IYO® INTERNATIONAL YOGA ORGANISATION

IYT® INTERNATIONAL YOGA TEACHER

500 HOURS

MASTER LEVEL SYLLABUS

Advanced Theory • Anatomy • Biomechanics • 168 Asanas • Yoga Therapy
Pranayama • Meditation • Teaching Methodology • Practicum • Research

Complete 800-page curriculum | 500 training hours | English Edition

2 certificates issued by IYO® International Yoga Organisation upon successful completion

IYT® 500 HOURS | MASTER LEVEL

Programme Overview & Certification

Programme orientation and learner guidance

PROGRAMME PURPOSE

- Prepare experienced yoga teachers for advanced, integrative teaching.
- Deepen philosophy, anatomy, biomechanics, asana, pranayama, meditation, therapy-informed adaptation, pedagogy, and professional leadership.
- Develop the judgment to choose appropriate practices rather than defaulting to maximum complexity.

CERTIFICATION OUTCOME

- Total curriculum: 500 training hours.
- Manual length: 800 pages.
- Upon successful completion of the course and IYO® requirements, the student receives 2 certificates issued by IYO® International Yoga Organisation.
- Certificate titles and issuance details follow official IYO® administrative policy at the time of award.

MASTER-LEVEL EMPHASIS

- Advanced theory and living philosophy
- Functional anatomy and biomechanics
- 168-pose master asana library plus sequencing laboratories
- Therapy-informed adaptation and special populations
- Pranayama, meditation, mudra and bandha
- Teaching practicum, research literacy and professional leadership

IYT® 500 HOURS | MASTER LEVEL

500-Hour Training Architecture

Programme orientation and learner guidance

Module	Hours	Pages
1. Foundations, History & Philosophy	35	21-80
2. Hatha Tradition, Yogic Living & Demographics	35	81-140
3. Anatomy, Physiology & Biomechanics	75	141-260
4. Master Asana Practice & Sequencing	180	261-540
5. Yoga Therapy & Special Populations	60	541-630
6. Pranayama, Mudra, Bandha, Meditation & Restorative Yoga	45	631-700
7. Teaching Methodology, Practicum & Leadership	50	701-770
8. Research, Professional Practice & Graduation	20	771-800

TOTAL = 500 HOURS

IYT® 500 HOURS | MASTER LEVEL

Master-Level Graduate Competencies

Programme orientation and learner guidance

KEY GUIDANCE

- Integrate philosophy, anatomy and pedagogy in real teaching decisions.
- Demonstrate and teach advanced asanas with regressions and progressions.
- Use observation and functional reasoning without diagnosing.
- Design safe sequences for diverse learners and goals.
- Teach pranayama and meditation progressively.
- Reflect, document, research and mentor with professional integrity.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Course Entry, Progression & Learning Contract

Programme orientation and learner guidance

KEY GUIDANCE

- Recommended for teachers with substantial prior foundational training.
- Maintain a personal practice journal throughout the programme.
- Progression is based on demonstrated readiness, not calendar time.
- Students must disclose limitations relevant to safe participation.
- Master-level learning includes giving and receiving structured feedback.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Assessment Framework

Programme orientation and learner guidance

KEY GUIDANCE

- Knowledge checks and written assignments
- Asana and pranayama practical demonstrations
- Sequencing projects and case-based adaptations
- Observed teaching practicum
- Reflective portfolio and capstone master class
- Final written/oral/practical assessment

MASTER-LEVEL STANDARD

- Precision without rigidity
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- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Teaching Practicum Requirements

Programme orientation and learner guidance

KEY GUIDANCE

- Prepare and teach supervised classes in progressively longer formats.
- Complete peer teaching, observation, feedback and revision cycles.
- Maintain lesson plans and reflective notes.
- Demonstrate safe adaptation for mixed levels.
- Capstone: deliver a coherent master class and defend sequencing decisions.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Safety, Scope of Practice & Referral

Programme orientation and learner guidance

KEY GUIDANCE

- Yoga teaching is educational and supportive, not medical diagnosis or treatment.
- Stop and refer for red flags such as chest pain, fainting, severe breathlessness, acute trauma, rapidly worsening neurological signs, or other urgent concerns.
- Respect healthcare restrictions and collaborate when appropriate.
- Advanced practices require greater screening, not less.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Ethics, Consent & Professional Boundaries

Programme orientation and learner guidance

KEY GUIDANCE

- Obtain informed consent for touch and respect refusal without penalty.
- Protect privacy and confidentiality.
- Avoid exploitative dual relationships or claims of guaranteed outcomes.
- Use inclusive language and provide meaningful choices.
- Disclose scope, fees, limitations and conflicts of interest clearly.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Learning Methods & Study Expectations

Programme orientation and learner guidance

KEY GUIDANCE

- Lectures and guided reading
- Demonstration and embodied practice
- Partner observation and teaching laboratories
- Case studies and adaptation design
- Reflective journaling and mentorship
- Independent practice, research and portfolio work

MASTER-LEVEL STANDARD

- Precision without rigidity
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- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Module Map - Part I

Programme orientation and learner guidance

MODULE 1 - Foundations, History & Philosophy

35 training hours | Manual pages 21-80

Knowledge • practice • teaching application • safety • assessment

MODULE 2 - Hatha Tradition, Yogic Living & Demographics

35 training hours | Manual pages 81-140

Knowledge • practice • teaching application • safety • assessment

MODULE 3 - Anatomy, Physiology & Biomechanics

75 training hours | Manual pages 141-260

Knowledge • practice • teaching application • safety • assessment

MODULE 4 - Master Asana Practice & Sequencing

180 training hours | Manual pages 261-540

Knowledge • practice • teaching application • safety • assessment

IYT® 500 HOURS | MASTER LEVEL

Module Map - Part II

Programme orientation and learner guidance

MODULE 5 - Yoga Therapy & Special Populations

60 training hours | Manual pages 541-630

Knowledge • practice • teaching application • safety • assessment

MODULE 6 - Pranayama, Mudra, Bandha, Meditation & Restorative Yoga

45 training hours | Manual pages 631-700

Knowledge • practice • teaching application • safety • assessment

MODULE 7 - Teaching Methodology, Practicum & Leadership

50 training hours | Manual pages 701-770

Knowledge • practice • teaching application • safety • assessment

MODULE 8 - Research, Professional Practice & Graduation

20 training hours | Manual pages 771-800

Knowledge • practice • teaching application • safety • assessment

IYT® 500 HOURS | MASTER LEVEL

500-Hour Allocation Table

Programme orientation and learner guidance

Module	Hours	Pages
1. Foundations, History & Philosophy	35	21-80
2. Hatha Tradition, Yogic Living & Demographics	35	81-140
3. Anatomy, Physiology & Biomechanics	75	141-260
4. Master Asana Practice & Sequencing	180	261-540
5. Yoga Therapy & Special Populations	60	541-630
6. Pranayama, Mudra, Bandha, Meditation & Restorative Yoga	45	631-700
7. Teaching Methodology, Practicum & Leadership	50	701-770
8. Research, Professional Practice & Graduation	20	771-800

TOTAL = 500 HOURS

IYT® 500 HOURS | MASTER LEVEL

Assessment Weighting & Passing Standard

Programme orientation and learner guidance

KEY GUIDANCE

- Written knowledge and assignments - 20%
- Practical asana/pranayama demonstration - 20%
- Teaching practicum and sequencing - 30%
- Case study / portfolio - 15%
- Capstone master class and oral defense - 15%
- Recommended passing standard: competent in every safety-critical domain; overall scoring policy subject to official IYO® assessment rules.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Visual Learning Legend

Programme orientation and learner guidance

KEY GUIDANCE

- Saffron - philosophy and foundations
- Gold - lifestyle and integration
- Teal - anatomy, biomechanics and safety
- Purple - asana mastery and progression
- Green - therapy-informed adaptation
- Blue - breath and meditation
- Brown - pedagogy and leadership
- Violet - research and graduation

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

IYT® 500 HOURS | MASTER LEVEL

Master Asana Index - 1

Programme orientation and learner guidance

001. Staff Pose (Dandasana)
Seated | L1

002. Easy Pose (Sukhasana)
Meditation | L1

003. Accomplished Pose (Siddhasana)
Meditation | L2

004. Auspicious Pose (Swastikasana)
Meditation | L2

005. Half Lotus Pose (Ardha Padmasana)
Meditation | L2

006. Lotus Pose (Padmasana)
Meditation | L4

007. Hero Pose (Virasana)
Kneeling | L2

008. Thunderbolt Pose (Vajrasana)
Kneeling | L1

009. Reclining Hero Pose (Supta Virasana)
Supine | L3

010. Bound Angle Pose (Baddha Konasana)
Hip Opener | L2

011. Reclining Bound Angle Pose (Supta Baddha Ko
Restorative | L1

012. Cow Face Pose (Gomukhasana)
Seated | L3

013. Fire Log Pose (Agnistambhasana)
Hip Opener | L3

014. Bharadvaja's Twist I (Bharadvajasana I)
Twist | L3

015. Bharadvaja's Twist II (Bharadvajasana II)
Twist | L4

016. Half Lord of the Fishes (Ardha Matsyendrasa
Twist | L3

017. Marichyasana I
Forward Bend | L3

018. Marichyasana II
Forward Bend | L4

019. Marichyasana III
Twist | L4

020. Marichyasana IV
Twist | L5

021. Head-to-Knee Pose (Janu Sirsasana)
Forward Bend | L2

022. Revolved Head-to-Knee Pose (Parivrtta Janu
Twist | L3

023. Seated Forward Bend (Paschimottanasana)
Forward Bend | L3

024. Wide-Angle Seated Forward Bend (Upavistha K
Forward Bend | L3

025. Trianga Mukhaikapada Paschimottanasana
Forward Bend | L4

026. Heron Pose (Krounchasana)
Seated | L4

027. Tortoise Pose (Kurmasana)
Forward Bend | L4

028. Sleeping Tortoise (Supta Kurmasana)
Forward Bend | L5

029. Compass Pose (Parivrtta Surya Yantrasana)
Hip Opener | L4

030. Boat Pose (Navasana)
Core | L3

031. Half Boat Pose (Ardha Navasana)
Core | L3

032. One-Legged Boat Pose
Core | L3

033. Mountain Pose (Tadasana)
Standing | L1

034. Seated Mountain Pose
Seated | L1

035. Chair Pose (Utkatasana)
Standing | L2

036. Standing Forward Bend (Uttanasana)
Forward Bend | L2

037. Half Standing Forward Bend (Ardha Uttanasan
Forward Bend | L1

038. Big Toe Pose (Padangusthasana)
Forward Bend | L2

039. Hand Under Foot Pose (Padahastasana)
Forward Bend | L3

040. Extended Triangle (Utthita Trikonasana)
Standing | L2

041. Revolved Triangle (Parivrtta Trikonasana)
Twist | L4

042. Extended Side Angle (Utthita Parsvakonasana
Standing | L2

IYT® 500 HOURS | MASTER LEVEL

Master Asana Index - 2

Programme orientation and learner guidance

043. Revolved Side Angle (Parivrtta Parsvakonasa
Twist | L4

044. Warrior I (Virabhadrasana I)
Standing | L2

045. Warrior II (Virabhadrasana II)
Standing | L2

046. Warrior III (Virabhadrasana III)
Balance | L4

047. Humble Warrior
Forward Bend | L3

048. Reverse Warrior
Standing | L2

049. Intense Side Stretch (Parsvottanasana)
Forward Bend | L3

050. Wide-Legged Forward Bend A (Prasarita Padot
Forward Bend | L2

051. Wide-Legged Forward Bend B
Forward Bend | L3

052. Wide-Legged Forward Bend C
Forward Bend | L3

053. Wide-Legged Forward Bend D
Forward Bend | L3

054. Half Moon (Ardha Chandrasana)
Balance | L3

055. Revolved Half Moon (Parivrtta Ardha Chandra
Balance | L4

056. Extended Hand-to-Big-Toe A (Utthita Hasta P
Balance | L4

057. Extended Hand-to-Big-Toe B
Balance | L4

058. Extended Hand-to-Big-Toe C
Balance | L5

059. Tree Pose (Vrksasana)
Balance | L2

060. Eagle Pose (Garudasana)
Balance | L3

061. Dancer Pose (Natarajasana)
Balance | L4

062. Lord of the Dance - Full Variation
Backbend | L5

063. Lateral Half Moon Pose
Standing | L2

064. Gate Pose (Parighasana)
Kneeling | L2

065. Goddess Pose (Utkata Konasana)
Standing | L2

066. Garland Pose (Malasana)
Hip Opener | L2

067. Half Squat Pose
Hip Opener | L2

068. Skandasana
Hip Opener | L3

069. High Lunge
Lunge | L2

070. Low Lunge (Anjaneyasana)
Lunge | L2

071. Crescent Lunge Twist
Twist | L3

072. Lizard Pose (Utthan Pristhasana)
Hip Opener | L3

073. Standing Spinal Twist Pose
Twist | L2

074. Double Angle Pose
Forward Bend | L2

075. Cobra Pose (Bhujangasana)
Backbend | L2

076. Sphinx Pose
Backbend | L1

077. Locust Pose (Salabhasana)
Backbend | L2

078. Half Locust Pose
Backbend | L2

079. Bow Pose (Dhanurasana)
Backbend | L3

080. Half Bow Pose
Backbend | L2

081. Camel Pose (Ustrasana)
Backbend | L3

082. Half Camel Pose
Backbend | L2

083. Little Thunderbolt (Laghu Vajrasana)
Backbend | L5

084. Upward-Facing Dog (Urdhva Mukha Svanasana)
Backbend | L3

IYT® 500 HOURS | MASTER LEVEL

Master Asana Index - 3

Programme orientation and learner guidance

085. Bridge Pose (Setu Bandha Sarvangasana)
Backbend | L2

086. One-Legged Bridge Pose
Backbend | L3

087. Wheel Pose (Urdhva Dhanurasana)
Backbend | L4

088. Half Wheel Pose
Backbend | L2

089. One-Legged Wheel Pose
Backbend | L5

090. King Pigeon Prep (Eka Pada Rajakapotasana P
Hip Opener | L3

091. King Pigeon Pose (Eka Pada Rajakapotasana)
Backbend | L5

092. Half Pigeon Pose
Hip Opener | L3

093. Puppy Pose (Uttana Shishosana)
Backbend | L2

094. Extended Puppy Pose
Backbend | L2

095. Tiger Pose (Vyaghrasana)
Backbend | L2

096. One-Handed Tiger Pose
Backbend | L3

097. Cat Pose (Marjaryasana)
Spinal Mobility | L1

098. Cow Pose (Bitilasana)
Spinal Mobility | L1

099. Thread the Needle
Twist | L2

100. Crocodile Pose (Makarasana)
Restorative | L1

101. Childs Pose (Balasana)
Restorative | L1

102. Rabbit Pose (Sasangasana)
Forward Bend | L3

103. Downward-Facing Dog (Adho Mukha Svanasana)
Standing | L2

104. One-Legged Down Dog
Balance | L3

105. Dolphin Pose
Inversion | L3

106. Plank Pose
Arm Balance | L2

107. Side Plank (Vasisthasana)
Arm Balance | L3

108. Upward Plank (Purvottanasana)
Arm Balance | L3

109. Reverse Table Top
Arm Balance | L2

110. Four-Limbed Staff (Chaturanga Dandasana)
Arm Balance | L4

111. Eight-Limbed Pose (Ashtanga Namaskara)
Arm Balance | L2

112. Crow Pose (Kakasana)
Arm Balance | L3

113. Crane Pose (Bakasana)
Arm Balance | L4

114. Side Crow (Parsva Bakasana)
Arm Balance | L4

115. Flying Pigeon (Eka Pada Galavasana)
Arm Balance | L5

116. Eight-Angle Pose (Astavakrasana)
Arm Balance | L5

117. Firefly Pose (Tittibhasana)
Arm Balance | L5

118. Shoulder-Pressing Pose (Bhujapidasana)
Arm Balance | L5

119. Peacock Pose (Mayurasana)
Arm Balance | L5

120. Rooster Pose (Kukkutasana)
Arm Balance | L5

121. Scale Pose (Tolasana)
Arm Balance | L4

122. Elephant Trunk Pose (Eka Hasta Bhujasana)
Arm Balance | L4

123. Eka Pada Koundinyasana I
Arm Balance | L5

124. Eka Pada Koundinyasana II
Arm Balance | L5

125. Forearm Plank
Core | L2

126. Dolphin Plank
Core | L3

IYT® 500 HOURS | MASTER LEVEL

Master Asana Index - 4

Programme orientation and learner guidance

127. Forearm Stand Prep
Inversion | L4

128. Forearm Stand (Pincha Mayurasana)
Inversion | L5

129. Handstand Prep
Inversion | L4

130. Handstand (Adho Mukha Vrksasana)
Inversion | L5

131. Headstand Prep
Inversion | L3

132. Supported Headstand (Salamba Sirsasana)
Inversion | L5

133. Tripod Headstand
Inversion | L5

134. Bound Headstand Variation
Inversion | L5

135. Shoulder Stand (Salamba Sarvangasana)
Inversion | L4

136. Plough Pose (Halasana)
Inversion | L4

137. Half Plough Pose
Inversion | L3

138. Ear Pressure Pose (Karnapidasana)
Inversion | L4

139. Upside-Down Seal (Viparita Karani Mudra)
Inversion | L3

140. Legs-Up-the-Wall (Viparita Karani)
Restorative | L1

141. Fish Pose (Matsyasana)
Backbend | L3

142. Supine Spinal Twist
Twist | L2

143. Reclining Hand-to-Big-Toe A (Supta Padangus
Supine | L2

144. Reclining Hand-to-Big-Toe B
Supine | L3

145. Reclining Hand-to-Big-Toe C
Supine | L3

146. Happy Baby (Ananda Balasana)
Hip Opener | L2

147. Eye of the Needle
Hip Opener | L2

148. Wind-Relieving Pose (Pavanamuktasana)
Supine | L1

149. Half Wind-Relieving Pose (Ardha Pavanamukta
Supine | L1

150. Anantasana - Side-Reclining Leg Lift
Balance | L3

151. Jathara Parivartanasana - Revolved Abdomen
Core | L3

152. Frog Pose (Mandukasana)
Hip Opener | L3

153. Half Frog Pose (Ardha Bhekasana)
Backbend | L3

154. Frog Pose Prone (Bhekasana)
Backbend | L5

155. Noose Pose (Pasasana)
Twist | L5

156. Prayer Twist
Twist | L3

157. Half Prayer Twist
Twist | L3

158. Psychic Union Pose (Yoga Mudrasana)
Forward Bend | L4

159. Anal Lock Practice (Ashwini Mudra Seat)
Meditation | L3

160. Lion Pose (Simhasana)
Kneeling | L2

161. Seated Eagle Pose
Seated | L2

162. Easy Pose with Twist
Twist | L2

163. Twisted Pose - Seated Variation
Twist | L2

164. Half Tortoise Pose
Forward Bend | L2

165. Womb Pose
Supine | L2

166. Corpse Pose (Savasana)
Restorative | L1

167. Supported Savasana
Restorative | L1

168. Yogic Sleep (Yoga Nidra - Deep Relaxation)
Restorative | L2

IYT® 500 HOURS | MASTER LEVEL

How to Use This 800-Page Manual

Programme orientation and learner guidance

KEY GUIDANCE

- Read chapter objectives before practice.
- Use images as learning references, not as compulsory body-shape targets.
- Complete laboratories with appropriate supervision and props.
- Record modifications that improve breath, stability or comfort.
- Use competency checks to identify areas for mentor feedback.
- Revisit safety and scope-of-practice guidance whenever teaching special populations.

MASTER-LEVEL STANDARD

- Precision without rigidity
- Challenge without coercion
- Tradition with context
- Anatomy with individual variability
- Therapeutic sensitivity within professional scope
- Practice that supports sustainable teaching

MODULE 1 | CHAPTER STUDY

Origins, Meaning and Scope of Yoga

Concepts and vocabulary

Master-level study of Origins, Meaning and Scope of Yoga links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Origins, Meaning and Scope of Yoga.
- Locate Origins, Meaning and Scope of Yoga within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Origins, Meaning and Scope of Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Origins, Meaning and Scope of Yoga

Deep study and master notes

Master-level study of Origins, Meaning and Scope of Yoga links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Origins, Meaning and Scope of Yoga.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Origins, Meaning and Scope of Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Origins, Meaning and Scope of Yoga

Practice laboratory

Master-level study of Origins, Meaning and Scope of Yoga links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Origins, Meaning and Scope of Yoga in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Origins, Meaning and Scope of Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Origins, Meaning and Scope of Yoga

Teaching application and adaptations

Master-level study of Origins, Meaning and Scope of Yoga links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Origins, Meaning and Scope of Yoga using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Origins, Meaning and Scope of Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Origins, Meaning and Scope of Yoga

Reflection, assessment and integration

Master-level study of Origins, Meaning and Scope of Yoga links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Origins, Meaning and Scope of Yoga.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Origins, Meaning and Scope of Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Vedic Roots and Upanishadic Development

Concepts and vocabulary

Master-level study of Vedic Roots and Upanishadic Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Vedic Roots and Upanishadic Development.
- Locate Vedic Roots and Upanishadic Development within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Vedic Roots and Upanishadic Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Vedic Roots and Upanishadic Development

Deep study and master notes

Master-level study of Vedic Roots and Upanishadic Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Vedic Roots and Upanishadic Development.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Vedic Roots and Upanishadic Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Vedic Roots and Upanishadic Development

Practice laboratory

Master-level study of Vedic Roots and Upanishadic Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Vedic Roots and Upanishadic Development in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Vedic Roots and Upanishadic Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Vedic Roots and Upanishadic Development

Teaching application and adaptations

Master-level study of Vedic Roots and Upanishadic Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Vedic Roots and Upanishadic Development using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Vedic Roots and Upanishadic Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Vedic Roots and Upanishadic Development

Reflection, assessment and integration

Master-level study of Vedic Roots and Upanishadic Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Vedic Roots and Upanishadic Development.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Vedic Roots and Upanishadic Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Bhagavad Gita and the Yogic Paths

Concepts and vocabulary

Master-level study of Bhagavad Gita and the Yogic Paths links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Bhagavad Gita and the Yogic Paths.
- Locate Bhagavad Gita and the Yogic Paths within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhagavad Gita and the Yogic Paths in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Bhagavad Gita and the Yogic Paths

Deep study and master notes

Master-level study of Bhagavad Gita and the Yogic Paths links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Bhagavad Gita and the Yogic Paths.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhagavad Gita and the Yogic Paths in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Bhagavad Gita and the Yogic Paths

Practice laboratory

Master-level study of Bhagavad Gita and the Yogic Paths links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Bhagavad Gita and the Yogic Paths in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhagavad Gita and the Yogic Paths in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Bhagavad Gita and the Yogic Paths

Teaching application and adaptations

Master-level study of Bhagavad Gita and the Yogic Paths links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Bhagavad Gita and the Yogic Paths using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhagavad Gita and the Yogic Paths in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Bhagavad Gita and the Yogic Paths

Reflection, assessment and integration

Master-level study of Bhagavad Gita and the Yogic Paths links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Bhagavad Gita and the Yogic Paths.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhagavad Gita and the Yogic Paths in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Patanjali Yoga Sutras and the Nature of Mind

Concepts and vocabulary

Master-level study of Patanjali Yoga Sutras and the Nature of Mind links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Patanjali Yoga Sutras and the Nature of Mind.
- Locate Patanjali Yoga Sutras and the Nature of Mind within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Patanjali Yoga Sutras and the Nature of Mind in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Patanjali Yoga Sutras and the Nature of Mind

Deep study and master notes

Master-level study of Patanjali Yoga Sutras and the Nature of Mind links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Patanjali Yoga Sutras and the Nature of Mind.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Patanjali Yoga Sutras and the Nature of Mind in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Patanjali Yoga Sutras and the Nature of Mind

Practice laboratory

Master-level study of Patanjali Yoga Sutras and the Nature of Mind links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Patanjali Yoga Sutras and the Nature of Mind in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Patanjali Yoga Sutras and the Nature of Mind in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Patanjali Yoga Sutras and the Nature of Mind

Teaching application and adaptations

Master-level study of Patanjali Yoga Sutras and the Nature of Mind links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Patanjali Yoga Sutras and the Nature of Mind using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Patanjali Yoga Sutras and the Nature of Mind in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Patanjali Yoga Sutras and the Nature of Mind

Reflection, assessment and integration

Master-level study of Patanjali Yoga Sutras and the Nature of Mind links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Patanjali Yoga Sutras and the Nature of Mind.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Patanjali Yoga Sutras and the Nature of Mind in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Yamas - Ethical Foundations

Concepts and vocabulary

Master-level study of Yamas - Ethical Foundations links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yamas - Ethical Foundations.
- Locate Yamas - Ethical Foundations within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yamas - Ethical Foundations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Yamas - Ethical Foundations

Deep study and master notes

Master-level study of Yamas - Ethical Foundations links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yamas - Ethical Foundations.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yamas - Ethical Foundations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Yamas - Ethical Foundations

Practice laboratory

Master-level study of Yamas - Ethical Foundations links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Yamas - Ethical Foundations in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yamas - Ethical Foundations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Yamas - Ethical Foundations

Teaching application and adaptations

Master-level study of Yamas - Ethical Foundations links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yamas - Ethical Foundations using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yamas - Ethical Foundations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Yamas - Ethical Foundations

Reflection, assessment and integration

Master-level study of Yamas - Ethical Foundations links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yamas - Ethical Foundations.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yamas - Ethical Foundations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Niyamas - Personal Disciplines

Concepts and vocabulary

Master-level study of Niyamas - Personal Disciplines links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Niyamas - Personal Disciplines.
- Locate Niyamas - Personal Disciplines within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Niyamas - Personal Disciplines in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Niyamas - Personal Disciplines

Deep study and master notes

Master-level study of Niyamas - Personal Disciplines links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Niyamas - Personal Disciplines.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Niyamas - Personal Disciplines in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Niyamas - Personal Disciplines

Practice laboratory

Master-level study of Niyamas - Personal Disciplines links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Niyamas - Personal Disciplines in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Niyamas - Personal Disciplines in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Niyamas - Personal Disciplines

Teaching application and adaptations

Master-level study of Niyamas - Personal Disciplines links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Niyamas - Personal Disciplines using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Niyamas - Personal Disciplines in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Niyamas - Personal Disciplines

Reflection, assessment and integration

Master-level study of Niyamas - Personal Disciplines links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Niyamas - Personal Disciplines.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Niyamas - Personal Disciplines in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Asana within the Eightfold Path

Concepts and vocabulary

Master-level study of Asana within the Eightfold Path links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Asana within the Eightfold Path.
- Locate Asana within the Eightfold Path within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Asana within the Eightfold Path in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Asana within the Eightfold Path

Deep study and master notes

Master-level study of Asana within the Eightfold Path links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Asana within the Eightfold Path.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Asana within the Eightfold Path in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Asana within the Eightfold Path

Practice laboratory

Master-level study of Asana within the Eightfold Path links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Asana within the Eightfold Path in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Asana within the Eightfold Path in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Asana within the Eightfold Path

Teaching application and adaptations

Master-level study of Asana within the Eightfold Path links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Asana within the Eightfold Path using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Asana within the Eightfold Path in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Asana within the Eightfold Path

Reflection, assessment and integration

Master-level study of Asana within the Eightfold Path links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Asana within the Eightfold Path.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Asana within the Eightfold Path in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Pranayama and Pratyahara

Concepts and vocabulary

Master-level study of Pranayama and Pratyahara links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Pranayama and Pratyahara.
- Locate Pranayama and Pratyahara within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pranayama and Pratyahara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Pranayama and Pratyahara

Deep study and master notes

Master-level study of Pranayama and Pratyahara links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Pranayama and Pratyahara.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pranayama and Pratyahara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Pranayama and Pratyahara

Practice laboratory

Master-level study of Pranayama and Pratyahara links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Pranayama and Pratyahara in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pranayama and Pratyahara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Pranayama and Pratyahara

Teaching application and adaptations

Master-level study of Pranayama and Pratyahara links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Pranayama and Pratyahara using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pranayama and Pratyahara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Pranayama and Pratyahara

Reflection, assessment and integration

Master-level study of Pranayama and Pratyahara links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Pranayama and Pratyahara.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pranayama and Pratyahara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Dharana, Dhyana and Samadhi

Concepts and vocabulary

Master-level study of Dharana, Dhyana and Samadhi links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Dharana, Dhyana and Samadhi.
- Locate Dharana, Dhyana and Samadhi within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dharana, Dhyana and Samadhi in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Dharana, Dhyana and Samadhi

Deep study and master notes

Master-level study of Dharana, Dhyana and Samadhi links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Dharana, Dhyana and Samadhi.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dharana, Dhyana and Samadhi in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Dharana, Dhyana and Samadhi

Practice laboratory

Master-level study of Dharana, Dhyana and Samadhi links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Dharana, Dhyana and Samadhi in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dharana, Dhyana and Samadhi in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Dharana, Dhyana and Samadhi

Teaching application and adaptations

Master-level study of Dharana, Dhyana and Samadhi links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Dharana, Dhyana and Samadhi using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dharana, Dhyana and Samadhi in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Dharana, Dhyana and Samadhi

Reflection, assessment and integration

Master-level study of Dharana, Dhyana and Samadhi links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Dharana, Dhyana and Samadhi.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dharana, Dhyana and Samadhi in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Classical Hatha Yoga Texts

Concepts and vocabulary

Master-level study of Classical Hatha Yoga Texts links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Classical Hatha Yoga Texts.
- Locate Classical Hatha Yoga Texts within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Classical Hatha Yoga Texts in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Classical Hatha Yoga Texts

Deep study and master notes

Master-level study of Classical Hatha Yoga Texts links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Classical Hatha Yoga Texts.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Classical Hatha Yoga Texts in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Classical Hatha Yoga Texts

Practice laboratory

Master-level study of Classical Hatha Yoga Texts links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Classical Hatha Yoga Texts in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Classical Hatha Yoga Texts in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Classical Hatha Yoga Texts

Teaching application and adaptations

Master-level study of Classical Hatha Yoga Texts links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Classical Hatha Yoga Texts using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Classical Hatha Yoga Texts in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Classical Hatha Yoga Texts

Reflection, assessment and integration

Master-level study of Classical Hatha Yoga Texts links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Classical Hatha Yoga Texts.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Classical Hatha Yoga Texts in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Modern Yoga Lineages and Global Development

Concepts and vocabulary

Master-level study of Modern Yoga Lineages and Global Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Modern Yoga Lineages and Global Development.
- Locate Modern Yoga Lineages and Global Development within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Modern Yoga Lineages and Global Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Modern Yoga Lineages and Global Development

Deep study and master notes

Master-level study of Modern Yoga Lineages and Global Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Modern Yoga Lineages and Global Development.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Modern Yoga Lineages and Global Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Modern Yoga Lineages and Global Development

Practice laboratory

Master-level study of Modern Yoga Lineages and Global Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Modern Yoga Lineages and Global Development in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Modern Yoga Lineages and Global Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Modern Yoga Lineages and Global Development

Teaching application and adaptations

Master-level study of Modern Yoga Lineages and Global Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Modern Yoga Lineages and Global Development using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Modern Yoga Lineages and Global Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Modern Yoga Lineages and Global Development

Reflection, assessment and integration

Master-level study of Modern Yoga Lineages and Global Development links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Modern Yoga Lineages and Global Development.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Modern Yoga Lineages and Global Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Living Philosophy - Ethics, Reflection and Integration

Concepts and vocabulary

Master-level study of Living Philosophy - Ethics, Reflection and Integration links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Living Philosophy - Ethics, Reflection and Integration.
- Locate Living Philosophy - Ethics, Reflection and Integration within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Living Philosophy - Ethics, Reflection and Integration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Living Philosophy - Ethics, Reflection and Integration

Deep study and master notes

Master-level study of Living Philosophy - Ethics, Reflection and Integration links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Living Philosophy - Ethics, Reflection and Integration.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Living Philosophy - Ethics, Reflection and Integration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Living Philosophy - Ethics, Reflection and Integration

Practice laboratory

Master-level study of Living Philosophy - Ethics, Reflection and Integration links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Apply Living Philosophy - Ethics, Reflection and Integration in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Living Philosophy - Ethics, Reflection and Integration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Living Philosophy - Ethics, Reflection and Integration

Teaching application and adaptations

Master-level study of Living Philosophy - Ethics, Reflection and Integration links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Living Philosophy - Ethics, Reflection and Integration using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Living Philosophy - Ethics, Reflection and Integration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 1 | CHAPTER STUDY

Living Philosophy - Ethics, Reflection and Integration

Reflection, assessment and integration

Master-level study of Living Philosophy - Ethics, Reflection and Integration links classical ideas with responsible contemporary teaching. Students are expected to understand terminology, historical context, interpretive diversity, and the practical consequences of philosophy without reducing yoga to either exercise alone or uncritical claims.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Living Philosophy - Ethics, Reflection and Integration.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Living Philosophy - Ethics, Reflection and Integration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Hatha Yoga in the Modern Context

Concepts and vocabulary

Hatha Yoga in the Modern Context is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Hatha Yoga in the Modern Context.
- Locate Hatha Yoga in the Modern Context within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hatha Yoga in the Modern Context in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Hatha Yoga in the Modern Context

Deep study and master notes

Hatha Yoga in the Modern Context is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Hatha Yoga in the Modern Context.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hatha Yoga in the Modern Context in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Hatha Yoga in the Modern Context

Practice laboratory

Hatha Yoga in the Modern Context is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Hatha Yoga in the Modern Context in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hatha Yoga in the Modern Context in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Hatha Yoga in the Modern Context

Teaching application and adaptations

Hatha Yoga in the Modern Context is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Hatha Yoga in the Modern Context using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hatha Yoga in the Modern Context in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Hatha Yoga in the Modern Context

Reflection, assessment and integration

Hatha Yoga in the Modern Context is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Hatha Yoga in the Modern Context.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hatha Yoga in the Modern Context in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Designing a Personalized Sadhana

Concepts and vocabulary

Designing a Personalized Sadhana is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Designing a Personalized Sadhana.
- Locate Designing a Personalized Sadhana within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Designing a Personalized Sadhana in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Designing a Personalized Sadhana

Deep study and master notes

Designing a Personalized Sadhana is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Designing a Personalized Sadhana.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Designing a Personalized Sadhana in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Designing a Personalized Sadhana

Practice laboratory

Designing a Personalized Sadhana is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Designing a Personalized Sadhana in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Designing a Personalized Sadhana in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Designing a Personalized Sadhana

Teaching application and adaptations

Designing a Personalized Sadhana is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Designing a Personalized Sadhana using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Designing a Personalized Sadhana in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Designing a Personalized Sadhana

Reflection, assessment and integration

Designing a Personalized Sadhana is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Designing a Personalized Sadhana.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Designing a Personalized Sadhana in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Dinacharya - Daily Yogic Routine

Concepts and vocabulary

Dinacharya - Daily Yogic Routine is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Dinacharya - Daily Yogic Routine.
- Locate Dinacharya - Daily Yogic Routine within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dinacharya - Daily Yogic Routine in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Dinacharya - Daily Yogic Routine

Deep study and master notes

Dinacharya - Daily Yogic Routine is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Dinacharya - Daily Yogic Routine.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dinacharya - Daily Yogic Routine in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Dinacharya - Daily Yogic Routine

Practice laboratory

Dinacharya - Daily Yogic Routine is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Dinacharya - Daily Yogic Routine in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dinacharya - Daily Yogic Routine in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Dinacharya - Daily Yogic Routine

Teaching application and adaptations

Dinacharya - Daily Yogic Routine is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Dinacharya - Daily Yogic Routine using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dinacharya - Daily Yogic Routine in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Dinacharya - Daily Yogic Routine

Reflection, assessment and integration

Dinacharya - Daily Yogic Routine is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Dinacharya - Daily Yogic Routine.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Dinacharya - Daily Yogic Routine in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Satvik Lifestyle and Mindful Nutrition

Concepts and vocabulary

Satvik Lifestyle and Mindful Nutrition is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Satvik Lifestyle and Mindful Nutrition.
- Locate Satvik Lifestyle and Mindful Nutrition within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Satvik Lifestyle and Mindful Nutrition in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Satvik Lifestyle and Mindful Nutrition

Deep study and master notes

Satvik Lifestyle and Mindful Nutrition is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Satvik Lifestyle and Mindful Nutrition.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Satvik Lifestyle and Mindful Nutrition in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Satvik Lifestyle and Mindful Nutrition

Practice laboratory

Satvik Lifestyle and Mindful Nutrition is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Satvik Lifestyle and Mindful Nutrition in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Satvik Lifestyle and Mindful Nutrition in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Satvik Lifestyle and Mindful Nutrition

Teaching application and adaptations

Satvik Lifestyle and Mindful Nutrition is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Satvik Lifestyle and Mindful Nutrition using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Satvik Lifestyle and Mindful Nutrition in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Satvik Lifestyle and Mindful Nutrition

Reflection, assessment and integration

Satvik Lifestyle and Mindful Nutrition is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Satvik Lifestyle and Mindful Nutrition.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Satvik Lifestyle and Mindful Nutrition in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Energy Management, Rest and Recovery

Concepts and vocabulary

Energy Management, Rest and Recovery is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Energy Management, Rest and Recovery.
- Locate Energy Management, Rest and Recovery within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Energy Management, Rest and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Energy Management, Rest and Recovery

Deep study and master notes

Energy Management, Rest and Recovery is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Energy Management, Rest and Recovery.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Energy Management, Rest and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Energy Management, Rest and Recovery

Practice laboratory

Energy Management, Rest and Recovery is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Energy Management, Rest and Recovery in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Energy Management, Rest and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Energy Management, Rest and Recovery

Teaching application and adaptations

Energy Management, Rest and Recovery is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Energy Management, Rest and Recovery using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Energy Management, Rest and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Energy Management, Rest and Recovery

Reflection, assessment and integration

Energy Management, Rest and Recovery is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Energy Management, Rest and Recovery.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Energy Management, Rest and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Journaling, Svadhyaya and Habit Formation

Concepts and vocabulary

Journaling, Svadhyaya and Habit Formation is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Journaling, Svadhyaya and Habit Formation.
- Locate Journaling, Svadhyaya and Habit Formation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Journaling, Svadhyaya and Habit Formation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Journaling, Svadhyaya and Habit Formation

Deep study and master notes

Journaling, Svadhyaya and Habit Formation is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Journaling, Svadhyaya and Habit Formation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Journaling, Svadhyaya and Habit Formation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Journaling, Svadhyaya and Habit Formation

Practice laboratory

Journaling, Svadhyaya and Habit Formation is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Journaling, Svadhyaya and Habit Formation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Journaling, Svadhyaya and Habit Formation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Journaling, Svadhyaya and Habit Formation

Teaching application and adaptations

Journaling, Svadhyaya and Habit Formation is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Journaling, Svadhyaya and Habit Formation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Journaling, Svadhyaya and Habit Formation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Journaling, Svadhyaya and Habit Formation

Reflection, assessment and integration

Journaling, Svadhyaya and Habit Formation is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Journaling, Svadhyaya and Habit Formation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Journaling, Svadhyaya and Habit Formation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Children and Adolescents

Concepts and vocabulary

Yoga for Children and Adolescents is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga for Children and Adolescents.
- Locate Yoga for Children and Adolescents within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Children and Adolescents in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Children and Adolescents

Deep study and master notes

Yoga for Children and Adolescents is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga for Children and Adolescents.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Children and Adolescents in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Children and Adolescents

Practice laboratory

Yoga for Children and Adolescents is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Yoga for Children and Adolescents in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Children and Adolescents in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Children and Adolescents

Teaching application and adaptations

Yoga for Children and Adolescents is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga for Children and Adolescents using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Children and Adolescents in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Children and Adolescents

Reflection, assessment and integration

Yoga for Children and Adolescents is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yoga for Children and Adolescents.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Children and Adolescents in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Working-Age Adults

Concepts and vocabulary

Yoga for Working-Age Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga for Working-Age Adults.
- Locate Yoga for Working-Age Adults within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Working-Age Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Working-Age Adults

Deep study and master notes

Yoga for Working-Age Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga for Working-Age Adults.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Working-Age Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Working-Age Adults

Practice laboratory

Yoga for Working-Age Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Yoga for Working-Age Adults in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Working-Age Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Working-Age Adults

Teaching application and adaptations

Yoga for Working-Age Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga for Working-Age Adults using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Working-Age Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Working-Age Adults

Reflection, assessment and integration

Yoga for Working-Age Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yoga for Working-Age Adults.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Working-Age Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Older Adults

Concepts and vocabulary

Yoga for Older Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga for Older Adults.
- Locate Yoga for Older Adults within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Older Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Older Adults

Deep study and master notes

Yoga for Older Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga for Older Adults.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Older Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Older Adults

Practice laboratory

Yoga for Older Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Yoga for Older Adults in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Older Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Older Adults

Teaching application and adaptations

Yoga for Older Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga for Older Adults using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Older Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga for Older Adults

Reflection, assessment and integration

Yoga for Older Adults is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yoga for Older Adults.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga for Older Adults in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga Across Pregnancy and Postnatal Life - Scope and Referral

Concepts and vocabulary

Yoga Across Pregnancy and Postnatal Life - Scope and Referral is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga Across Pregnancy and Postnatal Life - Scope and Referral.
- Locate Yoga Across Pregnancy and Postnatal Life - Scope and Referral within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Across Pregnancy and Postnatal Life - Scope and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga Across Pregnancy and Postnatal Life - Scope and Referral

Deep study and master notes

Yoga Across Pregnancy and Postnatal Life - Scope and Referral is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga Across Pregnancy and Postnatal Life - Scope and Referral.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Across Pregnancy and Postnatal Life - Scope and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga Across Pregnancy and Postnatal Life - Scope and Referral

Practice laboratory

Yoga Across Pregnancy and Postnatal Life - Scope and Referral is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Yoga Across Pregnancy and Postnatal Life - Scope and Referral in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Across Pregnancy and Postnatal Life - Scope and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga Across Pregnancy and Postnatal Life - Scope and Referral

Teaching application and adaptations

Yoga Across Pregnancy and Postnatal Life - Scope and Referral is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga Across Pregnancy and Postnatal Life - Scope and Referral using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Across Pregnancy and Postnatal Life - Scope and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Yoga Across Pregnancy and Postnatal Life - Scope and Referral

Reflection, assessment and integration

Yoga Across Pregnancy and Postnatal Life - Scope and Referral is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yoga Across Pregnancy and Postnatal Life - Scope and Referral.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Across Pregnancy and Postnatal Life - Scope and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Inclusive and Adaptive Yoga

Concepts and vocabulary

Inclusive and Adaptive Yoga is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Inclusive and Adaptive Yoga.
- Locate Inclusive and Adaptive Yoga within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Inclusive and Adaptive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Inclusive and Adaptive Yoga

Deep study and master notes

Inclusive and Adaptive Yoga is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Inclusive and Adaptive Yoga.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Inclusive and Adaptive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Inclusive and Adaptive Yoga

Practice laboratory

Inclusive and Adaptive Yoga is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Inclusive and Adaptive Yoga in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Inclusive and Adaptive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Inclusive and Adaptive Yoga

Teaching application and adaptations

Inclusive and Adaptive Yoga is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Inclusive and Adaptive Yoga using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Inclusive and Adaptive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Inclusive and Adaptive Yoga

Reflection, assessment and integration

Inclusive and Adaptive Yoga is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Inclusive and Adaptive Yoga.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Inclusive and Adaptive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Master-Level Personal Practice Planning

Concepts and vocabulary

Master-Level Personal Practice Planning is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Master-Level Personal Practice Planning.
- Locate Master-Level Personal Practice Planning within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Master-Level Personal Practice Planning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Master-Level Personal Practice Planning

Deep study and master notes

Master-Level Personal Practice Planning is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Master-Level Personal Practice Planning.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Master-Level Personal Practice Planning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Master-Level Personal Practice Planning

Practice laboratory

Master-Level Personal Practice Planning is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Apply Master-Level Personal Practice Planning in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Master-Level Personal Practice Planning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Master-Level Personal Practice Planning

Teaching application and adaptations

Master-Level Personal Practice Planning is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Master-Level Personal Practice Planning using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Master-Level Personal Practice Planning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 2 | CHAPTER STUDY

Master-Level Personal Practice Planning

Reflection, assessment and integration

Master-Level Personal Practice Planning is approached as an applied lifestyle and teaching subject. The aim is not rigid conformity; it is the ability to design sustainable practice, respect culture and context, and help learners make choices that support consistency, self-study, recovery, and ethical conduct.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Master-Level Personal Practice Planning.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

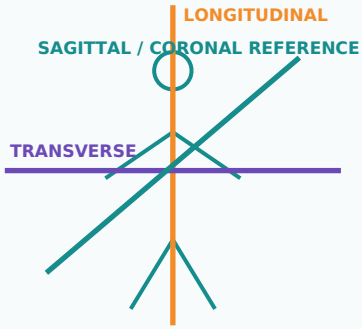
- Explain Master-Level Personal Practice Planning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Anatomical Language, Planes and Axes

Concepts and vocabulary

Anatomical Language, Planes and Axes is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Anatomical Language, Planes and Axes.
- Locate Anatomical Language, Planes and Axes within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

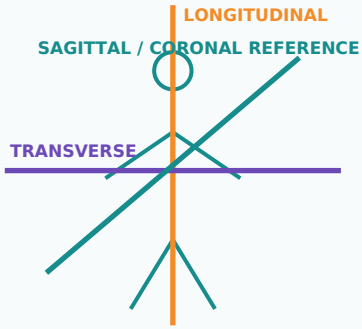
- Explain Anatomical Language, Planes and Axes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Anatomical Language, Planes and Axes

Deep study and master notes

Anatomical Language, Planes and Axes is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Anatomical Language, Planes and Axes.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

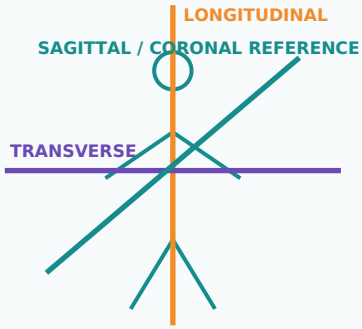
- Explain Anatomical Language, Planes and Axes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Anatomical Language, Planes and Axes

Practice laboratory

Anatomical Language, Planes and Axes is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Anatomical Language, Planes and Axes in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

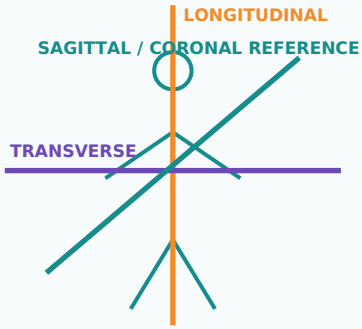
- Explain Anatomical Language, Planes and Axes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Anatomical Language, Planes and Axes

Teaching application and adaptations

Anatomical Language, Planes and Axes is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Anatomical Language, Planes and Axes using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

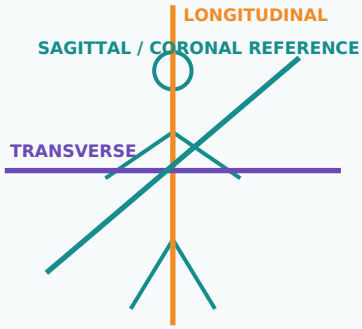
- Explain Anatomical Language, Planes and Axes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Anatomical Language, Planes and Axes

Reflection, assessment and integration

Anatomical Language, Planes and Axes is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Anatomical Language, Planes and Axes.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Anatomical Language, Planes and Axes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cells, Tissues and Connective Tissue

Concepts and vocabulary

Cells, Tissues and Connective Tissue is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Cells, Tissues and Connective Tissue.
- Locate Cells, Tissues and Connective Tissue within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Cells, Tissues and Connective Tissue in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cells, Tissues and Connective Tissue

Deep study and master notes

Cells, Tissues and Connective Tissue is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Cells, Tissues and Connective Tissue.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Cells, Tissues and Connective Tissue in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cells, Tissues and Connective Tissue

Practice laboratory

Cells, Tissues and Connective Tissue is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Cells, Tissues and Connective Tissue in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Cells, Tissues and Connective Tissue in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cells, Tissues and Connective Tissue

Teaching application and adaptations

Cells, Tissues and Connective Tissue is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Cells, Tissues and Connective Tissue using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Cells, Tissues and Connective Tissue in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cells, Tissues and Connective Tissue

Reflection, assessment and integration

Cells, Tissues and Connective Tissue is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Cells, Tissues and Connective Tissue.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

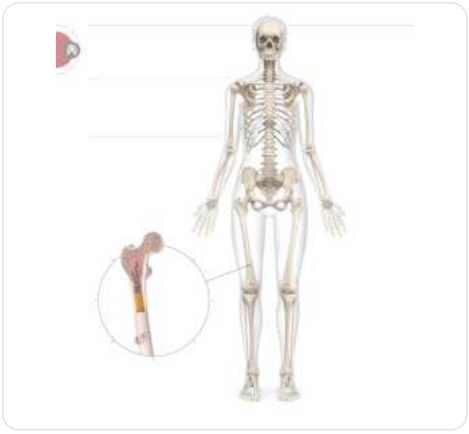
- Explain Cells, Tissues and Connective Tissue in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Skeletal System and Bone Adaptation

Concepts and vocabulary

Skeletal System and Bone Adaptation is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Skeletal System and Bone Adaptation.
- Locate Skeletal System and Bone Adaptation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

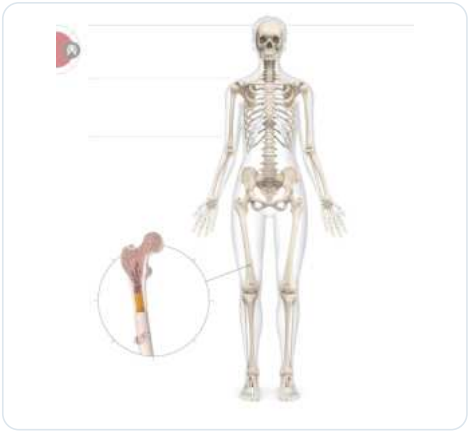
- Explain Skeletal System and Bone Adaptation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Skeletal System and Bone Adaptation

Deep study and master notes

Skeletal System and Bone Adaptation is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Skeletal System and Bone Adaptation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

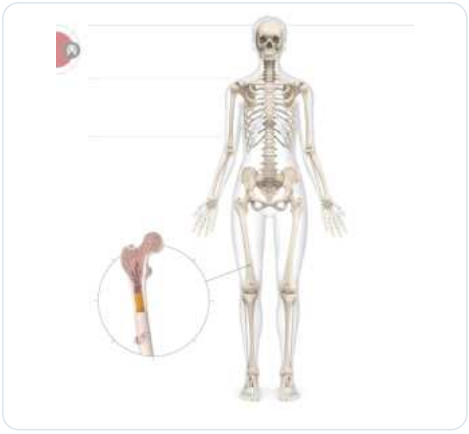
- Explain Skeletal System and Bone Adaptation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Skeletal System and Bone Adaptation

Practice laboratory

Skeletal System and Bone Adaptation is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Skeletal System and Bone Adaptation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

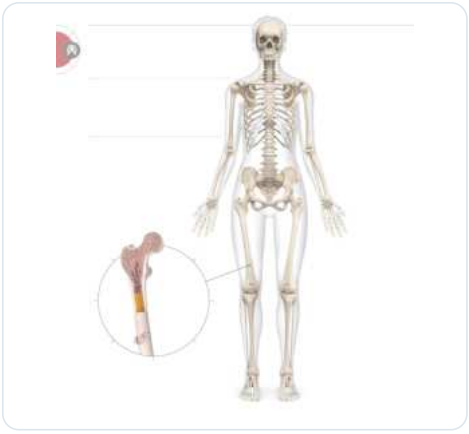
- Explain Skeletal System and Bone Adaptation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Skeletal System and Bone Adaptation

Teaching application and adaptations

Skeletal System and Bone Adaptation is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Skeletal System and Bone Adaptation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

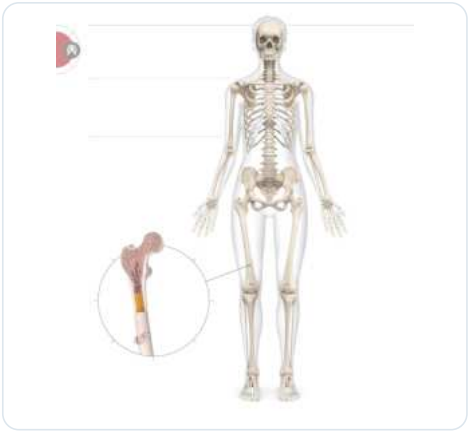
- Explain Skeletal System and Bone Adaptation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Skeletal System and Bone Adaptation

Reflection, assessment and integration

Skeletal System and Bone Adaptation is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Skeletal System and Bone Adaptation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Skeletal System and Bone Adaptation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Axial Skeleton and Spinal Curves

Concepts and vocabulary

Axial Skeleton and Spinal Curves is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Axial Skeleton and Spinal Curves.
- Locate Axial Skeleton and Spinal Curves within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Axial Skeleton and Spinal Curves in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Axial Skeleton and Spinal Curves

Deep study and master notes

Axial Skeleton and Spinal Curves is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Axial Skeleton and Spinal Curves.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Axial Skeleton and Spinal Curves in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Axial Skeleton and Spinal Curves

Practice laboratory

Axial Skeleton and Spinal Curves is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Axial Skeleton and Spinal Curves in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Axial Skeleton and Spinal Curves in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Axial Skeleton and Spinal Curves

Teaching application and adaptations

Axial Skeleton and Spinal Curves is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Axial Skeleton and Spinal Curves using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Axial Skeleton and Spinal Curves in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Axial Skeleton and Spinal Curves

Reflection, assessment and integration

Axial Skeleton and Spinal Curves is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Axial Skeleton and Spinal Curves.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Axial Skeleton and Spinal Curves in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Appendicular Skeleton and Load Transfer

Concepts and vocabulary

Appendicular Skeleton and Load Transfer is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Appendicular Skeleton and Load Transfer.
- Locate Appendicular Skeleton and Load Transfer within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Appendicular Skeleton and Load Transfer in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Appendicular Skeleton and Load Transfer

Deep study and master notes

Appendicular Skeleton and Load Transfer is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Appendicular Skeleton and Load Transfer.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Appendicular Skeleton and Load Transfer in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Appendicular Skeleton and Load Transfer

Practice laboratory

Appendicular Skeleton and Load Transfer is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Appendicular Skeleton and Load Transfer in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Appendicular Skeleton and Load Transfer in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Appendicular Skeleton and Load Transfer

Teaching application and adaptations

Appendicular Skeleton and Load Transfer is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Appendicular Skeleton and Load Transfer using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Appendicular Skeleton and Load Transfer in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Appendicular Skeleton and Load Transfer

Reflection, assessment and integration

Appendicular Skeleton and Load Transfer is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Appendicular Skeleton and Load Transfer.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

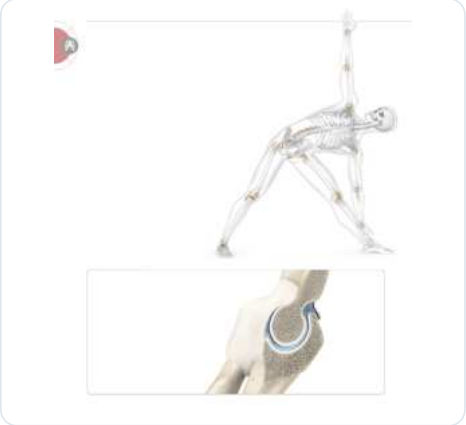
- Explain Appendicular Skeleton and Load Transfer in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Joint Structure, Mobility and Stability

Concepts and vocabulary

Joint Structure, Mobility and Stability is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Joint Structure, Mobility and Stability.
- Locate Joint Structure, Mobility and Stability within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

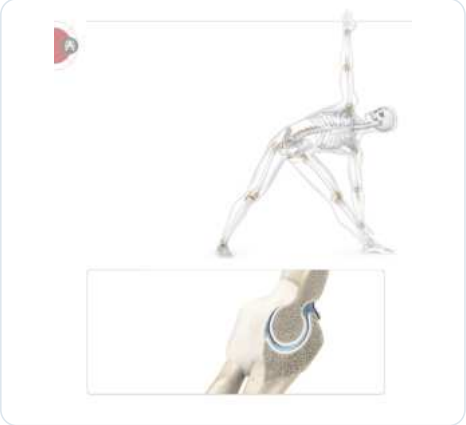
- Explain Joint Structure, Mobility and Stability in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Joint Structure, Mobility and Stability

Deep study and master notes

Joint Structure, Mobility and Stability is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Joint Structure, Mobility and Stability.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

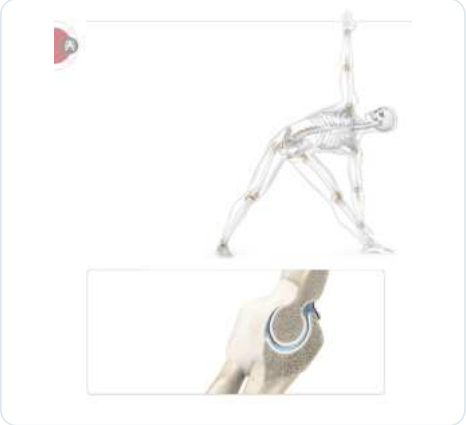
- Explain Joint Structure, Mobility and Stability in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Joint Structure, Mobility and Stability

Practice laboratory

Joint Structure, Mobility and Stability is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Joint Structure, Mobility and Stability in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

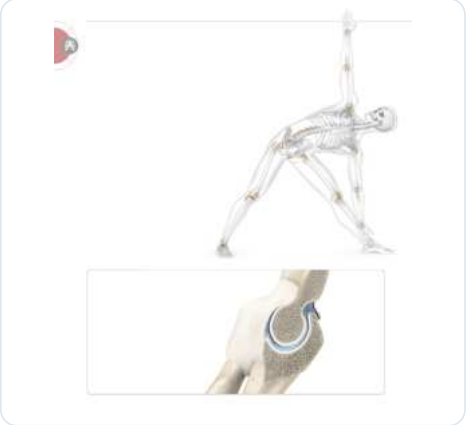
- Explain Joint Structure, Mobility and Stability in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Joint Structure, Mobility and Stability

Teaching application and adaptations

Joint Structure, Mobility and Stability is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Joint Structure, Mobility and Stability using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

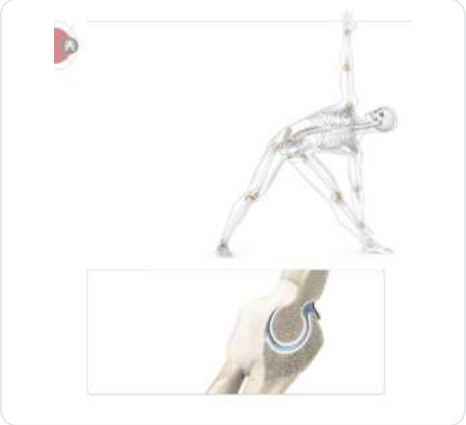
- Explain Joint Structure, Mobility and Stability in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Joint Structure, Mobility and Stability

Reflection, assessment and integration

Joint Structure, Mobility and Stability is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Joint Structure, Mobility and Stability.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

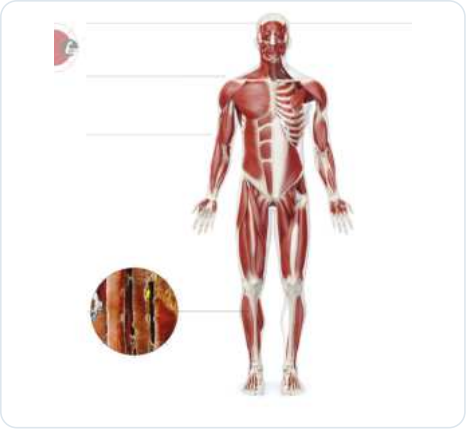
- Explain Joint Structure, Mobility and Stability in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Muscular System and Force Production

Concepts and vocabulary

Muscular System and Force Production is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Muscular System and Force Production.
- Locate Muscular System and Force Production within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

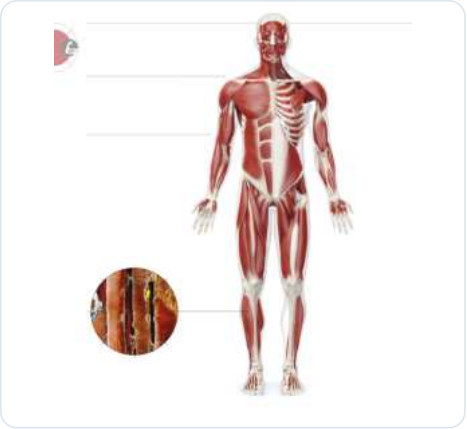
- Explain Muscular System and Force Production in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Muscular System and Force Production

Deep study and master notes

Muscular System and Force Production is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Muscular System and Force Production.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

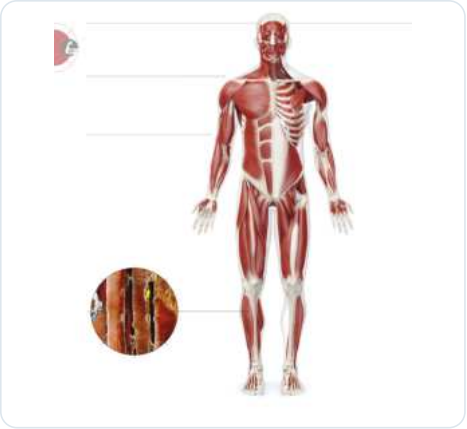
- Explain Muscular System and Force Production in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Muscular System and Force Production

Practice laboratory

Muscular System and Force Production is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Muscular System and Force Production in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

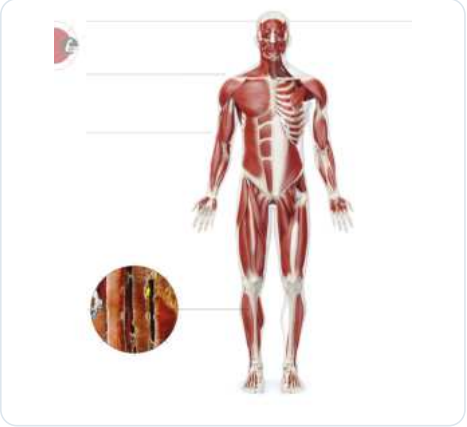
- Explain Muscular System and Force Production in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Muscular System and Force Production

Teaching application and adaptations

Muscular System and Force Production is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Muscular System and Force Production using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

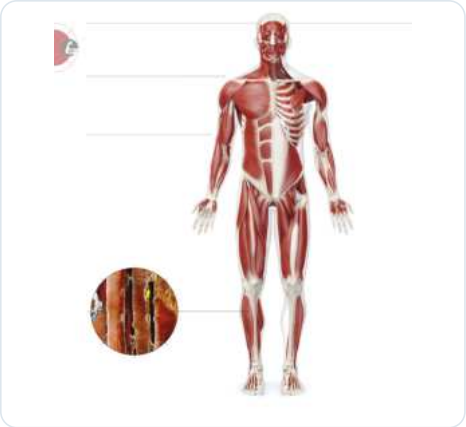
- Explain Muscular System and Force Production in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Muscular System and Force Production

Reflection, assessment and integration

Muscular System and Force Production is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Muscular System and Force Production.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

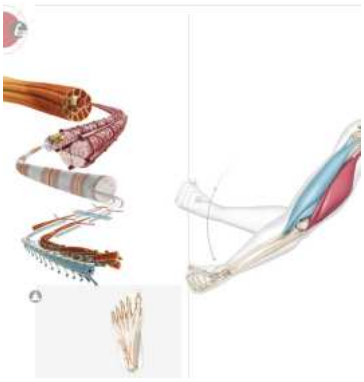
- Explain Muscular System and Force Production in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Agonists, Antagonists and Synergists

Concepts and vocabulary

Agonists, Antagonists and Synergists is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Agonists, Antagonists and Synergists.
- Locate Agonists, Antagonists and Synergists within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

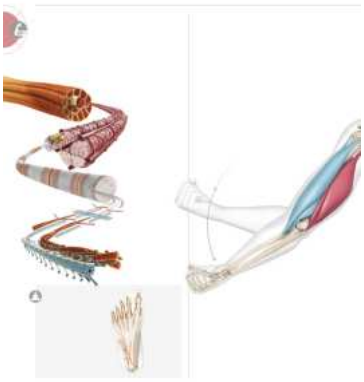
- Explain Agonists, Antagonists and Synergists in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Agonists, Antagonists and Synergists

Deep study and master notes

Agonists, Antagonists and Synergists is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Agonists, Antagonists and Synergists.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

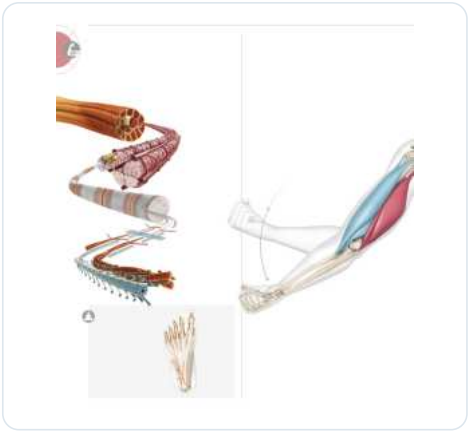
- Explain Agonists, Antagonists and Synergists in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Agonists, Antagonists and Synergists

Practice laboratory

Agonists, Antagonists and Synergists is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Agonists, Antagonists and Synergists in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

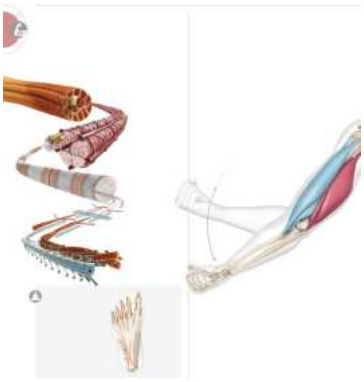
- Explain Agonists, Antagonists and Synergists in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Agonists, Antagonists and Synergists

Teaching application and adaptations

Agonists, Antagonists and Synergists is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Agonists, Antagonists and Synergists using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

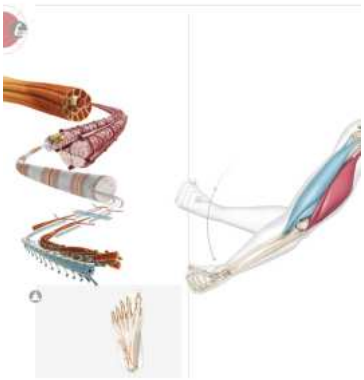
- Explain Agonists, Antagonists and Synergists in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Agonists, Antagonists and Synergists

Reflection, assessment and integration

Agonists, Antagonists and Synergists is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Agonists, Antagonists and Synergists.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

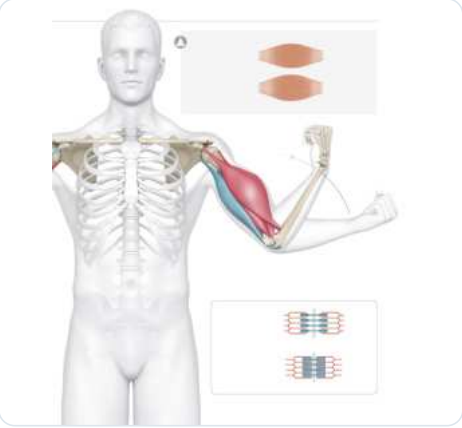
- Explain Agonists, Antagonists and Synergists in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Concentric, Eccentric and Isometric Contraction

Concepts and vocabulary

Concentric, Eccentric and Isometric Contraction is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Concentric, Eccentric and Isometric Contraction.
- Locate Concentric, Eccentric and Isometric Contraction within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

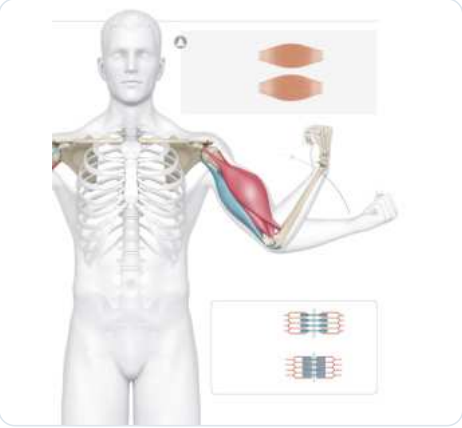
- Explain Concentric, Eccentric and Isometric Contraction in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Concentric, Eccentric and Isometric Contraction

Deep study and master notes

Concentric, Eccentric and Isometric Contraction is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Concentric, Eccentric and Isometric Contraction.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

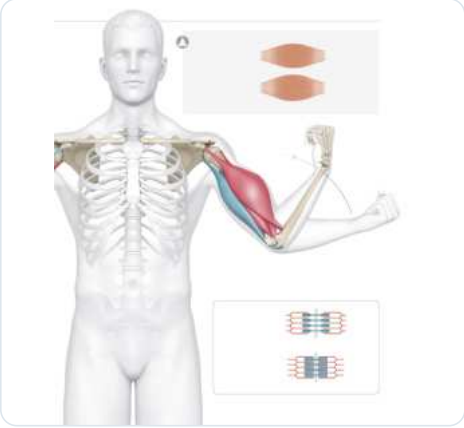
- Explain Concentric, Eccentric and Isometric Contraction in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Concentric, Eccentric and Isometric Contraction

Practice laboratory

Concentric, Eccentric and Isometric Contraction is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Concentric, Eccentric and Isometric Contraction in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

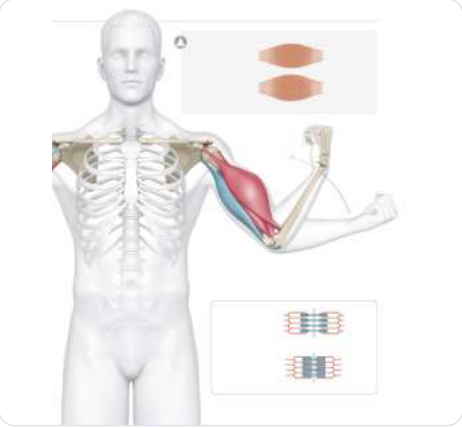
- Explain Concentric, Eccentric and Isometric Contraction in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Concentric, Eccentric and Isometric Contraction

Teaching application and adaptations

Concentric, Eccentric and Isometric Contraction is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Concentric, Eccentric and Isometric Contraction using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

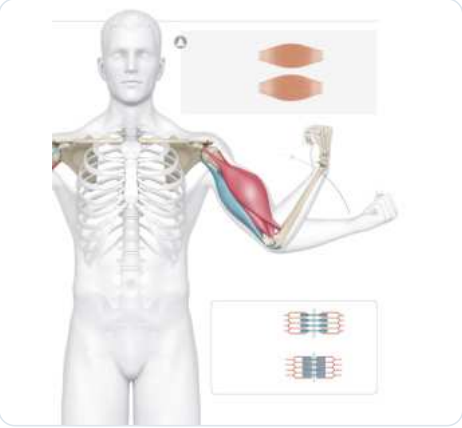
- Explain Concentric, Eccentric and Isometric Contraction in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Concentric, Eccentric and Isometric Contraction

Reflection, assessment and integration

Concentric, Eccentric and Isometric Contraction is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Concentric, Eccentric and Isometric Contraction.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

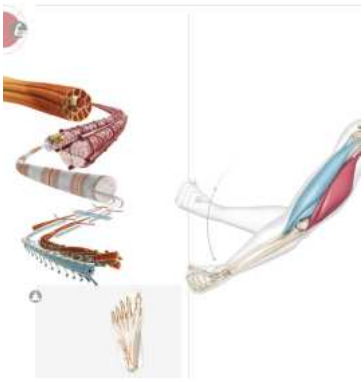
- Explain Concentric, Eccentric and Isometric Contraction in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Fascia and Myofascial Continuity

Concepts and vocabulary

Fascia and Myofascial Continuity is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Fascia and Myofascial Continuity.
- Locate Fascia and Myofascial Continuity within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

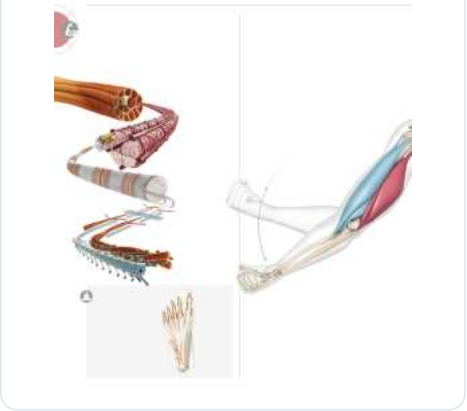
- Explain Fascia and Myofascial Continuity in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Fascia and Myofascial Continuity

Deep study and master notes

Fascia and Myofascial Continuity is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Fascia and Myofascial Continuity.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

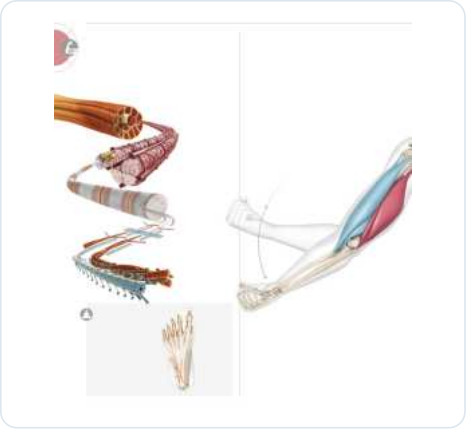
- Explain Fascia and Myofascial Continuity in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Fascia and Myofascial Continuity

Practice laboratory

Fascia and Myofascial Continuity is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Fascia and Myofascial Continuity in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

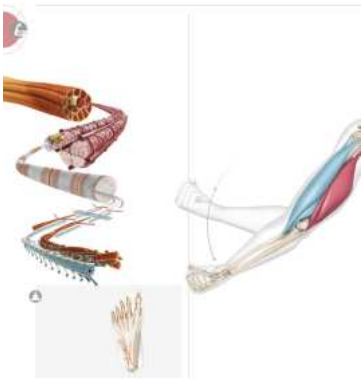
- Explain Fascia and Myofascial Continuity in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Fascia and Myofascial Continuity

Teaching application and adaptations

Fascia and Myofascial Continuity is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Fascia and Myofascial Continuity using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

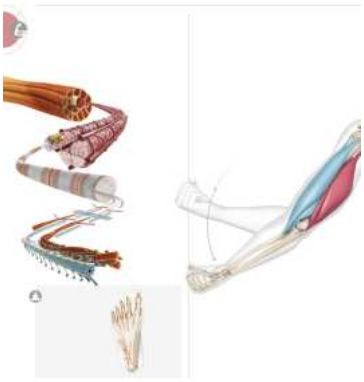
- Explain Fascia and Myofascial Continuity in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Fascia and Myofascial Continuity

Reflection, assessment and integration

Fascia and Myofascial Continuity is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Fascia and Myofascial Continuity.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Fascia and Myofascial Continuity in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Nervous System and Motor Control

Concepts and vocabulary

Nervous System and Motor Control is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Nervous System and Motor Control.
- Locate Nervous System and Motor Control within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nervous System and Motor Control in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Nervous System and Motor Control

Deep study and master notes

Nervous System and Motor Control is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Nervous System and Motor Control.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nervous System and Motor Control in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Nervous System and Motor Control

Practice laboratory

Nervous System and Motor Control is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Nervous System and Motor Control in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nervous System and Motor Control in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Nervous System and Motor Control

Teaching application and adaptations

Nervous System and Motor Control is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Nervous System and Motor Control using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nervous System and Motor Control in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Nervous System and Motor Control

Reflection, assessment and integration

Nervous System and Motor Control is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Nervous System and Motor Control.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

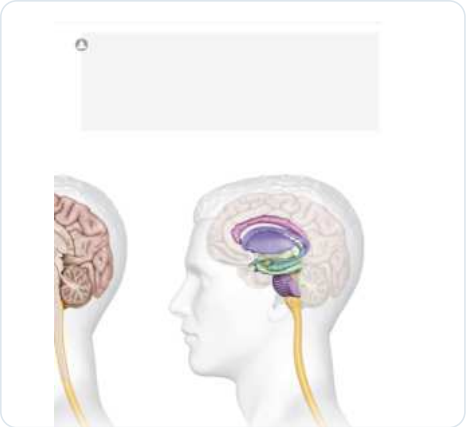
- Explain Nervous System and Motor Control in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Autonomic Regulation and Stress Response

Concepts and vocabulary

Autonomic Regulation and Stress Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Autonomic Regulation and Stress Response.
- Locate Autonomic Regulation and Stress Response within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

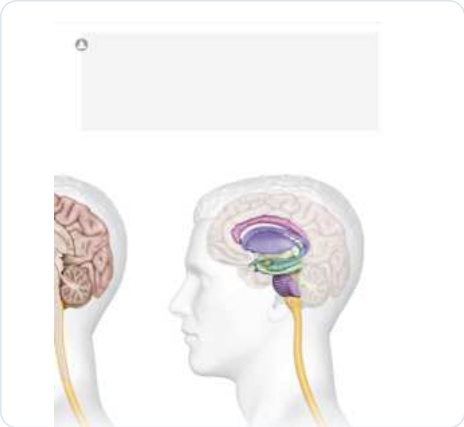
- Explain Autonomic Regulation and Stress Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Autonomic Regulation and Stress Response

Deep study and master notes

Autonomic Regulation and Stress Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Autonomic Regulation and Stress Response.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

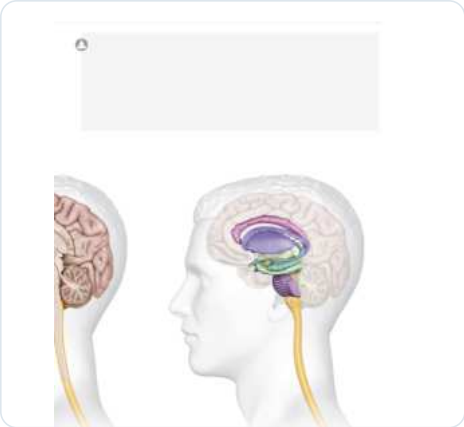
- Explain Autonomic Regulation and Stress Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Autonomic Regulation and Stress Response

Practice laboratory

Autonomic Regulation and Stress Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Autonomic Regulation and Stress Response in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

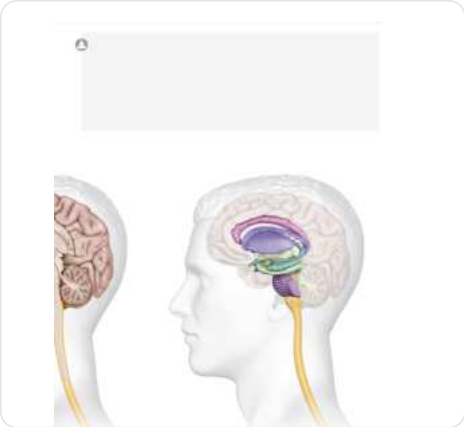
- Explain Autonomic Regulation and Stress Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Autonomic Regulation and Stress Response

Teaching application and adaptations

Autonomic Regulation and Stress Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Autonomic Regulation and Stress Response using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

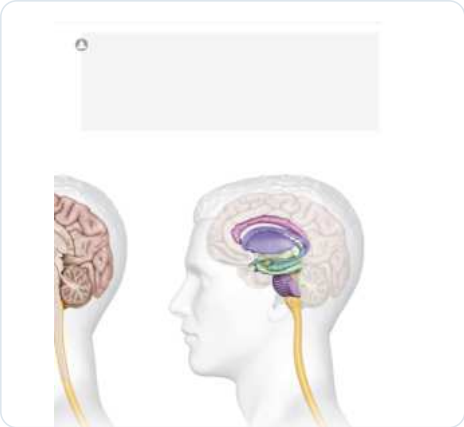
- Explain Autonomic Regulation and Stress Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Autonomic Regulation and Stress Response

Reflection, assessment and integration

Autonomic Regulation and Stress Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Autonomic Regulation and Stress Response.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

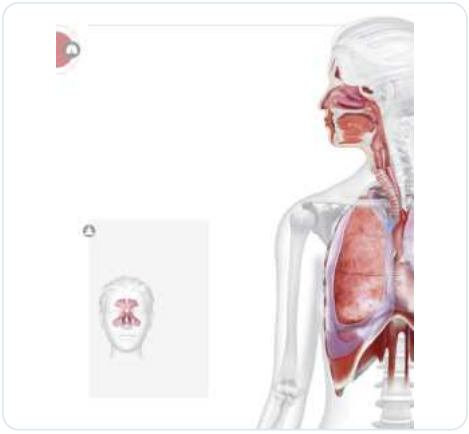
- Explain Autonomic Regulation and Stress Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Respiratory Anatomy and Mechanics

Concepts and vocabulary

Respiratory Anatomy and Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Respiratory Anatomy and Mechanics.
- Locate Respiratory Anatomy and Mechanics within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

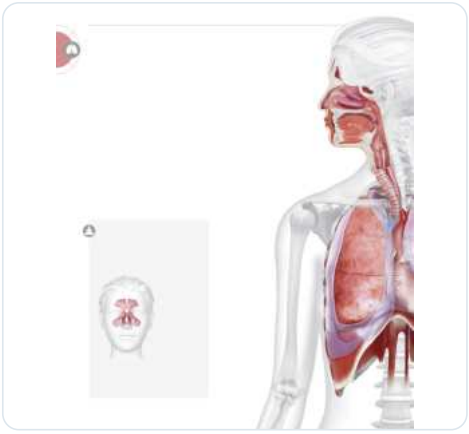
- Explain Respiratory Anatomy and Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Respiratory Anatomy and Mechanics

Deep study and master notes

Respiratory Anatomy and Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Respiratory Anatomy and Mechanics.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

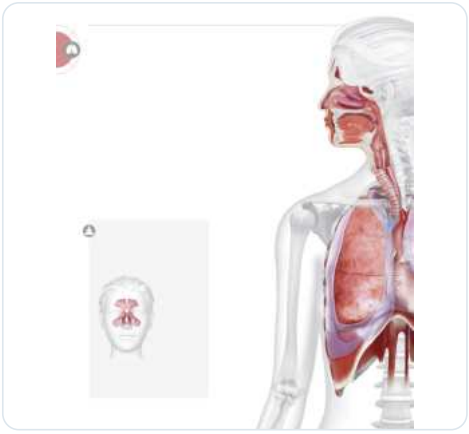
- Explain Respiratory Anatomy and Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Respiratory Anatomy and Mechanics

Practice laboratory

Respiratory Anatomy and Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Respiratory Anatomy and Mechanics in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

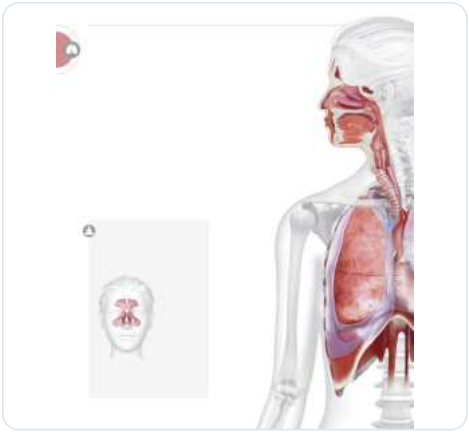
- Explain Respiratory Anatomy and Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Respiratory Anatomy and Mechanics

Teaching application and adaptations

Respiratory Anatomy and Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Respiratory Anatomy and Mechanics using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

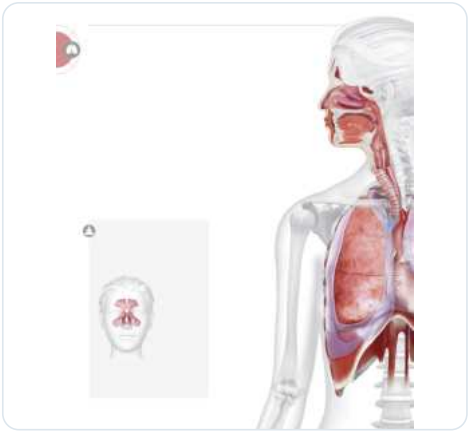
- Explain Respiratory Anatomy and Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Respiratory Anatomy and Mechanics

Reflection, assessment and integration

Respiratory Anatomy and Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Respiratory Anatomy and Mechanics.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

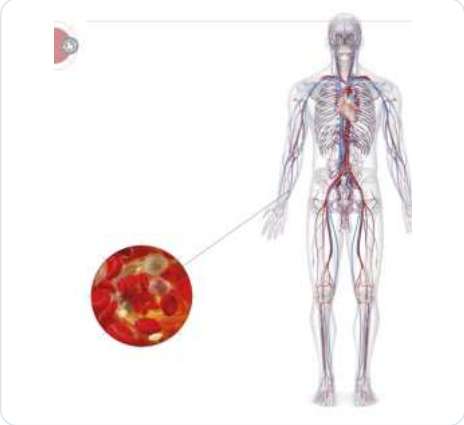
- Explain Respiratory Anatomy and Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cardiovascular System and Exercise Response

Concepts and vocabulary

Cardiovascular System and Exercise Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Cardiovascular System and Exercise Response.
- Locate Cardiovascular System and Exercise Response within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

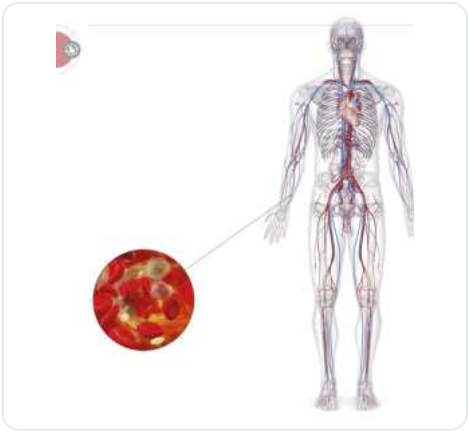
- Explain Cardiovascular System and Exercise Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cardiovascular System and Exercise Response

Deep study and master notes

Cardiovascular System and Exercise Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Cardiovascular System and Exercise Response.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

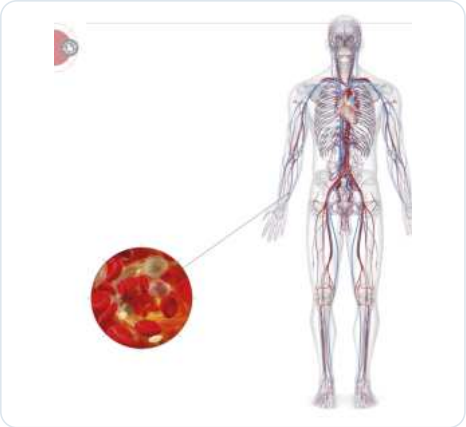
- Explain Cardiovascular System and Exercise Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cardiovascular System and Exercise Response

Practice laboratory

Cardiovascular System and Exercise Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Cardiovascular System and Exercise Response in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

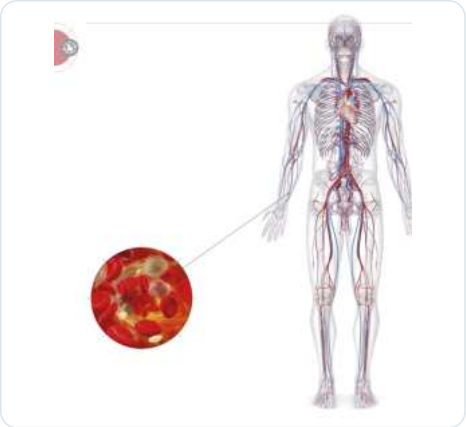
- Explain Cardiovascular System and Exercise Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cardiovascular System and Exercise Response

Teaching application and adaptations

Cardiovascular System and Exercise Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Cardiovascular System and Exercise Response using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

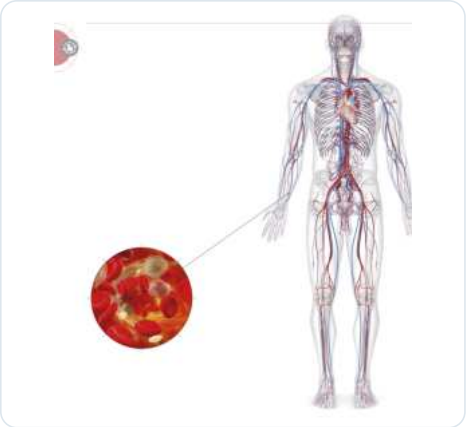
- Explain Cardiovascular System and Exercise Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Cardiovascular System and Exercise Response

Reflection, assessment and integration

Cardiovascular System and Exercise Response is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Cardiovascular System and Exercise Response.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Cardiovascular System and Exercise Response in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Digestive System and Yoga Practice

Concepts and vocabulary

Digestive System and Yoga Practice is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Digestive System and Yoga Practice.
- Locate Digestive System and Yoga Practice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive System and Yoga Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Digestive System and Yoga Practice

Deep study and master notes

Digestive System and Yoga Practice is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Digestive System and Yoga Practice.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

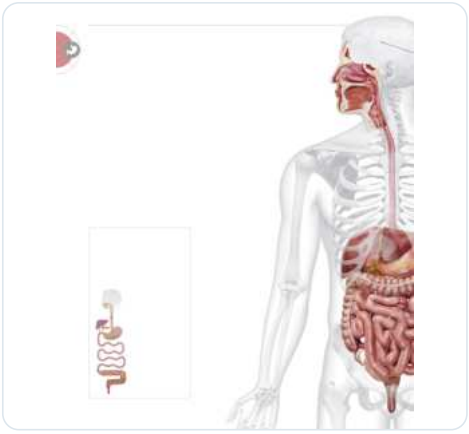
- Explain Digestive System and Yoga Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Digestive System and Yoga Practice

Practice laboratory

Digestive System and Yoga Practice is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Digestive System and Yoga Practice in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

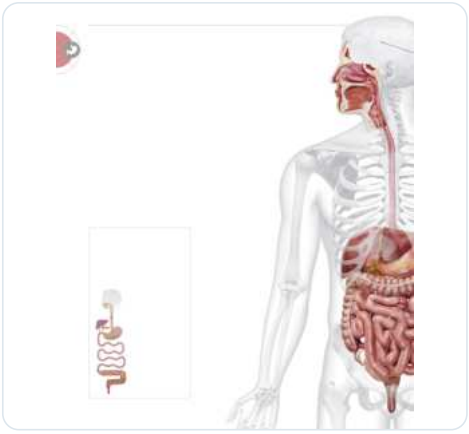
- Explain Digestive System and Yoga Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Digestive System and Yoga Practice

Teaching application and adaptations

Digestive System and Yoga Practice is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Digestive System and Yoga Practice using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

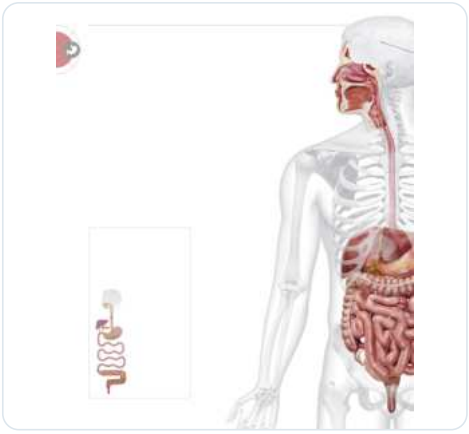
- Explain Digestive System and Yoga Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Digestive System and Yoga Practice

Reflection, assessment and integration

Digestive System and Yoga Practice is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Digestive System and Yoga Practice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

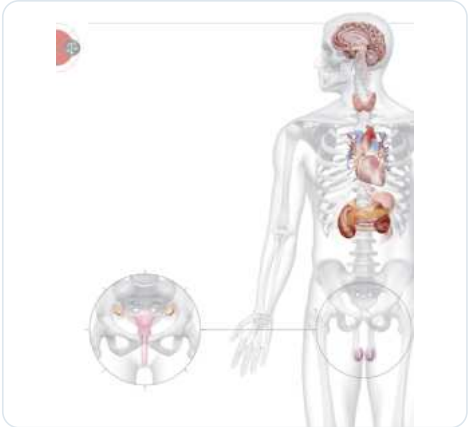
- Explain Digestive System and Yoga Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Endocrine System and Homeostasis

Concepts and vocabulary

Endocrine System and Homeostasis is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Endocrine System and Homeostasis.
- Locate Endocrine System and Homeostasis within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

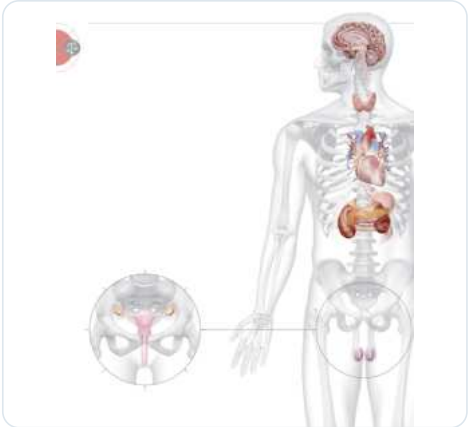
- Explain Endocrine System and Homeostasis in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Endocrine System and Homeostasis

Deep study and master notes

Endocrine System and Homeostasis is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Endocrine System and Homeostasis.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

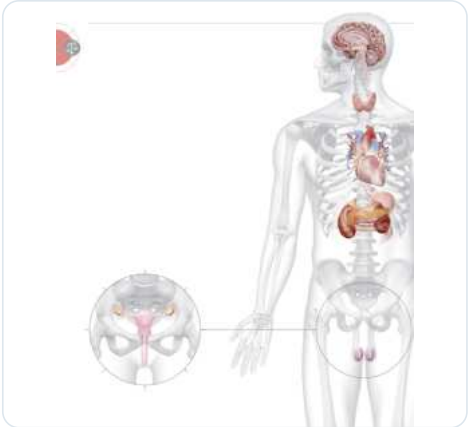
- Explain Endocrine System and Homeostasis in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Endocrine System and Homeostasis

Practice laboratory

Endocrine System and Homeostasis is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Endocrine System and Homeostasis in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

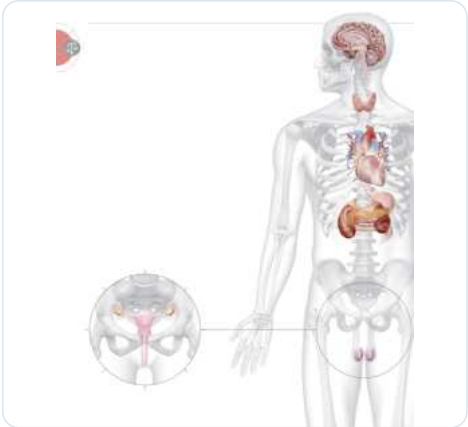
- Explain Endocrine System and Homeostasis in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Endocrine System and Homeostasis

Teaching application and adaptations

Endocrine System and Homeostasis is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Endocrine System and Homeostasis using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

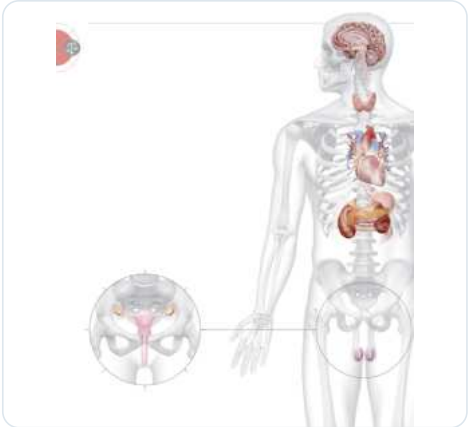
- Explain Endocrine System and Homeostasis in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Endocrine System and Homeostasis

Reflection, assessment and integration

Endocrine System and Homeostasis is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Endocrine System and Homeostasis.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

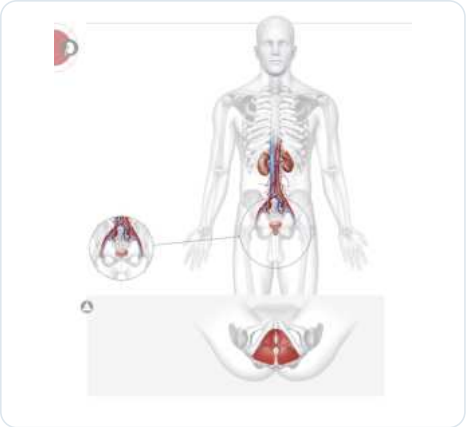
- Explain Endocrine System and Homeostasis in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Pelvic Floor and Core Pressure Management

Concepts and vocabulary

Pelvic Floor and Core Pressure Management is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Pelvic Floor and Core Pressure Management.
- Locate Pelvic Floor and Core Pressure Management within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

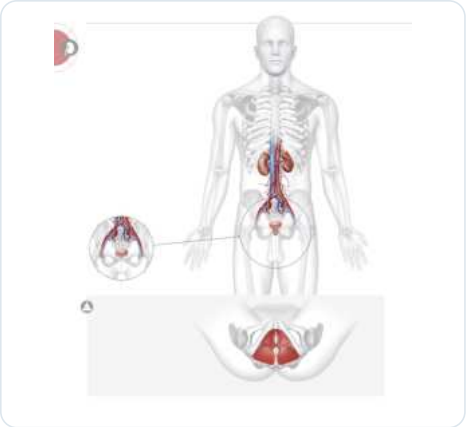
- Explain Pelvic Floor and Core Pressure Management in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Pelvic Floor and Core Pressure Management

Deep study and master notes

Pelvic Floor and Core Pressure Management is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Pelvic Floor and Core Pressure Management.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

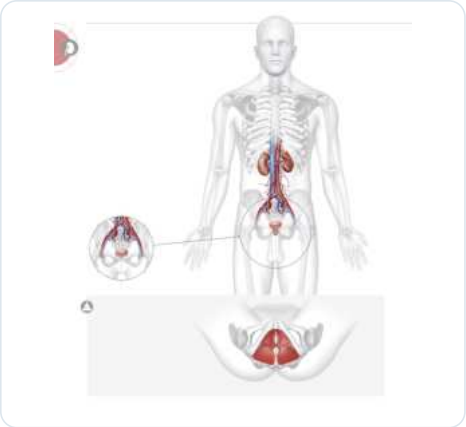
- Explain Pelvic Floor and Core Pressure Management in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Pelvic Floor and Core Pressure Management

Practice laboratory

Pelvic Floor and Core Pressure Management is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Pelvic Floor and Core Pressure Management in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

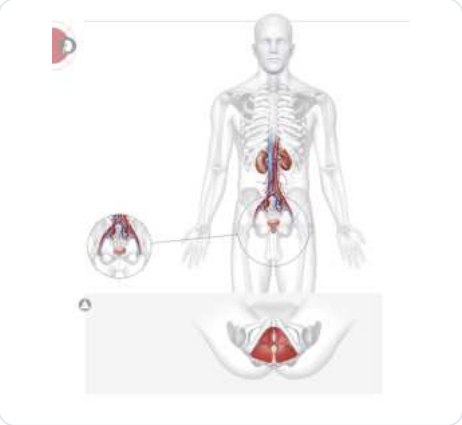
- Explain Pelvic Floor and Core Pressure Management in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Pelvic Floor and Core Pressure Management

Teaching application and adaptations

Pelvic Floor and Core Pressure Management is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Pelvic Floor and Core Pressure Management using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

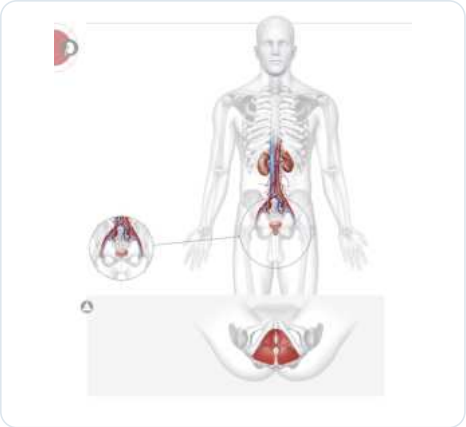
- Explain Pelvic Floor and Core Pressure Management in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Pelvic Floor and Core Pressure Management

Reflection, assessment and integration

Pelvic Floor and Core Pressure Management is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Pelvic Floor and Core Pressure Management.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pelvic Floor and Core Pressure Management in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Spinal Flexion, Extension, Rotation and Side-Bending

Concepts and vocabulary

Spinal Flexion, Extension, Rotation and Side-Bending is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Spinal Flexion, Extension, Rotation and Side-Bending.
- Locate Spinal Flexion, Extension, Rotation and Side-Bending within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Spinal Flexion, Extension, Rotation and Side-Bending in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Spinal Flexion, Extension, Rotation and Side-Bending

Deep study and master notes

Spinal Flexion, Extension, Rotation and Side-Bending is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Spinal Flexion, Extension, Rotation and Side-Bending.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Spinal Flexion, Extension, Rotation and Side-Bending in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Spinal Flexion, Extension, Rotation and Side-Bending

Practice laboratory

Spinal Flexion, Extension, Rotation and Side-Bending is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Spinal Flexion, Extension, Rotation and Side-Bending in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Spinal Flexion, Extension, Rotation and Side-Bending in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Spinal Flexion, Extension, Rotation and Side-Bending

Teaching application and adaptations

Spinal Flexion, Extension, Rotation and Side-Bending is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Spinal Flexion, Extension, Rotation and Side-Bending using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Spinal Flexion, Extension, Rotation and Side-Bending in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Spinal Flexion, Extension, Rotation and Side-Bending

Reflection, assessment and integration

Spinal Flexion, Extension, Rotation and Side-Bending is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Spinal Flexion, Extension, Rotation and Side-Bending.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

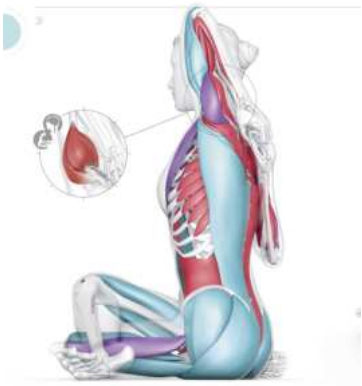
- Explain Spinal Flexion, Extension, Rotation and Side-Bending in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Shoulder Girdle and Scapulohumeral Rhythm

Concepts and vocabulary

Shoulder Girdle and Scapulohumeral Rhythm is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Shoulder Girdle and Scapulohumeral Rhythm.
- Locate Shoulder Girdle and Scapulohumeral Rhythm within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

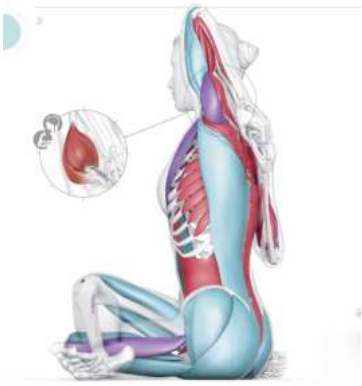
- Explain Shoulder Girdle and Scapulohumeral Rhythm in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Shoulder Girdle and Scapulohumeral Rhythm

Deep study and master notes

Shoulder Girdle and Scapulohumeral Rhythm is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Shoulder Girdle and Scapulohumeral Rhythm.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

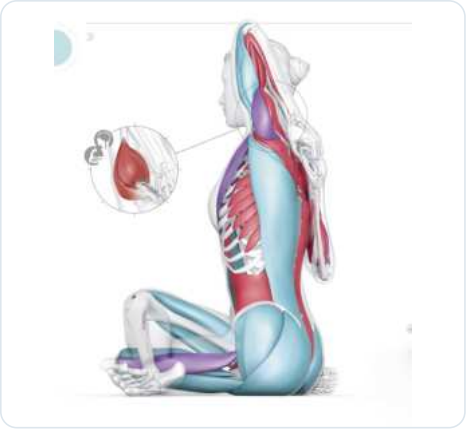
- Explain Shoulder Girdle and Scapulohumeral Rhythm in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Shoulder Girdle and Scapulohumeral Rhythm

Practice laboratory

Shoulder Girdle and Scapulohumeral Rhythm is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Shoulder Girdle and Scapulohumeral Rhythm in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

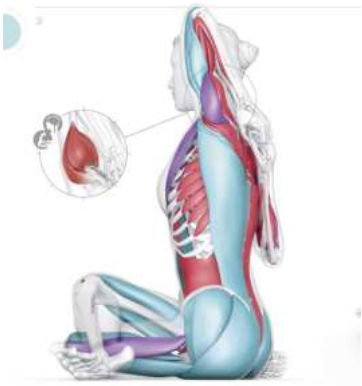
- Explain Shoulder Girdle and Scapulohumeral Rhythm in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Shoulder Girdle and Scapulohumeral Rhythm

Teaching application and adaptations

Shoulder Girdle and Scapulohumeral Rhythm is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Shoulder Girdle and Scapulohumeral Rhythm using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

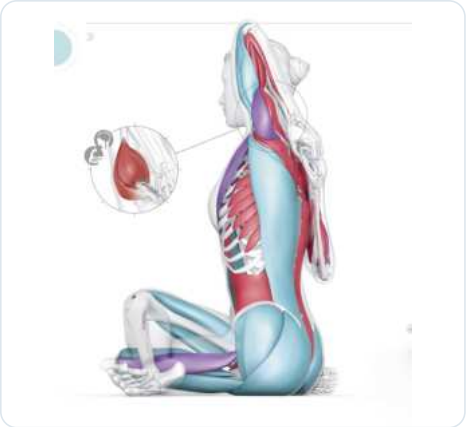
- Explain Shoulder Girdle and Scapulohumeral Rhythm in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Shoulder Girdle and Scapulohumeral Rhythm

Reflection, assessment and integration

Shoulder Girdle and Scapulohumeral Rhythm is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Shoulder Girdle and Scapulohumeral Rhythm.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Shoulder Girdle and Scapulohumeral Rhythm in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Hip Joint, Pelvis and Sacroiliac Considerations

Concepts and vocabulary

Hip Joint, Pelvis and Sacroiliac Considerations is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Hip Joint, Pelvis and Sacroiliac Considerations.
- Locate Hip Joint, Pelvis and Sacroiliac Considerations within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Joint, Pelvis and Sacroiliac Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Hip Joint, Pelvis and Sacroiliac Considerations

Deep study and master notes

Hip Joint, Pelvis and Sacroiliac Considerations is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Hip Joint, Pelvis and Sacroiliac Considerations.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Joint, Pelvis and Sacroiliac Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Hip Joint, Pelvis and Sacroiliac Considerations

Practice laboratory

Hip Joint, Pelvis and Sacroiliac Considerations is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Apply Hip Joint, Pelvis and Sacroiliac Considerations in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Joint, Pelvis and Sacroiliac Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Hip Joint, Pelvis and Sacroiliac Considerations

Teaching application and adaptations

Hip Joint, Pelvis and Sacroiliac Considerations is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Hip Joint, Pelvis and Sacroiliac Considerations using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Joint, Pelvis and Sacroiliac Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Hip Joint, Pelvis and Sacroiliac Considerations

Reflection, assessment and integration

Hip Joint, Pelvis and Sacroiliac Considerations is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Hip Joint, Pelvis and Sacroiliac Considerations.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

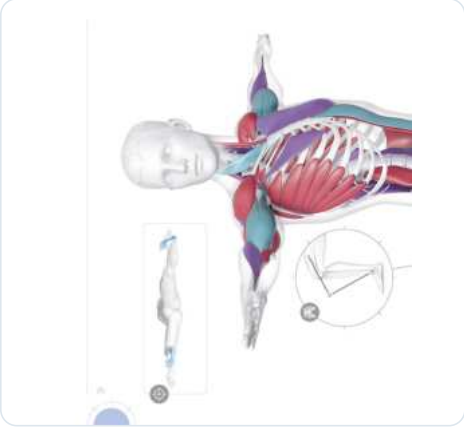
- Explain Hip Joint, Pelvis and Sacroiliac Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Knee, Ankle and Foot Mechanics

Concepts and vocabulary

Knee, Ankle and Foot Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Knee, Ankle and Foot Mechanics.
- Locate Knee, Ankle and Foot Mechanics within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

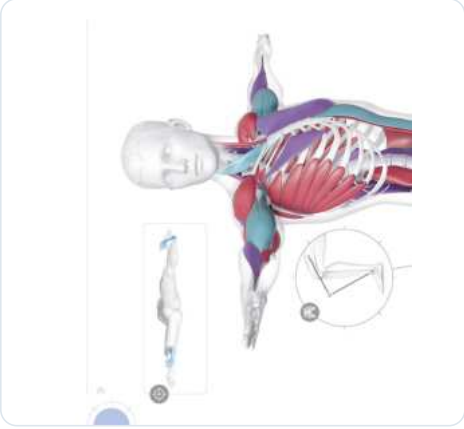
- Explain Knee, Ankle and Foot Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Knee, Ankle and Foot Mechanics

Deep study and master notes

Knee, Ankle and Foot Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Knee, Ankle and Foot Mechanics.
- Compare at least two perspectives and identify where context changes the answer.
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TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

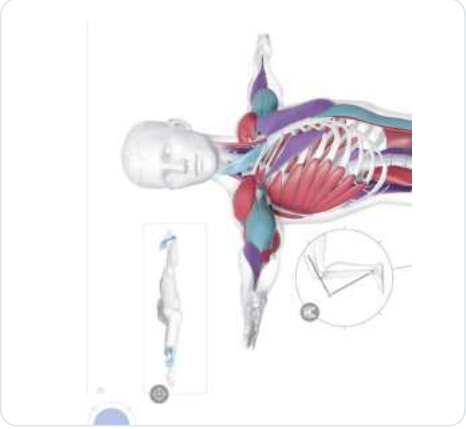
- Explain Knee, Ankle and Foot Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Knee, Ankle and Foot Mechanics

Practice laboratory

Knee, Ankle and Foot Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Knee, Ankle and Foot Mechanics in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

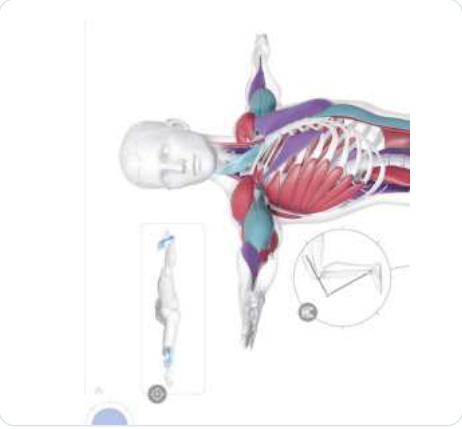
- Explain Knee, Ankle and Foot Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Knee, Ankle and Foot Mechanics

Teaching application and adaptations

Knee, Ankle and Foot Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Knee, Ankle and Foot Mechanics using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

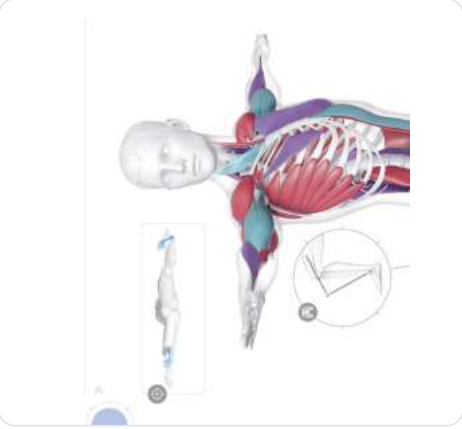
- Explain Knee, Ankle and Foot Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Knee, Ankle and Foot Mechanics

Reflection, assessment and integration

Knee, Ankle and Foot Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Knee, Ankle and Foot Mechanics.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

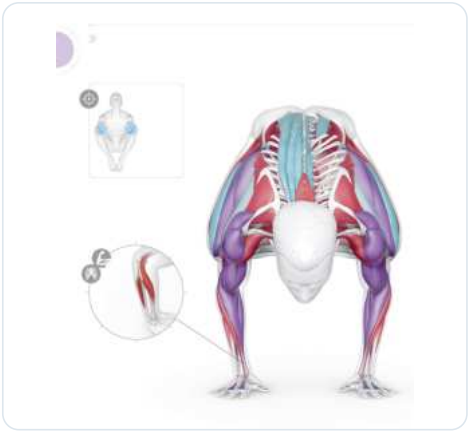
- Explain Knee, Ankle and Foot Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Wrist, Elbow and Weight-Bearing Mechanics

Concepts and vocabulary

Wrist, Elbow and Weight-Bearing Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Wrist, Elbow and Weight-Bearing Mechanics.
- Locate Wrist, Elbow and Weight-Bearing Mechanics within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

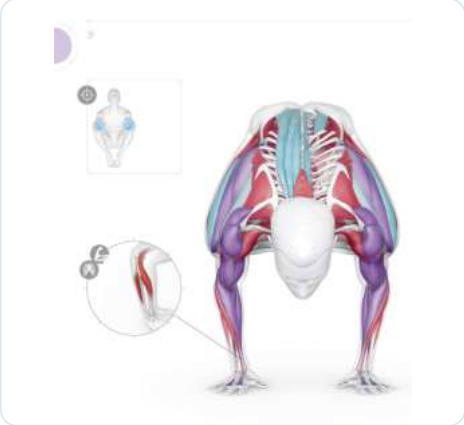
- Explain Wrist, Elbow and Weight-Bearing Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Wrist, Elbow and Weight-Bearing Mechanics

Deep study and master notes

Wrist, Elbow and Weight-Bearing Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Wrist, Elbow and Weight-Bearing Mechanics.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

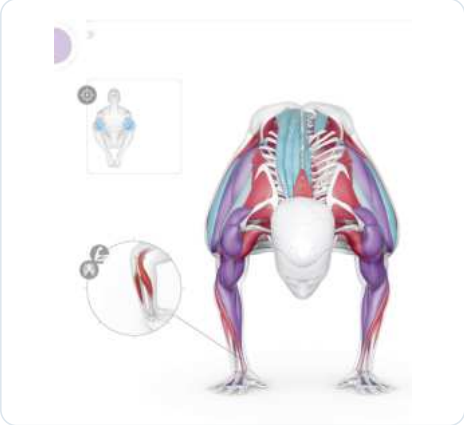
- Explain Wrist, Elbow and Weight-Bearing Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Wrist, Elbow and Weight-Bearing Mechanics

Practice laboratory

Wrist, Elbow and Weight-Bearing Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Wrist, Elbow and Weight-Bearing Mechanics in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

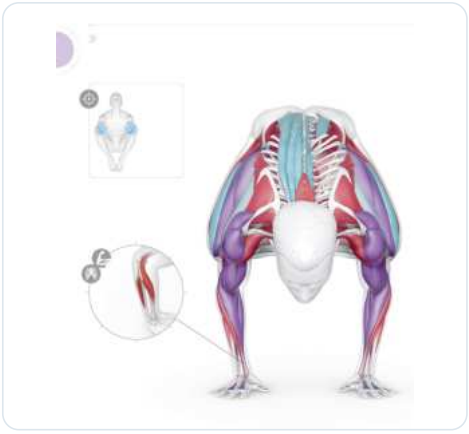
- Explain Wrist, Elbow and Weight-Bearing Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Wrist, Elbow and Weight-Bearing Mechanics

Teaching application and adaptations

Wrist, Elbow and Weight-Bearing Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Wrist, Elbow and Weight-Bearing Mechanics using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

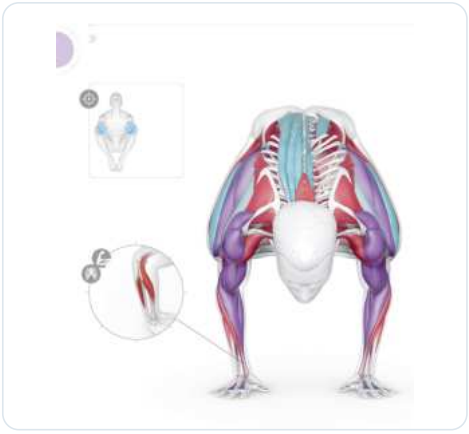
- Explain Wrist, Elbow and Weight-Bearing Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Wrist, Elbow and Weight-Bearing Mechanics

Reflection, assessment and integration

Wrist, Elbow and Weight-Bearing Mechanics is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Wrist, Elbow and Weight-Bearing Mechanics.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

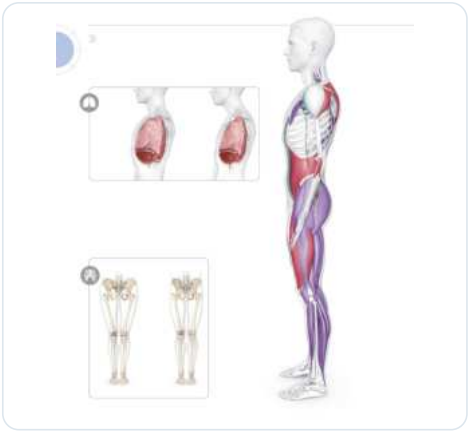
- Explain Wrist, Elbow and Weight-Bearing Mechanics in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Biomechanics of Asana Families

Concepts and vocabulary

Biomechanics of Asana Families is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Biomechanics of Asana Families.
- Locate Biomechanics of Asana Families within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

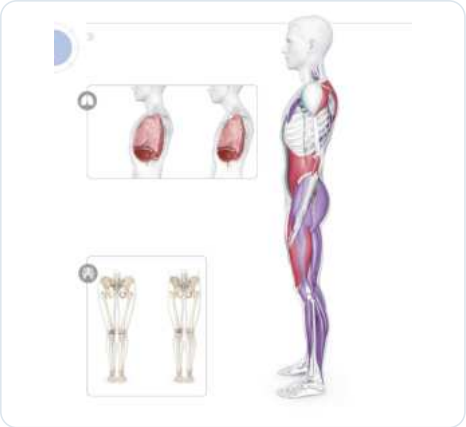
- Explain Biomechanics of Asana Families in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Biomechanics of Asana Families

Deep study and master notes

Biomechanics of Asana Families is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Biomechanics of Asana Families.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

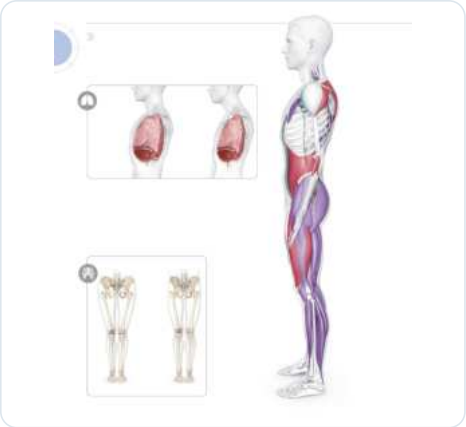
- Explain Biomechanics of Asana Families in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Biomechanics of Asana Families

Practice laboratory

Biomechanics of Asana Families is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Biomechanics of Asana Families in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

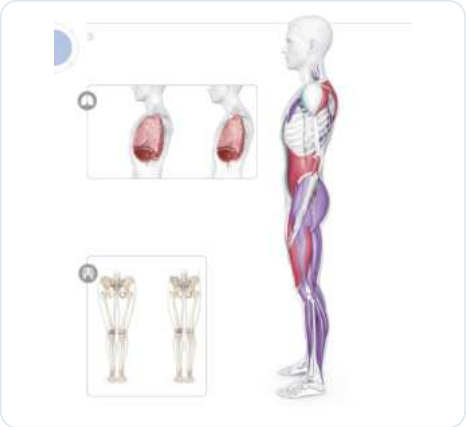
- Explain Biomechanics of Asana Families in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Biomechanics of Asana Families

Teaching application and adaptations

Biomechanics of Asana Families is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Biomechanics of Asana Families using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

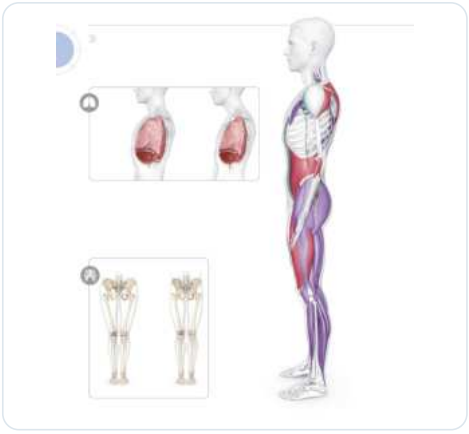
- Explain Biomechanics of Asana Families in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Biomechanics of Asana Families

Reflection, assessment and integration

Biomechanics of Asana Families is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Biomechanics of Asana Families.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

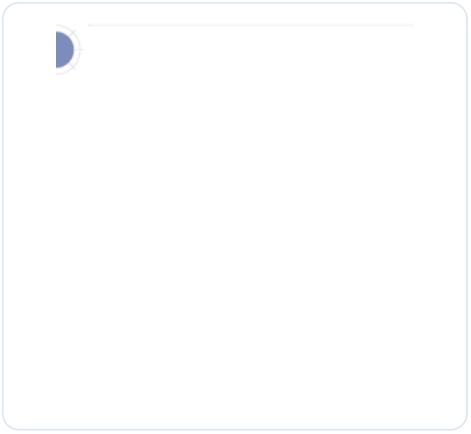
- Explain Biomechanics of Asana Families in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Injury Prevention, Load Management and Recovery

Concepts and vocabulary

Injury Prevention, Load Management and Recovery is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Injury Prevention, Load Management and Recovery.
- Locate Injury Prevention, Load Management and Recovery within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

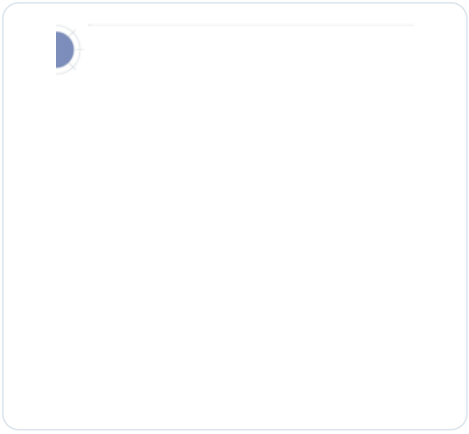
- Explain Injury Prevention, Load Management and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Injury Prevention, Load Management and Recovery

Deep study and master notes

Injury Prevention, Load Management and Recovery is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Injury Prevention, Load Management and Recovery.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

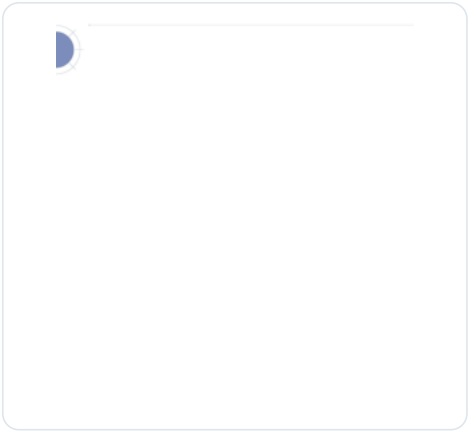
- Explain Injury Prevention, Load Management and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Injury Prevention, Load Management and Recovery

Practice laboratory

Injury Prevention, Load Management and Recovery is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Apply Injury Prevention, Load Management and Recovery in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

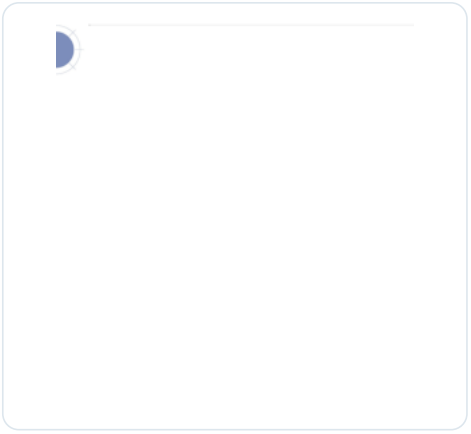
- Explain Injury Prevention, Load Management and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Injury Prevention, Load Management and Recovery

Teaching application and adaptations

Injury Prevention, Load Management and Recovery is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Injury Prevention, Load Management and Recovery using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

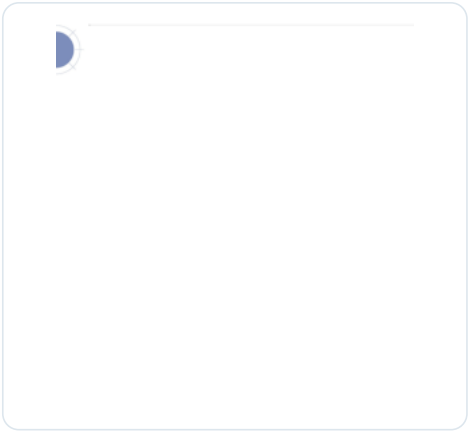
- Explain Injury Prevention, Load Management and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 3 | CHAPTER STUDY

Injury Prevention, Load Management and Recovery

Reflection, assessment and integration

Injury Prevention, Load Management and Recovery is studied through functional anatomy rather than memorization alone. Students learn to describe movement, forces, tissues, variability, and load tolerance, then translate that knowledge into cueing, sequencing, observation, and safer modifications.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Injury Prevention, Load Management and Recovery.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

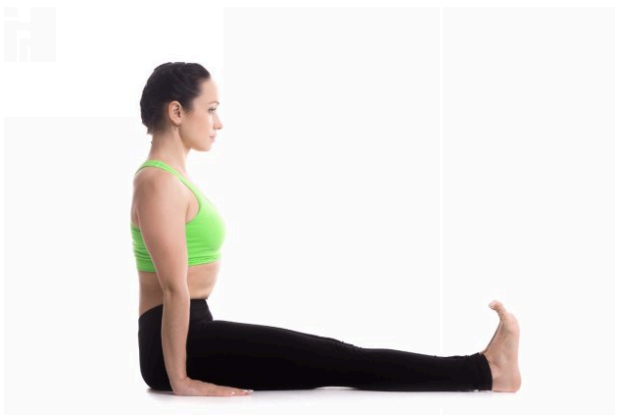
COMPETENCY CHECK

- Explain Injury Prevention, Load Management and Recovery in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 4 | MASTER ASANA PROFILE

Staff Pose (Dandasana)

Family: Seated | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Staff Pose (Dandasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the seated family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

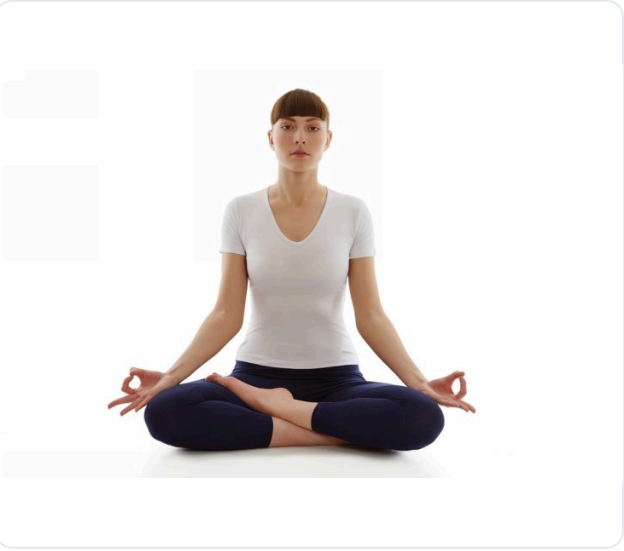
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Easy Pose (Sukhasana)

Family: Meditation | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Easy Pose (Sukhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

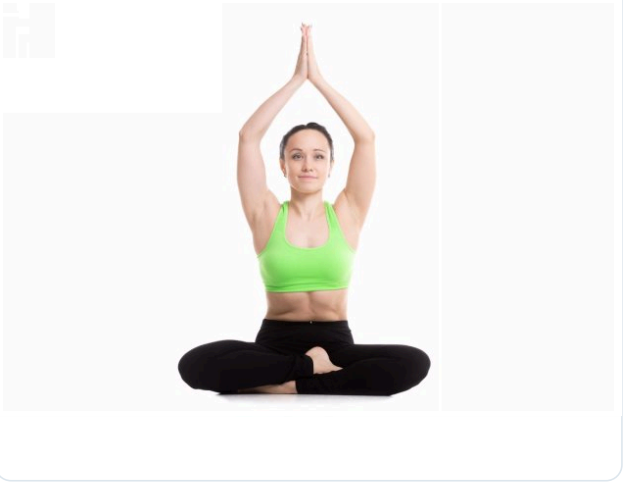
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Accomplished Pose (Siddhasana)

Family: Meditation | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Accomplished Pose (Siddhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Auspicious Pose (Swastikasana)

Family: Meditation | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Auspicious Pose (Swastikasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Lotus Pose (Ardha Padmasana)

Family: Meditation | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Half Lotus Pose (Ardha Padmasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Lotus Pose (Padmasana)

Family: Meditation | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Lotus Pose (Padmasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Hero Pose (Virasana)

Family: Kneeling | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Hero Pose (Virasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the kneeling family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Thunderbolt Pose (Vajrasana)

Family: Kneeling | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Thunderbolt Pose (Vajrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the kneeling family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reclining Hero Pose (Supta Virasana)

Family: Supine | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Reclining Hero Pose (Supta Virasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bound Angle Pose (Baddha Konasana)

Family: Hip Opener | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Bound Angle Pose (Baddha Konasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reclining Bound Angle Pose (Supta Baddha Konasana)

Family: Restorative | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Reclining Bound Angle Pose (Supta Baddha Konasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Cow Face Pose (Gomukhasana)

Family: Seated | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Cow Face Pose (Gomukhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the seated family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Fire Log Pose (Agnistambhasana)

Family: Hip Opener | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Fire Log Pose (Agnistambhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bharadvaja's Twist I (Bharadvajasana I)

Family: Twist | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Bharadvaja's Twist I (Bharadvajasana I) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bharadvaja's Twist II (Bharadvajasana II)

Family: Twist | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Bharadvaja's Twist II (Bharadvajasana II) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

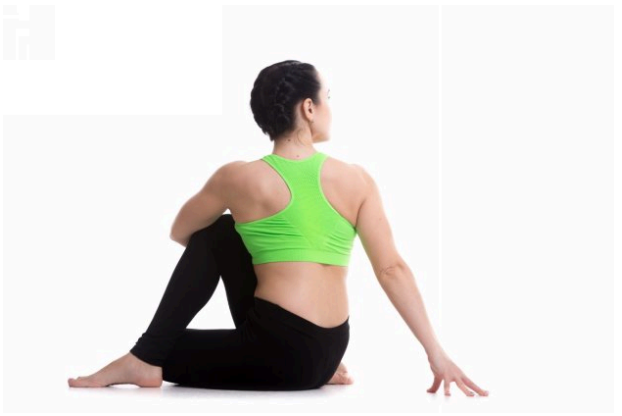
SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Lord of the Fishes (Ardha Matsyendrasana)

Family: Twist | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Half Lord of the Fishes (Ardha Matsyendrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Marichyasana I

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Marichyasana I while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Marichyasana II

Family: Forward Bend | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Marichyasana II while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

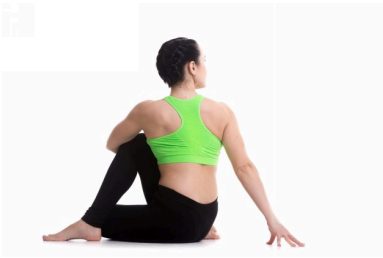
SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Marichyasana III

Family: Twist | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Marichyasana III while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

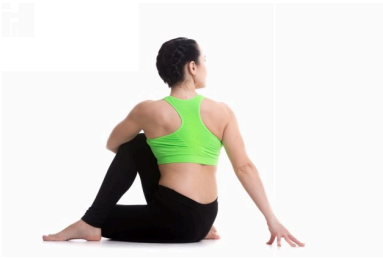
SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Marichyasana IV

Family: Twist | Difficulty: Level 5 of 5



Master focus: Develop a stable, breathable expression of Marichyasana IV while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Head-to-Knee Pose (Janu Sirsasana)

Family: Forward Bend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Head-to-Knee Pose (Janu Sirsasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Revolved Head-to-Knee Pose (Parivrtta Janu Sirsasana)

Family: Twist | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Revolved Head-to-Knee Pose (Parivrtta Janu Sirsasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

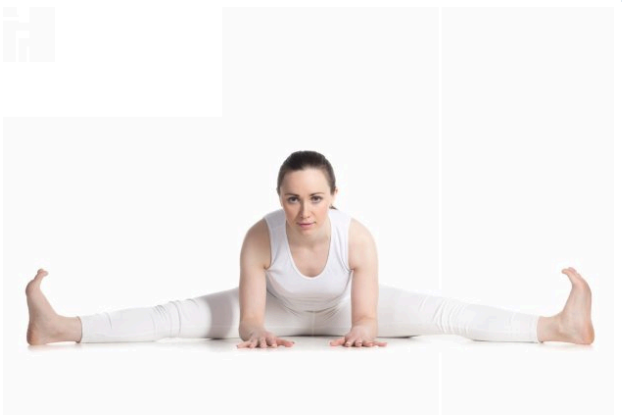
SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Seated Forward Bend (Paschimottanasana)

Family: Forward Bend | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Seated Forward Bend (Paschimottanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

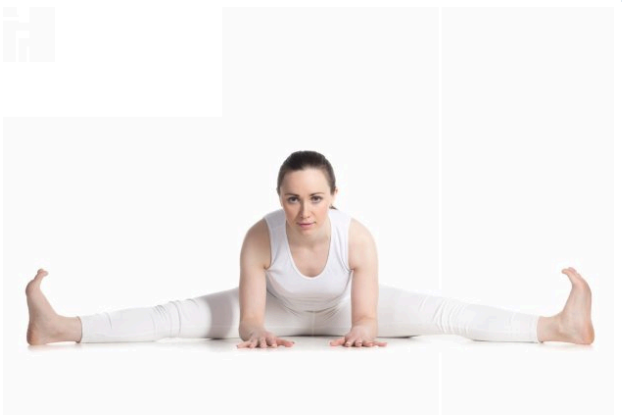
SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wide-Angle Seated Forward Bend (Upavistha Konasana)

Family: Forward Bend | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Wide-Angle Seated Forward Bend (Upavistha Konasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Trianga Mukhaikapada Paschimottanasana

Family: Forward Bend | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Trianga Mukhaikapada Paschimottanasana while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Heron Pose (Krounchasana)

Family: Seated | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Heron Pose (Krounchasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the seated family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Tortoise Pose (Kurmasana)

Family: Forward Bend | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Tortoise Pose (Kurmasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Sleeping Tortoise (Supta Kurmasana)

Family: Forward Bend | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Sleeping Tortoise (Supta Kurmasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Compass Pose (Parivrtta Surya Yantrasana)

Family: Hip Opener | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Compass Pose (Parivrtta Surya Yantrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Boat Pose (Navasana)

Family: Core | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Boat Pose (Navasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Boat Pose (Ardha Navasana)

Family: Core | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Half Boat Pose (Ardha Navasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

One-Legged Boat Pose

Family: Core | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of One-Legged Boat Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

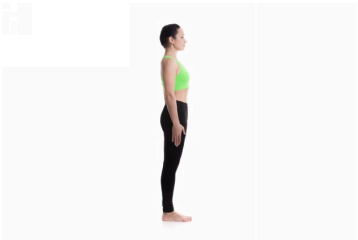
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Mountain Pose (Tadasana)

Family: Standing | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Mountain Pose (Tadasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

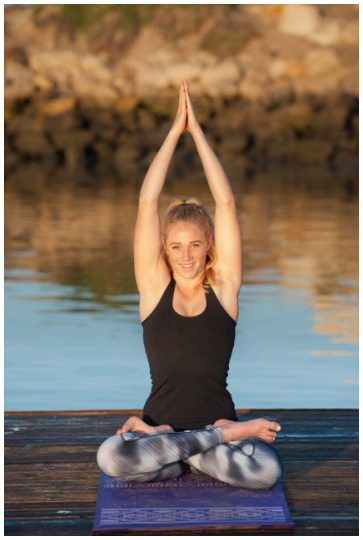
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Seated Mountain Pose

Family: Seated | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Seated Mountain Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the seated family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Chair Pose (Utkatasana)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Chair Pose (Utkatasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Standing Forward Bend (Uttanasana)

Family: Forward Bend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Standing Forward Bend (Uttanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

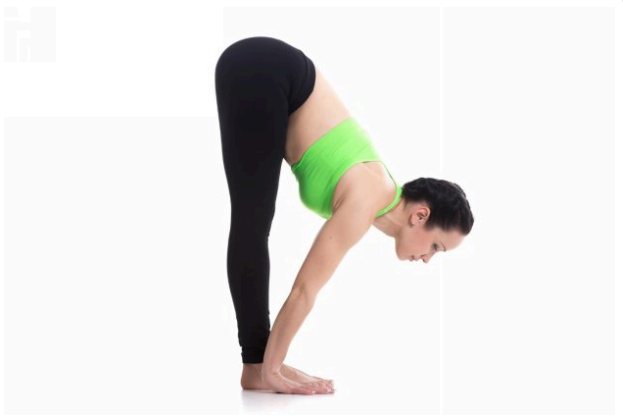
SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Standing Forward Bend (Ardha Uttanasana)

Family: Forward Bend | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Half Standing Forward Bend (Ardha Uttanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Big Toe Pose (Padangusthasana)

Family: Forward Bend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Big Toe Pose (Padangusthasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Hand Under Foot Pose (Padahastasana)

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Hand Under Foot Pose (Padahastasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Triangle (Utthita Trikonasana)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Extended Triangle (Utthita Trikonasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Revolved Triangle (Parivrtta Trikonasana)

Family: Twist | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Revolved Triangle (Parivrtta Trikonasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Side Angle (Utthita Parsvakonasana)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Extended Side Angle (Utthita Parsvakonasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Revolved Side Angle (Parivrtta Parsvakonasana)

Family: Twist | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Revolved Side Angle (Parivrtta Parsvakonasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Warrior I (Virabhadrasana I)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Warrior I (Virabhadrasana I) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Warrior II (Virabhadrasana II)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Warrior II (Virabhadrasana II) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Warrior III (Virabhadrasana III)

Family: Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Warrior III (Virabhadrasana III) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Humble Warrior

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Humble Warrior while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reverse Warrior

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Reverse Warrior while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Intense Side Stretch (Parsvottanasana)

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Intense Side Stretch (Parsvottanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wide-Legged Forward Bend A (Prasarita Padottanasana A)

Family: Forward Bend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Wide-Legged Forward Bend A (Prasarita Padottanasana A) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wide-Legged Forward Bend B

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Wide-Legged Forward Bend B while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wide-Legged Forward Bend C

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Wide-Legged Forward Bend C while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wide-Legged Forward Bend D

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Wide-Legged Forward Bend D while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Moon (Ardha Chandrasana)

Family: Balance | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Half Moon (Ardha Chandrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Revolved Half Moon (Parivrtta Ardha Chandrasana)

Family: Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Revolved Half Moon (Parivrtta Ardha Chandrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Hand-to-Big-Toe A (Utthita Hasta Padangusthasana A)

Family: Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Extended Hand-to-Big-Toe A (Utthita Hasta Padangusthasana A) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Hand-to-Big-Toe B

Family: Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Extended Hand-to-Big-Toe B while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Hand-to-Big-Toe C

Family: Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Extended Hand-to-Big-Toe C while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Tree Pose (Vrksasana)

Family: Balance | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Tree Pose (Vrksasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eagle Pose (Garudasana)

Family: Balance | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Eagle Pose (Garudasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Dancer Pose (Natarajasana)

Family: Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Dancer Pose (Natarajasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Lord of the Dance - Full Variation

Family: Backbend | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Lord of the Dance - Full Variation while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Lateral Half Moon Pose

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Lateral Half Moon Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Gate Pose (Parighasana)

Family: Kneeling | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Gate Pose (Parighasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the kneeling family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Goddess Pose (Utkata Konasana)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Goddess Pose (Utkata Konasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Garland Pose (Malasana)

Family: Hip Opener | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Garland Pose (Malasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Squat Pose

Family: Hip Opener | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Half Squat Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Skandasana

Family: Hip Opener | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Skandasana while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

High Lunge

Family: Lunge | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of High Lunge while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the lunge family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Low Lunge (Anjaneyasana)

Family: Lunge | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Low Lunge (Anjaneyasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the lunge family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Crescent Lunge Twist

Family: Twist | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Crescent Lunge Twist while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Lizard Pose (Utthan Pristhasana)

Family: Hip Opener | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Lizard Pose (Utthan Pristhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Standing Spinal Twist Pose

Family: Twist | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Standing Spinal Twist Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

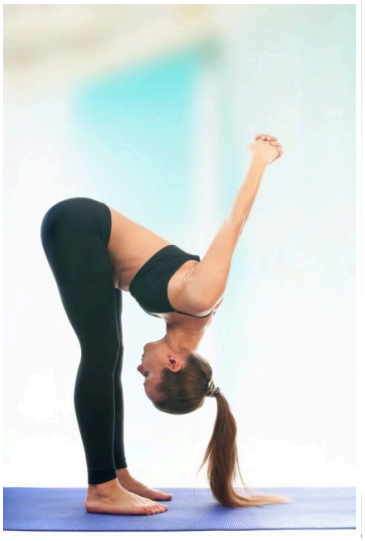
SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Double Angle Pose

Family: Forward Bend | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Double Angle Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Cobra Pose (Bhujangasana)

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Cobra Pose (Bhujangasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

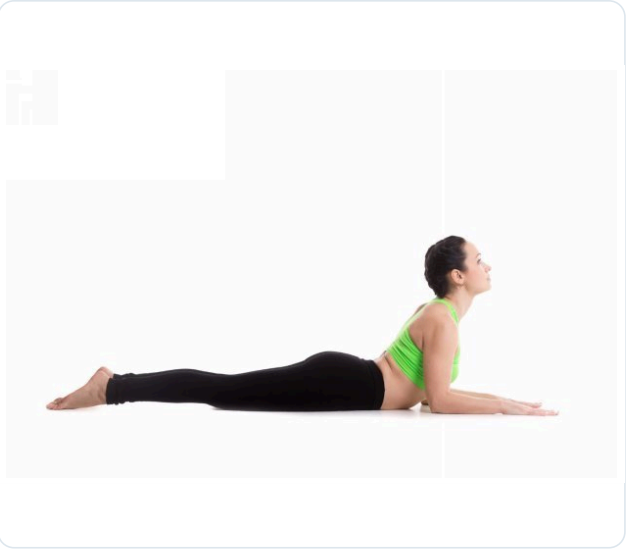
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Sphinx Pose

Family: Backbend | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Sphinx Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

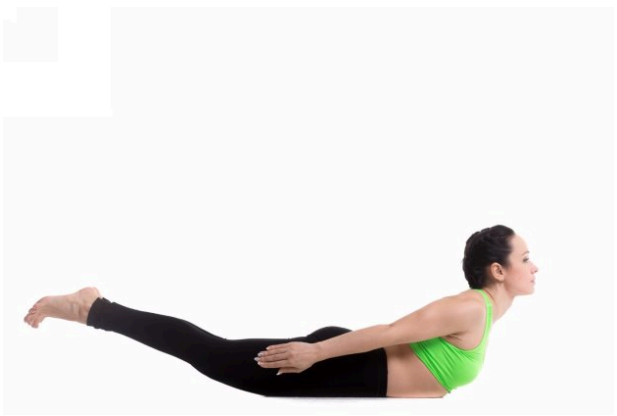
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Locust Pose (Salabhasana)

Family: Backbend | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Locust Pose (Salabhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

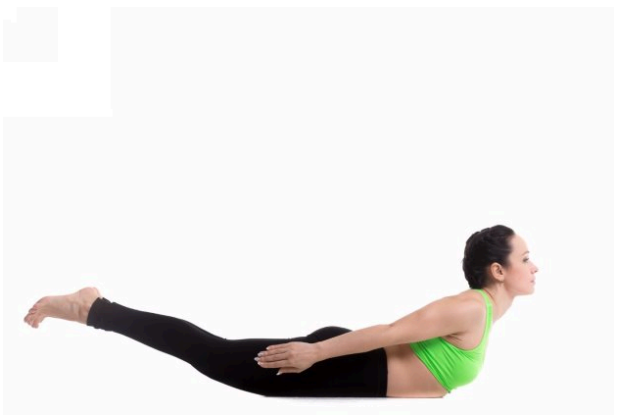
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Locust Pose

Family: Backbend | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Half Locust Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

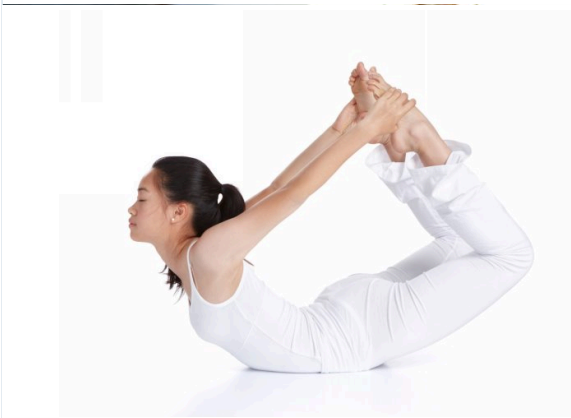
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bow Pose (Dhanurasana)

Family: Backbend | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Bow Pose (Dhanurasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Bow Pose

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Half Bow Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Camel Pose (Ustrasana)

Family: Backbend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Camel Pose (Ustrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

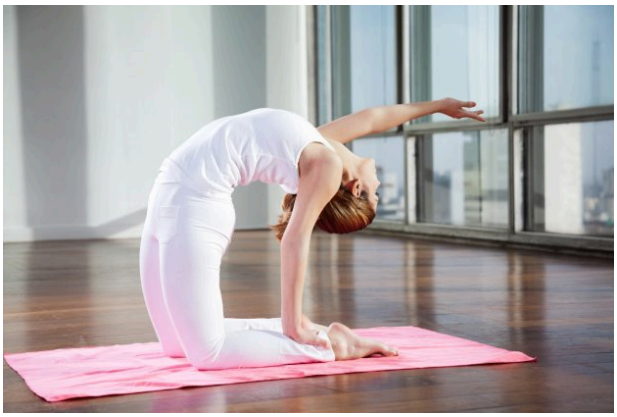
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Camel Pose

Family: Backbend | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Half Camel Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Little Thunderbolt (Laghu Vajrasana)

Family: Backbend | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Little Thunderbolt (Laghu Vajrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Upward-Facing Dog (Urdhva Mukha Svanasana)

Family: Backbend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Upward-Facing Dog (Urdhva Mukha Svanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bridge Pose (Setu Bandha Sarvangasana)

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Bridge Pose (Setu Bandha Sarvangasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

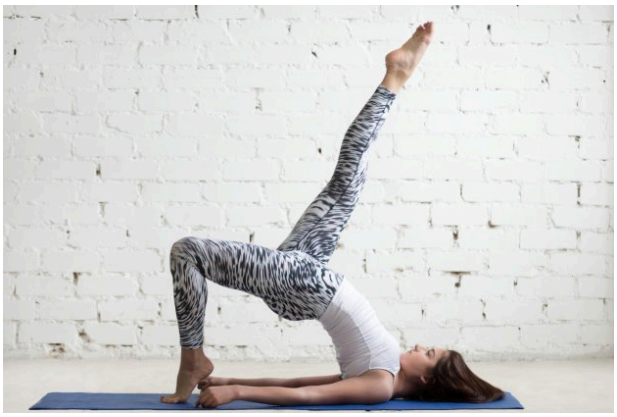
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

One-Legged Bridge Pose

Family: Backbend | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of One-Legged Bridge Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wheel Pose (Urdhva Dhanurasana)

Family: Backbend | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Wheel Pose (Urdhva Dhanurasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Wheel Pose

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Half Wheel Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

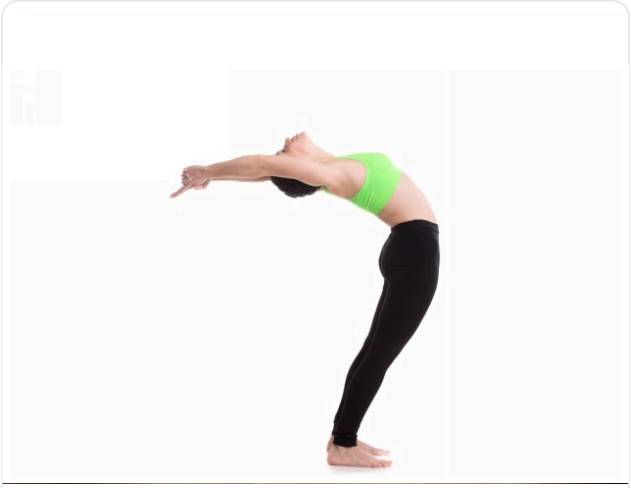
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

One-Legged Wheel Pose

Family: Backbend | Difficulty: Level 5 of 5



Master focus: Develop a stable, breathable expression of One-Legged Wheel Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

King Pigeon Prep (Eka Pada Rajakapotasana Prep)

Family: Hip Opener | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of King Pigeon Prep (Eka Pada Rajakapotasana Prep) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

King Pigeon Pose (Eka Pada Rajakapotasana)

Family: Backbend | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of King Pigeon Pose (Eka Pada Rajakapotasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Pigeon Pose

Family: Hip Opener | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Half Pigeon Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Puppy Pose (Uttana Shishosana)

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Puppy Pose (Uttana Shishosana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Extended Puppy Pose

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Extended Puppy Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Tiger Pose (Vyaghrasana)

Family: Backbend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Tiger Pose (Vyaghrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

One-Handed Tiger Pose

Family: Backbend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of One-Handed Tiger Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Cat Pose (Marjaryasana)

Family: Spinal Mobility | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Cat Pose (Marjaryasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the spinal mobility family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

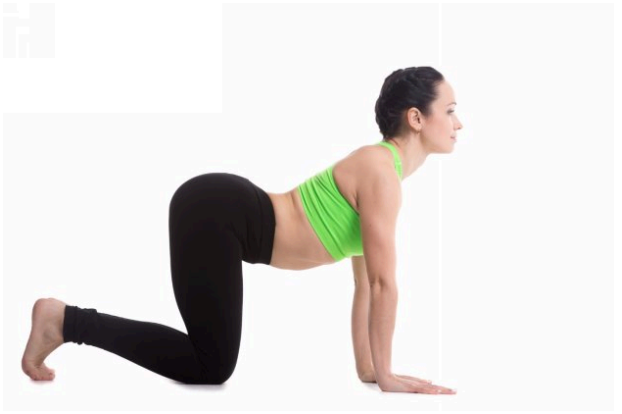
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Cow Pose (Bitilasana)

Family: Spinal Mobility | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Cow Pose (Bitilasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the spinal mobility family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

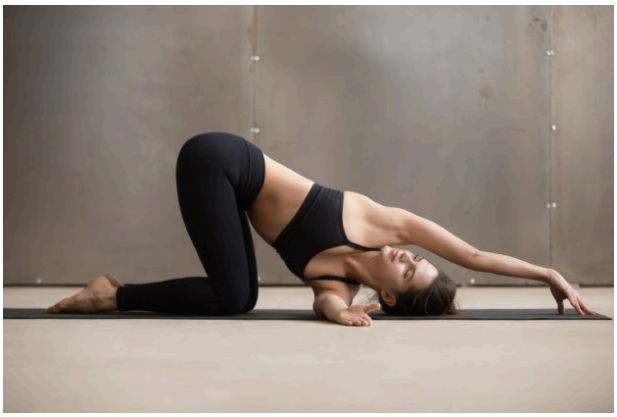
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Thread the Needle

Family: Twist | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Thread the Needle while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Crocodile Pose (Makarasana)

Family: Restorative | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Crocodile Pose (Makarasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

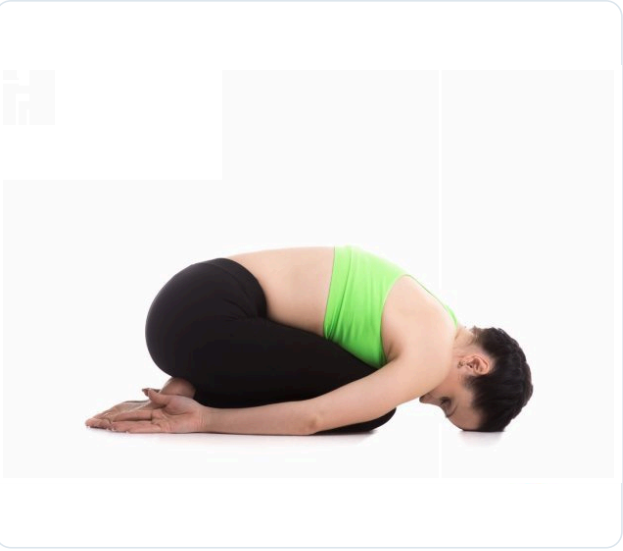
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Childs Pose (Balasana)

Family: Restorative | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Childs Pose (Balasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Rabbit Pose (Sasangasana)

Family: Forward Bend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Rabbit Pose (Sasangasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Downward-Facing Dog (Adho Mukha Svanasana)

Family: Standing | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Downward-Facing Dog (Adho Mukha Svanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the standing family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

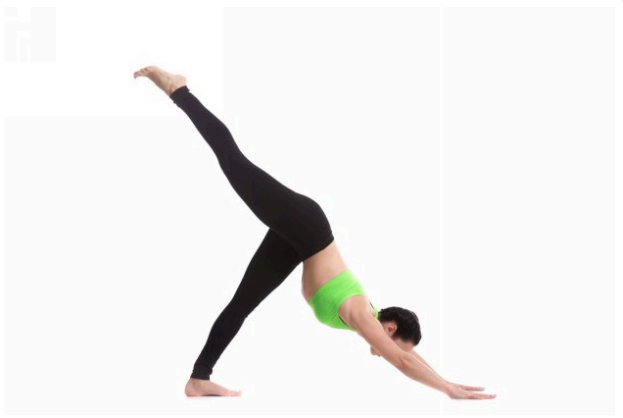
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

One-Legged Down Dog

Family: Balance | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of One-Legged Down Dog while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Dolphin Pose

Family: Inversion | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Dolphin Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Plank Pose

Family: Arm Balance | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Plank Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Side Plank (Vasisthasana)

Family: Arm Balance | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Side Plank (Vasisthasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Upward Plank (Purvottanasana)

Family: Arm Balance | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Upward Plank (Purvottanasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reverse Table Top

Family: Arm Balance | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Reverse Table Top while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

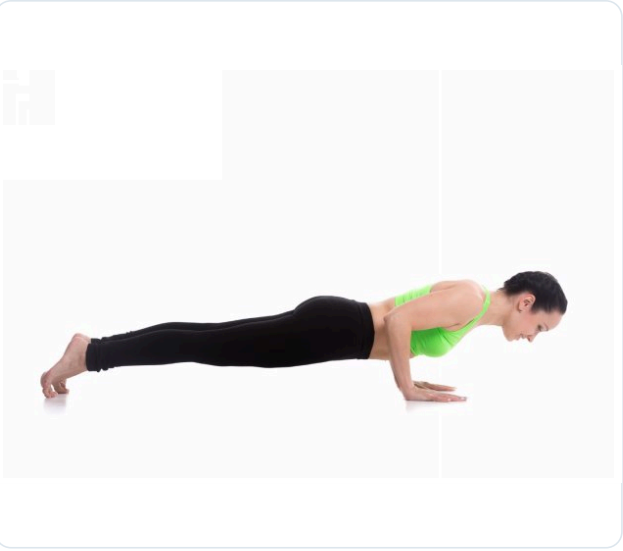
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Four-Limbed Staff (Chaturanga Dandasana)

Family: Arm Balance | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Four-Limbed Staff (Chaturanga Dandasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eight-Limbed Pose (Ashtanga Namaskara)

Family: Arm Balance | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Eight-Limbed Pose (Ashtanga Namaskara) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Crow Pose (Kakasana)

Family: Arm Balance | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Crow Pose (Kakasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Crane Pose (Bakasana)

Family: Arm Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Crane Pose (Bakasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Side Crow (Parsva Bakasana)

Family: Arm Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Side Crow (Parsva Bakasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Flying Pigeon (Eka Pada Galavasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Flying Pigeon (Eka Pada Galavasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eight-Angle Pose (Astavakrasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Eight-Angle Pose (Astavakrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Firefly Pose (Tittibhasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Firefly Pose (Tittibhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Shoulder-Pressing Pose (Bhujapidasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Shoulder-Pressing Pose (Bhujapidasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Peacock Pose (Mayurasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Peacock Pose (Mayurasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Rooster Pose (Kukkutasana)

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Rooster Pose (Kukkutasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Scale Pose (Tolasana)

Family: Arm Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Scale Pose (Tolasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Elephant Trunk Pose (Eka Hasta Bhujasana)

Family: Arm Balance | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Elephant Trunk Pose (Eka Hasta Bhujasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eka Pada Koundinyasana I

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Eka Pada Koundinyasana I while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eka Pada Koundinyasana II

Family: Arm Balance | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Eka Pada Koundinyasana II while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the arm balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Forearm Plank

Family: Core | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Forearm Plank while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Dolphin Plank

Family: Core | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Dolphin Plank while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

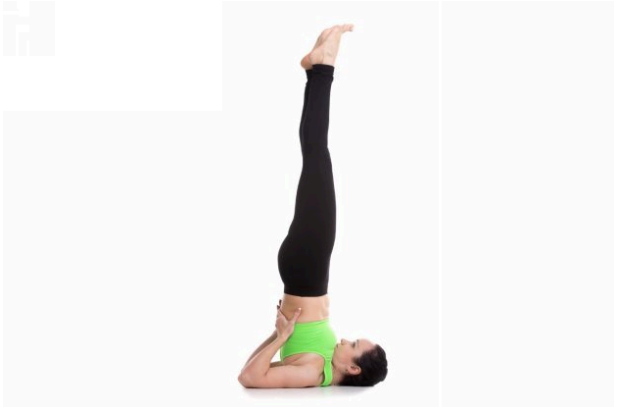
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Forearm Stand Prep

Family: Inversion | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Forearm Stand Prep while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Forearm Stand (Pincha Mayurasana)

Family: Inversion | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Forearm Stand (Pincha Mayurasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

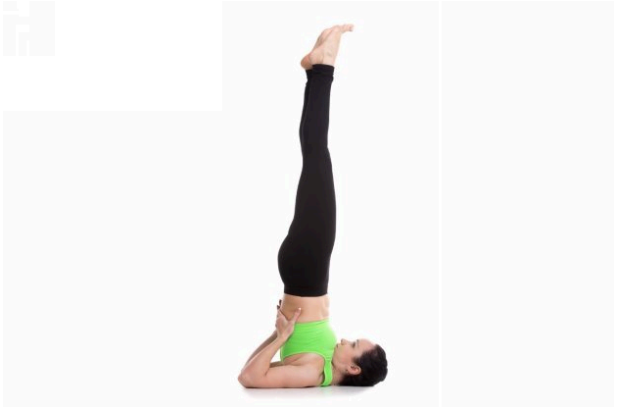
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Handstand Prep

Family: Inversion | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Handstand Prep while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Handstand (Adho Mukha Vrksasana)

Family: Inversion | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Handstand (Adho Mukha Vrksasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

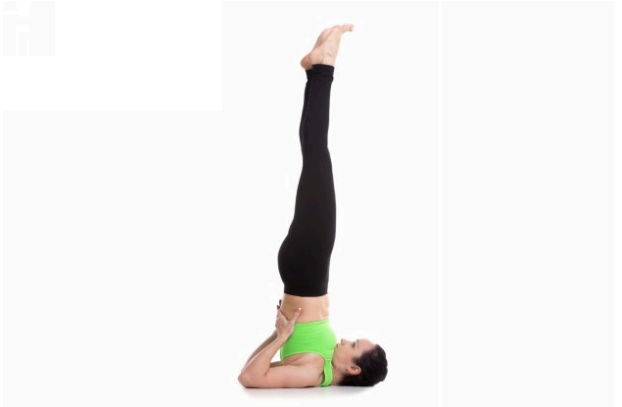
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Headstand Prep

Family: Inversion | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Headstand Prep while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

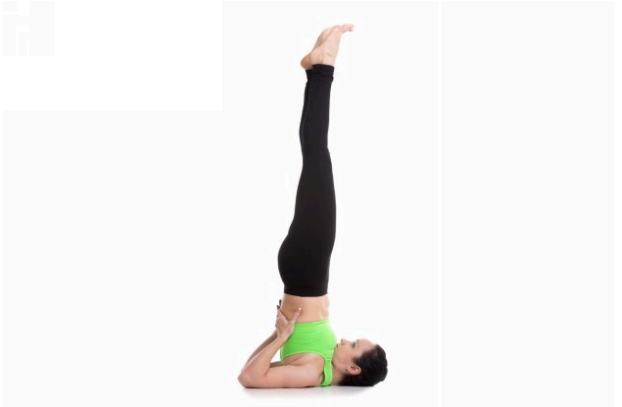
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Supported Headstand (Salamba Sirsasana)

Family: Inversion | Difficulty: Level 5 of 5



Master focus: Develop a stable, breathable expression of Supported Headstand (Salamba Sirsasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Tripod Headstand

Family: Inversion | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Tripod Headstand while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

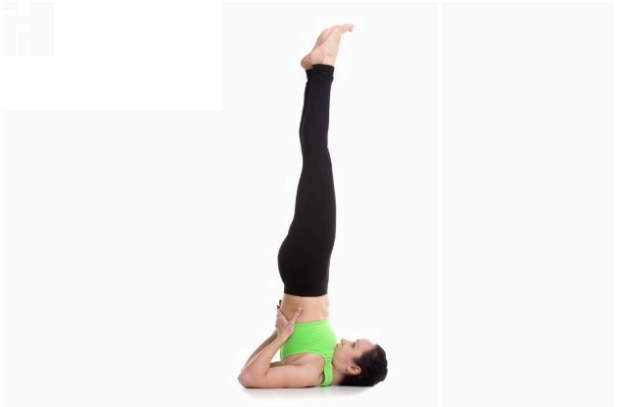
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Bound Headstand Variation

Family: Inversion | Difficulty: Level 5 of 5



Master focus: Develop a stable, breathable expression of Bound Headstand Variation while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

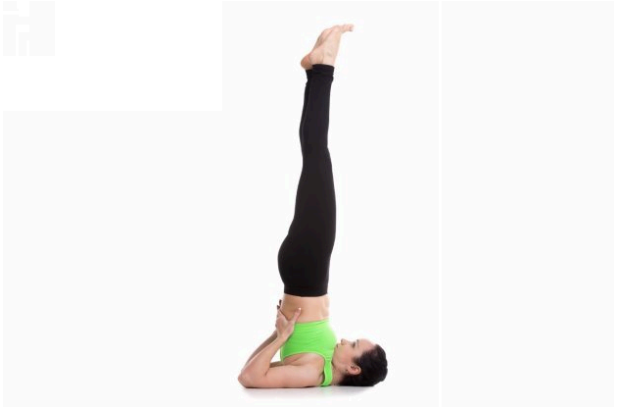
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Shoulder Stand (Salamba Sarvangasana)

Family: Inversion | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Shoulder Stand (Salamba Sarvangasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

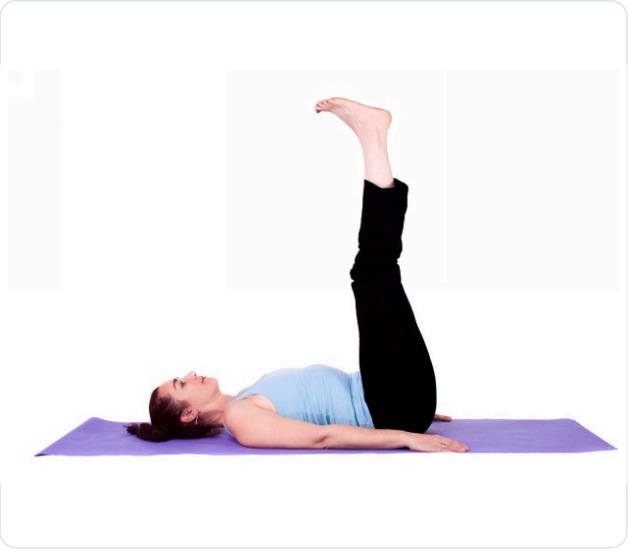
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Plough Pose (Halasana)

Family: Inversion | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Plough Pose (Halasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

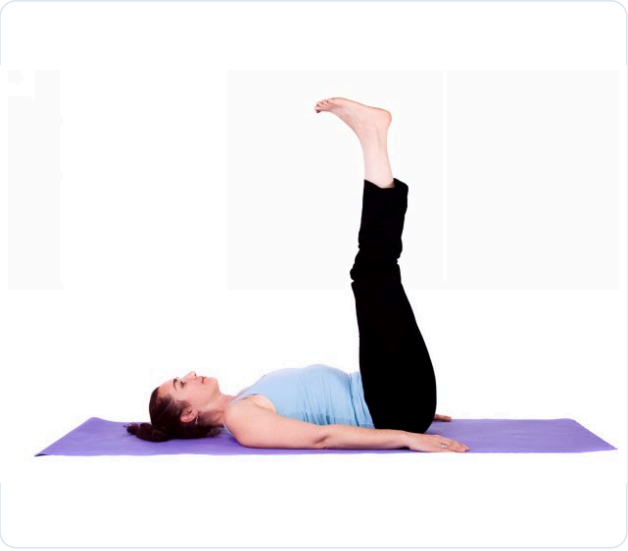
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Plough Pose

Family: Inversion | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Half Plough Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

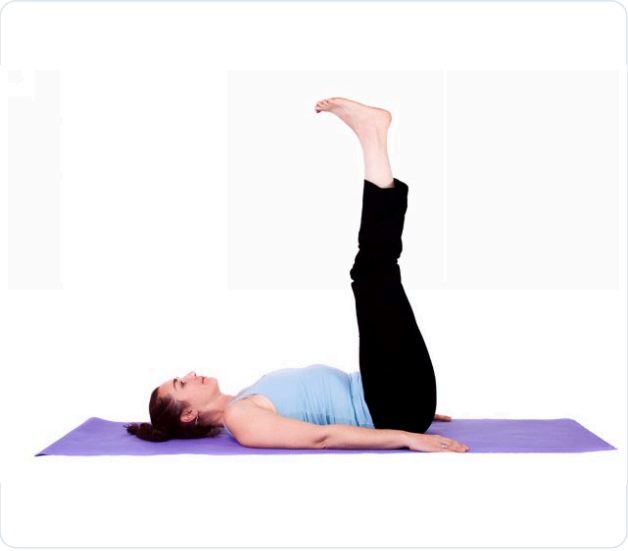
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Ear Pressure Pose (Karnapidasana)

Family: Inversion | Difficulty: Level 4 of 5



Master focus: Develop a stable, breathable expression of Ear Pressure Pose (Karnapidasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

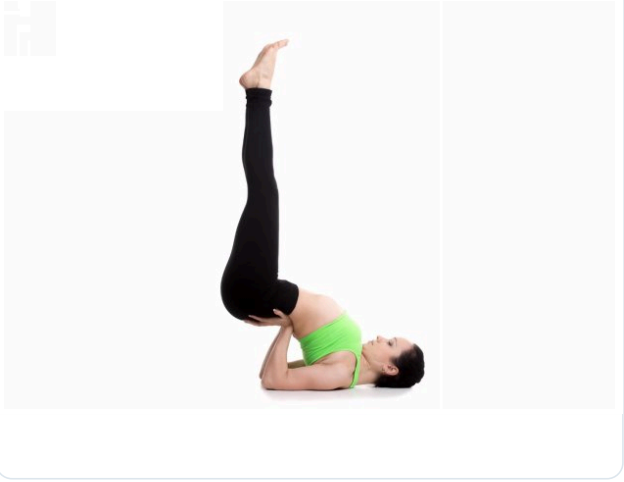
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Upside-Down Seal (Viparita Karani Mudra)

Family: Inversion | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Upside-Down Seal (Viparita Karani Mudra) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the inversion family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

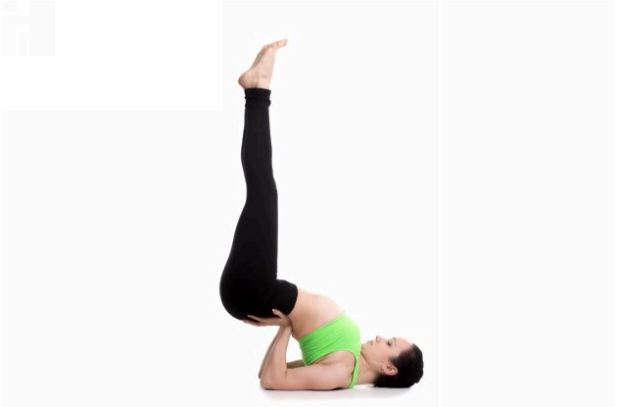
SAFETY & CONTRAINDICATION LENS

• Screen wrists, shoulders, neck, blood-pressure considerations, eye conditions, balance confidence, and fall risk. Use wall/spotting strategies only when the teacher is trained and consent is clear.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Legs-Up-the-Wall (Viparita Karani)

Family: Restorative | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Legs-Up-the-Wall (Viparita Karani) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

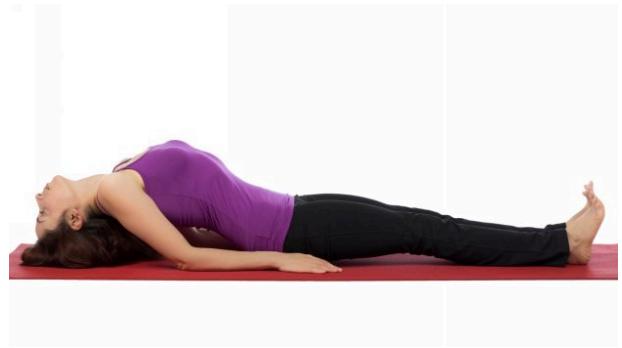
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Fish Pose (Matsyasana)

Family: Backbend | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Fish Pose (Matsyasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

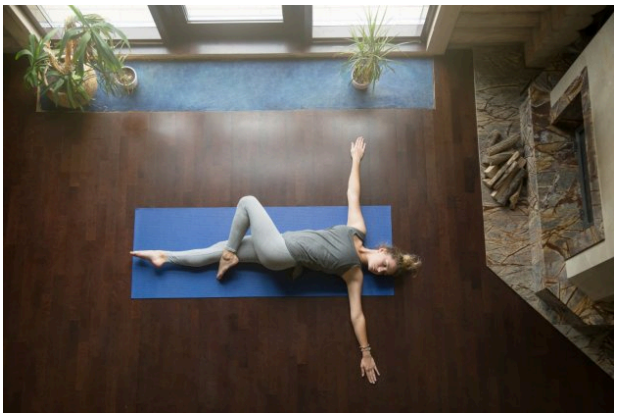
SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Supine Spinal Twist

Family: Twist | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Supine Spinal Twist while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reclining Hand-to-Big-Toe A (Supta Padangusthasana A)

Family: Supine | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Reclining Hand-to-Big-Toe A (Supta Padangusthasana A) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reclining Hand-to-Big-Toe B

Family: Supine | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Reclining Hand-to-Big-Toe B while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Reclining Hand-to-Big-Toe C

Family: Supine | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Reclining Hand-to-Big-Toe C while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Happy Baby (Ananda Balasana)

Family: Hip Opener | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Happy Baby (Ananda Balasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Eye of the Needle

Family: Hip Opener | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Eye of the Needle while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Wind-Relieving Pose (Pavanamuktasana)

Family: Supine | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Wind-Relieving Pose (Pavanamuktasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Wind-Relieving Pose (Ardha Pavanamuktasana)

Family: Supine | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Half Wind-Relieving Pose (Ardha Pavanamuktasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

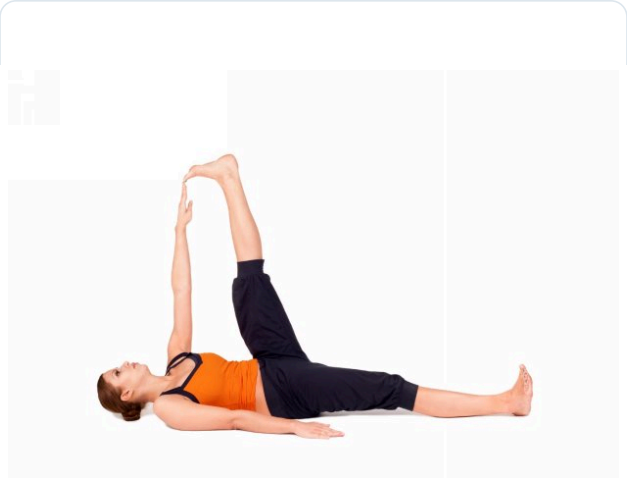
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Anantasana - Side-Reclining Leg Lift

Family: Balance | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Anantasana - Side-Reclining Leg Lift while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the balance family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

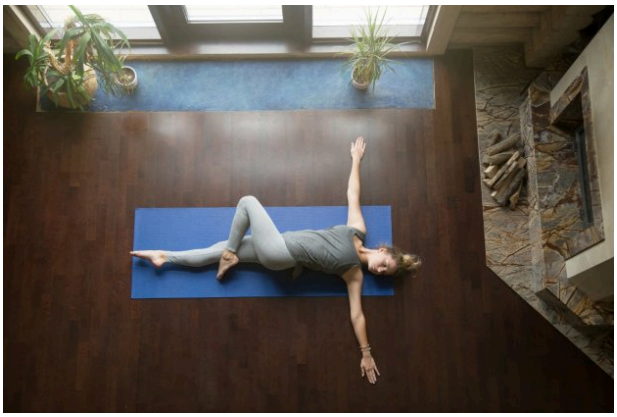
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Jathara Parivartanasana - Revolved Abdomen

Family: Core | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Jathara Parivartanasana - Revolved Abdomen while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the core family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

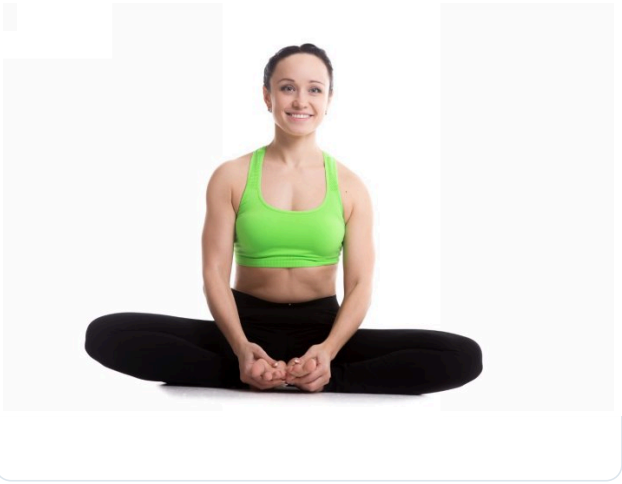
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Frog Pose (Mandukasana)

Family: Hip Opener | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Frog Pose (Mandukasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the hip opener family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Frog Pose (Ardha Bhekasana)

Family: Backbend | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Half Frog Pose (Ardha Bhekasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Frog Pose Prone (Bhekasana)

Family: Backbend | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Frog Pose Prone (Bhekasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the backbend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Distribute extension rather than collapsing into one spinal segment. Modify for acute back pain, dizziness, pregnancy-related needs, or any condition where loaded extension is not appropriate.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Noose Pose (Pasasana)

Family: Twist | Difficulty: Level 5 of 5

Master focus: Develop a stable, breathable expression of Noose Pose (Pasasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Prayer Twist

Family: Twist | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Prayer Twist while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Prayer Twist

Family: Twist | Difficulty: Level 3 of 5

Master focus: Develop a stable, breathable expression of Half Prayer Twist while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Psychic Union Pose (Yoga Mudrasana)

Family: Forward Bend | Difficulty: Level 4 of 5

Master focus: Develop a stable, breathable expression of Psychic Union Pose (Yoga Mudrasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

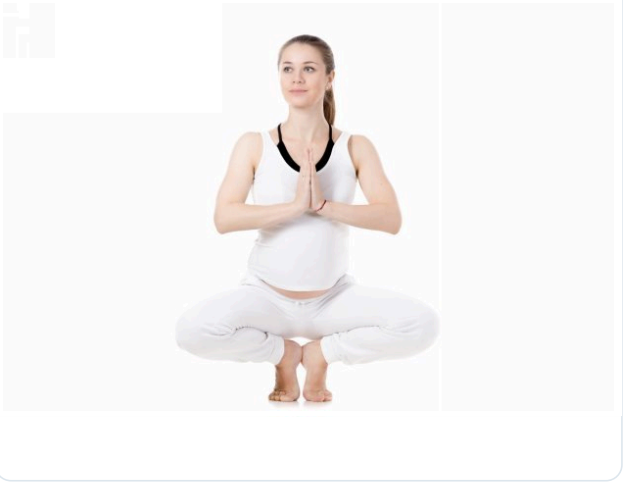
SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Anal Lock Practice (Ashwini Mudra Seat)

Family: Meditation | Difficulty: Level 3 of 5



Master focus: Develop a stable, breathable expression of Anal Lock Practice (Ashwini Mudra Seat) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the meditation family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

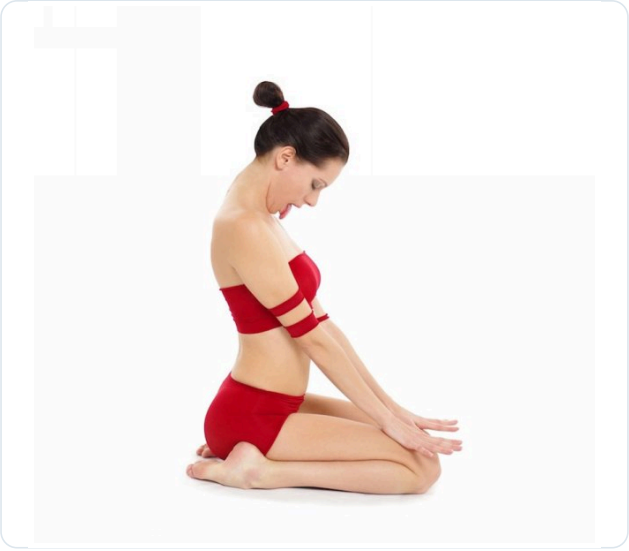
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Lion Pose (Simhasana)

Family: Kneeling | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Lion Pose (Simhasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the kneeling family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

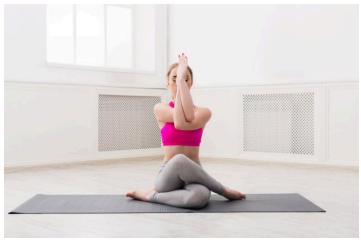
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Seated Eagle Pose

Family: Seated | Difficulty: Level 2 of 5



Master focus: Develop a stable, breathable expression of Seated Eagle Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the seated family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Easy Pose with Twist

Family: Twist | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Easy Pose with Twist while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Twisted Pose - Seated Variation

Family: Twist | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Twisted Pose - Seated Variation while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the twist family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Create axial length before rotation; avoid forcing end range. Modify in pregnancy, acute spinal symptoms, abdominal surgery recovery, or whenever twisting provokes pain or nerve symptoms.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Half Tortoise Pose

Family: Forward Bend | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Half Tortoise Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the forward bend family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Use knee flexion and props when needed. Avoid forceful pulling or bouncing; modify for acute disc symptoms, neural tension, hamstring injury, osteoporosis risk, or dizziness on rising.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Womb Pose

Family: Supine | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Womb Pose while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the supine family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

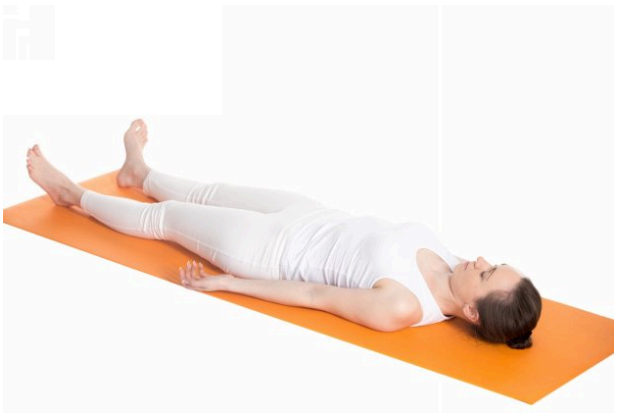
SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Corpse Pose (Savasana)

Family: Restorative | Difficulty: Level 1 of 5



Master focus: Develop a stable, breathable expression of Corpse Pose (Savasana) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Supported Savasana

Family: Restorative | Difficulty: Level 1 of 5

Master focus: Develop a stable, breathable expression of Supported Savasana while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | MASTER ASANA PROFILE

Yogic Sleep (Yoga Nidra - Deep Relaxation)

Family: Restorative | Difficulty: Level 2 of 5

Master focus: Develop a stable, breathable expression of Yogic Sleep (Yoga Nidra - Deep Relaxation) while understanding the movement strategy, likely compensations, teaching options, and when a less demanding variation is the better choice.

Key actions
• Establish the base of support appropriate to the restorative family.
• Create length and joint organization before increasing range or leverage.
• Coordinate movement with unforced nasal breathing whenever appropriate.
• Maintain an exit strategy and stop for sharp pain, numbness, dizziness, or loss of control.

DIFFICULTY

BREATH & ENTRY STRATEGY

• Use 2-4 preparatory breaths to organize the starting position.
• Enter on a breath phase that reduces unnecessary bracing; do not hold the breath unless the practice specifically calls for it and the student is suitable.
• Keep the face, jaw, eyes, and throat as relaxed as the task allows.

REGRESSION / PROGRESSION

• Regression: reduce range, leverage, balance demand, or time under tension; add wall, block, strap, bolster, or chair support.
• Progression: add range, load, transition complexity, or duration only after stable breath and control are demonstrated.
• Mastery is quality and choice, not maximal shape.

SAFETY & CONTRAINDICATION LENS

• Progress only within comfortable, controlled range. Respect individual anatomy, current symptoms, fatigue, pregnancy status, recent surgery/injury, and any healthcare restrictions.
• Teacher scope: do not diagnose. Refer for unexplained neurological signs, acute trauma, chest pain, fainting, severe breathlessness, or rapidly worsening symptoms.

MODULE 4 | ASANA FAMILY LABORATORY

Standing Foundations and Foot Intelligence

Movement Analysis

MOVEMENT ANALYSIS

• Analyse standing foundations and foot intelligence by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing foundations and foot intelligence.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Foundations and Foot Intelligence

Progression Laboratory

PROGRESSION LABORATORY

• Analyse standing foundations and foot intelligence by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing foundations and foot intelligence.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Foundations and Foot Intelligence

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse standing foundations and foot intelligence by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing foundations and foot intelligence.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Foundations and Foot Intelligence

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse standing foundations and foot intelligence by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing foundations and foot intelligence.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Balance and Gaze Strategies

Movement Analysis

MOVEMENT ANALYSIS

• Analyse standing balance and gaze strategies by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing balance and gaze strategies.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Balance and Gaze Strategies

Progression Laboratory

PROGRESSION LABORATORY

• Analyse standing balance and gaze strategies by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing balance and gaze strategies.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Balance and Gaze Strategies

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse standing balance and gaze strategies by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing balance and gaze strategies.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Balance and Gaze Strategies

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse standing balance and gaze strategies by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing balance and gaze strategies.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lunge Mechanics and Pelvic Organization

Movement Analysis

MOVEMENT ANALYSIS

• Analyse lunge mechanics and pelvic organization by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lunge mechanics and pelvic organization.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lunge Mechanics and Pelvic Organization

Progression Laboratory

PROGRESSION LABORATORY

• Analyse lunge mechanics and pelvic organization by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lunge mechanics and pelvic organization.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lunge Mechanics and Pelvic Organization

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse lunge mechanics and pelvic organization by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lunge mechanics and pelvic organization.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lunge Mechanics and Pelvic Organization

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse lunge mechanics and pelvic organization by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lunge mechanics and pelvic organization.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lateral Lines and Side-Bending

Movement Analysis

MOVEMENT ANALYSIS

• Analyse lateral lines and side-bending by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lateral lines and side-bending.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lateral Lines and Side-Bending

Progression Laboratory

PROGRESSION LABORATORY

• Analyse lateral lines and side-bending by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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• Practice one accessible, one intermediate, and one advanced expression.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lateral lines and side-bending.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lateral Lines and Side-Bending

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse lateral lines and side-bending by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

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• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lateral lines and side-bending.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Lateral Lines and Side-Bending

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse lateral lines and side-bending by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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MASTER TEACHING TASK

• Design a 20-minute micro-sequence for lateral lines and side-bending.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
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• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Rotations and Revolved Poses

Movement Analysis

MOVEMENT ANALYSIS

• Analyse standing rotations and revolved poses by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing rotations and revolved poses.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Rotations and Revolved Poses

Progression Laboratory

PROGRESSION LABORATORY

• Analyse standing rotations and revolved poses by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing rotations and revolved poses.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Rotations and Revolved Poses

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse standing rotations and revolved poses by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing rotations and revolved poses.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
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ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Standing Rotations and Revolved Poses

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse standing rotations and revolved poses by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for standing rotations and revolved poses.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forward Bends - Hip Hinge versus Spinal Flexion

Movement Analysis

MOVEMENT ANALYSIS

• Analyse forward bends - hip hinge versus spinal flexion by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forward bends - hip hinge versus spinal flexion.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forward Bends - Hip Hinge versus Spinal Flexion

Progression Laboratory

PROGRESSION LABORATORY

• Analyse forward bends - hip hinge versus spinal flexion by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forward bends - hip hinge versus spinal flexion.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forward Bends - Hip Hinge versus Spinal Flexion

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse forward bends - hip hinge versus spinal flexion by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forward Bends - Hip Hinge versus Spinal Flexion

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse forward bends - hip hinge versus spinal flexion by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Backbends - Distribution and Breath

Movement Analysis

MOVEMENT ANALYSIS

• Analyse backbends - distribution and breath by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for backbends - distribution and breath.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Backbends - Distribution and Breath

Progression Laboratory

PROGRESSION LABORATORY

• Analyse backbends - distribution and breath by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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MASTER TEACHING TASK

• Design a 20-minute micro-sequence for backbends - distribution and breath.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
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• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Backbends - Distribution and Breath

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse backbends - distribution and breath by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Backbends - Distribution and Breath

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse backbends - distribution and breath by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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MASTER TEACHING TASK

• Design a 20-minute micro-sequence for backbends - distribution and breath.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
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ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Seated Asana and Pelvic Grounding

Movement Analysis

MOVEMENT ANALYSIS

• Analyse seated asana and pelvic grounding by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for seated asana and pelvic grounding.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Seated Asana and Pelvic Grounding

Progression Laboratory

PROGRESSION LABORATORY

• Analyse seated asana and pelvic grounding by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for seated asana and pelvic grounding.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Seated Asana and Pelvic Grounding

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse seated asana and pelvic grounding by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for seated asana and pelvic grounding.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
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MODULE 4 | ASANA FAMILY LABORATORY

Seated Asana and Pelvic Grounding

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse seated asana and pelvic grounding by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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MASTER TEACHING TASK

• Design a 20-minute micro-sequence for seated asana and pelvic grounding.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Kneeling Families and Knee Comfort

Movement Analysis

MOVEMENT ANALYSIS

• Analyse kneeling families and knee comfort by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for kneeling families and knee comfort.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Kneeling Families and Knee Comfort

Progression Laboratory

PROGRESSION LABORATORY

• Analyse kneeling families and knee comfort by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for kneeling families and knee comfort.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Kneeling Families and Knee Comfort

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse kneeling families and knee comfort by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for kneeling families and knee comfort.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Kneeling Families and Knee Comfort

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse kneeling families and knee comfort by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for kneeling families and knee comfort.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Hip Openers - Mobility with Stability

Movement Analysis

MOVEMENT ANALYSIS

• Analyse hip openers - mobility with stability by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for hip openers - mobility with stability.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Hip Openers - Mobility with Stability

Progression Laboratory

PROGRESSION LABORATORY

• Analyse hip openers - mobility with stability by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for hip openers - mobility with stability.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Hip Openers - Mobility with Stability

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse hip openers - mobility with stability by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for hip openers - mobility with stability.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Hip Openers - Mobility with Stability

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse hip openers - mobility with stability by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for hip openers - mobility with stability.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Foundations

Movement Analysis

MOVEMENT ANALYSIS

• Analyse arm balance foundations by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance foundations.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Foundations

Progression Laboratory

PROGRESSION LABORATORY

• Analyse arm balance foundations by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance foundations.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Foundations

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse arm balance foundations by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance foundations.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Foundations

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse arm balance foundations by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance foundations.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Levers and Transitions

Movement Analysis

MOVEMENT ANALYSIS

• Analyse arm balance levers and transitions by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance levers and transitions.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Levers and Transitions

Progression Laboratory

PROGRESSION LABORATORY

• Analyse arm balance levers and transitions by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance levers and transitions.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Levers and Transitions

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse arm balance levers and transitions by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance levers and transitions.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Arm Balance Levers and Transitions

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse arm balance levers and transitions by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for arm balance levers and transitions.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Inversion Preparation and Risk Screening

Movement Analysis

MOVEMENT ANALYSIS

• Analyse inversion preparation and risk screening by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for inversion preparation and risk screening.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Inversion Preparation and Risk Screening

Progression Laboratory

PROGRESSION LABORATORY

• Analyse inversion preparation and risk screening by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for inversion preparation and risk screening.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Inversion Preparation and Risk Screening

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse inversion preparation and risk screening by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for inversion preparation and risk screening.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Inversion Preparation and Risk Screening

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse inversion preparation and risk screening by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for inversion preparation and risk screening.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Headstand Family Masterclass

Movement Analysis

MOVEMENT ANALYSIS

• Analyse headstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for headstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Headstand Family Masterclass

Progression Laboratory

PROGRESSION LABORATORY

• Analyse headstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for headstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Headstand Family Masterclass

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse headstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for headstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Headstand Family Masterclass

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse headstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for headstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Shoulderstand Family Masterclass

Movement Analysis

MOVEMENT ANALYSIS

• Analyse shoulderstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for shoulderstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Shoulderstand Family Masterclass

Progression Laboratory

PROGRESSION LABORATORY

• Analyse shoulderstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for shoulderstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Shoulderstand Family Masterclass

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse shoulderstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for shoulderstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Shoulderstand Family Masterclass

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse shoulderstand family masterclass by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for shoulderstand family masterclass.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forearm Stand and Scapular Control

Movement Analysis

MOVEMENT ANALYSIS

• Analyse forearm stand and scapular control by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forearm stand and scapular control.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forearm Stand and Scapular Control

Progression Laboratory

PROGRESSION LABORATORY

• Analyse forearm stand and scapular control by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forearm stand and scapular control.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forearm Stand and Scapular Control

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse forearm stand and scapular control by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forearm stand and scapular control.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Forearm Stand and Scapular Control

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse forearm stand and scapular control by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for forearm stand and scapular control.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Handstand and Overhead Load

Movement Analysis

MOVEMENT ANALYSIS

• Analyse handstand and overhead load by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for handstand and overhead load.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Handstand and Overhead Load

Progression Laboratory

PROGRESSION LABORATORY

• Analyse handstand and overhead load by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for handstand and overhead load.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Handstand and Overhead Load

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse handstand and overhead load by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for handstand and overhead load.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Handstand and Overhead Load

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse handstand and overhead load by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for handstand and overhead load.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Core Integration and Pressure Management

Movement Analysis

MOVEMENT ANALYSIS

• Analyse core integration and pressure management by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for core integration and pressure management.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Core Integration and Pressure Management

Progression Laboratory

PROGRESSION LABORATORY

• Analyse core integration and pressure management by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for core integration and pressure management.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Core Integration and Pressure Management

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse core integration and pressure management by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for core integration and pressure management.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Core Integration and Pressure Management

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse core integration and pressure management by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
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• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for core integration and pressure management.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Supine Mobility and Recovery

Movement Analysis

MOVEMENT ANALYSIS

• Analyse supine mobility and recovery by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for supine mobility and recovery.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Supine Mobility and Recovery

Progression Laboratory

PROGRESSION LABORATORY

• Analyse supine mobility and recovery by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for supine mobility and recovery.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Supine Mobility and Recovery

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse supine mobility and recovery by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
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• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for supine mobility and recovery.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Supine Mobility and Recovery

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse supine mobility and recovery by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

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• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for supine mobility and recovery.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Prone Strength and Posterior Chain

Movement Analysis

MOVEMENT ANALYSIS

• Analyse prone strength and posterior chain by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for prone strength and posterior chain.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Prone Strength and Posterior Chain

Progression Laboratory

PROGRESSION LABORATORY

• Analyse prone strength and posterior chain by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for prone strength and posterior chain.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Prone Strength and Posterior Chain

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse prone strength and posterior chain by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for prone strength and posterior chain.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Prone Strength and Posterior Chain

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse prone strength and posterior chain by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for prone strength and posterior chain.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Restorative Asana and Prop Strategy

Movement Analysis

MOVEMENT ANALYSIS

• Analyse restorative asana and prop strategy by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for restorative asana and prop strategy.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Restorative Asana and Prop Strategy

Progression Laboratory

PROGRESSION LABORATORY

• Analyse restorative asana and prop strategy by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for restorative asana and prop strategy.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Restorative Asana and Prop Strategy

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse restorative asana and prop strategy by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for restorative asana and prop strategy.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Restorative Asana and Prop Strategy

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse restorative asana and prop strategy by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for restorative asana and prop strategy.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Sun Salutation Master Sequencing

Movement Analysis

MOVEMENT ANALYSIS

• Analyse sun salutation master sequencing by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for sun salutation master sequencing.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Sun Salutation Master Sequencing

Progression Laboratory

PROGRESSION LABORATORY

• Analyse sun salutation master sequencing by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for sun salutation master sequencing.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Sun Salutation Master Sequencing

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse sun salutation master sequencing by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for sun salutation master sequencing.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Sun Salutation Master Sequencing

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse sun salutation master sequencing by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for sun salutation master sequencing.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Moon and Cooling Sequences

Movement Analysis

MOVEMENT ANALYSIS

• Analyse moon and cooling sequences by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for moon and cooling sequences.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Moon and Cooling Sequences

Progression Laboratory

PROGRESSION LABORATORY

• Analyse moon and cooling sequences by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for moon and cooling sequences.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Moon and Cooling Sequences

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse moon and cooling sequences by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for moon and cooling sequences.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Moon and Cooling Sequences

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse moon and cooling sequences by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for moon and cooling sequences.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Transitions, Vinyasa and Energy Cost

Movement Analysis

MOVEMENT ANALYSIS

• Analyse transitions, vinyasa and energy cost by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for transitions, vinyasa and energy cost.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Transitions, Vinyasa and Energy Cost

Progression Laboratory

PROGRESSION LABORATORY

• Analyse transitions, vinyasa and energy cost by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for transitions, vinyasa and energy cost.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Transitions, Vinyasa and Energy Cost

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse transitions, vinyasa and energy cost by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for transitions, vinyasa and energy cost.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Transitions, Vinyasa and Energy Cost

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse transitions, vinyasa and energy cost by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for transitions, vinyasa and energy cost.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Peak-Pose Sequencing Architecture

Movement Analysis

MOVEMENT ANALYSIS

• Analyse peak-pose sequencing architecture by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for peak-pose sequencing architecture.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Peak-Pose Sequencing Architecture

Progression Laboratory

PROGRESSION LABORATORY

• Analyse peak-pose sequencing architecture by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for peak-pose sequencing architecture.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Peak-Pose Sequencing Architecture

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse peak-pose sequencing architecture by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for peak-pose sequencing architecture.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Peak-Pose Sequencing Architecture

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse peak-pose sequencing architecture by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for peak-pose sequencing architecture.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Strength-Focused Master Practice

Movement Analysis

MOVEMENT ANALYSIS

• Analyse strength-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for strength-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Strength-Focused Master Practice

Progression Laboratory

PROGRESSION LABORATORY

• Analyse strength-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for strength-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Strength-Focused Master Practice

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse strength-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for strength-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Strength-Focused Master Practice

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse strength-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
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PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for strength-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Flexibility-Focused Master Practice

Movement Analysis

MOVEMENT ANALYSIS

• Analyse flexibility-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for flexibility-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Flexibility-Focused Master Practice

Progression Laboratory

PROGRESSION LABORATORY

• Analyse flexibility-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for flexibility-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Flexibility-Focused Master Practice

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse flexibility-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for flexibility-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Flexibility-Focused Master Practice

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse flexibility-focused master practice by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for flexibility-focused master practice.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Integrated Master Practice and Yoga Nidra Finish

Movement Analysis

MOVEMENT ANALYSIS

• Analyse integrated master practice and yoga nidra finish by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for integrated master practice and yoga nidra finish.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Integrated Master Practice and Yoga Nidra Finish

Progression Laboratory

PROGRESSION LABORATORY

• Analyse integrated master practice and yoga nidra finish by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for integrated master practice and yoga nidra finish.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Integrated Master Practice and Yoga Nidra Finish

Sequencing & Teaching

SEQUENCING & TEACHING

• Analyse integrated master practice and yoga nidra finish by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for integrated master practice and yoga nidra finish.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 4 | ASANA FAMILY LABORATORY

Integrated Master Practice and Yoga Nidra Finish

Assessment & Reflection

ASSESSMENT & REFLECTION

• Analyse integrated master practice and yoga nidra finish by base of support, center of mass, major joint actions, breath demand, and likely compensations.
• Compare at least three asanas or variations that share the same movement problem but differ in complexity.
• Identify what must remain stable, what may move, and which cues are optional rather than universal.
• Teach from function and sensation rather than appearance alone.

PRACTICE LAB

• Warm up with low-load movement that rehearses the target actions.
• Practice one accessible, one intermediate, and one advanced expression.
• Use partner observation without hands-on correction unless consent is established.
• Finish with a counterbalancing or down-regulating phase appropriate to the session.

MASTER TEACHING TASK

• Design a 20-minute micro-sequence for integrated master practice and yoga nidra finish.
• State the intention, entry criteria, key cues, modifications, and exit criteria.
• Explain how the sequence changes for a beginner, an experienced practitioner, and a learner with one relevant limitation.
• Receive feedback and revise the sequence.

ASSESSMENT STANDARD

• Safe organization before intensity
• Clear breath-compatible cueing
• At least two meaningful modifications
• Accurate identification of stop/referral signs
• Reflective rationale for sequencing choices

MODULE 5 | CHAPTER STUDY

Yoga Therapy Principles and Scope of Practice

Concepts and vocabulary

Yoga Therapy Principles and Scope of Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga Therapy Principles and Scope of Practice.
- Locate Yoga Therapy Principles and Scope of Practice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Therapy Principles and Scope of Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Yoga Therapy Principles and Scope of Practice

Deep study and master notes

Yoga Therapy Principles and Scope of Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga Therapy Principles and Scope of Practice.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Therapy Principles and Scope of Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Yoga Therapy Principles and Scope of Practice

Practice laboratory

Yoga Therapy Principles and Scope of Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Yoga Therapy Principles and Scope of Practice in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Therapy Principles and Scope of Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Yoga Therapy Principles and Scope of Practice

Teaching application and adaptations

Yoga Therapy Principles and Scope of Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga Therapy Principles and Scope of Practice using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Therapy Principles and Scope of Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Yoga Therapy Principles and Scope of Practice

Reflection, assessment and integration

Yoga Therapy Principles and Scope of Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Yoga Therapy Principles and Scope of Practice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Therapy Principles and Scope of Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Intake, Observation, Screening and Referral

Concepts and vocabulary

Intake, Observation, Screening and Referral is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Intake, Observation, Screening and Referral.
- Locate Intake, Observation, Screening and Referral within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Intake, Observation, Screening and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Intake, Observation, Screening and Referral

Deep study and master notes

Intake, Observation, Screening and Referral is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Intake, Observation, Screening and Referral.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Intake, Observation, Screening and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Intake, Observation, Screening and Referral

Practice laboratory

Intake, Observation, Screening and Referral is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Intake, Observation, Screening and Referral in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Intake, Observation, Screening and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Intake, Observation, Screening and Referral

Teaching application and adaptations

Intake, Observation, Screening and Referral is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Intake, Observation, Screening and Referral using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Intake, Observation, Screening and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Intake, Observation, Screening and Referral

Reflection, assessment and integration

Intake, Observation, Screening and Referral is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Intake, Observation, Screening and Referral.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Intake, Observation, Screening and Referral in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Pain Science, Sensitivity and Graded Exposure

Concepts and vocabulary

Pain Science, Sensitivity and Graded Exposure is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Pain Science, Sensitivity and Graded Exposure.
- Locate Pain Science, Sensitivity and Graded Exposure within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pain Science, Sensitivity and Graded Exposure in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Pain Science, Sensitivity and Graded Exposure

Deep study and master notes

Pain Science, Sensitivity and Graded Exposure is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Pain Science, Sensitivity and Graded Exposure.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pain Science, Sensitivity and Graded Exposure in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Pain Science, Sensitivity and Graded Exposure

Practice laboratory

Pain Science, Sensitivity and Graded Exposure is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Pain Science, Sensitivity and Graded Exposure in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pain Science, Sensitivity and Graded Exposure in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Pain Science, Sensitivity and Graded Exposure

Teaching application and adaptations

Pain Science, Sensitivity and Graded Exposure is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Pain Science, Sensitivity and Graded Exposure using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pain Science, Sensitivity and Graded Exposure in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Pain Science, Sensitivity and Graded Exposure

Reflection, assessment and integration

Pain Science, Sensitivity and Graded Exposure is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Pain Science, Sensitivity and Graded Exposure.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pain Science, Sensitivity and Graded Exposure in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Sciatica and Neural Symptoms

Concepts and vocabulary

Supportive Yoga for Sciatica and Neural Symptoms is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Supportive Yoga for Sciatica and Neural Symptoms.
- Locate Supportive Yoga for Sciatica and Neural Symptoms within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Sciatica and Neural Symptoms in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Sciatica and Neural Symptoms

Deep study and master notes

Supportive Yoga for Sciatica and Neural Symptoms is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Supportive Yoga for Sciatica and Neural Symptoms.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Sciatica and Neural Symptoms in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Sciatica and Neural Symptoms

Practice laboratory

Supportive Yoga for Sciatica and Neural Symptoms is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Supportive Yoga for Sciatica and Neural Symptoms in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Sciatica and Neural Symptoms in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Sciatica and Neural Symptoms

Teaching application and adaptations

Supportive Yoga for Sciatica and Neural Symptoms is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Supportive Yoga for Sciatica and Neural Symptoms using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Sciatica and Neural Symptoms in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Sciatica and Neural Symptoms

Reflection, assessment and integration

Supportive Yoga for Sciatica and Neural Symptoms is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Supportive Yoga for Sciatica and Neural Symptoms.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Sciatica and Neural Symptoms in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Non-Specific Low-Back Pain

Concepts and vocabulary

Supportive Yoga for Non-Specific Low-Back Pain is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Supportive Yoga for Non-Specific Low-Back Pain.
- Locate Supportive Yoga for Non-Specific Low-Back Pain within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Non-Specific Low-Back Pain in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Non-Specific Low-Back Pain

Deep study and master notes

Supportive Yoga for Non-Specific Low-Back Pain is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Supportive Yoga for Non-Specific Low-Back Pain.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Non-Specific Low-Back Pain in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Non-Specific Low-Back Pain

Practice laboratory

Supportive Yoga for Non-Specific Low-Back Pain is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Supportive Yoga for Non-Specific Low-Back Pain in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Non-Specific Low-Back Pain in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Non-Specific Low-Back Pain

Teaching application and adaptations

Supportive Yoga for Non-Specific Low-Back Pain is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Supportive Yoga for Non-Specific Low-Back Pain using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Non-Specific Low-Back Pain in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Supportive Yoga for Non-Specific Low-Back Pain

Reflection, assessment and integration

Supportive Yoga for Non-Specific Low-Back Pain is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Supportive Yoga for Non-Specific Low-Back Pain.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Supportive Yoga for Non-Specific Low-Back Pain in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Scoliosis - Asymmetry-Aware Practice

Concepts and vocabulary

Scoliosis - Asymmetry-Aware Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Scoliosis - Asymmetry-Aware Practice.
- Locate Scoliosis - Asymmetry-Aware Practice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Scoliosis - Asymmetry-Aware Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Scoliosis - Asymmetry-Aware Practice

Deep study and master notes

Scoliosis - Asymmetry-Aware Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Scoliosis - Asymmetry-Aware Practice.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Scoliosis - Asymmetry-Aware Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Scoliosis - Asymmetry-Aware Practice

Practice laboratory

Scoliosis - Asymmetry-Aware Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Scoliosis - Asymmetry-Aware Practice in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Scoliosis - Asymmetry-Aware Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Scoliosis - Asymmetry-Aware Practice

Teaching application and adaptations

Scoliosis - Asymmetry-Aware Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Scoliosis - Asymmetry-Aware Practice using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Scoliosis - Asymmetry-Aware Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Scoliosis - Asymmetry-Aware Practice

Reflection, assessment and integration

Scoliosis - Asymmetry-Aware Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Scoliosis - Asymmetry-Aware Practice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Scoliosis - Asymmetry-Aware Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Osteoporosis and Bone-Safe Movement

Concepts and vocabulary

Osteoporosis and Bone-Safe Movement is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Osteoporosis and Bone-Safe Movement.
- Locate Osteoporosis and Bone-Safe Movement within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Osteoporosis and Bone-Safe Movement in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Osteoporosis and Bone-Safe Movement

Deep study and master notes

Osteoporosis and Bone-Safe Movement is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Osteoporosis and Bone-Safe Movement.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Osteoporosis and Bone-Safe Movement in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Osteoporosis and Bone-Safe Movement

Practice laboratory

Osteoporosis and Bone-Safe Movement is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Osteoporosis and Bone-Safe Movement in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Osteoporosis and Bone-Safe Movement in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Osteoporosis and Bone-Safe Movement

Teaching application and adaptations

Osteoporosis and Bone-Safe Movement is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Osteoporosis and Bone-Safe Movement using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Osteoporosis and Bone-Safe Movement in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Osteoporosis and Bone-Safe Movement

Reflection, assessment and integration

Osteoporosis and Bone-Safe Movement is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Osteoporosis and Bone-Safe Movement.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Osteoporosis and Bone-Safe Movement in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Neck, Shoulder and Upper-Back Care

Concepts and vocabulary

Neck, Shoulder and Upper-Back Care is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Neck, Shoulder and Upper-Back Care.
- Locate Neck, Shoulder and Upper-Back Care within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Neck, Shoulder and Upper-Back Care in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Neck, Shoulder and Upper-Back Care

Deep study and master notes

Neck, Shoulder and Upper-Back Care is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Neck, Shoulder and Upper-Back Care.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Neck, Shoulder and Upper-Back Care in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Neck, Shoulder and Upper-Back Care

Practice laboratory

Neck, Shoulder and Upper-Back Care is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Neck, Shoulder and Upper-Back Care in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Neck, Shoulder and Upper-Back Care in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Neck, Shoulder and Upper-Back Care

Teaching application and adaptations

Neck, Shoulder and Upper-Back Care is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Neck, Shoulder and Upper-Back Care using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Neck, Shoulder and Upper-Back Care in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Neck, Shoulder and Upper-Back Care

Reflection, assessment and integration

Neck, Shoulder and Upper-Back Care is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Neck, Shoulder and Upper-Back Care.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Neck, Shoulder and Upper-Back Care in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Knee-Friendly Yoga and Lower-Limb Alignment

Concepts and vocabulary

Knee-Friendly Yoga and Lower-Limb Alignment is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Knee-Friendly Yoga and Lower-Limb Alignment.
- Locate Knee-Friendly Yoga and Lower-Limb Alignment within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Knee-Friendly Yoga and Lower-Limb Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Knee-Friendly Yoga and Lower-Limb Alignment

Deep study and master notes

Knee-Friendly Yoga and Lower-Limb Alignment is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Knee-Friendly Yoga and Lower-Limb Alignment.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Knee-Friendly Yoga and Lower-Limb Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Knee-Friendly Yoga and Lower-Limb Alignment

Practice laboratory

Knee-Friendly Yoga and Lower-Limb Alignment is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Knee-Friendly Yoga and Lower-Limb Alignment in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Knee-Friendly Yoga and Lower-Limb Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Knee-Friendly Yoga and Lower-Limb Alignment

Teaching application and adaptations

Knee-Friendly Yoga and Lower-Limb Alignment is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Knee-Friendly Yoga and Lower-Limb Alignment using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Knee-Friendly Yoga and Lower-Limb Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Knee-Friendly Yoga and Lower-Limb Alignment

Reflection, assessment and integration

Knee-Friendly Yoga and Lower-Limb Alignment is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Knee-Friendly Yoga and Lower-Limb Alignment.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Knee-Friendly Yoga and Lower-Limb Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hip Mobility, Stability and Osteoarthritis Considerations

Concepts and vocabulary

Hip Mobility, Stability and Osteoarthritis Considerations is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Hip Mobility, Stability and Osteoarthritis Considerations.
- Locate Hip Mobility, Stability and Osteoarthritis Considerations within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Mobility, Stability and Osteoarthritis Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hip Mobility, Stability and Osteoarthritis Considerations

Deep study and master notes

Hip Mobility, Stability and Osteoarthritis Considerations is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Hip Mobility, Stability and Osteoarthritis Considerations.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Mobility, Stability and Osteoarthritis Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hip Mobility, Stability and Osteoarthritis Considerations

Practice laboratory

Hip Mobility, Stability and Osteoarthritis Considerations is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Hip Mobility, Stability and Osteoarthritis Considerations in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Mobility, Stability and Osteoarthritis Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hip Mobility, Stability and Osteoarthritis Considerations

Teaching application and adaptations

Hip Mobility, Stability and Osteoarthritis Considerations is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Hip Mobility, Stability and Osteoarthritis Considerations using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Mobility, Stability and Osteoarthritis Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hip Mobility, Stability and Osteoarthritis Considerations

Reflection, assessment and integration

Hip Mobility, Stability and Osteoarthritis Considerations is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Hip Mobility, Stability and Osteoarthritis Considerations.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hip Mobility, Stability and Osteoarthritis Considerations in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Stress, Anxiety and Nervous-System Regulation

Concepts and vocabulary

Stress, Anxiety and Nervous-System Regulation is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Stress, Anxiety and Nervous-System Regulation.
- Locate Stress, Anxiety and Nervous-System Regulation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Stress, Anxiety and Nervous-System Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Stress, Anxiety and Nervous-System Regulation

Deep study and master notes

Stress, Anxiety and Nervous-System Regulation is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Stress, Anxiety and Nervous-System Regulation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Stress, Anxiety and Nervous-System Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Stress, Anxiety and Nervous-System Regulation

Practice laboratory

Stress, Anxiety and Nervous-System Regulation is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Stress, Anxiety and Nervous-System Regulation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Stress, Anxiety and Nervous-System Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Stress, Anxiety and Nervous-System Regulation

Teaching application and adaptations

Stress, Anxiety and Nervous-System Regulation is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Stress, Anxiety and Nervous-System Regulation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Stress, Anxiety and Nervous-System Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Stress, Anxiety and Nervous-System Regulation

Reflection, assessment and integration

Stress, Anxiety and Nervous-System Regulation is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Stress, Anxiety and Nervous-System Regulation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Stress, Anxiety and Nervous-System Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Sleep Support and Evening Practice

Concepts and vocabulary

Sleep Support and Evening Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Sleep Support and Evening Practice.
- Locate Sleep Support and Evening Practice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sleep Support and Evening Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Sleep Support and Evening Practice

Deep study and master notes

Sleep Support and Evening Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Sleep Support and Evening Practice.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sleep Support and Evening Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Sleep Support and Evening Practice

Practice laboratory

Sleep Support and Evening Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Sleep Support and Evening Practice in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sleep Support and Evening Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Sleep Support and Evening Practice

Teaching application and adaptations

Sleep Support and Evening Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Sleep Support and Evening Practice using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sleep Support and Evening Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Sleep Support and Evening Practice

Reflection, assessment and integration

Sleep Support and Evening Practice is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Sleep Support and Evening Practice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sleep Support and Evening Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Respiratory Conditions and Asthma-Sensitive Teaching

Concepts and vocabulary

Respiratory Conditions and Asthma-Sensitive Teaching is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Respiratory Conditions and Asthma-Sensitive Teaching.
- Locate Respiratory Conditions and Asthma-Sensitive Teaching within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Respiratory Conditions and Asthma-Sensitive Teaching in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Respiratory Conditions and Asthma-Sensitive Teaching

Deep study and master notes

Respiratory Conditions and Asthma-Sensitive Teaching is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Respiratory Conditions and Asthma-Sensitive Teaching.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Respiratory Conditions and Asthma-Sensitive Teaching in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Respiratory Conditions and Asthma-Sensitive Teaching

Practice laboratory

Respiratory Conditions and Asthma-Sensitive Teaching is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Respiratory Conditions and Asthma-Sensitive Teaching in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Respiratory Conditions and Asthma-Sensitive Teaching in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Respiratory Conditions and Asthma-Sensitive Teaching

Teaching application and adaptations

Respiratory Conditions and Asthma-Sensitive Teaching is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Respiratory Conditions and Asthma-Sensitive Teaching using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Respiratory Conditions and Asthma-Sensitive Teaching in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Respiratory Conditions and Asthma-Sensitive Teaching

Reflection, assessment and integration

Respiratory Conditions and Asthma-Sensitive Teaching is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Respiratory Conditions and Asthma-Sensitive Teaching.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Respiratory Conditions and Asthma-Sensitive Teaching in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Digestive Comfort and Gentle Abdominal Practices

Concepts and vocabulary

Digestive Comfort and Gentle Abdominal Practices is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Digestive Comfort and Gentle Abdominal Practices.
- Locate Digestive Comfort and Gentle Abdominal Practices within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive Comfort and Gentle Abdominal Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Digestive Comfort and Gentle Abdominal Practices

Deep study and master notes

Digestive Comfort and Gentle Abdominal Practices is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Digestive Comfort and Gentle Abdominal Practices.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive Comfort and Gentle Abdominal Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Digestive Comfort and Gentle Abdominal Practices

Practice laboratory

Digestive Comfort and Gentle Abdominal Practices is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Digestive Comfort and Gentle Abdominal Practices in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive Comfort and Gentle Abdominal Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Digestive Comfort and Gentle Abdominal Practices

Teaching application and adaptations

Digestive Comfort and Gentle Abdominal Practices is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Digestive Comfort and Gentle Abdominal Practices using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive Comfort and Gentle Abdominal Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Digestive Comfort and Gentle Abdominal Practices

Reflection, assessment and integration

Digestive Comfort and Gentle Abdominal Practices is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Digestive Comfort and Gentle Abdominal Practices.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Digestive Comfort and Gentle Abdominal Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Menstrual Health and Menopause-Sensitive Yoga

Concepts and vocabulary

Menstrual Health and Menopause-Sensitive Yoga is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Menstrual Health and Menopause-Sensitive Yoga.
- Locate Menstrual Health and Menopause-Sensitive Yoga within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Menstrual Health and Menopause-Sensitive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Menstrual Health and Menopause-Sensitive Yoga

Deep study and master notes

Menstrual Health and Menopause-Sensitive Yoga is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Menstrual Health and Menopause-Sensitive Yoga.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Menstrual Health and Menopause-Sensitive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Menstrual Health and Menopause-Sensitive Yoga

Practice laboratory

Menstrual Health and Menopause-Sensitive Yoga is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Menstrual Health and Menopause-Sensitive Yoga in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Menstrual Health and Menopause-Sensitive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Menstrual Health and Menopause-Sensitive Yoga

Teaching application and adaptations

Menstrual Health and Menopause-Sensitive Yoga is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Menstrual Health and Menopause-Sensitive Yoga using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Menstrual Health and Menopause-Sensitive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Menstrual Health and Menopause-Sensitive Yoga

Reflection, assessment and integration

Menstrual Health and Menopause-Sensitive Yoga is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Menstrual Health and Menopause-Sensitive Yoga.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Menstrual Health and Menopause-Sensitive Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Metabolic Health, Strength and Weight-Management Support

Concepts and vocabulary

Metabolic Health, Strength and Weight-Management Support is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Metabolic Health, Strength and Weight-Management Support.
- Locate Metabolic Health, Strength and Weight-Management Support within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Metabolic Health, Strength and Weight-Management Support in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Metabolic Health, Strength and Weight-Management Support

Deep study and master notes

Metabolic Health, Strength and Weight-Management Support is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

• Examine the main principles, assumptions, and teaching implications of Metabolic Health, Strength and Weight-Management Support.
• Compare at least two perspectives and identify where context changes the answer.
• Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
• Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

• Use neutral, specific language and distinguish observation from interpretation.
• Prioritize breath quality, sustainable effort, and learner agency.
• Apply progressions only when foundational control is present.
• Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

• Explain Metabolic Health, Strength and Weight-Management Support in 2 minutes without jargon.
• Demonstrate or describe one accessible adaptation.
• Identify one reason to pause, refer, or modify.
• Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Metabolic Health, Strength and Weight-Management Support

Practice laboratory

Metabolic Health, Strength and Weight-Management Support is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Metabolic Health, Strength and Weight-Management Support in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Metabolic Health, Strength and Weight-Management Support in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Metabolic Health, Strength and Weight-Management Support

Teaching application and adaptations

Metabolic Health, Strength and Weight-Management Support is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Metabolic Health, Strength and Weight-Management Support using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Metabolic Health, Strength and Weight-Management Support in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Metabolic Health, Strength and Weight-Management Support

Reflection, assessment and integration

Metabolic Health, Strength and Weight-Management Support is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Metabolic Health, Strength and Weight-Management Support.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Metabolic Health, Strength and Weight-Management Support in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hypertension and Cardiovascular Precautions

Concepts and vocabulary

Hypertension and Cardiovascular Precautions is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Hypertension and Cardiovascular Precautions.
- Locate Hypertension and Cardiovascular Precautions within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hypertension and Cardiovascular Precautions in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hypertension and Cardiovascular Precautions

Deep study and master notes

Hypertension and Cardiovascular Precautions is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Hypertension and Cardiovascular Precautions.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hypertension and Cardiovascular Precautions in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hypertension and Cardiovascular Precautions

Practice laboratory

Hypertension and Cardiovascular Precautions is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Hypertension and Cardiovascular Precautions in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hypertension and Cardiovascular Precautions in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hypertension and Cardiovascular Precautions

Teaching application and adaptations

Hypertension and Cardiovascular Precautions is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Hypertension and Cardiovascular Precautions using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hypertension and Cardiovascular Precautions in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Hypertension and Cardiovascular Precautions

Reflection, assessment and integration

Hypertension and Cardiovascular Precautions is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Hypertension and Cardiovascular Precautions.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Hypertension and Cardiovascular Precautions in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Older Adults, Accessibility and Complex Needs

Concepts and vocabulary

Older Adults, Accessibility and Complex Needs is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Older Adults, Accessibility and Complex Needs.
- Locate Older Adults, Accessibility and Complex Needs within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Older Adults, Accessibility and Complex Needs in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Older Adults, Accessibility and Complex Needs

Deep study and master notes

Older Adults, Accessibility and Complex Needs is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Older Adults, Accessibility and Complex Needs.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Older Adults, Accessibility and Complex Needs in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Older Adults, Accessibility and Complex Needs

Practice laboratory

Older Adults, Accessibility and Complex Needs is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Apply Older Adults, Accessibility and Complex Needs in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Older Adults, Accessibility and Complex Needs in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Older Adults, Accessibility and Complex Needs

Teaching application and adaptations

Older Adults, Accessibility and Complex Needs is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Older Adults, Accessibility and Complex Needs using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Older Adults, Accessibility and Complex Needs in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 5 | CHAPTER STUDY

Older Adults, Accessibility and Complex Needs

Reflection, assessment and integration

Older Adults, Accessibility and Complex Needs is taught as supportive yoga education within professional scope. Teachers do not diagnose or promise cures. The master-level task is to screen responsibly, adapt intelligently, recognize red flags, collaborate with healthcare professionals when appropriate, and prioritize comfort, function, agency, and gradual progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Older Adults, Accessibility and Complex Needs.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Older Adults, Accessibility and Complex Needs in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Breath Foundations and Respiratory Awareness

Concepts and vocabulary

Breath Foundations and Respiratory Awareness is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Breath Foundations and Respiratory Awareness.
- Locate Breath Foundations and Respiratory Awareness within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Breath Foundations and Respiratory Awareness in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Breath Foundations and Respiratory Awareness

Deep study and master notes

Breath Foundations and Respiratory Awareness is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Breath Foundations and Respiratory Awareness.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

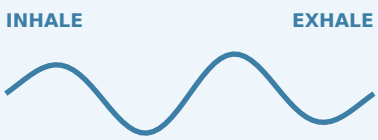
- Explain Breath Foundations and Respiratory Awareness in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Breath Foundations and Respiratory Awareness

Practice laboratory

Breath Foundations and Respiratory Awareness is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Breath Foundations and Respiratory Awareness in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Breath Foundations and Respiratory Awareness in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Breath Foundations and Respiratory Awareness

Teaching application and adaptations

Breath Foundations and Respiratory Awareness is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Breath Foundations and Respiratory Awareness using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Breath Foundations and Respiratory Awareness in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Breath Foundations and Respiratory Awareness

Reflection, assessment and integration

Breath Foundations and Respiratory Awareness is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Breath Foundations and Respiratory Awareness.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Breath Foundations and Respiratory Awareness in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Diaphragmatic and Three-Part Breathing

Concepts and vocabulary

Diaphragmatic and Three-Part Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Diaphragmatic and Three-Part Breathing.
- Locate Diaphragmatic and Three-Part Breathing within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Diaphragmatic and Three-Part Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Diaphragmatic and Three-Part Breathing

Deep study and master notes

Diaphragmatic and Three-Part Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Diaphragmatic and Three-Part Breathing.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Diaphragmatic and Three-Part Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Diaphragmatic and Three-Part Breathing

Practice laboratory

Diaphragmatic and Three-Part Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Diaphragmatic and Three-Part Breathing in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Diaphragmatic and Three-Part Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Diaphragmatic and Three-Part Breathing

Teaching application and adaptations

Diaphragmatic and Three-Part Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Diaphragmatic and Three-Part Breathing using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Diaphragmatic and Three-Part Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Diaphragmatic and Three-Part Breathing

Reflection, assessment and integration

Diaphragmatic and Three-Part Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Diaphragmatic and Three-Part Breathing.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Diaphragmatic and Three-Part Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Ujjayi Pranayama

Concepts and vocabulary

Ujjayi Pranayama is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Ujjayi Pranayama.
- Locate Ujjayi Pranayama within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

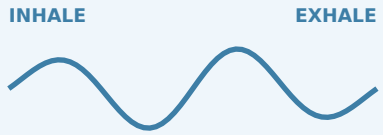
- Explain Ujjayi Pranayama in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Ujjayi Pranayama

Deep study and master notes

Ujjayi Pranayama is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Ujjayi Pranayama.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Ujjayi Pranayama in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Ujjayi Pranayama

Practice laboratory

Ujjayi Pranayama is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Ujjayi Pranayama in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Ujjayi Pranayama in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Ujjayi Pranayama

Teaching application and adaptations

Ujjayi Pranayama is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Ujjayi Pranayama using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Ujjayi Pranayama in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Ujjayi Pranayama

Reflection, assessment and integration

Ujjayi Pranayama is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Ujjayi Pranayama.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Ujjayi Pranayama in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Nadi Shodhana - Alternate Nostril Breathing

Concepts and vocabulary

Nadi Shodhana - Alternate Nostril Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Nadi Shodhana - Alternate Nostril Breathing.
- Locate Nadi Shodhana - Alternate Nostril Breathing within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nadi Shodhana - Alternate Nostril Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Nadi Shodhana - Alternate Nostril Breathing

Deep study and master notes

Nadi Shodhana - Alternate Nostril Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Nadi Shodhana - Alternate Nostril Breathing.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nadi Shodhana - Alternate Nostril Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Nadi Shodhana - Alternate Nostril Breathing

Practice laboratory

Nadi Shodhana - Alternate Nostril Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Nadi Shodhana - Alternate Nostril Breathing in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

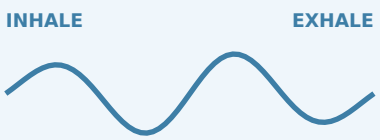
- Explain Nadi Shodhana - Alternate Nostril Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Nadi Shodhana - Alternate Nostril Breathing

Teaching application and adaptations

Nadi Shodhana - Alternate Nostril Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Nadi Shodhana - Alternate Nostril Breathing using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

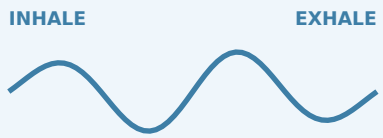
- Explain Nadi Shodhana - Alternate Nostril Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Nadi Shodhana - Alternate Nostril Breathing

Reflection, assessment and integration

Nadi Shodhana - Alternate Nostril Breathing is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Nadi Shodhana - Alternate Nostril Breathing.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Nadi Shodhana - Alternate Nostril Breathing in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhramari - Humming Breath

Concepts and vocabulary

Bhramari - Humming Breath is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Bhramari - Humming Breath.
- Locate Bhramari - Humming Breath within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

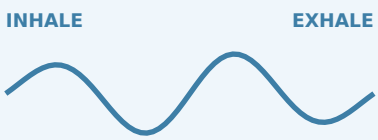
- Explain Bhramari - Humming Breath in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhramari - Humming Breath

Deep study and master notes

Bhramari - Humming Breath is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Bhramari - Humming Breath.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

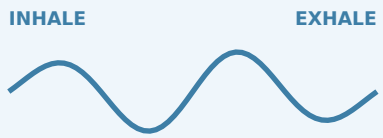
- Explain Bhramari - Humming Breath in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhramari - Humming Breath

Practice laboratory

Bhramari - Humming Breath is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Bhramari - Humming Breath in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhramari - Humming Breath in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhramari - Humming Breath

Teaching application and adaptations

Bhramari - Humming Breath is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Bhramari - Humming Breath using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhramari - Humming Breath in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhramari - Humming Breath

Reflection, assessment and integration

Bhramari - Humming Breath is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Bhramari - Humming Breath.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

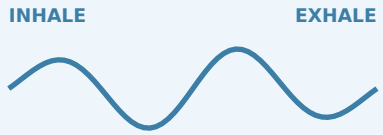
- Explain Bhramari - Humming Breath in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kapalabhati - Cleansing Breath with Contraindications

Concepts and vocabulary

Kapalabhati - Cleansing Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Kapalabhati - Cleansing Breath with Contraindications.
- Locate Kapalabhati - Cleansing Breath with Contraindications within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

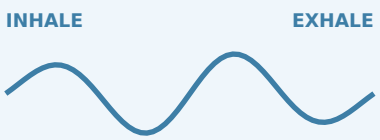
- Explain Kapalabhati - Cleansing Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kapalabhati - Cleansing Breath with Contraindications

Deep study and master notes

Kapalabhati - Cleansing Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Kapalabhati - Cleansing Breath with Contraindications.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Kapalabhati - Cleansing Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kapalabhati - Cleansing Breath with Contraindications

Practice laboratory

Kapalabhati - Cleansing Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Kapalabhati - Cleansing Breath with Contraindications in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Kapalabhati - Cleansing Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kapalabhati - Cleansing Breath with Contraindications

Teaching application and adaptations

Kapalabhati - Cleansing Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Kapalabhati - Cleansing Breath with Contraindications using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

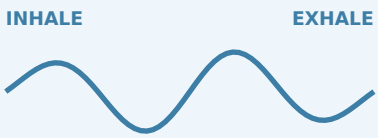
- Explain Kapalabhati - Cleansing Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kapalabhati - Cleansing Breath with Contraindications

Reflection, assessment and integration

Kapalabhati - Cleansing Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Kapalabhati - Cleansing Breath with Contraindications.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

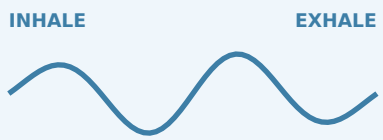
- Explain Kapalabhati - Cleansing Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhastrika - Bellows Breath with Contraindications

Concepts and vocabulary

Bhastrika - Bellows Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Bhastrika - Bellows Breath with Contraindications.
- Locate Bhastrika - Bellows Breath with Contraindications within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

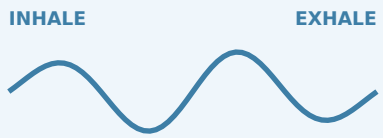
- Explain Bhastrika - Bellows Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhastrika - Bellows Breath with Contraindications

Deep study and master notes

Bhastrika - Bellows Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Bhastrika - Bellows Breath with Contraindications.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhastrika - Bellows Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhastrika - Bellows Breath with Contraindications

Practice laboratory

Bhastrika - Bellows Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Bhastrika - Bellows Breath with Contraindications in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

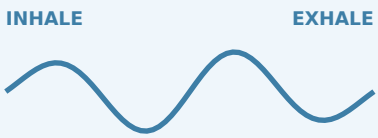
- Explain Bhastrika - Bellows Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhastrika - Bellows Breath with Contraindications

Teaching application and adaptations

Bhastrika - Bellows Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Bhastrika - Bellows Breath with Contraindications using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

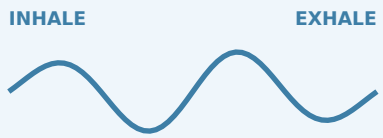
- Explain Bhastrika - Bellows Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bhastrika - Bellows Breath with Contraindications

Reflection, assessment and integration

Bhastrika - Bellows Breath with Contraindications is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Bhastrika - Bellows Breath with Contraindications.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bhastrika - Bellows Breath with Contraindications in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Sheetali and Sitkari Cooling Practices

Concepts and vocabulary

Sheetali and Sitkari Cooling Practices is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Sheetali and Sitkari Cooling Practices.
- Locate Sheetali and Sitkari Cooling Practices within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sheetali and Sitkari Cooling Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Sheetali and Sitkari Cooling Practices

Deep study and master notes

Sheetali and Sitkari Cooling Practices is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Sheetali and Sitkari Cooling Practices.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sheetali and Sitkari Cooling Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Sheetali and Sitkari Cooling Practices

Practice laboratory

Sheetali and Sitkari Cooling Practices is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Sheetali and Sitkari Cooling Practices in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sheetali and Sitkari Cooling Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Sheetali and Sitkari Cooling Practices

Teaching application and adaptations

Sheetali and Sitkari Cooling Practices is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Sheetali and Sitkari Cooling Practices using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Sheetali and Sitkari Cooling Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Sheetali and Sitkari Cooling Practices

Reflection, assessment and integration

Sheetali and Sitkari Cooling Practices is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Sheetali and Sitkari Cooling Practices.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

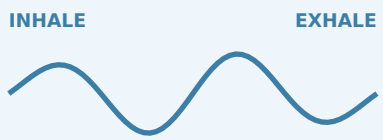
- Explain Sheetali and Sitkari Cooling Practices in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kumbhaka - Breath Retention Principles

Concepts and vocabulary

Kumbhaka - Breath Retention Principles is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Kumbhaka - Breath Retention Principles.
- Locate Kumbhaka - Breath Retention Principles within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

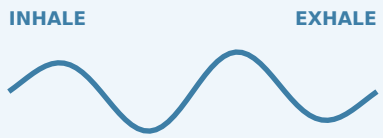
- Explain Kumbhaka - Breath Retention Principles in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kumbhaka - Breath Retention Principles

Deep study and master notes

Kumbhaka - Breath Retention Principles is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Kumbhaka - Breath Retention Principles.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

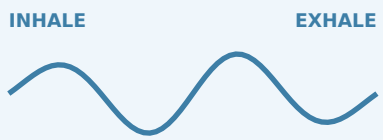
- Explain Kumbhaka - Breath Retention Principles in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kumbhaka - Breath Retention Principles

Practice laboratory

Kumbhaka - Breath Retention Principles is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Kumbhaka - Breath Retention Principles in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Kumbhaka - Breath Retention Principles in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kumbhaka - Breath Retention Principles

Teaching application and adaptations

Kumbhaka - Breath Retention Principles is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Kumbhaka - Breath Retention Principles using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Kumbhaka - Breath Retention Principles in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Kumbhaka - Breath Retention Principles

Reflection, assessment and integration

Kumbhaka - Breath Retention Principles is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Kumbhaka - Breath Retention Principles.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

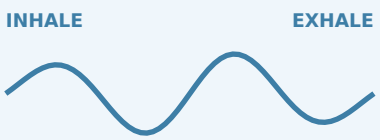
- Explain Kumbhaka - Breath Retention Principles in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bandhas - Mula, Uddiyana and Jalandhara

Concepts and vocabulary

Bandhas - Mula, Uddiyana and Jalandhara is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Bandhas - Mula, Uddiyana and Jalandhara.
- Locate Bandhas - Mula, Uddiyana and Jalandhara within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

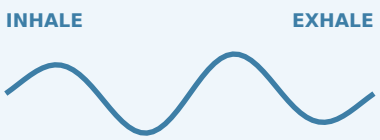
- Explain Bandhas - Mula, Uddiyana and Jalandhara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bandhas - Mula, Uddiyana and Jalandhara

Deep study and master notes

Bandhas - Mula, Uddiyana and Jalandhara is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Bandhas - Mula, Uddiyana and Jalandhara.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

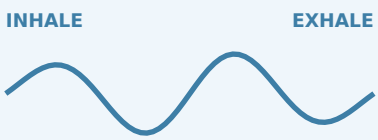
- Explain Bandhas - Mula, Uddiyana and Jalandhara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bandhas - Mula, Uddiyana and Jalandhara

Practice laboratory

Bandhas - Mula, Uddiyana and Jalandhara is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Bandhas - Mula, Uddiyana and Jalandhara in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

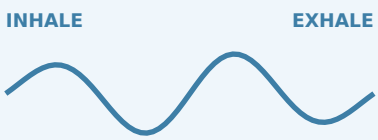
- Explain Bandhas - Mula, Uddiyana and Jalandhara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bandhas - Mula, Uddiyana and Jalandhara

Teaching application and adaptations

Bandhas - Mula, Uddiyana and Jalandhara is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Bandhas - Mula, Uddiyana and Jalandhara using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

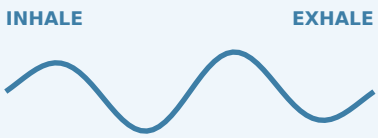
- Explain Bandhas - Mula, Uddiyana and Jalandhara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Bandhas - Mula, Uddiyana and Jalandhara

Reflection, assessment and integration

Bandhas - Mula, Uddiyana and Jalandhara is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Bandhas - Mula, Uddiyana and Jalandhara.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Bandhas - Mula, Uddiyana and Jalandhara in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Mudras for Focus, Breath and Meditation

Concepts and vocabulary

Mudras for Focus, Breath and Meditation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Mudras for Focus, Breath and Meditation.
- Locate Mudras for Focus, Breath and Meditation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Mudras for Focus, Breath and Meditation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Mudras for Focus, Breath and Meditation

Deep study and master notes

Mudras for Focus, Breath and Meditation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Mudras for Focus, Breath and Meditation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Mudras for Focus, Breath and Meditation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Mudras for Focus, Breath and Meditation

Practice laboratory

Mudras for Focus, Breath and Meditation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Mudras for Focus, Breath and Meditation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Mudras for Focus, Breath and Meditation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Mudras for Focus, Breath and Meditation

Teaching application and adaptations

Mudras for Focus, Breath and Meditation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Mudras for Focus, Breath and Meditation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

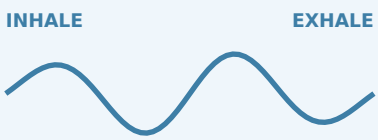
- Explain Mudras for Focus, Breath and Meditation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Mudras for Focus, Breath and Meditation

Reflection, assessment and integration

Mudras for Focus, Breath and Meditation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Mudras for Focus, Breath and Meditation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Mudras for Focus, Breath and Meditation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Pratyahara - Sensory Regulation

Concepts and vocabulary

Pratyahara - Sensory Regulation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Pratyahara - Sensory Regulation.
- Locate Pratyahara - Sensory Regulation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pratyahara - Sensory Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Pratyahara - Sensory Regulation

Deep study and master notes

Pratyahara - Sensory Regulation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Pratyahara - Sensory Regulation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pratyahara - Sensory Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Pratyahara - Sensory Regulation

Practice laboratory

Pratyahara - Sensory Regulation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Apply Pratyahara - Sensory Regulation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pratyahara - Sensory Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Pratyahara - Sensory Regulation

Teaching application and adaptations

Pratyahara - Sensory Regulation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Pratyahara - Sensory Regulation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pratyahara - Sensory Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Pratyahara - Sensory Regulation

Reflection, assessment and integration

Pratyahara - Sensory Regulation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Pratyahara - Sensory Regulation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Pratyahara - Sensory Regulation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Meditation Methods and Progressive Concentration

Concepts and vocabulary

Meditation Methods and Progressive Concentration is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Meditation Methods and Progressive Concentration.
- Locate Meditation Methods and Progressive Concentration within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

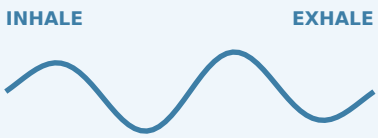
- Explain Meditation Methods and Progressive Concentration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Meditation Methods and Progressive Concentration

Deep study and master notes

Meditation Methods and Progressive Concentration is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Meditation Methods and Progressive Concentration.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

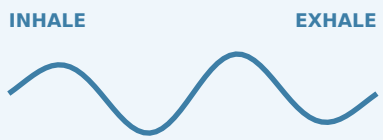
- Explain Meditation Methods and Progressive Concentration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Meditation Methods and Progressive Concentration

Practice laboratory

Meditation Methods and Progressive Concentration is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Meditation Methods and Progressive Concentration in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Meditation Methods and Progressive Concentration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Meditation Methods and Progressive Concentration

Teaching application and adaptations

Meditation Methods and Progressive Concentration is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Meditation Methods and Progressive Concentration using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Meditation Methods and Progressive Concentration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Meditation Methods and Progressive Concentration

Reflection, assessment and integration

Meditation Methods and Progressive Concentration is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Meditation Methods and Progressive Concentration.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

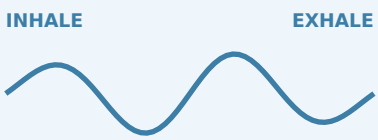
- Explain Meditation Methods and Progressive Concentration in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Yoga Nidra, Restoratives and Deep Relaxation

Concepts and vocabulary

Yoga Nidra, Restoratives and Deep Relaxation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Yoga Nidra, Restoratives and Deep Relaxation.
- Locate Yoga Nidra, Restoratives and Deep Relaxation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Nidra, Restoratives and Deep Relaxation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Yoga Nidra, Restoratives and Deep Relaxation

Deep study and master notes

Yoga Nidra, Restoratives and Deep Relaxation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Yoga Nidra, Restoratives and Deep Relaxation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

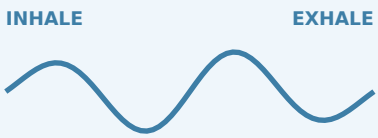
- Explain Yoga Nidra, Restoratives and Deep Relaxation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 6 | CHAPTER STUDY

Yoga Nidra, Restoratives and Deep Relaxation

Practice laboratory

Yoga Nidra, Restoratives and Deep Relaxation is developed progressively with attention to posture, breath quality, dosage, contraindications, and mental state. Advanced pranayama or internal practices are never treated as performance goals; readiness, supervision, and a calm response determine progression.



MASTER LEARNING OBJECTIVES

- Apply Yoga Nidra, Restoratives and Deep Relaxation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Yoga Nidra, Restoratives and Deep Relaxation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
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MODULE 6 | CHAPTER STUDY

Yoga Nidra, Restoratives and Deep Relaxation

Teaching application and adaptations

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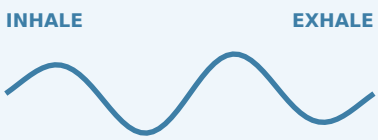

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Yoga Nidra, Restoratives and Deep Relaxation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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- Explain Yoga Nidra, Restoratives and Deep Relaxation in 2 minutes without jargon.
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MODULE 6 | CHAPTER STUDY

Yoga Nidra, Restoratives and Deep Relaxation

Reflection, assessment and integration

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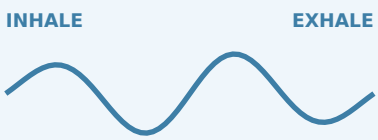

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- Summarize the most transferable master-level principles from Yoga Nidra, Restoratives and Deep Relaxation.
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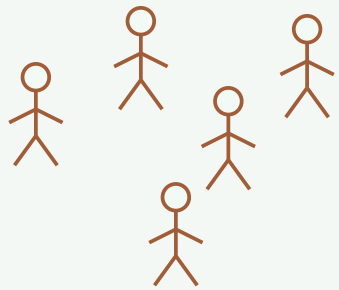
MODULE 7 | CHAPTER STUDY

Adult Learning and Yoga Pedagogy

Concepts and vocabulary

Adult Learning and Yoga Pedagogy develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Adult Learning and Yoga Pedagogy.
- Locate Adult Learning and Yoga Pedagogy within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

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MODULE 7 | CHAPTER STUDY

Adult Learning and Yoga Pedagogy

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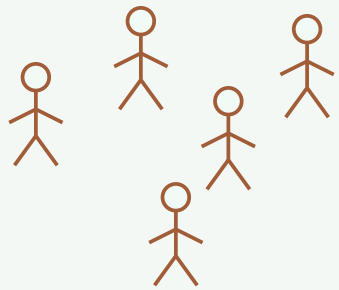

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MODULE 7 | CHAPTER STUDY

Adult Learning and Yoga Pedagogy

Practice laboratory

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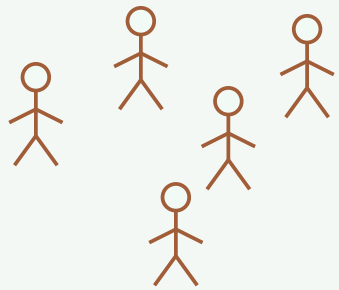

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MODULE 7 | CHAPTER STUDY

Adult Learning and Yoga Pedagogy

Teaching application and adaptations

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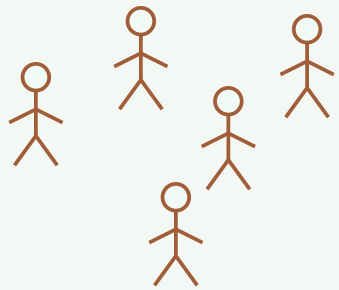

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MODULE 7 | CHAPTER STUDY

Adult Learning and Yoga Pedagogy

Reflection, assessment and integration

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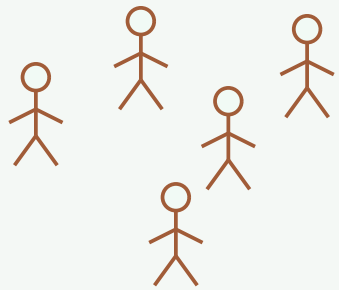

MASTER LEARNING OBJECTIVES

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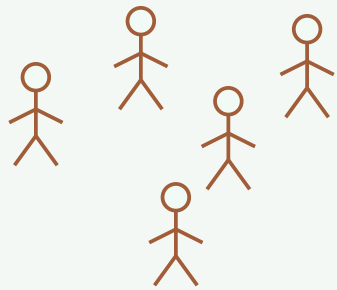
MODULE 7 | CHAPTER STUDY

Class Architecture and Time Management

Concepts and vocabulary

Class Architecture and Time Management develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Class Architecture and Time Management.
- Locate Class Architecture and Time Management within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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- Identify one reason to pause, refer, or modify.
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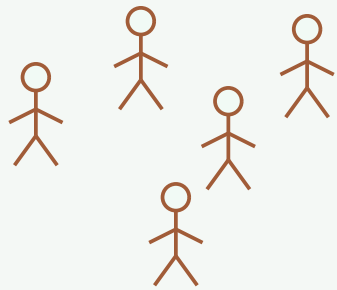
MODULE 7 | CHAPTER STUDY

Class Architecture and Time Management

Deep study and master notes

Class Architecture and Time Management develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Class Architecture and Time Management.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

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COMPETENCY CHECK

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- Identify one reason to pause, refer, or modify.
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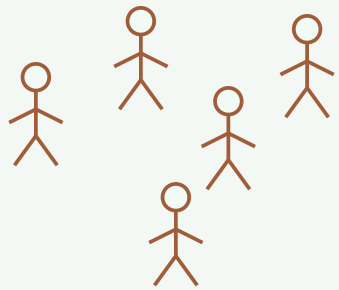
MODULE 7 | CHAPTER STUDY

Class Architecture and Time Management

Practice laboratory

Class Architecture and Time Management develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Class Architecture and Time Management in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

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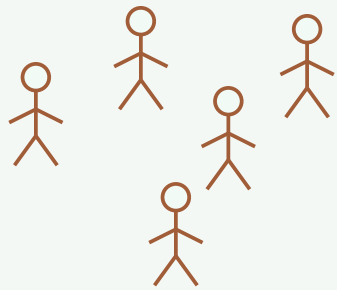
MODULE 7 | CHAPTER STUDY

Class Architecture and Time Management

Teaching application and adaptations

Class Architecture and Time Management develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Class Architecture and Time Management using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
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- Adapt the teaching plan to a different age, experience level, or goal.

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MODULE 7 | CHAPTER STUDY

Class Architecture and Time Management

Reflection, assessment and integration

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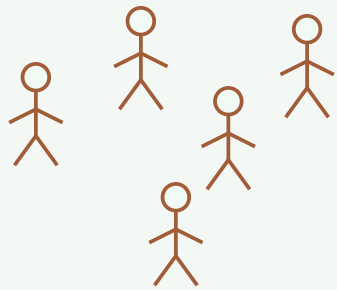

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Class Architecture and Time Management.
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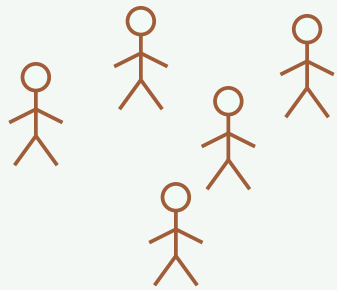
MODULE 7 | CHAPTER STUDY

Language, Cueing and Breath Coordination

Concepts and vocabulary

Language, Cueing and Breath Coordination develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Language, Cueing and Breath Coordination.
- Locate Language, Cueing and Breath Coordination within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

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MODULE 7 | CHAPTER STUDY

Language, Cueing and Breath Coordination

Deep study and master notes

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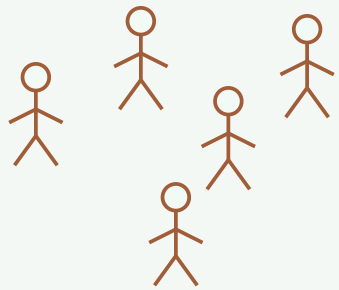

MASTER LEARNING OBJECTIVES

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MODULE 7 | CHAPTER STUDY

Language, Cueing and Breath Coordination

Practice laboratory

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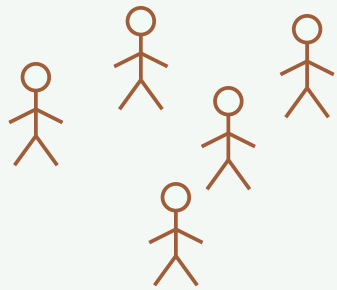

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MODULE 7 | CHAPTER STUDY

Language, Cueing and Breath Coordination

Teaching application and adaptations

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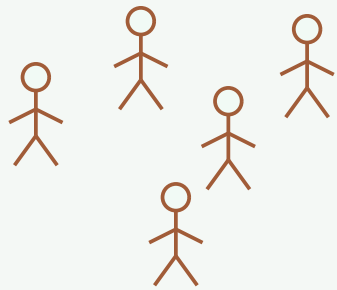

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MODULE 7 | CHAPTER STUDY

Language, Cueing and Breath Coordination

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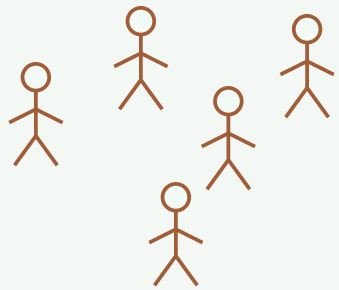

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- Prioritize breath quality, sustainable effort, and learner agency.
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- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

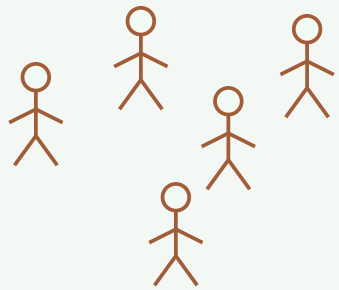
- Explain Language, Cueing and Breath Coordination in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Observation and Functional Alignment

Concepts and vocabulary

Observation and Functional Alignment develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Observation and Functional Alignment.
- Locate Observation and Functional Alignment within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Observation and Functional Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
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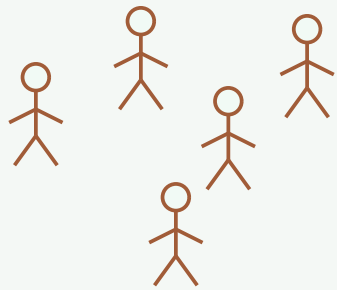
MODULE 7 | CHAPTER STUDY

Observation and Functional Alignment

Deep study and master notes

Observation and Functional Alignment develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Observation and Functional Alignment.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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- Apply progressions only when foundational control is present.
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COMPETENCY CHECK

- Explain Observation and Functional Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
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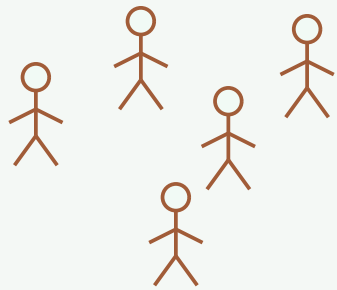
MODULE 7 | CHAPTER STUDY

Observation and Functional Alignment

Practice laboratory

Observation and Functional Alignment develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Observation and Functional Alignment in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
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TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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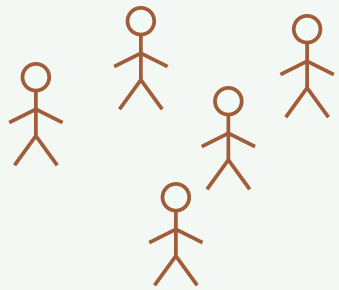
MODULE 7 | CHAPTER STUDY

Observation and Functional Alignment

Teaching application and adaptations

Observation and Functional Alignment develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Observation and Functional Alignment using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
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TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

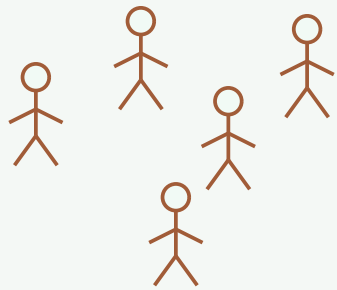
- Explain Observation and Functional Alignment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Observation and Functional Alignment

Reflection, assessment and integration

Observation and Functional Alignment develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Observation and Functional Alignment.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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COMPETENCY CHECK

- Explain Observation and Functional Alignment in 2 minutes without jargon.
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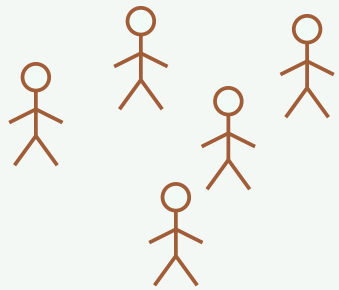
MODULE 7 | CHAPTER STUDY

Demonstration Skills and Teacher Positioning

Concepts and vocabulary

Demonstration Skills and Teacher Positioning develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Demonstration Skills and Teacher Positioning.
- Locate Demonstration Skills and Teacher Positioning within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

- Explain Demonstration Skills and Teacher Positioning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
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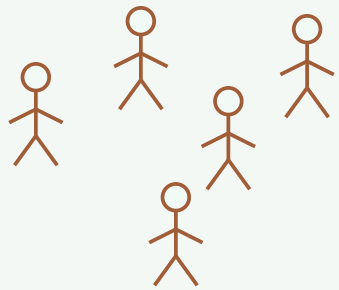
MODULE 7 | CHAPTER STUDY

Demonstration Skills and Teacher Positioning

Deep study and master notes

Demonstration Skills and Teacher Positioning develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Demonstration Skills and Teacher Positioning.
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- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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- Explain Demonstration Skills and Teacher Positioning in 2 minutes without jargon.
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MODULE 7 | CHAPTER STUDY

Demonstration Skills and Teacher Positioning

Practice laboratory

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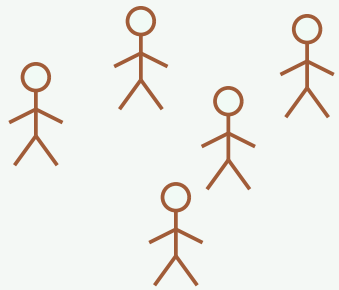

MASTER LEARNING OBJECTIVES

- Apply Demonstration Skills and Teacher Positioning in a guided individual or partner laboratory.
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MODULE 7 | CHAPTER STUDY

Demonstration Skills and Teacher Positioning

Teaching application and adaptations

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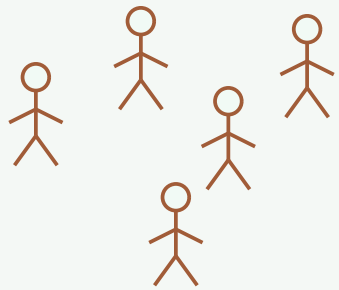


MASTER LEARNING OBJECTIVES

- Teach a short segment related to Demonstration Skills and Teacher Positioning using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

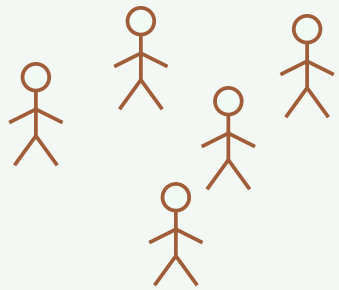
- Explain Demonstration Skills and Teacher Positioning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Demonstration Skills and Teacher Positioning

Reflection, assessment and integration

Demonstration Skills and Teacher Positioning develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Demonstration Skills and Teacher Positioning.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

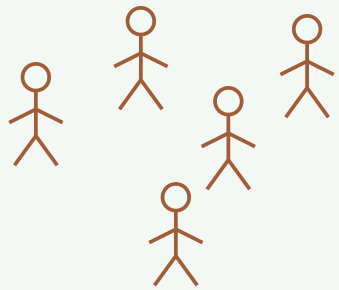
- Explain Demonstration Skills and Teacher Positioning in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Consent, Touch and Hands-On Assistance

Concepts and vocabulary

Consent, Touch and Hands-On Assistance develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Consent, Touch and Hands-On Assistance.
- Locate Consent, Touch and Hands-On Assistance within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

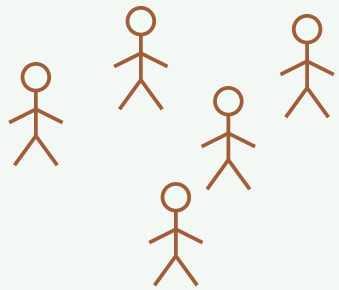
- Explain Consent, Touch and Hands-On Assistance in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Consent, Touch and Hands-On Assistance

Deep study and master notes

Consent, Touch and Hands-On Assistance develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Consent, Touch and Hands-On Assistance.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

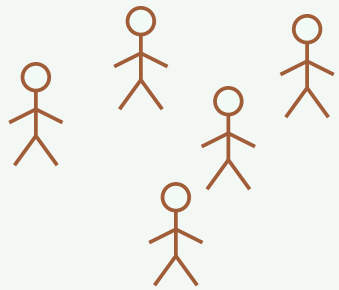
- Explain Consent, Touch and Hands-On Assistance in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Consent, Touch and Hands-On Assistance

Practice laboratory

Consent, Touch and Hands-On Assistance develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Consent, Touch and Hands-On Assistance in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
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COMPETENCY CHECK

- Explain Consent, Touch and Hands-On Assistance in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
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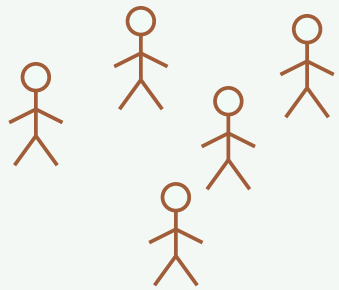
MODULE 7 | CHAPTER STUDY

Consent, Touch and Hands-On Assistance

Teaching application and adaptations

Consent, Touch and Hands-On Assistance develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Consent, Touch and Hands-On Assistance using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

- Explain Consent, Touch and Hands-On Assistance in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
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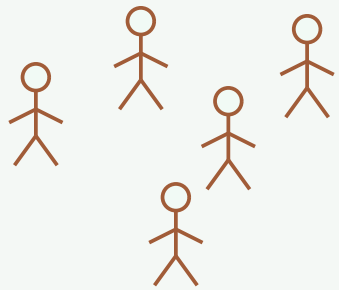
MODULE 7 | CHAPTER STUDY

Consent, Touch and Hands-On Assistance

Reflection, assessment and integration

Consent, Touch and Hands-On Assistance develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Consent, Touch and Hands-On Assistance.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

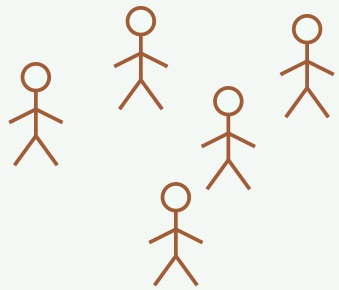
- Explain Consent, Touch and Hands-On Assistance in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Inclusive Teaching and Trauma-Aware Choice

Concepts and vocabulary

Inclusive Teaching and Trauma-Aware Choice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Inclusive Teaching and Trauma-Aware Choice.
- Locate Inclusive Teaching and Trauma-Aware Choice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

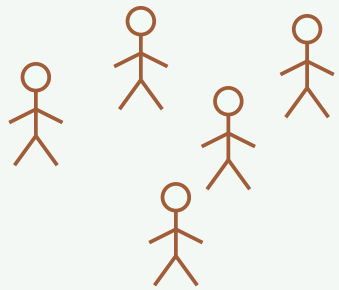
- Explain Inclusive Teaching and Trauma-Aware Choice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Inclusive Teaching and Trauma-Aware Choice

Deep study and master notes

Inclusive Teaching and Trauma-Aware Choice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Inclusive Teaching and Trauma-Aware Choice.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

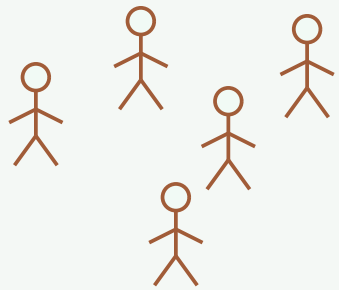
- Explain Inclusive Teaching and Trauma-Aware Choice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Inclusive Teaching and Trauma-Aware Choice

Practice laboratory

Inclusive Teaching and Trauma-Aware Choice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Inclusive Teaching and Trauma-Aware Choice in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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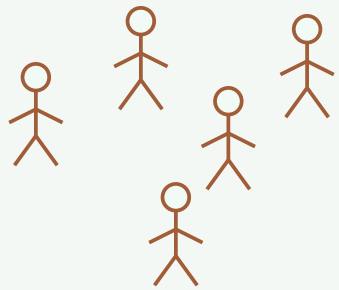
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Inclusive Teaching and Trauma-Aware Choice

Teaching application and adaptations

Inclusive Teaching and Trauma-Aware Choice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Inclusive Teaching and Trauma-Aware Choice using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

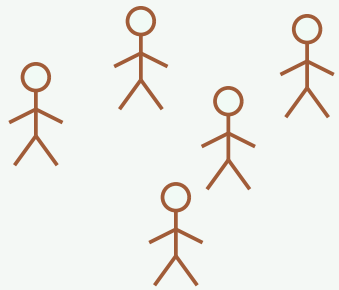
- Explain Inclusive Teaching and Trauma-Aware Choice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Inclusive Teaching and Trauma-Aware Choice

Reflection, assessment and integration

Inclusive Teaching and Trauma-Aware Choice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Inclusive Teaching and Trauma-Aware Choice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

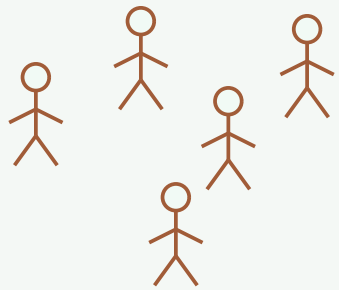
- Explain Inclusive Teaching and Trauma-Aware Choice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Sequencing from Intention to Peak Pose

Concepts and vocabulary

Sequencing from Intention to Peak Pose develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Sequencing from Intention to Peak Pose.
- Locate Sequencing from Intention to Peak Pose within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

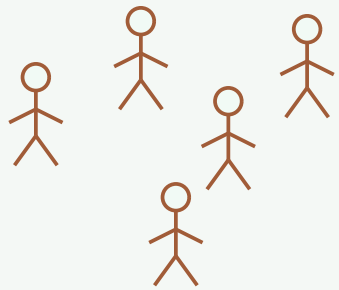
- Explain Sequencing from Intention to Peak Pose in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Sequencing from Intention to Peak Pose

Deep study and master notes

Sequencing from Intention to Peak Pose develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Sequencing from Intention to Peak Pose.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

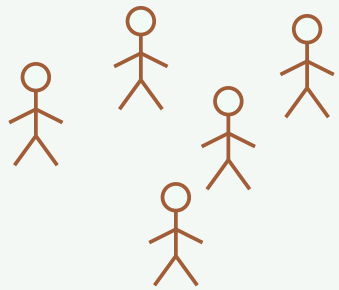
- Explain Sequencing from Intention to Peak Pose in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Sequencing from Intention to Peak Pose

Practice laboratory

Sequencing from Intention to Peak Pose develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Sequencing from Intention to Peak Pose in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

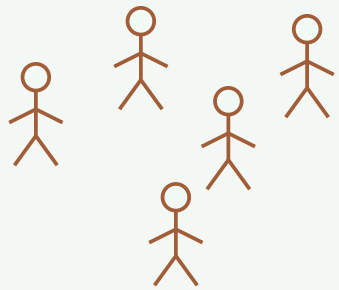
- Explain Sequencing from Intention to Peak Pose in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Sequencing from Intention to Peak Pose

Teaching application and adaptations

Sequencing from Intention to Peak Pose develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Sequencing from Intention to Peak Pose using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

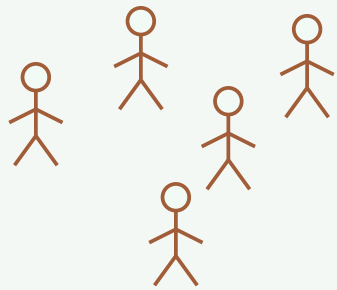
- Explain Sequencing from Intention to Peak Pose in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Sequencing from Intention to Peak Pose

Reflection, assessment and integration

Sequencing from Intention to Peak Pose develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Sequencing from Intention to Peak Pose.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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COMPETENCY CHECK

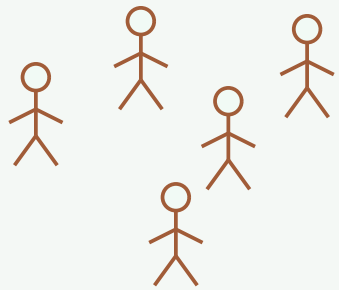
- Explain Sequencing from Intention to Peak Pose in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Private Sessions and Individual Programming

Concepts and vocabulary

Private Sessions and Individual Programming develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Private Sessions and Individual Programming.
- Locate Private Sessions and Individual Programming within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

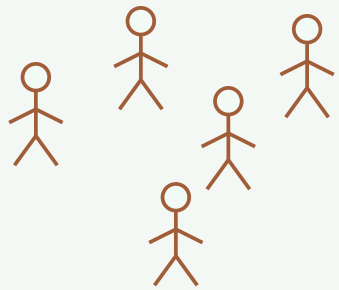
- Explain Private Sessions and Individual Programming in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Private Sessions and Individual Programming

Deep study and master notes

Private Sessions and Individual Programming develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Private Sessions and Individual Programming.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
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COMPETENCY CHECK

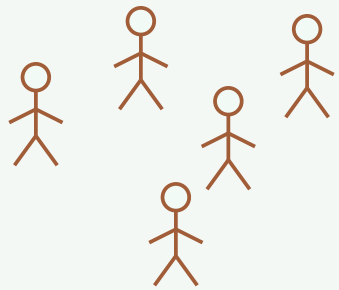
- Explain Private Sessions and Individual Programming in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Private Sessions and Individual Programming

Practice laboratory

Private Sessions and Individual Programming develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Private Sessions and Individual Programming in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
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COMPETENCY CHECK

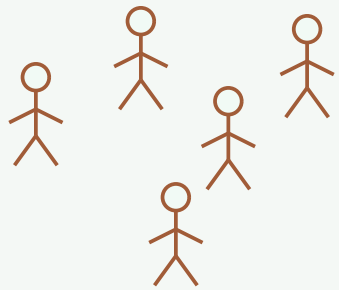
- Explain Private Sessions and Individual Programming in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Private Sessions and Individual Programming

Teaching application and adaptations

Private Sessions and Individual Programming develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Private Sessions and Individual Programming using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

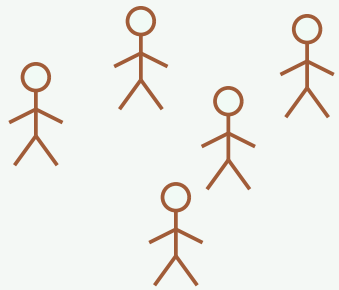
- Explain Private Sessions and Individual Programming in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Private Sessions and Individual Programming

Reflection, assessment and integration

Private Sessions and Individual Programming develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Private Sessions and Individual Programming.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

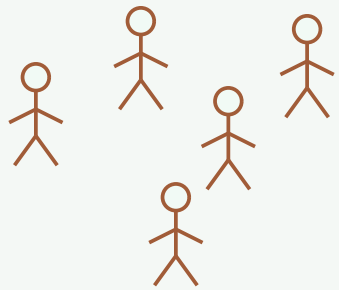
- Explain Private Sessions and Individual Programming in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Group Management and Mixed-Level Classes

Concepts and vocabulary

Group Management and Mixed-Level Classes develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Group Management and Mixed-Level Classes.
- Locate Group Management and Mixed-Level Classes within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

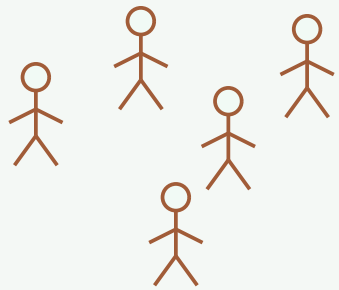
- Explain Group Management and Mixed-Level Classes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Group Management and Mixed-Level Classes

Deep study and master notes

Group Management and Mixed-Level Classes develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Group Management and Mixed-Level Classes.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

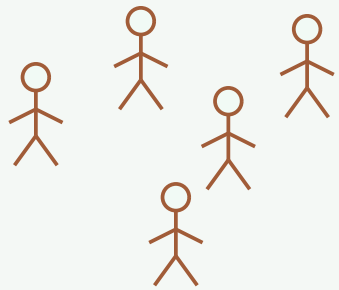
- Explain Group Management and Mixed-Level Classes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Group Management and Mixed-Level Classes

Practice laboratory

Group Management and Mixed-Level Classes develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Group Management and Mixed-Level Classes in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

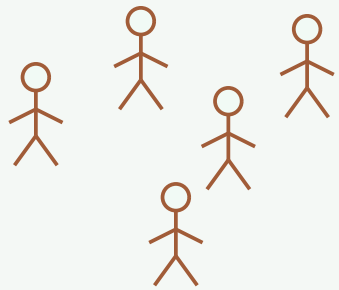
- Explain Group Management and Mixed-Level Classes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Group Management and Mixed-Level Classes

Teaching application and adaptations

Group Management and Mixed-Level Classes develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Teach a short segment related to Group Management and Mixed-Level Classes using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
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- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

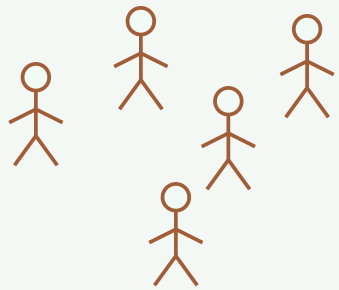
- Explain Group Management and Mixed-Level Classes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Group Management and Mixed-Level Classes

Reflection, assessment and integration

Group Management and Mixed-Level Classes develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Group Management and Mixed-Level Classes.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

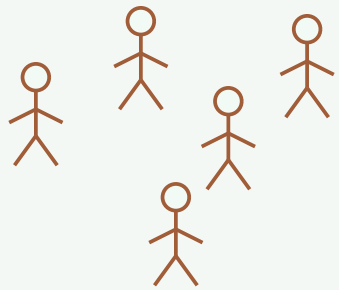
- Explain Group Management and Mixed-Level Classes in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Workshops, Retreats and Continuing Education

Concepts and vocabulary

Workshops, Retreats and Continuing Education develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Workshops, Retreats and Continuing Education.
- Locate Workshops, Retreats and Continuing Education within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

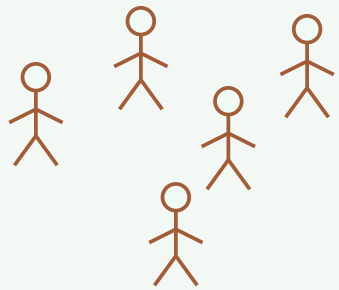
- Explain Workshops, Retreats and Continuing Education in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Workshops, Retreats and Continuing Education

Deep study and master notes

Workshops, Retreats and Continuing Education develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Workshops, Retreats and Continuing Education.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

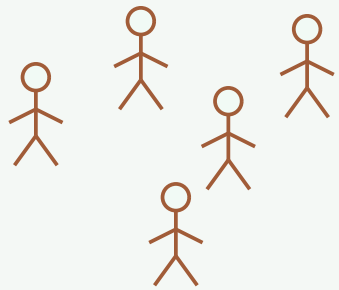
- Explain Workshops, Retreats and Continuing Education in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 7 | CHAPTER STUDY

Workshops, Retreats and Continuing Education

Practice laboratory

Workshops, Retreats and Continuing Education develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Apply Workshops, Retreats and Continuing Education in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
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TEACHING & SAFETY LENS

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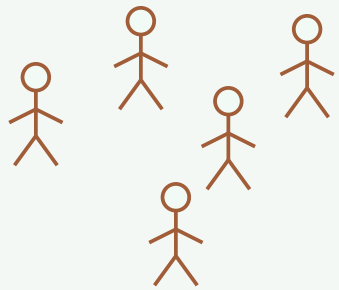
MODULE 7 | CHAPTER STUDY

Workshops, Retreats and Continuing Education

Teaching application and adaptations

Workshops, Retreats and Continuing Education develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



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MODULE 7 | CHAPTER STUDY

Workshops, Retreats and Continuing Education

Reflection, assessment and integration

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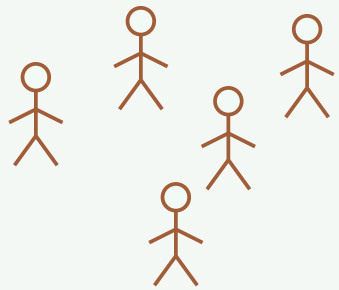

MASTER LEARNING OBJECTIVES

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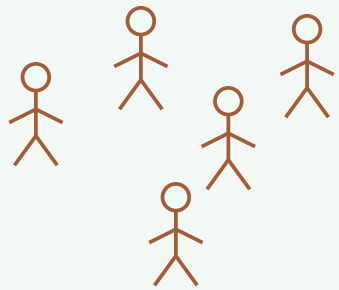
MODULE 7 | CHAPTER STUDY

Practicum, Mentoring and Feedback Cycles

Concepts and vocabulary

Practicum, Mentoring and Feedback Cycles develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



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MODULE 7 | CHAPTER STUDY

Practicum, Mentoring and Feedback Cycles

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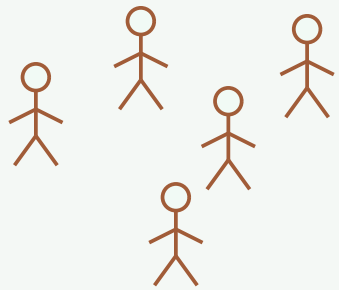

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MODULE 7 | CHAPTER STUDY

Practicum, Mentoring and Feedback Cycles

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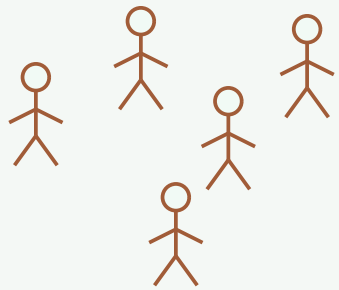

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MODULE 7 | CHAPTER STUDY

Practicum, Mentoring and Feedback Cycles

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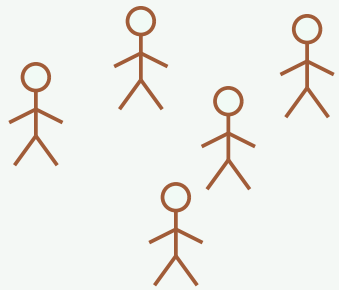

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MODULE 7 | CHAPTER STUDY

Practicum, Mentoring and Feedback Cycles

Reflection, assessment and integration

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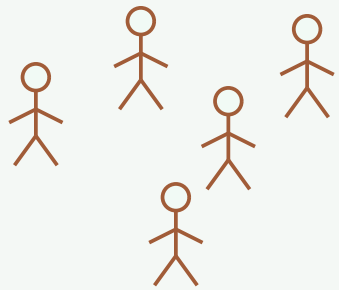

MASTER LEARNING OBJECTIVES

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MODULE 7 | CHAPTER STUDY

Ethics, Boundaries and Professional Conduct

Concepts and vocabulary

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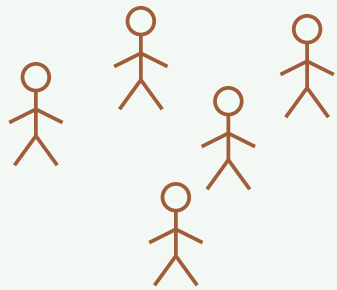

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Ethics, Boundaries and Professional Conduct.
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MODULE 7 | CHAPTER STUDY

Ethics, Boundaries and Professional Conduct

Deep study and master notes

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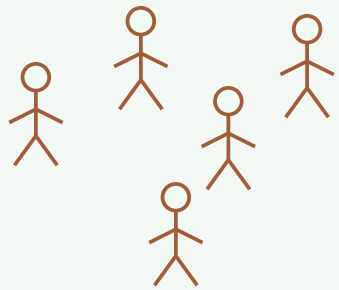

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MODULE 7 | CHAPTER STUDY

Ethics, Boundaries and Professional Conduct

Practice laboratory

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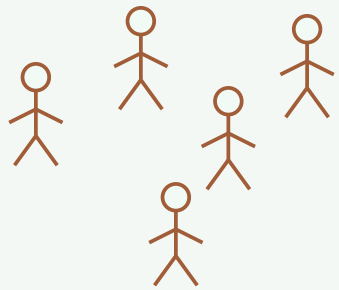

MASTER LEARNING OBJECTIVES

- Apply Ethics, Boundaries and Professional Conduct in a guided individual or partner laboratory.
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MODULE 7 | CHAPTER STUDY

Ethics, Boundaries and Professional Conduct

Teaching application and adaptations

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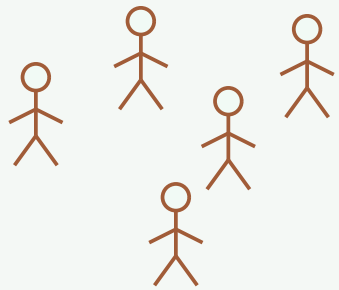

MASTER LEARNING OBJECTIVES

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MODULE 7 | CHAPTER STUDY

Ethics, Boundaries and Professional Conduct

Reflection, assessment and integration

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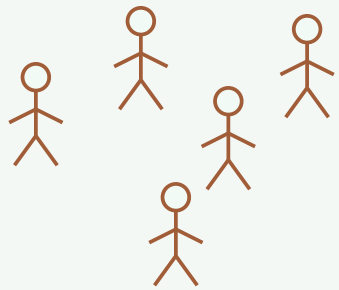

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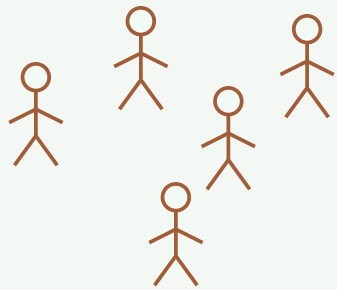
MODULE 7 | CHAPTER STUDY

Leadership, Yoga Business and Global Professional Practice

Concepts and vocabulary

Leadership, Yoga Business and Global Professional Practice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Leadership, Yoga Business and Global Professional Practice.
- Locate Leadership, Yoga Business and Global Professional Practice within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

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MODULE 7 | CHAPTER STUDY

Leadership, Yoga Business and Global Professional Practice

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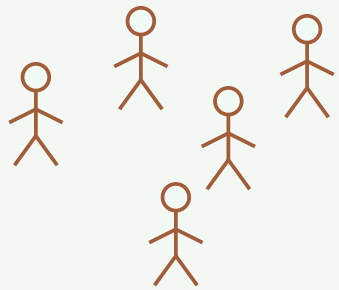

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MODULE 7 | CHAPTER STUDY

Leadership, Yoga Business and Global Professional Practice

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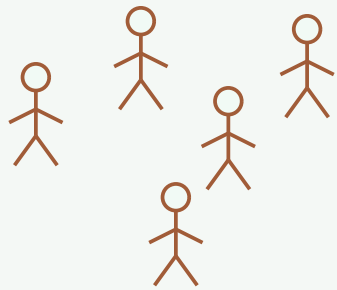

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MODULE 7 | CHAPTER STUDY

Leadership, Yoga Business and Global Professional Practice

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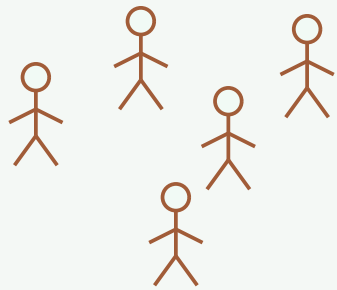

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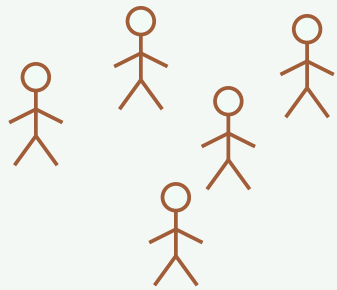
MODULE 7 | CHAPTER STUDY

Leadership, Yoga Business and Global Professional Practice

Reflection, assessment and integration

Leadership, Yoga Business and Global Professional Practice develops the professional behaviors expected of a master-level teacher: clarity, observation, consent, inclusion, sequencing logic, feedback, reflective practice, and ethical responsibility. Teaching effectiveness is judged by learner outcomes and safety, not by complexity of performance.



MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Leadership, Yoga Business and Global Professional Practice.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Leadership, Yoga Business and Global Professional Practice in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Research Literacy and Evidence-Informed Yoga

Concepts and vocabulary

Research Literacy and Evidence-Informed Yoga consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Research Literacy and Evidence-Informed Yoga.
- Locate Research Literacy and Evidence-Informed Yoga within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Research Literacy and Evidence-Informed Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Research Literacy and Evidence-Informed Yoga

Deep study and master notes

Research Literacy and Evidence-Informed Yoga consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Research Literacy and Evidence-Informed Yoga.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Research Literacy and Evidence-Informed Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Research Literacy and Evidence-Informed Yoga

Practice laboratory

Research Literacy and Evidence-Informed Yoga consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Research Literacy and Evidence-Informed Yoga in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Research Literacy and Evidence-Informed Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Research Literacy and Evidence-Informed Yoga

Teaching application and adaptations

Research Literacy and Evidence-Informed Yoga consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Research Literacy and Evidence-Informed Yoga using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Research Literacy and Evidence-Informed Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Research Literacy and Evidence-Informed Yoga

Reflection, assessment and integration

Research Literacy and Evidence-Informed Yoga consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Research Literacy and Evidence-Informed Yoga.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Research Literacy and Evidence-Informed Yoga in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Reflective Practice and Teaching Portfolio

Concepts and vocabulary

Reflective Practice and Teaching Portfolio consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Reflective Practice and Teaching Portfolio.
- Locate Reflective Practice and Teaching Portfolio within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Reflective Practice and Teaching Portfolio in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Reflective Practice and Teaching Portfolio

Deep study and master notes

Reflective Practice and Teaching Portfolio consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Reflective Practice and Teaching Portfolio.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Reflective Practice and Teaching Portfolio in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Reflective Practice and Teaching Portfolio

Practice laboratory

Reflective Practice and Teaching Portfolio consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Reflective Practice and Teaching Portfolio in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Reflective Practice and Teaching Portfolio in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Reflective Practice and Teaching Portfolio

Teaching application and adaptations

Reflective Practice and Teaching Portfolio consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Reflective Practice and Teaching Portfolio using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Reflective Practice and Teaching Portfolio in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Reflective Practice and Teaching Portfolio

Reflection, assessment and integration

Reflective Practice and Teaching Portfolio consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Reflective Practice and Teaching Portfolio.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Reflective Practice and Teaching Portfolio in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Case Study Design and Documentation

Concepts and vocabulary

Case Study Design and Documentation consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Case Study Design and Documentation.
- Locate Case Study Design and Documentation within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Case Study Design and Documentation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Case Study Design and Documentation

Deep study and master notes

Case Study Design and Documentation consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Case Study Design and Documentation.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Case Study Design and Documentation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Case Study Design and Documentation

Practice laboratory

Case Study Design and Documentation consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Case Study Design and Documentation in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Case Study Design and Documentation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Case Study Design and Documentation

Teaching application and adaptations

Case Study Design and Documentation consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Case Study Design and Documentation using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Case Study Design and Documentation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Case Study Design and Documentation

Reflection, assessment and integration

Case Study Design and Documentation consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Case Study Design and Documentation.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Case Study Design and Documentation in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Capstone Practicum and Master Class

Concepts and vocabulary

Capstone Practicum and Master Class consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Capstone Practicum and Master Class.
- Locate Capstone Practicum and Master Class within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Capstone Practicum and Master Class in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Capstone Practicum and Master Class

Deep study and master notes

Capstone Practicum and Master Class consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Capstone Practicum and Master Class.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Capstone Practicum and Master Class in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Capstone Practicum and Master Class

Practice laboratory

Capstone Practicum and Master Class consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Capstone Practicum and Master Class in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Capstone Practicum and Master Class in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Capstone Practicum and Master Class

Teaching application and adaptations

Capstone Practicum and Master Class consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Capstone Practicum and Master Class using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Capstone Practicum and Master Class in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Capstone Practicum and Master Class

Reflection, assessment and integration

Capstone Practicum and Master Class consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Capstone Practicum and Master Class.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Capstone Practicum and Master Class in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Written, Oral and Practical Assessment

Concepts and vocabulary

Written, Oral and Practical Assessment consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Written, Oral and Practical Assessment.
- Locate Written, Oral and Practical Assessment within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Written, Oral and Practical Assessment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Written, Oral and Practical Assessment

Deep study and master notes

Written, Oral and Practical Assessment consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Written, Oral and Practical Assessment.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Written, Oral and Practical Assessment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Written, Oral and Practical Assessment

Practice laboratory

Written, Oral and Practical Assessment consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Written, Oral and Practical Assessment in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Written, Oral and Practical Assessment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Written, Oral and Practical Assessment

Teaching application and adaptations

Written, Oral and Practical Assessment consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Written, Oral and Practical Assessment using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Written, Oral and Practical Assessment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Written, Oral and Practical Assessment

Reflection, assessment and integration

Written, Oral and Practical Assessment consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Written, Oral and Practical Assessment.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Written, Oral and Practical Assessment in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Graduation, Two-Certificate Award and Continuing Development

Concepts and vocabulary

Graduation, Two-Certificate Award and Continuing Development consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Define the essential vocabulary of Graduation, Two-Certificate Award and Continuing Development.
- Locate Graduation, Two-Certificate Award and Continuing Development within the wider 500-hour master curriculum.
- Distinguish foundational knowledge from advanced teaching judgment.
- Connect theory to observable choices in practice and instruction.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Graduation, Two-Certificate Award and Continuing Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Graduation, Two-Certificate Award and Continuing Development

Deep study and master notes

Graduation, Two-Certificate Award and Continuing Development consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Examine the main principles, assumptions, and teaching implications of Graduation, Two-Certificate Award and Continuing Development.
- Compare at least two perspectives and identify where context changes the answer.
- Use precise language and avoid presenting tradition, anatomy, or therapeutic ideas as absolute when evidence or lineage differs.
- Record key questions for mentor discussion and personal study.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Graduation, Two-Certificate Award and Continuing Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Graduation, Two-Certificate Award and Continuing Development

Practice laboratory

Graduation, Two-Certificate Award and Continuing Development consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Apply Graduation, Two-Certificate Award and Continuing Development in a guided individual or partner laboratory.
- Observe breath, effort, alignment, pacing, and nervous-system response rather than chasing range.
- Use props, regressions, pauses, or alternative positions when quality decreases.
- Document the result and identify one variable to change on the next attempt.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Graduation, Two-Certificate Award and Continuing Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Graduation, Two-Certificate Award and Continuing Development

Teaching application and adaptations

Graduation, Two-Certificate Award and Continuing Development consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Teach a short segment related to Graduation, Two-Certificate Award and Continuing Development using clear, concise cues.
- Offer at least one accessible option and one progression without implying that harder is better.
- Explain a relevant safety boundary, scope-of-practice limit, or referral trigger.
- Adapt the teaching plan to a different age, experience level, or goal.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Graduation, Two-Certificate Award and Continuing Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.

MODULE 8 | CHAPTER STUDY

Graduation, Two-Certificate Award and Continuing Development

Reflection, assessment and integration

Graduation, Two-Certificate Award and Continuing Development consolidates the programme through evidence-informed inquiry, documentation, assessment, and professional planning. Students are expected to justify decisions, acknowledge limitations, and demonstrate independent yet accountable teaching judgment.

MASTER LEARNING OBJECTIVES

- Summarize the most transferable master-level principles from Graduation, Two-Certificate Award and Continuing Development.
- Complete a self-check covering knowledge, demonstration, observation, and communication.
- Name one common teaching error and explain how to correct it.
- Write a brief reflection on how this topic changes your personal practice or professional decisions.

TEACHING & SAFETY LENS

- Use neutral, specific language and distinguish observation from interpretation.
- Prioritize breath quality, sustainable effort, and learner agency.
- Apply progressions only when foundational control is present.
- Record individual variability instead of forcing a universal ideal.

COMPETENCY CHECK

- Explain Graduation, Two-Certificate Award and Continuing Development in 2 minutes without jargon.
- Demonstrate or describe one accessible adaptation.
- Identify one reason to pause, refer, or modify.
- Document one personal insight and one teaching insight.