worthy of continued community support. I hope that your experiences are wonderful, and that you see this as a valuable program for your students.

Sincerely,

Mike Lee, Principal  
Gonzales Elementary School  
851 W. Alameda  
Santa Fe, NM 87501

## Evaluations & Questionnaires

How old are you and what grade are you  
in? \_\_\_\_\_

Which school are you in? \_\_\_\_\_

How do you feel when you do yoga?

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Have you practiced yoga or breathing exercises in your free time at school or at home?

Yes\_\_\_ No\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Would you like to do yoga again next year?

Yes\_\_\_ No\_\_\_

Why?

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What did you like or not like about your yoga teacher?

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What else would you like to say about doing yoga at your school?

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Thank You!

## Teacher Evaluation

Dear Teachers,

Your time and effort to complete this form is vital to the funding of YiS for future programs. Your class is now completing participation in a YiS Program that met once a week. We are interested in learning your impressions about this program and its impact on your students.

1. What is the age range of children in your class and what grade(s) are they in presently?

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2. Which school are you in? \_\_\_\_\_

3. Have your students talked about the YiS program? If so, please summarize what they have said.

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4. Have you noticed any differences in your students' behavior after yoga? If so, please specify:

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5. Have you noticed any changes in your students' ability to focus or concentrate after yoga? Yes\_\_\_\_\_ No\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

6. Have you noticed any changes in your students' listening skills after yoga? Yes\_\_\_\_\_ No\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_

7. Have you noticed any changes in your students' ability to handle emotions after yoga? Yes\_\_\_\_\_ No\_\_\_\_\_

Comments: \_\_\_\_\_

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8. Have your students behaved more cooperatively with peers and teachers after yoga?

Yes\_\_\_\_\_ No\_\_\_\_\_

Comments:\_\_\_\_\_

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9. Would you want to have your class participate in Yoga In the Schools again next year?

Yes\_\_\_\_\_ No\_\_\_\_\_

If not, why?

\_\_\_\_\_

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What else would you like to say about Yoga in Schools?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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If you have any questions & to submit this evaluation electronically, please contact our program director, Anjali Davidson, by e-mail at [ysis.sfcyc@gmail.com](mailto:ysis.sfcyc@gmail.com). Thank you so much!

## References & Bibliography

Of the many yoga books, videos, cards, and games available, our Yoga in Schools program has referenced the following list. Additionally, Our teachers have created many of the sequences, stories, and poses found in this training manual.

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