

iUSP147 – Programming yoga teaching sessions

URN – T/617/5617

Guided Learning Hours: 50

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to instruct a yoga teaching session	1.1. Prepare the environment and range of resources required to deliver a yoga class	• Room - Warm, well ventilated and without draughts - Clean and uncluttered - Space - No disturbances • Floor - Clean - Firm - Smooth - Non-slip - Sprung - Non slip yoga mat • Fire exits • First aid box • Lighting • Water and fluids - Kept away from working area - No eating or drinking within the class area • Optional props - Large pillow or blanket - Stretch band or long scarf - Wooden or foam block - Eye bags - Music - Incense

LO2 Be able to understand the importance of long term behaviour change for yoga teaching	2.1. Explain the role and qualities of a yoga teacher	• Role - Teacher - Advisor - Supporter - Motivator - Counsellor - Negotiator - Mentor for yoga as a way of living • Qualities - Compassion/non-harming (ahimsa) - Truthfulness (satya) - Discipline in self-study (swadhyaya) - Empathy - Respect - Welcoming - Warmth - Trust - Inspirational - Non-judgemental - Not a “performer” - Ethical - Embracing diversity - Discreet - Excellent communicator - Confidence - Humour - Class management skills - Professional appearance - Clear voice, poetic concise use of language • Leadership qualities - Responsibly setting up and running of classes - Punctuality - Professionalism - Dedication - Sensitivity - Willingness to prepare for the unexpected - Taking responsibility for any problems - Role model - Communication
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		- Resolving disagreements and conflicts - Ability to hold the space and multi-task whilst continuing to teach
	2.2. Explain the benefits of yoga	• Unification of mind, body and spirit • Living in the present moment • Limitless possibilities for growth in self-awareness and spirituality • Improves breath awareness • Musculoskeletal flexibility/stability and joint mobility/range of motion increases • Increases stamina and strength • Releases tension, stiffness and pain in the muscles • Creates long, toned muscles for greater freedom of movement • Core strengthened to support better posture, alignment and a strong spine • Improves balance, co-ordination, concentration and focus • Reduces stress/anxiety levels and fatigue • Promotes relaxation • Increases energy and vitality • Massages and harmonises all the bodily systems and organs • Gives an increased sense of self-worth and confidence • Benefits internal organs, glands and muscles • Detoxifies • Reduces incidence of injury and strain • Relieves headaches and improves sleep • Strengthens pelvic floor muscles • Boosts the immune system • Increases bone density • Is suitable for almost anyone regardless of age or level of fitness • Provides safe, efficient and economical movements
	2.3. Explain the importance for a yoga teacher to work together with students to agree goals, objectives, programme and modifications	• Classes • One to one's/small groups • Experienced • Inexperienced • Mixed ability • Low fitness • Different age groups • Goals

		- Short, medium and long-term - Physical - Psychological - Lifestyle-related - Socially-related - Adherence-related • Objectives - Improve overall health and fitness in mind and body - Improve specific weakness/pre-existing injury - Relaxation - Breathing - Healthy eating - Weight gain - Weight loss - Improved flexibility - Improved sporting performance • Programme and modifications - Providing a balanced practice adequate for the whole class (lowest common denominator) - Providing pre-yoga asanas or easier asanas as modifications for students with medical/postural issues - Personalised practise for one to one students - No asanas that exacerbate medical issues or negatively reinforce postural issues - Selecting proven safe and sound modifications - Providing challenges by increasing intensity and providing variations for students with high level of ability - A well rounded, balanced practice per class (increased or decreased depending on level of ability in class) - Keep smooth flow of asana by adding or decreasing speed - Offer physical demonstration of asana to show alignment and safety - Verbal instruction - Open to questions - Recap the main points of the yoga asanas/session
	2.4. Explain the importance of long-term behaviour change in developing student wellbeing and ability	• Structure realistic expectations • Assess student's preferences, needs, habits and history • Provide a practice to suit the student's particular objectives

		• Set appropriate goals • Provide alternative asanas and progressions • Identify short-term benefits • Promote positive rewards, decrease negative rewards • Provide regular feedback • Provide student(s) with simple home-based yoga practices • Train student(s) in self-management strategies to continue yoga and self-awareness wherever they are • Prepare the student(s) for inevitable lapses • Utilise as many types of social support as possible • Seek out opportunities to promote an overall healthy lifestyle • Empower students to take ownership of their goals and programme • Map the road to long-term goals by providing check points
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LO3 Be able to understand the principles of collecting information to plan a yoga teaching session	3.1. Explain the principles of informed consent	• Issue of consent • Governmental legislation: general compliance of the country they are in e.g. Data Protection Act/GDPR, CRB and Child Protection • Confidentiality • Legal compliance • Trading standards • Consumer safety
	3.2. Demonstrate methods of consultation and how to complete the physical activity readiness questionnaire (PARQ)	• Questionnaire • Interview • Verbal screening • Observation • Informed consent from the student before the start of the collection of data • Medical history • Any contra-indications to the yoga practice • Student's general lifestyle • Student's profile • Student's activity history, preferences and fitness • Previous yoga experience • Student's personal goals, e.g. healthy eating, weight loss, weight gain and improved flexibility • Dietary history and preferences

		• Use of supplements • Importance of planning a practice bearing in mind the student's religious, moral and social beliefs • Determining the nature and extent of the student's needs • Agreement to the course of action for short-term, medium-term and long-term • Obtain the student's consent to the practice • Explain any possible side effects to the practice • Explain how the practice will be evaluated and the review process • Where applicable clarify with the student information which may be available to others, e.g. relevant health care workers • Obtain the student's signature • Explain strategies to prevent drop-out • Explain benefits and obstacles of physical programme • Understand when referral to GP/other health care professional/fitness professional is necessary • Encourage and motivate students for long-term commitments
	3.3. Explain the correct procedures for collecting participant information	• Private comfortable area • Positive body language • Positioning of the student (no barriers between themselves and student) • Good communication skills (asking open and closed questions where appropriate, listening/hearing) • Trust • Professionalism, confidence and enthusiasm • Interpersonal distance • Confidentiality • Personal effectiveness • Understand national guidelines regarding the interpretation of collected data • Collecting information: - Ensuring the correct information is taken from the participant - Ensuring the participant gives sufficient detail regarding their health and background • After practice: - Details of asanas with reasons and alternatives given - Details of how the student felt before, during and after the session

		- Details of home care advice given - Overall conclusion of the case recorded and the recommendations given for future exercising for each session - Reflective practice
LO4 Understand how to use participant information to plan a yoga teaching session	4.1. Explain the factors, based on student screening, which affect safe yoga asana participation	• Any recent injuries including fractures, strains, sprains, ruptures or tears • Any contagious infection or disease • Fever • If feeling unwell • Under the influence of recreational drugs or alcohol • If taking strong pain killers • After a heavy meal • Whiplash • Slipped disc • Chronic joint problems • Vomiting • Diarrhoea • Cardiovascular conditions • Any neurological conditions e.g. stroke, multiple sclerosis • Any condition being treated by a GP or recent hospitalisation • Any inflammatory joint conditions, e.g. arthritis, rheumatoid arthritis, osteoarthritis and cervical spondylosis • High blood pressure • Trapped/pinched nerves • Sciatica • Back pain • Diabetes • Clinical depression • If there has been any past difficulty with exercise/movement • Recent or current pregnancy • Abdominal organ issues • Any reason for caution in proposing or excluding yoga practices for clients with major medical conditions (e.g. heart pain, high blood pressure, back issues) or when such conditions are suspected

		- Any reason for some caution in minor complaints (e.g. dizziness, lack of balance) - Any situation when special care with contra-indications must be taken e.g. medical emergencies, acute situations (e.g. violent sickness, diarrhoea, pain, migraine) or extreme care situations (e.g. palliative care)
	4.2. Justify the reasons for temporary deferral of yoga practice	- Injuries - Any health related issues - Only working within a yoga teacher's own parameters and professional boundaries
	4.3. Explain how and when yoga teachers should refer participants to other professionals	- Understanding when to refer participants to others - Understanding when a participant may be contra-indicated to yoga and at what point GP's permission should be sought - Referral procedures
LO5 Be able to communicate effectively	5.1. Explain the importance of effective communication	- Verbal cues - Non-verbal cues – tactical and practical - Listening - Visualisation - Interaction – open, logical questions and reacting positively to answers - Simple explanations/demonstrations - Body language - Through feedback, analysis and observation to students' comprehension of material transmitted and provide positive feedback - Home practice - make sure students can perform the practice without supervision - Provide information and advice if appropriate - Agree to the nature of information needed - Keep information in layman's terms - Seek advice from other professionals if information is out of your level of competency - Referral if appropriate - Rapport - Interpersonal communication skills - Empathy

		- Listening - Attending - Verbal and non-verbal responses • Investigation - Information gathering skills • Planning - Problem solving or decision-making skills - Setting goals - Generating and exploring alternatives - Evaluating • Action - Behavioural change skills - Multi-sensory input - Modelling - Contracting - Feedback - Stages of change model (Prochaska and DiClementi) - Observation of participants from different angles - Adaptation of teaching style
LO6 Understand the fundamentals of yoga teaching sessions	6.1. Explain the history of yoga	• Prehistoric - Stone seals from the Indus valley civilisation circa 3000 BC - Stone age shamanism - The Vedas - Brahminic tradition - Hinduism - Six orthodox schools of Hindu philosophy - Ayurveda - Sufism • Pre-classical yoga - Upanishads - Jainism - Bhagavad Gita - Buddhism - Tantra - Four paths of yoga • Classical yoga - Pantanjali's yoga-sutra - eight limbs classical yoga - Hatha yoga pradiipika

		• Post-classical yoga – modern day yoga from the 19th century to present day - History's relevance to yoga as practised in the west today
	6.2. Explain what is meant by the holistic approach	• Greek term 'holos' • Importance of exercising body and mind as a whole • Holistic massage • Kinesiology • Reflexology • Aromatherapy • Reiki • Spiritual healing • Crystal healing • Meditation • Shiatsu • Acupressure • Bowen technique • Alexander technique • Herbalism • Homeopathy • Bach flower remedies • Ayurvedic medicine
	6.3. Explain how lifestyle and the environment effects the health of students	• The way in which our physical environment affects us • The way in which social, economic and environmental factors affect our health and social wellbeing • Stress • Lack of sleep • Financial problems • Lack of exercise • Computers • Mobile phones • Bad diet and processed foods • Lack of fresh air • Poor ventilation • Chemicals • Pollution • Repetitive strain injuries • Flying

	6.4. Explain the concept and vital elements of the art and science of yoga	• The definition of the following principles to attain a healthy body and mind - Right living according to Patanjali's Yamas and Niyamas - Relaxation - Physical movement/asana - Breathing/pranayama - Diet/nutrition - Positive thinking - Meditation • Spiritual growth and attainment • Balanced all-round development of human potential • Bodily and mental health • Emotional wellbeing • The Upanishads - History and background - Main yogic themes • The four paths of yoga - Bhakti - Raja - Jnana - Karma • The Patanjali's yoga Sutras - History and philosophical background - Raja yoga - The eight limbs of yoga ▪ Yama - moral/public observances ▪ Niyama - personal observances ▪ Asana - postures ▪ Pranayama - breathing techniques ▪ Pratyahara – control of the senses ▪ Dharana – concentration/cultivating inner perceptual awareness ▪ Dhyana - meditation ▪ Samadhi – enlightenment, union with the divine • Hatha yoga in reference to the Hatha Yoga Pradapika - History and philosophical background - Meaning of hatha yoga ▪ Ha – sun ▪ Tha – moon
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		▪ Yoke – union ▪ Yoga of postures • Personal integration and teaching demonstration of the practices of: - Bandha - locks to hold the pranic energy - Visualisation - Mantra - a sound, syllable, word, or group of words that is considered capable of creating transformation - Om - Chanting - Mudra – gesture or position made by the body as an energetic seal - Kriyas - six shatkarmas (cleansing techniques) - Drishtis (gazes) • The different styles of Hatha yoga - Ananda yoga - Anusara yoga - Ashtanga yoga - Bikram/hot yoga - Integral yoga - Iyengar yoga - Jivamukti yoga - Kali Ray TriYoga - Kripalu - Kundalini - Scaravelli yoga - Sivananda - Svaroopa yoga - Viniyoga • The theory of prana/energy and the pranic body - Panca kosha - five sheaths of the human body ▪ Annamayo – food sheath, physical ▪ Pranamayo – energy sheath ▪ Manomayo – mental sheath, mind, knowledge ▪ Vijñanamayo – intellectual sheath, wisdom, behaviour ▪ Anandamayo – bliss sheath, emotional - Models of energy flow to include: ▪ Sub Pranas
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		▪ Vayu (winds) ▪ Nadis ▪ Granthis ▪ Chakras – location and representation ▪ Kundalini • The yogic concept of mind including: - Ancient texts ▪ Upanishads ▪ Bhagavad-Gita ▪ Hatha Yoga Pradapika - Patanjali's Sutras ▪ Kriya yoga ▪ Kleshas – afflictions of the mind that cause suffering, abhyasa/vairagya – practice/detachment, antaraya – obstacles to a clear mind ▪ Gunsa - Modern yogic texts ▪ Asana, Pranayama, Mudra, Bandha – Swami Saraswati ▪ Light on yoga – BKS Iyengar ▪ Heart of yoga – Deskachar ▪ Yoga mind and body – Sivanada • Explanation of different approaches to: - Concentration - Meditation - Correct seat/posture - Purpose - Benefits - Precautions and prohibitions • Concentration and meditation techniques - Sight - Sound - Breath
	6.5. Explain basic breathing techniques and pranayama practices	• Explanation of different approaches to: - Breath awareness - Basic breathing techniques - Pranayama - Correct seat/posture

		- Anatomy and physiology of the breathing process - Engaging abdominal muscles - Purpose • Benefits of basic breathing and pranayama practice - Precautions and prohibitions and contra-indications - Ratios/Kumbakhas (retentions) • Breath awareness techniques - Coolness of in-breath, warmth of out-breath - Calmness and peace on each in breath - Letting go of tension - Lengthening in or out breath - Abdominal breathing - Watching the space between the in and out breath - Smoothing out the flow of the in breath and exhale • Basic breathing techniques - Full yogic breath • Pranayamas - Ujjayi - Nadi Shodhana - Pratiloma - Savitri - Kaki Mudra - Sitkari - Sitali - Bhastrika - Kapalabhati - Surya Bhedi - Chandra Bhedi
	6.6. Explain and demonstrate personal integration, the theories, techniques and competencies in teaching practice for yoga asanas	• Centring/breath awareness • Opening poses/preparation for asana • Salutations • Standing poses/flowing sequences to include side, back and forward bends, twists, balances and inversions • Adaptions for vulnerable areas of the body • Closing poses • Breathing techniques/Pranayama • Concentration/meditation • Savasana – relaxation

		• Practical application of the philosophy and history of yoga within a class • Relaxation: - Stress and its effects on the body - Fight or flight - Benefits - Techniques ▪ Guided ▪ Music ▪ Yoga ▪ Nidra ▪ Massage - Poses - Aids - Possible problems clients may have to relaxing and ways to overcome them • Safety precautions - Class management - Practice should be stopped if the student feels ill, in pain or the muscles are shaking - Vulnerable areas of the body –neck/back/knees - Empty stomach - no big meal four hours prior to yoga, no eating two hours prior, empty bladder - Drink plenty of fluids prior to practice, no drinking half hour before, only sip water during practice or really necessary - Technically sound information and explanations regarding proper alignment of the asanas - Ensure practice is appropriate to the student’s level of fitness and needs • Asana: - Purpose - Benefits - Preparation - The 3 phases of each asana ▪ Entry into pose ▪ Holding the pose ▪ Releasing out of the pose - Counter poses - Strength and flexibility
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		▪ Vulnerable areas of the body ▪ Adaptions ▪ Teaching multi-level and advanced clients • In a 1-1 therapy setting: where a tailored initial home practice and further home practices are developed to suit the student's individual needs • In a therapeutic group setting: where group practices are personalised with appropriate modifications and variations for the needs of each student in the group
	6.7. Explain the factors affecting physical fitness and posture	• Principles of fitness - Frequency - Intensity - Duration - Type of exercise - Sequence of exercise - Specificity - Reversibility - Adaptability - Individuality - Recovery time • Flexibility - Static - Ballistic - Dynamic - Proprioceptive neuromuscular facilitation (PNF) - Contract-relax-agonist-contract (CRAC) technique • Factors affecting physical fitness - Smoking - Diet - Gender - Age - Pregnancy - Health - Level of fitness • Factors which may influence posture - Hereditary - Injury - Illness – mental and physical

		- Work-related factors – type of job - Standing - Sitting - Lying - Hobby/sport related influences - Emotional - Environmental - Sleeping position - Beds and pillows - Sustained positions - Repetitive movements - Fashion • Different postural conditions - Dowager’s hump - Round shoulders - Winged scapulae - Midriff bulge - Protruding abdomen - Knock knees - Bow legged - Flat back - Sway back - Kyphosis - Lordosis - Scoliosis - Stress-related weight changes and postural defects • Postural positioning for different everyday situations - Postural analysis - Sitting at the desk/computer/watching TV - Standing incorrectly - Lying in bed - Driving – correct mirror positioning/wheel grip - Functional professional posture - Gardening • Postural positioning for different sporting activities - Basketball - Bicycling - Cross-country - Dancing
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		- Downhill skiing - Golf - Hiking/mountaineering - Canoeing - Running/walking - Skating - Football - Swimming - Tennis • Postural positioning for different health conditions - Backache - Asthma - Arthritis - Anxiety - Constipation - Depression - Fatigue - Headache - Haemorrhoids - Indigestion - Insomnia - Menopause - Nervousness/tension - Pre-menstrual tension - Poor posture - Varicose veins • Posture used statically or dynamically based on Patanjali's qualities of steadiness and ease (Sthirasukhamasanam, II 46) appropriate to client's physical and psychological needs
	6.8. Explain developments within the yoga world and the fitness industry	• New techniques • New teaching methods
	6.9. Explain the different asanas and their benefits for all body areas, mind and systems and any contra-indications	• Abdomen • Ankles • Arms • Back • Balance • Chest • Feet

		• Hands/wrists • Hips • Legs • Knees • Neck • Shoulders • Side of torso • Spinal flexibility • All the systems of the body • The mind • Abdominal • Backbends • Forward extensions • Inverted • Supine and prone • Relaxing • Sitting and kneeling • Standing • Twists • Inversions • Lateral asana • Revolving asana • Restorative asana • Awareness of Mudras and Bandhas as an integral aspect of correct asana teaching • Breathing and pranayama • Concentration and meditation
LO7 Be able to adapt, evaluate and review a yoga session	7.1. Explain and demonstrate how to adapt yoga asana for different students in the class	• Giving alternative asana for the less/more able participants within the class • Breaking down movements to their component parts • Covering full range of movement • Progression through the yoga class from simple to complex • Main postures with appropriate sequencing, suitable preparation and counter pose • Theme with appropriate sequencing, suitable preparation and counter pose

		• Covering full range of movement
	7.2. Evaluate the yoga programme	• Preferences and needs of students • Current abilities or limitations • On-going feedback • Changes in health or fitness • Observation of class • Potential for improvement • Analysis of mood of class • Evaluation of reasons of client's drop-out rate • Time constraints for practice • Motivation • Use of all principles and fundamentals • Evaluate group and individual progress/regress with reasons • Question own teachings • Choice of 1-1 sessions or small therapy group classes • Outcomes achieved • Motivational level • Effectiveness of the programme • Any changes in asanas to be used • Whether the programme met the requirements of the client(s) • Longer term requirements of the client(s) • Encourage rapport with the client(s) • Note any comments made by the client(s) and make appropriate changes • Accept client learning curve and explain any changes to the programme • Agree with client's goals/preferences /abilities for the new programme
	7.3. Explain how to review the yoga programme	• Recording reactions • The following areas should be monitored: - Outcomes achieved - Effectiveness and variety of movements - Any change in demands from client - Any changes needed to enhance the programme for each particular client - Whether the routine met with the client's needs - Longer term wishes of the client

Assessment

MCQ

Portfolio of evidence

Containing 20 case studies

Guide to taught content

The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator
v2	01/11/2019	Typographical errors corrected	Qualifications and Regulation Co-ordinator
v3	25/06/2026	Rebranding	Development Administrator