



*The*  
**Inner Yoga**  
*Trust*

Teachers Awareness Programme

# Prospectus for Students

For courses starting

**Autumn/Winter 2008/09**

**completing 2010/11**

The Inner Yoga Trust  
Registered Charity No: 1068211

[www.inneryoga.org.uk](http://www.inneryoga.org.uk)



The Inner Yoga Trust    Prospectus for Students  
Teachers Awareness Programme    Autumn/Winter  
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Director	<b>Jenny Beeken</b>
Core Teachers	<b>Jenny Beeken Pauline Sawyer Sarah Waterfield</b>
Anatomy and Physiology	<b>Gary Carter</b>
Sacred Texts	<b>Core teachers</b>
Accreditation Liaison Officer	<b>Pauline Sawyer</b>
Professional Studies	<b>Roger Parsons or invited teachers</b>

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### Contact Details

Administrator	<b>The Administrator</b>
Address	<b>17 Tilmore Road, Petersfield, Hampshire, GU32 2HJ</b>
Telephone	<b>01730 261001</b>
email	<b>enquiries@inneryoga.org.uk</b>
website	<b>www.inneryoga.org.uk</b>

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Duration	<b>Two years comprising 1 week residential school and 5 residential weekends per year. You also have to attend 1 First Aid Day which is arranged and paid for separately.</b>
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## The Teachers Awareness Programme - Introduction

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The Teachers Awareness Programme has evolved as a result of the book "Yoga of the Heart" by Jenny Beeken and the many requests for a programme which follows the philosophy outlined in that book. The aim of the book was to bring the practice of yoga – the asanas or postures, pranayama (breathing), relaxation and meditation – together with the philosophy of yoga so that they give a way of life that gradually increases harmony, balance and peace. This path of yoga develops the intuition – (tuition from within) to give an inner understanding of ourselves and others.

This Programme will take that principle a few steps further by developing the intuition and understanding within (though this is a lifelong process) with the aim of using the insights gained to see the needs of others and so guide them onto a pathway of self-help and development of their intuition through the practice of yoga. The understanding of the students in a class and therefore how to teach them comes out of your own practice so that in the first year we concentrate on the student's own practice together with the philosophy and psychology of yoga. In the second year, the emphasis is on the teaching of yoga, the class structure, the professionalism and the role of a teacher.

We believe that we can only teach from our own transformation – surrendering to the effects of yoga (and of life, for they are exactly analogous) on body, soul, psyche – allowing the yoga to transform us.

### **Equalities**

The Inner Yoga Trust will treat all students in an open and fair way free from partiality and prejudice. We welcome applications from anyone regardless of ethnicity, sexual orientation, age or disability. The Inner Yoga Trust has limited resources but we will do our best to comply with the laws governing these areas.

## The idea of yoga as therapy

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Many people use the term 'yoga therapy' – this term is not specifically used on this Programme as it is felt that all yoga is therapy; that is, it is a way of working on oneself to release, heal and centre oneself. The teacher is not a 'therapist' in that they are not there to 'fix' others, but through the development of their own intuition and understanding, they will gradually be able to 'see' how a student can help themselves and be able to help them set out a daily programme of practice in order to do that. It is felt important that students as yoga teachers do not put themselves in the role of 'therapists' especially from the psychological angle – although this question is bound to surface and will be looked into during the second year.

## What is required of students before they start the programme?

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At least three years' dedicated practice of the postures of yoga, and completion of our or another equivalent foundation year together with some practice of pranayama and meditation.

As the emphasis is on development of the intuition, students need to be practising on their own, not just in a class.

A deep commitment to look honestly at yourself and to develop towards your own inner awareness and to do the whole two-year programme, if necessary making up any missed study days.

Students, where possible, will be required to attend an interview with the teachers to make sure both for themselves and for the teachers that they really want to take this Programme and that it will be suitable for their needs.

# Aims and objectives of the course

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## Aims

- To give students through a programme of experiential learning, a clear understanding of and connection to the origins of Yoga, that of Union of the mind, body and spirit.
- To develop intuition so that through their own understanding stemming from their own practice, students bring health and harmony to their own body, mind and spirit; and from that practice and understanding they can teach a class orientated to the students' needs of mind, body and spirit at that moment in time.
- To help students integrate the classical teachings of Patanjali's Yoga system into their lives.
- To introduce students to the Bhagavad Gita and the Upanishads and encourage them to develop an understanding of those texts as they relate to their everyday experience/lives.
- To encourage students to develop a daily 1– 2 hour practice session which will inform their teaching. The practice sessions to include asana, pranayama, meditation and journal writing.
- To train students to teach the classical asanas, pranayama, mudras and bandhas safely and to all ability levels.
- To give students a firm grounding in Anatomy and Physiology and an understanding of the effects of yoga on the body's systems.
- The written work aims to help students clarify their thinking and show developing understanding.
- To give students an understanding of how the body relaxes, the importance of the asanas to relaxation and modifications for relaxation – aids to relaxation.
- To give students an understanding of the effects of one's own general posture on the breath and the effects of the asanas on the breath. In the teaching of basic pranayama the students will be given an understanding of when students are ready for this; the ability to see where the breath is moving when sitting and in relaxation in one's own self and in one's students.

## Objectives

- That students are given the responsibility of teaching in an informal set-up to gain experience of being in front of a class and issues and problems that come from that are discussed.
- That students will experience the transformative effects of a daily practice session.
- Students are required to keep a daily spiritual journal which will form a basis for the written work assignments, showing understanding of the application of the philosophy in daily life.
- That the spiritual journal will inform their teaching.
- Students will demonstrate learning during observed teaching practices with their peer group and issues/problems arising from this are then discussed.
- That students will work towards a gradual integration of their whole being understanding the link between the Koshas and the Chakras in the Pranic Body.
- That they will develop an awareness of the effect of the classical asanas on the chakra system and be able to develop a balanced personal practice programme which will inform their teaching.
- That students will experience a developing intuition or inner knowing and a greater degree of self-knowledge through study and application of the texts, evaluating their relevance for them personally.
- That purification and personal growth will result from a sustained personal practice of asana, pranayama and meditation.
- That students will have a basic knowledge of Anatomy and Physiology as it applies to yoga.
- That students will develop an understanding of the necessity for safe practice and be able to prepare for and to modify classical asanas.
- That students will develop an understanding of how adults learn.
- That students will know how to set up a course and manage a class. They are given responsibility for practical arrangements for the residential weekends and weeks to give experience of running their own classes.

# Teaching Methods

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The course is taught through

- Practical sessions, demonstration, verbal instruction, constructive feedback
- Pairwork, groupwork, workshops
- Philosophy: Lecture, meditation on chosen passages followed by
- Sharing/discussion
- Open forum – tutorials
- Giving students responsibility for organising venues for the course
- Question and answer sessions
- Group interaction

## Resources

Handouts are provided at each weekend. Blocks, belts, blankets, stools, chairs, posters, books, balls are used.

## Written Work

The second part of the Programme is the correspondence and written work. It is regarded as secondary in order to take emphasis away from the more intellectual side and help develop the intuition. Part of the written work is intended to develop the intuition further; that is the 'daily journal'. This is a day-to-day record of what students discover for themselves in their own practice – it may just be a sentence or two each day. It will be useful to look back on and to be shared amongst the group when we meet.

Dissertations on the philosophy of yoga will be sent out to students at intervals during the two year period.

Other written work will include;

- Students' own personal history. Why they want to practise and teach yoga and how they see that developing for themselves.
- Students' own understanding of ancient yoga texts, after the lectures and discussions and what

they mean to them.

- An Anatomy and Physiology paper as related to yoga after the Anatomy and Physiology weekend.
- Creating Schemes of Work and lesson plans.
- Students own understanding of the Chakras. In the second year, the role of a teacher. Their own experience of teaching and of people with specific problems.
- Consideration of another ancient wisdom teaching, such as Christianity, Buddhism, White Eagle or any teachings that you may be passionate about.

n.b. This written work is not given to judge the students (although there will be feedback on it) but in order to give students the best means by which to assimilate, understand and integrate what they are learning.

This written work will be given to be completed by certain times over the two year period, with just the student's own personal history to be sent in before the first weekend.

## Assessment

The students' assessment is ongoing throughout the two years from observations of and during the Asanas, Pranayama, Meditation and through the written work assignments which involve a synopsis of the daily journal. The daily journal is the students' own assessment and observation of themselves (n.b. the teachers are also required to keep a journal.) The journal includes their personal experience in their own yoga practice and how it relates to their lives and how it relates to their inner understanding i.e. the developing intuition.

## Costs

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The cost of the two-year programme is £2817 paid as follows;

A £465 registration fee is payable three months before the start of the course (non refundable) followed by standing order payments of £98 per month for 24 months. If you wish to pay for the whole two-year programme at the beginning, the cost is £2717 which includes the registration fee and gives a reduction of £100 .

We do not wish money to be an obstacle to your doing the course so if there is a problem in meeting these costs in this way please discuss it with the course tutor. In cases of genuine hardship a bursary per course may be available but we would encourage you to seek funding from other sources such as charities and government training funds.

**If you do not complete or pass the course including the written work, you will not receive accreditation or an Inner Yoga Trust Certificate.**

### **What the course fees cover**

- teaching for the weekends and Summer School weeks including visiting teachers
- the written and correspondence parts of the Programme (evaluation of your written work, replies to letters and telephone conversations),
- personal interviews before and during the programme,
- some course materials and handouts
- administration, and membership of the Inner Yoga Trust.

### **What the course fees do not cover**

- Course fees do not include the cost of accommodation and food, payable at each weekend and week. Costs are kept to a minimum allowing for reasonable comforts.
- Your individual membership of the BWY (see notes on accreditation below)
- You will be asked to pay a deposit of £100 on summer school accommodation four months before the event. Occasionally other accommodation deposits will be requested.
- External assessment of your own class at a cost of £60 plus tutors reasonable travel expenses.
- The cost of your First Aid course and Certificate. (Required for BWY teachers.)

### **Registering for accreditation with the British Wheel of Yoga**

The Inner Yoga trust course is accredited by the British Wheel of Yoga. We register participants with the BWY one month before the start of each course. The course deposit includes this registration. If you do not need BWY accreditation please tell us when applying for the course and you will get a reduction in your deposit.

### **Membership of the BWY**

In order for us to register you for accreditation you have to join the British Wheel of Yoga as a student teacher. We need your membership number to register you. This costs £60 (as at May 08) and includes your insurance to teach. We need your membership number to register you for accreditation.

## How to Book

Send your application form to the course tutor with a cheque for the registration fee of £465. Also send two copies of your standing order form dated to pay £98 on the first day of each month starting two months before the course.

## Course staff and the Inner Yoga Trust Council

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### The Teachers

**Jenny Beeken** originally took a B.Sc. in Physics followed by a Cert.E and taught in secondary schools for five years, practising yoga at this time and teaching yoga to both staff and pupils. In 1979 she left full-time teaching to study yoga in India with B.K.S. Iyengar. The study with him then and subsequently in 1981, and in London, is still a source of great inspiration, knowledge and understanding (she took the Elementary and Junior Intermediate Certificates). Her more recent teachers are Angela Farmer and Victor Van Kooten, from whom she gained a deep understanding of the inner body, inner awareness and movement, which has developed through her own extensive practice. There is also an influence from Vanda Scaravelli so whilst the precision, detail and insight characteristic of Iyengar's teaching is apparent in her own, there is less emphasis on outer alignment and outer appearance of the postures and more on inner awareness. The emphasis in her teaching is on balance of the inner energies and healing oneself and others through yoga.

**Pauline Sawyer** has practised yoga on an inner level for many years, gaining deep insight and understanding of the body and its link to the mind and spirit through looking at herself in this way. She has made an extensive study of other disciplines. Pauline brings her insight and intuitive awareness into observing and teaching both the asanas and the sacred texts.

**Sarah Waterfield** has been practising yoga since 1991 and teaching since 1999. Yoga is an ideal field for combining her interests in working with the body and mind, Indian philosophy, language and sound and her background in science and building gives her a practical approach. Her own path in Yoga has been one of healing, empowerment and learning to see the wider picture. Through teaching this course she hopes to facilitate others to find their own path in Yoga.

### Course Assistants

The Core Teachers will be assisted on the courses by qualified, experienced teachers and an Administrator

## **The Council**

The Council is set up for consultation by Jenny Beeken on the running of the Programme. The council comprises the teaching staff already mentioned, and the following:

**Colum Hayward** is the resident organiser of the White Eagle Lodge in London and edited the book 'Yoga of the Heart' He has a Ph.D. in English Literature from Cambridge University and has been of particular help to Jenny with the publication of her books and the setting up of the Yoga School. Colum owns and manages Polair Publishing.

**Angela Farmer and Victor Van Kooten** are instigators of the 'original' yoga in the aim to get back to the original movements that our bodies organically need to maintain health and balance throughout our systems. They provide great support and are there for consultation in the running of the Programme.

## **Acknowledgements**

**Joan Hodgson** was one of the Mothers of the White Eagle Lodge, where among other things she taught healing by the spirit and astrology, and had the vision of a Yoga School for some time. Joan was the main instigator in bringing this Programme into being. Together with Colum Hayward, Joan provided the informal link the school has with the White Eagle Lodge. Anyone who wishes to understand this link is directed to Jenny's book of 'Yoga of the Heart' and Joan's preface therein. Although Joan passed in October 1995 her influence is still much felt.

### **Jane Malcomson and Sally Townsend**

Both brought their considerable experience to bear in developing the Yoga School and its teachings. Their presence is deeply felt within the Inner Yoga Trust despite their passing.

# Course Texts

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You can buy the books in the order that you need them. It is not essential to have all of the books listed but it is very illuminating to have more than one translation of the ancient texts if you can afford them.

## Year 1

### **Anatomy and Physiology**

The books used on the Foundation Course, listed in that course prospectus

### **Yoga of the Heart**

Jenny Beeken ISBN 0854871241  
or

### **Ancient Wisdom**

Jenny Beeken  
ISBN 978-1-905398-11-9

### **Your Yoga Body Map for Vitality**

Jenny Beeken ISBN 0-9545389-1-9

### **The Yoga Sutras of Patanjali**

Alister Shearer. ISBN 0-7126-5509-3  
or another translation eg.

### **Light on the Yoga Sutras of Patanjali**

BKS Iyengar ISBN 1-85538-225-3

### **The Yoga Sutras of Patanjali**

Sri Swami Satchidananda  
ISBN 0571093639

### **How to Know God - Yoga Aphorisms of Patanjali**

Swami Prabhavananda & Christopher Isherwood, ISBN-13-978-0874810417

### **Bhagavad Gita**

trans. Swami Prabhavananda & Christopher Isherwood  
ISBN 0460004956

### **The Elements of the Chakras**

Naomi Ozaniec  
ISBN-13: 978-1862040298  
or

### **Kundalini Yoga for the West**

Swami Sivananda Radha  
ISBN 0-931454-38-7  
or

### **Eastern Body Western Mind**

Anodea Judith ISBN 0-89087-815-3

## Year 2

### **The Hatha Yoga Pradipika**

Muktibodhananda (from Satyananda Ashram) ISBN 81-857-38-7

### **Raja Yoga**

Swami Vivekananda  
ISBN X000507326

### **The Ten Principle Upanishads**

trans. Shree Purohit Swami & W.B. Yeats  
ISBN 0571093639

### **Light on Yoga**

B.K.S. Iyengar ISBN 1855381664

Some of the books can be obtained from the Rama Krishna Vedanta Centre, Blind Lane, Bourne End, Bucks. SL8 5LG.

The Inner Bookshop is also very helpful telephone: 01865 245301.

## Daily Programme for Weekends and the Summer School

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7.30 am - 8.30am	Early morning Pranayama and Meditation Breakfast
9.30am - 10.30 am	Study Time
10.45am - 1.00pm	Asana Class Lunch
5.00pm - 7.00pm	Asana Class Dinner
8.30pm	Sharing, Meditation, Focussing, Sounding, Presentation, Lectures

(The evening sessions will be adapted to the needs arising from the day.)

The weekends start on the Friday evening with an Asana Class at 5pm – 7pm followed at 8.30pm with sharing and meditation, and finish on the Sunday at 4.00pm. Students should arrive on the Friday with enough time to be ready and warmed up for the asana class. These times may vary according to the venue requirements.

The Summer School weeks will finish after lunch of the last day, and there will be an afternoon break during the week.

There will be periods of silence during the weekends and summer schools and you will be asked not to use your mobile phone during these times. There will be no smoking, alcohol or recreational drugs during the weekends and summer schools.

# Syllabus for the teacher awareness programme

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## Written work

In respect of all papers, you may answer as fully as you wish. The programme is for you, and designed both for your own inner development and learning as well as to broaden your development as a teacher. Other forms of presentation, for example drawings, may feel more appropriate for you and are equally acceptable.

When you have completed each paper, please send in two copies (photocopies will be sufficient) as instructed by your course tutor, and bring a third along with you to the weekend.

Please send in the papers by, or before, the given date, in order to give time for them to be studied before the next course meeting.

**Please type all papers and put your name clearly on the top of the front page and number the pages.**

## Assessment

This is continuous throughout the course within the asana teaching, pranayama and meditation. In the Summer School students will be teaching their colleagues in a class situation. There will be one-to-one interviews, when requested, discussing any problems the students may have with written work, individual needs or practice difficulties.

The written work will indicate how the student is learning and progressing. We will observe the student's teaching and taking a student one to one in head & shoulder stand preparation and in some cases go and observe one of their classes.

Towards the end of the second year an Inner Yoga Trust tutor trained to assess classes will either visit your class to give support and advice and check safety, or set up a beginners class for you to teach. (As specified in the payments section a fee will be charged for this.)

# First Year

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n.b. The order is not always strictly kept.

## **The First Weekend**

### **Anatomy and Physiology**

The principal systems of the human body, representative organs and functions and the effects of yoga on all of this as well as an in depth look into head and shoulder stand and precautions needed for this.

### **Programme**

Early morning Pranayama & Meditation.

### **Asanas**

Integration of Lectures with the practice of the postures and looking at the difficulties experienced by students in these areas and how to adapt the postures in order to alleviate them.

### **Written Work**

Anatomy and physiology questionnaire. To be sent in by the end of the first year.  
Choose 2 students and chart their progress over 12 months this should include a report from them about what difference yoga has made to them psychologically and physically. To be sent in by date given by Tutor.

### **Handouts**

Relevant handouts will be provided.

## **The Second Weekend**

### **The Eight Limbs of Yoga**

This weekend will mainly focus on each student's personal practice to establish where they are within themselves, highlighting any difficulties they may be experiencing in their practice. How they are dealing with these difficulties and what help is needed.

### **Programme**

Early morning Pranayama and Meditation; sitting and lying for pranayama and meditation and observation of the breath.

### **Asanas**

All the standing postures and forward bending sequence, bringing in the understanding of the movement of the hip joint.

### **Study books**

Yoga of the Heart. The study of the eight limbs and how we put them into practice in our lives and how the second six limbs enable us to practice the first two in our lives.

### **Written work**

- a) Exposition on the first two limbs and how they relate to your life and how they are put into practice.
- b) Why would you like to teach yoga and how do you see the role of the teacher?  
To be sent in by date given by Tutor.

### **Handouts**

Relevant handouts will be provided.

# First Year

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## **The Third Weekend**

The sequence of a class and the Yoga Sutras of Patanjali

### **Programme**

Early morning Pranayama – Viloma and Meditation (Dharana & Dhyana).

### **Asanas**

The importance of the sequence of the asanas, pranayama in a class in connection to the flow of energy in the chakras from the base upwards and the crown downwards, following on from the Chakra weekend.

### **Study**

Patanjali - Reading and discussing outline of Patanjali's book and then individual sutras.

### **Written work**

Write about a Sutra(s) that appeals to you and how it relates to you in your life now. To be sent in by date given by Tutor.

### **Handouts**

Relevant handouts will be provided.

## **The Fourth Weekend**

The Bhagavad Gita

This weekend will give students the opportunity to see for themselves, and to experience with others how they have developed from the other weekends and where they are going in their own practice, and hopes to deepen the experience of working together and to develop insight into reading the body and understanding the whole person.

### **Programme**

Early morning Pranayama & Meditation looking at how the posture affects the breath and where the breath moves in the body and how the posture affects the meditation and how the breath leads to the meditation (dharana). Looking at how the breath is affected by one's posture and how the asanas prepare one for pranayama.

### **Asanas**

Backbends, twists and sitting postures, bringing in the understanding of the movement of hips and spine in relation to the shoulder girdle.

### **Study Books**

The Bhagavad Gita in its ancient traditional form, but also how it relates in your life now, with a special focus on the three aspects of creation – Brahma, Shiva & Vishnu .

### **Written work**

A passage from the Bhagavad Gita which speaks to you. To be sent in by date given by Tutor.

### **Handout**

Relevant handouts will be provided.

# First Year

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## **Summer School**

During the week's residential course, students will find that many aspects of the self which normally remain hidden – on all levels of being, tend to surface. So, during this week the more long-term effects of yoga, the depth of its effect on all levels – physical, emotional, mental and spiritual, and the place it has in one's life, will be the main focus. The changes yoga creates within, and the shift in perception that accompanies that change and how to integrate that shift into one's life. These experiences will give the opportunity to look at how to help others by using those changes in oneself and one's life.

### **Focus**

Looking at issues around teaching, the role of the teacher, what is involved, what it brings up in one.

### **Programme**

Early morning Pranayama and Meditation. Ujjaya Pranayama & Nadi Sodhana – The difference between breathing into the left and right side of the body in sitting and the natural progression from Pranayama to Meditation.

### **Asanas**

Focusing on how and why the asanas are practised and how to adapt them for beginner student.

### **Study**

- a) Preparation for teaching the Bhagavad Gita and then teaching this to their peer group
- b) Looking at how to teach – see handout given:  
Evening Meditation including chanting & mantras.

### **Written work**

- a) Write about the development of your intuition through your own practice of yoga. Give examples of occasions in which you used your intuition to help yourself as well as others.
- b) Relate any effects that you have experienced on all levels of the self – physical, emotional, psychological and spiritual following the week's Summer School. Has your life been affected since then, and have there been any specific effects?

To be sent in by date given by Tutor.

# First Year

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## **The Fifth Weekend**

### **The Chakras and Koshas**

The whole focus of the weekend will be on the Chakras and Koshas.

### **Programme**

Early morning Pranayama & Meditation. The awareness of breath in the chakras and awareness of the layers of the body, particularly the pranayama kosha.

### **Asanas**

The asana practice will focus on the sequence from the base chakra to the crown chakra and from the crown to the base, and the importance of the sequence of the asanas in one's own practice and in a class situation.

### **Study**

The subtle bodies – the koshas and the development of the chakras and their meaning plus the symbols, yantras and mantras will be taught and discussed.

### **Written Work**

How you experience the chakras and koshas yourself and how would you teach/introduce them in a class. To be sent in by date given by Tutor.

### **Handouts**

Relevant handouts will be provided.

## Second Year

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### **Second Year Project**

Students to choose and investigate a particular medical condition and write about how Yoga can help and what postures would be useful. This is in preparation for the final weekend.

#### **The First Weekend**

The focus will be on planning classes and schemes of work for the term.

##### **Programme**

Early morning Pranayama and Meditation.

##### **Asanas**

Planning a class.

##### **Study**

The reading of the body language through looking at posture, and looking at the intuitive side of what an individual and a class needs at that particular time.

##### **Written work**

Students' own plan for a class and the plan for a class of ten weeks.

##### **Handouts**

Relevant handouts will be provided.

#### **The Second Weekend**

This weekend will focus on the study of the four classical Mudras and Bandhas - Mahamudra, Jalandha Bandha, Uddiyana Bandha & Mula Bandha.

##### **Programme**

Early morning Pranayama & Meditation.

##### **Asanas**

Looking at the way of combining the Mudras and Bandhas with the Asanas and Pranayama practice.

##### **Study**

The Hatha Yoga Pradipika.

##### **Written work**

On a passage one is drawn to from the Hatha Yoga Pradipika and the effects of its practice.

##### **Handouts**

Relevant handouts will be provided.

## Second Year

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### **The Third Weekend**

The focus for this weekend will be on the psychological effects of yoga. What they have been on people personally and how you would bring that into your teaching.

#### **Programme**

Early morning Pranayama & Meditation, Nadi Sodhana .

#### **Asanas**

Related to psychological effects in the asanas and Meditation practice. Looking at body language in Tadasana and how and why there can be emotional release in the body during yoga practice and how to recognise it and be respectful and understanding of it in students.

#### **Study**

Yoga of the Heart. Raja Yoga and a re-look at Patanjali.

#### **Written work**

What are the psychological and spiritual effects of yoga on you and how would you introduce them to a class.  
What is the practice of Pranayama and Meditation doing for you and how would you teach this.

#### **Handouts**

Relevant handouts will be provided.

### **The Fourth Weekend**

Assessment for teaching together with the healing effects of yoga in one's life and how it affects our lifestyle and habits, the food we eat and the relation to our spiritual life. The importance of remaining neutral as a teacher and not imposing or indoctrinating but teaching by one's own example.

#### **Programme**

Early morning Pranayama and Meditation. How the Bandhas naturally come into the postures and then how you link all of the individual Bandhas and Pranayama into Meditation.

#### **Asanas**

Inverted Asanas. Healing and therapeutic and restorative postures.

#### **Study**

Preparation for teaching assessment. Discussion on classes, teaching, working 1:1 and healing in yoga.

#### **Written work**

Choose a single passage or a few sayings from the writings of a particular spiritual path or teacher or a passion that you have in your life and relate it to the path of Yoga.

#### **Handouts**

Relevant handouts will be provided.

## Second Year

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### **Summer School**

Study and teaching of the Upanishads in the daily study-time and looking at that in relation to the spiritual and mystical side of yoga. Students will be given a passage a few weeks before the summer school to teach as though they were introducing it to a class.

### **Focus**

On Teaching. The role of a teacher and how you want to teach. How you present yourself to a class. Student teacher will teach a 15 minute sequence with regard to the particular medical condition they have chosen.

### **Programme**

Early morning Pranayama and Meditation. Sounding the perfect Prayer from the Upanishads to lead into meditation (CD of the Perfect Prayer is supplied free of charge to each student).

### **Asanas**

Teaching one posture at a time of the student's choosing which would be discussed, and looking at the effects, modifications and precautions etc., The teaching of Pranayama.

### **Study**

Preparation for teaching the Upanishads and then working in small groups to teach it.

### **Written work**

Choose your favourite passage from the Upanishads. Write about what it means to you and how you could apply it now to life in the West.

### **Handouts**

Relevant handouts will be provided.

## Second Year

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### **The Fifth Weekend**

This weekend will focus on specific ailments and problems and what you would do to relieve them. This is covered in more depth in the Remedial Module.

#### **Programme**

Review of all the early morning Pranayama & Meditation.

#### **Asanas**

Modifications and adaptations.

#### **Study**

Yoga of the Heart and Light on Yoga and Your Yoga Body Map.

#### **Written work**

What precautions do you need to take in the practice of yoga in relation to people with specific ailments, and what would you do to relieve such ailments. Please give as many examples as you can think of and include:-

High and low blood pressure;  
Glaucoma and all eye problems;  
Surgical operations; Asthma;  
Pregnancy; Hernia; Cancer; Multiple Sclerosis; Aids; Headaches/Migraines;  
Backache; Neck aches and whiplash injury; Sciatica; Arthritis; Rheumatism;  
Depression and M.E.

#### **Handouts**

Relevant handouts will be provided.

## Policies

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### **Alcohol and Recreational Drugs**

There will be no smoking, alcohol or recreational drugs during the weekends and summer school as it works against the effect of yoga and it is unpleasant for others to be in close proximity. However ongoing support would be given to those wanting assistance in this area.

### **Note Taking**

We also require that you do not take notes during the class or use any recording equipment as it is distracting and you will miss the essence of the teaching.

### **Mobile Phones**

You will be requested not to make mobile phone calls during the silent times.