

Pre-approved Directed Studies 1, 2, and 3

Yoga Spirit Academy

Updated June 1, 2017

The following projects do not require pre-approval by the Director and students are not required to turn in a Directed Study proposal. They meet the requirements for Directed Studies 1, 2, and 3. A separate reading list is available for Directed Study in Teaching Technique.

Instructions: Read the learning goals for the Directed Study. Acquire and interact with the resources required for the study. Complete the project and turn it in to the Director. The project will be evaluated by an instructor. Students who wish to change any aspect of the project should turn in a Directed Study proposal form.

To submit: Please write in complete sentences in paragraph form. On the project include your name, the date of submission, the name of the project, and the resources used to complete the project. Submissions can be in print, recorded audio or video, or by e-mail as an RTF or PDF document.

#1 Chair Yoga

Learning goals: Students will learn who can benefit from yoga in a chair and how to modify classic yoga postures using a chair.

Resources: Choose one book *Chair Yoga for You: A Practical Guide* by Clarissa C. Adkins, Olivette Baugh Robinson, and Barbara Leaf Stewart (CreateSpace, 2011) OR *A Chair for Yoga* by Dr. Eyal Shifroni (CreateSpace, 2014)

Also choose one video: *Chair and Standing Routines: Ageless Yoga, Vol. 1* by John Schlorholtz OR *Lakshmi Voelker Chair Yoga, Single Chair Yoga Vol. 1* by Lakshmi Voelker (Circle Take Media, 2008) or attend a chair yoga class

Project: Part 1: Write 250-750 words (1-3 pp.) to explain what chair yoga is and who would most benefit from practicing yoga in a chair and why. Part 2: Put together a one-hour class of chair yoga. Turn in a detailed written description of the class (a script describing how you would make use of the chair in class) or a video of you teaching the class.

#2 Chakra Yoga

Learning goals: Students will learn about the energy system known as chakras. They will be able to explain what they are, why they are important, and how they can be activated through yoga.

Resources: *Chakra Yoga* by Anodea Judith (Llewellyn Publications, 2015) or *Chakra Workout* by Mary Horsley (Sterling Publishing, 2006 **out of print)

Project: Part 1: Write 250-750 words (1-3 pp.) to explain the chakra energy system and why the chakras are important to yoga. Part 2: Put together a one-hour class activating one or more of the chakras through yoga. Turn in a detailed written description of the class (a script describing how you would teach each aspect of the class) or a video of you teaching the class.

#3 Biographical study of _____

Learning goals: Students will delve more deeply into the life history and teaching style of a particular teacher with the goal of being able to explain the teacher's main teachings. This teacher may be in yoga and/or meditation.

Resources: One book or five articles written by or about the teacher. If possible, view a video or listen to an audio by the teacher.

Project: Write a paper of 750-1250 words (3-5 pp.) in length describing the teacher's life story and main teachings. Explain how this teacher resonates with you and make a list of 5-10 questions you would like to ask this teacher.

#4 What's in a Name? _____

Learning goals: Students will choose one style of yoga to explore in-depth. They should be able to explain the history, founder, major teachers and characteristics of the style, as well as demonstrate a typical class in that style.

Resources: One book or five articles about the style. If possible, view a video or class taught in the style.

Project: Write a paper of 750-1250 words (3-5 pp.) in length describing the history, founder, major teachers and characteristics of the style. Include a one-page outline of a typical class.

#5 Prenatal Yoga

Learning goals: Students will learn how yoga is beneficial to pregnant women, which poses are to be avoided during pregnancy, and how to modify postures for the mother's comfort and safety.

Resources: Choose one book: *Prenatal Yoga: Finding Movement in Fullness* by Candice Garrett (Create Space, 2008), *Conscious Birthing: Yoga and Meditation for Pregnancy* by Theresa Jamieson (Sally Milner Publishing, 2009), *Bountiful, Beautiful, Blissful* by Gurmukh Kaur Khalsa (St. Martin's, 2004), OR *Yoga for Pregnancy, Birth and Beyond* by Françoise Barbira Freedman (DK Publishing, 2004). Also, choose one video: *Prenatal Yoga with Shiva Rea* (Gaiam, 2000), *Connecting to Your Baby: Prenatal Kundalini Yoga with April Nirankar Bernardi* (Bayview Films, 2007), OR observe a prenatal yoga class.

Project: Write a paper of 750-1250 words (3-5 pp.): Explain the unique benefits of yoga for pregnant women, which postures and pranayama should

be avoided during pregnancy and why, and basic modifications of the postures and pranayama for pregnancy. Describe how you would teach five yoga postures based on information you learned in this study.

#6 Yoga for Children

Learning goals: Students will learn about the unique needs of children up to age 12 and how yoga can support them through their growing years. They will also demonstrate their ability to teach a class to children.

Resources: Choose one book: *Yoga for Children* by Lisa Flynn (Adams Media, 2013), *Yoga Fun for Toddler, Children and You* by Juliet Pegrem (Cico Books, 2010) OR *YogaKids: Educating the Whole Child through Yoga* by Marsha Wenig (Stewart, Tabori and Chang, 2003).

Also, choose one video: *Storyland Yoga Ages 3-6* by Ahmed Fahmy (Harbor Lights, 2009) OR *I Can Do Yoga: Level 1 Ages 6 and up* by Rana Kirkland (www.icandoyoga.com)

Project: Part 1: Write 250-750 words (1-3 pp.) to explain how children benefit from yoga and how the practice is modified to meet their needs and abilities. Part 2: Put together a one-hour class for children. Turn in a detailed written description of the class (a script describing how you would teach each aspect of the class) or a video of you teaching the class.

#7 Yoga Anatomy with Paul Grilley

Learning goals: Students will learn the unique contribution Paul Grilley brings to anatomy through his concepts of tension, compression, proportion and orientation. They will practice using these concepts in their own yoga teaching.

Resources: *Anatomy of Yoga* (DVD) by Paul Grilley (www.Pranamaya.com)

Project: Write a paper of 750-1250 words (3-5 pp.): Explain Paul Grilley's understandings of tension, compression, proportion and orientation.

Describe at least three new things you learned by viewing this video. Finally, explain how you would teach five yoga postures using information you learned in this video.

#8 Yoga Therapy

Learning goals: Students will learn how yoga can be used therapeutically and will demonstrate how this knowledge can be applied to specific health issues.

Resources: Choose one book: *Yoga for Wellness: Healing with the Timeless Teachings of Viniyoga*, by Gary Kraftsow (Penguin, 1999), *Yoga Therapy: A Guide to the Use of Yoga and Ayurveda for Health and Fitness* by A.G.

Mohan (Shambhala, 2004), *Yoga as Therapy: Volume Two: Applications* by Doug Keller (www.doyoga.com) OR *Yoga for Sports: A Journey towards Health and Healing* by B.K.S. Iyengar (Westland, 2015).

Also, choose one video: *Viniyoga Therapy for the Low Back, Sacrum and Hips with Gary Kraftsow* (Pranamaya, 2009), *Viniyoga Therapy for the Upper Back, Neck and Shoulders with Gary Kraftsow* (Pranamaya, 2009), *Yoga Therapy for Back Pain* by Emily Kligerman (Real Bodywork, 2009), OR observe a therapeutic or restorative yoga class.

Project: Write a paper of 750-1250 words (3-5 pp.): Explain how yoga is therapeutic for body, mind, emotions and spirit. Choose three health issues and give specific guidelines for the therapeutic uses of yoga to address these issues, including postures, breathing and meditation.

#9 Readings in Yoga Philosophy

Learning goals: Students will delve into the philosophical aspects of Yoga by interacting with the field's deep thinkers.

Resources: Choose one book: *Freeing the Body, Freeing the Mind: Writings on the Connection between Yoga and Buddhism* by Michael Stone (Shambhala, 2010), *Yoga for a World out of Balance: Teachings on Ethics and Social Action* by Michael Stone (Shambhala, 2009), *Light on Life* by B.K.S. Iyengar (Rodale, 2006), *Yoga: The Greater Tradition* by David Frawley (Mandala Publishing, 2008), *The Complete Idiot's Guide to Hinduism* by Linda Johnsen (2d ed., Alpha, 2009), OR *A Student's Guide to the History and Philosophy of Yoga* by Peter Connolly (Equinox Publishing, 2007).

Project: Write a paper of 750-1250 words (3-5 pp.): Describe at least three philosophical topics that are interesting to you and explain how the author deals with them. Describe at least one disagreement you have with the author and list 5 or more questions you would ask the author if you had the chance to do so.

#10 My Yoga Business

Learning goals: Students will envision possibilities for their own yoga business and begin to formulate a plan of action.

Resources: Read 10 business articles on the yogajournal.com website. They can be found under "Teach", then "Tools for Teachers", then "Business of Yoga."

Project: List the ten articles you read. Write a 1-2 sentence description of each article and explain how you will make use of this information. Create a business folder that includes the following items: A description of the relationship between Yoga and Business as you understand it; your vision for your yoga business; the contribution you hope to make; where you see yourself in one, three and five years; the obstacles you face; five practical steps and dates for completing them. Develop a financial statement (projected expenses and income) for the first year of your business. Be specific about how much you will need to charge and how many students you will need to produce the income you project.

#11 Yoga for Bigger Bodies

Learning goals: Students will learn why yoga is good for people with big bodies and how to modify traditional yoga postures so they get the most benefit from their practice.

Resources: Read *Mega Yoga* by Megan Garcia (DK Publishing, 2006) OR *Big Yoga: A Simple Guide for Bigger Bodies* by Meera Patricia Kerr (Square One Publishers, 2010).

Project: Part 1: Write 250-750 words (1-3 pp.) explaining why yoga is beneficial for people with big bodies and how and why yoga postures may be modified for people with big bodies. Part 2: Put together a one-hour class for people with big bodies. Turn in a detailed written description of the class (a script describing how you would teach each aspect of the class) or a video of you teaching the class.

#12 Yoga Nidra

Learning goals: Students will learn about the meditative and relaxation benefits of yoga nidra through reading and practice.

Resources: Read *Yoga Nidra: The Meditative Heart of Yoga* by Richard Miller (Sounds True, 2005). Practice the two meditations on the CD included with the book two times each for a total of four practice sessions. You may substitute up to two Yoga Nidra sessions live with a teacher in place of the recorded practice sessions.

Project: Part 1: Write a paper of 250-750 words (1-3 pp.) in which you describe what yoga nidra is and the benefits of practicing it. Part 2: Keep a journal of the four practice sessions, recording how you felt before, during and after your practice of yoga nidra and how the practice is affecting your everyday life.

#13 Mantra Meditation

Learning goals: Students will learn the purpose and practices of mantra meditation. They will explore how mantra can be a transformative part of their own life.

Resources: Read *Mantra Meditation* by Thomas Ashley-Farrand (Sounds True, 2004, 2010) OR listen to *Mantra Meditation for Physical Health* by Thomas Ashley-Farrand (CD, Sounds True, 2003).

Project: Part 1: Write a paper of 250-750 words (1-3 pp.) to explain what mantra meditation is, the benefits of practicing it, and specific guidelines for practicing it. Make a list of 10 mantras you would like to share with others; include pronunciation, meaning, and how one might benefit from using each one. Part 2: Choose one mantra to chant for 40 consecutive days. Wait one week after the completion of the 40 days to write ½-1 p. about the experience.