

IYT® International Yoga Teacher 300-hour (Advanced Level)



750-PAGE ADVANCED SYLLABUS

A 750-page advanced teacher-training syllabus with theory, practical laboratories, chapter-specific reference visuals and asana imagery from the supplied PDFs.



Programme	IYT® International Yoga Teacher - 300 hours
Level	Advanced
Syllabus length	750 pages
Certification	2 certificates from IYO® International Yoga Organisation upon successful completion
Language	English

Programme Identity

IYT® 300-HOUR ADVANCED LEVEL

- Advanced teacher development under IYO® International Yoga Organisation.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

The syllabus uses colourful teaching tables and reference visuals from the supplied materials. It is designed as a teachable programme manual rather than a claim of medical treatment.



Planning prompt	Evidence to keep
Study	Notes, reading summaries and vocabulary
Practice	Personal practice log and adaptations
Teach	Lesson plan, cues, timing and safety
Reflect	What worked, what changed and what requires further supervision

How to Use This Syllabus

STUDY - PRACTISE - TEACH - REFLECT

- Each module combines theory, guided practice, teaching methodology, safety, worksheets and assessment.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Course Aims

ADVANCED KNOWLEDGE WITH RESPONSIBLE TEACHING

- Develop deeper yogic understanding, advanced asana competence, breathwork literacy, meditation skills and professional teaching judgement.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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300-Hour Curriculum Allocation

Module	Curriculum Area	Hours
1	Subtle Bodies & Chakras	30
2	Eight Limbs of Yoga	45
3	Advanced Asanas & Therapy	120
4	Pranayama, Mudras & Bandhas	45
5	Purification / Shatkarmas	20
6	Yogic Lifestyle & Well-Being	20
7	Teaching Methodology, Practicum & Assessment	20
	TOTAL	300

The 750-page syllabus is intentionally larger than the 300 guided hours: pages also function as study notes, practice sheets, teaching templates, visual references, reflection worksheets and assessment records.

Programme Outcomes

WHAT GRADUATES SHOULD BE ABLE TO DEMONSTRATE

- Integrate philosophy, subtle-body frameworks, advanced asana, pranayama, cleansing theory, yogic lifestyle and teaching methodology.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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Entry Expectations

RECOMMENDED PREPARATION

- Prior foundational yoga study and consistent personal practice are recommended for advanced-level learning.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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Learning Methods

MULTIPLE WAYS OF LEARNING

- Lectures, demonstrations, guided practice, peer teaching, case study, journaling, assignments and supervised practicum.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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Assessment System

EVIDENCE OF COMPETENCE

- Knowledge checks, practical demonstrations, reflective work, sequencing assignments and final practicum.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Practice Log

DOCUMENTING 300 HOURS

- Students should maintain accurate attendance, self-practice and practicum records.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Safety and Scope of Practice

TEACH WITHIN COMPETENCE

- Yoga education does not replace diagnosis or medical treatment. Use screening, referral and modifications.
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Advanced Asana Safety

PROGRESSION BEFORE PERFORMANCE

- Inversions, deep backbends and demanding balances require preparation, spotting where appropriate and individualized progression.
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Pranayama Safety

BREATH SHOULD REMAIN STEADY AND UNFORCED

- Breath retention, forceful breathing and advanced ratios require qualified supervision and conservative progression.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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Shatkarma Safety

TRADITIONAL CLEANSING REQUIRES EXPERT INSTRUCTION

- Some purification practices are not suitable for independent practice and may require medical clearance.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Evidence-Aware Teaching

DISTINGUISH TRADITION FROM CLINICAL EVIDENCE

- Traditional yogic explanations can be taught respectfully without presenting unverified health claims as medical facts.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Inclusive Teaching

ADAPT THE PRACTICE TO THE PERSON

- Use props, chair options, pacing, consent and multiple forms of participation.
- Use the course sequence flexibly while preserving prerequisites and safety.
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Reflect	What worked, what changed and what requires further supervision

Professional Ethics

INTEGRITY IN TEACHING

- Confidentiality, consent, respectful boundaries, truthful marketing and referral are core expectations.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

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Required Learning Resources

CORE REFERENCES

- The supplied 300-hour syllabus and advanced asana PDFs serve as the primary reference set for this edition.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

The syllabus uses colourful teaching tables and reference visuals from the supplied materials. It is designed as a teachable programme manual rather than a claim of medical treatment.

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Certification Pathway

TWO CERTIFICATES ON SUCCESSFUL COMPLETION

- Upon meeting programme requirements, the student receives 2 certificates from IYO® International Yoga Organisation, as specified by the programme brief.
- Use the course sequence flexibly while preserving prerequisites and safety.
- Keep a reflective record of personal practice, teaching observations and supervised practicum.

The syllabus uses colourful teaching tables and reference visuals from the supplied materials. It is designed as a teachable programme manual rather than a claim of medical treatment.



Planning prompt	Evidence to keep
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Practice	Personal practice log and adaptations
Teach	Lesson plan, cues, timing and safety
Reflect	What worked, what changed and what requires further supervision

Master Contents

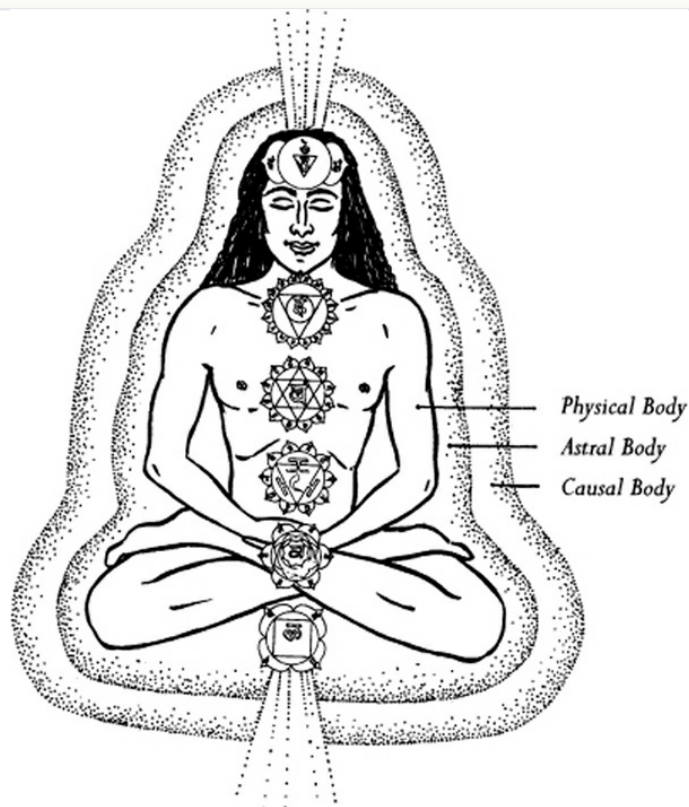
Pages	Module	Hours
21-100	Module 1 - Subtle Bodies & Chakras	30
101-220	Module 2 - Eight Limbs of Yoga	45
221-500	Module 3 - Advanced Asanas & Therapy	120
501-600	Module 4 - Pranayama, Mudras & Bandhas	45
601-660	Module 5 - Purification / Shatkarmas	20
661-715	Module 6 - Yogic Lifestyle & Well-Being	20
716-750	Module 7 - Teaching Methodology, Practicum & Assessment	20

Module 1

30 /

Advanced Orientation: What Is Yoga?

Meaning, purpose, advanced-level study expectations, integration of body, breath, mind and inner inquiry.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

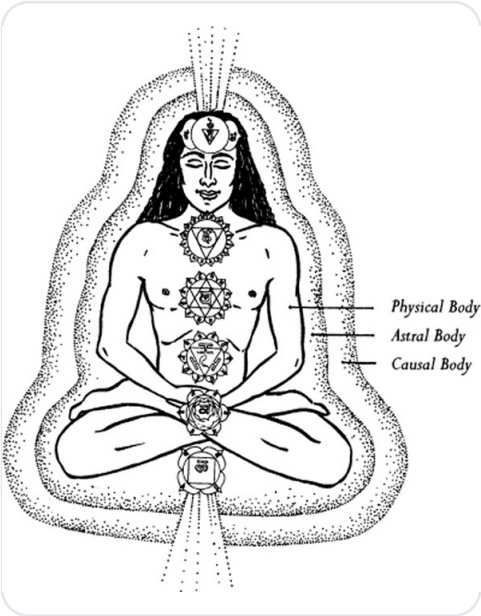
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Advanced Orientation: What Is Yoga? - Learning Outcomes

LEARNING OUTCOMES

- Explain Yoga as an integrated discipline in the context of the supplied advanced curriculum.
- Explain Hatha and Ashtanga frameworks in the context of the supplied advanced curriculum.
- Explain Advanced study habits in the context of the supplied advanced curriculum.
- Explain Teacher responsibility and self-practice in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

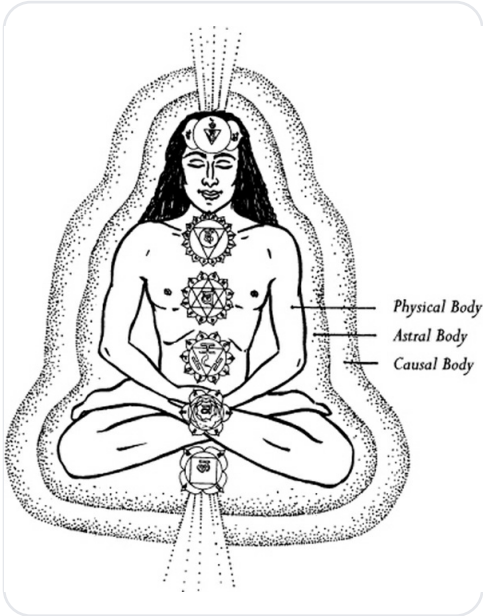
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Advanced Orientation: What Is Yoga? - Key Vocabulary

KEY VOCABULARY

- Yoga as an integrated discipline
- Hatha and Ashtanga frameworks
- Advanced study habits
- Teacher responsibility and self-practice
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

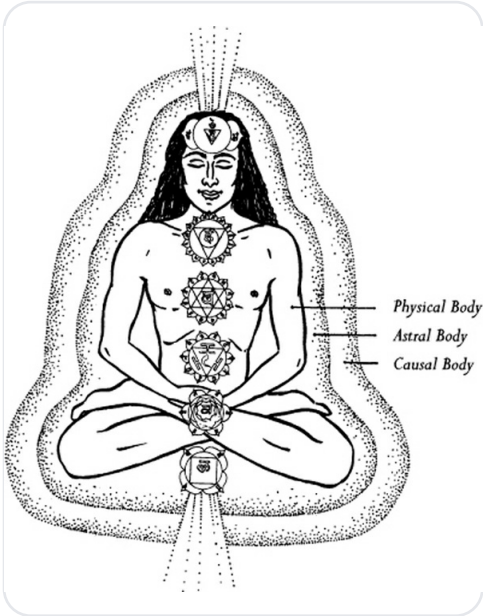
Term	Teacher prompt
Yoga as an integrated discipline	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Hatha and Ashtanga frameworks	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Advanced study habits	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Teacher responsibility and self-practice	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Advanced Orientation: What Is Yoga? - Core Concepts

CORE CONCEPTS

- Meaning, purpose, advanced-level study expectations, integration of body, breath, mind and inner inquiry.
- Connect Yoga as an integrated discipline with practice, meditation and ethical teaching.
- Connect Hatha and Ashtanga frameworks with practice, meditation and ethical teaching.
- Connect Advanced study habits with practice, meditation and ethical teaching.
- Connect Teacher responsibility and self-practice with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

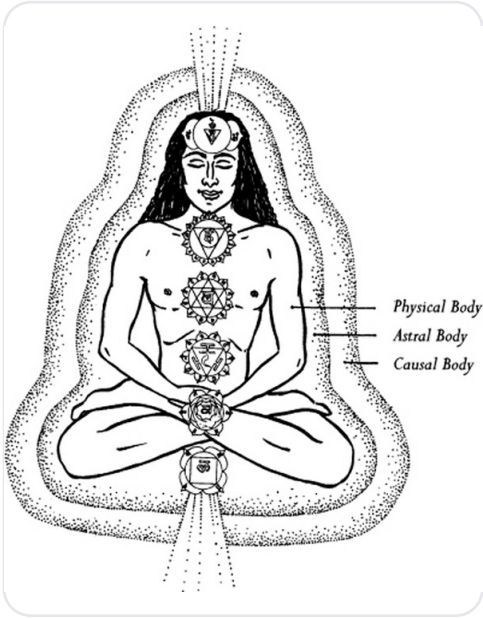
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Advanced Orientation: What Is Yoga? - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Advanced Orientation: What Is Yoga?.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



Use the reference image as a study map rather than a diagnostic chart.

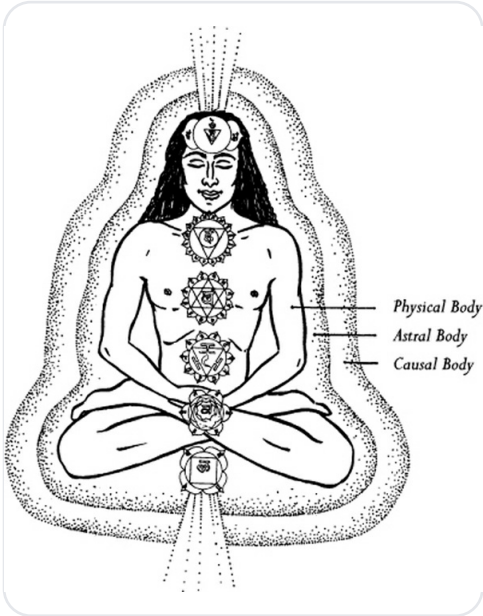
Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Advanced Orientation: What Is Yoga? - Advanced Teaching Notes

ADVANCED TEACHING NOTES

- Lead with a concise definition of Advanced Orientation: What Is Yoga?.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

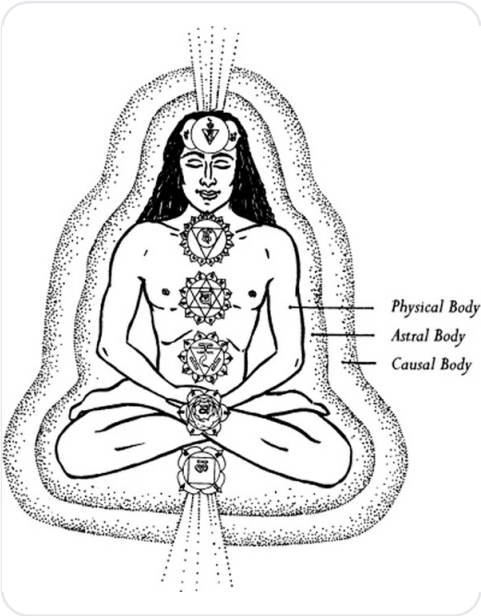
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Advanced Orientation: What Is Yoga? - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



Do not manufacture or pressure students to report subtle experiences.

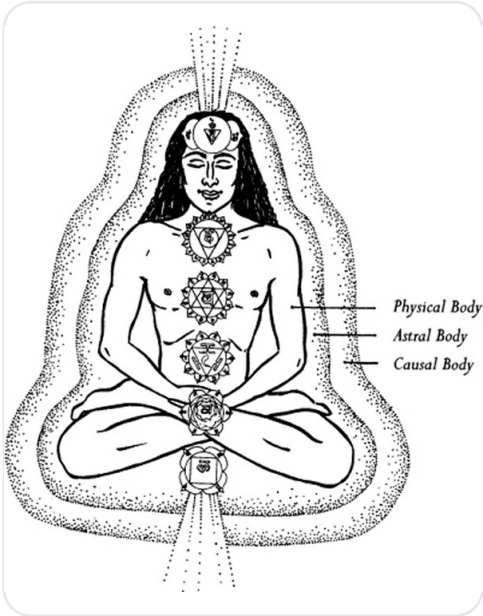
Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Advanced Orientation: What Is Yoga? - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on Advanced Orientation: What Is Yoga?.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



Micro-teaching turns theory into professional communication.

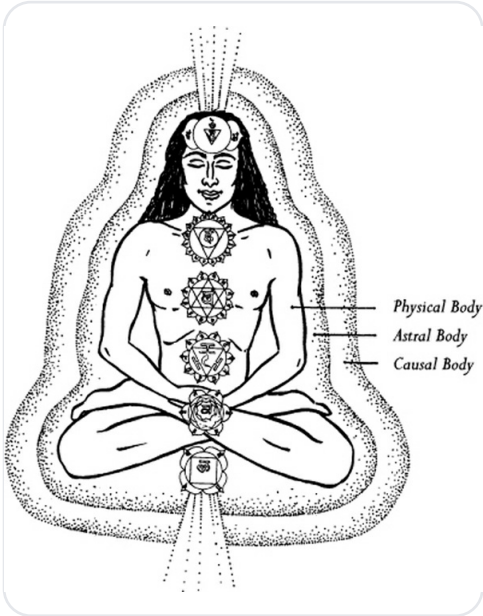
Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Advanced Orientation: What Is Yoga? - Safety & Evidence Lens

SAFETY & EVIDENCE LENS

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



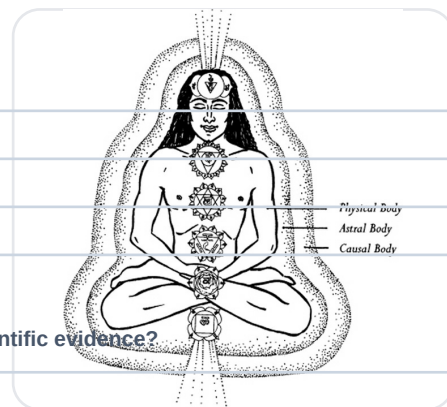
Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Advanced Orientation: What Is Yoga? - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Advanced Orientation: What Is Yoga?.



2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

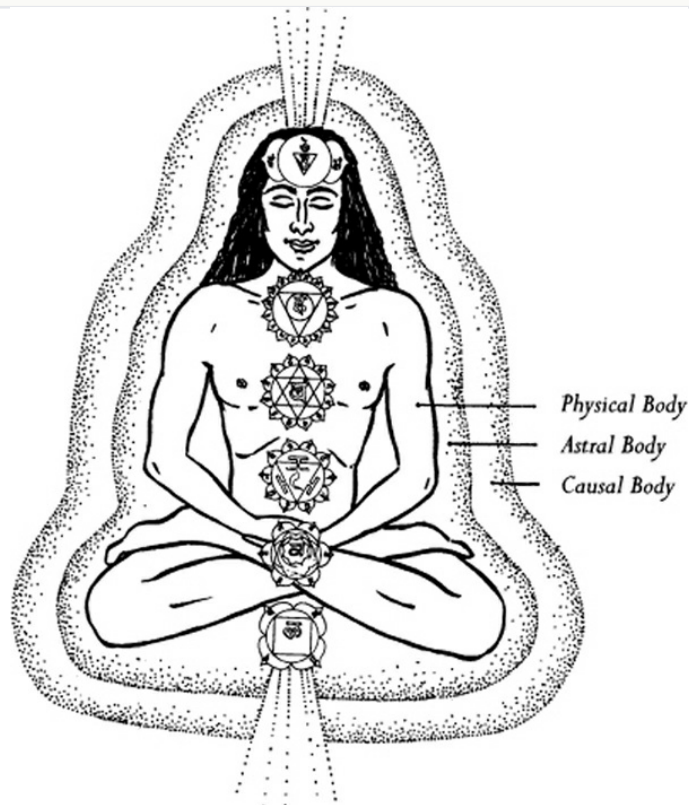
4. What language would you avoid in a healthcare-sensitive setting?

Module 1

30 /

Physical, Astral and Causal Bodies

Study the three-body model used in the source material and how it frames waking, dream and deep-sleep experience.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

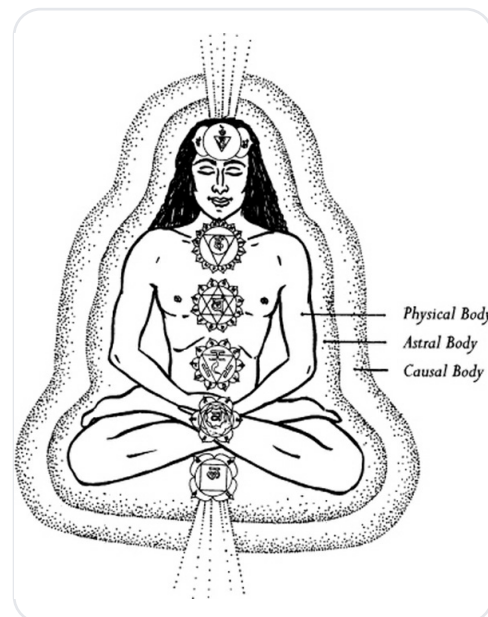
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Physical, Astral and Causal Bodies - Learning Outcomes

LEARNING OUTCOMES

- Explain Physical body as gross vehicle in the context of the supplied advanced curriculum.
- Explain Astral body as subtle vehicle in the context of the supplied advanced curriculum.
- Explain Causal body as innermost subtle vehicle in the context of the supplied advanced curriculum.
- Explain Soul as witness in the traditional model in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

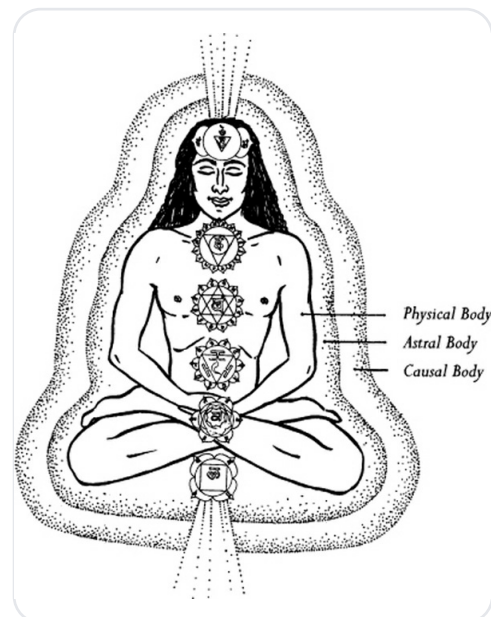
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Physical, Astral and Causal Bodies - Key Vocabulary

KEY VOCABULARY

- Physical body as gross vehicle
- Astral body as subtle vehicle
- Causal body as innermost subtle vehicle
- Soul as witness in the traditional model
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

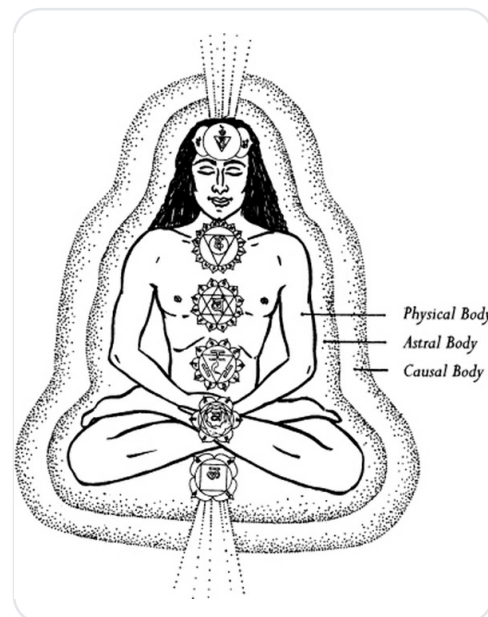
Term	Teacher prompt
Physical body as gross vehicle	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Astral body as subtle vehicle	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Causal body as innermost subtle vehicle	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Soul as witness in the traditional model	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Physical, Astral and Causal Bodies - Core Concepts

CORE CONCEPTS

- Study the three-body model used in the source material and how it frames waking, dream and deep-sleep experience.
- Connect Physical body as gross vehicle with practice, meditation and ethical teaching.
- Connect Astral body as subtle vehicle with practice, meditation and ethical teaching.
- Connect Causal body as innermost subtle vehicle with practice, meditation and ethical teaching.
- Connect Soul as witness in the traditional model with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

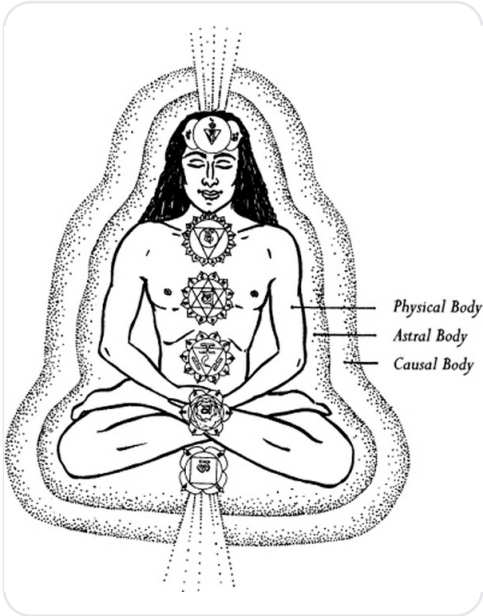
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Physical, Astral and Causal Bodies - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Physical, Astral and Causal Bodies.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

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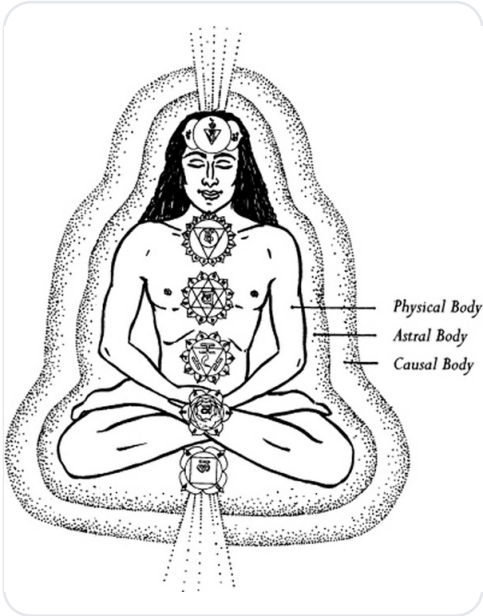
Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Physical, Astral and Causal Bodies - Advanced Teaching Notes

ADVANCED TEACHING NOTES

- Lead with a concise definition of Physical, Astral and Causal Bodies.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

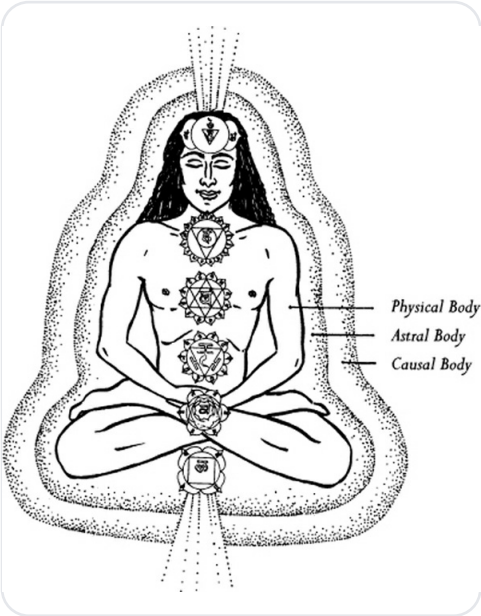
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Physical, Astral and Causal Bodies - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

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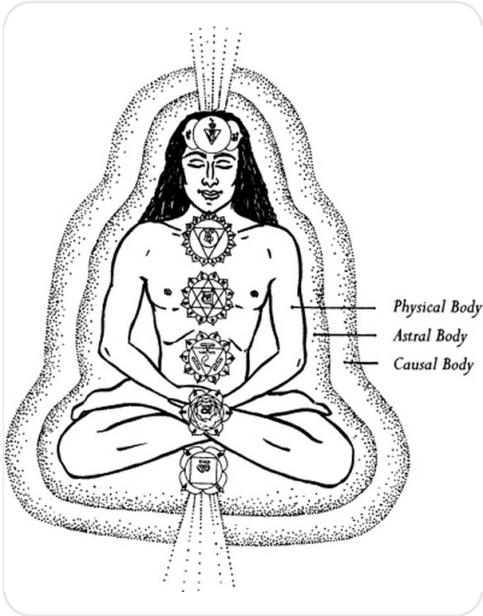
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Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Physical, Astral and Causal Bodies - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on Physical, Astral and Causal Bodies.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



Micro-teaching turns theory into professional communication.

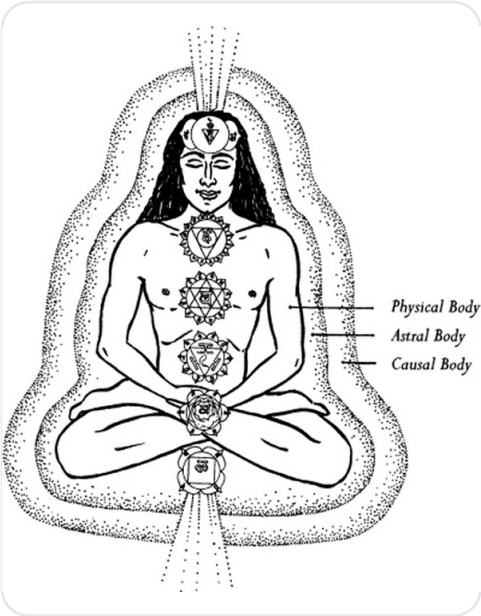
Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Physical, Astral and Causal Bodies - Safety & Evidence Lens

SAFETY & EVIDENCE LENS

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



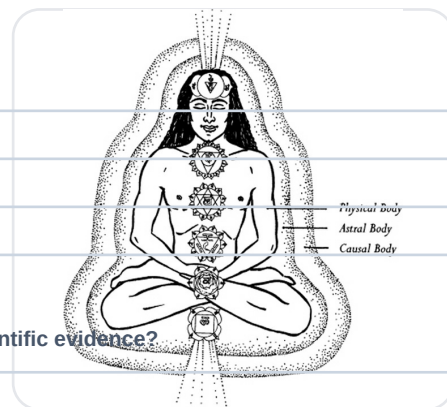
Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Physical, Astral and Causal Bodies - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Physical, Astral and Causal Bodies.



2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

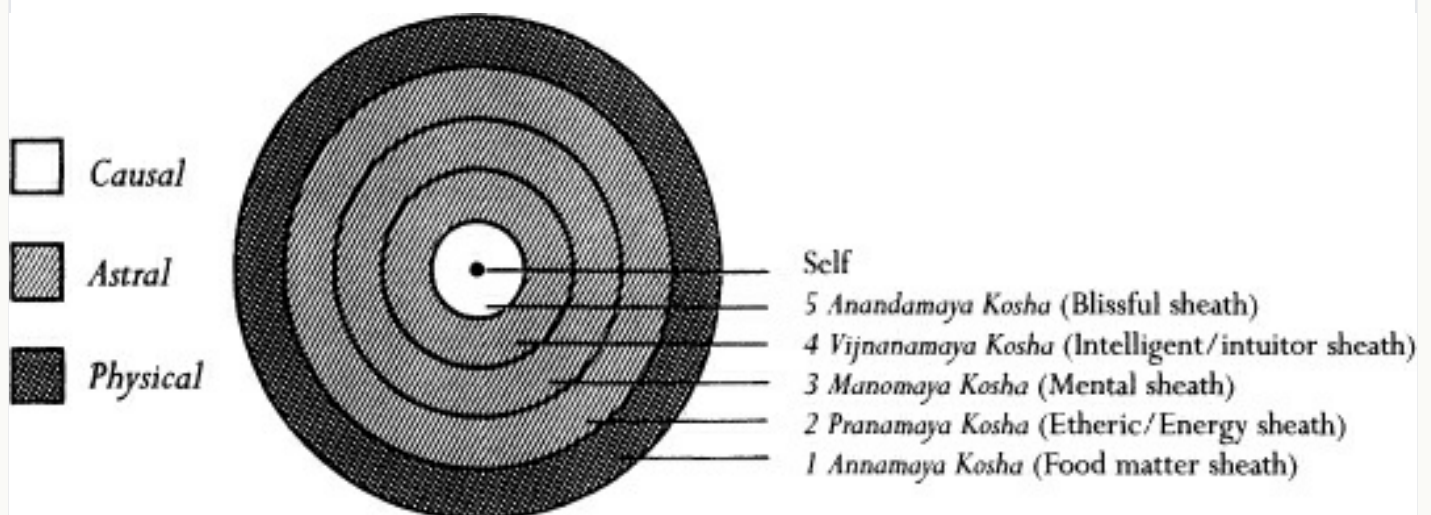
4. What language would you avoid in a healthcare-sensitive setting?

Module 1

30 /

Five Koshas and the Soul

Explore annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas as layers of experience.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

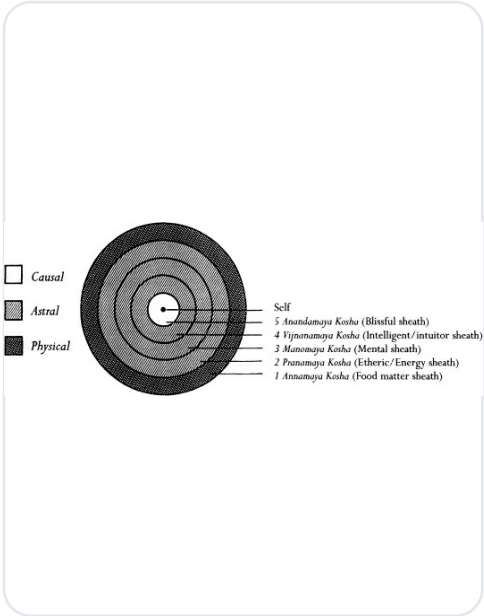
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Five Koshas and the Soul - Learning Outcomes

LEARNING OUTCOMES

- Explain Food sheath in the context of the supplied advanced curriculum.
- Explain Vital-energy sheath in the context of the supplied advanced curriculum.
- Explain Mental sheath in the context of the supplied advanced curriculum.
- Explain Intelligent sheath in the context of the supplied advanced curriculum.
- Explain Bliss sheath in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

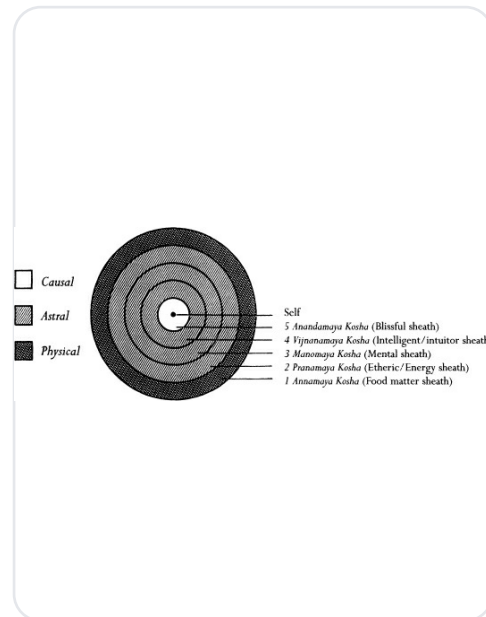
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Five Koshas and the Soul - Key Vocabulary

KEY VOCABULARY

- Food sheath
- Vital-energy sheath
- Mental sheath
- Intelligent sheath
- Bliss sheath
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

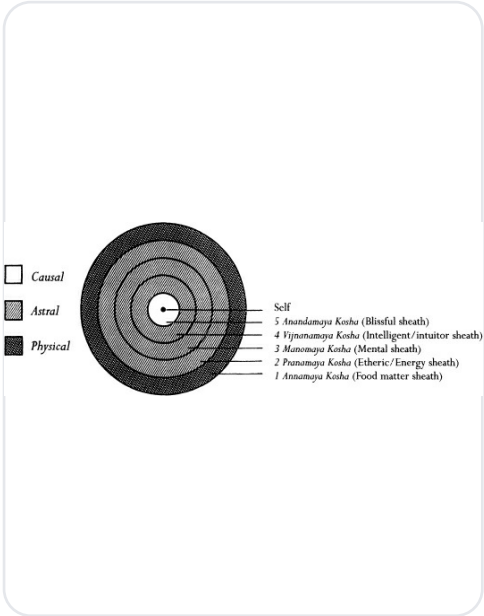
Term	Teacher prompt
Food sheath	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Vital-energy sheath	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Mental sheath	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Intelligent sheath	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Five Koshas and the Soul - Core Concepts

CORE CONCEPTS

- Explore annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas as layers of experience.
- Connect Food sheath with practice, meditation and ethical teaching.
- Connect Vital-energy sheath with practice, meditation and ethical teaching.
- Connect Mental sheath with practice, meditation and ethical teaching.
- Connect Intelligent sheath with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

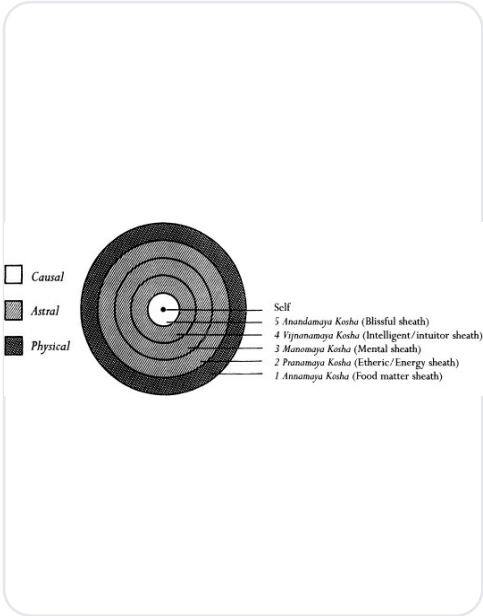
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Five Koshas and the Soul - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Five Koshas and the Soul.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



Use the reference image as a study map rather than a diagnostic chart.

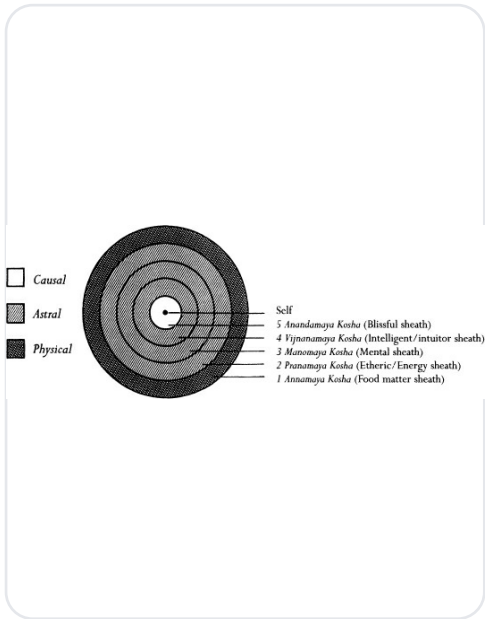
Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Five Koshas and the Soul - Advanced Teaching Notes

ADVANCED TEACHING NOTES

- Lead with a concise definition of Five Koshas and the Soul.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

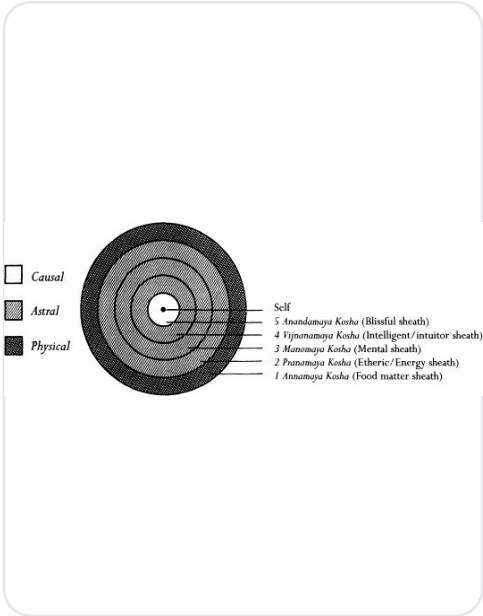
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Five Koshas and the Soul - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



Do not manufacture or pressure students to report subtle experiences.

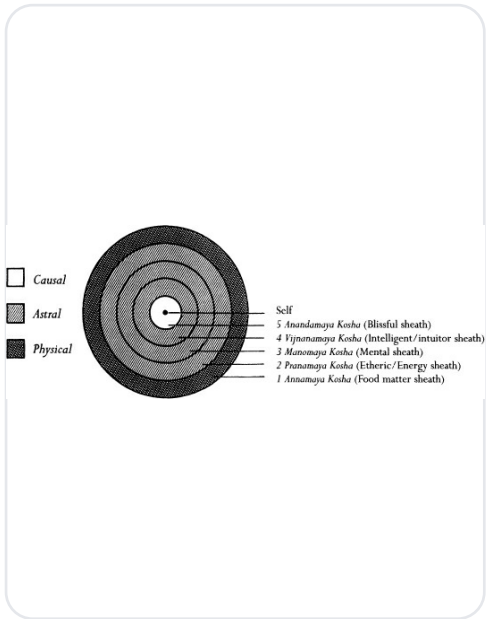
Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Five Koshas and the Soul - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on Five Koshas and the Soul.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



Micro-teaching turns theory into professional communication.

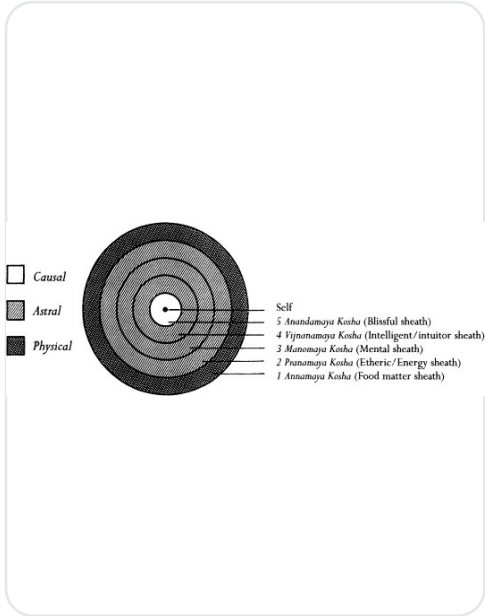
Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Five Koshas and the Soul - Safety & Evidence Lens

SAFETY & EVIDENCE LENS

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



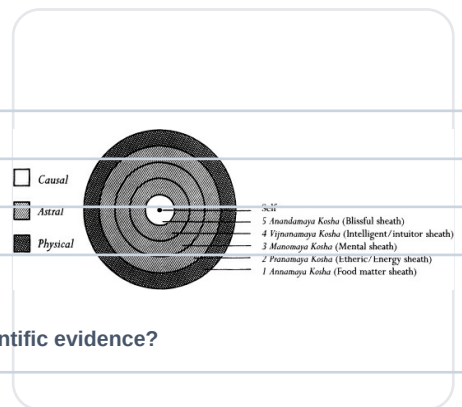
Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Five Koshas and the Soul - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Five Koshas and the Soul.



2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

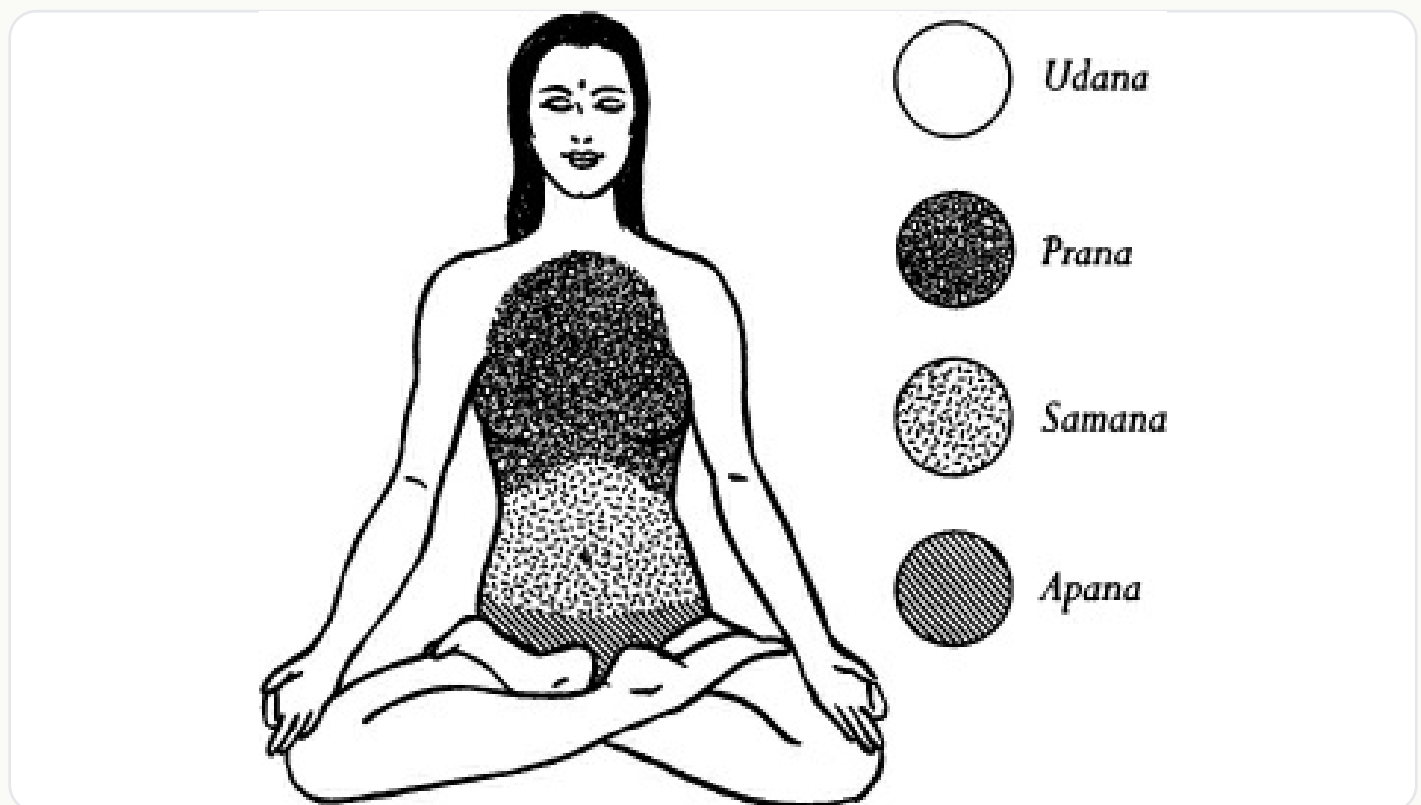
4. What language would you avoid in a healthcare-sensitive setting?

Module 1

30 /

Five Vayus and Pranic Anatomy

Advanced study of prana, apana, samana, udana and vyana and their traditional functional regions.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

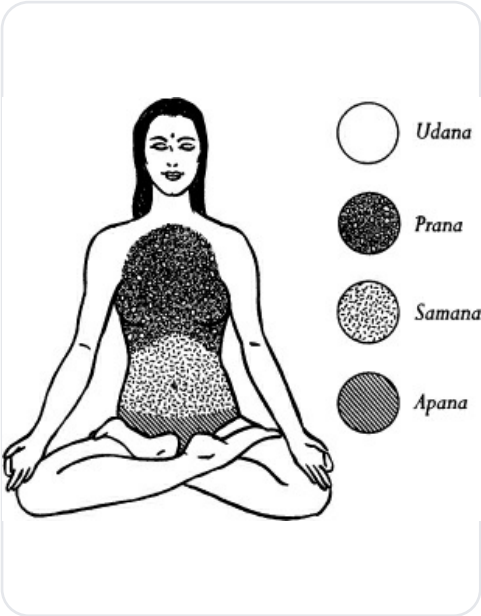
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Five Vayus and Pranic Anatomy - Learning Outcomes

LEARNING OUTCOMES

- Explain Prana vayu in the context of the supplied advanced curriculum.
- Explain Apana vayu in the context of the supplied advanced curriculum.
- Explain Samana vayu in the context of the supplied advanced curriculum.
- Explain Udana vayu in the context of the supplied advanced curriculum.
- Explain Vyana vayu in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

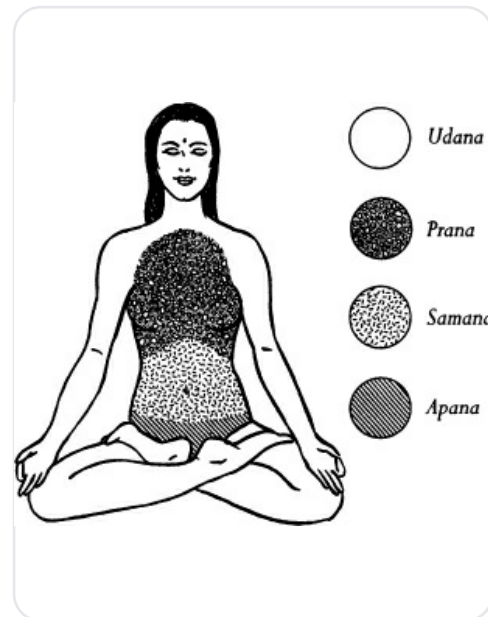
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Five Vayus and Pranic Anatomy - Key Vocabulary

KEY VOCABULARY

- Prana vayu
- Apana vayu
- Samana vayu
- Udana vayu
- Vyana vayu
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

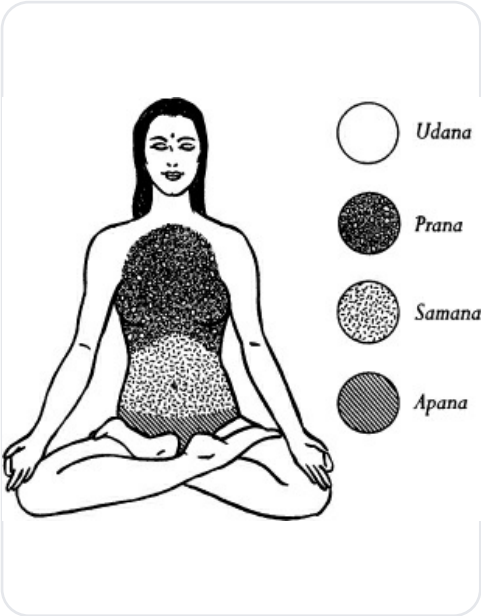
Term	Teacher prompt
Prana vayu	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Apana vayu	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Samana vayu	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Udana vayu	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Five Vayus and Pranic Anatomy - Core Concepts

CORE CONCEPTS

- Advanced study of prana, apana, samana, udana and vyana and their traditional functional regions.
- Connect Prana vayu with practice, meditation and ethical teaching.
- Connect Apana vayu with practice, meditation and ethical teaching.
- Connect Samana vayu with practice, meditation and ethical teaching.
- Connect Udana vayu with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

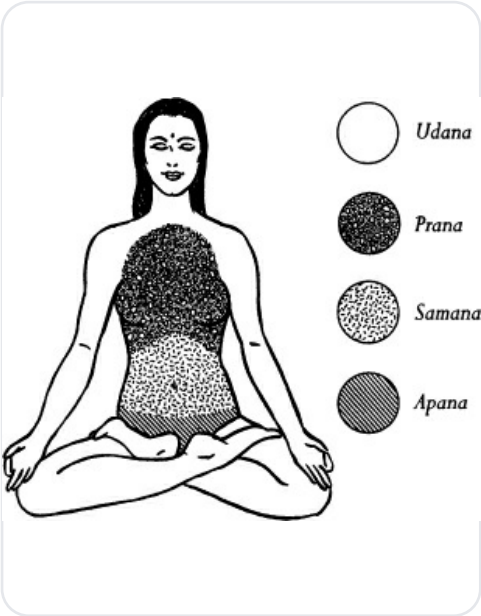
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Five Vayus and Pranic Anatomy - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Five Vayus and Pranic Anatomy.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



Use the reference image as a study map rather than a diagnostic chart.

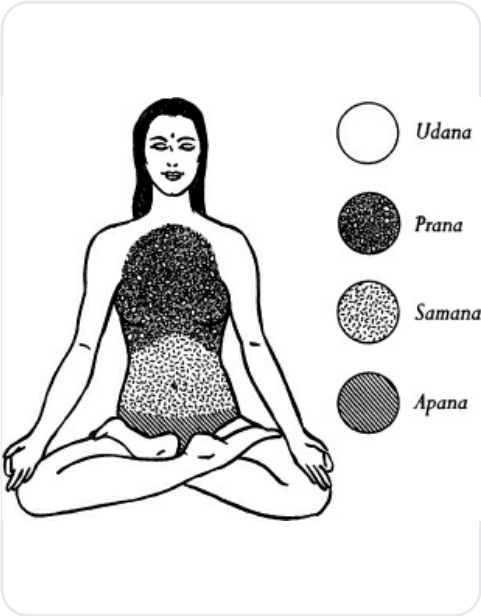
Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Five Vayus and Pranic Anatomy - Advanced Teaching Notes

ADVANCED TEACHING NOTES

- Lead with a concise definition of Five Vayus and Pranic Anatomy.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



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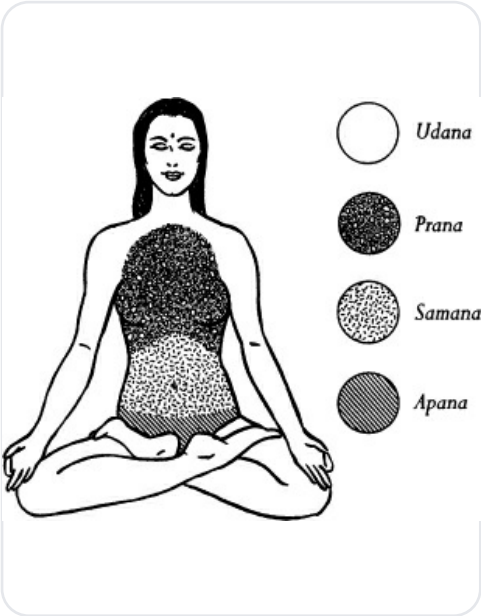
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Five Vayus and Pranic Anatomy - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



Do not manufacture or pressure students to report subtle experiences.

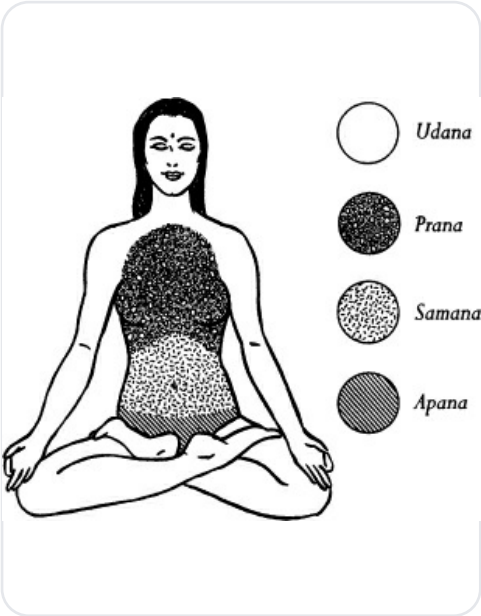
Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Five Vayus and Pranic Anatomy - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on Five Vayus and Pranic Anatomy.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



Micro-teaching turns theory into professional communication.

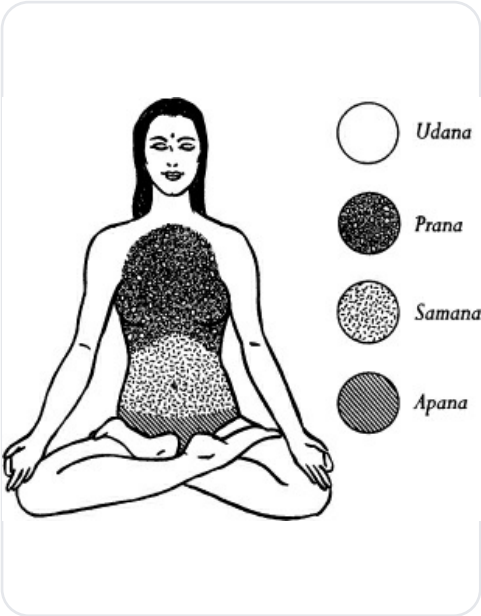
Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Five Vayus and Pranic Anatomy - Safety & Evidence Lens

SAFETY & EVIDENCE LENS

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Five Vayus and Pranic Anatomy - Reflection Worksheet

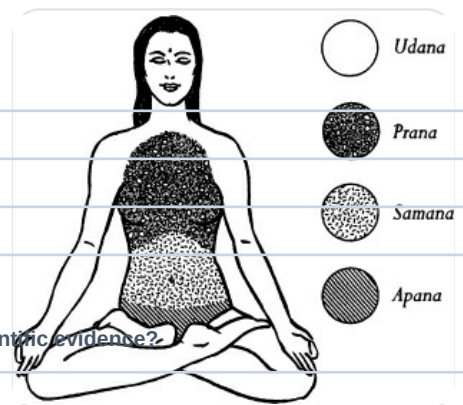
STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Five Vayus and Pranic Anatomy.

2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

4. What language would you avoid in a healthcare-sensitive setting?

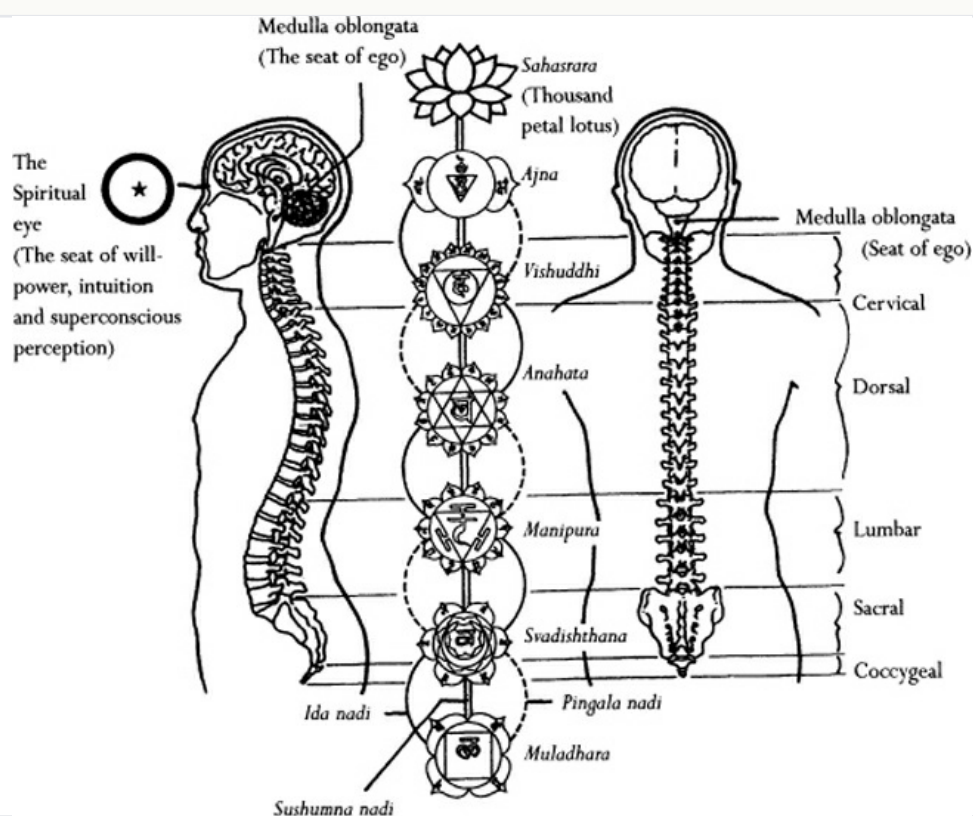


Module 1

30 /

The Seven Chakras: Your Inner Universe

Traditional chakra model, symbolic qualities, meditation use and relationships described in the supplied course material.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

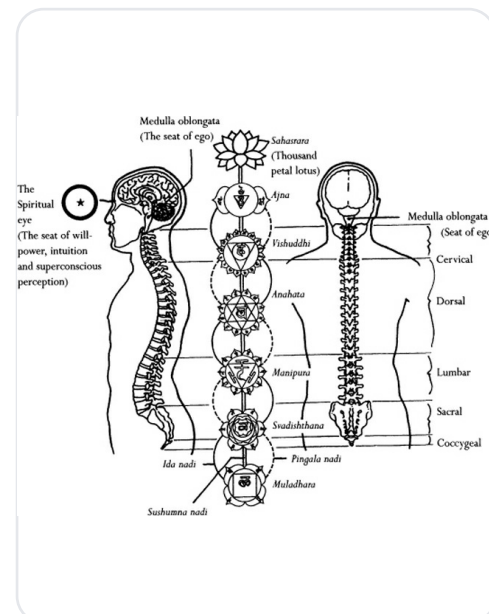
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Seven Chakras: Your Inner Universe - Learning Outcomes

LEARNING OUTCOMES

- Explain Muladhara in the context of the supplied advanced curriculum.
- Explain Svadhisthana in the context of the supplied advanced curriculum.
- Explain Manipura in the context of the supplied advanced curriculum.
- Explain Anahata in the context of the supplied advanced curriculum.
- Explain Vishuddhi in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

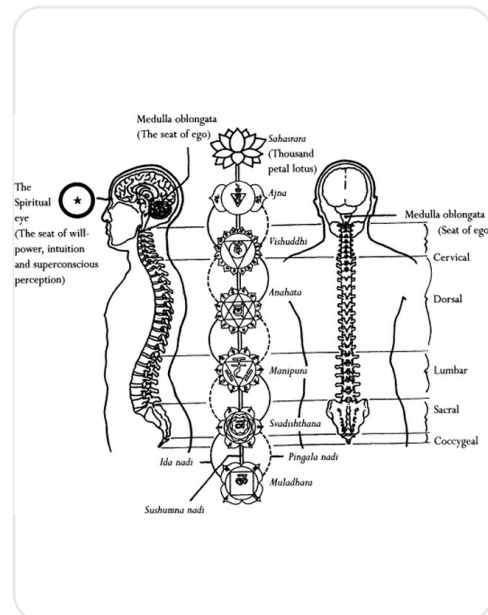
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

The Seven Chakras: Your Inner Universe - Key Vocabulary

KEY VOCABULARY

- Muladhara
- Svadhisthana
- Manipura
- Anahata
- Vishuddhi
- Ajna
- Sahasrara
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

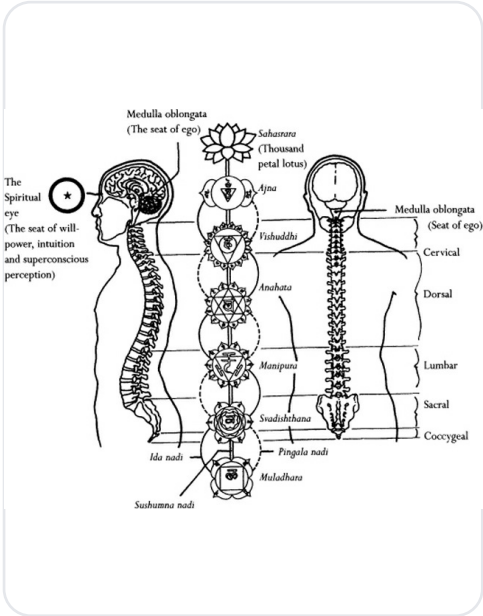
Term	Teacher prompt
Muladhara	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Svadhisthana	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Manipura	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Anahata	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

The Seven Chakras: Your Inner Universe - Core Concepts

CORE CONCEPTS

- Traditional chakra model, symbolic qualities, meditation use and relationships described in the supplied course material.
- Connect Muladhara with practice, meditation and ethical teaching.
- Connect Svadhisthana with practice, meditation and ethical teaching.
- Connect Manipura with practice, meditation and ethical teaching.
- Connect Anahata with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

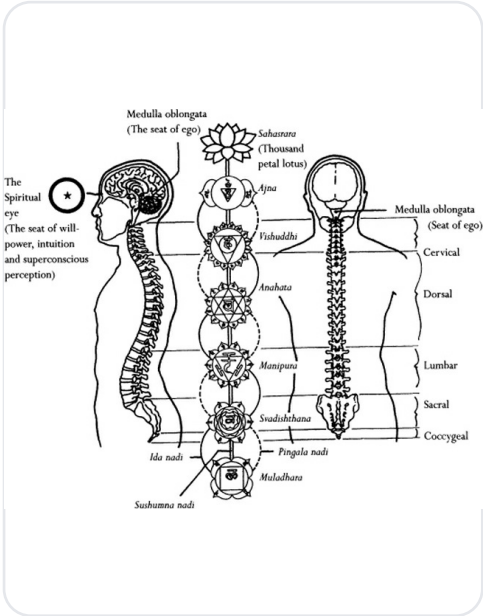
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

The Seven Chakras: Your Inner Universe - Visual Study

VISUAL STUDY

- Identify the labelled elements related to The Seven Chakras: Your Inner Universe.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



Use the reference image as a study map rather than a diagnostic chart.

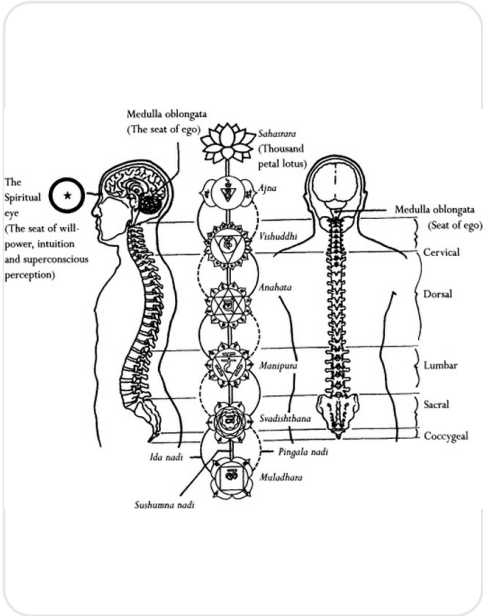
Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

The Seven Chakras: Your Inner Universe - Advanced Teaching Notes

ADVANCED TEACHING NOTES

- Lead with a concise definition of The Seven Chakras: Your Inner Universe.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



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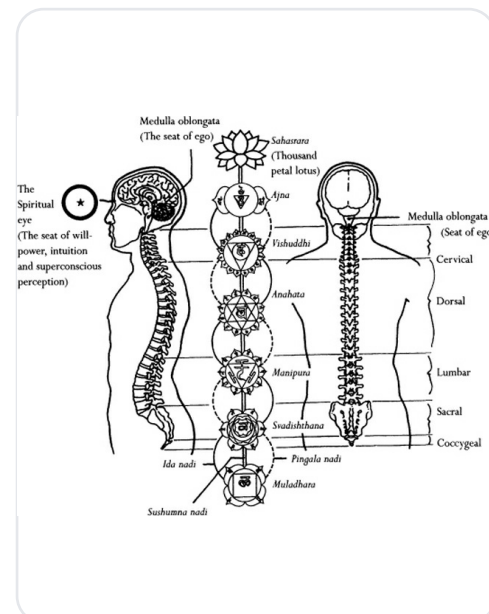
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

The Seven Chakras: Your Inner Universe - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



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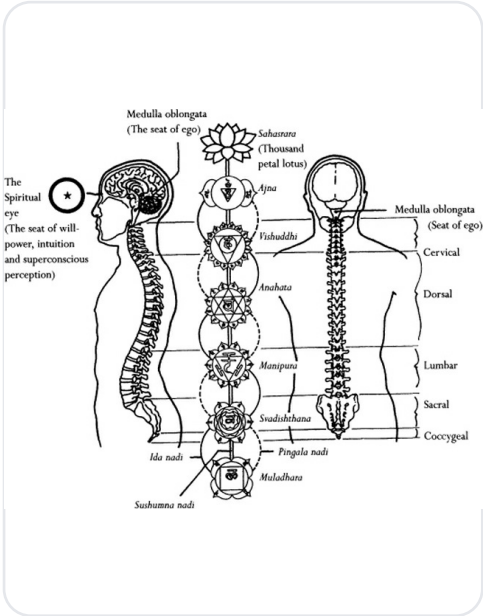
Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

The Seven Chakras: Your Inner Universe - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on The Seven Chakras: Your Inner Universe.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



Micro-teaching turns theory into professional communication.

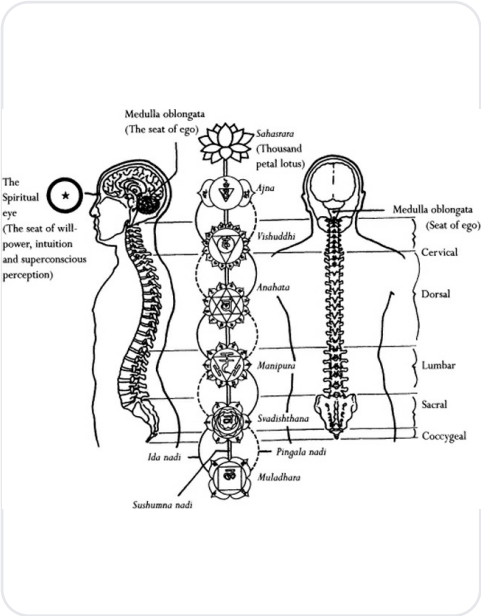
Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

The Seven Chakras: Your Inner Universe - Safety & Evidence Lens

SAFETY & EVIDENCE LENS

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



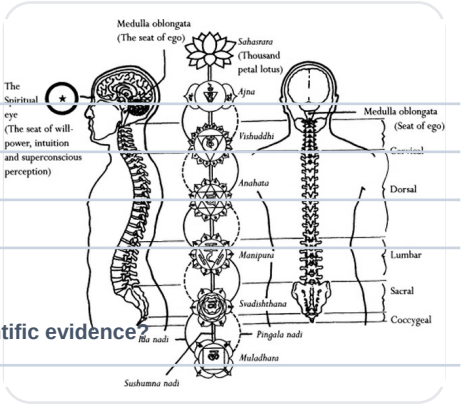
Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

The Seven Chakras: Your Inner Universe - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for The Seven Chakras: Your Inner Universe.



2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

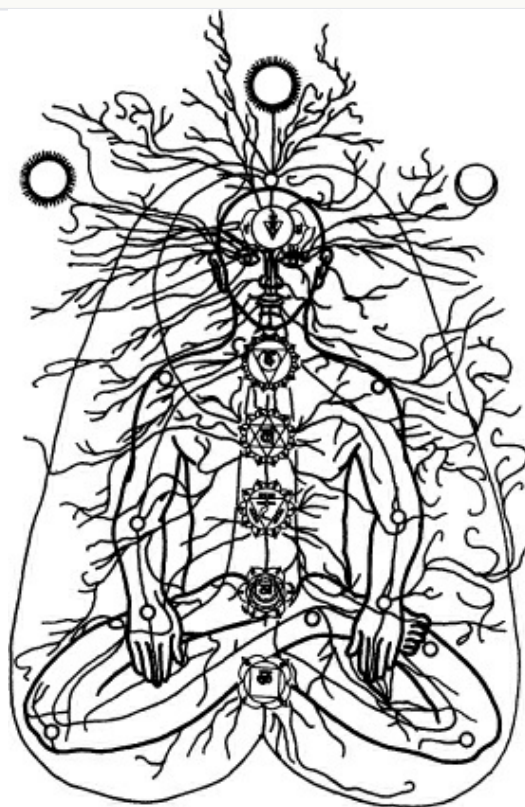
4. What language would you avoid in a healthcare-sensitive setting?

Module 1

30 /

Nadis, Ida-Pingala-Sushumna and Kundalini

Traditional subtle channels, pranic flow and the central-channel model used in advanced yoga practice.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

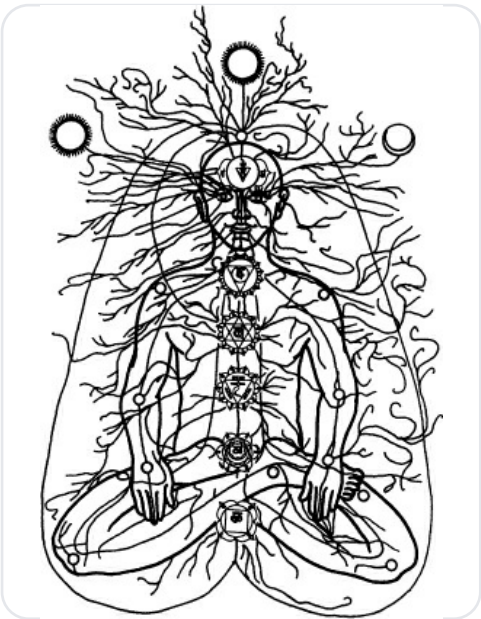
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Nadis, Ida-Pingala-Sushumna and Kundalini - Learning Outcomes

LEARNING OUTCOMES

- Explain Ida nadi in the context of the supplied advanced curriculum.
- Explain Pingala nadi in the context of the supplied advanced curriculum.
- Explain Sushumna nadi in the context of the supplied advanced curriculum.
- Explain Kanda in the context of the supplied advanced curriculum.
- Explain Kundalini shakti in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

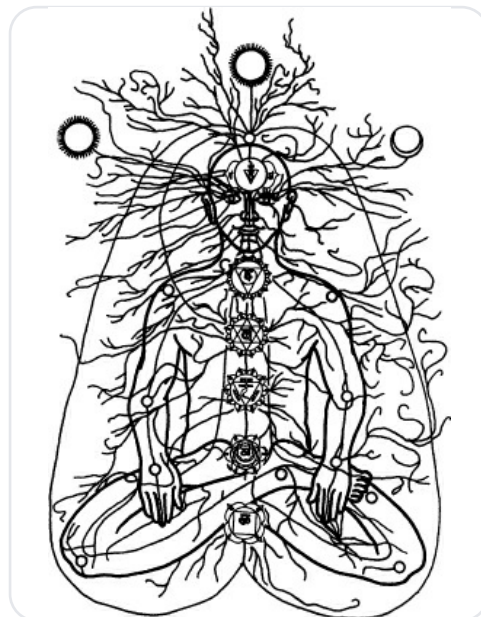
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Nadis, Ida-Pingala-Sushumna and Kundalini - Key Vocabulary

KEY VOCABULARY

- Ida nadi
- Pingala nadi
- Sushumna nadi
- Kanda
- Kundalini shakti
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

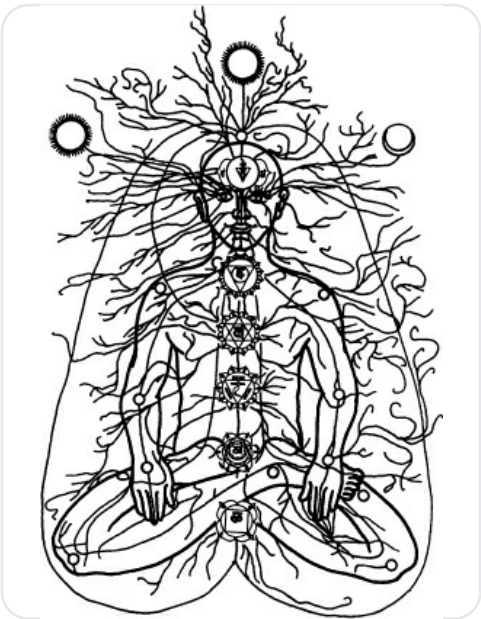
Term	Teacher prompt
Ida nadi	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Pingala nadi	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Sushumna nadi	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Kanda	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Nadis, Ida-Pingala-Sushumna and Kundalini - Core Concepts

CORE CONCEPTS

- Traditional subtle channels, pranic flow and the central-channel model used in advanced yoga practice.
- Connect Ida nadi with practice, meditation and ethical teaching.
- Connect Pingala nadi with practice, meditation and ethical teaching.
- Connect Sushumna nadi with practice, meditation and ethical teaching.
- Connect Kanda with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

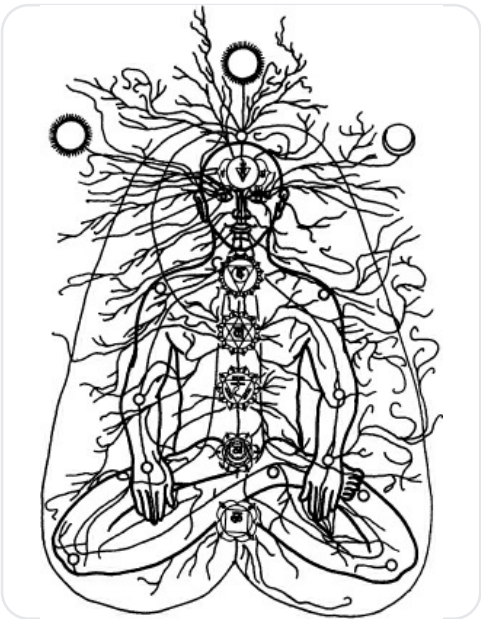
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Nadis, Ida-Pingala-Sushumna and Kundalini - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Nadis, Ida-Pingala-Sushumna and Kundalini.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



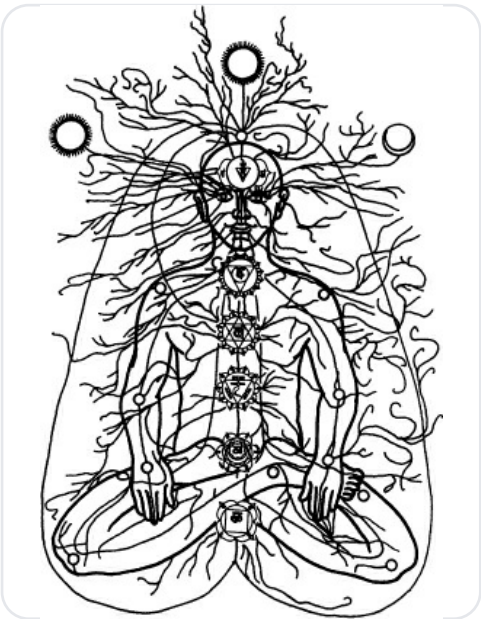
Use the reference image as a study map rather than a diagnostic chart.

Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Nadis, Ida-Pingala-Sushumna and Kundalini - Advanced Teaching Notes

- Lead with a concise definition of Nadis, Ida-Pingala-Sushumna and Kundalini.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

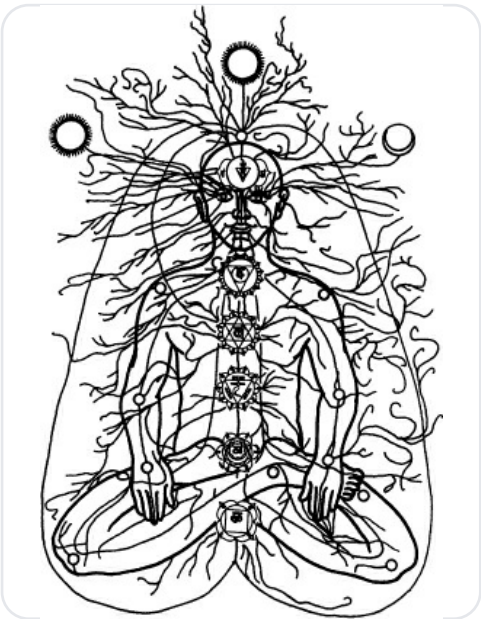
Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Nadis, Ida-Pingala-Sushumna and Kundalini - Practice Laboratory

PRACTICE LABORATORY

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



Do not manufacture or pressure students to report subtle experiences.

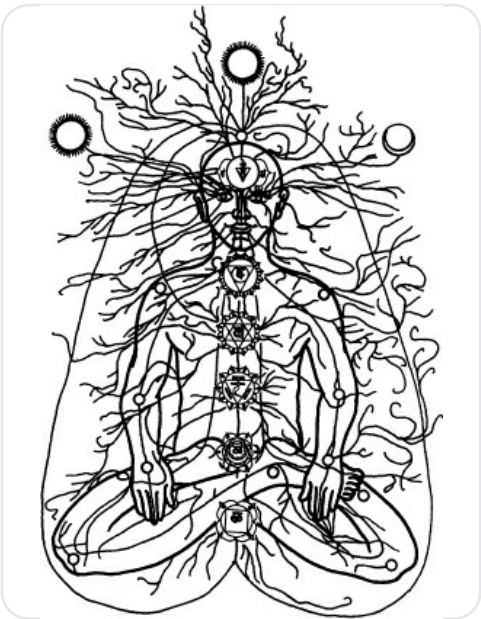
Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Nadis, Ida-Pingala-Sushumna and Kundalini - Teaching Application

TEACHING APPLICATION

- Design a 10-minute micro-lesson on Nadis, Ida-Pingala-Sushumna and Kundalini.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



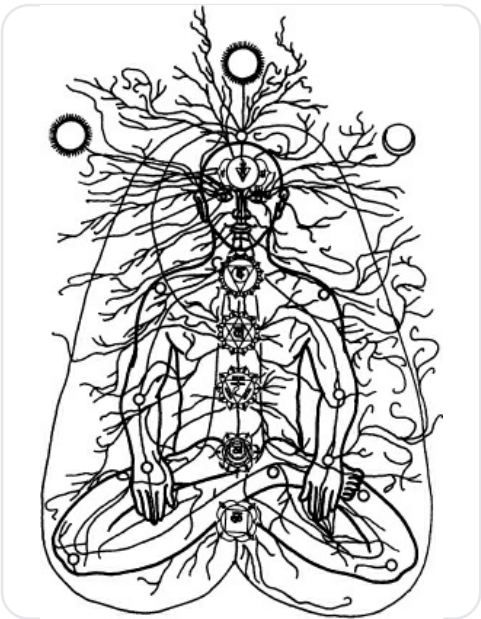
Micro-teaching turns theory into professional communication.

Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Nadis, Ida-Pingala-Sushumna and Kundalini - Safety & Evidence Lens

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Nadis, Ida-Pingala-Sushumna and Kundalini - Reflection Worksheet

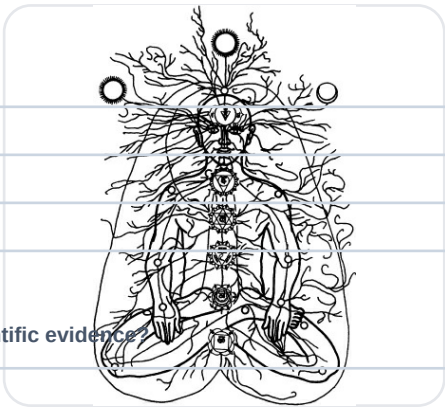
STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Nadis, Ida-Pingala-Sushumna and Kundalini.

2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

4. What language would you avoid in a healthcare-sensitive setting?

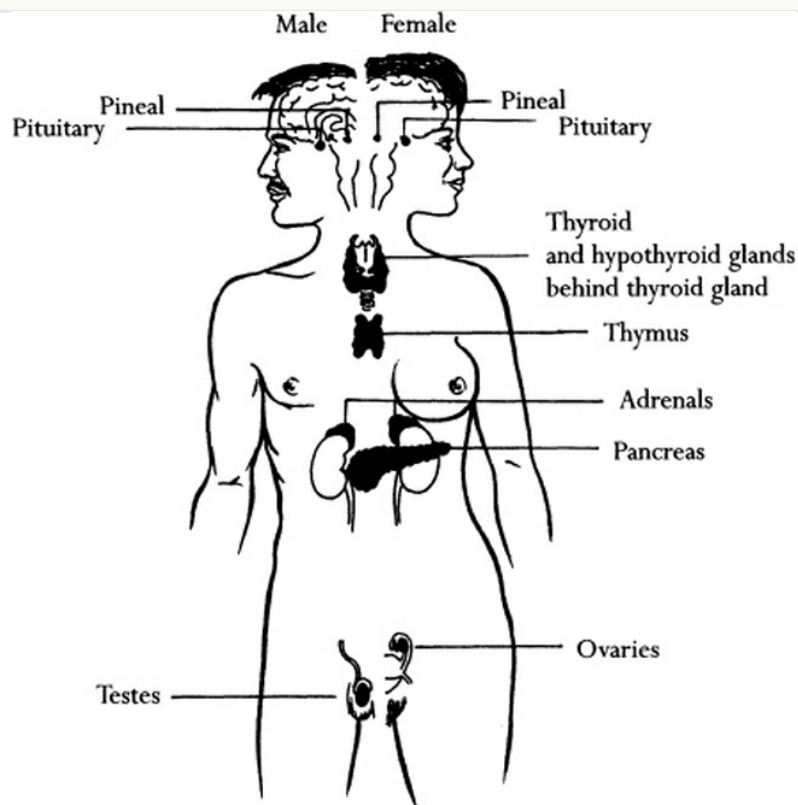


Module 1

30 /

Endocrine Glands and Nerve Plexuses: Traditional Mappings

Compare the supplied diagrams of chakras with endocrine glands and nerve plexuses, while distinguishing symbolic teaching from biomedical anatomy.



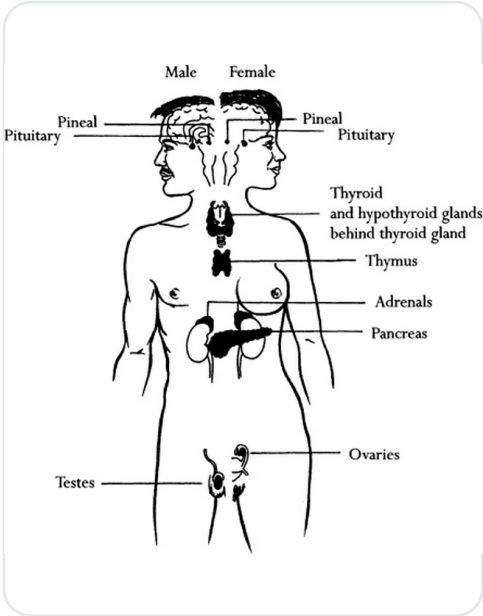
Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Learning Outcomes

- Explain Endocrine reference diagram in the context of the supplied advanced curriculum.
- Explain Nerve plexus reference diagram in the context of the supplied advanced curriculum.
- Explain Traditional correspondences in the context of the supplied advanced curriculum.
- Explain Evidence-aware teaching language in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



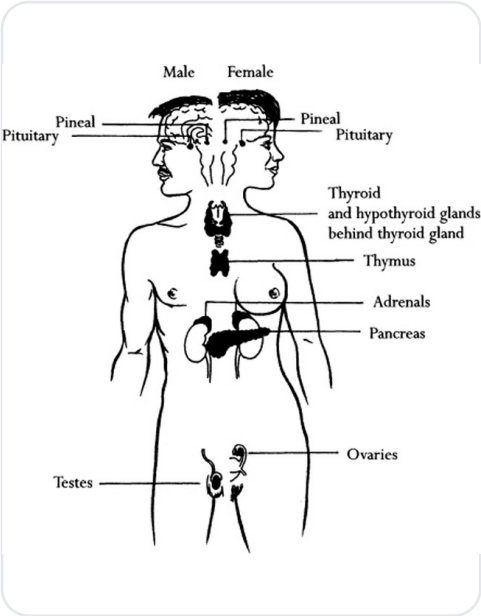
The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Key Vocabulary

- Endocrine reference diagram
- Nerve plexus reference diagram
- Traditional correspondences
- Evidence-aware teaching language
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



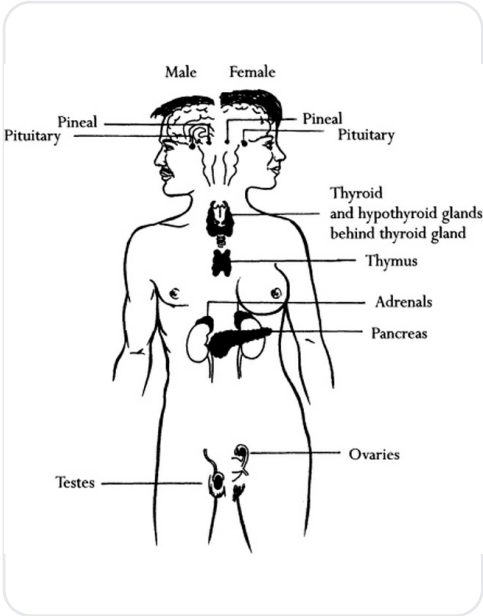
Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

Term	Teacher prompt
Endocrine reference diagram	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Nerve plexus reference diagram	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Traditional correspondences	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Evidence-aware teaching language	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Core Concepts

- Compare the supplied diagrams of chakras with endocrine glands and nerve plexuses, while distinguishing symbolic teaching from biomedical anatomy.
- Connect Endocrine reference diagram with practice, meditation and ethical teaching.
- Connect Nerve plexus reference diagram with practice, meditation and ethical teaching.
- Connect Traditional correspondences with practice, meditation and ethical teaching.
- Connect Evidence-aware teaching language with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



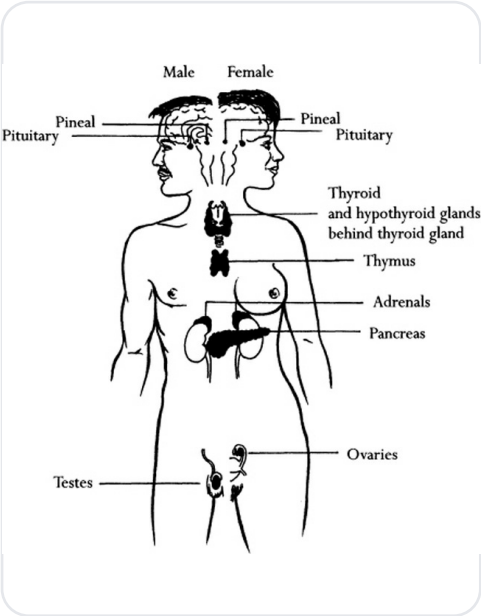
Traditional yoga can be taught faithfully while remaining evidence-aware.

Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Visual Study

- Identify the labelled elements related to Endocrine Glands and Nerve Plexuses: Traditional Mappings.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



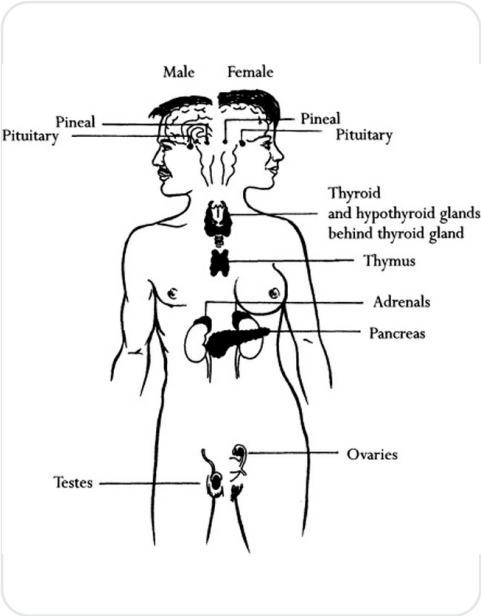
Use the reference image as a study map rather than a diagnostic chart.

Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Advanced Teaching Notes

- Lead with a concise definition of Endocrine Glands and Nerve Plexuses: Traditional Mappings.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

Teacher competence includes knowing when to say, "This is a traditional yogic model" and when to refer to anatomy, physiology or healthcare expertise.



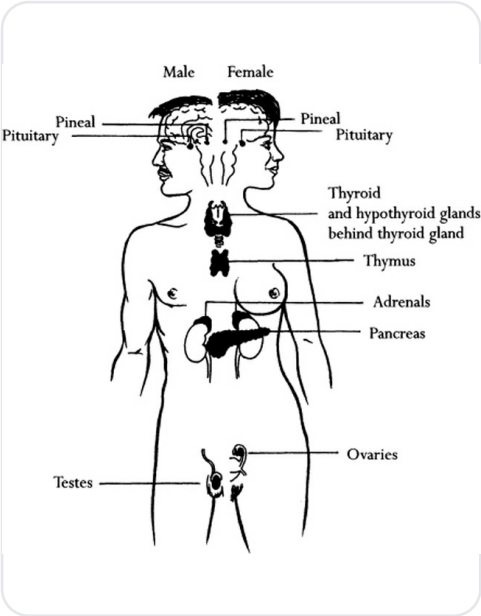
Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Practice Laboratory

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



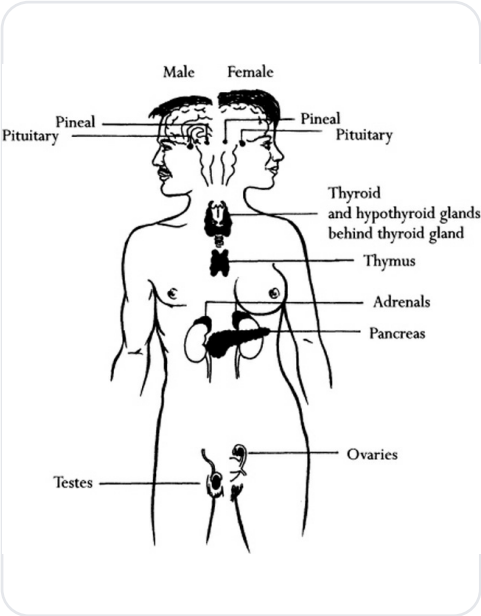
Do not manufacture or pressure students to report subtle experiences.

Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Teaching Application

- Design a 10-minute micro-lesson on Endocrine Glands and Nerve Plexuses: Traditional Mappings.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



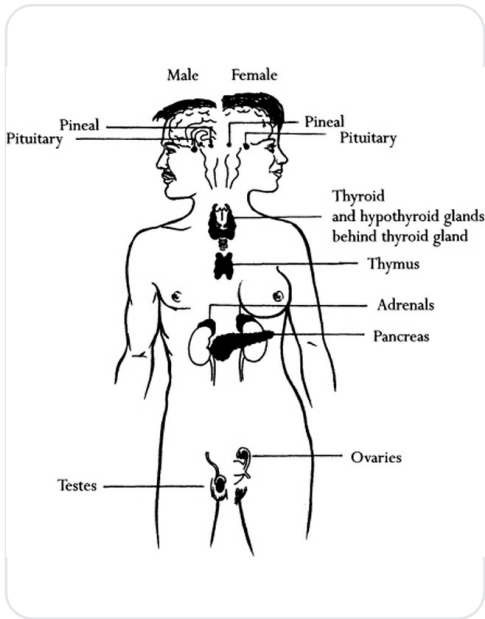
Micro-teaching turns theory into professional communication.

Peer feedback	Look for
Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Safety & Evidence Lens

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
- Use healthcare referral when symptoms or risk factors are present.
- Respect cultural and spiritual diversity.

This course includes traditional language from the supplied materials while strengthening modern professional boundaries.



Responsible language protects students and strengthens the credibility of yoga education.

Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Endocrine Glands and Nerve Plexuses: Traditional Mappings - Reflection Worksheet

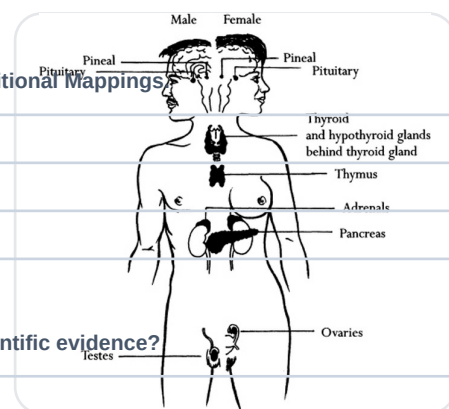
STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Endocrine Glands and Nerve Plexuses: Traditional Mappings

2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

4. What language would you avoid in a healthcare-sensitive setting?



Module 1

30 /

Subtle-Body Integration and Advanced Reflection

Integrate the three bodies, five koshas, vayus, chakras and nadis into meditation, sequencing and reflective teaching.



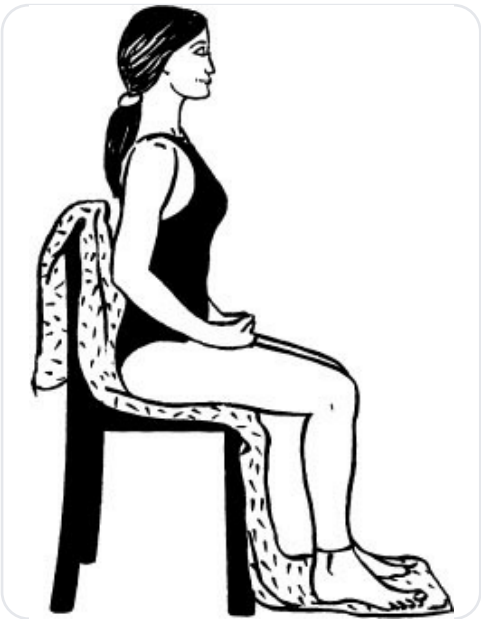
Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Subtle-Body Integration and Advanced Reflection - Learning Outcomes

- Explain Integrated map in the context of the supplied advanced curriculum.
- Explain Meditation observation in the context of the supplied advanced curriculum.
- Explain Teaching boundaries in the context of the supplied advanced curriculum.
- Explain Assessment and reflection in the context of the supplied advanced curriculum.

Students should be able to distinguish traditional subtle-body language from anatomical or clinical claims and communicate the framework respectfully.



The source curriculum begins with the subtle bodies, five sheaths and chakra framework before moving into the limbs of yoga.

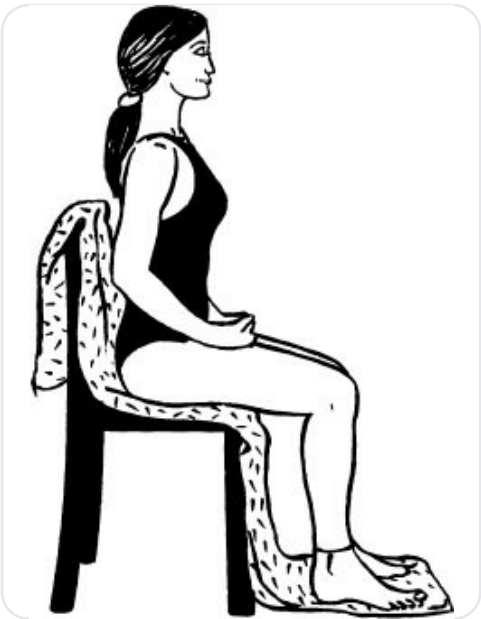
Outcome	Evidence
Knowledge	Accurate terminology and relationships
Practice	Able to use the model in reflective practice
Teaching	Uses clear, non-medical language
Reflection	Can compare symbolic and experiential interpretations

Subtle-Body Integration and Advanced Reflection - Key Vocabulary

KEY VOCABULARY

- Integrated map
- Meditation observation
- Teaching boundaries
- Assessment and reflection
- prana
- awareness
- witnessing
- integration

Use vocabulary as a teaching aid, not as a substitute for observable anatomy. Encourage students to learn Sanskrit-derived terms, English meanings and the role each term plays in the traditional model.



Vocabulary mastery supports precise teaching and reduces confusion between traditional yogic models and biomedical language.

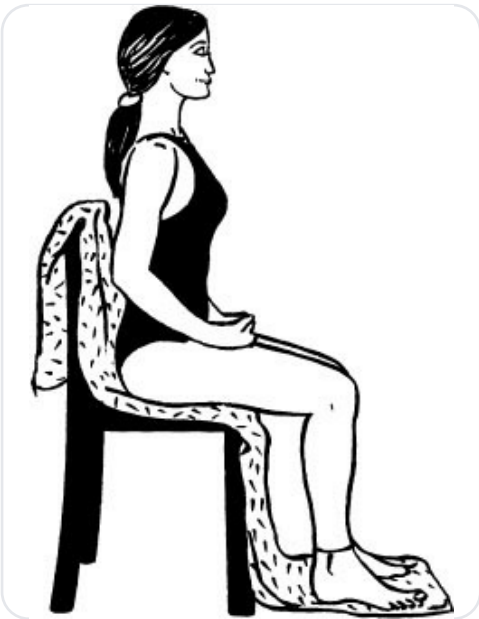
Term	Teacher prompt
Integrated map	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Meditation observation	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Teaching boundaries	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.
Assessment and reflection	Define it, locate it in the framework, and state whether it is symbolic, experiential or anatomical.

Subtle-Body Integration and Advanced Reflection - Core Concepts

CORE CONCEPTS

- Integrate the three bodies, five koshas, vayus, chakras and nadis into meditation, sequencing and reflective teaching.
- Connect Integrated map with practice, meditation and ethical teaching.
- Connect Meditation observation with practice, meditation and ethical teaching.
- Connect Teaching boundaries with practice, meditation and ethical teaching.
- Connect Assessment and reflection with practice, meditation and ethical teaching.

Advanced study should move beyond memorization: students compare models, identify internal relationships, ask how the concepts influence practice choices, and avoid overclaiming what a traditional framework can medically prove.



Traditional yoga can be taught faithfully while remaining evidence-aware.

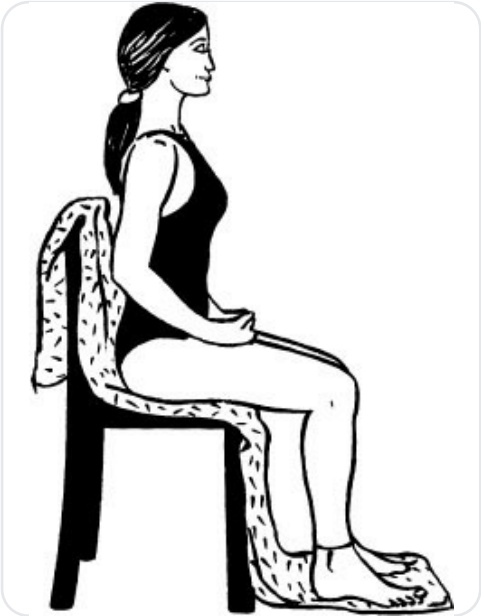
Inquiry	Advanced response
What is the model describing?	Map the concept within the supplied yogic framework.
How is it experienced?	Use observation, breath, posture and meditation language.
What is not established?	Do not present symbolic mappings as clinical diagnosis.

Subtle-Body Integration and Advanced Reflection - Visual Study

VISUAL STUDY

- Identify the labelled elements related to Subtle-Body Integration and Advanced Reflection.
- Compare placement, hierarchy and directional relationships.
- Describe the image without adding unsupported medical conclusions.
- Create a 3-minute explanation suitable for teacher training.

The supplied diagrams are chapter-specific visual references. Students should learn to read them as teaching maps and compare them with modern anatomy only when appropriate.



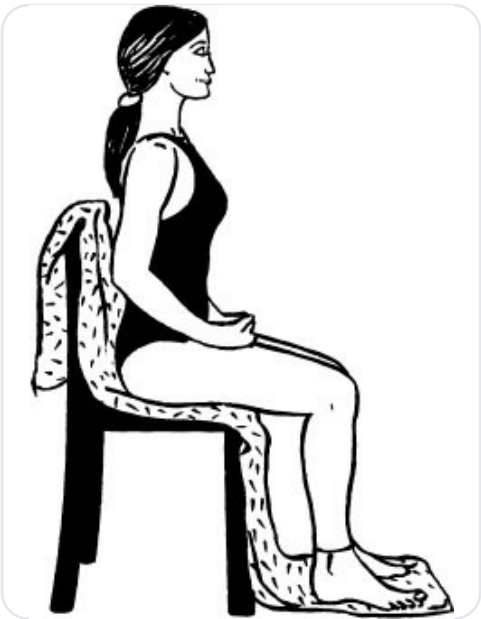
Use the reference image as a study map rather than a diagnostic chart.

Visual task	Student output
Observe	List labels and spatial relationships
Interpret	Explain the traditional significance
Teach	Present the visual in plain English
Limit	State what the diagram does not establish medically

Subtle-Body Integration and Advanced Reflection - Advanced Teaching Notes

- Lead with a concise definition of Subtle-Body Integration and Advanced Reflection.
- Ask what students can directly observe versus what is part of tradition.
- Use inclusive language for students with different spiritual beliefs.
- Connect the model to breath, concentration and reflective practice.
- Invite questions without presenting belief as compulsory.

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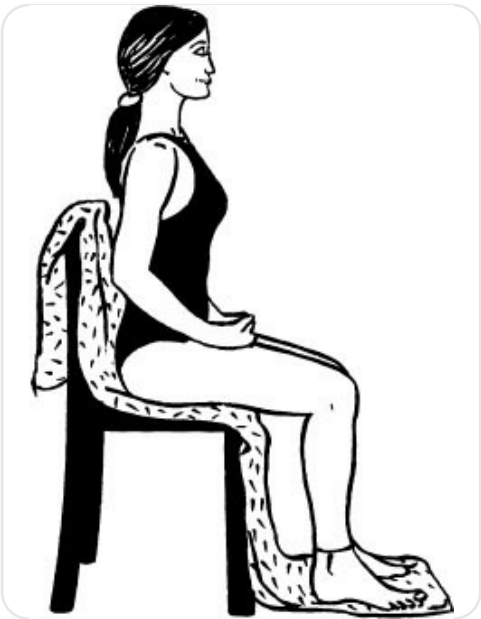
Advanced teaching is not merely more complex; it is more precise, safer and more reflective.

Teacher move	Purpose
Define	Create shared language
Demonstrate	Make abstract ideas memorable
Differentiate	Tradition vs anatomy vs personal experience
Reflect	Encourage responsible interpretation

Subtle-Body Integration and Advanced Reflection - Practice Laboratory

- Sit comfortably for 8-12 minutes.
- Observe posture, breath, sensation and attention without forcing an experience.
- Use the topic vocabulary as a gentle scan or contemplation.
- Journal only what was directly observed.
- End with normal breathing and grounding movement.

The laboratory is experiential and non-diagnostic. Students are not required to report special sensations, chakra activation or altered states.



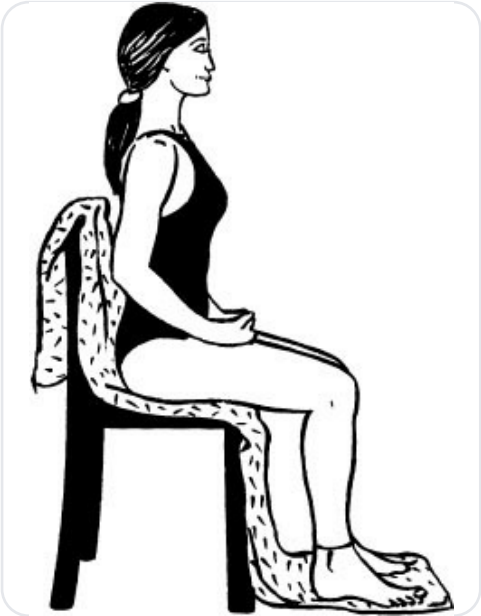
Do not manufacture or pressure students to report subtle experiences.

Lab phase	Time
Arrival and posture	2 min
Breath observation	3 min
Topic-guided contemplation	5 min
Quiet sitting	2 min
Journal reflection	3 min

Subtle-Body Integration and Advanced Reflection - Teaching Application

- Design a 10-minute micro-lesson on Subtle-Body Integration and Advanced Reflection.
- Include one visual reference, one practice prompt and one reflective question.
- State the traditional source framing and one safety/evidence boundary.
- Use a neutral option for students who prefer non-spiritual language.

Peer feedback should focus on clarity, accuracy, inclusivity, pacing and the ability to separate traditional teaching from unsupported health claims.



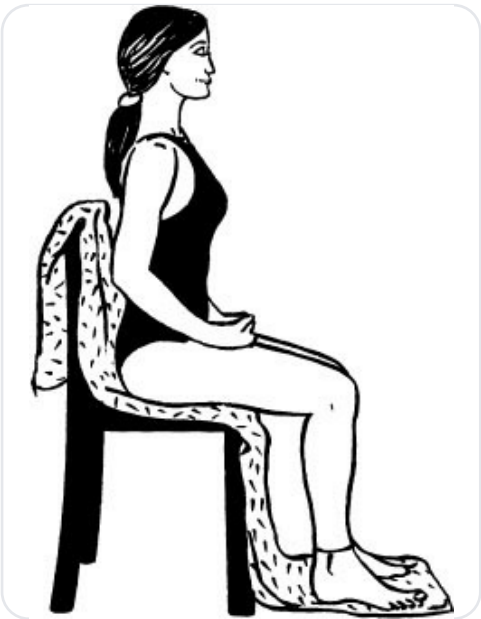
Micro-teaching turns theory into professional communication.

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Accuracy	Terms used consistently
Clarity	Plain-language explanation
Inclusion	No belief is imposed
Boundaries	No diagnosis or cure claims

Subtle-Body Integration and Advanced Reflection - Safety & Evidence Lens

- Use subtle-body concepts as traditional/experiential frameworks.
- Avoid diagnosing chakra imbalance or attributing disease to a chakra without clinical evidence.
- Do not promise that energy work will cure health conditions.
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Claim type	Recommended teaching language
Traditional	"In this yogic framework..."
Experiential	"You may notice..." rather than "you will..."
Clinical	Use established evidence and appropriate credentials
Uncertain	Name the uncertainty

Subtle-Body Integration and Advanced Reflection - Reflection Worksheet

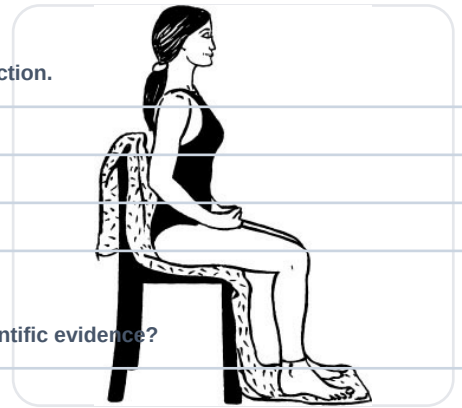
STUDENT WORKSHEET / REFLECTION

1. Draw or describe your own teaching map for Subtle-Body Integration and Advanced Reflection.

2. Which concepts are traditional, which are observable experiences, and which require scientific evidence?

3. How would you explain this topic to a skeptical student?

4. What language would you avoid in a healthcare-sensitive setting?



Module 2

45 /

Yama: The Eight Limbs of Yoga

In-depth advanced study of Yama within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yama - Definition & Role

DEFINITION & ROLE

- Study: Ahimsa - non-harming
- Study: Satya - truthfulness
- Study: Asteya - non-stealing
- Study: Brahmacharya - wise use of energy
- Study: Aparigraha - non-grasping

Yama is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

Study angle	Question
Text and tradition	How is Yama positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Yama - Classical Framework

CLASSICAL FRAMEWORK

- Study: Ahimsa - non-harming
- Study: Satya - truthfulness
- Study: Asteya - non-stealing
- Study: Brahmacharya - wise use of energy
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Yama - Key Principles

KEY PRINCIPLES

- Study: Ahimsa - non-harming
- Study: Satya - truthfulness
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- Study: Brahmacharya - wise use of energy
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Integration	Which other limbs support or depend on it?

Yama - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Yama to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Yama - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Yama for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Yama - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Yama.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Yama - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Yama mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

4. Write a one-sentence classroom theme that is inclusive and non-coercive.



Yama - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Yama.
- Discuss how cultural context changes the way students may hear the teaching.
- Identify one universal professional principle and one tradition-specific element.
- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

Discussion norm	Application
Listen first	Summarize before responding
Name assumptions	Distinguish text, teacher, culture and personal view
Avoid certainty	Use evidence and source context
Conclude	State what you learned

Yama - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Yama.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



The limb is explored through experience, not forced belief.

Phase	Time
Theme	1 min
Embodied practice	6 min
Quiet observation	3 min
Journal	5 min

Yama - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Yama prepares for or is supported by the preceding limbs.
 - Identify how it supports the limbs that follow.
 - Relate ethics, body, breath and attention rather than studying each in isolation.
 - Use the eight limbs as a developmental map, not a rigid ladder.
- The source curriculum moves from yama and niyama to asana, pranayama, pratyahara, dharana, dhyana and samadhi; advanced teaching emphasizes their interdependence.



Integration is the central advanced-level skill.

Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Yama - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Yama to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



Complexity handled clearly is a mark of advanced teaching.

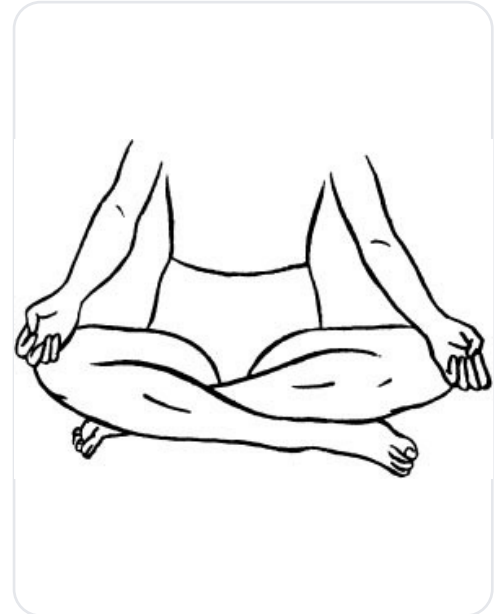
Misunderstanding	Better approach
Simplification	Add context and source meaning
Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Yama - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Yama without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
- Offer translated meaning and context.
- Avoid exoticizing, commercializing or trivializing sacred concepts.

Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
Choice	Allow secular or spiritual engagement
Humility	Avoid claiming mastery of an entire tradition

Yama - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Yama.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
Micro-teach	30%
Peer feedback	15%
Revision	15%

Yama - Knowledge Check

KNOWLEDGE CHECK

1. Define Yama in your own words.

2. Explain the significance of Ahimsa - non-harming.

3. Explain the significance of Satya - truthfulness.

4. Explain the significance of Asteya - non-stealing.

5. Explain the significance of Brahmacharya - wise use of energy.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Niyama: The Eight Limbs of Yoga

In-depth advanced study of Niyama within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Niyama - Definition & Role

DEFINITION & ROLE

- Study: Saucha - cleanliness/purity
- Study: Santosha - contentment
- Study: Tapas - disciplined effort
- Study: Svadhyaya - self-study
- Study: Isvarapranidhana - surrender/devotion

Niyama is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

Study angle	Question
Text and tradition	How is Niyama positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Niyama - Classical Framework

CLASSICAL FRAMEWORK

- Study: Saucha - cleanliness/purity
- Study: Santosha - contentment
- Study: Tapas - disciplined effort
- Study: Svadhyaya - self-study
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Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Niyama - Key Principles

KEY PRINCIPLES

- Study: Saucha - cleanliness/purity
- Study: Santosha - contentment
- Study: Tapas - disciplined effort
- Study: Svadhyaya - self-study
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Study angle	Question
Text and tradition	How is Niyama positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Niyama - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Niyama to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Niyama - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Niyama for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Niyama - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Niyama.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Niyama - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Niyama mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

4. Write a one-sentence classroom theme that is inclusive and non-coercive.



Niyama - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Niyama.
- Discuss how cultural context changes the way students may hear the teaching.
- Identify one universal professional principle and one tradition-specific element.
- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

Discussion norm	Application
Listen first	Summarize before responding
Name assumptions	Distinguish text, teacher, culture and personal view
Avoid certainty	Use evidence and source context
Conclude	State what you learned

Niyama - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Niyama.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



The limb is explored through experience, not forced belief.

Phase	Time
Theme	1 min
Embodied practice	6 min
Quiet observation	3 min
Journal	5 min

Niyama - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Niyama prepares for or is supported by the preceding limbs.
- Identify how it supports the limbs that follow.
- Relate ethics, body, breath and attention rather than studying each in isolation.
- Use the eight limbs as a developmental map, not a rigid ladder.

The source curriculum moves from yama and niyama to asana, pranayama, pratyahara, dharana, dhyana and samadhi; advanced teaching emphasizes their interdependence.



Integration is the central advanced-level skill.

Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Niyama - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Niyama to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



Complexity handled clearly is a mark of advanced teaching.

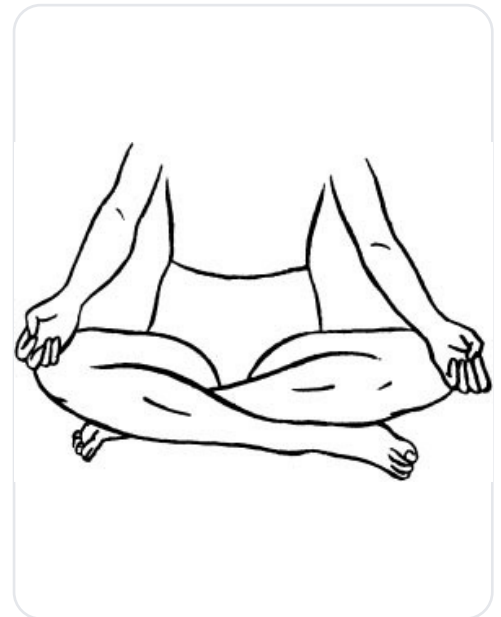
Misunderstanding	Better approach
Simplification	Add context and source meaning
Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Niyama - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Niyama without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
- Offer translated meaning and context.
- Avoid exoticizing, commercializing or trivializing sacred concepts.

Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
Choice	Allow secular or spiritual engagement
Humility	Avoid claiming mastery of an entire tradition

Niyama - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Niyama.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
Micro-teach	30%
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Niyama - Knowledge Check

KNOWLEDGE CHECK

1. Define Niyama in your own words.

2. Explain the significance of Saucha - cleanliness/purity.

3. Explain the significance of Santosha - contentment.

4. Explain the significance of Tapas - disciplined effort.

5. Explain the significance of Svadhyaya - self-study.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Asana: The Eight Limbs of Yoga

In-depth advanced study of Asana within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Asana - Definition & Role

DEFINITION & ROLE

- Study: Steadiness and ease
- Study: Hatha Yoga context
- Study: Purification and preparation
- Study: Embodied awareness
- Study: Advanced practice ethics

Asana is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

Study angle	Question
Text and tradition	How is Asana positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Asana - Classical Framework

CLASSICAL FRAMEWORK

- Study: Steadiness and ease
- Study: Hatha Yoga context
- Study: Purification and preparation
- Study: Embodied awareness
- Study: Advanced practice ethics

Asana is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Asana - Key Principles

KEY PRINCIPLES

- Study: Steadiness and ease
- Study: Hatha Yoga context
- Study: Purification and preparation
- Study: Embodied awareness
- Study: Advanced practice ethics

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Integration	Which other limbs support or depend on it?

Asana - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Asana to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Asana - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Asana for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Asana - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Asana.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Asana - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Asana mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

4. Write a one-sentence classroom theme that is inclusive and non-coercive.



Asana - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Asana.
- Discuss how cultural context changes the way students may hear the teaching.
- Identify one universal professional principle and one tradition-specific element.
- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

Discussion norm	Application
Listen first	Summarize before responding
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Conclude	State what you learned

Asana - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Asana.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



The limb is explored through experience, not forced belief.

Phase	Time
Theme	1 min
Embodied practice	6 min
Quiet observation	3 min
Journal	5 min

Asana - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Asana prepares for or is supported by the preceding limbs.
- Identify how it supports the limbs that follow.
- Relate ethics, body, breath and attention rather than studying each in isolation.
- Use the eight limbs as a developmental map, not a rigid ladder.

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Integration is the central advanced-level skill.

Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Asana - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Asana to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



Complexity handled clearly is a mark of advanced teaching.

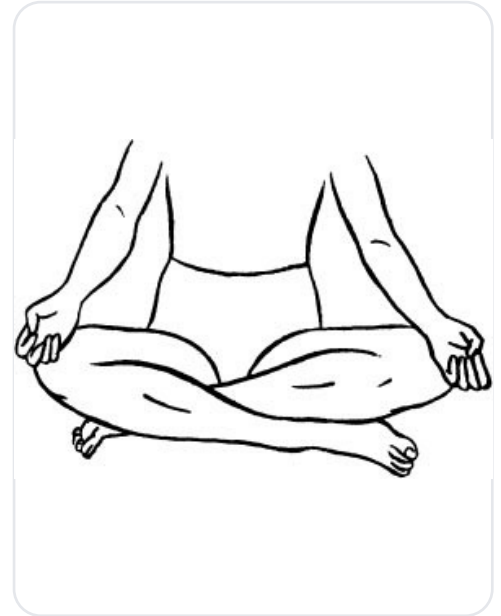
Misunderstanding	Better approach
Simplification	Add context and source meaning
Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Asana - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Asana without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
- Offer translated meaning and context.
- Avoid exoticizing, commercializing or trivializing sacred concepts.

Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
Choice	Allow secular or spiritual engagement
Humility	Avoid claiming mastery of an entire tradition

Asana - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Asana.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
Micro-teach	30%
Peer feedback	15%
Revision	15%

Asana - Knowledge Check

KNOWLEDGE CHECK

1. Define Asana in your own words.

2. Explain the significance of Steadiness and ease.

3. Explain the significance of Hatha Yoga context.

4. Explain the significance of Purification and preparation.

5. Explain the significance of Embodied awareness.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Pranayama: The Eight Limbs of Yoga

In-depth advanced study of Pranayama within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Pranayama - Definition & Role

DEFINITION & ROLE

- Study: Prana and vital energy
- Study: Breathing methods
- Study: Nadi balance
- Study: Kumbhaka awareness
- Study: Preparation for inner limbs

Pranayama is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

Study angle	Question
Text and tradition	How is Pranayama positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Pranayama - Classical Framework

CLASSICAL FRAMEWORK

- Study: Prana and vital energy
- Study: Breathing methods
- Study: Nadi balance
- Study: Kumbhaka awareness
- Study: Preparation for inner limbs

Pranayama is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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Study angle	Question
Text and tradition	How is Pranayama positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Pranayama - Key Principles

KEY PRINCIPLES

- Study: Prana and vital energy
- Study: Breathing methods
- Study: Nadi balance
- Study: Kumbhaka awareness
- Study: Preparation for inner limbs

Pranayama is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Pranayama - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Pranayama to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Pranayama - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Pranayama for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Pranayama - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Pranayama.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Pranayama - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Pranayama mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

4. Write a one-sentence classroom theme that is inclusive and non-coercive.



Pranayama - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Pranayama.
- Discuss how cultural context changes the way students may hear the teaching.
- Identify one universal professional principle and one tradition-specific element.
- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

Discussion norm	Application
Listen first	Summarize before responding
Name assumptions	Distinguish text, teacher, culture and personal view
Avoid certainty	Use evidence and source context
Conclude	State what you learned

Pranayama - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Pranayama.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



The limb is explored through experience, not forced belief.

Phase	Time
Theme	1 min
Embodied practice	6 min
Quiet observation	3 min
Journal	5 min

Pranayama - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Pranayama prepares for or is supported by the preceding limbs.
 - Identify how it supports the limbs that follow.
 - Relate ethics, body, breath and attention rather than studying each in isolation.
 - Use the eight limbs as a developmental map, not a rigid ladder.
- The source curriculum moves from yama and niyama to asana, pranayama, pratyahara, dharana, dhyana and samadhi; advanced teaching emphasizes their interdependence.



Integration is the central advanced-level skill.

Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Pranayama - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Pranayama to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



Complexity handled clearly is a mark of advanced teaching.

Misunderstanding	Better approach
Simplification	Add context and source meaning
Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Pranayama - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Pranayama without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
- Offer translated meaning and context.
- Avoid exoticizing, commercializing or trivializing sacred concepts.

Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
Choice	Allow secular or spiritual engagement
Humility	Avoid claiming mastery of an entire tradition

Pranayama - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Pranayama.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
Micro-teach	30%
Peer feedback	15%
Revision	15%

Pranayama - Knowledge Check

KNOWLEDGE CHECK

1. Define Pranayama in your own words.

2. Explain the significance of Prana and vital energy.

3. Explain the significance of Breathing methods.

4. Explain the significance of Nadi balance.

5. Explain the significance of Kumbhaka awareness.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Pratyahara: The Eight Limbs of Yoga

In-depth advanced study of Pratyahara within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

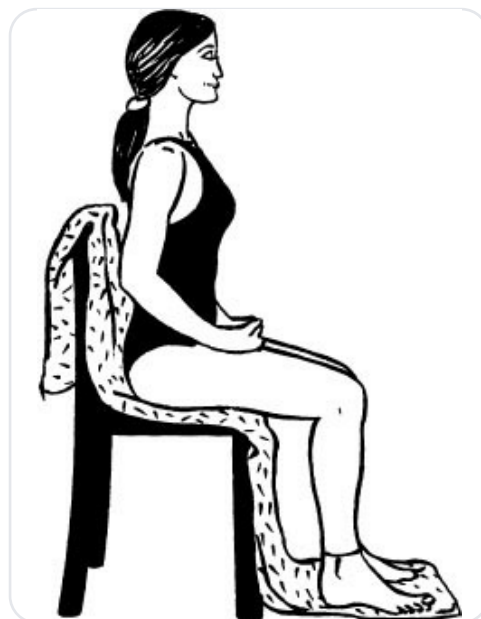
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Pratyahara - Definition & Role

DEFINITION & ROLE

- Study: Sense withdrawal
- Study: Interiorization
- Study: Attention regulation
- Study: From outer to inner yoga
- Study: Preparation for concentration

Pratyahara is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

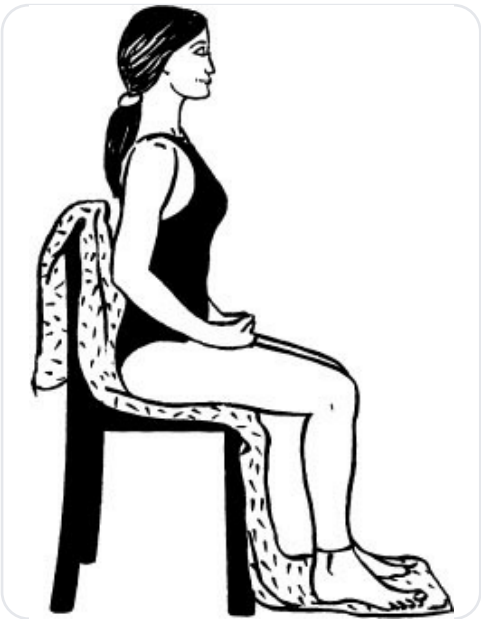
Study angle	Question
Text and tradition	How is Pratyahara positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Pratyahara - Classical Framework

CLASSICAL FRAMEWORK

- Study: Sense withdrawal
- Study: Interiorization
- Study: Attention regulation
- Study: From outer to inner yoga
- Study: Preparation for concentration

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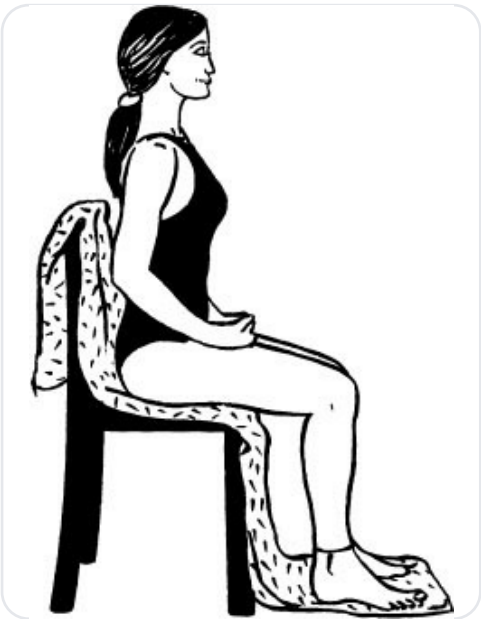
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Pratyahara - Key Principles

KEY PRINCIPLES

- Study: Sense withdrawal
- Study: Interiorization
- Study: Attention regulation
- Study: From outer to inner yoga
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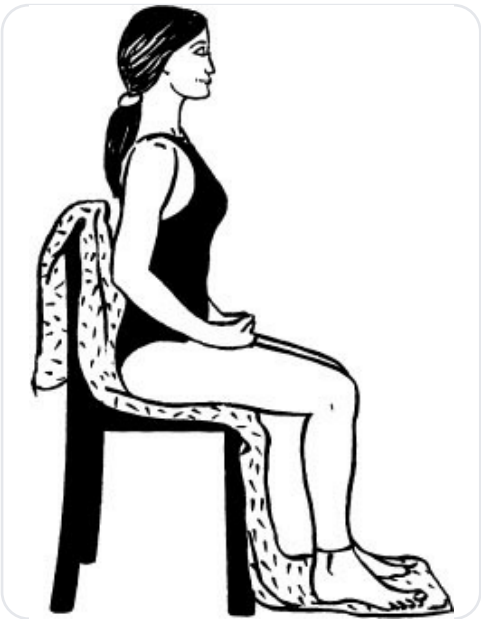
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Teaching	How can it be taught without moralizing or coercion?
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Pratyahara - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Pratyahara to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

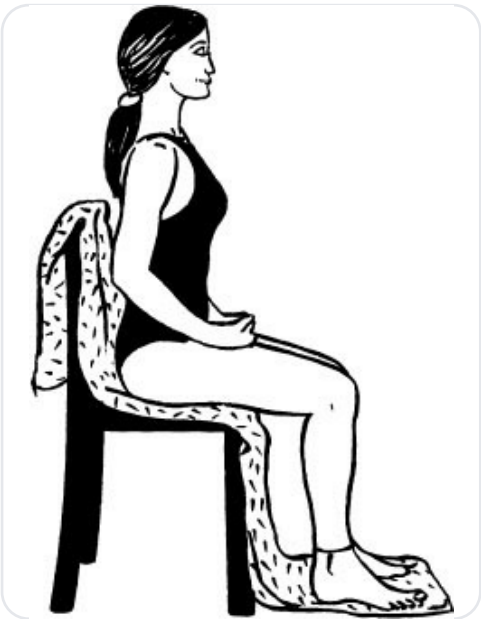
Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Pratyahara - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Pratyahara for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

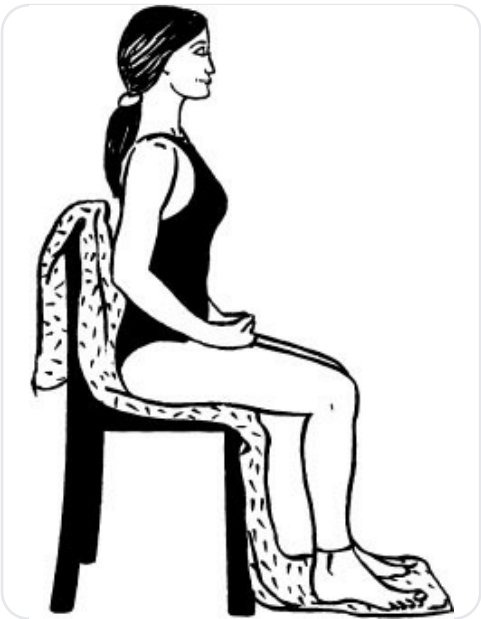
Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Pratyahara - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Pratyahara.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Pratyahara - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Pratyahara mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

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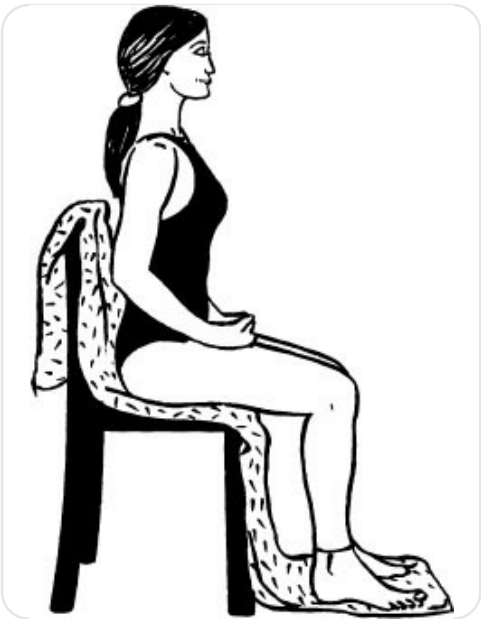


Pratyahara - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Pratyahara.
- Discuss how cultural context changes the way students may hear the teaching.
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- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

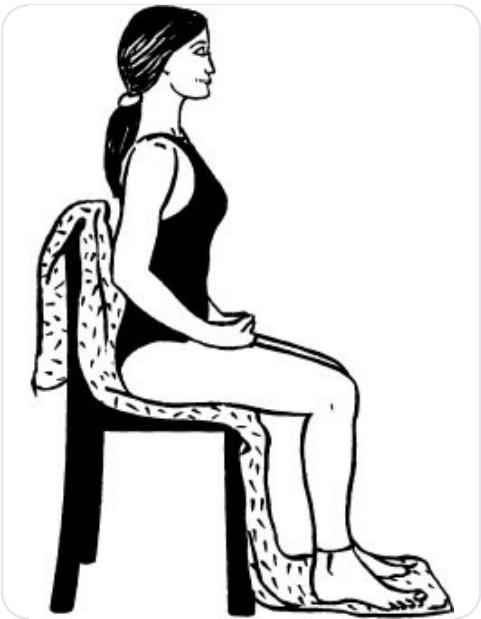
Discussion norm	Application
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Conclude	State what you learned

Pratyahara - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Pratyahara.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



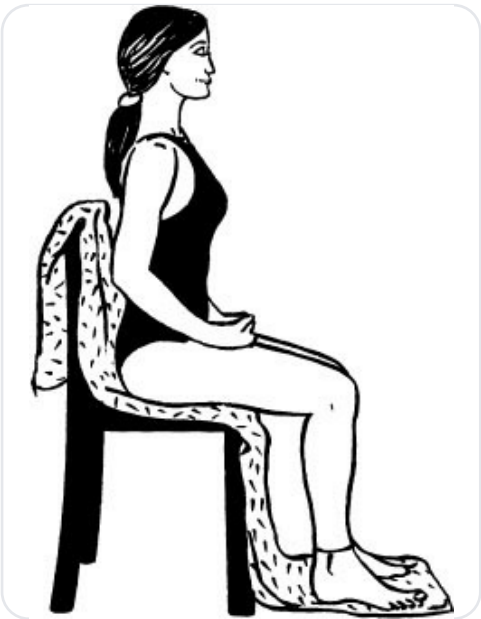
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Phase	Time
Theme	1 min
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Journal	5 min

Pratyahara - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Pratyahara prepares for or is supported by the preceding limbs.
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 - Relate ethics, body, breath and attention rather than studying each in isolation.
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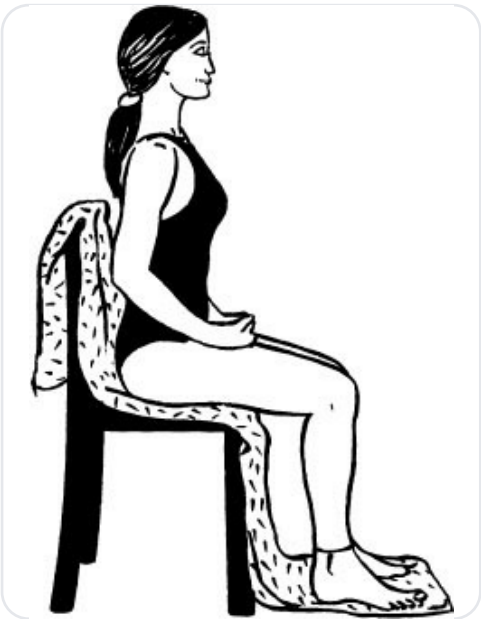
Connection	Teaching question
Ethics	How does conduct affect practice?
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Pratyahara - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Pratyahara to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
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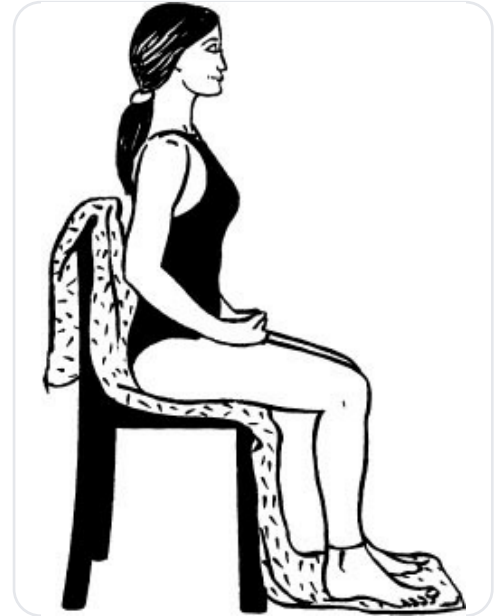
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Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Pratyahara - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Pratyahara without requiring a religious identity.
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Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

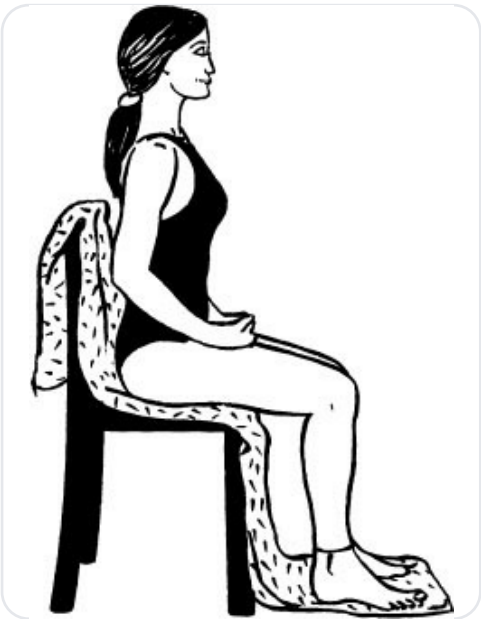
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Pratyahara - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Pratyahara.
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- Design a five-minute micro-teach.
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Assessment values clarity, accuracy, application and reflective depth.



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Written reflection	40%
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Pratyahara - Knowledge Check

KNOWLEDGE CHECK

1. Define Pratyahara in your own words.

2. Explain the significance of Sense withdrawal.

3. Explain the significance of Interiorization.

4. Explain the significance of Attention regulation.

5. Explain the significance of From outer to inner yoga.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Dharana: The Eight Limbs of Yoga

In-depth advanced study of Dharana within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



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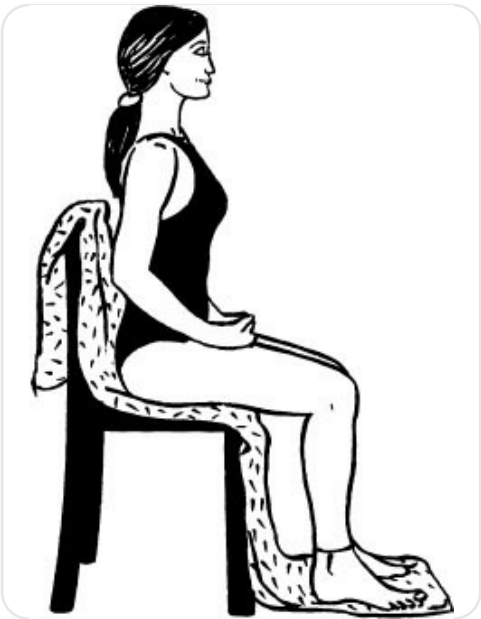
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Dharana - Definition & Role

DEFINITION & ROLE

- Study: One-pointed concentration
- Study: Attention training
- Study: Interiorizing the mind
- Study: Concentration supports
- Study: Practice discipline

Dharana is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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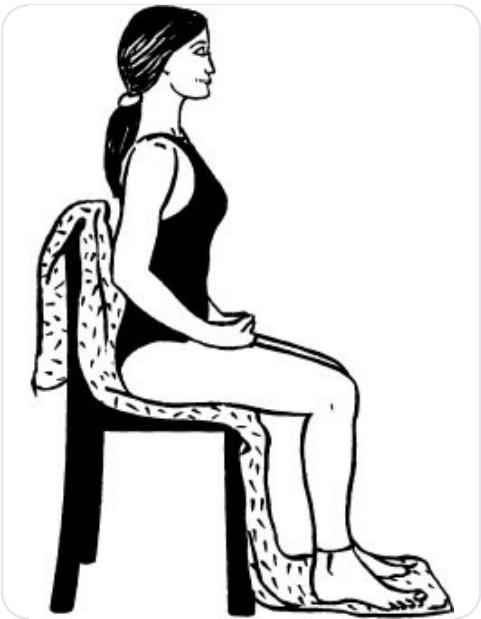
Study angle	Question
Text and tradition	How is Dharana positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Dharana - Classical Framework

CLASSICAL FRAMEWORK

- Study: One-pointed concentration
- Study: Attention training
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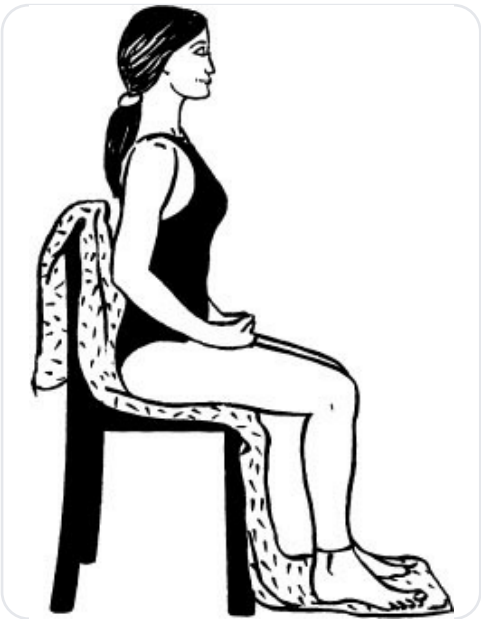
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Dharana - Key Principles

KEY PRINCIPLES

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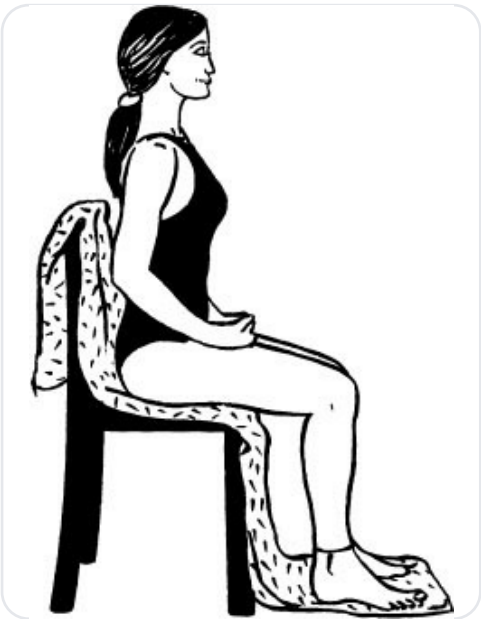
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Dharana - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Dharana to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
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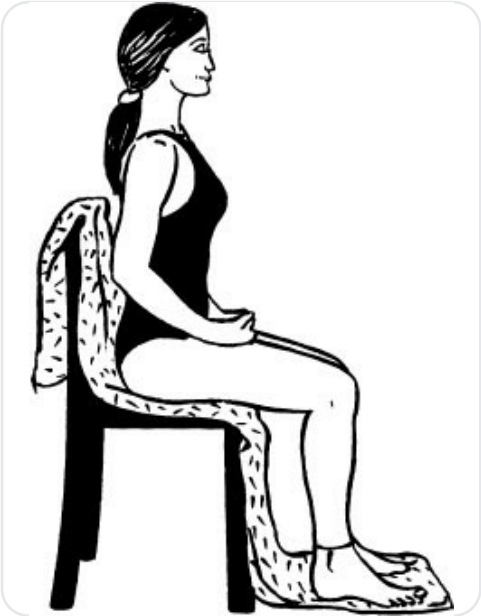
Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Dharana - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Dharana for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
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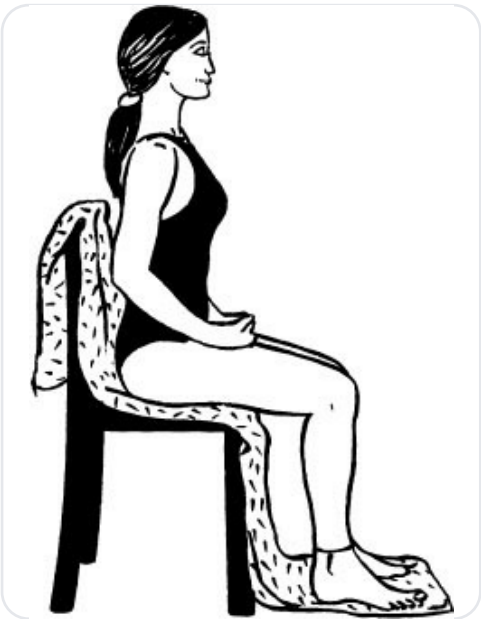
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Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Dharana - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Dharana.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

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Dharana - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Dharana mean to you after studying the supplied curriculum?

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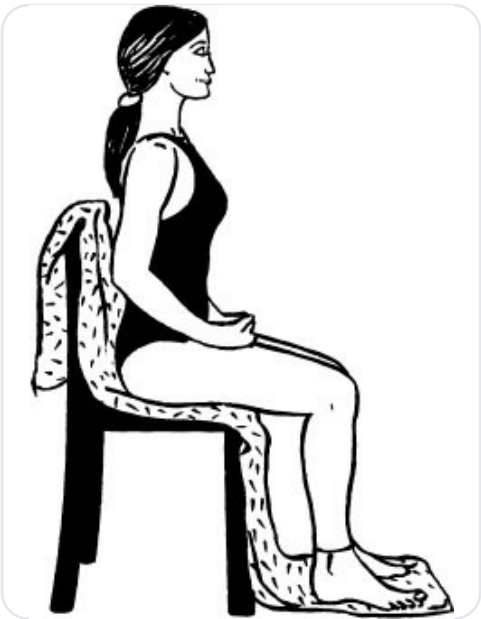


Dharana - Peer Discussion

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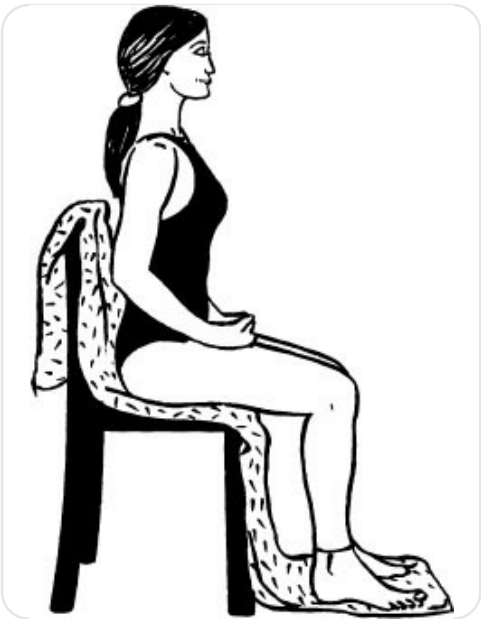
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Dharana - Guided Practice

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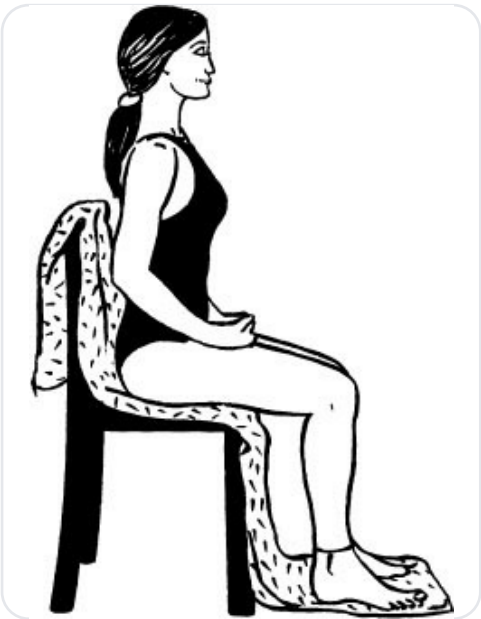
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Dharana - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

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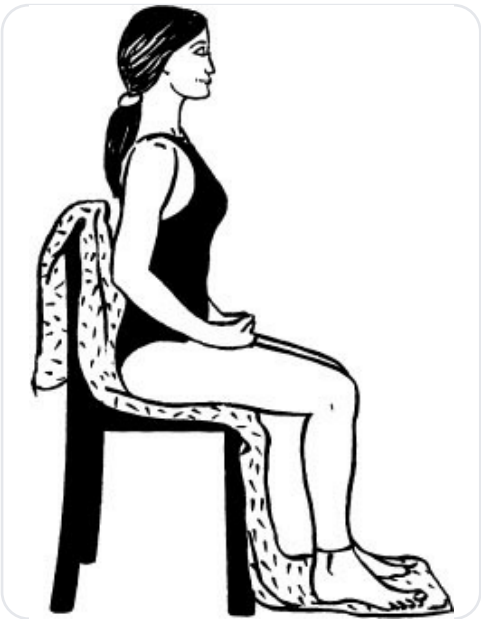
Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Dharana - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Dharana to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



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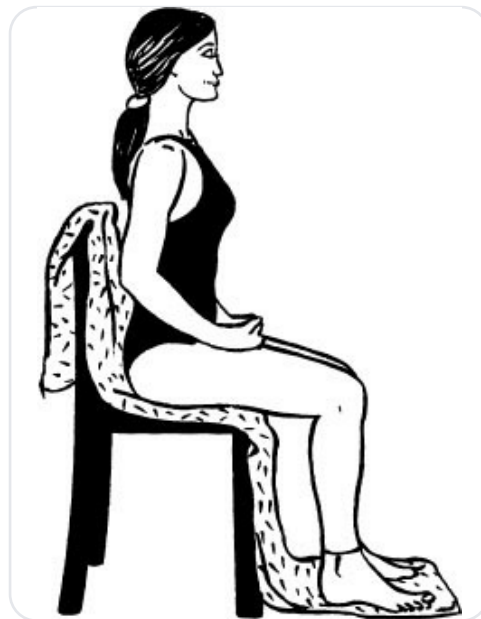
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Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Dharana - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

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- Acknowledge Sanskrit terminology and Indian yogic origins.
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Cultural respect includes correct attribution, careful language and willingness to continue learning.



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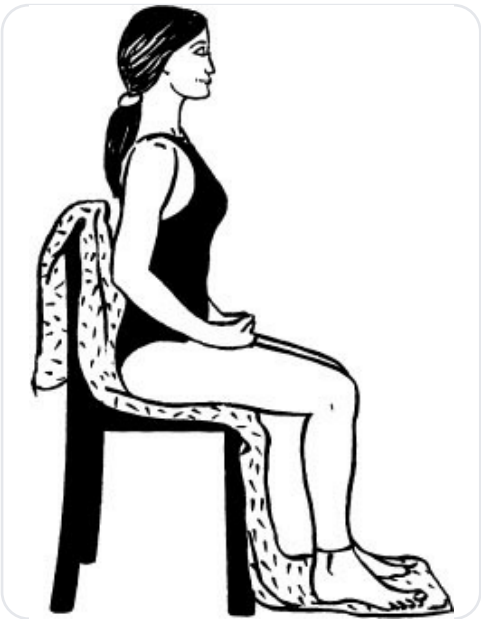
Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
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Dharana - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Dharana.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
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Dharana - Knowledge Check

KNOWLEDGE CHECK

1. Define Dharana in your own words.

2. Explain the significance of One-pointed concentration.

3. Explain the significance of Attention training.

4. Explain the significance of Interiorizing the mind.

5. Explain the significance of Concentration supports.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Dhyana: The Eight Limbs of Yoga

In-depth advanced study of Dhyana within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



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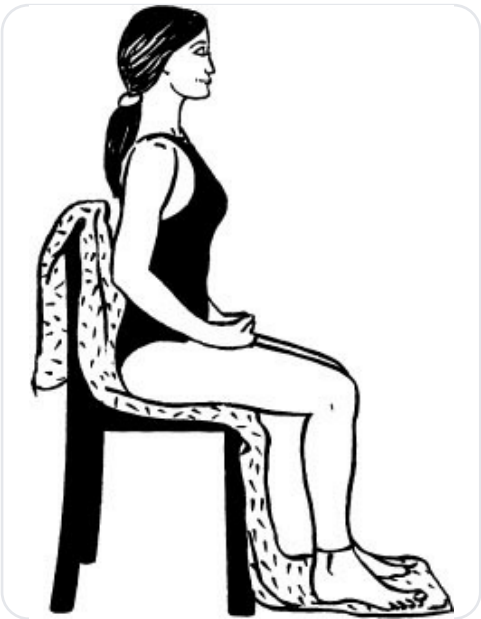
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Dhyana - Definition & Role

DEFINITION & ROLE

- Study: Meditation practice
- Study: Continuity of attention
- Study: Witnessing
- Study: Meditative posture
- Study: Integration with daily life

Dhyana is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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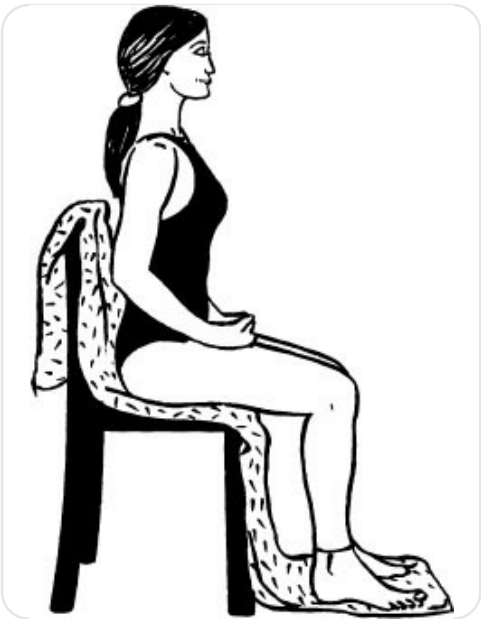
Study angle	Question
Text and tradition	How is Dhyana positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Dhyana - Classical Framework

CLASSICAL FRAMEWORK

- Study: Meditation practice
- Study: Continuity of attention
- Study: Witnessing
- Study: Meditative posture
- Study: Integration with daily life

Dhyana is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



The supplied syllabus presents the limbs sequentially from yama and niyama through samadhi.

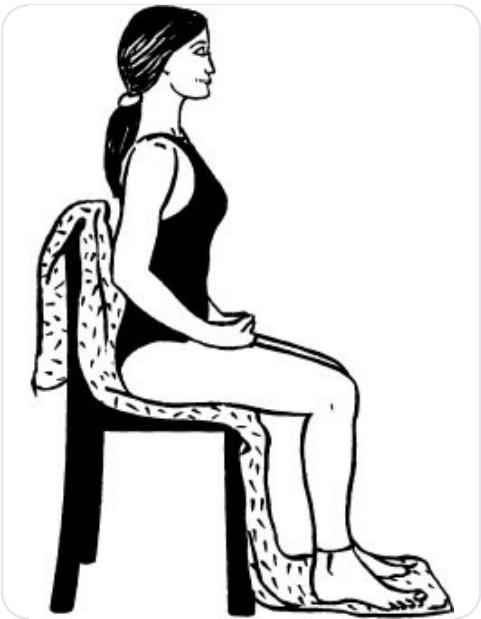
Study angle	Question
Text and tradition	How is Dhyana positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Dhyana - Key Principles

KEY PRINCIPLES

- Study: Meditation practice
- Study: Continuity of attention
- Study: Witnessing
- Study: Meditative posture
- Study: Integration with daily life

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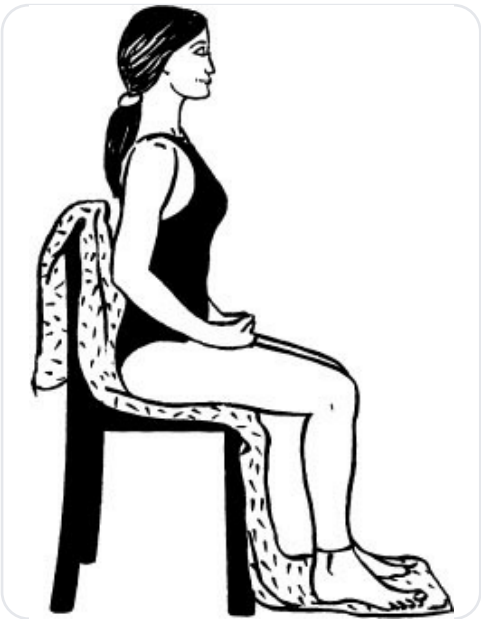
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Dhyana - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Dhyana to a teacher-student boundary question.
- Consider consent, truthful claims, respectful communication and power differences.
- Identify choices that are safe, lawful and professionally defensible.
- Separate personal spirituality from professional obligations.

Students should practise reasoning, not just memorizing ethical terms.



Yoga ethics become meaningful when applied to real teaching decisions.

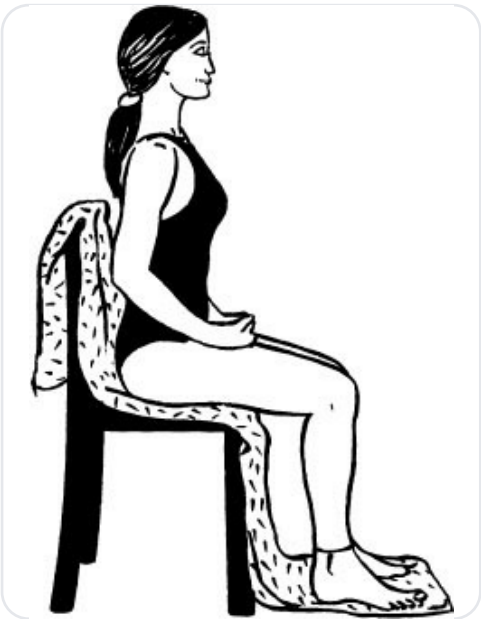
Scenario	Reflect
Student asks for medical advice	Stay in scope and refer appropriately
Student declines hands-on adjustment	Respect consent immediately
Teacher feels pressure to exaggerate benefits	Choose truthful communication
Spiritual language causes discomfort	Offer neutral alternatives

Dhyana - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Dhyana for a seven-day personal experiment.
- Observe behaviour rather than performing an ideal identity.
- Record triggers, choices and consequences.
- Avoid self-judgement; use the exercise to improve awareness and consistency.

Advanced teacher education treats philosophy as lived practice. Reflection should remain private unless the student chooses to share.



Embodiment gives philosophical teaching authenticity.

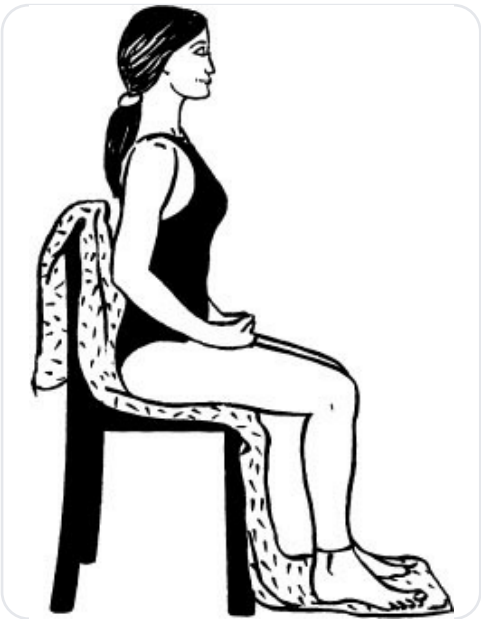
Daily log	Prompt
Situation	What happened?
Choice	What did I do?
Principle	How did the limb inform the choice?
Next step	What could I practise differently?

Dhyana - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Dhyana.
- Connect the theme to breath or movement without preaching.
- Use one reflective cue during practice.
- Close with a neutral takeaway that students may accept or leave.

A philosophical theme should support practice, not dominate it.



Keep philosophy practical, brief and optional.

Moment	Example structure
Opening	Definition in plain language
During practice	One embodied cue
Closing	One question for reflection
Boundary	No pressure to adopt a belief

Dhyana - Self-Inquiry

STUDENT WORKSHEET / REFLECTION

1. What does Dhyana mean to you after studying the supplied curriculum?

2. Where is the greatest tension between ideal and actual behaviour?

3. How might a teacher misuse this limb if teaching becomes rigid or moralizing?

4. Write a one-sentence classroom theme that is inclusive and non-coercive.

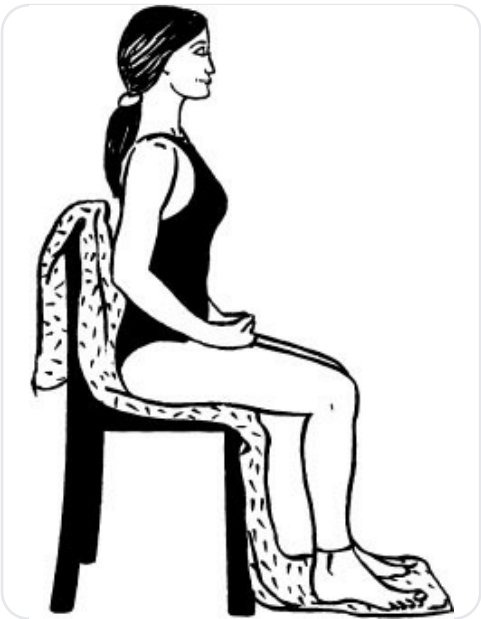


Dhyana - Peer Discussion

PEER DISCUSSION

- Compare two interpretations of Dhyana.
- Discuss how cultural context changes the way students may hear the teaching.
- Identify one universal professional principle and one tradition-specific element.
- Practise disagreeing respectfully.

Advanced study benefits from multiple perspectives. The goal is not to flatten differences but to communicate them accurately.



Dialogue is part of philosophical literacy.

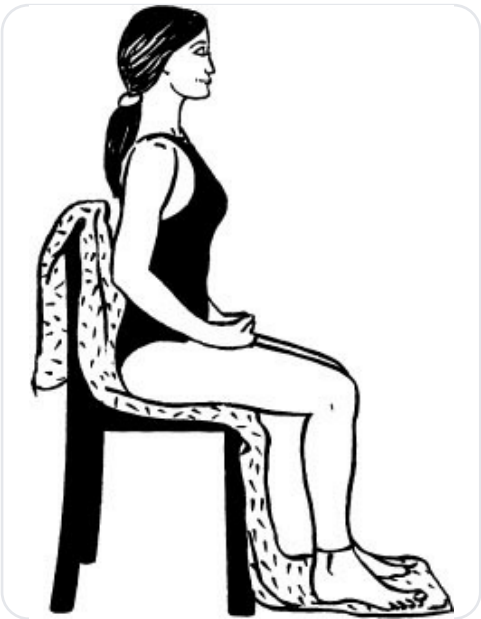
Discussion norm	Application
Listen first	Summarize before responding
Name assumptions	Distinguish text, teacher, culture and personal view
Avoid certainty	Use evidence and source context
Conclude	State what you learned

Dhyana - Guided Practice

GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Dhyana.
- Set a clear intention and a short duration.
- Observe whether the concept affects effort, attention or reaction.
- Journal the difference between idea and lived experience.

The practice should be physically safe and psychologically non-coercive.



The limb is explored through experience, not forced belief.

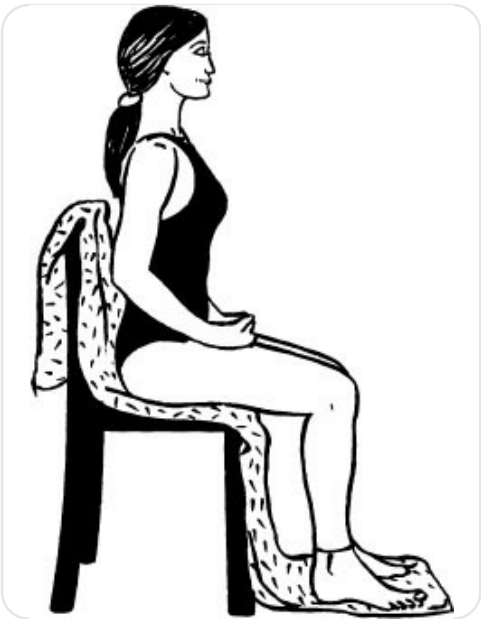
Phase	Time
Theme	1 min
Embodied practice	6 min
Quiet observation	3 min
Journal	5 min

Dhyana - Connection to Other Limbs

CONNECTION TO OTHER LIMBS

- Identify how Dhyana prepares for or is supported by the preceding limbs.
- Identify how it supports the limbs that follow.
- Relate ethics, body, breath and attention rather than studying each in isolation.
- Use the eight limbs as a developmental map, not a rigid ladder.

The source curriculum moves from yama and niyama to asana, pranayama, pratyahara, dharana, dhyana and samadhi; advanced teaching emphasizes their interdependence.



Integration is the central advanced-level skill.

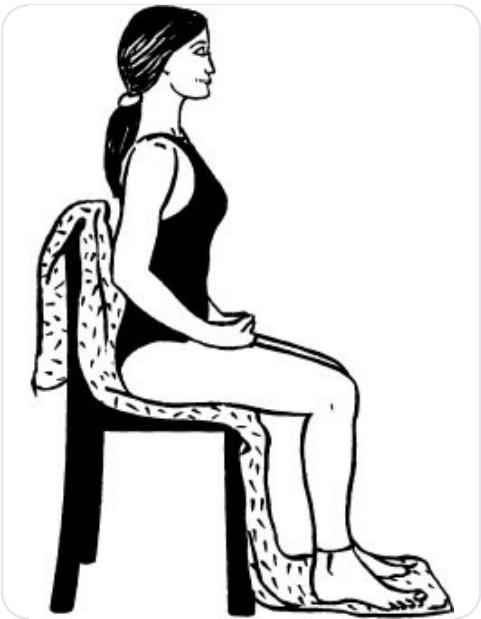
Connection	Teaching question
Ethics	How does conduct affect practice?
Body	How does steadiness affect attention?
Breath	How does regulation affect the mind?
Inner practice	How does attention become meditation?

Dhyana - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Dhyana to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
- Do not use philosophy to shame students for health, trauma or life circumstances.
- Separate historical/traditional teaching from contemporary adaptation.

The teacher should be able to name nuance and uncertainty.



Complexity handled clearly is a mark of advanced teaching.

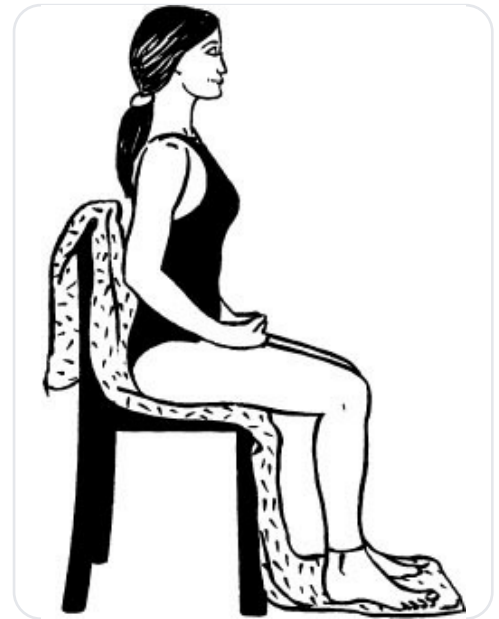
Misunderstanding	Better approach
Simplification	Add context and source meaning
Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

Dhyana - Inclusive & Cultural Lens

INCLUSIVE & CULTURAL LENS

- Teach Dhyana without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
- Offer translated meaning and context.
- Avoid exoticizing, commercializing or trivializing sacred concepts.

Cultural respect includes correct attribution, careful language and willingness to continue learning.



Respectful teaching can be both accessible and rooted.

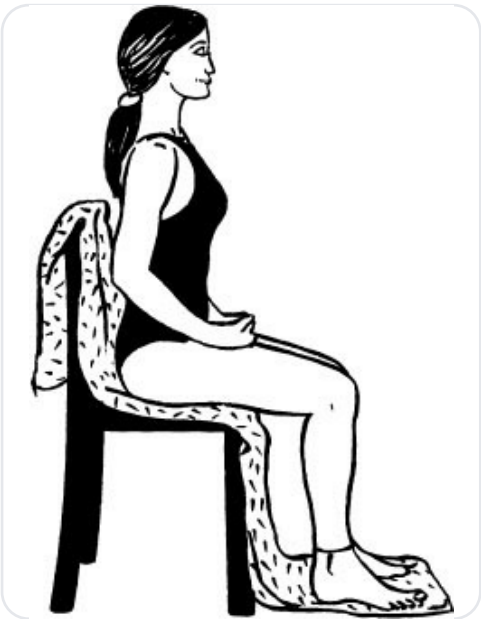
Practice	Teacher action
Attribution	Name the yogic source tradition
Translation	Give Sanskrit and plain-English meaning
Choice	Allow secular or spiritual engagement
Humility	Avoid claiming mastery of an entire tradition

Dhyana - Assignment

ASSIGNMENT

- Write a 600-800 word reflection on Dhyana.
- Include definition, source context, one personal example, one teaching application and one ethical boundary.
- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

Deliverable	Weight
Written reflection	40%
Micro-teach	30%
Peer feedback	15%
Revision	15%

Dhyana - Knowledge Check

KNOWLEDGE CHECK

1. Define Dhyana in your own words.

2. Explain the significance of Meditation practice.

3. Explain the significance of Continuity of attention.

4. Explain the significance of Witnessing.

5. Explain the significance of Meditative posture.

6. Give one classroom application and one professional boundary.

Module 2

45 /

Samadhi: The Eight Limbs of Yoga

In-depth advanced study of Samadhi within Patanjali's eight-limb framework and its application to personal practice and professional teaching.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

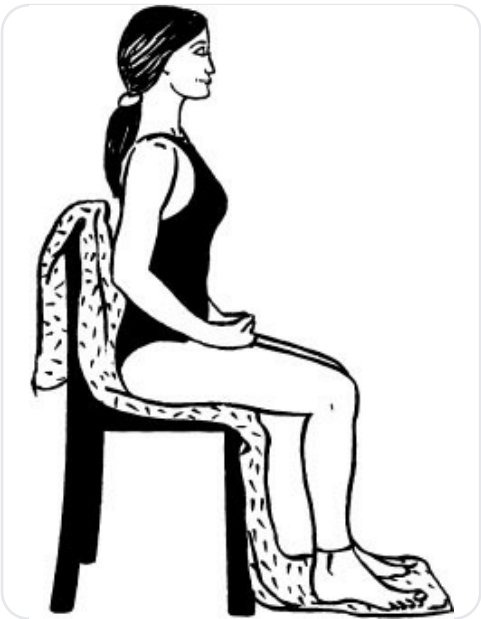
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Samadhi - Definition & Role

DEFINITION & ROLE

- Study: Meditation and absorption
- Study: Stages of samadhi in source framework
- Study: Integration and humility
- Study: Non-claiming teaching ethics
- Study: Advanced philosophical reflection

Samadhi is studied as one part of an integrated eight-limb path. Advanced students examine meaning, practice, relationship to other limbs and the implications for ethical teaching.



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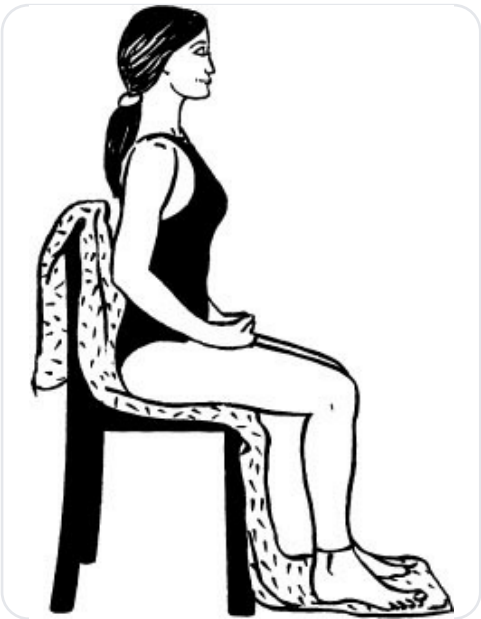
Study angle	Question
Text and tradition	How is Samadhi positioned in the eight-limb framework?
Personal practice	What changes when this principle is lived consistently?
Teaching	How can it be taught without moralizing or coercion?
Integration	Which other limbs support or depend on it?

Samadhi - Classical Framework

CLASSICAL FRAMEWORK

- Study: Meditation and absorption
- Study: Stages of samadhi in source framework
- Study: Integration and humility
- Study: Non-claiming teaching ethics
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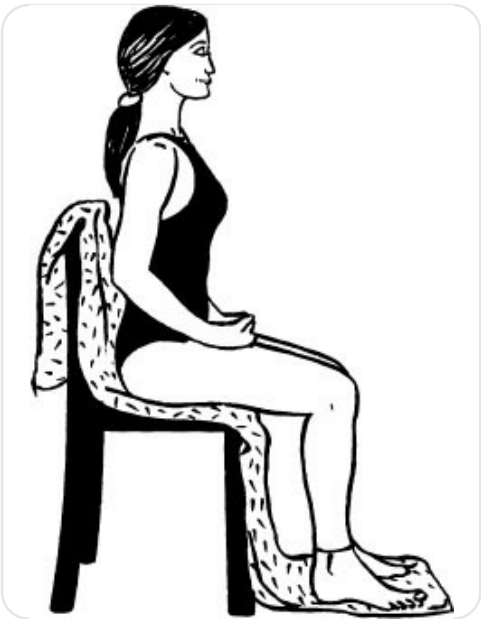
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Samadhi - Key Principles

KEY PRINCIPLES

- Study: Meditation and absorption
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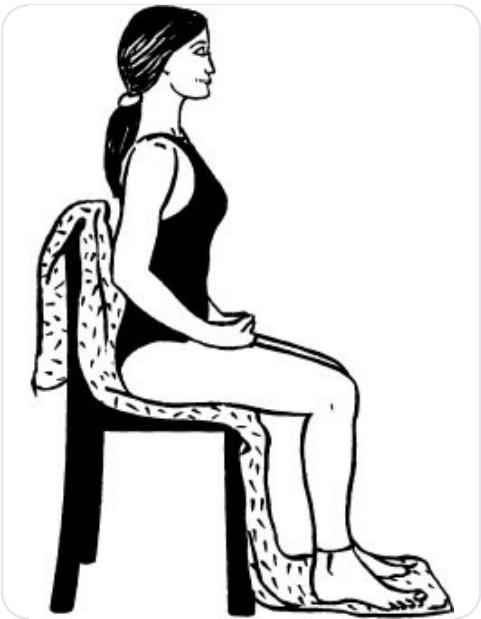
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Samadhi - Ethical Scenarios

ETHICAL SCENARIOS

- Apply Samadhi to a teacher-student boundary question.
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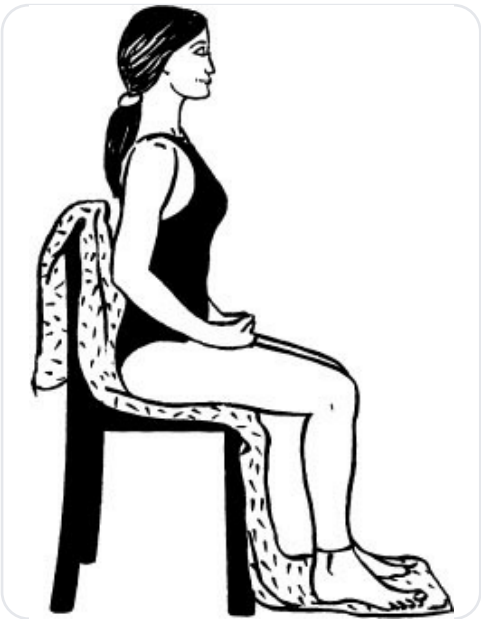
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Student asks for medical advice	Stay in scope and refer appropriately
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Samadhi - Teacher Embodiment

TEACHER EMBODIMENT

- Choose one aspect of Samadhi for a seven-day personal experiment.
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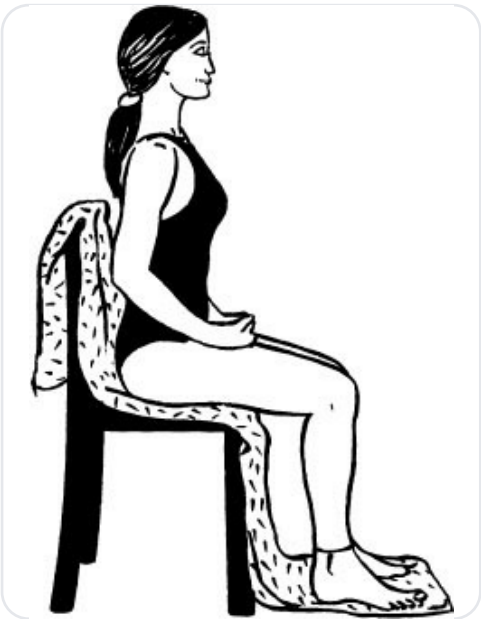
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Samadhi - Classroom Application

CLASSROOM APPLICATION

- Open a class with a 60-second theme related to Samadhi.
- Connect the theme to breath or movement without preaching.
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STUDENT WORKSHEET / REFLECTION

1. What does Samadhi mean to you after studying the supplied curriculum?

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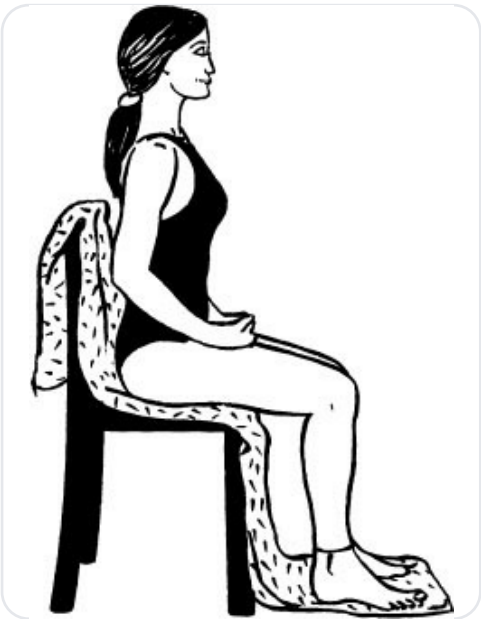


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- Compare two interpretations of Samadhi.
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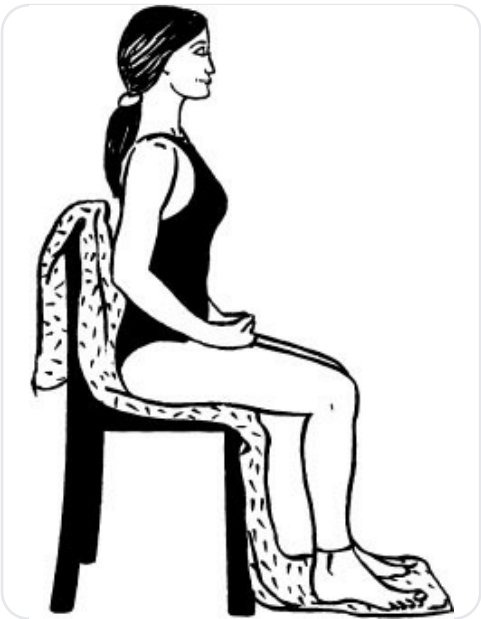
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GUIDED PRACTICE

- Choose a posture, breath or meditation practice that expresses Samadhi.
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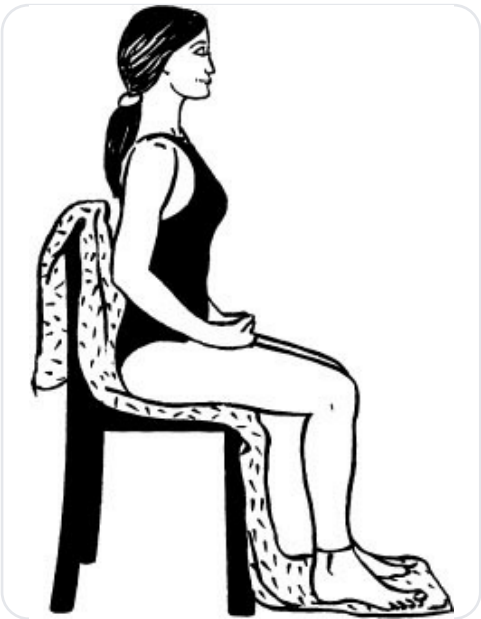
Phase	Time
Theme	1 min
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CONNECTION TO OTHER LIMBS

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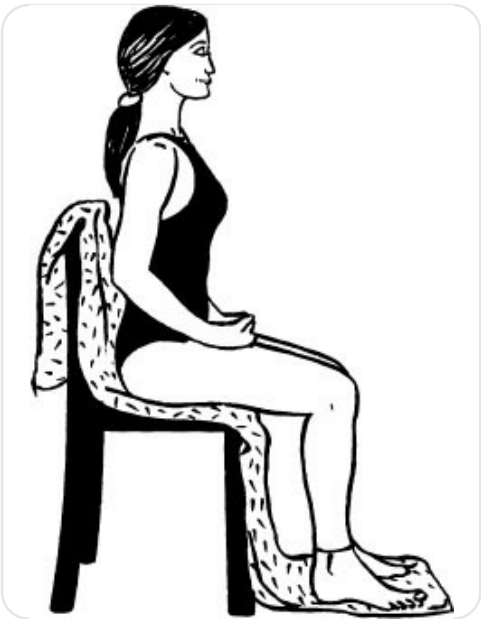
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Samadhi - Common Misunderstandings

COMMON MISUNDERSTANDINGS

- Avoid reducing Samadhi to a slogan.
- Avoid claiming one interpretation is the only legitimate one.
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- Separate historical/traditional teaching from contemporary adaptation.

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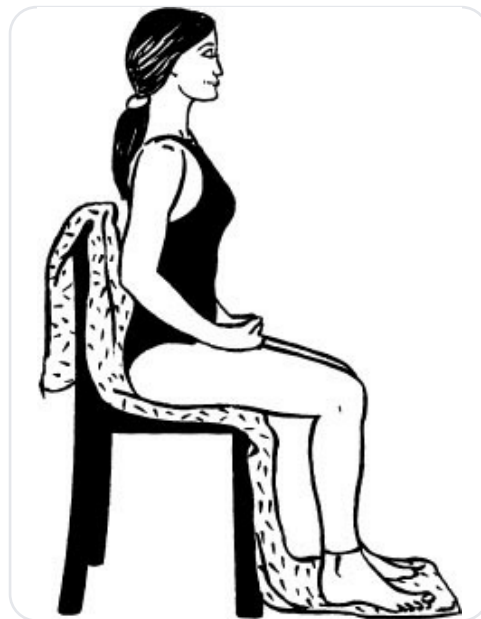
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Moral superiority	Practise humility
Spiritual bypassing	Acknowledge real-world problems
Cultural erasure	Name the tradition respectfully

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INCLUSIVE & CULTURAL LENS

- Teach Samadhi without requiring a religious identity.
- Acknowledge Sanskrit terminology and Indian yogic origins.
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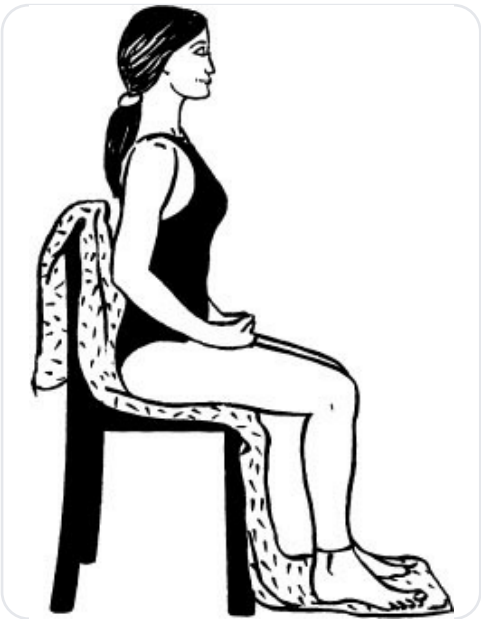
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Humility	Avoid claiming mastery of an entire tradition

Samadhi - Assignment

ASSIGNMENT

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- Design a five-minute micro-teach.
- Submit peer feedback and a revised version.

Assessment values clarity, accuracy, application and reflective depth.



Written and practical evidence should reinforce each other.

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Written reflection	40%
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Samadhi - Knowledge Check

KNOWLEDGE CHECK

1. Define Samadhi in your own words.

2. Explain the significance of Meditation and absorption.

3. Explain the significance of Stages of samadhi in source framework.

4. Explain the significance of Integration and humility.

5. Explain the significance of Non-claiming teaching ethics.

6. Give one classroom application and one professional boundary.

Module 3

120 /

The Tiger Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Tiger Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The tiger pose serves to calm sore back and relaxes up the hip and legs joints. It additionally expands lower back adaptability by twisting it on the other hand in both headings, thus fitting the spinal nerves. The tiger pose additionally extends the abs, and by stimulating so as to enhance processing blood flow. It likewise advances weight reduction on the hips and thighs territory.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Tiger Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Tiger Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Tiger Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Standing Knee to Chest Balance

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Standing Knee to Chest Balance - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The essential center of the Standing knee pose is to keep the stomach muscles and nerves conditioned. It extends the stomach muscles and fixes the bowels, which enhances assimilation. It likewise serves to develop mental and physical parity by constraining you to keep up a slender mental center to keep equalization. Enhancing stance is one more of the strengthening so as to stand knee's advantages, accomplished your arm's muscles.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Standing Knee to Chest Balance - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Standing Knee to Chest Balance.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



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Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Gas Release Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Gas Release Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The essential target of executing the gas discharge posture is to invigorate the lower digestion tracts through weight. This will conceivably dispose of gas and decrease blockage, or essentially enhance increasing so as to process blood flow in the stomach organs. Executing this pose likewise relaxes up the spinal vertebrae and fortifies neck and lower back.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
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The Gas Release Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Gas Release Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
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Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Gas Release Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Boat Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Boat Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: It alleviates stress and aids relaxing. It invigorates solid, digestive, circulatory, apprehensive and hormonal frameworks. It fortifies upper and lower stomach muscles, which decreases clogging and gas development. It serves to soothe stomach torment and strain.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Boat Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Boat Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Boat Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Corpse Pose

Advanced asana study - category: restorative/grounding. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Corpse Pose - Technique & Alignment

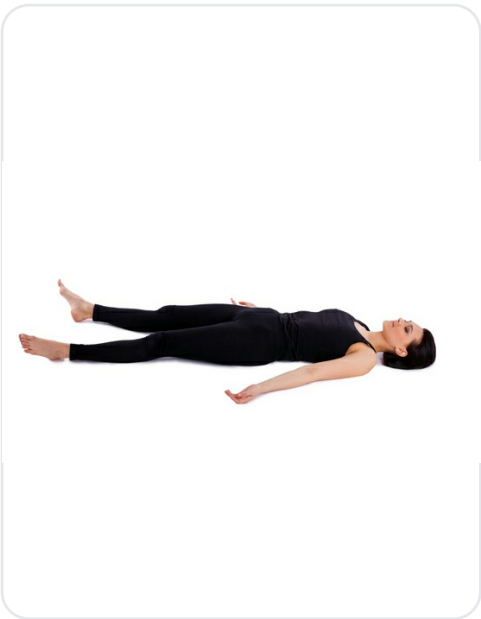
TECHNIQUE AND ALIGNMENT

- Classify the posture as restorative/grounding.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The corpse pose is phenomenal for diminishing anxiety. It discharges strain from the lower back. It helps up your body and upgrades responsiveness of the brain. The body posture additionally aids hypertension lessening. It will likewise help you in recouping from summer heat fatigue and hypertension.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

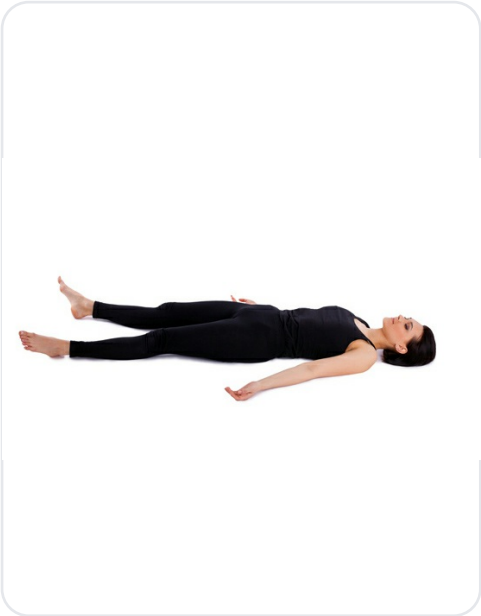
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Corpse Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Corpse Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Corpse Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Thunderbolt Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Thunderbolt Pose - Technique & Alignment

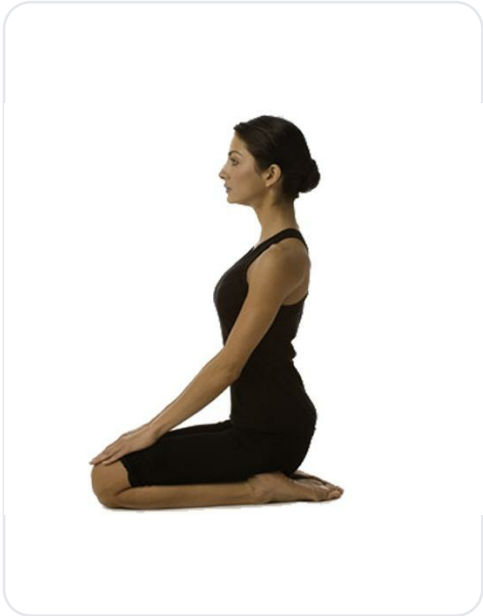
TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The thunderbolt pose alleviates stomach illnesses, for example, hyperacidity and peptic ulcer. It additionally forestalls hernia by reinforcing the pelvic muscles. In addition, it helps ladies in labor and takes out menstrual issue.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

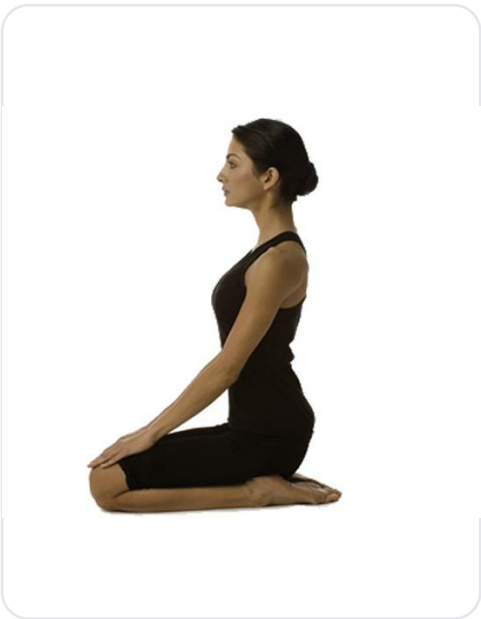
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Thunderbolt Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Thunderbolt Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Thunderbolt Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Noble Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Noble Pose - Technique & Alignment

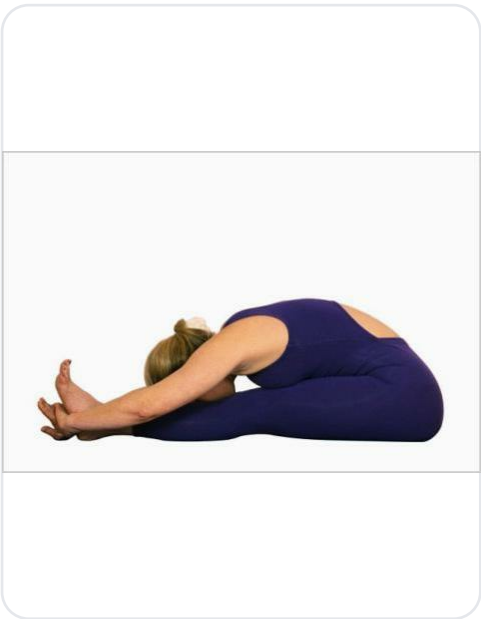
TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The noble pose serves to extend all the vertebrae of the spine and muscles in the back, which brings about expanded blood stream in the stomach district. It likewise tones up the stomach range as an aftereffect of the pressure and withdrawal of the stomach. Drowsy absorption and obstruction are additionally progressed. Weakness and soreness in the calves and thighs are lessened.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

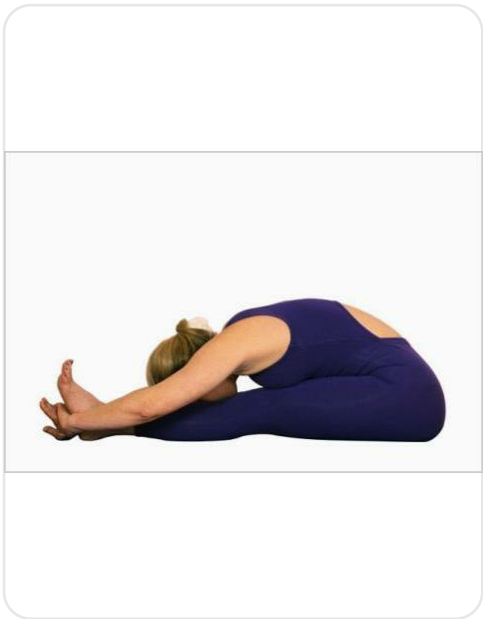
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Noble Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Noble Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Noble Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Seated Forward Fold Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Seated Forward Fold Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: Circulatory strain, fruitlessness, and a maintaining so as to sleep disorder are handled the seated forward fold pose. It additionally builds mental center, soothes uneasiness, assists with misery and trains you on the best way to unwind and to disengage yourself from nature. It additionally extends the spinal section, shoulders, and hamstrings. By keeping up this posture amid longer than 20 seconds will likewise help with invigorating the liver, kidneys, ovaries, and uterus. This pose lessens the side effects of m



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Seated Forward Fold Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Seated Forward Fold Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Seated Forward Fold Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Bound Angle Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Bound Angle Pose - Technique & Alignment

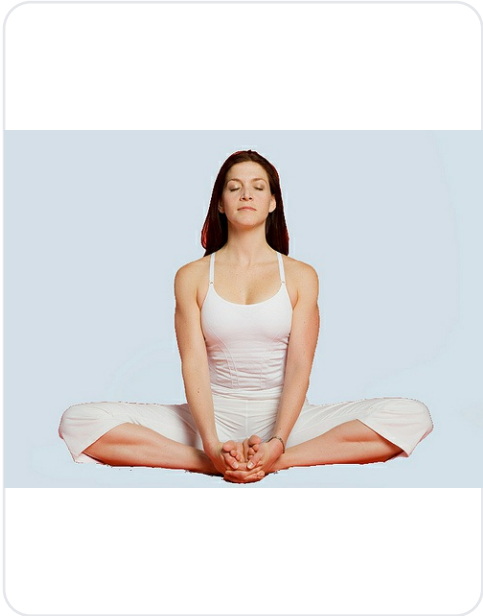
TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This pose is extraordinarily prescribed for pregnant ladies to hone until late pregnancy, as it dials down work. It likewise handles pulse, fruitlessness, and asthma. It helps in empowering the heart, stomach organs, ovaries, prostate organ, bladder, and kidneys.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

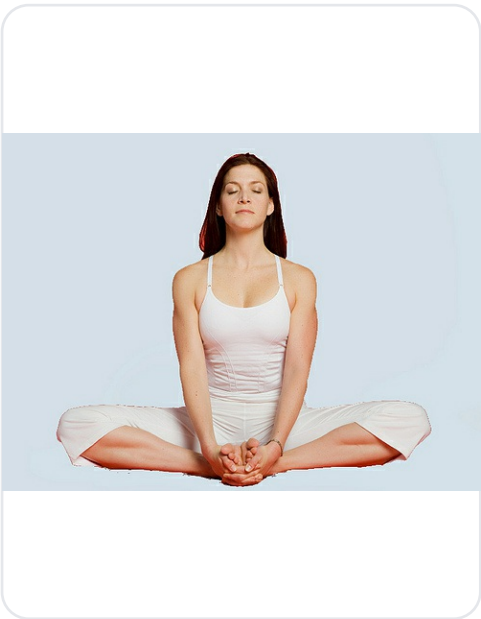
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Bound Angle Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Bound Angle Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Bound Angle Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

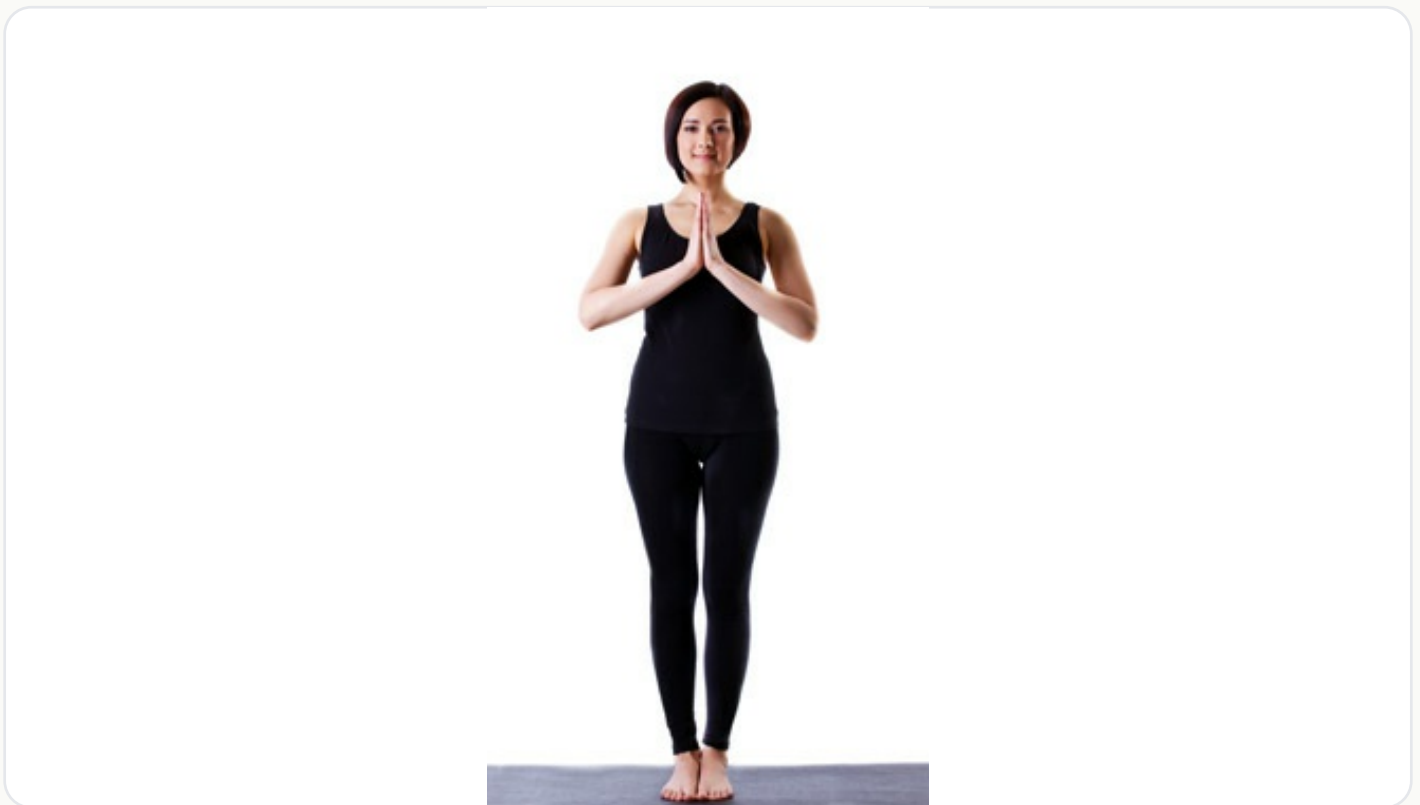
Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Mountain Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Mountain Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: At the point when this pose is performed effectively, and the brain is engaged and free of diversion, the body turns out to be solidly grounded. This will re-prepare the body to stand effectively and reverse the antagonistic impacts of poor stance. By performing this stance, you will have the capacity to precisely watch your stance and to correct it.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Mountain Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Mountain Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Mountain Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Plow Pose

Advanced asana study - category: inversion. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Plow Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as inversion.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This stance extends every one of the muscles and ligaments in the calves and thighs bringing about more prominent leg adaptability. It likewise alleviates individuals of leg issues. Since the stomach zone is contracted, blood compacted out of this range discharges poisons and when the withdrawal is discharged the region is overwhelmed with luxuriously oxygenated blood. Rehashing this posture will rapidly restore flexibility to the spine and additionally advance readiness.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Plow Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Plow Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Plow Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use progressive preparation. Avoid or modify when inversion is contraindicated; obtain medical guidance for relevant eye, cardiovascular, neurological or cervical-spine conditions.

Module 3

120 /

The Triangle Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Triangle Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The forward bowing and lifting when honing the triangle posture animates blood stream and serves to extend and unwind the back, shoulders, legs and arms and expands the stream of blood to the head. The muscles of the thighs and calves, and the hamstrings, are extended. The slight spot of the spine makes adaptability in the spinal circles and assuages lower back inconvenience.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Triangle Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Triangle Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Triangle Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Head Stand Pose

Advanced asana study - category: inversion. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Head Stand Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as inversion.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Head-Stand Pose requires less adaptability of the legs, yet it facilitates unwinding, fixation and at the appropriate time course, contemplation. It likewise serves to build up balance all through the body/mind. It will likewise help extend the legs and pelvic zone. The expanded blood stream to the head and abdominal area serves to recuperate numerous issue, for example, migraines, nasal clogging, and sore throats.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Head Stand Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Head Stand Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Head Stand Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use progressive preparation. Avoid or modify when inversion is contraindicated; obtain medical guidance for relevant eye, cardiovascular, neurological or cervical-spine conditions.

Module 3

120 /

The Shoulder Stand Pose

Advanced asana study - category: inversion. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Shoulder Stand Pose - Technique & Alignment

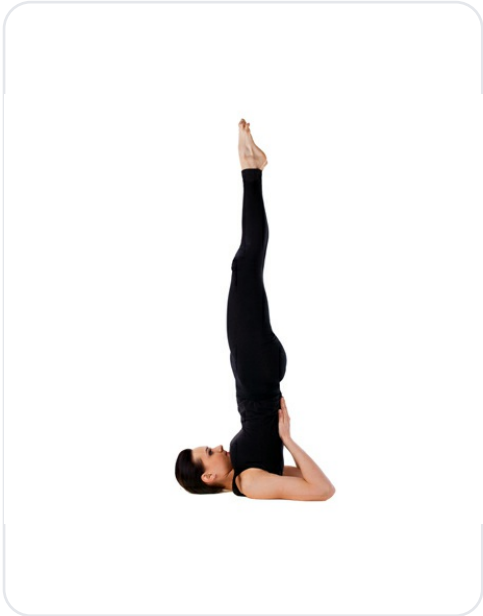
TECHNIQUE AND ALIGNMENT

- Classify the posture as inversion.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture gives incredible advantage to the stomach organs, serving to mitigate gas and stoppage and empower processing. At the point when performed in the morning the shoulder stand stance diminishes exhaustion brought on by dozing an excessive amount of or too little, and when drilled at night times it advances profound, relaxing rest. The expanded blood stream to the head and abdominal area serves to recuperate numerous issue, for example, cerebral pains, nasal clogging, and sore throats.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

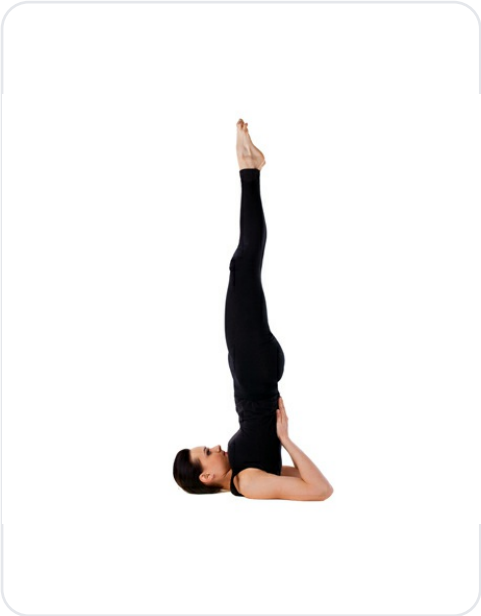
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Shoulder Stand Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Shoulder Stand Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Shoulder Stand Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use progressive preparation. Avoid or modify when inversion is contraindicated; obtain medical guidance for relevant eye, cardiovascular, neurological or cervical-spine conditions.

Module 3

120 /

The Lower Back Twist

Advanced asana study - category: twist/rotation. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Lower Back Twist - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as twist/rotation.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The lower back turn is one of the ideal stances to practice toward the end of the Yoga session. It aides slacken the muscles and unwinding the spinal segment. During the time spent curving the lower back, the pressure here is diminished. It likewise helps with bringing down the circulatory strain in patients with hypertension.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Lower Back Twist - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Lower Back Twist.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Lower Back Twist - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Create length before rotation. Avoid forcing the abdomen or spine and modify for pregnancy, acute pain or recent surgery.

Module 3

120 /

The Easy Bridge Pose

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Easy Bridge Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The easy bridge pose is exceptionally valuable in facilitating anxiety, sciatica, cerebral pain and weariness. It likewise has impact in fortifying the stomach organs, colon, lungs and thyroid organs, thus enhancing assimilation. Consistent practice frequently additionally renews tired legs and has a thinning impact on both the thighs and posterior.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Easy Bridge Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Easy Bridge Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Easy Bridge Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

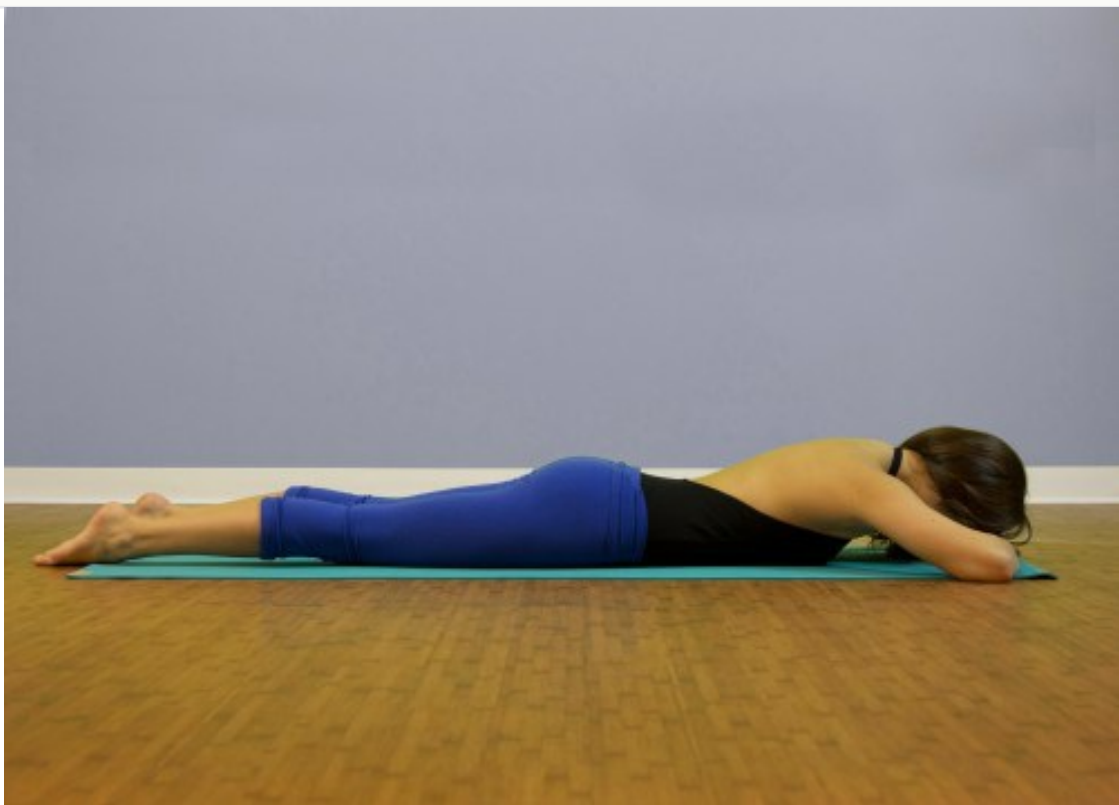
Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Module 3

120 /

The Crocodile Pose

Advanced asana study - category: restorative/grounding. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Crocodile Pose - Technique & Alignment

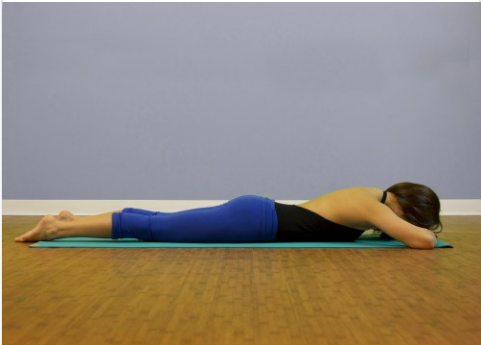
TECHNIQUE AND ALIGNMENT

- Classify the posture as restorative/grounding.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture has especially been exceptionally helpful for individuals experiencing slipped circle, sciatica and certain sorts of lower back agony. Being in this stance for developed durations of time pushes the vertebral section to continue its normal shape furthermore discharges pressure of the spinal nerves. It has likewise been useful to individuals experiencing lungs sickness.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

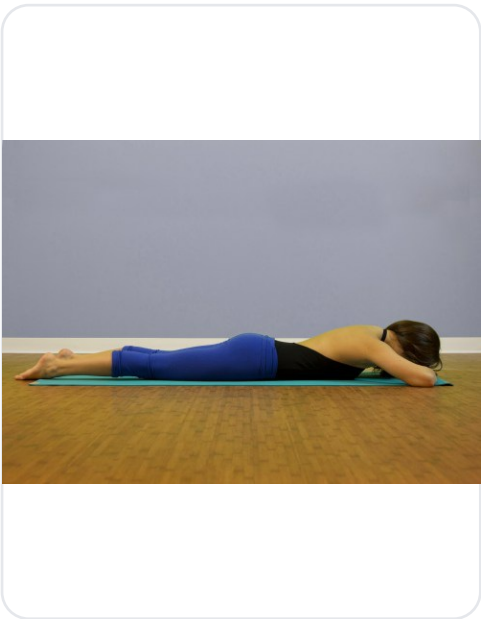
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Crocodile Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Crocodile Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Crocodile Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Standing Knee Side Balance Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Standing Knee Side Balance Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This specific pose is exceptionally useful in creating both physical and mental security. During the time spent extending the muscular strength and the entrails, the stomach muscles and nerves are kept conditioned; henceforth, absorption is animated. Enduring practice and enhancing the stance aides reinforce the arms and lower back.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Standing Knee Side Balance Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Standing Knee Side Balance Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Standing Knee Side Balance Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Chair Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Chair Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: General routine of the Chair Pose keeps the stomach organs, and the back conditioned and the midsection is produced by being completely extended. It likewise helps in disposing of firmness in the shoulders. The lower legs get to be solid, and the leg muscles grow equally. The stance permits the stomach to be lifted up, and this procedure gives a gentle back rub to the heart.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Chair Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Chair Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Chair Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Revolved Side Angle Stretch Pose

Advanced asana study - category: twist/rotation. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Revolved Side Angle Stretch Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as twist/rotation.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture has demonstrated supportive in the matter of expelling waste matter from the colon without strain. Amid this represent, the blood is circulated equitably crosswise over stomach organs, and the spinal section; they are consequently renewed. It is especially useful in contracting so as to enhance absorption stomach organs. It likewise helps in conditioning up lower legs, knees, and thighs



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Revolved Side Angle Stretch Pose - Breath, Cues & Modifications

- Offer one external cue and one internal-awareness cue for The Revolved Side Angle Stretch Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Revolved Side Angle Stretch Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Create length before rotation. Avoid forcing the abdomen or spine and modify for pregnancy, acute pain or recent surgery.

Module 3

120 /

The One Leg Forward Bend Pose I

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The One Leg Forward Bend Pose I - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: One of the real advantages of this pose is that it reinforces the legs. Furthermore, it opens up the hip and shoulder joints. It additionally helps in extending the lower back; consequently, it is useful for treating sciatica. Contracting of the stomach muscles amid this posture serves to torch the fat here.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The One Leg Forward Bend Pose I - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The One Leg Forward Bend Pose I.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The One Leg Forward Bend Pose I - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The One Leg Forward Bend Pose II

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The One Leg Forward Bend Pose II - Technique & Alignment

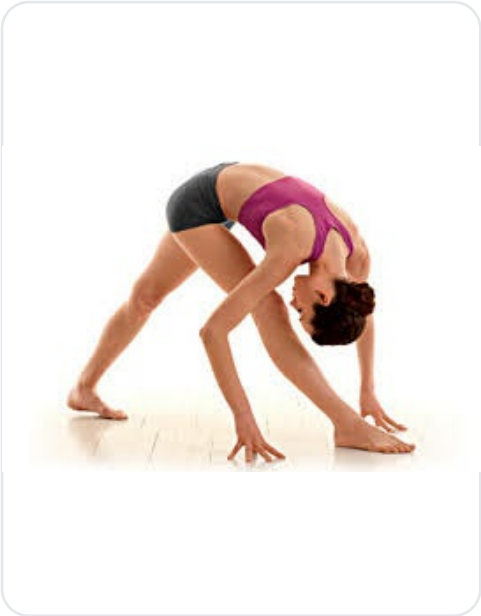
TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture is especially suggested for uprooting abundance weight in the stomach zone and empowering development to the nerves and muscles of the spine. It has basic influence in extending hamstring muscles and gives space for adaptability in the hip joints. It helps with conditioning and kneading the whole stomach and pelvic locale.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

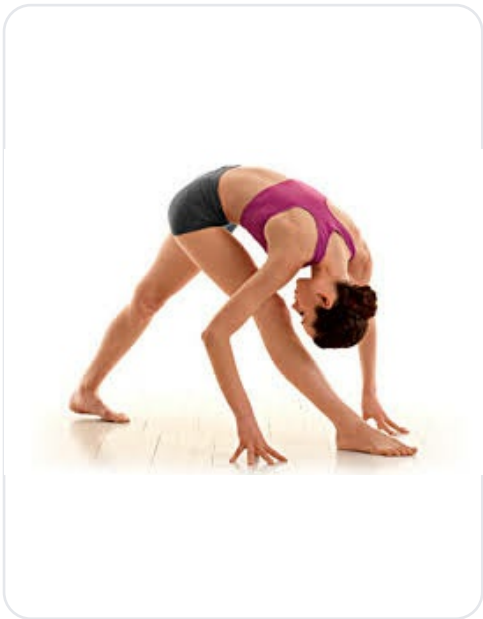
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The One Leg Forward Bend Pose II - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The One Leg Forward Bend Pose II.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The One Leg Forward Bend Pose II - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Warrior Pose I

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Warrior Pose I - Technique & Alignment

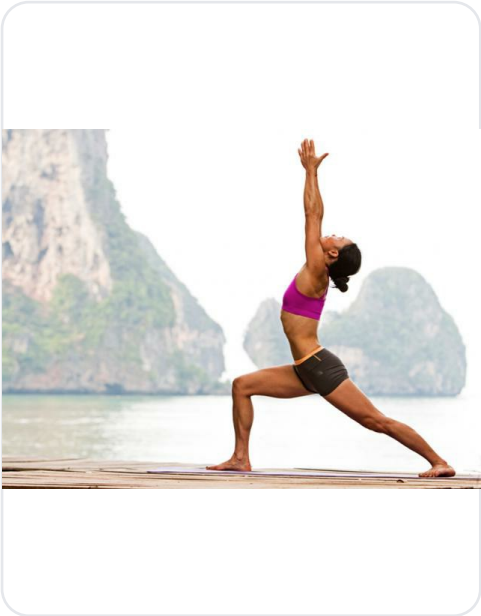
TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The warrior posture I help to create legitimate taking in the midsection, and it likewise assume a part in building stamina. Customary routine of the warrior posture fortifies the legs, lower legs, and knees. This stance has essentially helped in opening up and fortifying the shoulders, back, and neck. It additionally helps with extending the thighs.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

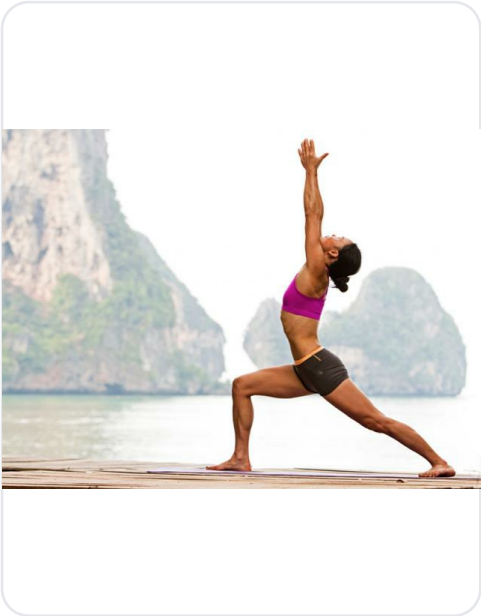
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Warrior Pose I - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Warrior Pose I.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Warrior Pose I - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Warrior Pose II

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Warrior Pose II - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This stance has the some advantages to begin with, however it additionally fortifies and shapes the legs, assuages leg spasms, makes the leg and back adaptable, tones the guts, and reinforces the lower legs and arms. It additionally helps with conveying flexibility to the legs and back muscles. It serves to grow great taking in the midsection as well.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Warrior Pose II - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Warrior Pose II.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Warrior Pose II - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Warrior Pose III

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Warrior Pose III - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This warrior posture position builds up the quality and state of your legs and stomach area; it likewise gives you readiness, balance, better focus, and enhanced parity. Contracting and conditioning stomach organs and making the leg muscles all the more shapely and strong are likewise made conceivable through normal practice. It is additionally useful in disposing of fat in stomach region and hips.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

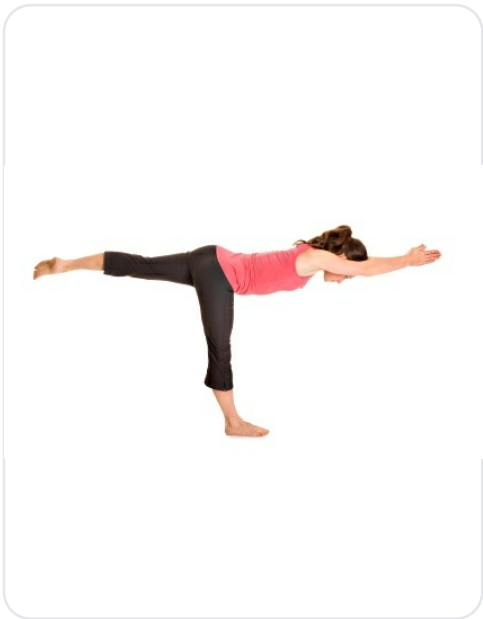
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Warrior Pose III - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Warrior Pose III.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Warrior Pose III - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Lotus Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Lotus Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The lotus stance serves to help unwinding, focus lastly, reflection. The posture makes a characteristic parity all through the body/mind. It is sound, particularly for those torment from drained and hurting muscles. It can be drilled specifically after dinners, for no less than 5 minutes to improve the digestive capacity. It helps in calming stomach sicknesses, for example, hyperacidity and peptic ulcer.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Lotus Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Lotus Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Lotus Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

The Bound Angle Pose - Advanced Review

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Bound Angle Pose - Advanced Review - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: Bound Angle posture is a compelling method for fortifying the heart, ovaries, stomach organs, bladder kidneys and prostate organ. Research likewise demonstrated that the bound edge stance makes labor less confounded when routinely honed until late into pregnancy; subsequently, it is suggested for pregnant ladies. The posture helps in enhancing general course while alleviating mellow dejection, tension, and exhaustion.



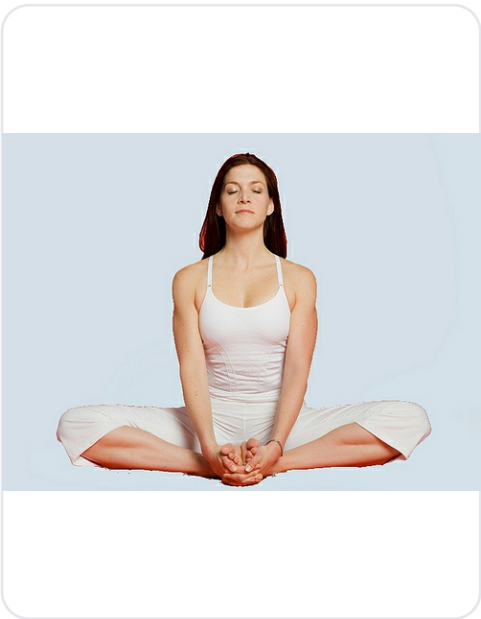
Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Bound Angle Pose - Advanced Review - Breath, Cues & Modifications

- Offer one external cue and one internal-awareness cue for The Bound Angle Pose - Advanced Review.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Bound Angle Pose - Advanced Review - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Fish Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Fish Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: Rehearsing the fish stance causes a noteworthy development and extending of the midsection which helps in decreasing upper respiratory clogging and in addition advantages the heart. Moreover, the sinus is emptied and opened out of the reversal of the head, extending of the neck and weight put on the highest point of the head. It additionally helps in invigorating the thyroid and parathyroid organs.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Fish Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Fish Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Fish Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Butterfly Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Butterfly Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Butterfly stance aides enhance the adaptability in the crotch and diminishes the firmness around the hips locale. It has ended up being useful in mitigating the internal thigh muscles strain furthermore help decrease tiredness from extend periods of time of strolling or standing. It is likewise a prescribed stance for setting up the legs for other thoughtful stances.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

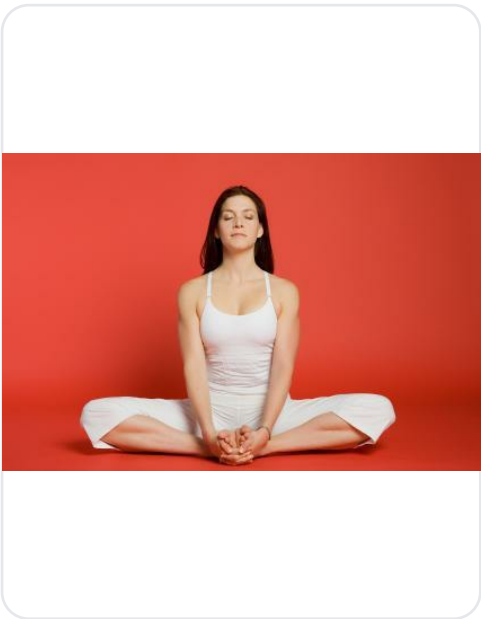
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Butterfly Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Butterfly Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Butterfly Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Twisted Forward Stretch Pose

Advanced asana study - category: twist/rotation. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Twisted Forward Stretch Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as twist/rotation.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: It helps in extending the hamstring muscles furthermore gives space for adaptability of the hip joints. Normal practice results in conditioning of the abs. The arms and spine muscles are additionally reinforced through steady routine of this stance. This posture causes a tender turn to happen at the lower back which helps in reinforcing lower back muscles.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Twisted Forward Stretch Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Twisted Forward Stretch Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Twisted Forward Stretch Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Create length before rotation. Avoid forcing the abdomen or spine and modify for pregnancy, acute pain or recent surgery.

Module 3

120 /

The Locust Pose

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Locust Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Locust Pose tones and parities the working of the liver, stomach, entrails, and other stomach organs. In the event that done appropriately, it helps in fixing the muscles of the backside. Standard practice helps in reinforcing the lower back; thus, it is suggested for individuals experiencing sciatica. It is viable for adjusting poor stance furthermore helps alleviate stress.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Locust Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Locust Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Locust Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Module 3

120 /

The Bow Pose

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Bow Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Bow Pose has turned out to be an exceptionally proficient and the best yoga posture to blaze stomach fat. It impacts conditioning and extends the whole front of the body; stomach area, lower legs, thighs, throat, midsection, and spine. In the event that accurately done it aides enhance the proficiency of the digestive organs. It reinforces leg muscles, particularly thighs.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Bow Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Bow Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Bow Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Module 3

120 /

The Cobra Pose

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Cobra Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: It aides lessen the impacts of spinal pain furthermore permit the spine keep up its adaptability. It facilitates stoppage and is useful for every single stomach organ, particularly the liver and kidneys. The spine, midsection, belly, shoulders are reinforced through reliable practice. It additionally serves to keep the rear end firm and solidified. It is a suggested posture for heart and lungs opening.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Cobra Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Cobra Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Cobra Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Module 3

120 /

The Child Pose

Advanced asana study - category: restorative/grounding. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Child Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as restorative/grounding.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The kid posture is frequently honed after Sun Salutations and in the middle of groupings. Its mitigating impact helps you unwind, quiet down, assuage push and exhaustion and over the long haul helps extend the hips, thighs and lower legs. It reestablishes harmony to the body and tends to discharge strain in the back, shoulders, and midsection.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Child Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Child Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Child Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Cat Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Cat Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The weight connected on the lower belly while doing the stance serves to condition the digestive framework muscles. The posture makes them back rub impact on the spine and stomach area, and it additionally builds up the wrists and arms. The catlike posture helps the neck, shoulders and spine to keep up their adaptability.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Cat Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Cat Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Cat Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Downward Facing Dog Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Downward Facing Dog Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The descending confronting do posture has been gainful in helping the mind unwind and diminishing pressure. It has additionally demonstrated to stimulate the body. The arms, shoulders, hamstrings and calf are likewise extended simultaneously. It has a thinning impact on arms and legs. It helps assimilation, eases migraine, back agony, a sleeping disorder, and exhaustion.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Downward Facing Dog Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Downward Facing Dog Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Downward Facing Dog Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Raised Leg Downward Facing Dog Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Raised Leg Downward Facing Dog Pose - Technique & Alignment

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Raised Leg descending confronting pooch stance has comparable advantages with the descending confronting puppy stance like in helping the mind unwind and easing pressure. It likewise serves to empower the body. The arms, shoulders, hamstrings and calf are likewise extended simultaneously. It has a thinning impact on arms and legs. Its advantages additionally incorporate fortifying the nerves and muscles in the appendages and back.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Raised Leg Downward Facing Dog Pose - Breath, Cues & Modifications

- Offer one external cue and one internal-awareness cue for The Raised Leg Downward Facing Dog Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Raised Leg Downward Facing Dog Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Tiptoe Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Tiptoe Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: Aside the way that the tip toe stance enhances both mental and physical parity furthermore expands focus, this stance enhances quality and adaptability in the toes, stomach muscles, lower legs, lower back, and thighs. It additionally aides create more grounded joints, which serves to enhance joint inflammation and knee torment.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Tiptoe Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Tiptoe Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Tiptoe Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Chest Expand Pose

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



© LIFEAPPS

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Chest Expand Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: Notwithstanding the midsection grow posture having the capacity to fortify the hand, arm, shoulder and back, it serves to extend the arms and spine and serves to balance an adjusted back. The stance is advantageous as in it serves to extend the breath. Steady practice makes it valuable for conditioning stomach muscles.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

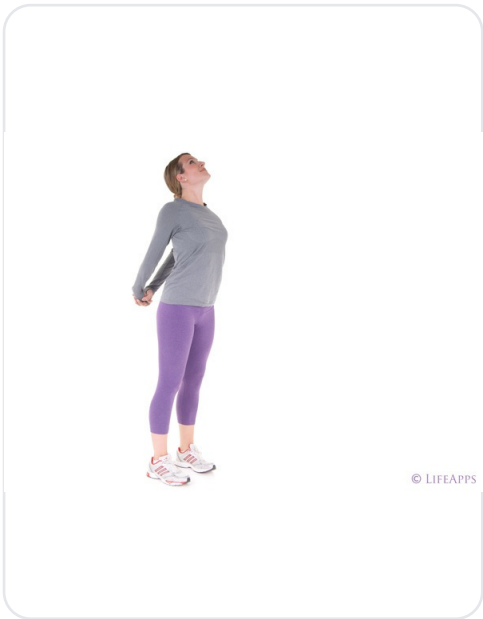
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Chest Expand Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Chest Expand Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Chest Expand Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Module 3

120 /

The Side Plank Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Side Plank Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The advantages of the side board stance incorporate fortifying your shoulders, upper back, and abs. It likewise advances center and scapular solidness, which is useful on the off chance that you are chipping away at reversals or arm parity. It extends and reinforces the wrists and legs. It is likewise a decent stance for enhancing parity and coordination.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Side Plank Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Side Plank Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Side Plank Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Dolphin Pose

Advanced asana study - category: inversion. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Dolphin Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as inversion.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The dolphin posture helps construct quality in the abdominal area in arrangements for different stances like the headstand and lower arm stand posture. It can likewise help quiet the psyche, alleviate anxiety, back agony and to cure mellow gloom. It is a decent posture for controlling absorption and conditioning of center muscles. It is useful in extending the hamstrings, calves, and curves.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Dolphin Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Dolphin Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Dolphin Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use progressive preparation. Avoid or modify when inversion is contraindicated; obtain medical guidance for relevant eye, cardiovascular, neurological or cervical-spine conditions.

Module 3

120 /

The Surrender Pose

Advanced asana study - category: restorative/grounding. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Surrender Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as restorative/grounding.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The surrender stance is extremely valuable for unwinding the body and supportive in the matter of alleviating pressure from the lower back and arms. Additionally, it fortifies the muscular strength, digestive framework, and spine muscles. In the event that done frequently and satisfactorily, it applies weight to the stomach organs, and this aides invigorate processing.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Surrender Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Surrender Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Surrender Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

The Extended Side Angle Stretch Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Extended Side Angle Stretch Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture has especially been gainful in light of the fact that it helps the back to turn more and make a more profound stretch along the spine. It additionally aides reinforce the thighs, knees, hips and lower legs. It kneads and invigorates the stomach organs. The crotch, back, spine, waist, lower legs, lungs (intercostals) and shoulders are additionally extended.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Extended Side Angle Stretch Pose - Breath, Cues & Modifications

- Offer one external cue and one internal-awareness cue for The Extended Side Angle Stretch Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Extended Side Angle Stretch Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Wide Leg Forward Bend Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Wide Leg Forward Bend Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The wide leg forward stance has a few advantages which include: Stretching the crotches, hamstrings, and hips. It likewise decompresses the spine and soothes exhaustion, mellow sadness, and uneasiness. It helps in fortifying and thinning the arms and upper back. It is exceptionally helpful in quieting the brain.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

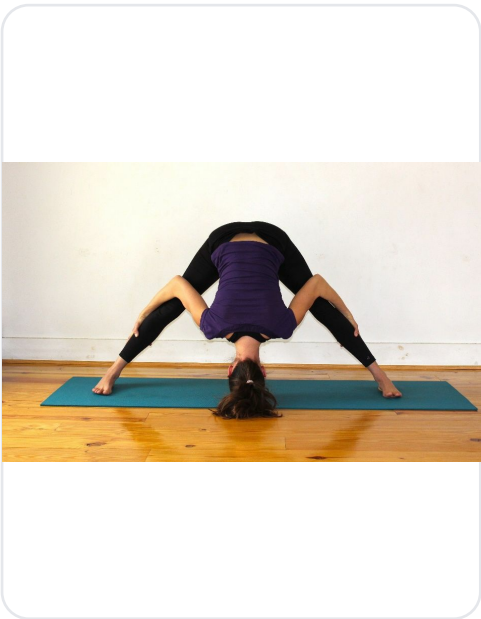
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Wide Leg Forward Bend Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Wide Leg Forward Bend Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Wide Leg Forward Bend Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Half Moon Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Half Moon Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The half-moon posture enhances equalization, center, focus and certainty. It opens the hips and aides fortify the lower legs, knees, and the lower body. It additionally serves to decrease the fat around the hips. It extends the hamstrings, calf's, and thighs muscles. Steady practice helps in conditioning the butt cheek.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Half Moon Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Half Moon Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Half Moon Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Rabbit Pose

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Rabbit Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The rabbit posture delivers the same impact as the camel posture; therefore, it extends the spine to allow the sensory system to get fitting nourishment. It additionally serves to keep the versatility and flexibility of the spine and back muscles under wraps. It soothes absorption and helps sinus issues, and interminable tonsillitis. It enhances the adaptability of the scapula.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Rabbit Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Rabbit Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Rabbit Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Head to Knee Pose with Stretching

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Head to Knee Pose with Stretching - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: This posture expands the adaptability of the trapezius and also the sciatic nerves, hip joints, tendons, and the last significant five spine vertebrae. It likewise serves to hold the glucose levels in line and assumes a part in improving the correct capacity of the kidneys. It enhances absorption; subsequently, aides assuage unending the runs.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Head to Knee Pose with Stretching - Breath, Cues & Modifications

- Offer one external cue and one internal-awareness cue for The Head to Knee Pose with Stretching.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Head to Knee Pose with Stretching - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Standing Bow Pulling Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Standing Bow Pulling Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: A percentage of the advantages of the stand bow pulling posture incorporates: enhancing adaptability and quality of the spine, legs, hips and shoulders. It fixes thigh and muscular strength; it additionally fixes the arms, hips, and rump. The stance serves to create mental determination and create parity. It additionally enhances stance, and expands the versatility of the rib confine and the lungs.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Standing Bow Pulling Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Standing Bow Pulling Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Standing Bow Pulling Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

The Half Tortoise Pose

Advanced asana study - category: restorative/grounding. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Half Tortoise Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as restorative/grounding.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The Half tortoise stance aides give most extreme unwinding and helps assimilation. It extends the lower piece of the lungs, expanding blood dissemination to the mind. It additionally makes the stomach area and thighs firm. The stance serves to expand the adaptability of scapula, hip joints, triceps, deltoids, and latissimus dorsi muscles.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Half Tortoise Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Half Tortoise Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Half Tortoise Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

The Balancing Stick Pose

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

The Balancing Stick Pose - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.

SOURCE REFERENCE NOTE

From the supplied asana reference: The posture idealizes control and equalization. It helps firm the hips, rump, and upper thighs, and giving huge numbers of the same advantages for the legs as in Standing Head to Knee. Builds course and fortifies the cardiovascular framework, this is a phenomenal activity for poor stance. It upgrades quality, adaptability, and muscle tone of shoulders, spine, upper arms, and hip joints.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

The Balancing Stick Pose - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for The Balancing Stick Pose.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

The Balancing Stick Pose - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Module 3

120 /

Padahasthasana

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Padahastasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Padahastasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Padahastasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Padahastasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Parivrtta Trikonasana

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

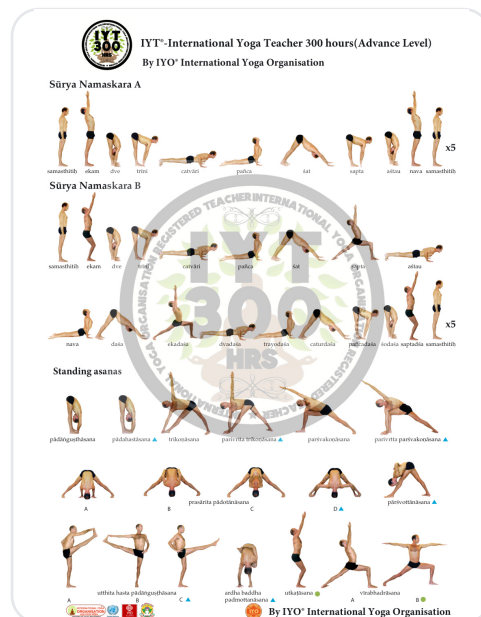
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Parivrtta Trikonasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

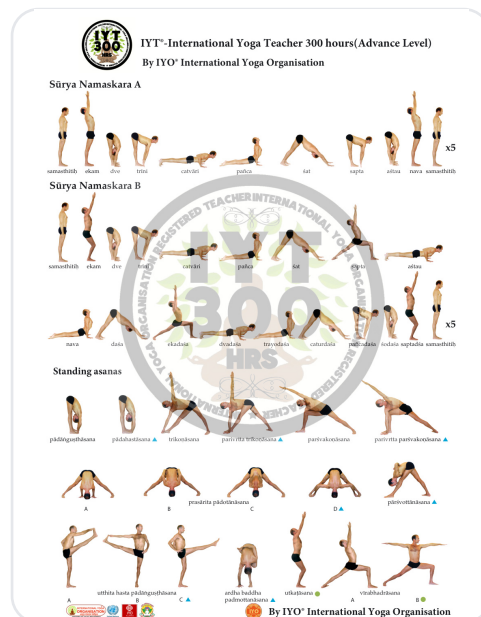
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Parivrtta Trikonasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Parivrtta Trikonasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Parivrtta Trikonasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

Parsvottanasana

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Parsvottanasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Parsvottanasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Parsvottanasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Utthita Hasta Padangusthasana

Advanced asana study - category: standing/balance. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Utthita Hasta Padangusthasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as standing/balance.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Utthita Hasta Padangusthasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Utthita Hasta Padangusthasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Utthita Hasta Padangusthasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Use wall/chair support as needed. Prioritize stable foot placement, controlled transitions and fall-risk awareness.

Ardha Baddha Padmottanasana

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Ardha Baddha Padmottanasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Ardha Baddha Padmottanasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Ardha Baddha Padmottanasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Ardha Baddha Padmottanasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

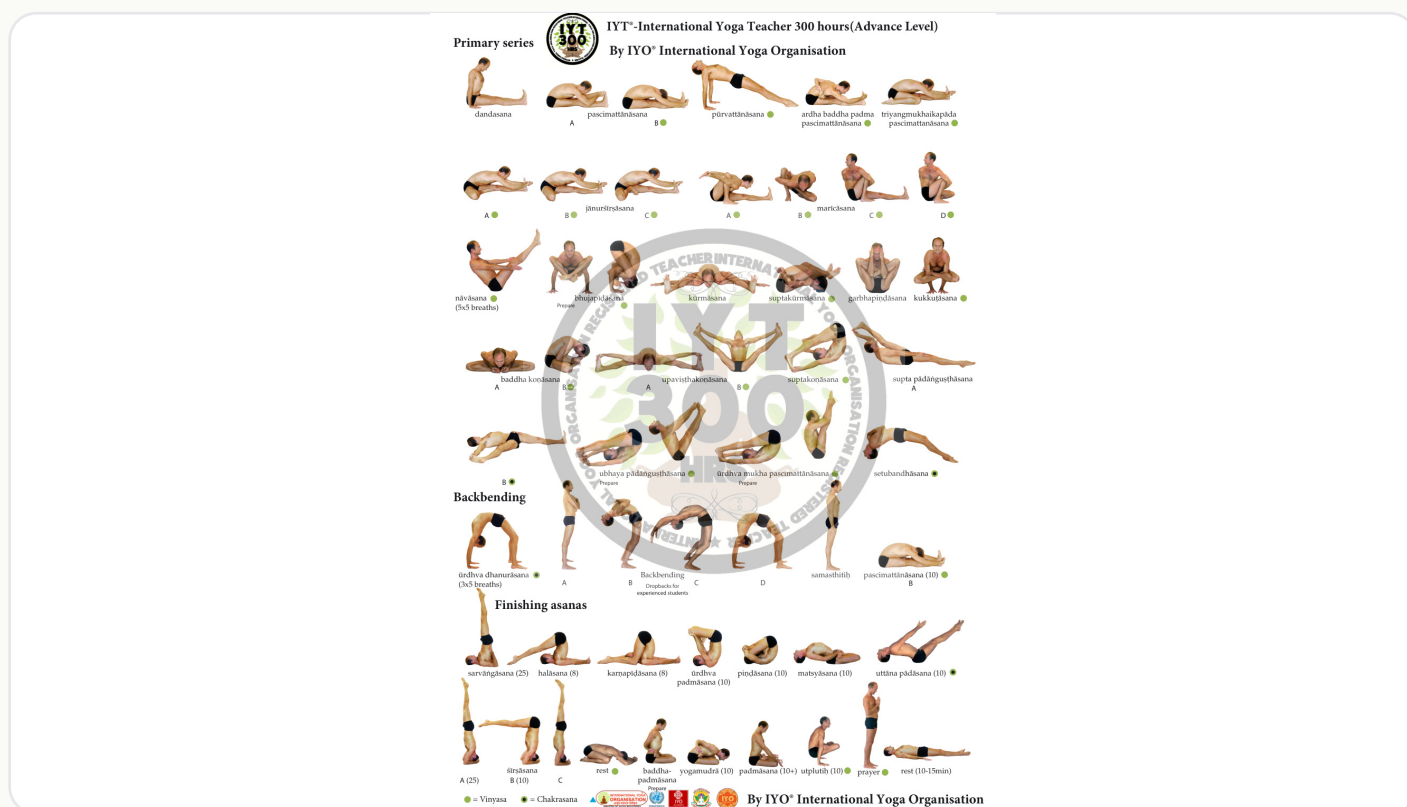
Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

Dandasana

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Dandasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Dandasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

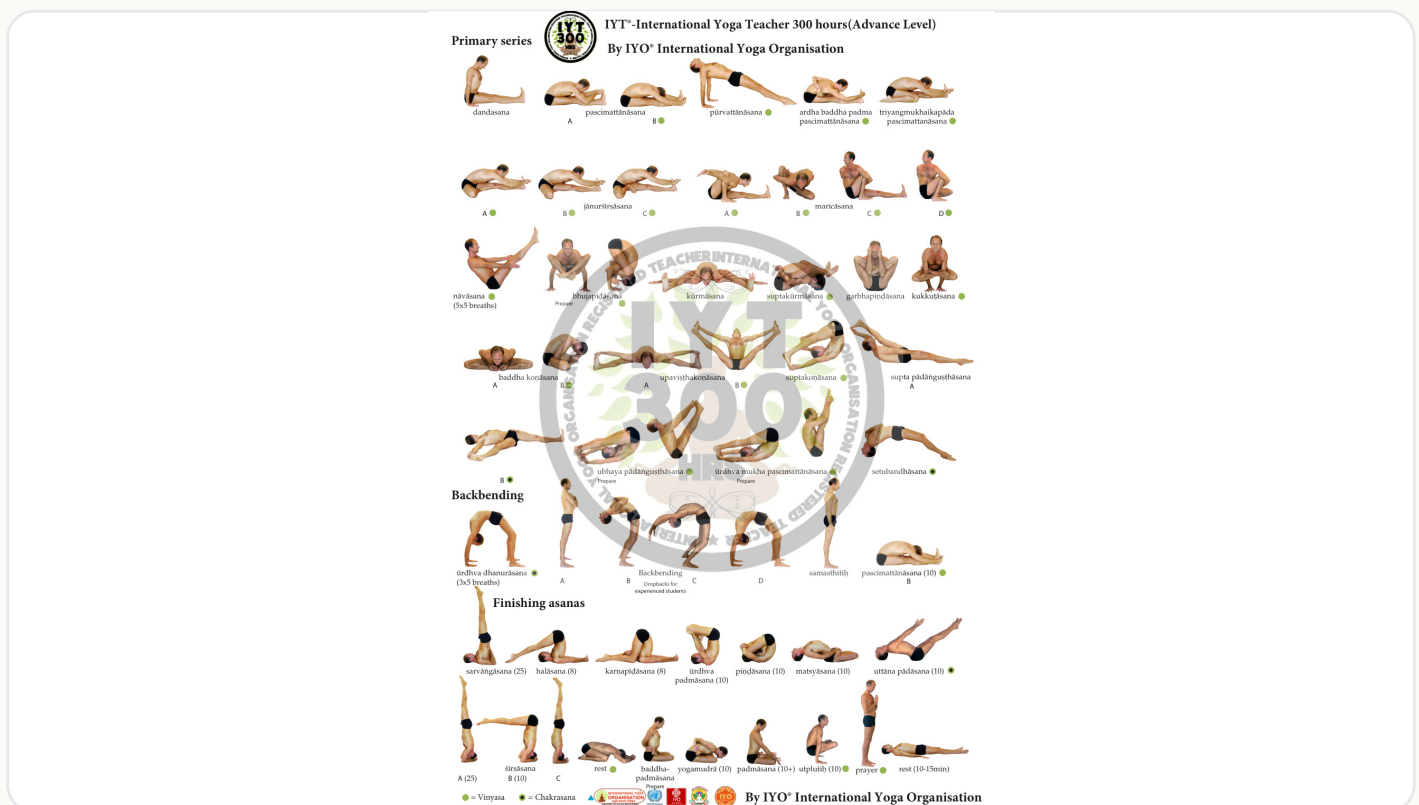
Dandasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



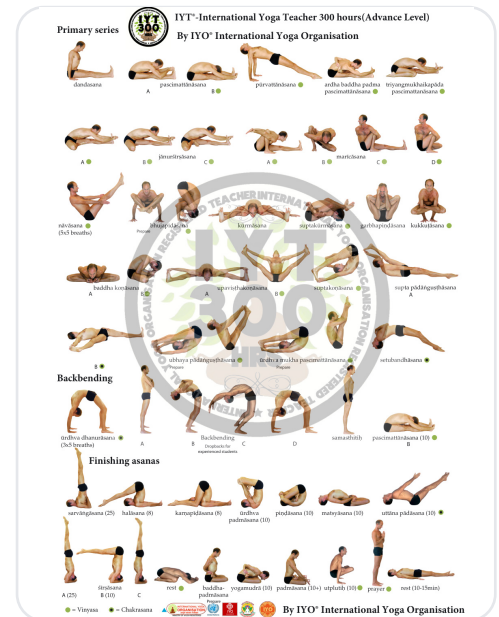
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Purvottanasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Purvottanasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Purvottanasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

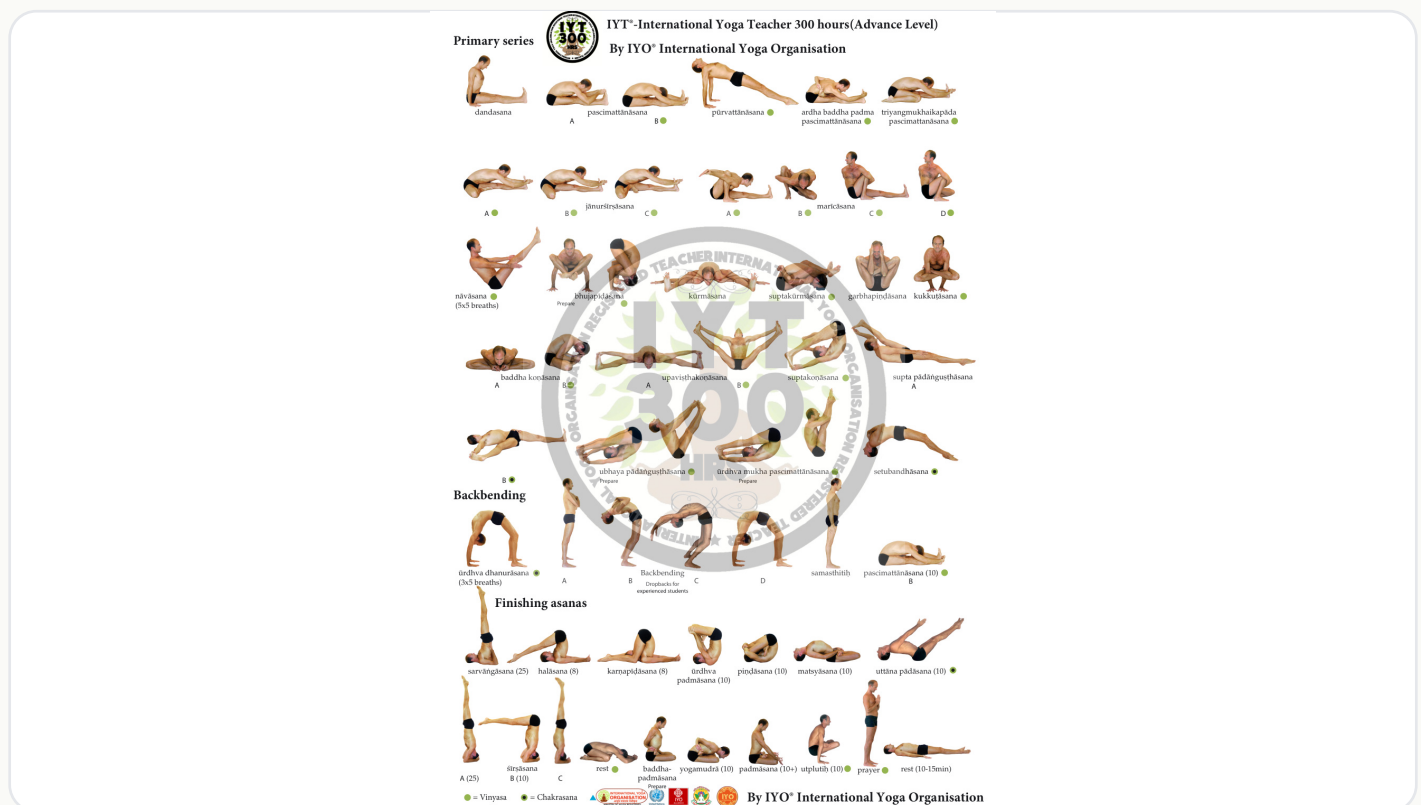
Purvottanasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Advanced asana study - category: twist/rotation. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Marichyasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as twist/rotation.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Marichyasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Marichyasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

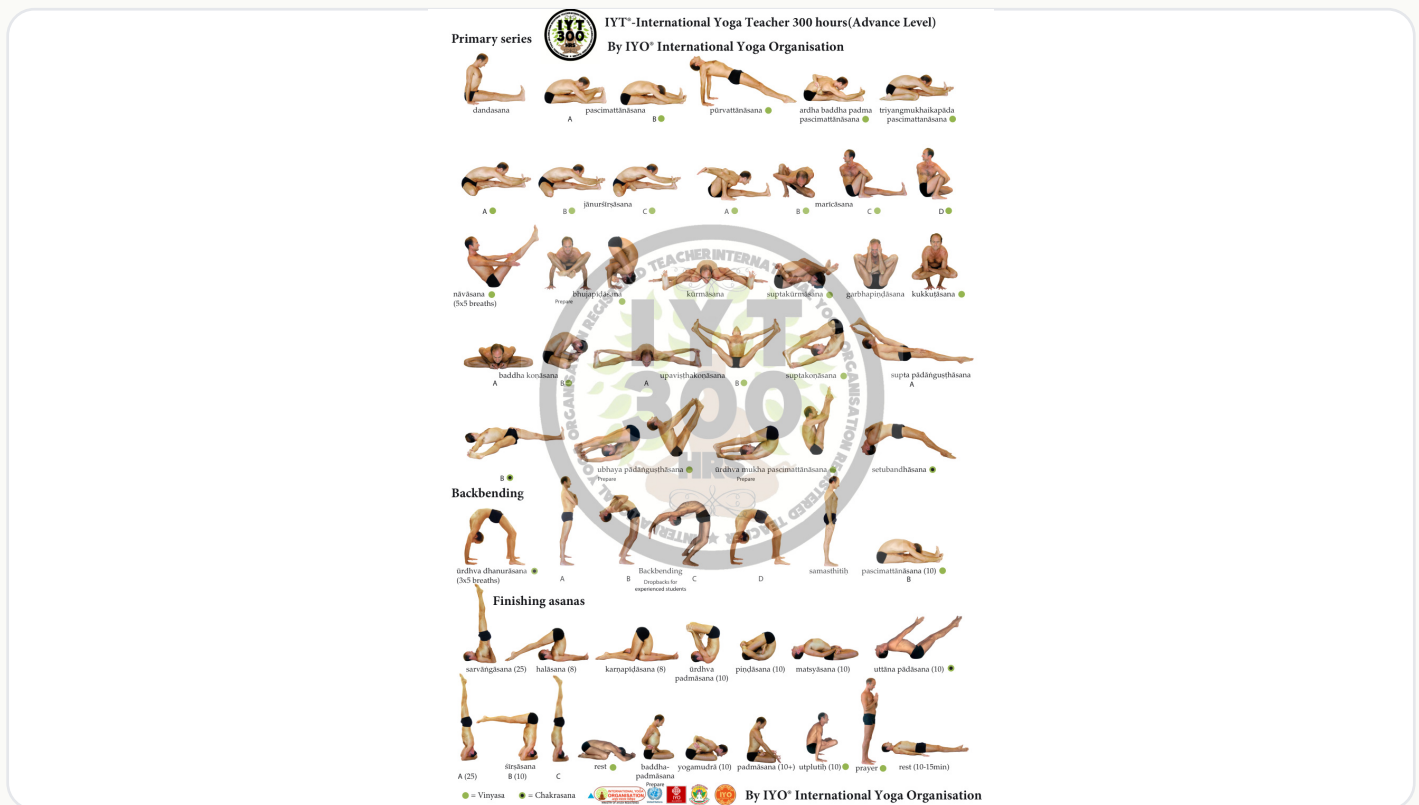
Marichyasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Create length before rotation. Avoid forcing the abdomen or spine and modify for pregnancy, acute pain or recent surgery.

Advanced asana study - category: seated/floor. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Kurmasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as seated/floor.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

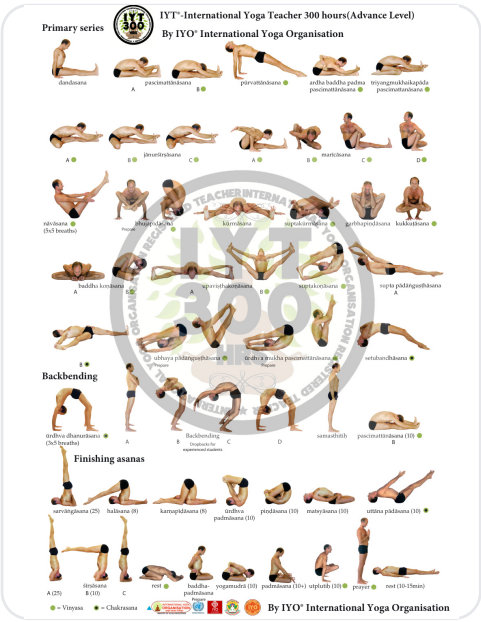
Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

Kurmasana - Breath, Cues & Modifications

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Kurmasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Kurmasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

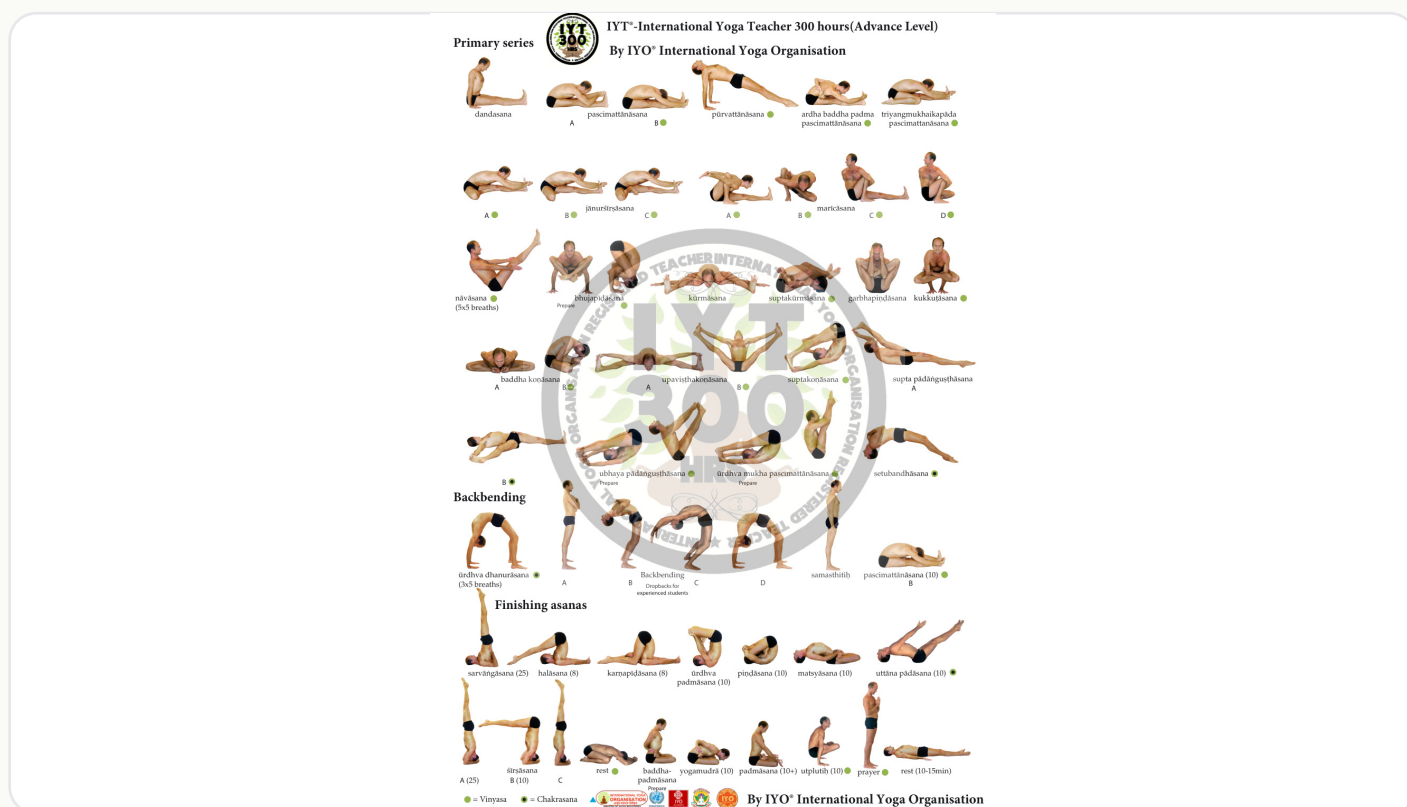
Move within a pain-free range, use props where helpful, and stop for dizziness, numbness, sharp pain or unusual symptoms.

Module 3

120 /

Urdhva Dhanurasana

Advanced asana study - category: backbend/extension. Study technique, alignment, teaching cues, modification, safety, sequencing and assessment.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Urdhva Dhanurasana - Technique & Alignment

TECHNIQUE AND ALIGNMENT

- Classify the posture as backbend/extension.
- Establish a stable starting position before increasing range.
- Coordinate movement with smooth, unforced breathing.
- Use joint stacking and active support rather than passive collapse.
- Exit slowly and observe the after-effect.

Advanced alignment is functional: adapt the shape to the person while preserving the essential action and intention of the pose.



Use the supplied pose image as a visual reference, not as a demand for identical body shape.

Teaching layer	Check
Foundation	Contact points are stable
Primary action	Main movement is clear and controlled
Breath	No unnecessary breath holding
Face and jaw	Relaxed unless technique specifically requires otherwise
Exit	Controlled and symptom-free

TEACHING CUES

- Offer one external cue and one internal-awareness cue for Urdhva Dhanurasana.
- Match breath cueing to the movement rather than forcing a fixed ratio.
- Provide at least two modifications: reduced range and prop-supported.
- Give students permission to skip or choose an alternative.
- Use consent before hands-on assistance.

Example teaching sequence: name the foundation, demonstrate the main action, provide one or two concise cues, observe, then individualize. Avoid over-cueing advanced students.



Good cueing is economical, observable and adaptable.

Cue type	Example intention
Foundation	Ground / stabilize
Direction	Lengthen / rotate / extend / balance
Breath	Smooth, quiet, continuous
Awareness	Notice effort versus strain
Modification	Reduce range or add support

Urdhva Dhanurasana - Safety, Sequencing & Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Safe entry and exit	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Functional alignment	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate modification	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and observation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

POSE-SPECIFIC SAFETY EMPHASIS

Warm shoulders, hips and spine gradually. Avoid forcing lumbar compression; use props, range limits and alternatives for pain or instability.

Yoga for Weight Management

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Here's how it works: Start on all fours, then bring your knees and feet together as you sit your bum back on your heels and extend your arms forward. Lower your forehead to the floor (or pad, pillow or blanket) and let go of your entire body. Hold as long as you want!



Yoga for weight loss

Yoga rejuvenates the system and can keep you from overeating. Once a certain awareness arises in your body, you will only eat what is needed.

This is not because you need to control or regulate your life anyway or because someone tells you to diet. When doing other exercises or diets, you are always trying to control yourself. With yoga practices, you don't have to do that. You just do the exercises. This will take care of the system so that you won't eat more than you need to.

Yoga, Weight Loss & Strength Training



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yoga for Weight Management - Assessment & Planning

PLANNING PRINCIPLES

- Consider habit awareness.
- Consider sustainable movement.
- Consider stress regulation.
- Consider strength and mobility.
- Consider non-stigmatizing teaching.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Here's how it works: Start on all fours, then bring your knees and feet together as you sit your bum back on your heels and extend your arms forward. Lower your forehead to the floor (or pad, pillow or blanket) and let go of your entire body. Hold as long as you want!



Yoga for weight loss

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This is not because you need to control or regulate your life anyway or because someone tells you to diet. When doing other exercises or diets, you are always trying to control yourself. With yoga practices, you don't have to do that. You just do the exercises. This will take care of the system so that you won't eat more than you need to.

Yoga, Weight Loss & Strength Training



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Yoga for Weight Management - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Here's how it works: Start on all fours, then bring your knees and feet together as you sit your bum back on your heels and extend your arms forward. Lower your forehead to the floor (or pad, pillow or blanket) and let go of your entire body. Hold as long as you want!



Yoga for weight loss

Yoga rejuvenates the system and can keep you from overeating. Once a certain awareness arises in your body, you will only eat what is needed.

This is not because you need to control or regulate your life anyway or because someone tells you to diet. When doing other exercises or diets, you are always trying to control yourself. With yoga practices, you don't have to do that. You just do the exercises. This will take care of the system so that you won't eat more than you need to.

Yoga, Weight Loss & Strength Training



Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Yoga for Weight Management - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

1. Write a simple student profile relevant to Yoga for Weight Management.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.



Yoga for Weight Management - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Adaptation and accessibility	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication of limits	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Student-centred monitoring	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Yoga for Back-Care Support

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

rounded.

The goal is to hold the pose and fully straighten your arms.

Practice this several times a day and you will build the strength and find the balance to hold it!

Those were yoga asanas for weight loss! In the end, you can round everything off with the child pose.

Yoga can put a lot of strain on the muscles and body when you stretch muscles that aren't used often. **Make sure you get into the child pose whenever the body feels it needs a break.**



Back pain is one of the most common reasons people start practicing yoga.

Imagine a morning when you wake up and your back doesn't even hurt a bit! Is such an invigorating dream, right? Back pain has become an epidemic that affects everyone regardless of age or gender. Here's a simple tip for back pain relief: yoga. You may never believe that there are numerous types of yoga that can be used to relieve back pain. It loosens the tight muscles in your back and relieves pain, making you healthy and happy.

It has been proven that yoga benefits our bodies in many ways. It plays a role in our physical and mental health, relieves our stress, increases our concentration and so on ... Yoga for back pain is the intact and regular capsule that you can take without a break. Yoga, a mind-body therapy known for its various postures and poses, is the main drug out of the trauma of infinite back pain.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

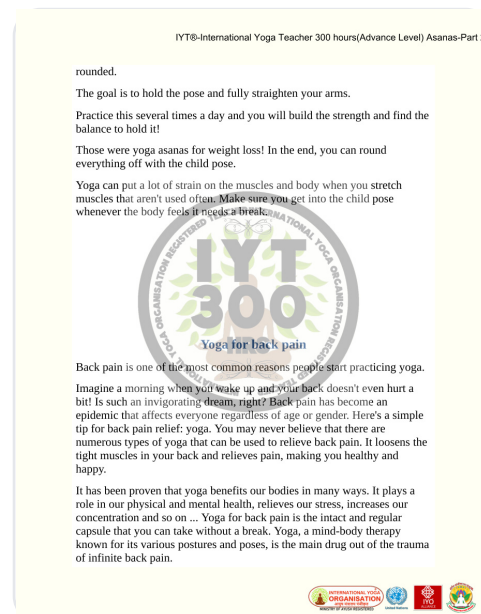
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yoga for Back-Care Support - Assessment & Planning

PLANNING PRINCIPLES

- Consider screening and referral.
- Consider neutral-spine awareness.
- Consider graded mobility.
- Consider core and hip support.
- Consider pain-sensitive language.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Yoga for Back-Care Support - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

rounded.

The goal is to hold the pose and fully straighten your arms.

Practice this several times a day and you will build the strength and find the balance to hold it!

Those were yoga asanas for weight loss! In the end, you can round everything off with the child pose.

Yoga can put a lot of strain on the muscles and body when you stretch muscles that aren't used often. **Make sure you get into the child pose whenever the body feels it needs a break.**



Back pain is one of the most common reasons people start practicing yoga. Imagine a morning when you wake up and your back doesn't even hurt a bit! Is such an invigorating dream, right? Back pain has become an epidemic that affects everyone regardless of age or gender. Here's a simple tip for back pain relief: yoga. You may never believe that there are numerous types of yoga that can be used to relieve back pain. It loosens the tight muscles in your back and relieves pain, making you healthy and happy.

It has been proven that yoga benefits our bodies in many ways. It plays a role in our physical and mental health, relieves our stress, increases our concentration and so on ... Yoga for back pain is the intact and regular capsule that you can take without a break. Yoga, a mind-body therapy known for its various postures and poses, is the main drug out of the trauma of infinite back pain.



Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

STUDENT WORKSHEET / REFLECTION

[illegible]

Yoga for Back-Care Support - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Adaptation and accessibility	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication of limits	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Student-centred monitoring	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Yoga for Digestive Comfort and Constipation Support

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Yoga for constipation

At least once in our life, we each have indigestion - the reasons may depend on diet, daily habits, stress, travel or lack of physical activity.

Everything comes and goes. So life is! And it applies to everything: Thoughts come and go, breath comes and goes ... even the food you eat should be out of the digestive system at some point. Since the food we eat has to come back out, the same goes for thoughts.

There is a tendency to get hold of **certain** thoughts, especially during times of stress and anxiety. If you don't let these thoughts go, they will stay in the system and change the right function. Things start to go upside down in our bodies, food gets stuck in the body and we can have gases, pain and constipation.

What causes constipation?

These are some of the reasons for constipation:

- Poor diet. Not enough fiber and lots of processed foods and foods high in sugar.
- Don't eat on time or skip a meal.
- Not drinking enough water or other fluids. When the daily amount of water in the body is insufficient, the intestines are dehydrated and this leads to constipation. Ideally, 12 glasses of liquids such as herbal tea, water, juices, buttermilk, etc. are recommended.
- Sedentary lifestyle. With our busy schedules, we forget that exercise creates energy and helps the body stay strong and healthy. You don't have to run a marathon, a 15-minute walk will help your metabolism!
- Depression and stress. When someone is depressed or too stressed out, it is common not to release emotions, anger, and fear. In addition, one tends to get stimuli from ingesting unhealthy, high-sugar foods, which often increase weight or lead to constipation.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

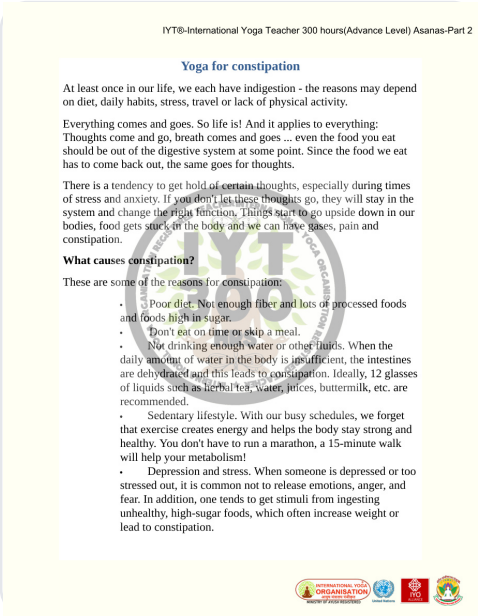
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yoga for Digestive Comfort and Constipation Support - Assessment & Planning

PLANNING PRINCIPLES

- Consider gentle movement.
- Consider breathing.
- Consider twists and knees-to-chest.
- Consider hydration and lifestyle context.
- Consider medical red flags.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



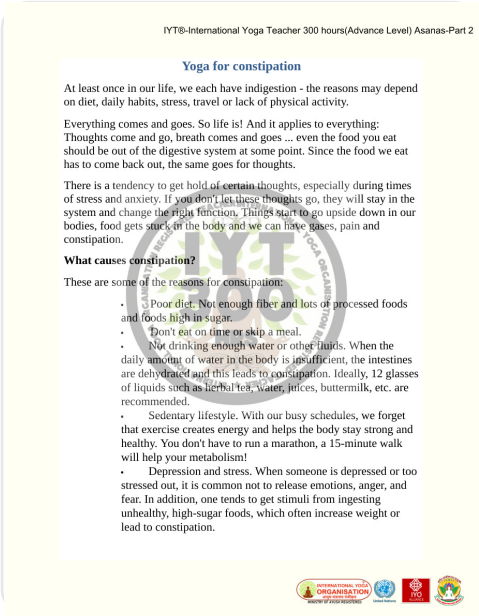
The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Yoga for Digestive Comfort and Constipation Support - Example Sequence

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.



Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Yoga for Digestive Comfort and Constipation Support - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

1. Write a simple student profile relevant to Yoga for Digestive Comfort and Constipation Support.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.

IYT® International Yoga Teacher 300 hours/Advanced Level) Asanas Part 2

Yoga for constipation

At least once in our life, we each have indigestion - the reasons may depend on diet, daily habits, stress, travel or lack of physical activity. Everything comes and goes. So life is! And it applies to everything. Thoughts come and go, breath comes and goes – even the food you eat should be out of the digestive system at some point. Since the food we eat has to come back out, the same goes for thoughts.

There is a tendency to get hold of certain thoughts, especially during times of stress and anxiety. If you don't let them go, they will stay in the system and change the pH of the system. Little by little, they go right down in our bodies, food gets stuck in the body and we can have stress, pain and constipation.

What causes constipation?

There are some of the reasons for constipation:

- Poor diet. If we eat a lot of refined foods and food high in sugar.
- We don't eat enough fibre a meal.
- We drink enough water or other liquids. When the daily supply of water in the body is sufficient, the intestines are distributed and this leads to constipation. Usually, 12 glasses of liquid – including herbs like Sarsaparilla, burdock, etc. are recommended.
- Sedentary lifestyle. With our busy schedules, we forget that exercise creates energy and helps the body stay strong and healthy. You don't have to run a marathon, a 15-minute walk will help your metabolism!
- Depression and stress. When someone is depressed or too stressed out, it is common not to release emotions, anger, and fear. In addition, one tends to get stimuli from ingesting unhealthy, high-sugar foods, which often increase weight or lead to constipation.



Yoga for Digestive Comfort and Constipation Support - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Yoga for Headache and Tension Support

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Change and use props if it is necessary to maintain posture. If one of the poses is too difficult for you, don't push your body through. Rather, identify those that are easier to do.

YOGA to relieve headaches

A headache! Would you prefer to take counter-pain relievers like ibuprofen or paracetamol or would you rather find relief through yoga?

Most of us have to deal with headaches occasionally or regularly. For some, it is there when they wake up, or it can start later in the afternoon or evening, and it is sometimes a challenge to bear the headache discomfort.

A pounding head can also prevent us from falling asleep at night, attending an important event, or it can irritate our mood.

Whether it's from dehydration, stress, tension, sinus problems, drinking too much, or anything else - when you experience a headache, all you want to do is knock the pain away - and quickly.

But don't use the ibuprofen yet. Yoga Can Help Get Rid Of A Headache! Medical studies have shown that yoga helps relieve tension and stress in the body, and most headaches have a tension-related component.

LOCATIONS AND TYPES OF HEADACHE

There are types of headaches based on the location of the pain. Which of them do you experience?

At the temples in front of the ears - temporomandibular joint pain.

Behind the forehead bones or cheekbones - sinus headache.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

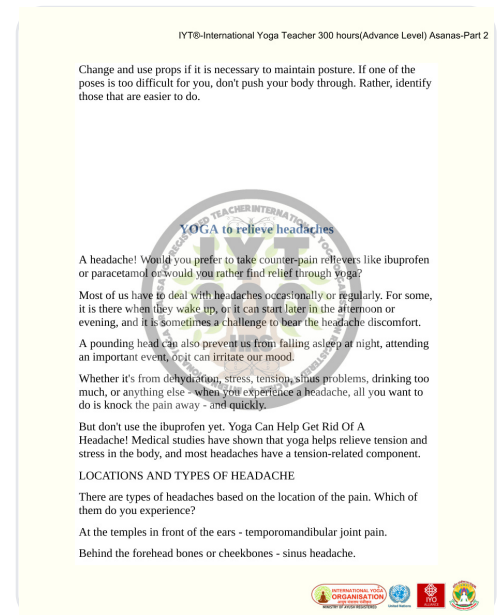
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yoga for Headache and Tension Support - Assessment & Planning

PLANNING PRINCIPLES

- Consider restorative positions.
- Consider neck and shoulder ease.
- Consider breath down-regulation.
- Consider light sensitivity.
- Consider referral for severe or unusual headache.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Yoga for Headache and Tension Support - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Yoga for Headache and Tension Support - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

1. Write a simple student profile relevant to Yoga for Headache and Tension Support.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.



Yoga for Headache and Tension Support - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Communication of limits	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Student-centred monitoring	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 3

120 /

Ten Important Poses for Beginners

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2



The 10 Most Important Yoga Poses for Beginners

If you are brand new to yoga, there are certain postures that you absolutely need to learn so that you can feel comfortable in the studio or practice alone at home.

It is not easy to narrow everything down as there are over 300 positions in physical yoga practice (asana), but these poses can get you on the right track. Doing each of these exercises for 5-10 breaths also creates a great beginner yoga program that you can do every day.

Here are our tips for the 10 most important yoga poses for beginners. Note: You don't have to be able to perform all of these poses exactly as shown. ALWAYS listen to your body and change the pose if necessary.



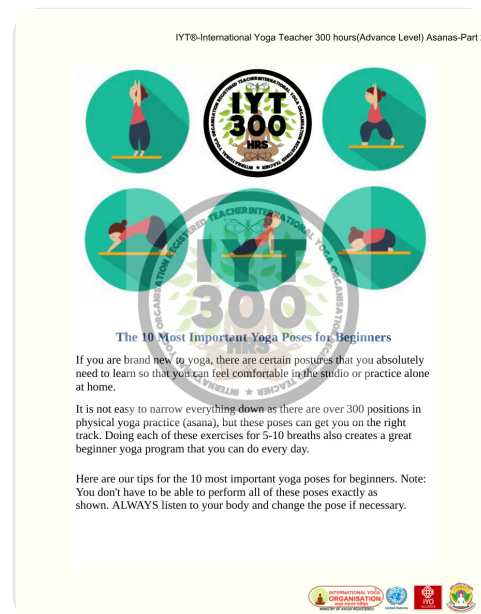
Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

PLANNING PRINCIPLES

- Consider foundational alignment.
- Consider breath coordination.
- Consider safe transitions.
- Consider props.
- Consider confidence building.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Ten Important Poses for Beginners - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2



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Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Ten Important Poses for Beginners - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

1. Write a simple student profile relevant to Ten Important Poses for Beginners.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.



Ten Important Poses for Beginners - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Chair Yoga and Desk Practice

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Ten Simple Chair Yoga Poses You Can Do At The Desk.

Each yoga pose listed below is designed to make you feel better, more energetic and ready to face new business challenges. If some movements don't feel right or feel worse, stop immediately.

Even if you have any existing or previous injuries, don't do this to your body! Ask your doctor or physical therapist about possible options for a lunch break exercise routine.

These ten yoga stretches are pretty straightforward in terms of instructions. You can do almost any of them without getting up from the chair. While any pose can be done from a sitting position, I recommend that you try to do most of the poses while standing. What's the use of sitting all day anyway?

You can do these yoga poses in a sequence as a daily routine. You don't have to change the order, just do what is stated here. On days when you're a very busy bee, just break this yoga routine into pieces or do each pose individually if you have a free minute.

Let us begin!

Wrist and hand stretches

Why:

- Increases mobility in fingers, forearms and hands.
- Reduces the stiffness in the wrists.
- Reduces the risk of repeated exposure.
- Builds strength in the small muscles of the fingers and wrists.

How:

Start in a comfortable sitting position with a straight back and feet on the floor.

Inhale and stretch your arms out in front of you, palms facing down. Flex and spread your fingers as far as possible. Notice when your shoulders roll forward and your upper back is bent. Try to keep your chest open.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Chair Yoga and Desk Practice - Assessment & Planning

PLANNING PRINCIPLES

- Consider seated mobility.
- Consider posture breaks.
- Consider breathing at work.
- Consider standing support.
- Consider accessible sequencing.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.

IYT® International Yoga Teacher 300 hours (Advanced Level) Asanas-Part 2

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Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Chair Yoga and Desk Practice - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

IYT®International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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INTERNATIONAL YOGA ORGANISATION

MINISTRY OF AYURVEDIC MEDICINE

UNESCO

WORLD HERITAGE

INDIA

GOVERNMENT OF INDIA

Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Chair Yoga and Desk Practice - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

1. Write a simple student profile relevant to Chair Yoga and Desk Practice.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.



Chair Yoga and Desk Practice - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Thirty-Minute Daily Practice

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

we bend forward, the heart space is also energetically protected. When we bend back, we can feel exposed and vulnerable. But after a while you will feel a lot of love entering your life, coming from within and literally changing your world.

7. Hug yourself as yourself.

You are the only person on the planet that you can be! Yoga is a journey that will help you learn more about your body, heart, and mind. Discover who you are and have the courage to show the world your authentic, unique, great self.

8. Yoga consists of 1% theory and 99% practice.

That is, roll out the mat and practice and roll it out again the next day. It doesn't have to be a super long session, but maintaining a regular practice can have an incredibly positive effect on your life.

9. Always, always, always make time for Savasana.

It is quite common for people to skip Savasana thinking it is just lying down at the end of the session, but it is an all-important pose, in fact. This is where your physical body and nervous system can relax, rejuvenate and remember the greatness of the last 60 minutes you spent moving through various asanas. When you skip savasana you are cutting out such an important part of the yoga process. You take a load off yourself at the end of your workout, even if it only lasts a minute or two.

The mechanics of the breath

The first thing to understand about the connection between breath and asana (i.e. the posture of yoga) is the basic mechanics of breathing. An entire book can be written on this subject alone but a brief summary will do for this book.

You probably recall that the muscles of the diaphragm and those of the nucleus work complementarily - that is, when the abdominal muscles contract, they tighten the abdomen, push air out of the lungs and in turn



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

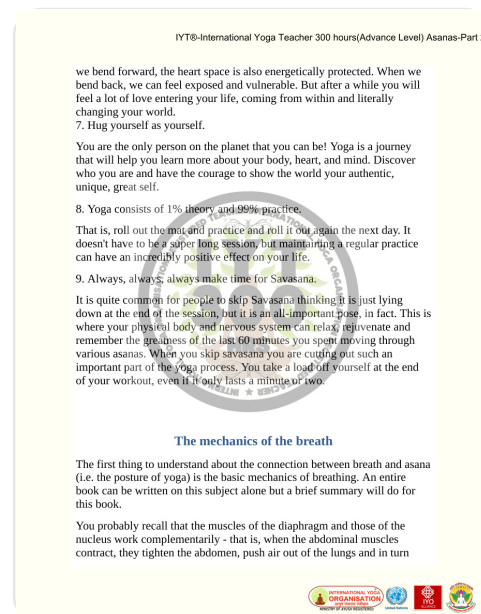
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Thirty-Minute Daily Practice - Assessment & Planning

PLANNING PRINCIPLES

- Consider arrival and centering.
- Consider warm-up.
- Consider standing sequence.
- Consider floor sequence.
- Consider relaxation and reflection.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Thirty-Minute Daily Practice - Example Sequence

SEQUENCE ARCHITECTURE

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

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IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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That is, roll out the mat and practice and roll it out again the next day. It doesn't have to be a super long session, but maintaining a regular practice can have an incredibly positive effect on your life.

9. Always, always, always make time for Savasana.

It is quite common for people to skip Savasana thinking it is just lying down at the end of the session, but it is an all-important pose, in fact. This is where your physical body and nervous system can relax, rejuvenate and remember the goodness of the last 60 minutes you spent moving through various asanas. When you skip savasana you are cutting out such an important part of the yoga process. You take a load off yourself at the end of your workout, even if it only lasts a minute or two.

The mechanics of the breath

The first thing to understand about the connection between breath and asana (i.e. the posture of yoga) is the basic mechanics of breathing. An entire book can be written on this subject alone but a brief summary will do for this book.

You probably recall that the muscles of the diaphragm and those of the nucleus work complementarily - that is, when the abdominal muscles contract, they tighten the abdomen, push air out of the lungs and in turn



Sequence for function and comfort, not for dramatic shapes.

Phase	Purpose
Arrival	Establish baseline and consent
Warm-up	Prepare joints and breathing
Main set	Practise selected goal-related movements
Downshift	Reduce load and nervous-system demand
Rest	Observe and integrate

Thirty-Minute Daily Practice - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

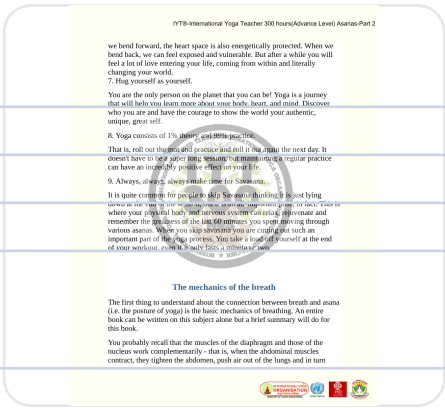
1. Write a simple student profile relevant to Thirty-Minute Daily Practice.

2. List three practices you would include and why.

3. List two practices you would modify or omit.

4. Identify one red flag that would require referral.

5. Write a 10-minute home-practice option.



Thirty-Minute Daily Practice - Teaching Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Screening and referral judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Sequence logic	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Adaptation and accessibility	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication of limits	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Student-centred monitoring	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Weekly Schedules: Relaxation, Flexibility, Breathing and Mental Focus

Therapeutic and lifestyle-oriented sequencing taught as supportive yoga education, not medical treatment.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Why yoga and mindfulness go together

Yoga and mindfulness go together because the goal of both is to achieve a higher level of connection, awareness or union between mind, body and soul. Indeed, without mindfulness, yoga cannot be yoga. Both yoga and mindfulness aim to calm the mind in order to cultivate a deeper connection and understanding of self. Both teach you to tune into your breath, pay attention to physical sensations and learn to accept reality as it is in that moment.

Mindfulness is something we practice through yoga. The yoga studio is also the perfect place to learn to become more mindful as it is full of conditions that are beyond our control. On some days, you may feel restless, bored or aroused by the noises outside of the yoga studio or perhaps by the person on the mat next to you. Mindful yoga trains you to redefine these conditions and feel less reactive towards them.

Finally, yoga helps prepare the body for mindful meditation. The two have always been inextricably linked, with a physical yoga practice only leading to increased mindfulness and a regular mindfulness meditation practice only leading to a stronger yoga practice.

So yoga and mindfulness are not just two things that go well together but two parts of a whole, ancient model of wisdom to reach a higher level of consciousness.

Four mindful yoga poses

Mindful yoga is a type of yoga that is most commonly practiced before meditation. Just as there are certain poses that stretch or strengthen the body and poses that give you energy, there are also poses that prepare the body for meditation. These mindful yoga poses are purposely simple as they help slow the breath and body, calm the mind, and, of course, raise awareness.



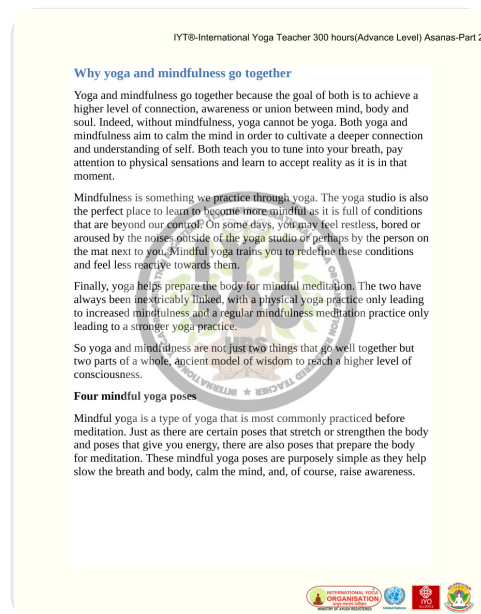
Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Weekly Schedules: Relaxation, Flexibility, Breathing and Mental Focus - Assessment & Planning

- Consider weekly planning.
- Consider progressive load.
- Consider recovery days.
- Consider breath practice.
- Consider meditation and journaling.

Begin with the person: current ability, symptoms, goals, medical restrictions, previous yoga experience, sleep, stress and daily activity. Do not diagnose. If symptoms are significant or unexplained, refer before progressing.



The supplied reference includes sections on weight loss, back pain, constipation, headaches, beginner poses and chair yoga.

Planning step	Teacher action
Screen	Ask relevant, non-invasive questions
Clarify goal	Make it realistic and measurable
Choose practices	Use low-risk, adaptable options
Monitor	Track response during and after practice
Review	Adjust or refer if needed

Weekly Schedules: Relaxation, Flexibility, Breathing and Mental Focus

Example Sequence

- Arrival and symptom check - 2-3 min
- Breath and gentle mobility - 5 min
- Primary movement pattern - 10-15 min
- Counterpose / balancing movement - 5 min
- Rest or mindfulness - 5 min
- Short home-practice suggestion - 2 min

The sequence is a template. Duration, range and posture selection must be modified to the student. Avoid promising that a sequence will cure a condition.

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Weekly Schedules: Relaxation, Flexibility, Breathing and Mental Focus - Case Study Worksheet

STUDENT WORKSHEET / REFLECTION

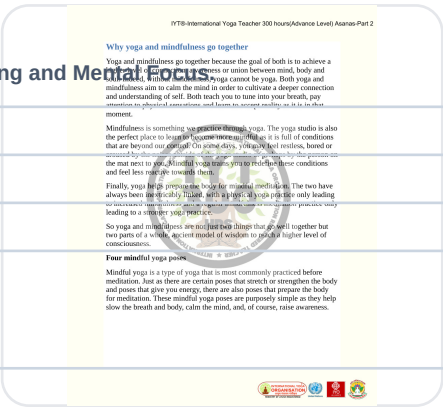
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2. List three practices you would include and why.

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Weekly Schedules: Relaxation, Flexibility, Breathing and Mental Focus - Teaching Assessment

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Breath Observation and Baseline Assessment

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

we bend forward, the heart space is also energetically protected. When we bend back, we can feel exposed and vulnerable. But after a while you will feel a lot of love entering your life, coming from within and literally changing your world.

7. Hug yourself as yourself.

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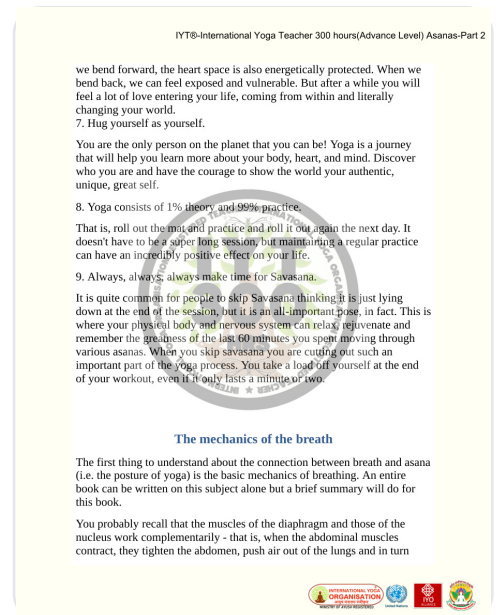
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Breath Observation and Baseline Assessment - Method & Preparation

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.



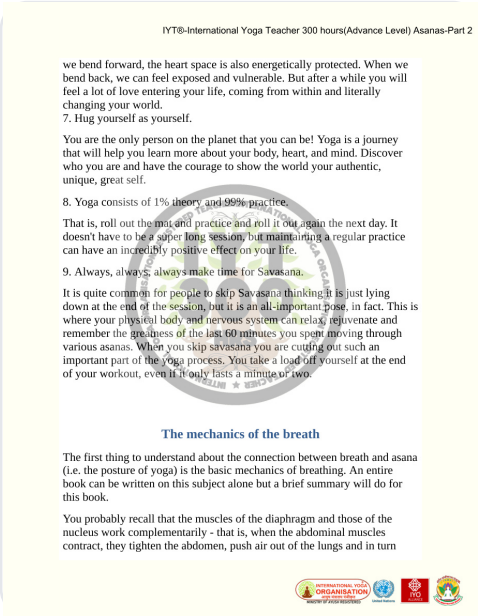
The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Breath Observation and Baseline Assessment - Teaching, Progression & Contraindications

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Breath Observation and Baseline Assessment - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
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Yogic / Diaphragmatic Breathing

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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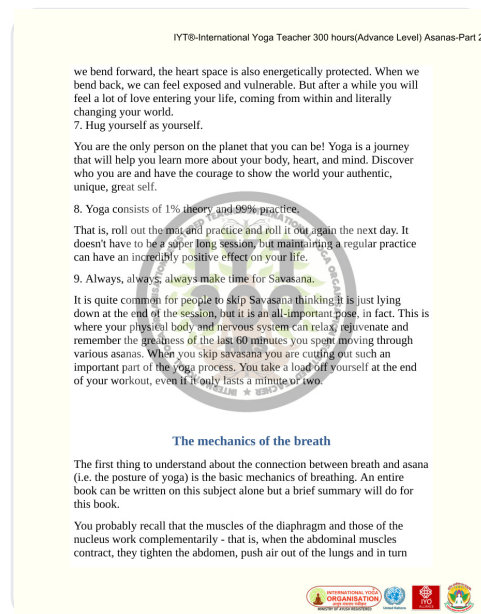
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Yogic / Diaphragmatic Breathing - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
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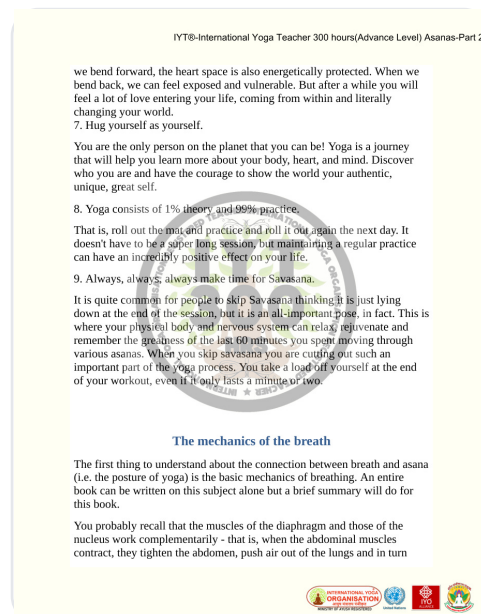
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Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Yogic / Diaphragmatic Breathing - Teaching, Progression & Contraindications

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Week 2	Consistency
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Assessment criterion	Beginning	Developing	Competent	Advanced
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Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

45 /

Nadi Shuddhi / Nadi Shodhana

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Nadi Shuddhi / Nadi Shodhana - Method & Preparation

METHOD

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Stage 4	7:	14:	14	Stage 4	7:	28:	14
Stage 5	8:	16:	16	Stage 5	8:	32:	16

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Nadi Shuddhi / Nadi Shodhana - Teaching, Progression & Contraindications

- Teach the simplest version first.
- Use short rounds and recovery breaths.
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Progression	Rule
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Module 4

45 /

Anuloma-Viloma with Progressive Ratios

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

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Anuloma-Viloma with Progressive Ratios - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
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Breath	Quiet before technique begins
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Kapalabhati

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Classically, however, ujjay breathing has not been recommended as part of the asana. We strongly advise against breathing ujjay during the asana for several reasons. First, while it encourages mindful and slow breathing, it is an artificial way of achieving these goals - goals that can easily be achieved all by yourself. Second, ujjay breathing is a waste of energy - even very gentle glottic intervention is still wasted prana that could be better used elsewhere. Finally, and most importantly, ujjay breathing is a distraction of consciousness. That is, by focusing only a small part of our mind on the process of maintaining this restriction, we are actually distracting ourselves from being fully aware of what we are in the pose experience. Because Asana is about creating greater awareness of what we are experiencing, we want to minimize distractions; especially if we want to safely engage in poses in a way that honors our bodies.

Breath in asana versus pranayama

A final topic worth mentioning is the distinction between mindful breathing during asana and the formal practice of pranayama. As you can see, breathing actually plays a crucial role in a healthy asana routine. However, the power of the breath - especially when it connects with the mind - is so deep that the yogis saw additional, separate practices of conscious breathing as essential to growth. In other words, as much as the breath can assist asana and vice versa, the breath work is so powerful that the yogis felt it should be studied and practiced all by yourself so that it can receive full attention and effort.

This type of practice is known as pranayama or "liberation of the life energy of the body" and is so important that it is classically performed independently of asana. This enables us not only to focus our full effort on the breath, but also to focus our full attention on the thoughts and emotions that arise from various forms of breathing. In fact, pranayama has traditionally been viewed as so important that students have long been encouraged to make it a priority over asana itself. That is, when time is short, it is better to skip asana entirely and focus solely on meditation and pranayama, rather than allowing asana to "squeeze out" this crucial form of work.

The power of breathing: 3 pranayama techniques



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Kapalabhati - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
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The power of breathing: 3 pranayama techniques

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Kapalabhati - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

IYT® International Yoga Teacher 300 hours (Advanced Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Kapalabhati - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Bhastrika

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

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The power of breathing: 3 pranayama techniques



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Bhastrika - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

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The power of breathing: 3 pranayama techniques



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Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Bhastrika - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

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The power of breathing: 3 pranayama techniques



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Bhastrika - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

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Ujjayi

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



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Ujjayi - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



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Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Ujjayi - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

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The power of breathing: 3 pranayama techniques



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Ujjayi - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Sitali

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

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The power of breathing: 3 pranayama techniques



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Sitali - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
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Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Sitali - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
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The power of breathing: 3 pranayama techniques



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Sitali - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Sitkari

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Classically, however, ujjay breathing has not been recommended as part of the asana. We strongly advise against breathing ujjay during the asana for several reasons. First, while it encourages mindful and slow breathing, it is an artificial way of achieving these goals - goals that can easily be achieved all by yourself. Second, ujjay breathing is a waste of energy - even very gentle glottic intervention is still wasted prana that could be better used elsewhere. Finally, and most importantly, ujjay breathing is a distraction of consciousness. That is, by focusing only a small part of our mind on the process of maintaining this restriction, we are actually distracting ourselves from being fully aware of what we are in the pose experience. Because Asana is about creating greater awareness of what we are experiencing, we want to minimize distractions; especially if we want to safely engage in poses in a way that honors our bodies.

Breath in asana versus pranayama

A final topic worth mentioning is the distinction between mindful breathing during asana and the formal practice of pranayama. As you can see, breathing actually plays a crucial role in a healthy asana routine. However, the power of the breath - especially when it connects with the mind - is so deep that the yogis saw additional, separate practices of conscious breathing as essential to growth. In other words, as much as the breath can assist asana and vice versa, the breath work is so powerful that the yogis felt it should be studied and practiced all by yourself so that it can receive full attention and effort.

This type of practice is known as pranayama or "liberation of the life energy of the body" and is so important that it is classically performed independently of asana. This enables us not only to focus our full effort on the breath, but also to focus our full attention on the thoughts and emotions that arise from various forms of breathing. In fact, pranayama has traditionally been viewed as so important that students have long been encouraged to make it a priority over asana itself. That is, when time is short, it is better to skip asana entirely and focus solely on meditation and pranayama, rather than allowing asana to "squeeze out" this crucial form of work.

The power of breathing: 3 pranayama techniques



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Sitkari - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Sitkari - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

IYT® International Yoga Teacher 300 hours (Advanced Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques

Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Sitkari - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Bhramari

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Bhramari - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

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The power of breathing: 3 pranayama techniques



The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Bhramari - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

IYT® International Yoga Teacher 300 hours (Advanced Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Bhramari - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

45 /

Surya Bhedana

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Surya Bhedana - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

1: 2: 2 RATIO Ratios for Beginners				1: 4: 2 RATIO Ratios for the Advanced			
	IN	HOLD	OUT	IN	HOLD	OUT	
Stage 1	4:	8:	8	4:	16:	8	
Stage 2	5:	10:	10	5:	20:	10	
Stage 3	6:	12:	12	6:	24:	12	
Stage 4	7:	14:	14	7:	28:	14	
Stage 5	8:	16:	16	8:	32:	16	

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Surya Bhedana - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

1: 2: 2 RATIO <i>Ratios for the Beginners</i>				1: 4: 2 RATIO <i>Ratios for the Advanced</i>			
	IN	HOLD	OUT		IN	HOLD	OUT
Stage 1	4:	8:	8		4:	16:	8
Stage 2	5:	10:	10		5:	20:	10
Stage 3	6:	12:	12		6:	24:	12
Stage 4	7:	14:	14		7:	28:	14
Stage 5	8:	16:	16		8:	32:	16

Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Surya Bhedana - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

45 /

Chandra Bhedana

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Chandra Bhedana - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

1: 2: 2 RATIO Ratios for Beginners				1: 4: 2 RATIO Ratios for the Advanced			
	IN	HOLD	OUT	IN	HOLD	OUT	
Stage 1	4:	8:	8	4:	16:	8	
Stage 2	5:	10:	10	5:	20:	10	
Stage 3	6:	12:	12	6:	24:	12	
Stage 4	7:	14:	14	7:	28:	14	
Stage 5	8:	16:	16	8:	32:	16	

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Chandra Bhedana - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Chandra Bhedana - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

Savitri Ratio Breathing

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

DAY	BODY ORGAN	Inhale (<i>purak</i>)	Inner Retention (<i>antaranga kumbhaka</i>)	Exhale (<i>rechak</i>)	Outer Retention (<i>bahiranga kumbhaka</i>)
1–9	Lungs	4	16	8	4
10-18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	—

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Savitri Ratio Breathing - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

DAY	BODY ORGAN	Inhale (<i>purak</i>)	Inner Retention (<i>antaranga kumbhaka</i>)	Exhale (<i>rechak</i>)	Outer Retention (<i>bahiranga kumbhaka</i>)
1–9	Lungs	4	16	8	4
10–18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	–

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Savitri Ratio Breathing - Teaching, Progression & Contraindications

TEACHING PROGRESSION

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

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1–9	Lungs	4	16	8	4
10–18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	–

Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Savitri Ratio Breathing - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

45 /

Pancha Sahita - Five-Part Ratio Breath

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

DAY	BODY ORGAN	Inhale (<i>purak</i>)	Inner Retention (<i>antaranga kumbhaka</i>)	Exhale (<i>rechak</i>)	Outer Retention (<i>bahiranga kumbhaka</i>)
1–9	Lungs	4	16	8	4
10-18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	—

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Pancha Sahita - Five-Part Ratio Breath - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

DAY	BODY ORGAN	Inhale (<i>purak</i>)	Inner Retention (<i>antaranga kumbhaka</i>)	Exhale (<i>rechak</i>)	Outer Retention (<i>bahiranga kumbhaka</i>)
1–9	Lungs	4	16	8	4
10–18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	–

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Pancha Sahita - Five-Part Ratio Breath - Teaching, Progression & Contraindications

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

DAY	BODY ORGAN	Inhale (<i>purak</i>)	Inner Retention (<i>antaranga kumbhaka</i>)	Exhale (<i>rechak</i>)	Outer Retention (<i>bahiranga kumbhaka</i>)
1–9	Lungs	4	16	8	4
10–18	Liver	4	4	16	8
19–27	Digestive Organs	8	4	4	16
28–36	Elimination Organs	16	8	4	4
37–45	Heart	4	16	8	–

Breath mastery is demonstrated by ease, not by extreme counts.

Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Pancha Sahita - Five-Part Ratio Breath - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 4

45 /

Swara Yoga and Nostril-Flow Observation

Advanced pranayama: technique, preparation, ratios, observation, teaching and safety.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Swara Yoga and Nostril-Flow Observation - Method & Preparation

METHOD

- Sit or lie in a position that allows free breathing.
- Establish several rounds of normal breathing before the technique.
- Practise within a comfortable range; do not chase counts or retention.
- Keep face, throat and shoulders relaxed unless the method specifically requires an action.
- Stop for dizziness, distress, pain, tingling or unusual symptoms.

Advanced pranayama should be progressive. Students must demonstrate relaxed baseline breathing before adding ratios, forceful actions, nostril control or retention.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

The supplied syllabus covers prana, five life-forces, practice guidelines, swara yoga, breathing methods, hand mudras and pranayama techniques.

Element	Teacher check
Posture	Stable and unstrained
Breath	Quiet before technique begins
Ratio	Appropriate to individual capacity
Retention	Optional and never forced
Recovery	Normal breathing returns easily

Swara Yoga and Nostril-Flow Observation - Teaching, Progression & Contraindications

- Teach the simplest version first.
- Use short rounds and recovery breaths.
- Progress one variable at a time: duration, ratio, retention or repetitions.
- Keep accurate records for advanced students.
- Avoid competitive breath practice.

Forceful techniques and long retentions may be inappropriate for some students. Teachers should screen for relevant cardiovascular, respiratory, neurological, pregnancy and anxiety-related considerations and refer when uncertain.

	1: 2: 2 RATIO			1: 4: 2 RATIO		
	Ratios for Beginners			Ratios for the Advanced		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Breath mastery is demonstrated by ease, not by extreme counts.

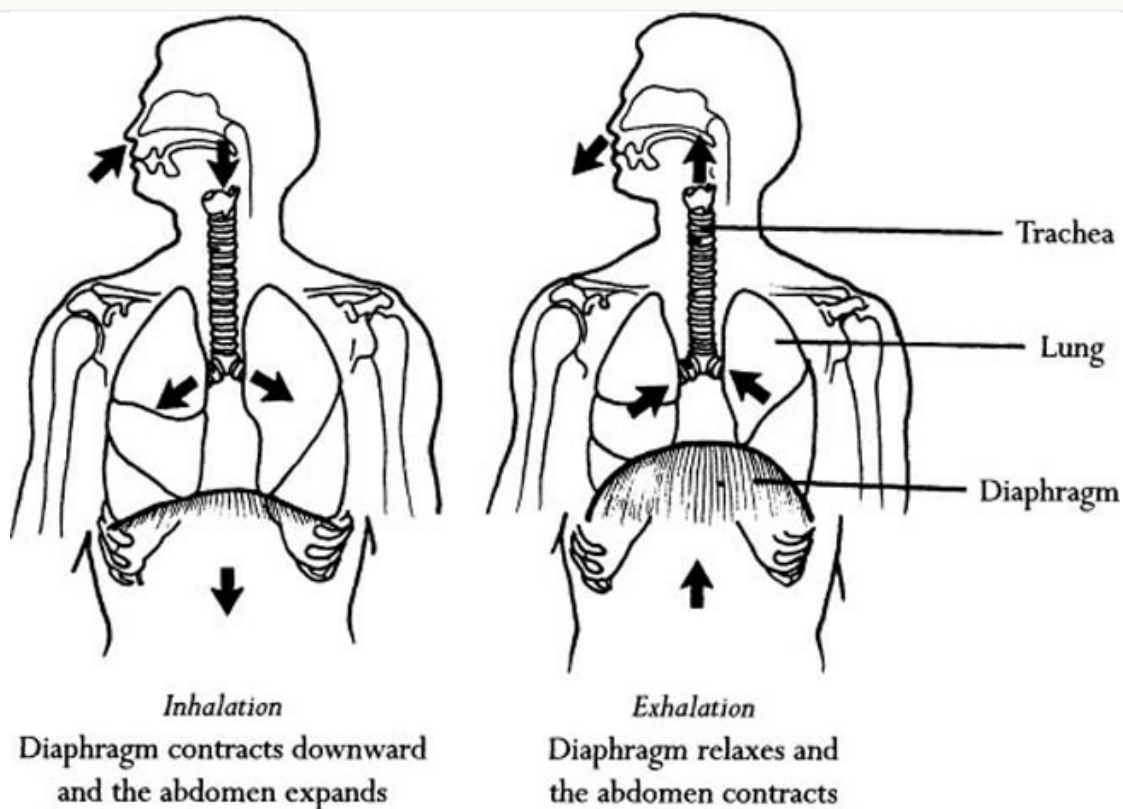
Progression	Rule
Week 1	Comfort and technique
Week 2	Consistency
Week 3	Slight duration increase
Later	Only one advanced variable at a time

Swara Yoga and Nostril-Flow Observation - Practical Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Preparation and posture	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Technique accuracy	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath remains unforced	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety judgement	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear teaching and recovery	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Jalandhara Bandha

Study of yogic locks/seals used with pranayama and mudra practice, taught progressively and under supervision.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

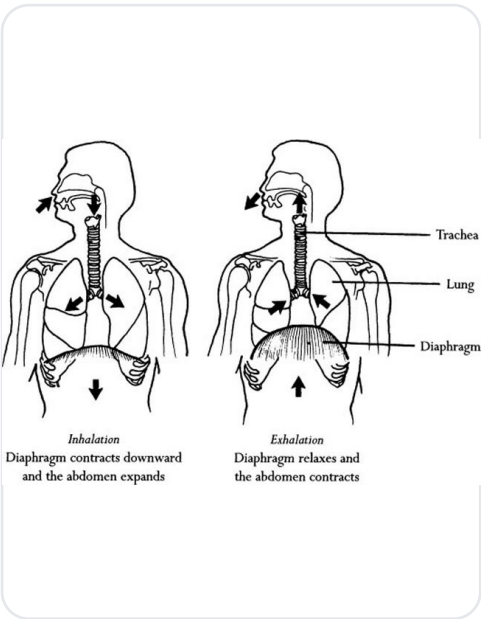
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Jalandhara Bandha - Technique

TECHNIQUE PRINCIPLES

- Learn the isolated action before combining it with breath retention.
- Use minimal necessary effort.
- Release smoothly in the correct order.
- Practise only when breathing and posture are stable.
- Never strain the throat, abdomen or pelvic floor.

The supplied source describes bandhas as advanced practices used with pranayama and mudras. This syllabus emphasizes progressive instruction and safety.



Control is more important than intensity.

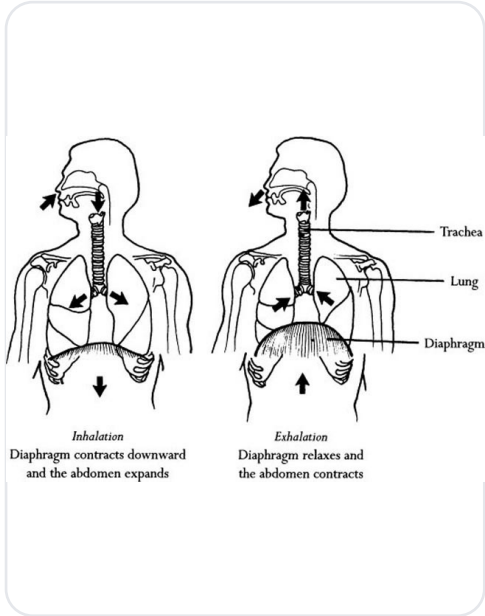
Stage	Practice
1	Understand anatomy and felt location
2	Gentle isolated contraction/release
3	Coordinate with breath without retention
4	Add retention only under qualified guidance

Jalandhara Bandha - Teaching & Safety

SAFETY EMPHASIS

- Avoid bandha practice during acute illness or pain.
- Use extra caution with pregnancy, pelvic-floor dysfunction, hypertension, cardiovascular disease and recent abdominal/pelvic surgery.
- Do not use long breath retention without appropriate training.
- Stop if pressure, pain, dizziness or distress occurs.

Teachers should remain within their competence and avoid turning subtle practices into forceful muscular drills.



Advanced does not mean maximal effort.

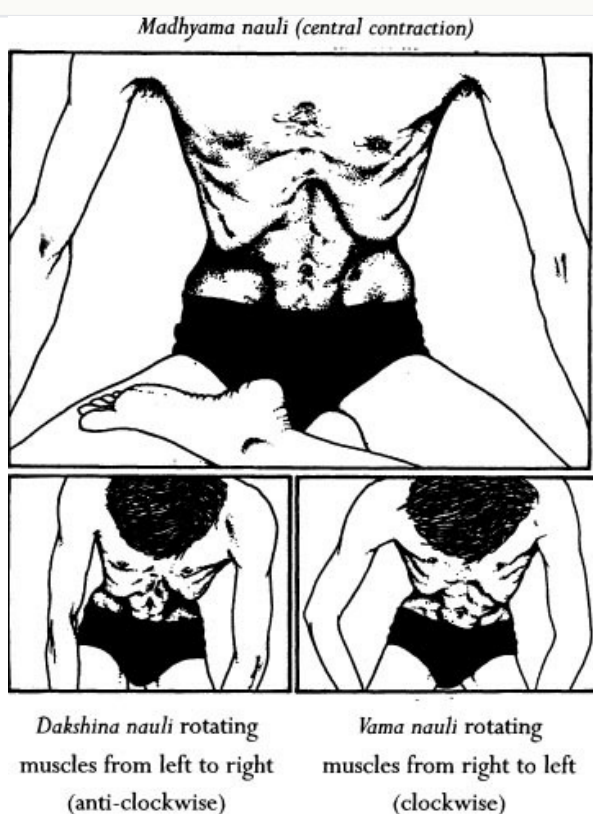
Teaching cue	Better wording
Intensity	"Gently engage" rather than "squeeze as hard as possible"
Duration	Short and comfortable
Release	Slow and complete
Progression	Qualified supervision for advanced combinations

Jalandhara Bandha - Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Correct location/action	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Controlled release	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Ability to teach a beginner version	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Uddiyana Bandha

Study of yogic locks/seals used with pranayama and mudra practice, taught progressively and under supervision.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

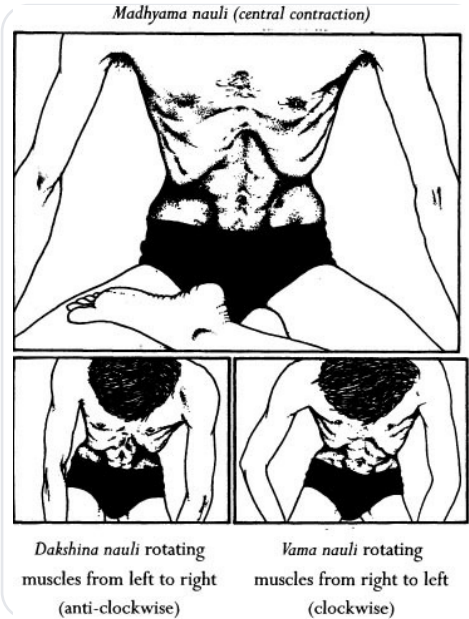
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Uddiyana Bandha - Technique

TECHNIQUE PRINCIPLES

- Learn the isolated action before combining it with breath retention.
- Use minimal necessary effort.
- Release smoothly in the correct order.
- Practise only when breathing and posture are stable.
- Never strain the throat, abdomen or pelvic floor.

The supplied source describes bandhas as advanced practices used with pranayama and mudras. This syllabus emphasizes progressive instruction and safety.



Control is more important than intensity.

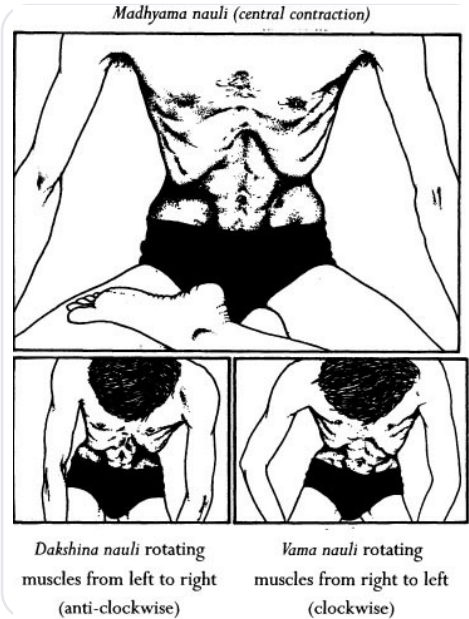
Stage	Practice
1	Understand anatomy and felt location
2	Gentle isolated contraction/release
3	Coordinate with breath without retention
4	Add retention only under qualified guidance

Uddiyana Bandha - Teaching & Safety

SAFETY EMPHASIS

- Avoid bandha practice during acute illness or pain.
- Use extra caution with pregnancy, pelvic-floor dysfunction, hypertension, cardiovascular disease and recent abdominal/pelvic surgery.
- Do not use long breath retention without appropriate training.
- Stop if pressure, pain, dizziness or distress occurs.

Teachers should remain within their competence and avoid turning subtle practices into forceful muscular drills.



Advanced does not mean maximal effort.

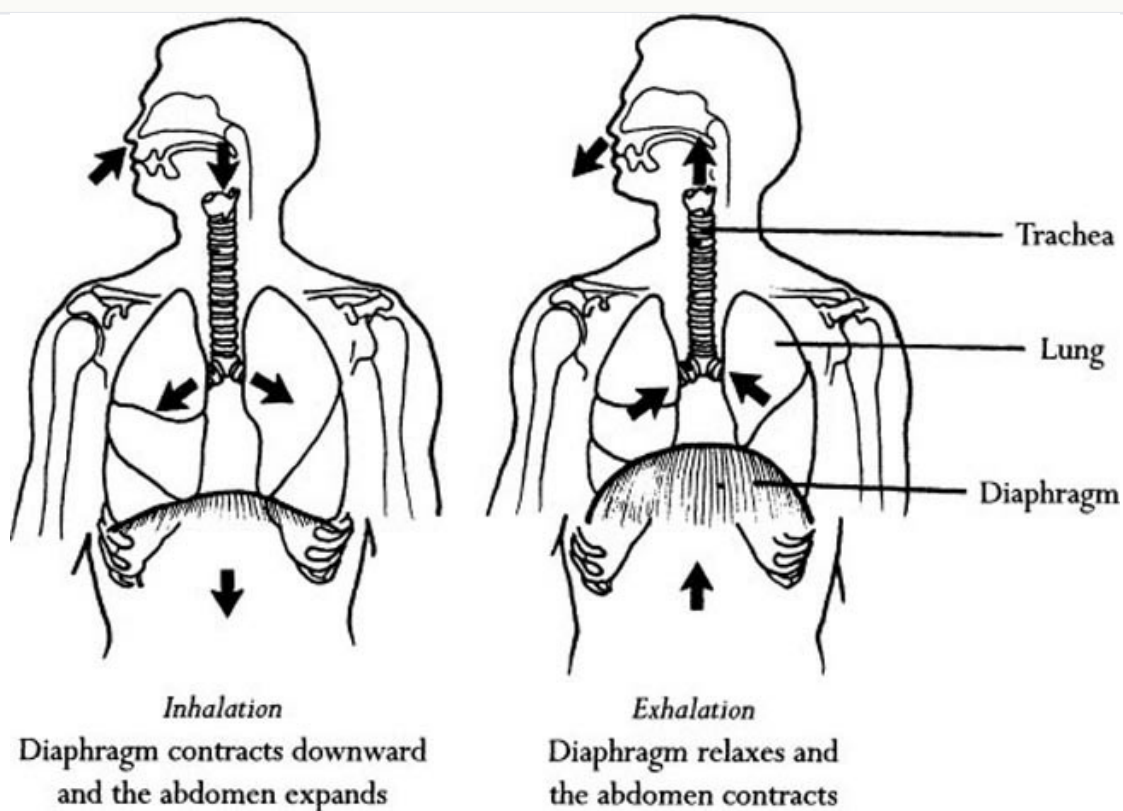
Teaching cue	Better wording
Intensity	"Gently engage" rather than "squeeze as hard as possible"
Duration	Short and comfortable
Release	Slow and complete
Progression	Qualified supervision for advanced combinations

Uddiyana Bandha - Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Correct location/action	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Controlled release	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Ability to teach a beginner version	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Mula Bandha

Study of yogic locks/seals used with pranayama and mudra practice, taught progressively and under supervision.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

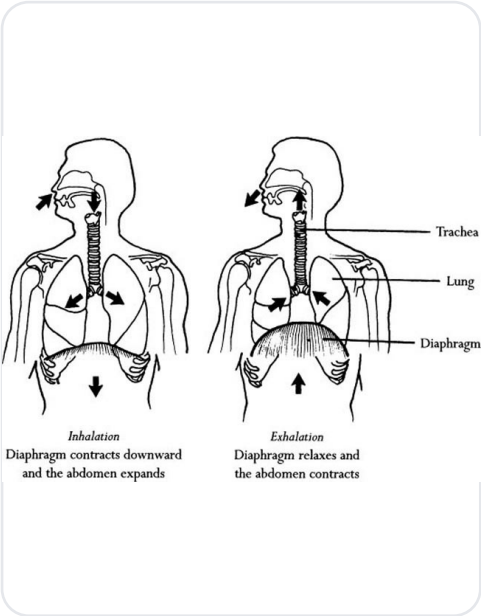
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Mula Bandha - Technique

TECHNIQUE PRINCIPLES

- Learn the isolated action before combining it with breath retention.
- Use minimal necessary effort.
- Release smoothly in the correct order.
- Practise only when breathing and posture are stable.
- Never strain the throat, abdomen or pelvic floor.

The supplied source describes bandhas as advanced practices used with pranayama and mudras. This syllabus emphasizes progressive instruction and safety.



Control is more important than intensity.

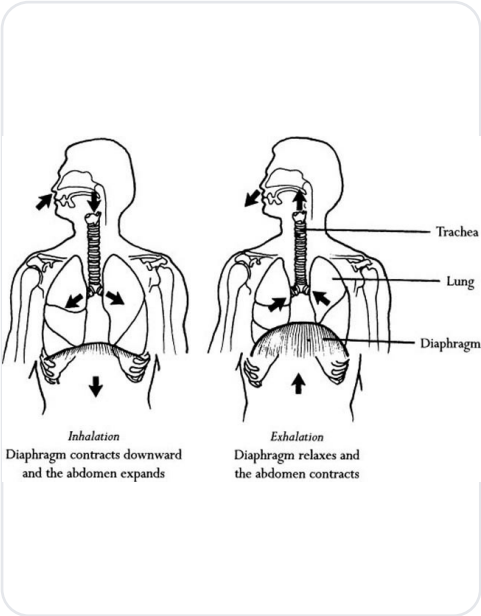
Stage	Practice
1	Understand anatomy and felt location
2	Gentle isolated contraction/release
3	Coordinate with breath without retention
4	Add retention only under qualified guidance

Mula Bandha - Teaching & Safety

SAFETY EMPHASIS

- Avoid bandha practice during acute illness or pain.
- Use extra caution with pregnancy, pelvic-floor dysfunction, hypertension, cardiovascular disease and recent abdominal/pelvic surgery.
- Do not use long breath retention without appropriate training.
- Stop if pressure, pain, dizziness or distress occurs.

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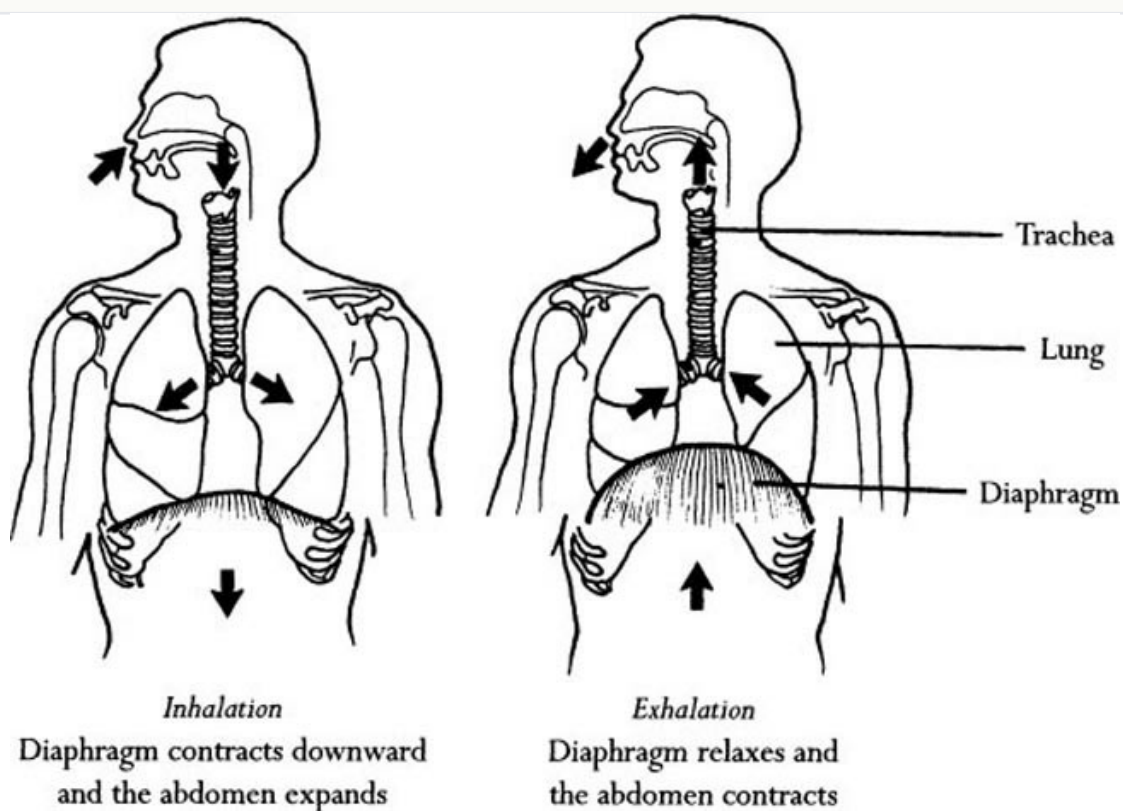
Teaching cue	Better wording
Intensity	"Gently engage" rather than "squeeze as hard as possible"
Duration	Short and comfortable
Release	Slow and complete
Progression	Qualified supervision for advanced combinations

Mula Bandha - Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Correct location/action	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Controlled release	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Ability to teach a beginner version	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Maha Bandha - Triple Lock

Study of yogic locks/seals used with pranayama and mudra practice, taught progressively and under supervision.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

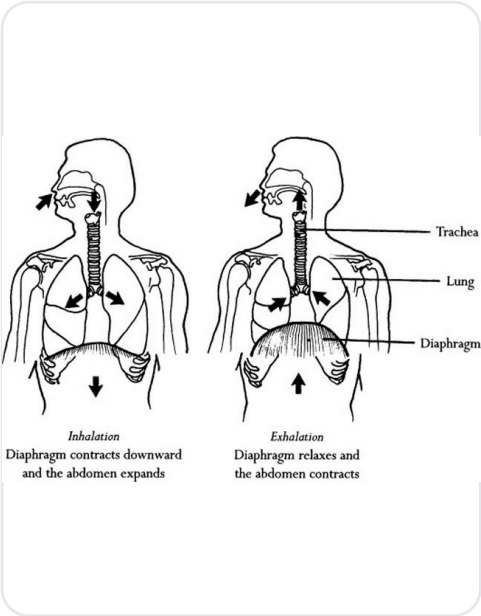
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Maha Bandha - Triple Lock - Technique

TECHNIQUE PRINCIPLES

- Learn the isolated action before combining it with breath retention.
- Use minimal necessary effort.
- Release smoothly in the correct order.
- Practise only when breathing and posture are stable.
- Never strain the throat, abdomen or pelvic floor.

The supplied source describes bandhas as advanced practices used with pranayama and mudras. This syllabus emphasizes progressive instruction and safety.



Control is more important than intensity.

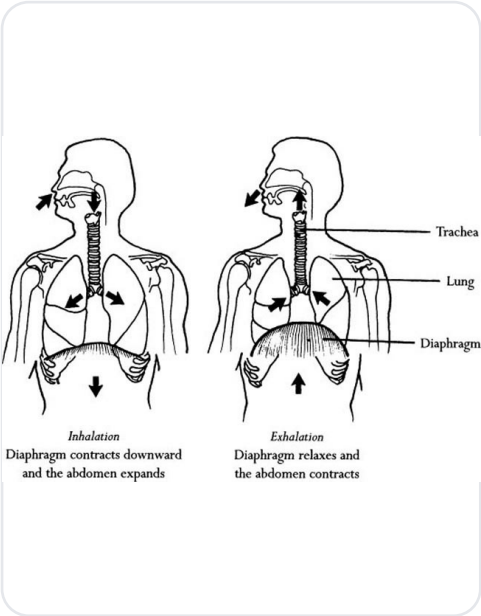
Stage	Practice
1	Understand anatomy and felt location
2	Gentle isolated contraction/release
3	Coordinate with breath without retention
4	Add retention only under qualified guidance

Maha Bandha - Triple Lock - Teaching & Safety

SAFETY EMPHASIS

- Avoid bandha practice during acute illness or pain.
- Use extra caution with pregnancy, pelvic-floor dysfunction, hypertension, cardiovascular disease and recent abdominal/pelvic surgery.
- Do not use long breath retention without appropriate training.
- Stop if pressure, pain, dizziness or distress occurs.

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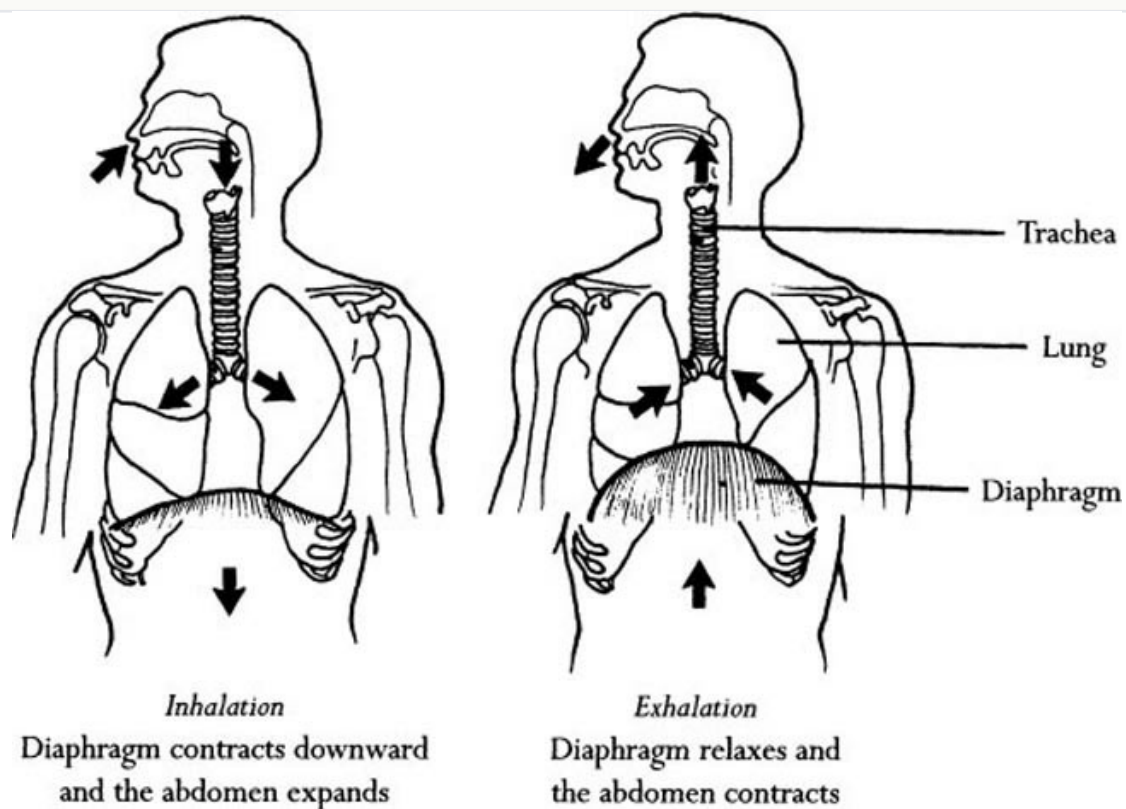
Teaching cue	Better wording
Intensity	"Gently engage" rather than "squeeze as hard as possible"
Duration	Short and comfortable
Release	Slow and complete
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Maha Bandha - Triple Lock - Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Correct location/action	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Controlled release	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Ability to teach a beginner version	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Bandha Integration in Pranayama

Study of yogic locks/seals used with pranayama and mudra practice, taught progressively and under supervision.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

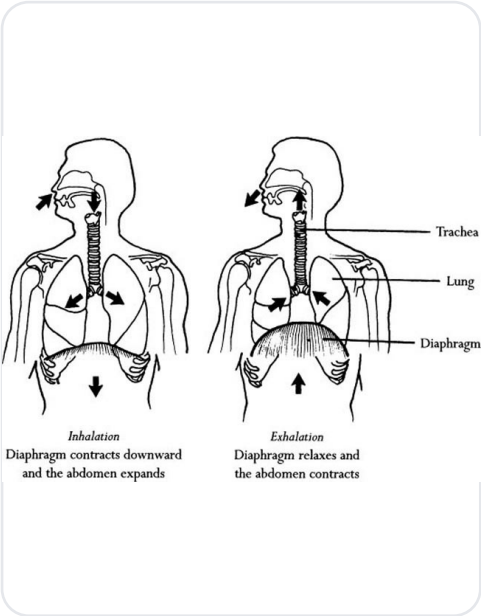
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Bandha Integration in Pranayama - Technique

TECHNIQUE PRINCIPLES

- Learn the isolated action before combining it with breath retention.
- Use minimal necessary effort.
- Release smoothly in the correct order.
- Practise only when breathing and posture are stable.
- Never strain the throat, abdomen or pelvic floor.

The supplied source describes bandhas as advanced practices used with pranayama and mudras. This syllabus emphasizes progressive instruction and safety.



Control is more important than intensity.

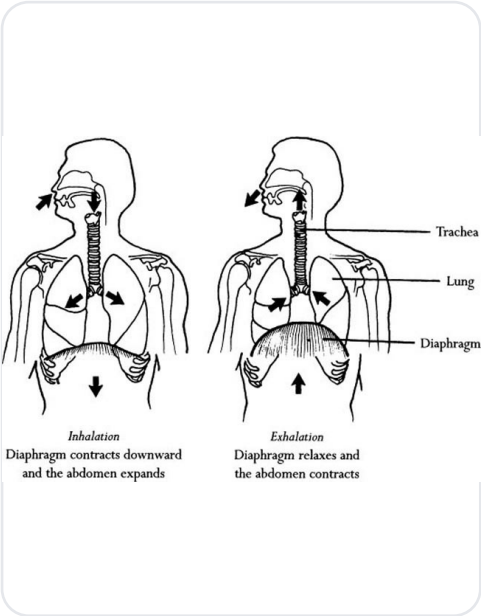
Stage	Practice
1	Understand anatomy and felt location
2	Gentle isolated contraction/release
3	Coordinate with breath without retention
4	Add retention only under qualified guidance

Bandha Integration in Pranayama - Teaching & Safety

SAFETY EMPHASIS

- Avoid bandha practice during acute illness or pain.
- Use extra caution with pregnancy, pelvic-floor dysfunction, hypertension, cardiovascular disease and recent abdominal/pelvic surgery.
- Do not use long breath retention without appropriate training.
- Stop if pressure, pain, dizziness or distress occurs.

Teachers should remain within their competence and avoid turning subtle practices into forceful muscular drills.



Advanced does not mean maximal effort.

Teaching cue	Better wording
Intensity	"Gently engage" rather than "squeeze as hard as possible"
Duration	Short and comfortable
Release	Slow and complete
Progression	Qualified supervision for advanced combinations

Bandha Integration in Pranayama - Assessment

Assessment criterion	Beginning	Developing	Competent	Advanced
Correct location/action	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath coordination	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Controlled release	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Ability to teach a beginner version	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Vishnu Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Vishnu Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Vishnu Mudra - Teaching Check

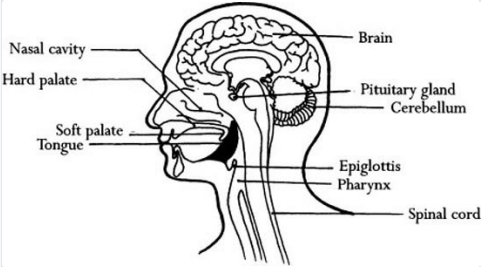
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Ashwini Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Ashwini Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Ashwini Mudra - Teaching Check

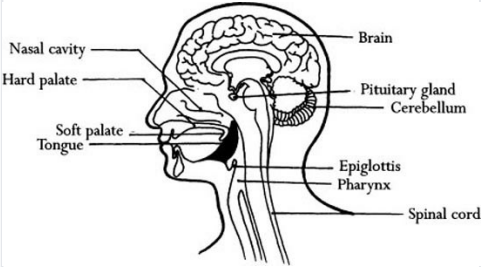
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Nabho Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Nabho Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Nabho Mudra - Teaching Check

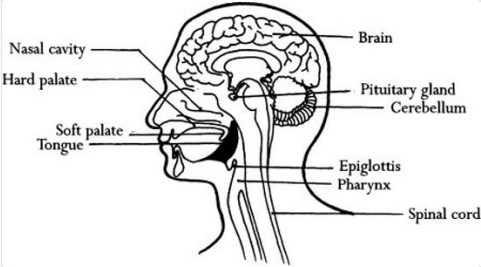
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Kechari Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Kechari Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Kechari Mudra - Teaching Check

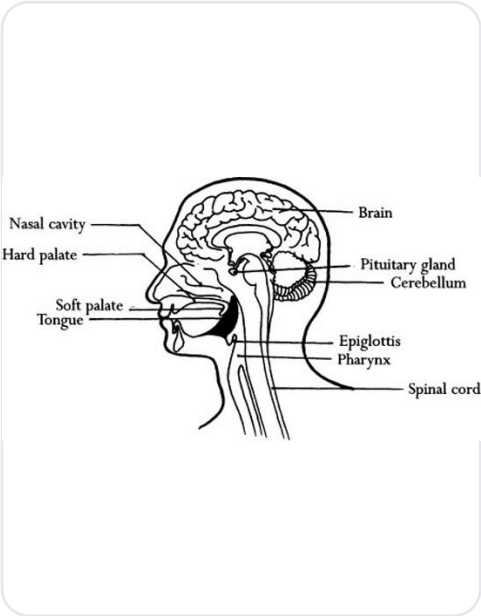
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Pashinee Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Pashinee Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Pashinee Mudra - Teaching Check

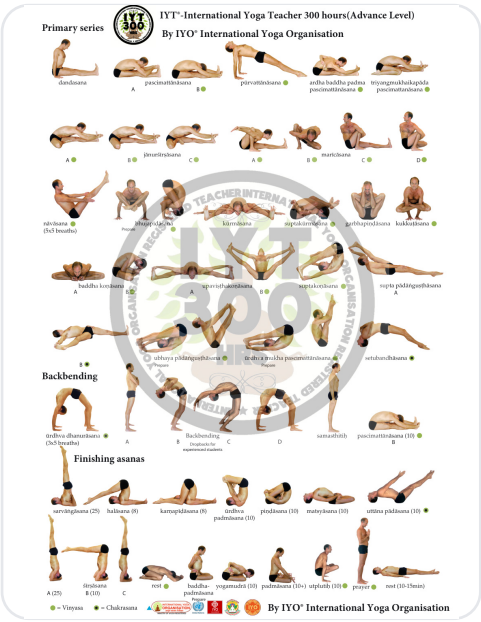
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Viparita Karani Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Viparita Karani Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Viparita Karani Mudra - Teaching Check

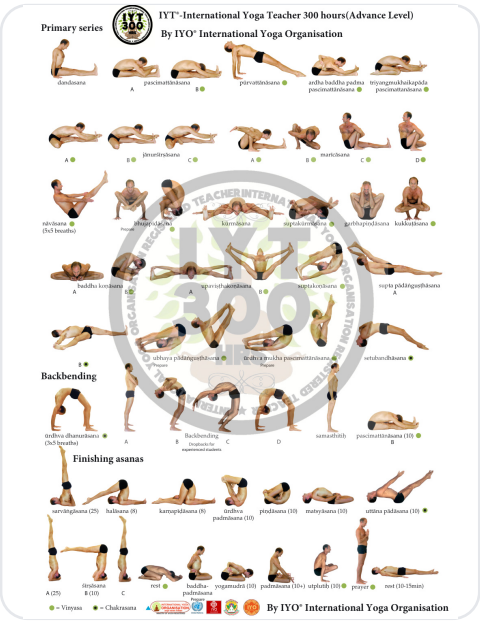
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Yoga Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Yoga Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Yoga Mudra - Teaching Check

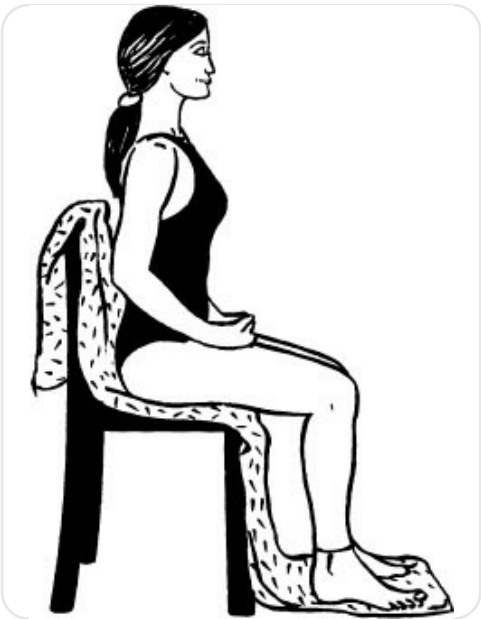
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Yoni Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Yoni Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Yoni Mudra - Teaching Check

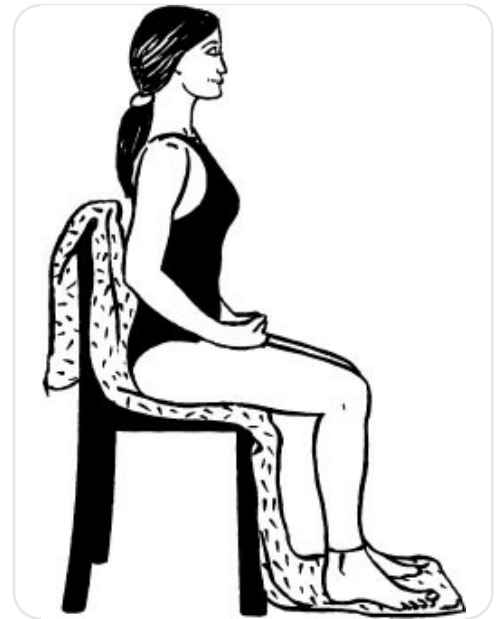
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Jnana / Chin Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Jnana / Chin Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Jnana / Chin Mudra - Teaching Check

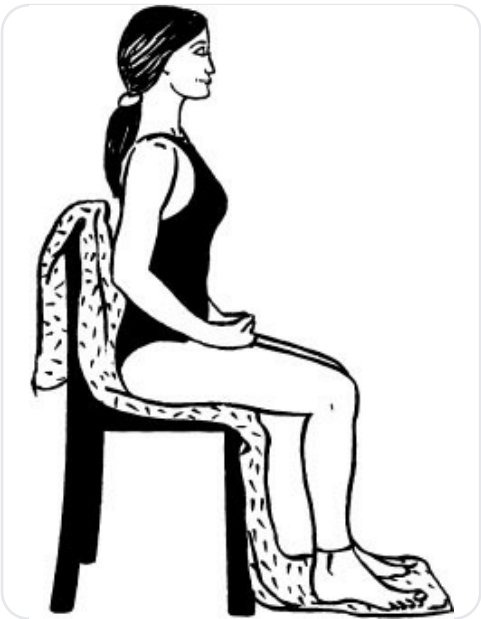
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Prana Mudra - Meaning & Practice

MUDRA STUDY

- Learn the traditional meaning and form of Prana Mudra.
- Identify whether the mudra is a hand gesture, whole-body seal or internal practice.
- Use a stable meditative posture when appropriate.
- Coordinate the mudra with breath and attention without strain.
- Record subjective experience without making medical claims.

The supplied curriculum describes mudras as practices that can prepare the mind for meditation and direct attention/pranic awareness.



Some mudras are simple hand positions; others are advanced whole-body practices.

Study area	Question
Form	How is it performed?
Context	Where does it appear in the practice?
Attention	What is the meditation focus?
Safety	Does it require advanced supervision?

Prana Mudra - Teaching Check

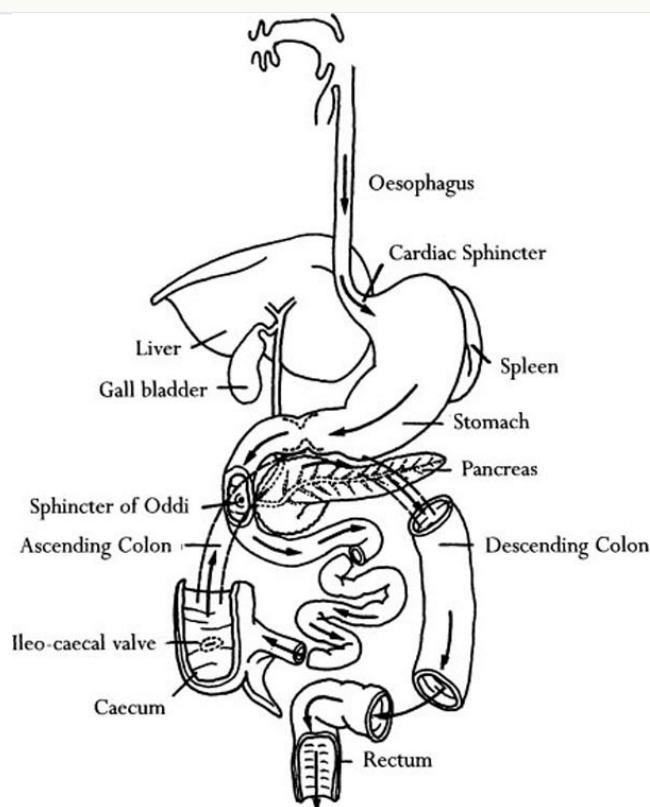
Assessment criterion	Beginning	Developing	Competent	Advanced
Accurate form	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Appropriate context	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Breath and attention	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respectful traditional framing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and modifications	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Dhauti - Digestive-Tract Cleansing

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

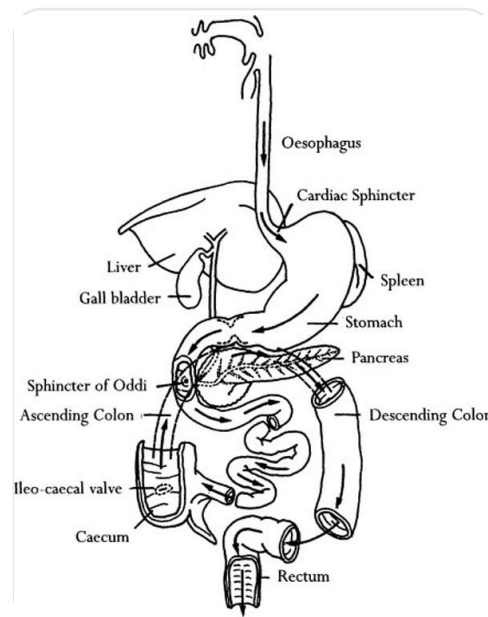
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Dhauti - Digestive-Tract Cleansing - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.



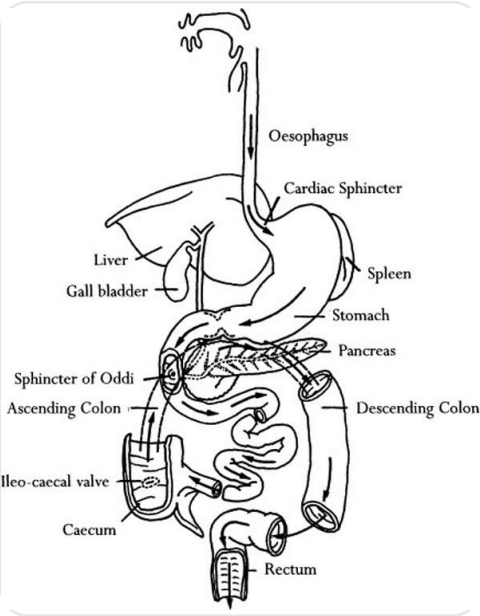
Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Dhauti - Digestive-Tract Cleansing - Safety, Hygiene & Contraindications

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Dhauti - Digestive-Tract Cleansing - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

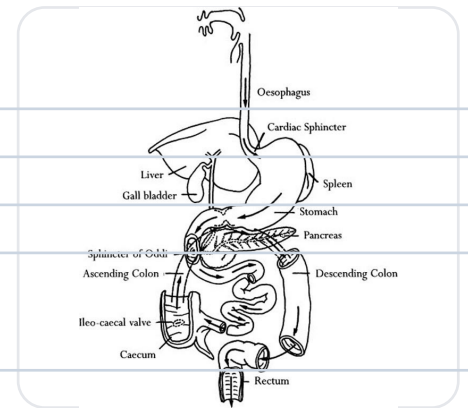
1. What is the traditional purpose of Dhauti - Digestive-Tract Cleansing?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.



Dhauti - Digestive-Tract Cleansing - Competency Rubric

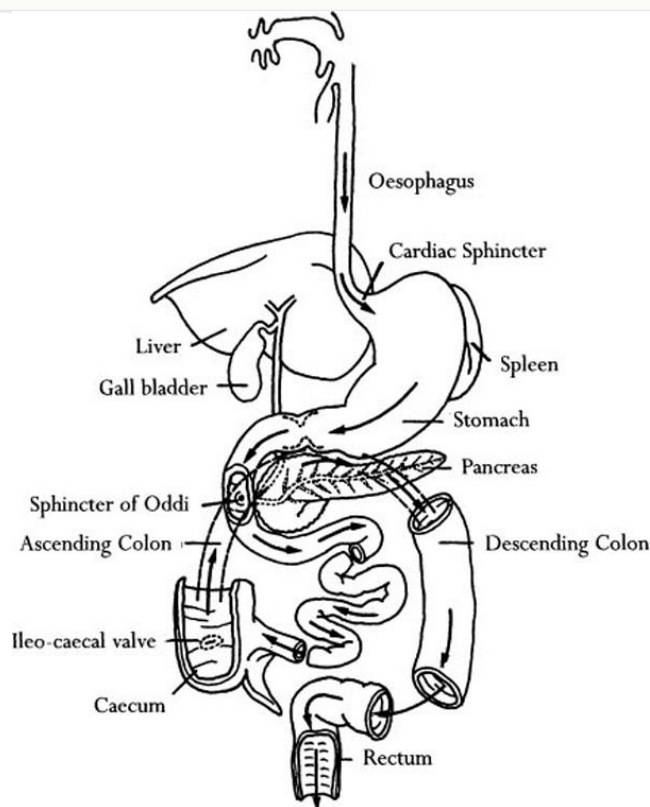
Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Vasti - Colon Cleansing

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

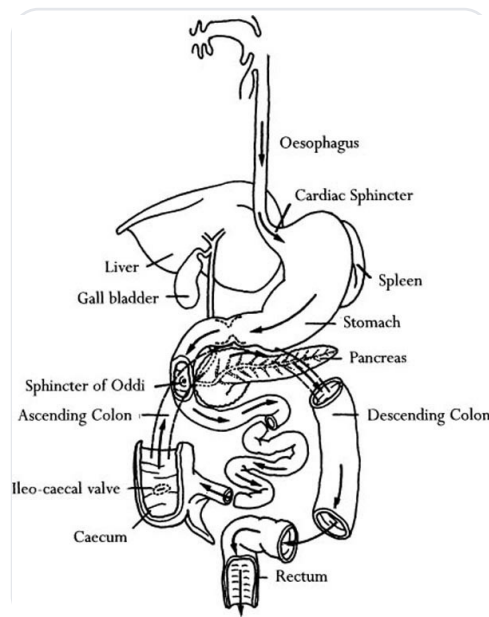
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Vasti - Colon Cleansing - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.



Several cleansing methods should not be learned from a book alone.

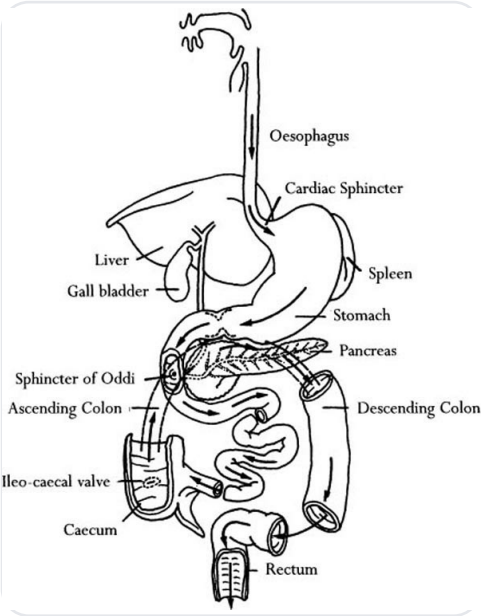
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Vasti - Colon Cleansing - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Vasti - Colon Cleansing - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

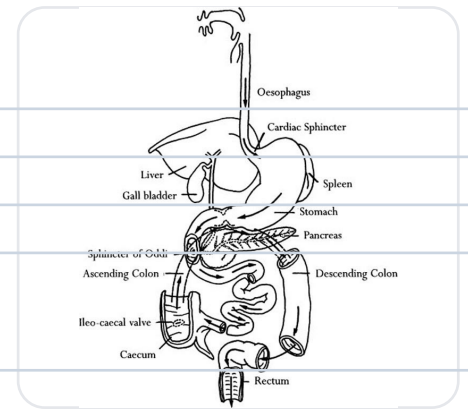
1. What is the traditional purpose of Vasti - Colon Cleansing?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.



Vasti - Colon Cleansing - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Neti - Nasal Cleansing

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Neti - Nasal Cleansing - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhprakashana, agni sara dhauti and danta dhauti.

1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>				
	IN	HOLD	OUT		IN	HOLD	OUT
Stage 1	4:	8:	8		4:	16:	8
Stage 2	5:	10:	10		5:	20:	10
Stage 3	6:	12:	12		6:	24:	12
Stage 4	7:	14:	14		7:	28:	14
Stage 5	8:	16:	16		8:	32:	16

Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Neti - Nasal Cleansing - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Neti - Nasal Cleansing - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

1. What is the traditional purpose of Neti - Nasal Cleansing?

	1: 2: 2 RATIO Ratios for Beginners			1: 4: 2 RATIO Ratios for the Advanced		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.

Neti - Nasal Cleansing - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Tratak - Steady Gazing

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

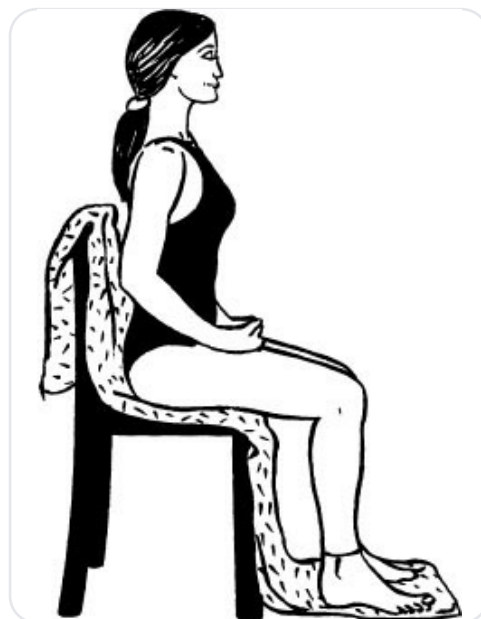
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Tratak - Steady Gazing - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.



Several cleansing methods should not be learned from a book alone.

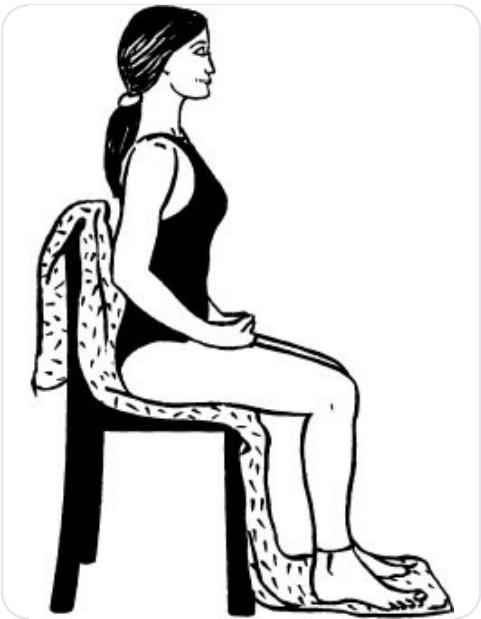
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Tratak - Steady Gazing - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Tratak - Steady Gazing - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

1. What is the traditional purpose of Tratak - Steady Gazing?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.

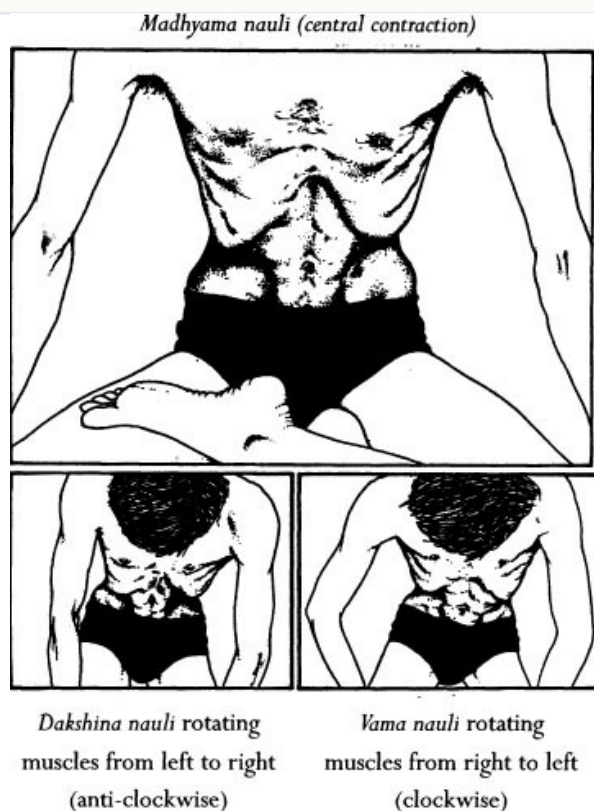


Tratak - Steady Gazing - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Nauli - Abdominal Isolation

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

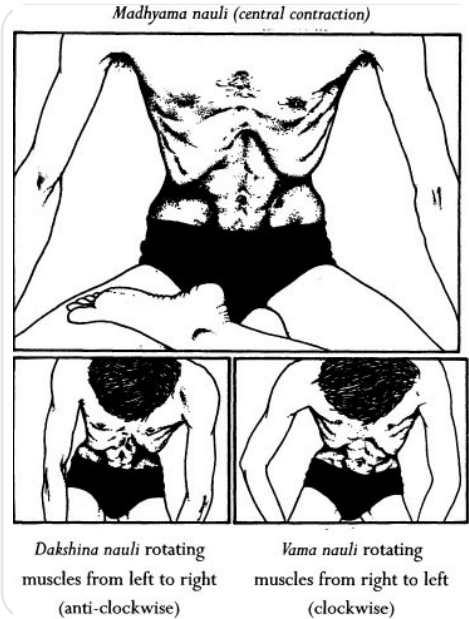
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Nauli - Abdominal Isolation - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.



Several cleansing methods should not be learned from a book alone.

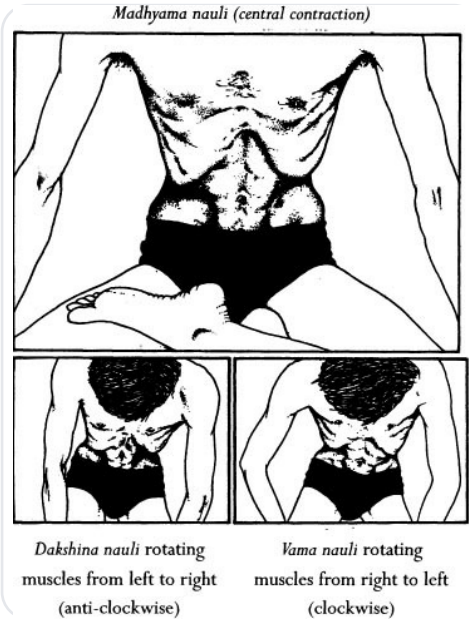
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Nauli - Abdominal Isolation - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Nauli - Abdominal Isolation - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

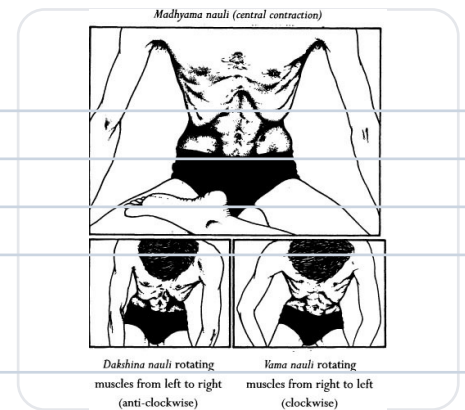
1. What is the traditional purpose of Nauli - Abdominal Isolation?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.



Nauli - Abdominal Isolation - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Kapalabhati as Shatkarma

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Classically, however, ujjay breathing has not been recommended as part of the asana. We strongly advise against breathing ujjay during the asana for several reasons. First, while it encourages mindful and slow breathing, it is an artificial way of achieving these goals - goals that can easily be achieved all by yourself. Second, ujjay breathing is a waste of energy - even very gentle glottic intervention is still wasted prana that could be better used elsewhere. Finally, and most importantly, ujjay breathing is a distraction of consciousness. That is, by focusing only a small part of our mind on the process of maintaining this restriction, we are actually distracting ourselves from being fully aware of what we are in the pose experience. Because Asana is about creating greater awareness of what we are experiencing, we want to minimize distractions; especially if we want to safely engage in poses in a way that honors our bodies.

Breath in asana versus pranayama

A final topic worth mentioning is the distinction between mindful breathing during asana and the formal practice of pranayama. As you can see, breathing actually plays a crucial role in a healthy asana routine. However, the power of the breath - especially when it connects with the mind - is so deep that the yogis saw additional, separate practices of conscious breathing as essential to growth. In other words, as much as the breath can assist asana and vice versa, the breath work is so powerful that the yogis felt it should be studied and practiced all by yourself so that it can receive full attention and effort.

This type of practice is known as pranayama or "liberation of the life energy of the body" and is so important that it is classically performed independently of asana. This enables us not only to focus our full effort on the breath, but also to focus our full attention on the thoughts and emotions that arise from various forms of breathing. In fact, pranayama has traditionally been viewed as so important that students have long been encouraged to make it a priority over asana itself. That is, when time is short, it is better to skip asana entirely and focus solely on meditation and pranayama, rather than allowing asana to "squeeze out" this crucial form of work.

The power of breathing: 3 pranayama techniques



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Kapalabhati as Shatkarma - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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The power of breathing: 3 pranayama techniques



Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Kapalabhati as Shatkarma - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Classically, however, ujjay breathing has not been recommended as part of the asana. We strongly advise against breathing ujjay during the asana for several reasons. First, while it encourages mindful and slow breathing, it is an artificial way of achieving these goals - goals that can easily be achieved all by yourself. Second, ujjay breathing is a waste of energy - even very gentle glottic intervention is still wasted prana that could be better used elsewhere. Finally, and most importantly, ujjay breathing is a distraction of consciousness. That is, by focusing only a small part of our mind on the process of maintaining this restriction, we are actually distracting ourselves from being fully aware of what we are in the pose experience. Because Asana is about creating greater awareness of what we are experiencing, we want to minimize distractions. Especially if we want to safely engage in poses in a way that honors our bodies.

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A final topic worth mentioning is the distinction between mindful breathing during asana and the formal practice of pranayama. As you can see, breathing actually plays a crucial role in a healthy asana routine. However, the power of the breath - especially when it connects with the mind - is so deep that the yogis saw additional, separate practices of conscious breathing as essential to growth. In other words, as much as the breath can assist asana and vice versa, the breath work is so powerful that the yogis felt it should be studied and practiced all by yourself so that it can receive full attention and effort.

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The power of breathing: 3 pranayama techniques



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

STUDENT WORKSHEET / REFLECTION

[illegible]

Kapalabhati as Shatkarma - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Jala Neti - Water Neti

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Jala Neti - Water Neti - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.

1: 2: 2 RATIO <i>Ratios for the Beginners</i>				1: 4: 2 RATIO <i>Ratios for the Advanced</i>			
	IN	HOLD	OUT		IN	HOLD	OUT
Stage 1	4:	8:	8		4:	16:	8
Stage 2	5:	10:	10		5:	20:	10
Stage 3	6:	12:	12		6:	24:	12
Stage 4	7:	14:	14		7:	28:	14
Stage 5	8:	16:	16		8:	32:	16

Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Jala Neti - Water Neti - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Jala Neti - Water Neti - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

1. What is the traditional purpose of Jala Neti - Water Neti?

1: 2: 2 RATIO Ratios for Beginners				1: 4: 2 RATIO Ratios for the Advanced			
	IN	HOLD	OUT	IN	HOLD	OUT	
Stage 1	4:	8:	8	4:	16:	8	
Stage 2	5:	10:	10	5:	20:	10	
Stage 3	6:	12:	12	6:	24:	12	
Stage 4	7:	14:	14	7:	28:	14	
Stage 5	8:	16:	16	8:	32:	16	

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.

Jala Neti - Water Neti - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Sutra Neti - Thread/Catheter Neti

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.

	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Sutra Neti - Thread/Catheter Neti - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhaprakshalana, agni sara dhauti and danta dhauti.

1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD OUT		IN	HOLD OUT
Stage 1	4:	8: 8		4:	16: 8
Stage 2	5:	10: 10		5:	20: 10
Stage 3	6:	12: 12		6:	24: 12
Stage 4	7:	14: 14		7:	28: 14
Stage 5	8:	16: 16		8:	32: 16

Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Sutra Neti - Thread/Catheter Neti - Safety, Hygiene & Contraindications

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

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	1: 2: 2 RATIO <i>Ratios for Beginners</i>			1: 4: 2 RATIO <i>Ratios for the Advanced</i>		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Sutra Neti - Thread/Catheter Neti - Observation & Teaching

Worksheet

STUDENT WORKSHEET / REFLECTION

1. What is the traditional purpose of Sutra Neti - Thread/Catheter Neti?

	1: 2: 2 RATIO Ratios for Beginners			1: 4: 2 RATIO Ratios for the Advanced		
	IN	HOLD	OUT	IN	HOLD	OUT
Stage 1	4:	8:	8	4:	16:	8
Stage 2	5:	10:	10	5:	20:	10
Stage 3	6:	12:	12	6:	24:	12
Stage 4	7:	14:	14	7:	28:	14
Stage 5	8:	16:	16	8:	32:	16

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

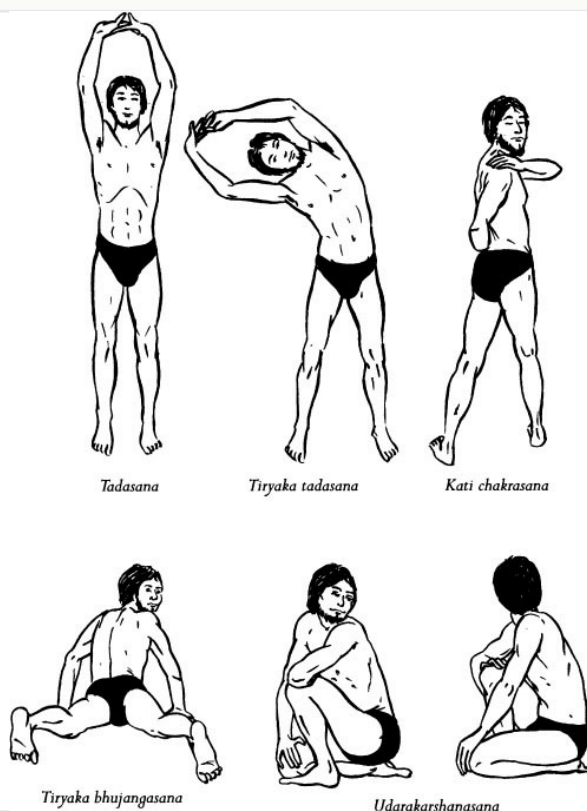
5. Write a safe explanation that does not promise detoxification or cure.

Sutra Neti - Thread/Catheter Neti - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Shankhaprakshalana / Varisara Dhauti

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



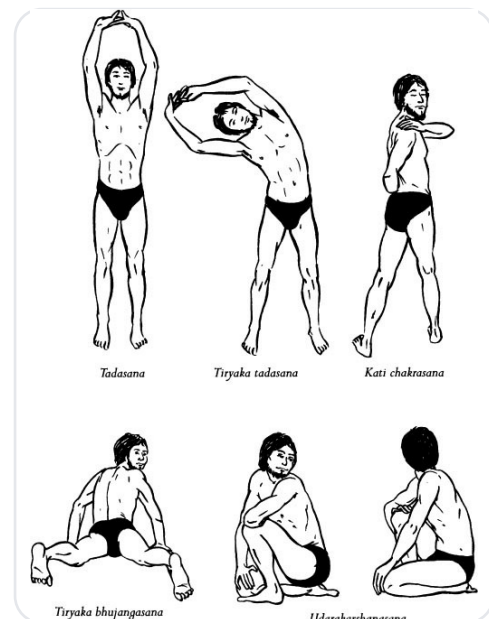
Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Shankhaprakshalana / Varisara Dhauti - Traditional Purpose & Context

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

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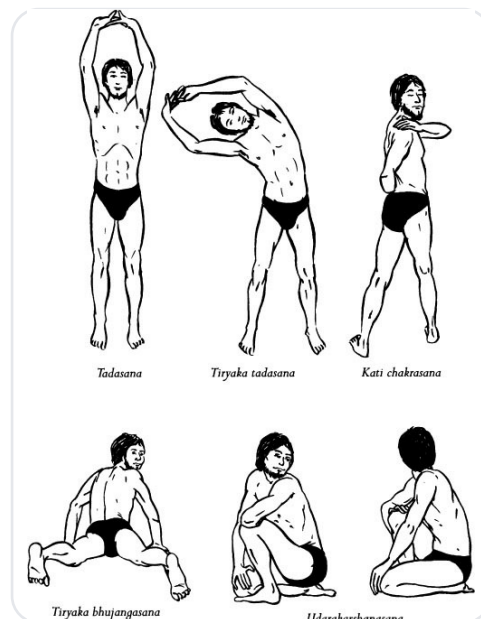
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Shankhaprakshalana / Varisara Dhauti - Safety, Hygiene & Contraindications

SAFETY AND RISK CONTROL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

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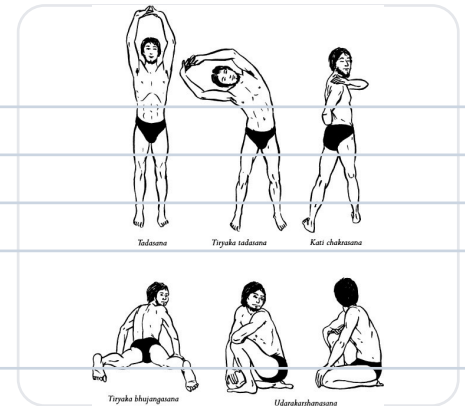
Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Shankhaprakshalana / Varisara Dhauti - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

1. What is the traditional purpose of Shankhaprakshalana / Varisara Dhauti?



2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.

Shankhaprakshalana / Varisara Dhauti - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

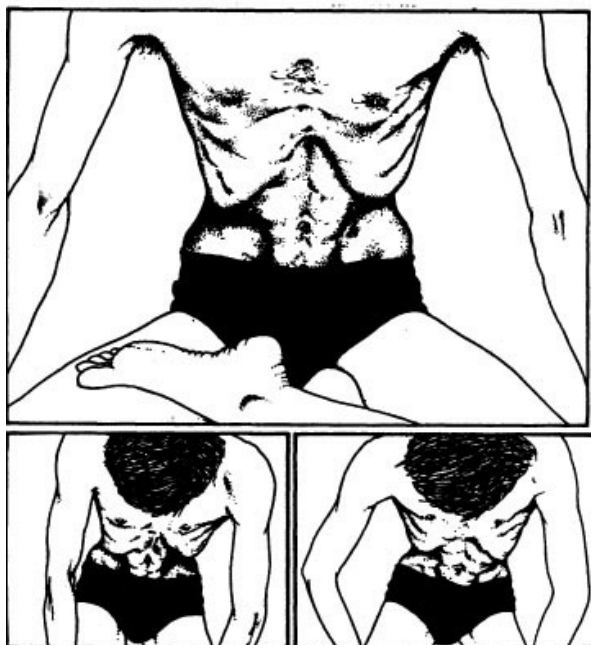
Module 5

20 /

Agni Sara Dhauti

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.

Madhyama nauli (central contraction)



*Dakshina nauli rotating
muscles from left to right
(anti-clockwise)*

*Vama nauli rotating
muscles from right to left
(clockwise)*

Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

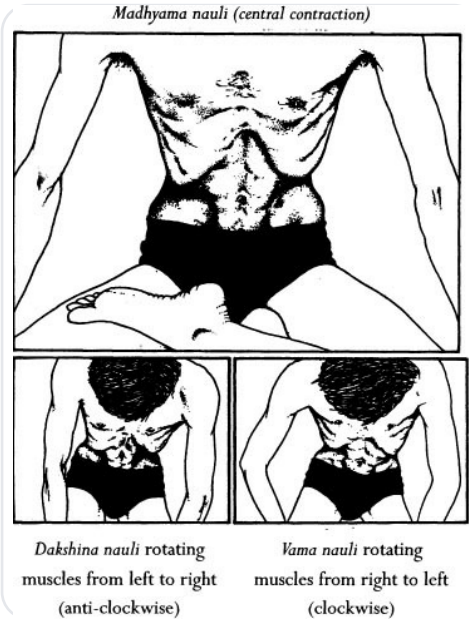
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Agni Sara Dhauti - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
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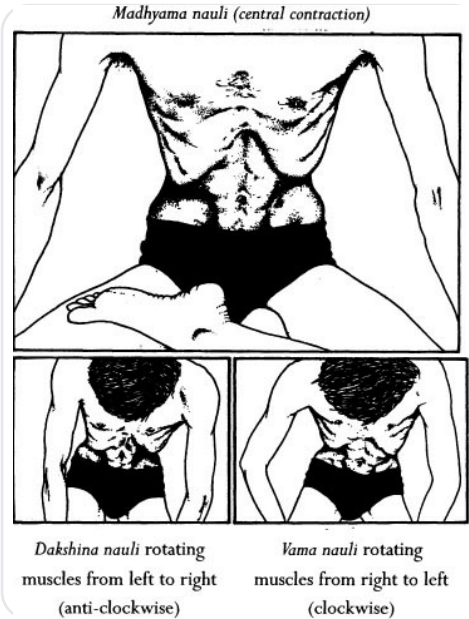
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Agni Sara Dhauti - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

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- Medical conditions may require clearance from a qualified healthcare professional.
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This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Agni Sara Dhauti - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

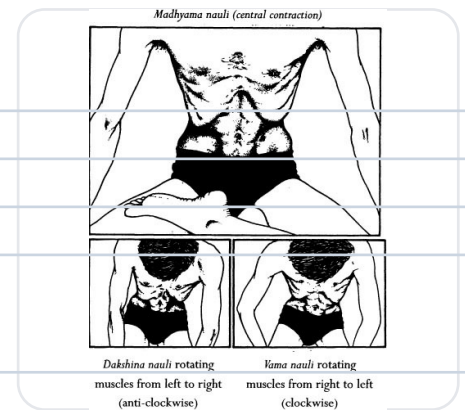
1. What is the traditional purpose of Agni Sara Dhauti?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.

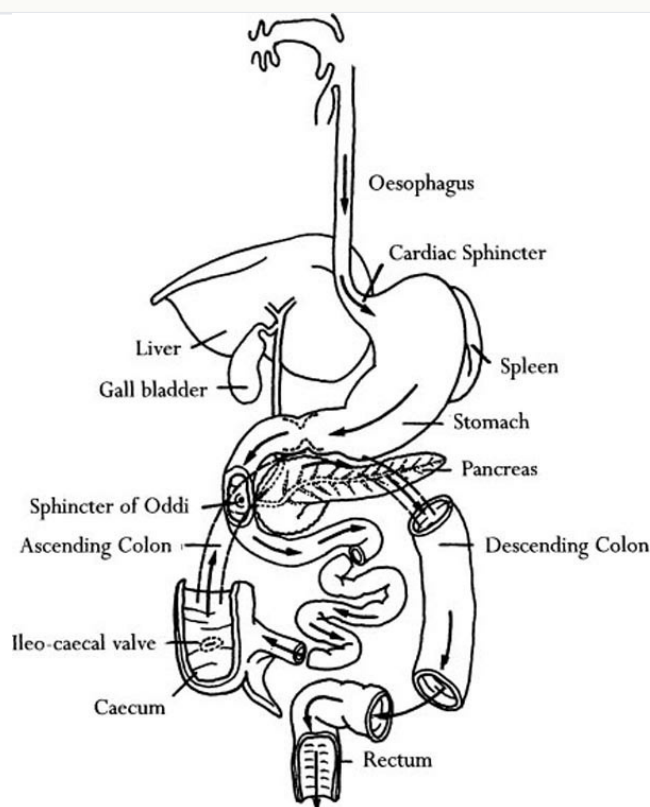


Agni Sara Dhauti - Competency Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Danta Dhauti and Oral Cleansing

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

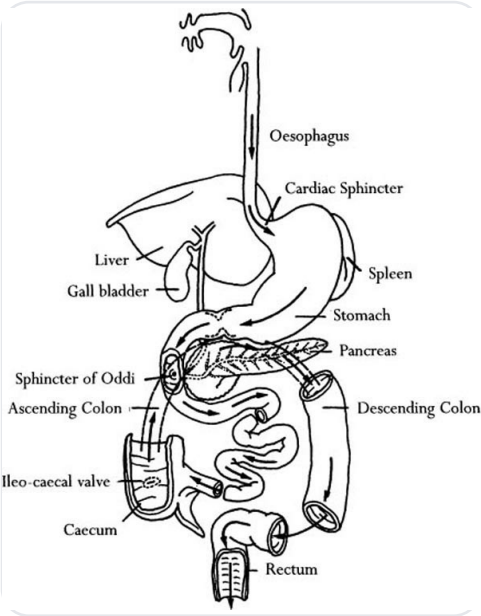
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Danta Dhauti and Oral Cleansing - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhprakashana, agni sara dhauti and danta dhauti.



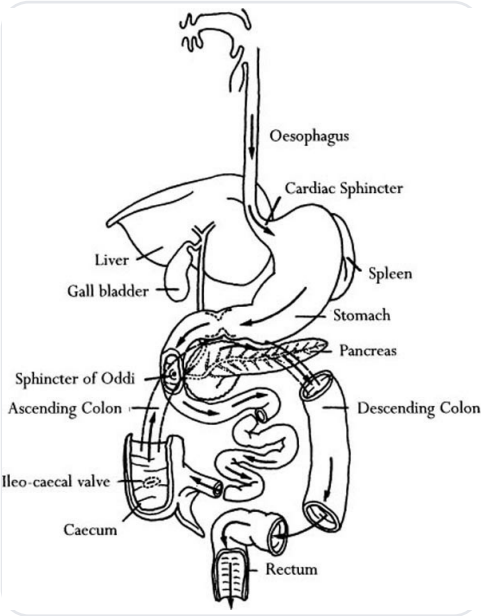
Several cleansing methods should not be learned from a book alone.

Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Danta Dhauti and Oral Cleansing - Safety, Hygiene & Contraindications

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Danta Dhauti and Oral Cleansing - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

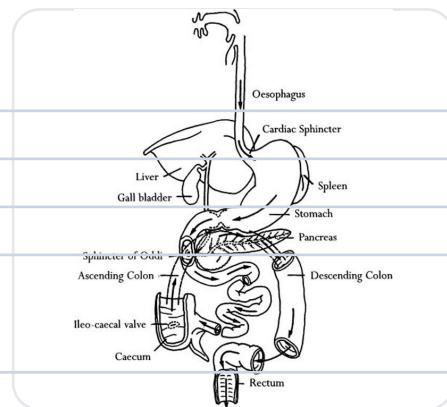
1. What is the traditional purpose of Danta Dhauti and Oral Cleansing?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.



Danta Dhauti and Oral Cleansing - Competency Rubric

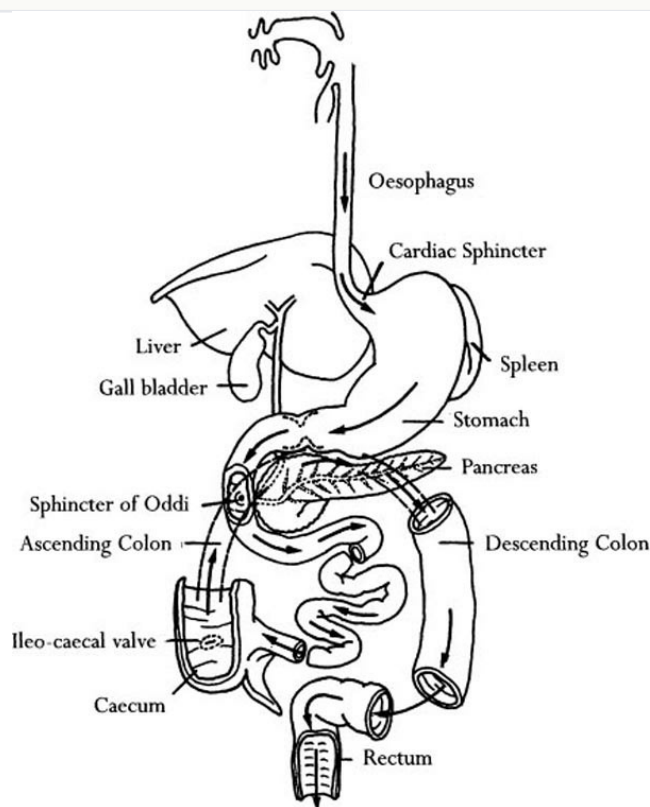
Assessment criterion	Beginning	Developing	Competent	Advanced
Traditional knowledge	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and hygiene	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Contraindication awareness	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope and referral	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Clear non-medical communication	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 5

20 /

Kunjal Kriya / Vamana Dhauti

Traditional Hatha Yoga purification practice: theory, teacher demonstration, contraindications and strict safety boundaries.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

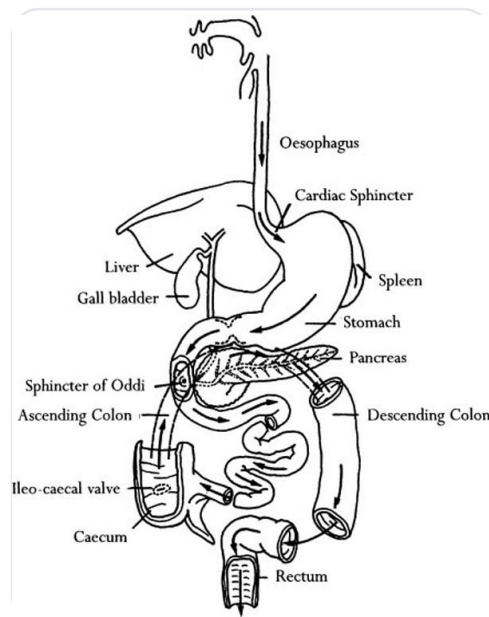
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Kunjal Kriya / Vamana Dhauti - Traditional Purpose & Context

TRADITIONAL CONTEXT

- Identify the practice within the six shatkarmas or a related subdivision.
- Study its traditional purpose and sequence in Hatha Yoga.
- Learn equipment/hygiene requirements when relevant.
- Understand that source claims may exceed modern clinical evidence.
- Do not treat a traditional cleansing practice as a cure.

The supplied syllabus lists the main shatkarmas as dhauti, vasti, neti, tratak, nauli and kapalabhati, and also names subdivisions such as jala neti, sutra neti, shankhprakhshalana, agni sara dhauti and danta dhauti.



Several cleansing methods should not be learned from a book alone.

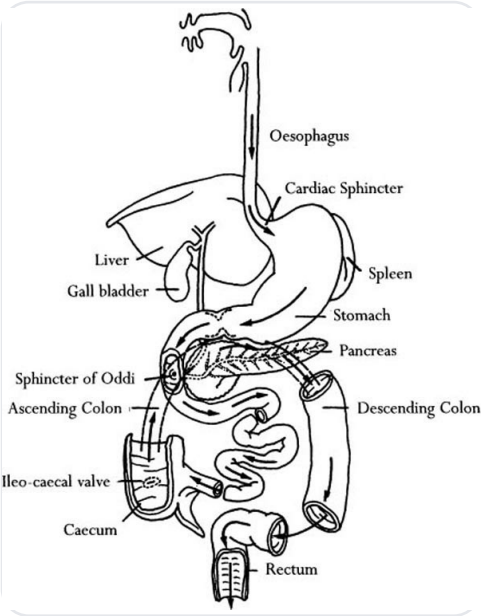
Question	Study response
What is cleansed?	Describe the traditional target
How is it performed?	High-level supervised method
Who should avoid it?	List contraindications
What evidence exists?	Separate tradition from clinical proof

Kunjal Kriya / Vamana Dhauti - Safety, Hygiene & Contraindications

SAFETY PROTOCOL

- Use expert in-person instruction for invasive, forceful or complex shatkarmas.
- Use clean/sterile equipment and safe water practices where relevant.
- Do not practise during acute illness or where contraindicated.
- Medical conditions may require clearance from a qualified healthcare professional.
- Stop immediately for bleeding, severe pain, faintness, breathing difficulty or persistent distress.

This syllabus deliberately strengthens safety language around traditional practices. Teachers must not exceed their competence.



Safety and hygiene are mandatory, not optional.

Risk control	Action
Training	Qualified supervision
Hygiene	Clean equipment and environment
Screening	Ask about relevant health conditions
Emergency	Stop and refer for concerning symptoms

Kunjal Kriya / Vamana Dhauti - Observation & Teaching Worksheet

STUDENT WORKSHEET / REFLECTION

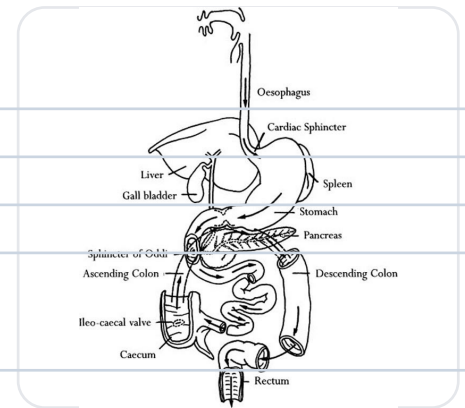
1. What is the traditional purpose of Kunjal Kriya / Vamana Dhauti?

2. What preparation and hygiene are required?

3. List at least five contraindications or reasons to refer.

4. Which parts may be taught theoretically only in your setting?

5. Write a safe explanation that does not promise detoxification or cure.



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What Does Well-Being Mean?

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

What does well-being actually mean?

Wellbeing is when we have a positive life experience. Well-being is the state in which one is healthy, safe and happy. The study of wellbeing aims to discover and nurture the factors that enable individuals and communities to thrive.

However, what is wellbeing? To explain this, well-being can be divided into six aspects. It should be remembered that these aspects are not separate but are deeply connected pieces of the feel-good puzzle.

6 aspects of wellbeing

Physical well-being

Physical wellbeing is about being safe, protected and in good health. Moreover, it is closely related to mental wellbeing. When we are in good physical health, we will automatically experience better mental and emotional wellbeing. On the other hand, mental stress and anxiety will strain the internal organs, increase blood pressure, decrease immune function, and disrupt chemical balance.

There is a lot of information online and in books about how to achieve good health. It's basically about highlighting the positive (good habits) and eliminating the negative (bad habits). For this reason, it is best to teach children good habits from the beginning. These habits fall into a holistic system of physical health and include:

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What Does Well-Being Mean? - Core Concepts

CORE CONCEPTS

- Define the topic in practical, non-dogmatic language.
- Connect lifestyle choices with sustainable yoga practice.
- Consider individual, social and environmental context.
- Avoid one-size-fits-all diet, fasting or wellness claims.
- Encourage professional help where lifestyle advice enters clinical nutrition or mental healthcare.

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Lens	Reflection
Personal	What supports consistent practice?
Social	What relationships and resources matter?
Professional	How does work affect well-being?
Emotional	What supports regulation and resilience?
Inner	How do meaning and values shape practice?

What Does Well-Being Mean? - Practical Application

DAILY APPLICATION

- Choose one small, sustainable action for seven days.
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What Does Well-Being Mean? - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

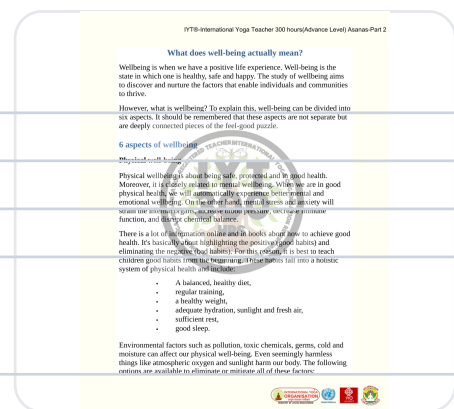
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3. Where are cultural, medical or individual differences important?

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5. Design a one-week personal experiment.



What Does Well-Being Mean? - Integration Check

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Physical Well-Being - Practical Application

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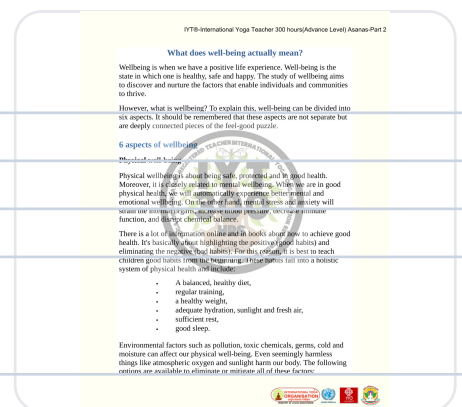
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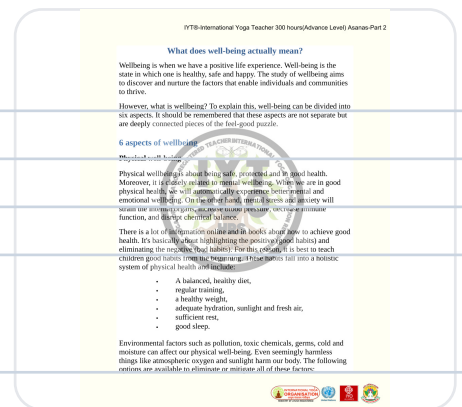
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Social Well-Being - Core Concepts

CORE CONCEPTS

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Environmental factors such as pollution, toxic chemicals, germs, cold and moisture can affect our physical well-being. Even seemingly harmless things like atmospheric oxygen and sunlight harm our body. The following options are available to eliminate or mitigate all of these factors:



Well-being is multi-dimensional; yoga is one supportive part of a wider picture.

Lens	Reflection
Personal	What supports consistent practice?
Social	What relationships and resources matter?
Professional	How does work affect well-being?
Emotional	What supports regulation and resilience?
Inner	How do meaning and values shape practice?

Social Well-Being - Practical Application

DAILY APPLICATION

- Choose one small, sustainable action for seven days.
- Track energy, mood, sleep and practice consistency without obsession.
- Review barriers with curiosity rather than self-criticism.
- Use mindfulness to notice automatic habits.
- Adjust the plan to fit culture, resources and health needs.

Advanced teachers model consistency and flexibility rather than perfection.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

What does well-being actually mean?

Wellbeing is when we have a positive life experience. Well-being is the state in which one is healthy, safe and happy. The study of wellbeing aims to discover and nurture the factors that enable individuals and communities to thrive.

However, what is wellbeing? To explain this, well-being can be divided into six aspects. It should be remembered that these aspects are not separate but are deeply connected pieces of the feel-good puzzle.

6 aspects of well-being

Physical well-being

Physical wellbeing is about being safe, protected and in good health. Moreover, it is closely related to mental wellbeing. When we are in good physical health, we will automatically experience better mental and emotional wellbeing. On the other hand, mental stress and anxiety will strain the internal organs, increase blood pressure, decrease immune function, and disrupt chemical balance.

There is a lot of information online and in books about how to achieve good health. It's basically about highlighting the positive (good habits) and eliminating the negative (bad habits). For this reason, it is best to teach children good habits from the beginning. These habits fall into a holistic system of physical health and include:

- A balanced, healthy diet,
- regular training,
- a healthy weight,
- adequate hydration, sunlight and fresh air,
- sufficient rest,
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Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Social Well-Being - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

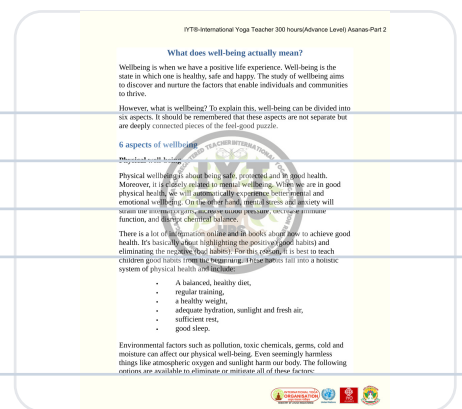
1. How is Social Well-Being represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

5. Design a one-week personal experiment.



Social Well-Being - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respect for individual differences	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope of advice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Professional Well-Being

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

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Professional Well-Being - Core Concepts

CORE CONCEPTS

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Personal	What supports consistent practice?
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Professional Well-Being - Practical Application

DAILY APPLICATION

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Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Professional Well-Being - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

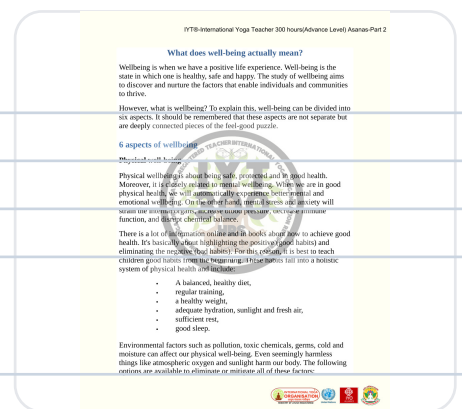
1. How is Professional Well-Being represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

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5. Design a one-week personal experiment.



Professional Well-Being - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Reflective self-practice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Emotional and Mental Well-Being

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Why yoga and mindfulness go together

Yoga and mindfulness go together because the goal of both is to achieve a higher level of connection, awareness or union between mind, body and soul. Indeed, without mindfulness, yoga cannot be yoga. Both yoga and mindfulness aim to calm the mind in order to cultivate a deeper connection and understanding of self. Both teach you to tune into your breath, pay attention to physical sensations and learn to accept reality as it is in that moment.

Mindfulness is something we practice through yoga. The yoga studio is also the perfect place to learn to become more mindful as it is full of conditions that are beyond our control. On some days, you may feel restless, bored or aroused by the noises outside of the yoga studio or perhaps by the person on the mat next to you. Mindful yoga trains you to redefine these conditions and feel less reactive towards them.

Finally, yoga helps prepare the body for mindful meditation. The two have always been inextricably linked, with a physical yoga practice only leading to increased mindfulness and a regular mindfulness meditation practice only leading to a stronger yoga practice.

So yoga and mindfulness are not just two things that go well together but two parts of a whole, ancient model of wisdom to reach a higher level of consciousness.

Four mindful yoga poses

Mindful yoga is a type of yoga that is most commonly practiced before meditation. Just as there are certain poses that stretch or strengthen the body and poses that give you energy, there are also poses that prepare the body for meditation. These mindful yoga poses are purposely simple as they help slow the breath and body, calm the mind, and, of course, raise awareness.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Emotional and Mental Well-Being - Core Concepts

CORE CONCEPTS

- Define the topic in practical, non-dogmatic language.
- Connect lifestyle choices with sustainable yoga practice.
- Consider individual, social and environmental context.
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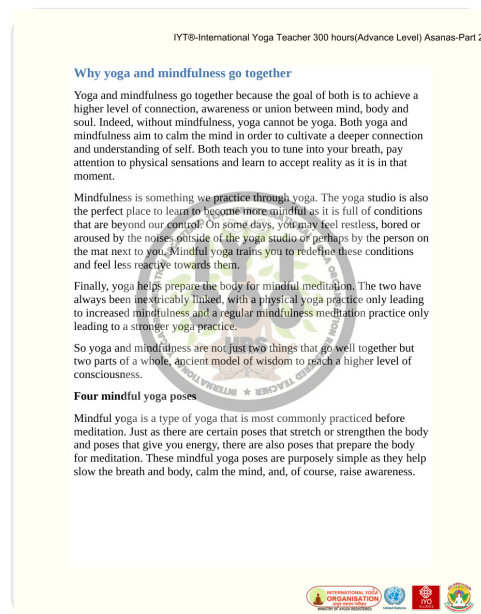
Lens	Reflection
Personal	What supports consistent practice?
Social	What relationships and resources matter?
Professional	How does work affect well-being?
Emotional	What supports regulation and resilience?
Inner	How do meaning and values shape practice?

Emotional and Mental Well-Being - Practical Application

DAILY APPLICATION

- Choose one small, sustainable action for seven days.
- Track energy, mood, sleep and practice consistency without obsession.
- Review barriers with curiosity rather than self-criticism.
- Use mindfulness to notice automatic habits.
- Adjust the plan to fit culture, resources and health needs.

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Daily check	Prompt
Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Emotional and Mental Well-Being - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

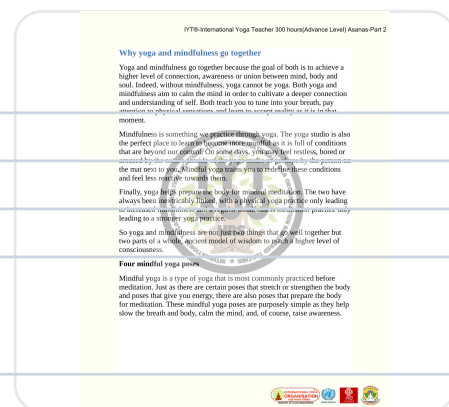
1. How is Emotional and Mental Well-Being represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

5. Design a one-week personal experiment.



Emotional and Mental Well-Being - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respect for individual differences	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope of advice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Reflective self-practice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 6

20 /

Inner / Spiritual Well-Being

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

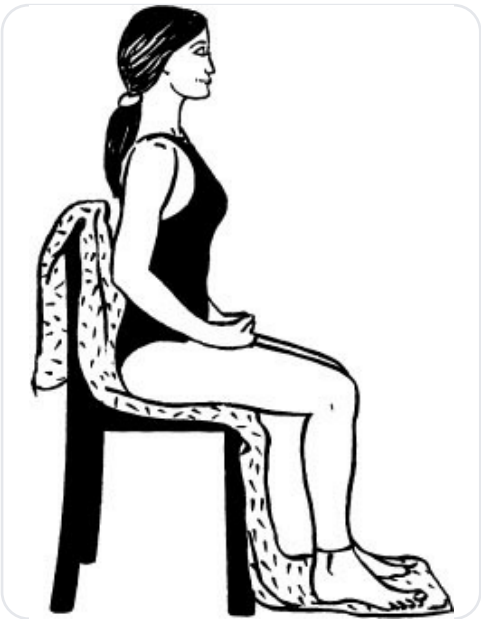
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Inner / Spiritual Well-Being - Core Concepts

CORE CONCEPTS

- Define the topic in practical, non-dogmatic language.
- Connect lifestyle choices with sustainable yoga practice.
- Consider individual, social and environmental context.
- Avoid one-size-fits-all diet, fasting or wellness claims.
- Encourage professional help where lifestyle advice enters clinical nutrition or mental healthcare.

The supplied Asanas-Part 2 material covers six aspects of well-being, yoga and well-being, diet/lifestyle themes, mindfulness, breathing, chair yoga and daily practice.



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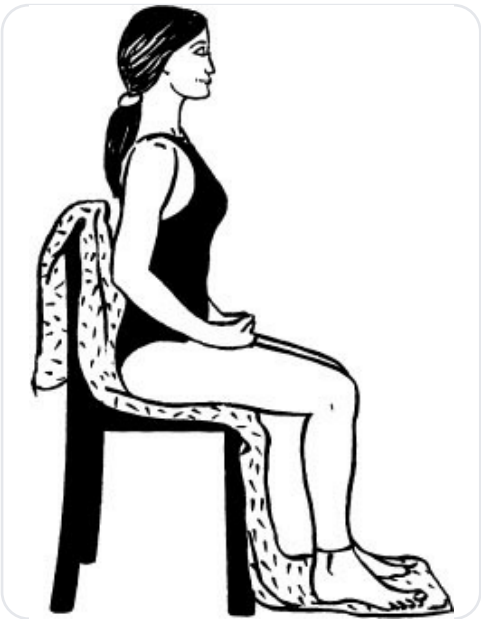
Lens	Reflection
Personal	What supports consistent practice?
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Professional	How does work affect well-being?
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Inner / Spiritual Well-Being - Practical Application

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Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Inner / Spiritual Well-Being - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. How is Inner / Spiritual Well-Being represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

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Module 6

20 /

The Yogic Diet

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

What does well-being actually mean?

Wellbeing is when we have a positive life experience. Well-being is the state in which one is healthy, safe and happy. The study of wellbeing aims to discover and nurture the factors that enable individuals and communities to thrive.

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6 aspects of wellbeing

Physical well-being

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The Yogic Diet - Core Concepts

CORE CONCEPTS

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The Yogic Diet - Practical Application

DAILY APPLICATION

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The Yogic Diet - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

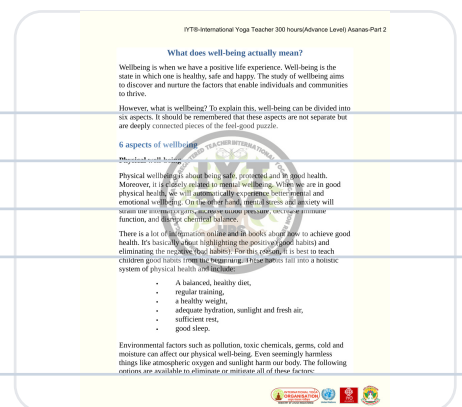
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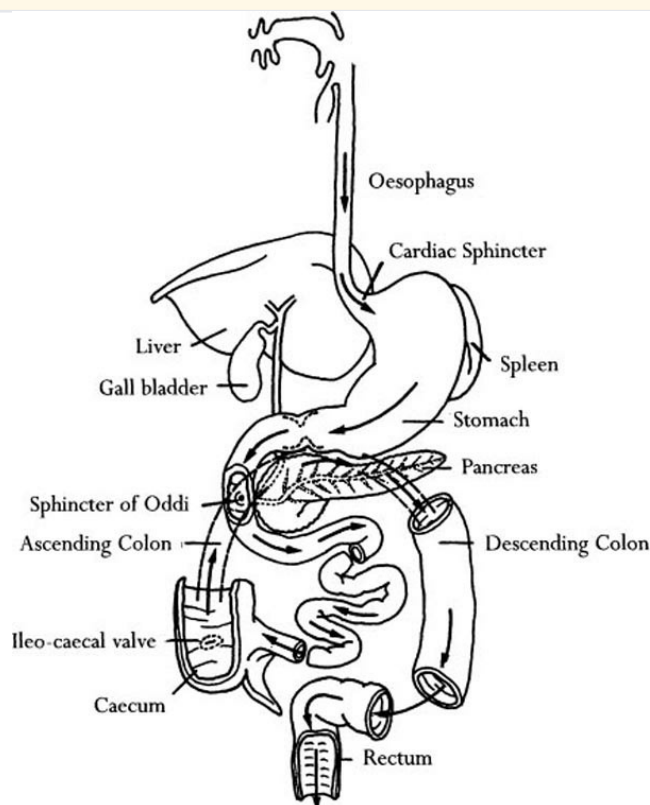


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Spiritual Fasting and Safe Boundaries

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.



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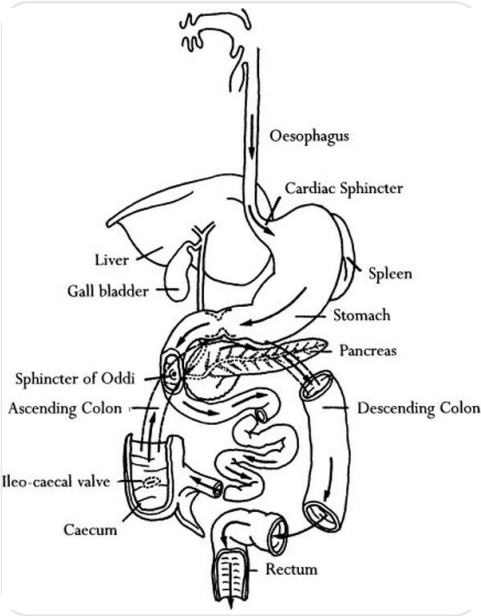
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Spiritual Fasting and Safe Boundaries - Core Concepts

CORE CONCEPTS

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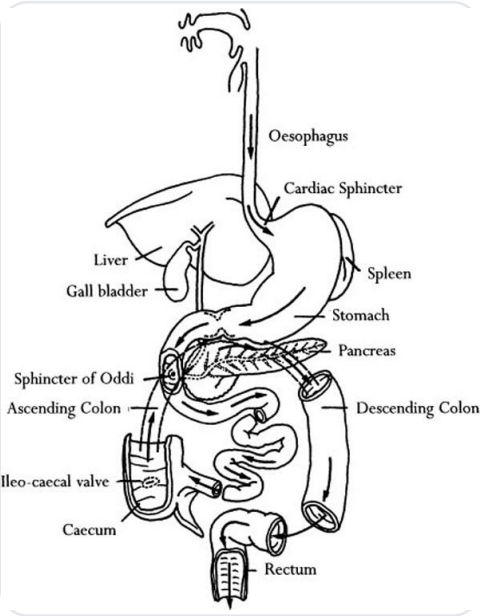
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Professional	How does work affect well-being?
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Spiritual Fasting and Safe Boundaries - Practical Application

DAILY APPLICATION

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Spiritual Fasting and Safe Boundaries - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

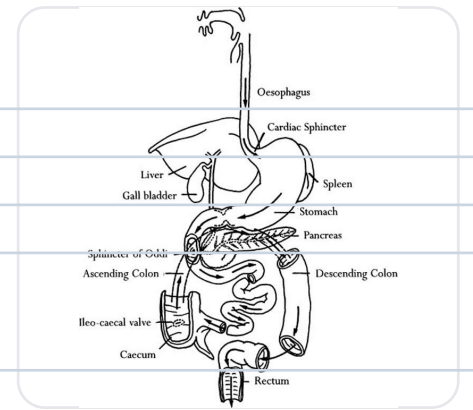
1. How is Spiritual Fasting and Safe Boundaries represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

5. Design a one-week personal experiment.



Spiritual Fasting and Safe Boundaries - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Respect for individual differences	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Scope of advice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Reflective self-practice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Yoga and Mindfulness Together

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Why yoga and mindfulness go together

Yoga and mindfulness go together because the goal of both is to achieve a higher level of connection, awareness or union between mind, body and soul. Indeed, without mindfulness, yoga cannot be yoga. Both yoga and mindfulness aim to calm the mind in order to cultivate a deeper connection and understanding of self. Both teach you to tune into your breath, pay attention to physical sensations and learn to accept reality as it is in that moment.

Mindfulness is something we practice through yoga. The yoga studio is also the perfect place to learn to become more mindful as it is full of conditions that are beyond our control. On some days, you may feel restless, bored or aroused by the noises outside of the yoga studio or perhaps by the person on the mat next to you. Mindful yoga trains you to redefine these conditions and feel less reactive towards them.

Finally, yoga helps prepare the body for mindful meditation. The two have always been inextricably linked, with a physical yoga practice only leading to increased mindfulness and a regular mindfulness meditation practice only leading to a stronger yoga practice.

So yoga and mindfulness are not just two things that go well together but two parts of a whole, ancient model of wisdom to reach a higher level of consciousness.

Four mindful yoga poses

Mindful yoga is a type of yoga that is most commonly practiced before meditation. Just as there are certain poses that stretch or strengthen the body and poses that give you energy, there are also poses that prepare the body for meditation. These mindful yoga poses are purposely simple as they help slow the breath and body, calm the mind, and, of course, raise awareness.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

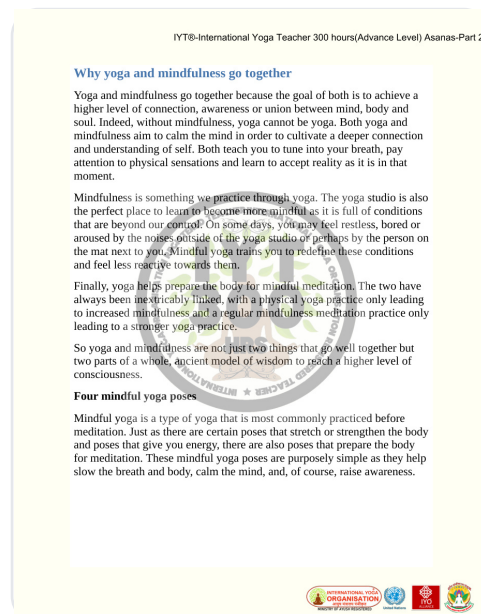
Traditional yogic concepts are taught as part of the curriculum; health claims are not a substitute for medical care.

Yoga and Mindfulness Together - Core Concepts

CORE CONCEPTS

- Define the topic in practical, non-dogmatic language.
- Connect lifestyle choices with sustainable yoga practice.
- Consider individual, social and environmental context.
- Avoid one-size-fits-all diet, fasting or wellness claims.
- Encourage professional help where lifestyle advice enters clinical nutrition or mental healthcare.

The supplied Asanas-Part 2 material covers six aspects of well-being, yoga and well-being, diet/lifestyle themes, mindfulness, breathing, chair yoga and daily practice.



Well-being is multi-dimensional; yoga is one supportive part of a wider picture.

Lens	Reflection
Personal	What supports consistent practice?
Social	What relationships and resources matter?
Professional	How does work affect well-being?
Emotional	What supports regulation and resilience?
Inner	How do meaning and values shape practice?

Yoga and Mindfulness Together - Practical Application

DAILY APPLICATION

- Choose one small, sustainable action for seven days.
- Track energy, mood, sleep and practice consistency without obsession.
- Review barriers with curiosity rather than self-criticism.
- Use mindfulness to notice automatic habits.
- Adjust the plan to fit culture, resources and health needs.

Advanced teachers model consistency and flexibility rather than perfection.

IYT®-International Yoga Teacher 300 hours(Advance Level) Asanas-Part 2

Why yoga and mindfulness go together

Yoga and mindfulness go together because the goal of both is to achieve a higher level of connection, awareness or union between mind, body and soul. Indeed, without mindfulness, yoga cannot be yoga. Both yoga and mindfulness aim to calm the mind in order to cultivate a deeper connection and understanding of self. Both teach you to tune into your breath, pay attention to physical sensations and learn to accept reality as it is in that moment.

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Small, repeatable habits usually serve teaching better than extreme routines.

Daily check	Prompt
Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Yoga and Mindfulness Together - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. How is Yoga and Mindfulness Together represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

5. Design a one-week personal experiment.



Yoga and Mindfulness Together - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Scope of advice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Reflective self-practice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 6

20 /

Rest, Sleep, Recovery and Daily Yogic Routine

Yogic lifestyle, well-being, mindfulness and sustainable self-care for teachers and students.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

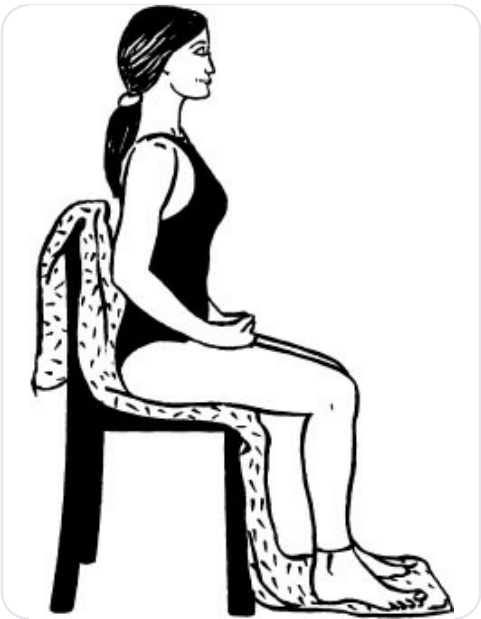
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Rest, Sleep, Recovery and Daily Yogic Routine - Core Concepts

CORE CONCEPTS

- Define the topic in practical, non-dogmatic language.
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- Consider individual, social and environmental context.
- Avoid one-size-fits-all diet, fasting or wellness claims.
- Encourage professional help where lifestyle advice enters clinical nutrition or mental healthcare.

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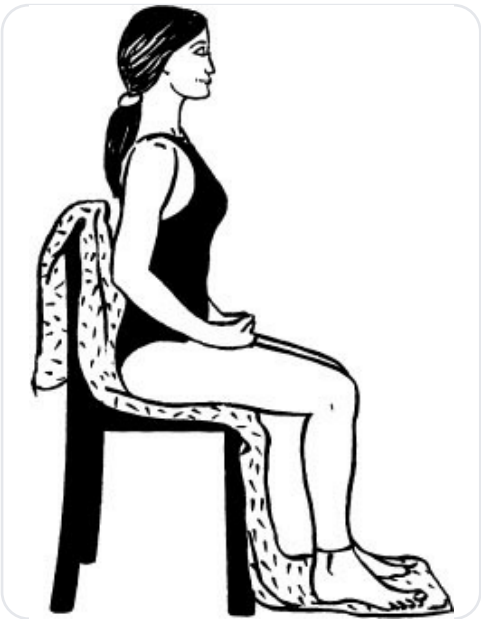
Lens	Reflection
Personal	What supports consistent practice?
Social	What relationships and resources matter?
Professional	How does work affect well-being?
Emotional	What supports regulation and resilience?
Inner	How do meaning and values shape practice?

Rest, Sleep, Recovery and Daily Yogic Routine - Practical Application

DAILY APPLICATION

- Choose one small, sustainable action for seven days.
- Track energy, mood, sleep and practice consistency without obsession.
- Review barriers with curiosity rather than self-criticism.
- Use mindfulness to notice automatic habits.
- Adjust the plan to fit culture, resources and health needs.

Advanced teachers model consistency and flexibility rather than perfection.



Small, repeatable habits usually serve teaching better than extreme routines.

Daily check	Prompt
Morning	What matters today?
Practice	What is realistic?
Food/rest	What supports steady energy?
Evening	What did I learn?

Rest, Sleep, Recovery and Daily Yogic Routine - Reflection Worksheet

STUDENT WORKSHEET / REFLECTION

1. How is Rest, Sleep, Recovery and Daily Yogic Routine represented in the supplied material?

2. Which parts are directly useful in your own life?

3. Where are cultural, medical or individual differences important?

4. Write one safe teaching recommendation and one recommendation you would avoid giving.

5. Design a one-week personal experiment.



Rest, Sleep, Recovery and Daily Yogic Routine - Integration Check

Assessment criterion	Beginning	Developing	Competent	Advanced
Understanding of well-being	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Practical realism	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Scope of advice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Reflective self-practice	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Advanced Class Design and Sequencing

Professional teaching methodology, supervised practicum, assessment and certification readiness.



Reference basis: supplied IYT® 300-hour course materials and asana PDFs.

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Advanced Class Design and Sequencing - Professional Framework

PROFESSIONAL FRAMEWORK

- State the learning objective before selecting techniques.
- Teach from simple to complex and from stable to less stable.
- Use observation, consent and student feedback continuously.
- Plan alternatives before class begins.
- Document incidents and refer when beyond scope.

Advanced teaching quality depends on judgement, not merely on the number of techniques a teacher knows.



A safe, coherent class is a professional product.

Planning question	Teacher decision
Who is the class for?	Population and prerequisites
What is the goal?	One or two realistic objectives
What is the risk?	Screen and plan modifications
How will I know?	Observe and gather feedback

Advanced Class Design and Sequencing - Practicum Task

PRACTICUM TASK

- Prepare a 30-minute advanced-level segment.
- Write a timed lesson plan with objectives, cues, modifications and safety notes.
- Teach to peers or supervised students.
- Receive structured feedback.
- Revise the plan and teach again.

The practicum should demonstrate the ability to adapt in real time while preserving the purpose of the class.



Iteration is part of professional skill.

Evidence	Submit
Plan	Written sequence and timing
Teaching	Observed practicum
Feedback	Peer/mentor notes
Revision	What changed and why

Advanced Class Design and Sequencing - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

2. Which cue created confusion?

3. Where did you adapt the original plan?

4. What safety decision did you make?

5. What will you change before teaching this again?



Advanced Class Design and Sequencing - Final Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Planning and sequencing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication and demonstration	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Observation and adaptation	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Safety and ethics	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Professional reflection	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Module 7

20 /

Teaching Language, Demonstration and Cueing

Professional teaching methodology, supervised practicum, assessment and certification readiness.

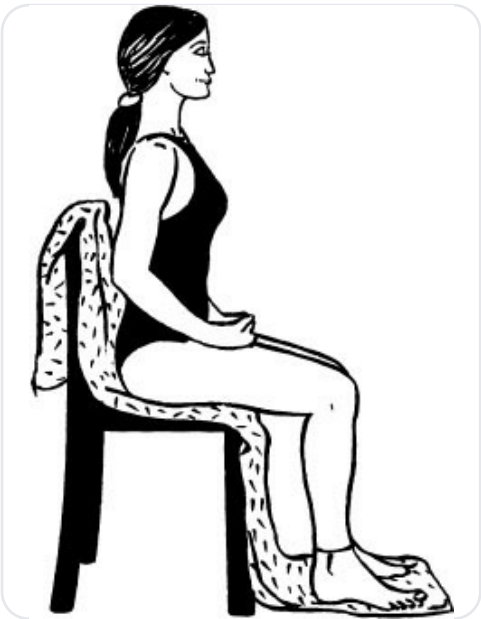


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Teaching Language, Demonstration and Cueing - Professional Framework

- State the learning objective before selecting techniques.
 - Teach from simple to complex and from stable to less stable.
 - Use observation, consent and student feedback continuously.
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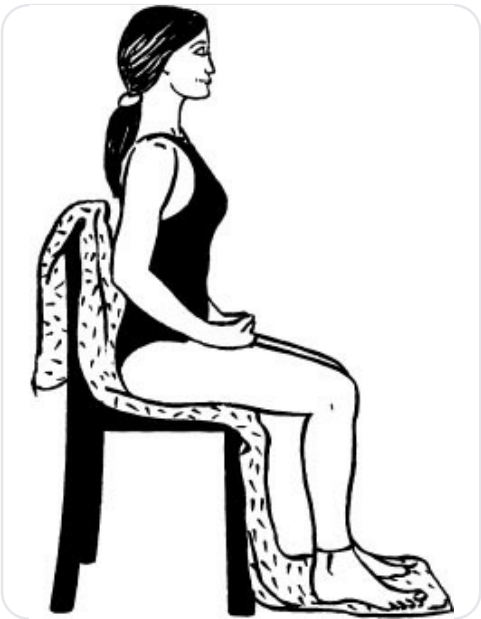
Planning question	Teacher decision
Who is the class for?	Population and prerequisites
What is the goal?	One or two realistic objectives
What is the risk?	Screen and plan modifications
How will I know?	Observe and gather feedback

Teaching Language, Demonstration and Cueing - Practicum Task

PRACTICUM TASK

- Prepare a 30-minute advanced-level segment.
- Write a timed lesson plan with objectives, cues, modifications and safety notes.
- Teach to peers or supervised students.
- Receive structured feedback.
- Revise the plan and teach again.

The practicum should demonstrate the ability to adapt in real time while preserving the purpose of the class.



Iteration is part of professional skill.

Evidence	Submit
Plan	Written sequence and timing
Teaching	Observed practicum
Feedback	Peer/mentor notes
Revision	What changed and why

Teaching Language, Demonstration and Cueing - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

2. Which cue created confusion?

3. Where did you adapt the original plan?

4. What safety decision did you make?

5. What will you change before teaching this again?



Teaching Language, Demonstration and Cueing - Final Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Planning and sequencing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication and demonstration	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Safety and ethics	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Professional reflection	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective

Observation, Alignment and Individual Differences

Professional teaching methodology, supervised practicum, assessment and certification readiness.



IYT®-International Yoga Teacher 300 hours(Advance Level)
By IYO® International Yoga Organisation

Sūrya Namaskara A



Sūrya Namaskara B



Standing asanas



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Observation, Alignment and Individual Differences - Professional Framework

- State the learning objective before selecting techniques.
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Planning question	Teacher decision
Who is the class for?	Population and prerequisites
What is the goal?	One or two realistic objectives
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How will I know?	Observe and gather feedback

Observation, Alignment and Individual Differences - Practicum Task

PRACTICUM TASK

- Prepare a 30-minute advanced-level segment.
- Write a timed lesson plan with objectives, cues, modifications and safety notes.
- Teach to peers or supervised students.
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Evidence	Submit
Plan	Written sequence and timing
Teaching	Observed practicum
Feedback	Peer/mentor notes
Revision	What changed and why

Observation, Alignment and Individual Differences - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

2. Which cue created confusion?

3. Where did you adapt the original plan?

4. What safety decision did you make?

5. What will you change before teaching this again?



Observation, Alignment and Individual Differences - Final Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Planning and sequencing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Safety and ethics	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Module 7

20 /

Props, Modifications and Accessible Practice

Professional teaching methodology, supervised practicum, assessment and certification readiness.



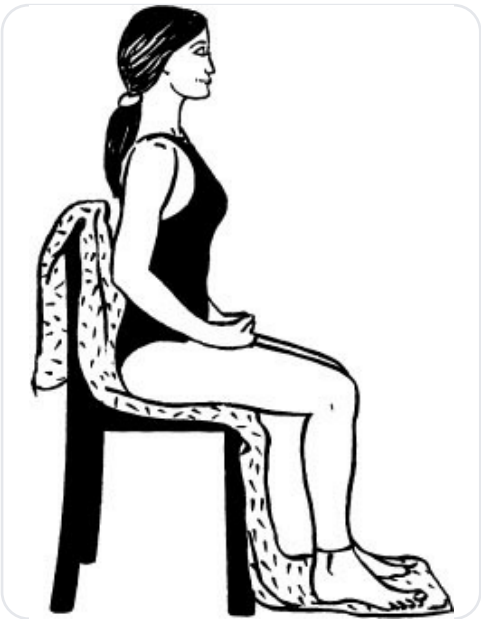
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Props, Modifications and Accessible Practice - Professional Framework

- State the learning objective before selecting techniques.
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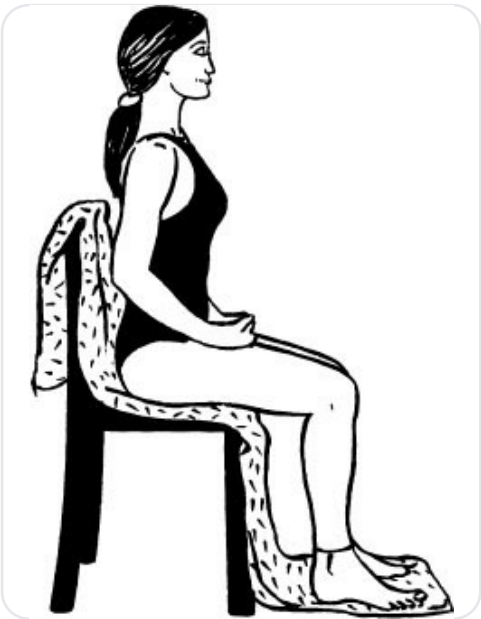
Planning question	Teacher decision
Who is the class for?	Population and prerequisites
What is the goal?	One or two realistic objectives
What is the risk?	Screen and plan modifications
How will I know?	Observe and gather feedback

Props, Modifications and Accessible Practice - Practicum Task

PRACTICUM TASK

- Prepare a 30-minute advanced-level segment.
- Write a timed lesson plan with objectives, cues, modifications and safety notes.
- Teach to peers or supervised students.
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- Revise the plan and teach again.

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Evidence	Submit
Plan	Written sequence and timing
Teaching	Observed practicum
Feedback	Peer/mentor notes
Revision	What changed and why

Props, Modifications and Accessible Practice - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

2. Which cue created confusion?

3. Where did you adapt the original plan?

4. What safety decision did you make?

5. What will you change before teaching this again?



Props, Modifications and Accessible Practice - Final Rubric

Assessment criterion	Beginning	Developing	Competent	Advanced
Planning and sequencing	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
Communication and demonstration	Needs guidance	Partly consistent	Safe and clear	Integrated, adaptable and reflective
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Module 7

20 /

Safety, Scope of Practice and Professional Ethics

Professional teaching methodology, supervised practicum, assessment and certification readiness.



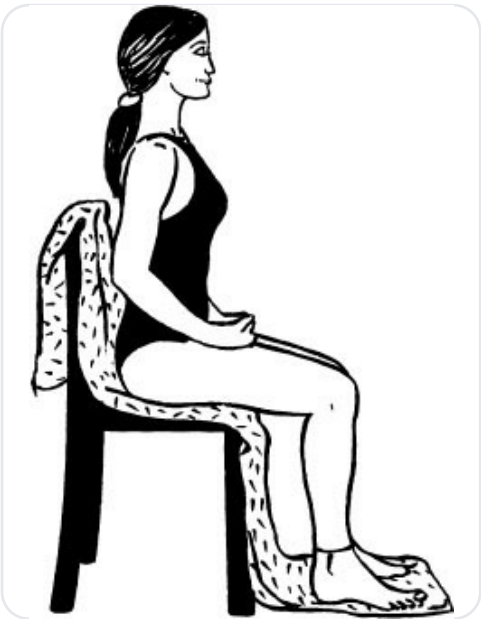
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Safety, Scope of Practice and Professional Ethics - Professional Framework

- State the learning objective before selecting techniques.
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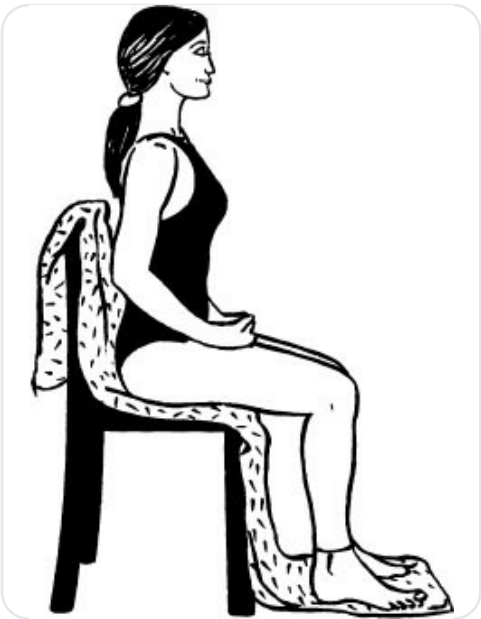
Planning question	Teacher decision
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What is the goal?	One or two realistic objectives
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How will I know?	Observe and gather feedback

Safety, Scope of Practice and Professional Ethics - Practicum Task

PRACTICUM TASK

- Prepare a 30-minute advanced-level segment.
- Write a timed lesson plan with objectives, cues, modifications and safety notes.
- Teach to peers or supervised students.
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- Revise the plan and teach again.

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Evidence	Submit
Plan	Written sequence and timing
Teaching	Observed practicum
Feedback	Peer/mentor notes
Revision	What changed and why

Safety, Scope of Practice and Professional Ethics - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

2. Which cue created confusion?

3. Where did you adapt the original plan?

4. What safety decision did you make?

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Safety, Scope of Practice and Professional Ethics - Final Rubric

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Module 7

20 /

Practicum, Mentoring and Feedback

Professional teaching methodology, supervised practicum, assessment and certification readiness.



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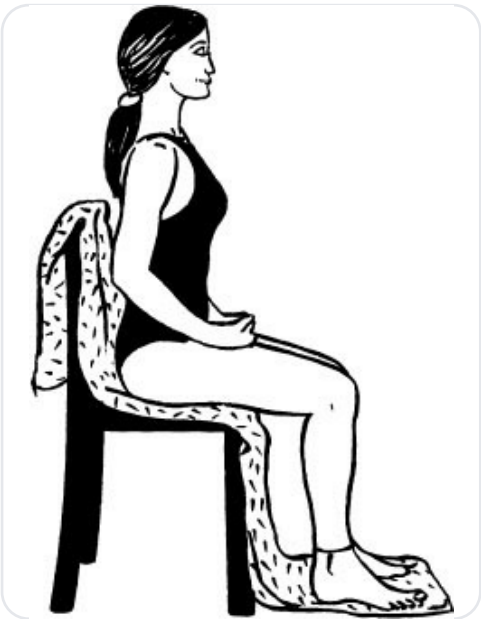
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Practicum, Mentoring and Feedback - Professional Framework

PROFESSIONAL FRAMEWORK

- State the learning objective before selecting techniques.
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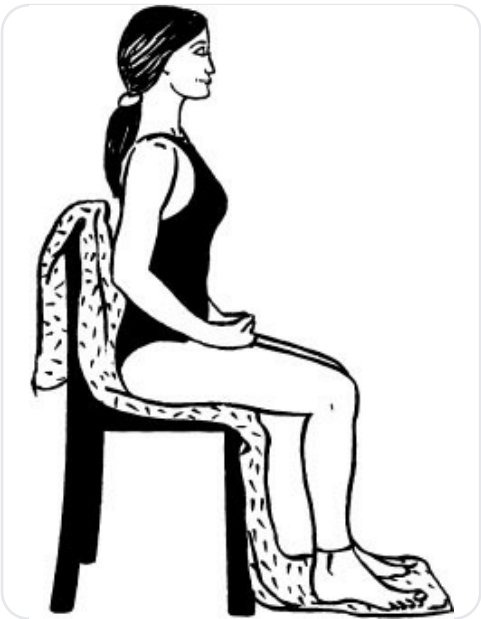
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Practicum, Mentoring and Feedback - Practicum Task

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Practicum, Mentoring and Feedback - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

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Practicum, Mentoring and Feedback - Final Rubric

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Module 7

20 /

Assessment, Certification and Professional Development

Professional teaching methodology, supervised practicum, assessment and certification readiness.



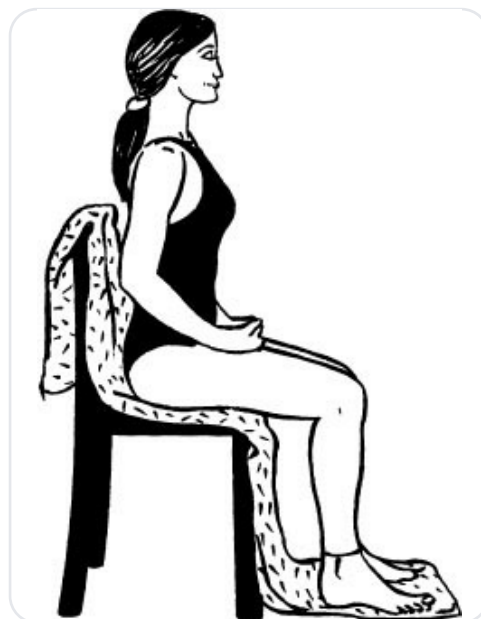
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Assessment, Certification and Professional Development - Professional Framework

- State the learning objective before selecting techniques.
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- Plan alternatives before class begins.
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Advanced teaching quality depends on judgement, not merely on the number of techniques a teacher knows.



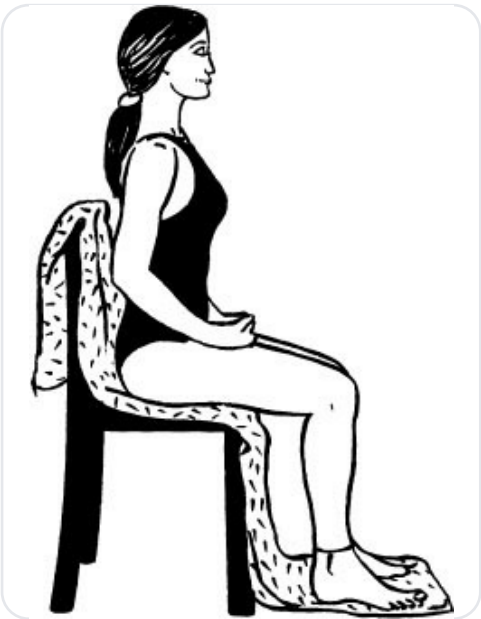
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Planning question	Teacher decision
Who is the class for?	Population and prerequisites
What is the goal?	One or two realistic objectives
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How will I know?	Observe and gather feedback

Assessment, Certification and Professional Development - Practicum Task

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Feedback	Peer/mentor notes
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Assessment, Certification and Professional Development - Teacher Reflection

STUDENT WORKSHEET / REFLECTION

1. What did students understand immediately?

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Assessment, Certification and Professional Development - Final Rubric

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