

Wind of Prana and Waite Yoga

Yoga Teacher Certification Course 200-Hour Level Registered with Yoga Alliance

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." , William Arthur Ward

Program Opening Remarks

So, you have discovered a passion to embark on the spiritual journey of a Yoga Teacher. Each one of you may have a different reason for it. Some of you want to teach others. Some of you want to learn more about yoga and associated philosophies and sciences because you are curious and want to expand your own spirituality and practice of Yoga. Yet some of you want to learn about yourselves, to come closer to who you are, to who you have always been and this is the starting point from which we will progress to learn about our true passions and desires.

We will study how to come closer to the Self we all have hidden by the veils of illusions, attachments, ego and plain ignorance of how things really are. We will study what yoga science is with all its limbs, including universal morality, physical postures and more. During this exploration, we will find out what there is to learn and what there is to teach, and we will slowly begin to develop the wisdom of how things are and how things work, the wisdom to advance our yoga practice and our life, the wisdom we will be able to share with others. You may learn what you came here for but most likely you will find that you have learned much more than you expected and that you will still yearn for much more, and you will be ready to continue your journey of exploration, a journey without the finish line.

Most importantly, you will experience a transformation you did not expect when you signed up for this program and it is all up to you.

*"I have one small drop
of knowing in my soul.
Let it dissolve in your ocean".*
— Rumi

I will help you on this journey based on what I have learned and experienced. You will meet other teachers through the books they wrote. You will develop better understanding of what you are, what yoga is and what teaching yoga means. You will learn what to teach, how to teach and how to help your students to practice the whole depth of Yoga. But most of all you will develop a clarity of how things are, and you will see the nature of the reality differently.

There is so much I'd like to teach you or rather to inspire you to pursue by yourself. To inspire you is to give you the freedom to follow your transformation and to find your own truth by first awakening your own inner teacher.

*“Come to the edge.
We might fall.
Come to the edge.
It’s too high!
COME TO THE EDGE
And they came.
and he pushed.
and they flew”.*
— Christopher Logue

Questions and other subjects to explore during this program and on your spiritual path of a Yoga teacher

- Are you happy? Are you happy now, or will you be happy if or when ...?
- What is ‘Happiness’
- What is ‘Achievement’
- Do you experience a fear of (possible) fear and/or happiness of (possible) happiness?
- Do we have tendency to expect that life will be better or worse in the future?
- Should we spend time dwelling on expectations (attachments)?
- Do we need goals in life, or do we just need to focus on actions to follow our passions and then intentions?
- What is the connection between Yoga and spirituality?
- How Yoga helps in pursuit of spirituality?
- How Yoga helps in pursuit of happiness?
- Is happiness a choice, or ...?
- What is the role of the teacher in helping students to become aware of their spirituality?
- What are the roles of the teacher?
- Our limits: a choice or necessity?
- States of existence
- Changeless reality and purpose of life
- Spirituality – Existence – Quantum Physics
- The essence of ‘Selfless Service’
- What is purpose of life?
- Writing your own Upanishad
- Tao of Life – Tao of Food
- Participants questions and exploration

You cannot become a Yoga teacher just by taking a course over few weeks at a studio or at a retreat. Becoming a Yoga teacher is a process of one transformation after another, and this takes time. It will become your spiritual journey of many realizations, of what Yoga is, of who you are, of the oneness you are an integral part of, and much more.

You will then understand that your students’ transformation cannot come from you but that it must originate within them. Your role will not be to teach them but to inspire them to seek their inner source of awakening, which will trigger their own spiritual journey towards the awareness of oneness of mind, body, spirit and cosmic consciousness, the universal union (Yoga).

After completing this program, you will become a teacher who teaches by inspiring.

Program Syllabus

1. The Essence of Yoga

- a. Not just a union
- b. Not just the 8 Limbs
- c. Not just a collection of Sanskrit terms
- d. Not just what came from India
- e. Not a practice
- f. Not an effort
- g. ONENESS

2. The Essence of Teaching Yoga

- a. Sharing
- b. Guiding
- c. Following
- d. Allowing
- e. Non-teaching

3. Yoga History, Philosophy and Science

- a. Yoga History
- b. Yoga Philosophy
- c. Yoga Related Writings – General Review
 - Vedas
 - Upanishads
 - Bhagavad Gita
 - Yoga-Sūtra of Patañjali
 - Hatha Yoga Pradipika

4. Anatomy – Skeletal and Muscular

- a. Bones and ligaments
- b. Connective Tissue
- c. Vertebral Column (Spine)
- d. Lower Extremity (pelvis, hips and legs)
- e. Trunk (abdomen and diaphragm)
- f. Upper Extremity (shoulder girdle, neck, arms, hands)
- g. ROM (Range of Motion)
- h. Muscle Movements

5. Physiology – Main Systems

- a. Respiratory
- b. Circulatory
- c. Digestive
- d. Nervous
- e. Immune
- f. Lymphatic
- g. Endocrine
- h. Urinary

- i. Genital
- j. Integumentary

6. Subtle Body I

- a. Koshas (body sheaths)
- b. Nadis
- c. Chakras (In-Depth)
- d. Meridians and Vessels
- e. Extraordinary/Regulatory Channels

7. Subtle Body II

- a. Three Body Types
- b. Mind (intro)
- c. Prana/Chi – Vayus
- d. States of Consciousness
- e. Siva and Shakti

8. Chakras – Bridge to Higher Consciousness

- a. Part of energy fields
- b. External roles
- c. Internal roles
- d. Spiritual life-lessons
- e. Symbolic powers
- f. Chakras and our natural state
- g. Mindfulness of Chakras

9. Mudras

- a. Origin of Mudras
- b. Mudras and Five Elements
- c. Mudras and Meridians
- d. Enhancing Mudras with breathing and visualization
- e. Healing with Mudras
- f. Mudras for body, mind and soul
- g. Spiritual Mudras
- h. Mudras of Hatha Yoga

10. Asanas

- a. Commonalities
- b. Posture Phases
- c. Movement/Flow ('tapas' points, rebound, ease)
- d. Stillness or not
- e. Inner Exploration
- f. Physical sensations
- g. Breath
- h. Emotions
- i. Mind (placement, thoughts)

11. Yoga Postures – Study, Practice and Teaching

Body alignment, contraindications, modifications, assistance vs. corrections, associated anatomy elements (musculoskeletal, physiological, subtle), breath focus, spiritual and emotional inquiries, chakra connection, meridian connection, energy flow, healing benefits.

- a. Standing
- b. Kneeling
- c. Sitting
- d. Supine
- e. Prone
- f. Arm Support
- g. Inversions

12. Meditation and Mindfulness

- a. Meditation vs. Mindfulness
- b. Meditation as an experience and not as practice
- c. How to meditate
- d. Types of meditation
- e. Teaching meditation by letting
- f. Mindfulness – Openness, Awareness and Acceptance
- g. Teaching mindfulness

13. Pranayama

- a. Mind-body problem
- b. Anatomy of breathing
- c. Breath elements
- d. Prana part of Prana-yama
- e. Functions of Pranayama exercises
- f. Pranayama tools
- g. Teaching Pranayama

14. Teaching Principles and Techniques

- a. What do we teach?
- b. Respect and compassion
- c. Respect for where they are
- d. Voice (calm, not disruptive)
- e. Instructions (passive, active, concise instruction giving students time to explore)
- f. Language and prompts (body movement, posture name, both)
- g. Prompting inner inquiry (general, specific, leave experience to the student)
- h. Allowing a self-practice of asana flows (one side, the whole flow, allow for changes)
- i. Demonstrating
- j. Using a model
- k. Assisting and correcting
- l. Timing (holding time, timing prompts, number of postures and posture types)
- m. Program and content based on where the group is at the moment
- n. Observation and assessment (how to, passive, active)
- o. Sequencing of asana flow (principles, building up and relaxing)
- p. 'Personalizing' the class (individual or group modifications, changing program)
- q. Modifications and use of props (different props, mods with or without props)
- r. Other: chanting, inspirational readings and talks, contemplations, etc.
- s. Designing class program (centering, warm-up, asanas, pranayama, mantras, savasana, meditation)

15. Designing Yoga Class

- a. Designing/Teaching the class is affected by:
 - Who the students are
 - Type of yoga you will teach
 - Who you are at the moment
- b. Sequencing
- c. Principles of Teaching
 - Holding Time
 - Class Segments Duration
 - Five phases of posture
 - Easy flow – do not complicate it – body needs it simple – mind needs to be simplified/pacified and not wound-up/agitated – do not let the mind to take over
 - Not all postures lend themselves to be in sequence with each other
 - Allow the students' body time to re-bounce before next posture, to return to where they started
 - If you move from posture to opposite alignment make it simple, slow and mindful.
 - Move with ease – hold with ease
 - Move in one plain – no bending and twisting at the same time
 - Modify – reconstruct the posture
 - Make it more beneficial to each student – sometimes make it deeper and sometimes shallower, depending on students' capabilities
 - Pay attention to energy movement – point it to the students.
 - Have students change the posture's depth with breath – inhale – more energy – go deeper, exhale – less energy – release the posture a bit
 - Suggest modifications to the student when you see need for it (for instance: down-dog – allow to either extend the knees with heels up, or heels down with bent knees).
 - of all to inspire your students to pursue their own exploration, to awake their own teacher/guru.
 - Teach with your heart and not with your mind.
 - Teach what you feel and not what you know.
 - Important principles:
 - Effortless effort
 - Exploring without wanting
 - Not challenging your body but allowing it
 - Openness – Awareness – Acceptance without judgement

16. Different Aspects of Yoga Practice

- a. Physical
- b. Emotional
- c. Energy
- d. Breath
- e. Restorative
- f. Healing
- g. Commitment

17. Different Types of Yoga – General Study

General description, principles, variation of body alignments, use of props, benefits, teaching specifics

- a. Yin Yoga
- b. Restorative Yoga
- c. Iyengar Yoga
- d. Vinyasa Flow
- e. Acu-Yoga
- f. Energy Medicine Yoga
- g. Yoga Nidra

18. Ayurveda – The Science of Life

- a. Introduction and origin
- b. Principles
- c. Doshas and five elements
- d. Doshic signatures – prakriti
- e. Characteristics of doshas
- f. Dhatu, ojas and tejas
- g. Agni
- h. Ayurveda and Yoga (as sister sciences)
- i. Suggested References

19. Therapeutic Use of Yoga

- a. Purpose
- b. Imbalances, ailments (anatomy)
- c. Yoga as healing practice
- d. Postural Imbalances
- e. Spinal Imbalances
- f. Yoga Application for Different Ailments/Imbalances
- g. Asymmetrical vs. Symmetrical
- h. Teaching one-on-one
- i. 'Prescriptions' for home practice
- j. Visualization and Imagery (witness, etc.)
- k. Body Scan and Yoga Nidra

20. Mind:

- a. Mind – Body Interaction
- b. Mind – Breath Interaction
- c. Consciousness
- d. Sub-conscious Mind
- e. Awareness
- f. Conscious Awareness
- g. Collective Consciousness
- h. No mind

21. Miscellaneous Topics

- a. Spirituality
- b. Eastern Philosophies
- c. Shiva/Shakti – Brahman/Atman

- d. Principle of Oneness
- e. Taoism
- f. Yoga Teachers: historical, most influential, contemporary

22. Teaching Practice (in-class, 30 min) – One Session

- a. Program
- b. Discussion
- c. Teaching Session
- d. Comments/Input

23. Teaching Practice – Two Sessions (45 min each)

- a. Two different programs – student's choice
- b. Develop the program (content, sequence, etc.)
- c. Schedule the classes
- d. Invite course students and others (not TT participants)
- e. Teaching two sessions
- f. Class evaluation:
 - Program
 - Sequence
 - Teaching
 - Assisting
- g. Discussion
 - Comments (Self and Others)
 - Suggestions (Self and Others)

24. Final Teaching Practice – Two 60 min classes

- a. Two different programs:
 - One – course teacher's choice
 - One – student's choice
- b. Develop the program (content, sequence)
- c. Schedule the classes
- d. Invite course students and others
- e. Teaching two sessions
- f. Class evaluation:
 - Program
 - Sequence
 - Teaching
 - Assisting
- g. Discussion – Comments (Self and Others) – Suggestions (Self and Others)

25. Course Concluding Session:

- a. Lifestyle and ethics for yoga teachers
- b. Teaching yoga as service
- c. Being a Yogi/Yogini vs. Being a Yoga Teacher
- d. Teaching vs. Instructing
- e. Developing your own teaching practice
- f. Owning a studio – 'business' suggestions
- g. Additional readings and studies
- h. Group discussion:
 - What is the most important thing I have learned?

- What is the most inspiring thing I have learned?
 - What is that I need to continue studying?
 - How do I feel about teaching yoga?
 - I can teach now! I will _____
 - Free discussion
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Tests and Practicum

1. Written tests (7)
 2. Essay
 3. Teaching Classes
 - Four shorter classes designed by the lead teacher
 - One 60 min classes designed by the students
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Textbooks and Other Resources

1. Required:

- **'The Bhagavad Gita', by Eknath Easwaran**
- **"The Yoga Sutras of Patanjali", by Chip Hartranft**
- **"Hatha Yoga Pradipika", by Yoga Swami Svatmarama**
- **"Yoga Anatomy", by Leslie Kaminoff**
- **"Anatomy for Yoga with Paul Grilley" (DVD)**
- **"Your Body, Your Yoga", by Bernie Clark**

2. Recommended for deeper study:

- "Prana and Pranayama", by Swami Niranjanananda Saraswati
- "The Heart of Yoga: Developing Personal Practice", by T. K. V. Desikachar
- "Light on Yoga", by B K S Iyengar
- "The Upanishads", by Eknath Easwaran

3. Continuing Education Study:

- "Path of Fire and Light: Advanced Practices of Yoga", by Swami Rama
- "Ayurveda: The Art of Being" (DVD)
- "On Yoga: The Architecture of Peace" (DVD)
- "The Science of The Rishis", by Mataji Devi Vanamali

4. Free Time Reading Suggestions:

- "The Untethered Soul: The Journey Beyond Yourself", By Michael A. Singer
- "The Fruitful Darkness: A Journey Through Buddhist Practice and Tribal Wisdom", By Joan Halifax
- "Emptiness Dancing", by Adyashanti
- "Zen Mind, Beginner's Mind", By Shunryu Suzuki
- "Buddha's Brain: The Practical Neuroscience of Happiness, Love and Wisdom", by Rick Hanson and Richard Mendius