



The
Inner Yoga
Trust

The Inner Yoga Trust

IYT 500 Hour Teaching Diploma

Course Syllabus

Year 3 Passing the Teaching On

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Course structure

Year 3 of the IYT 500 Hour Diploma is a residential course comprising a minimum of 145 contact hours delivered over a period of one year.

The course is delivered over five weekends, each starting at 5.00 pm Friday and finishing by 4.00 pm Sunday, and a retreat week starting at 5.00 pm on the first day and finishing by 12.00 pm on the 8th day. There is additional contact between these weekends and retreat week by, for example, email and phone.

Contact hours are taught primarily by Diploma course tutors. Some teaching is carried out, under the supervision of the Diploma course tutors, by course assistants training on the IYT Apprenticeship Scheme. Sanskrit and Chanting is taught by a specialist tutor.

Course requirements

A minimum of 4 years yoga practice, including own personal practice of asana, pranayama and meditation. Completion of Year 1 and Year 2 of the IYT 500 Hour Diploma course, including all self-study and assignments and 1:1 tutorial with the course tutor(s) at the Year 2 Retreat Week.

As the emphasis is on the development of the intuition, students need to be practising on their own, not just in a class. It is strongly recommended that students also regularly attend an IYT weekly class in order to consolidate the teaching of the course.

Students are asked to make a deep commitment to look honestly at themselves and to develop towards their own inner awareness.

Course aims and objectives

Aims

The aims of the course are that each student:

- gains a clear understanding of and connection to the origins of yoga, that of union of the mind, body and spirit, through a programme of experiential learning;
- can bring an increased sense of health, harmony and aliveness to their own body, mind and spirit, from an intuitive understanding stemming from their individual practice, and from that practice and understanding they can teach a class that is orientated to the students' needs of mind, body and spirit at that moment in time;
- is helped to integrate the classical teachings of Patanjali's yoga system into their lives;
- is introduced to the Upanishads and encouraged to develop an understanding of this text as it relates to their everyday experience and lives;
- is encouraged to develop a daily 1–2 hour practice that includes asana, pranayama, meditation and journal writing;
- can teach the classical asanas, pranayama, mudras and bandhas safely to beginners;
- gains a firm grounding in Anatomy and Physiology and an understanding of the effects of yoga on the body's systems;

- by completion of the written work is helped to clarify their thinking and show developing understanding;
- understands how the body relaxes, the importance of the asanas to relaxation and the modifications for and aids to relaxation;
- understands 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, each student understands when a student is ready for this; develops the ability to see where the breath is moving when both sitting and in relaxation in one's own self and in one's students.

Objectives

The course objectives are that each student:

- experiences the transformative effects and personal growth resulting from a sustained personal practice of asana, pranayama and meditation;
- gains a basic knowledge of anatomy and physiology as it applies to yoga;
- understands the necessity for safe practice and is able to prepare for and to modify classical asanas appropriately to meet individual needs;
- develops an understanding of how adults learn;
- keeps a daily reflective journal showing understanding of the application of their practice and yoga philosophy in daily life, forming a basis for the written work assignments and subsequently

informing their own teaching of yoga;

- demonstrates learning through observed teaching practices with their peer group and exploring any issues/problems arising from this;
- works towards a gradual integration of their whole being in their understanding of the link between the koshas and the chakras within the subtle bodies;
- develops an awareness of the effects of the classical asanas on the chakra system, developing a balanced personal practice that informs their teaching;
- experiences a developing intuition, or inner knowing, and a greater degree of self-knowledge through the study and application of the classical texts of yoga, evaluating their relevance for them personally;
- understands how to set up a course and how to manage a class (in Year 3 students are given responsibility for practical arrangements for the residential weekends and retreat week).

Assessment

Assessment is continuous throughout the course consisting of tutor observations of students during the asana, pranayama and meditation classes, the written assignments and meetings between tutors and students. In addition, there are 2 observed peer teaching practices and an observation of your own class/1:1 teaching.

Written work

The course is designed for your own inner development and learning as well as to develop your ability to teach yoga. Papers can be written or submitted in other forms of presentation that feel more appropriate for you and are equally acceptable (for example drawings). What is required is that you convey your learning.

When you have completed each paper, please send in copies as instructed by your course tutor(s). If your work is in a format other than written please arrange with your tutor how this will be presented. Please send in the papers by, or before, the given date. If your work is submitted late, feedback may not be given at the following weekend.

Please type all papers and put your name clearly on the top of each page and number the pages. Include all quotations that you refer to and give references of the books and other sources of information you use. Please do not copy and paste sections from the internet.

Written work includes:

- Daily journal: day-to-day record of what you discover through your practice – it may just be a sentence or two each day. It may be useful to look back on and you may wish to share from it amongst the group when we meet. The daily journal is your own assessment and observation of yourself, your personal experience in your own yoga practice and how it relates to your life and how it relates to your inner understanding i.e. your developing intuition. The daily journal forms the basis of the written assignments.
- Your own personal history. Why you want to practise and teach yoga and how you see that developing for yourself.

- Your own understanding of the ancient yoga texts and what they mean to you after the lectures and discussions each weekend.

Case study

Case study brief: you will need at least one, and preferably two students, to teach over a twelve-month period, either 1:1 or in a class structure. At the start, record what they want to achieve by coming to yoga. Observe and document the physical and psychological effects of yoga on the student at regular intervals during the year. At the end of the year ask for written feedback from the student on the effects of yoga on them physically and psychologically.

Year 3 project

At the beginning of Year 3 your course tutor will discuss the Year 3 project with you. You are advised to start this project early as it will be due for submission one month before the Year 3 Retreat Week.

Project brief

Students to research the medical conditions listed below and write a half page summary about each one.

For each condition write about:

- the ailment, the symptoms and how they manifest in the body
- how yoga can help and what postures would be useful
- what precautions are required in the practice of yoga
- how you would modify postures or teach them in a beginners' class where someone with the condition is present

The conditions

High and low blood pressure

Glaucoma and all eye

problems

Surgical operations

Asthma

Hernia

Cancer

Multiple Sclerosis

Headaches/Migraines

Back pain

Neck pain and whiplash
injury

Sciatica

Arthritis

Depression

M.E./Chronic Fatigue

Lesson plan

Choose one of the above conditions and write a detailed lesson plan for a 20-minute beginners' class, where at least one person with this condition will be present. Detail any modifications you will make and note any postures you are teaching which bring specific benefits for the condition you are planning for.

You will be asked to give a five-minute talk about the condition and then teach your 20-minute class for your observed teaching practice during the Year 3 retreat week.

Course text books

It is important to have the recommended texts as they complement the teaching you will receive. Please bring the relevant text **book** to the weekend, not the kindle version.

Some of the books can be obtained from the Rama Krishna Vedanta Centre, Blind Lane, Bourne End, Bucks. SL8 5LG vedantauk.com. The Inner Bookshop is also very helpful 01865 245301 innerbookshop.com.

In addition to the Year 1 and Year 2 text books the following are required:

The Ten Principal Upanishads trans. Shree Purohit Swami & W.B. Yeats
ISBN 0571093639

and another translation e.g. **The Upanishads** Alistair Shearer and Peter Russell ISBN 0-609-61107-0

The Elements of the Chakras or Chakras a beginners' guide Naomi Ozaniec

Eastern Body Western Mind Anodea Judith ISBN 0-89087-815-3

Weekend and retreat week programme

The subject of each weekend permeates all aspects of the teaching during each weekend.

7.30 am - 8.30 am Asana, pranayama and meditation

Breakfast

9.45 am - 10.45 am Satsang

11.00 am - 1.00 pm Asana class

Lunch

5.00 pm - 7.00 pm Asana class

Dinner

8.15 pm Satsang – sharing, meditation, focussing, sounding, presentation, lectures, going into the practice of silence overnight until the end of the early morning session.

Each weekend starts on the Friday evening with an Asana class at 5.00 pm. The above programme is then followed until the weekend ends on the Sunday by 4.00 pm. These times may vary according to the venue requirements. The retreat week will finish after brunch on the last day, and there will be an afternoon break during the week.

Students should arrive at all classes ready to start at the specified time. You are expected to be fully prepared and warmed up when this is an asana class. There is an administration meeting after lunch on Sundays.

There will be periods of silence during the weekends and retreat week and you will be asked not to use your mobile phone during these times.

Relaxation, pranayama and meditation

Relaxation, pranayama and meditation are taught at every retreat. The tutors decide what is taught according to the needs of the group, combined with the subject matter for the weekend.

- Relaxation and observation of the breath
- Movement of the breath in the body
- Feeling the diaphragms of the body and moving them using Chin and Gyana mudra
- breath and sound
- Nadi Sodhana pranayama
- Viloma pranayama
- Ujjayi pranayama
- Kapalabhati
- Kumbhaka
- Awareness of the breath in asana
- Pratyahara, dharana, dhyana and their relationship to Samadhi

Weekend 1 - The Chakras and Koshas

Programme

The focus of the weekend will be on the chakras and koshas as another way of understanding the body. We will consider the importance of the sequence of the asanas and pranayama in a class in connection to the flow of energy as well as practising the bija mantras related to each chakra.

Early morning pranayama and meditation; developing our awareness of the layers of the body, particularly the pranamaya kosha.

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.

The subtle bodies – the koshas and the development of the chakras and their meaning, the symbols, yantras and mantras are discussed. The psychological aspects of the koshas and chakras are also introduced.

Study books

'The Elements of the Chakras' or *'Chakras - a beginner's guide'* by

Naomi Ozaniec

'Eastern Body Western Mind' - Anodea Judith.

Handouts

Chakras and Nadis

Chakras- The three bodies and five sheaths

The chakras and relevant asanas

Table of Attributes of the Chakras

Koshas

Koshas - stages of evolution in creation in man

Relationships of Chakras, Koshas and Bodies

Written work

1. How do you experience the chakras and koshas yourself? This question can be answered in any creative format e.g. painting, drawing, photography and writing.
2. How might these concepts be present in your yoga teaching and how might you introduce them to a class?
3. If you have not already done so, please answer: Why would you like to teach yoga and how do you see the role of the teacher?

Preparation for next weekend

Read through the handouts on guidelines to teach beginners and structure of a class.

Weekend 2 - Practical Preparation for Teaching

Programme

The focus is on preparing to teach a beginners class, the structure of the class and the techniques of teaching. We will consider both formal planning and the intuitive approach to teaching as well as looking at issues around teaching and the role of the teacher.

Early morning asana, pranayama and meditation practice.

Observed peer teaching of classes planned during the study sessions. 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. Ongoing support with Sanskrit pronunciation of asana names.

Handouts

Guidelines on Structure of a Beginners' Class

Guidelines on postures to teach to beginners

A detailed yoga class plan

A detailed yoga class plan – sample

Terms used in teaching

Written work questions – Practical Preparation for Teaching

Sahanavavatu

Role of the teacher

Setting up a class

Written work

Answer the written work questions for this weekend which will include a detailed description of how you prepare to teach yoga including an example plan for a ten-week course, producing one detailed class plan, from the ten-week course, and teaching your plan and evaluating it.

Preparation for next weekend

Revisit books 1 and 2 of the *Yoga Sutras of Patanjali* and study *Eastern Body Western Mind*.

Weekend 3 - The Psychological Effects of Yoga

Programme

The focus for this weekend will be on the psychological effects of yoga: what they have been on you and how you can be aware of that aspect of yoga in your teaching. We will use Patanjali's Yoga Sutras to look at the nature of the mind and samskaras, as well as looking at the psychology of the chakras and the koshas.

Early morning sessions will include the psychological effects of the mudras, pranayama and meditation.

Body language in Tadasana and how asanas work from the physical through the subtle bodies (koshas) to effect change in a person's psychology. How and why there can be emotional release in the body during yoga practice, how to recognise this and be respectful and understanding of it in your students.

Study books

Ancient Wisdom - Jenny Beeken

The Yoga Sutras of Patanjali – any translation

Eastern Body Western Mind - Anodea Judith

Handouts

Psychological effects and the Seven Rights

Psychological effects

Focusing

The relationship of the parts of the body to stages of growth

Written work

1. What are the psychological and spiritual effects of yoga on you?
2. How might these aspects of yoga be present in your teaching and how might you introduce them to a class.
3. Write about the development of your intuition through your own practice of yoga. Give examples of occasions in which you used your intuition in yoga teaching to help yourself as well as others.

Preparation for next weekend

Reflect on your lifestyle and habits and the food you eat.

Weekend 4 - The Healing Effects of Yoga

Programme

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; not imposing on, or indoctrinating others; teaching by one's own example. Early morning pranayama and meditation practice. How the Bandhas naturally come into the posture during Pranayama and Meditation

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

Inverted asanas; healing, therapeutic and restorative postures.

Study books

The Yoga Sutras of Patanjali

Don't Hold Your Breath

Ancient Wisdom

Eastern Body Western Mind

Handouts

The Healing Effects of Yoga

Adjusting People in Postures

Trauma Release Through Yoga

Written work

1. 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.
2. Your Year 3 Project (Medical conditions) is due in one month prior to the Retreat Week.

Preparation for next weekend

You will be given an Upanishad to prepare for presentation at the retreat week.

Retreat week

The teaching and study of The Upanishads is the main focus of the retreat week including how these texts relate to the spiritual and mystical aspects of yoga. Students are given a passage a few weeks before the summer school and asked to teach it as though they were introducing it to a class.

Programme

Focus on teaching - the role of a teacher and how you want to teach.
How you present yourself to a class.
Early morning pranayama and meditation practice.

Give a 5-minute talk on your chosen medical condition.
Teach a 20-minute beginners' class to your peers, taking into consideration how you would modify postures where someone with the condition is present.

Further Sanskrit study - learning to chant the Perfect Prayer from the Upanishads.

Students teach their Upanishad passage to the peer group.

1:1 meeting with tutors

Study books

The Ten Principal Upanishads trans. Shree Purohit Swami & W.B. Yeats.

Handouts

The Upanishads
The Perfect Prayer
Pranayama

Written work

1. Write about the process you went through in order to present your Upanishad. Say what you learned, what the Upanishad said to you and how you can apply that learning to your life now in the West. If there was another Upanishad that spoke to you strongly during the week, please write about that as well.
2. Year 3 Project - during your 1:1 meeting with your tutor you will be given feedback on your project and you may be asked to make some changes. In addition, you will be asked to add a section about what you learned from your teaching session and the feedback you were given on a personal level.
3. Your Case Study is due in before the final weekend.

Preparation for next weekend

Practise with a particular focus on breathing and pranayama in preparation for your teaching practice. Read *Don't Hold Your Breath* - Jenny Beeken.

Weekend 5 – Course Review: the teaching of asana, pranayama, meditation and chanting

Programme

Reviewing the practices of yoga taught over the two years.

Peer teaching of a breathing or pranayama practice and meditation.

Students' own practice and teaching of head and shoulder stand.

Study books

Light on Yoga B.K.S. Iyengar

Don't Hold Your Breath and *Your Yoga Body Map for Vitality* Jenny Beeken

Policies

Diet all food provided during the weekends and retreat week is vegetarian.

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 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 students are requested not to make mobile phone calls, check messages or send texts during the silent times.

Electronic devices We do not allow the use of electronic devices during teaching sessions, except at the discretion of the course tutor.