
Yoga (Year 1)

Unit Overview

Summary

The aim of this unit is to introduce the idea of yoga as a means to focus on oneself, to learn some basic poses and relaxation techniques.

The ethos behind the lesson plans encourages pupil's development of resilience and their self-awareness.

Prior learning

This is the first yoga unit the pupils have studied. If pupils have completed the Mindfulness unit, they will recognise some features of mindfulness within yoga practice.

All references to poses throughout the lessons are accompanied by images. Some lessons contain a link to downloadable large size yoga cards for display. Your school might wish to print and laminate one full set of these. Teachers will then need to select only those poses that the children have been taught during the sessions so far but it will save on multiple printing and laminating. A full set of images can be downloaded by [clicking this link](#).

Teachers might also want to print their own **mini** copy of the poses to use as a handy reference. This is available to download by [clicking this link](#).

Teaching Tips

- Timings in the lesson are based on short sessions of 20 minutes.
- You might wish to combine this with your PE sessions by having the yoga session at the end of the lesson or separately as a classroom activity if space allows.
- Pupils do not have to change into their PE kit, but will need to feel comfortable making the poses suggested, therefore PE clothes might be the best choice.
- Pupils should have bare feet to enable grip and movement of the feet.
- Safety: Mats are not necessary if the floor surface enables pupils to grip rather than slip on the floor. Mats will be more comfortable during relaxation if the floor surface is hard. If mats are used, pupils should be made aware of the need to take care if moving around the space so that they do not trip over the mat edges.
- The class teacher should use a clear signal for when the pupils must stop and show they are listening. A chime sound such as a triangle or xylophone chime is most appropriate in a yoga context as it is a soft, reverberating sound.
- A quiet and clear space with few distractions will help pupils to focus. For relaxation portions, ideally, there would be blankets available. But if this is not practical, pupils could have a soft toy to hug if this helps them to relax.
- You can make a lavender spray by mixing some water with a little lavender essential oil in a spray bottle. Use this during relaxation.
- You might wish to have a camera with you, particularly if your setting does not have mirrors for the pupils to see their own poses. You could use these to build up a personalised bank of pose cards.
- The aim of this unit is to introduce the idea of yoga as a means to focus on oneself, to learn some basic poses and relaxation techniques.
- Pupils should not pose in positions that are painful to them. For example, some pupils might find their knees hurt when they kneel. Variations are given in the lessons for some poses. When pupils use a variation for their own comfort, encourage them to use these variations in future without you directing them specifically. Use language such as 'you know your body, listen to your body' to help them connect with their own bodies and needs.
- To help pupil develop resilience, take care to praise for effort rather than only perfect poses. Some pupils will be much less flexible than others and find it harder to follow precise instructions but should be encouraged to persist and improve the areas in which they struggle.
- Assist pupils in making a success of their efforts by suggesting things that might help them to achieve. For example, an added cushion for some poses, a scarf to extend their reach if they cannot stretch far enough or using a wall to aid balance for others. Pupils will see that they all have individual strengths and weaknesses and that is completely normal. They can work on areas that they struggle with and see their own improvement.

Lesson 1 - Yoga Breathing (Year 1)

Lesson Overview

Learning Objectives:

To be able to settle themselves for a yoga session by exploring breathing. To follow instructions for poses.

Success Criteria:

Pupils can maintain still and quietness for a short period of time.

Key Vocabulary:

Balance, body-weight, breath, spine, poses.

Equipment & Resources:

- See Teaching Tips section for advice.

Introduction (5 minutes)

- 1 Begin with a brief discussion about what yoga is: A way to relax, a way to focus on your body and mind, a way to stretch and challenge your muscles.
- 2 Ask pupils to walk slowly around the room focusing on the way their feet move when they walk. Focus on the way the heel touches the floor and the rest of the foot rolls onto the floor. Can pupils spread their toes when they touch the floor and stretch out every toe?
- 3 Explain that you are going to play a chime sound and that is the sign for the pupils to find a space on their own and sit cross-legged on the floor in silence. Can they listen for the chime to completely disappear? Play the chime.
- 4 Once they are seated ask all pupils to put up their hand and keep it up for as long as they can hear the chime. Play it once again.

LEADERSHIP OPPORTUNITY

Ask a pupil to demonstrate the movement of the foot.

VARIATION

Standing on the spot, pupils alternate bringing their body-weight onto their heels with toes raised and then onto their toes with toes spread, then raise heels to tip-toe and reverse and repeat.

PUPIL TALK

How long the chime persisted in the silence?

Main (10 minutes)

- 1 Ask pupils to think about how they are sitting. Ask them to rest their hands on their knees with the palms upwards. Can they straighten their backs? Imagine you have a string attached to the top of your head, each time you breathe in, the string is pulling your spine up a little more, when you breathe out, keep the height that you gained. Let us take a few breaths, getting taller each time.
- 2 Close your eyes, part your lips a little but keep them relaxed. Try to breathe in through your nose and out through your mouth gently with as little sound as possible. Give pupils a chance to try this for a few breaths.
- 3 Now you are going to try to breathe in longer breaths. Try to count to three in your head slowly while you breathe in and then count to three slowly while you breathe out. Teacher to count aloud for a few breaths.
- 4 I am going to play the chime. If you have your eyes shut, please open them when you hear the chime.
Play the chime.
- 5 Ask all the pupils to stand up tall and strong with their hands by their sides and feet about hip-width apart. Demonstrate what this means. Ask them if their spine is still long with a straight back? Breathe in and lift your shoulders up towards your ears, breathe out and rotate your shoulders backwards and down to lengthen your neck. You are a strong mountain. The Mountain pose (**See resource 1**) is the starting point of all standing poses in yoga.
- 6 Now we are going to learn a pose called the Cow (**See resource 2**) pose. Ask the pupils to follow as you talk and demonstrate.
This begins by kneeling and sitting back on your heels with a straight back.

VARIATION

If any pupil finds it hard to sit tall due to tight muscles or poor core strength, a cushion or folded blanket under the back of the hips might help.

VARIATION

Some pupils will feel more focused if they shut their eyes, others will not feel comfortable doing this.

VARIATION

If pupils have a blocked nose then they should continue to breathe in whichever way is comfortable, trying to fill up their lungs with deep, slow breaths.

VARIATION

If pupils experience pain when sitting back on their heels, try Hero (**See resource 3**) pose (**See resource 3**) where the feet are separated so the child's buttocks are on the floor. Hands resting on the knees. Another alternative is to use a block under the buttocks (see image Kneeling with block (**See resource 4**)).

- 7 Now, put your hands on the floor in front of you and come up onto your hands and knees.
Your knees should be hip-width apart and your hands should be flat on the floor with your fingers facing forwards.
Make sure that your hands are below your shoulders, not further forwards or backwards or too close or far apart. Your spine should be straight from the bottom of your neck to your bottom. You are now in Table (**See resource 5**) pose.
- 8 Curve your spine towards the floor so your tummy hangs down. Now, lift your head so you are looking forwards and upwards. This is the Cow (**See resource 2**).
- 9 Now you are going to move into the Scared Cat (**See resource 6**). Drop your head down so your chin touches towards your chest and you look towards your belly button. Now, arch your back slowly so that it curves up. You are a Scared Cat.
- 10 Let's move slowly between these two poses, feel the stretching of your spine as you move like a Cat/Cow. Give pupils time to complete this transition a few times.
- 11 Sit back on your knees. We will finish with a Standing pose. Tuck your toes under (see image Kneeling toes-tucked (**See resource 7**)) and try to roll your weight backwards onto your feet and stand up without putting your hands down. Stand in Mountain pose (**See resource 1**) again.
- 12 Now shift your weight over one of your legs and keep just the toes of the other leg touching the ground. Try shifting to the other side and then back.
- 13 Slowly move the toes nearer to the strong leg and try to lift the toes to rest your foot on the strong leg (see Tree version 2 (**See resource 8**)) keeping arms by your side.
- 14 When you feel balanced, tuck your hands into your arms pits to make the wings of the Flamingo pose (**See resource 9**). See how long you can hold the pose. Remind pupils to keep their weight over the strong leg to help balance.

EXTEND

Connect the movement to breathing by taking a breath in when you move into cat and out when you move to cow.

VARIATION

If pupils struggle to balance, they can pose with the toes of the foot touching the ground and the heel against the strong leg.

Conclusion (5 minutes)

- 1 Ask pupils to lie on the floor in Savasana pose (**See resource 10**). Their body relaxed, feet floppy.
- 2 Bring the focus to their arms and shoulders, turn hands so that they face the ceiling, this should unroll any curved shoulders, so the shoulders relax more.
- 3 Close your eyes. Bring your focus to your breathing again. Try to breathe silently for a few moments.
- 4 I am going to play the chime, listen carefully until you can no longer hear the chime and then take your focus back to your breathing. Give pupils some time to do this.
- 5 I am going to ring the chime one more time, when you hear it, you should open your eyes, look around and roll onto your sides. Get up slowly and give your body a gentle shake to wake it up.

VARIATION

If blankets are available, pupils should lie with a blanket over them. If you have cuddly toys, pupils can lie with the toy on their chest or tummy.

TEACHER NOTES

Use the lavender spray during relaxation to make the relaxation a multi-sensory experience.

LEADERSHIP OPPORTUNITY

Make pupils responsible for tidying up any equipment used. Pairs fold blankets and others ensure they are collected neatly.

Lesson 2 - Nursery Rhyme Poses (Year 1)

Lesson Overview

Learning Objectives:

To be able to participate in a game involving the poses learnt. To be able to complete a short session involving a flow from breathing for focus to poses for movement to relaxation.

Success Criteria:

Pupils demonstrate that they have learnt some yoga poses and can move through the stages of a yoga session.

Key Vocabulary:

Torso, chest, ribs, lungs.

Equipment & Resources:

- A copy of the lyrics to the rhyme 'There Was an Old Lady Who Swallowed a Fly'. If you are unfamiliar with it, you can find these lyrics on Wikipedia and performed on You Tube. Pupils do not need a copy.
- See the Teaching Tips section for further advice.

Introduction (5 minutes)

- 1 Ask pupils if they have any ideas why we do breathing exercises to begin yoga sessions? Possible answers: it helps you to focus on how your body and mind feel; it gives oxygen to your brain to help you think and perform; learning to take some good breaths before taking action teaches you to think before committing to an action.
- 2 We are going to start with some energising breaths (Conductor breaths) today and then move onto some calming breaths (Balloon breaths).
- 3 Ask pupils to stand in Mountain (**See resource 1**) pose and then widen their legs a little.
- 4 Breathe in through your nose at the same time as bringing your arms up in front of you (**See resource 11**) (1), out to the sides (**See resource 12**) (2), up over your head (**See resource 13**) (3).
- 5 Then breathe out through your mouth while letting your arms and torso fall between your legs; bending your legs slightly (4) (**See resource 14**).
- 6 Repeat this twice more before coming to rest in Ragdoll pose (**See resource 15**) then rolling slowly back to Mountain pose (**See resource 1**).
- 7 Now sit down for some calming breaths. Place your hands on your lower chest where your ribs are.
Close your eyes and concentrate on the way your hands move out and in when you breathe in and out. Imagine your lungs like balloons inside you. When you breathe in, feel the balloon inflating.
When you breathe out, feel the air being released from the balloon through your nose. How big can you make your balloon?
- 8 Continue like this for a few breaths to calm the room. Then ring the chime and ask pupils to open their eyes.

VARIATION

Pupils might feel dizzy if they do this too many times or too quickly, if they do then they should lie down to recover their balance.

PUPIL TALK

How has the breathing affected how they feel? Was there a difference in feeling between the energising breathing and the calming breathing? Could they use breathing exercises at other times to help them?

Main (10 minutes)

- 1 Stand in Mountain pose, roll your shoulders back and reach behind you to hold your hands behind your back. You are a Bee (**See resource 16**) and your hands are your stinger. Stretch your hands away from your back to make your stinger stand out. Take in a deep breath to fill your chest and extend your stinger each time you breathe out.
- 2 Now the bee is going to get eaten by a Spider (**See resource 17**). Unclasp your hands and squat down until your bottom nearly reaches the floor with your heels flat on the floor like you did for frog pose.
- 3 Put your hands on the floor and slide them around the outsides of your feet. Look up, you are a spider now!
- 4 Now a bird is coming to eat the spider. It is a Flamingo (**See resource 9**), can anyone become a flamingo?
- 5 Does anyone have an idea who might be coming to eat the bird; it's a cat. Move into Scared Cat pose (**See resource 6**), try to move gracefully into this pose.
- 6 From cat, straighten your spine and then tuck your toes under and straighten your legs bringing your bottom into the air and flatten your feet down and drop your head – ahh I see the Downward Dog (**See resource 18**), coming to eat the cat.
- 7 To become an Upward Dog (**See resource 19**), breathe in and lower your body to the floor, keeping your toes tucked in and your arms straight. Look up and snap up the cat.
- 8 Move into Downward Dog as you breathe out. Walk the dog by staying in position but bending alternate knees, making the foot come up onto toes.
- 9 Now wag your tail by 'walking' a little faster and tilting your hips from side to side in a more exaggerated way as if you had a tail.

VARIATION

Pupils could 'fly' around the room and back to their place upon the chime.

TEACHER NOTES

This story follows the well-known rhyme about the woman who swallowed a fly (though it starts with a bee), see whether your pupils realise what the sequence will be. They should try to move slowly, fluidly and gracefully between poses if they can think of a way. When each pose is reached they should hold it for a few breaths as still as they can. This is a yoga sequence rather than a performance.

- 10 Can you move into the animal who is going to eat the dog? Who is it?*
- 11 Move into Cow pose (**See resource 2**) by putting knees back down and arching the back with the belly-button towards the floor. Lift your head up to the sky, breathe in and give a long 'moo' when you breathe out.
- 12 Now along comes the horse. It is a Marching Horse (**See resource 20**). Come back into Table pose (**See resource 5**) and stretch one leg out straight behind you. Next stretch out the opposite arm. Hold this pose for a few breaths and then swap sides. Do this a couple of times.
- 13 Come into Child's pose (**See resource 21**) to rest.
- 14 While Pupils are resting, discuss the rhyme with them. If any pupils do not know the rhyme, you could chant it as a class. The rhyme ends with the line about the old woman who swallowed the fly (in our case the bee); 'she's dead of course'. This is our cue to begin relaxation by getting into Savasana (**See resource 10**) pose.

EXTEND

*See if any pupils can move into the Cow position without prompting.

TEACHER NOTES

Savasana is also known as corpse pose - though you might not wish to share this with the pupils.

Conclusion (5 minutes)

- 1 Ask pupils to lie on the floor in Savasana pose. Their body relaxed, feet floppy.
- 2 Explain that we are going to do a relaxation technique called a 'body scan'. Start from your feet and think about how they are feeling, make sure they are at rest and relaxed.
- 3 Now think about the backs of your legs. Imagine they are made of very heavy metal and are sinking into the ground. Don't push them down, just imagine them being very heavy and relaxed.
- 4 This feeling is now moving up to the back of your knees and then your upper legs.
- 5 Now think about your hips and your bottom. Is there any discomfort there? If there is then think about this when you breathe in through your nose, then breathe out gently through your mouth and imagine the discomfort floating away on your breath and your body relaxing into the floor.
- 6 Imagine the relaxing feeling moving up your spine step by step all the way to your shoulders and then down your arms all the way to the end of your fingers. Feel your breathing lungs helping you to relax.
- 7 Feel it in the back of your neck and your jaw and mouth and even your tongue.
- 8 Now feel it in your eyelids and all the way to the top of your brain. Relax like this taking good breaths.
- 9 After a few minutes, chime the chime and tell pupils to give their toes a little wiggle, then their fingers. Open your eyes, look around and roll onto your sides. Push yourself up slowly and give your body a gentle shake to wake it up.

VARIATION

If blankets are available, pupils should lie with a blanket over them. If you have cuddly toys, pupils can lie with the toy on their chest or tummy.

TEACHER NOTES

Use the lavender spray during relaxation to make the relaxation a multi-sensory experience.

Lesson 3 - Story Poses (Year 1)

Lesson Overview

Learning Objectives:

To be able to create a story to link at least three animal poses. To be able to practise some yoga relaxation techniques.

Success Criteria:

Pupils can create their own yoga story using the poses they have learnt.

Key Vocabulary:

Squat, nostril, breath, spine, poses, relax, hips.

Required Downloads

- Print the pose cards from the poses that pupils have learned in last two lessons (lamine if possible). Clicking on [this link](#) will download these cards as a pdf for printing.

Introduction (5 minutes)

- 1 Today we are beginning with another animal pose called Frog pose (**See resource 22**). You might already have an idea of what this pose is.
- 2 Ask pupils to stand in Mountain pose (**See resource 1**) then move feet so they are a little wider apart. Bend your knees to the sides to squat down until your bottom nearly reaches the floor. Are your feet flat on the floor?
- 3 Place your hands on the floor between your feet and say “ribbit”, can you hold this pose for a few seconds?
- 4 Stand and have a shakeout then get back into the pose.
- 5 Explain that you are going to play a chime sound and that is the sign for the pupils to find a space on their own and sit cross-legged on the floor in silence. Can they focus on their breathing like they did in the last session?
- 6 Once they are seated, ask all pupils to gently put a finger over one of their nostrils to close it. Breathe through just the other nostril for two breaths. Then switch nostrils. Continue to breathe this way for a couple of minutes.

LEADERSHIP OPPORTUNITY

Ask pupils to suggest frog poses.

VARIATION

Some pupils might need to stand on the tips of their toes rather than having feet flat.

EXTEND

Bring your hands into Namaste (**See resource 23**) position for more challenge.

VARIATION

Some pupils will feel more focused if they shut their eyes, others will not feel comfortable doing this.

VARIATION

If pupils have a blocked nose then they should continue to breathe in which ever way is comfortable, trying to fill up their lungs with deep, slow breaths.

Main (10 minutes)

- 1 Ask pupils to come into Table pose (**See resource 5**) like they did last week. Check that hands are below shoulders, knees are hip width apart and spines are straight.
- 2 Make your arms strong and move your hands slightly forwards away from your knees.
- 3 Lift up your head and chest.
- 4 Now curl your toes under and lift your knees off the floor.
- 5 Gradually walk your feet backwards a bit until your body is a straight line from your neck to your ankles, this is Plank pose (**See resource 24**). Hold this pose for a few breaths and then move back to Table pose and then back to Plank pose again.
- 6 Now we will be Downward Dogs (**See resource 18**). Start in table pose and tuck your toes under again. Now straighten your legs and try to put your feet flat on the floor. Your bottom should be up in the air.
- 7 Relax your head down. Try to keep this pose for a few moments feeling the stretch in the back of your legs and your spine. Keep your arms strong.
- 8 Now, slowly try to walk your legs towards your hands until you are standing with your body, arms and head hanging down.
- 9 Now try to slowly straighten your spine from the bottom upwards until you are standing upright looking forwards.

TEACHER NOTES

You could use a digital camera to show pupils how straight their pose is and help them improve if you do not have mirrors available.

VARIATION

Some pupils will not be able to get their feet flat but can stay on tip-toe and try to stretch the back of their legs gently. Some pupils might need to keep their knees softer and their leg slightly bent then stretch into the position.

10 Now come into Table pose again and sit back on your feet but keeping your hands on the floor so your body and head is at rest. This is Child's pose (**See resource 21**). Relax like this while I tell you what we will be doing next.

11 Explain, that pupils are going to get into pairs to make a yoga animal story where you move between three positions. Give an example "A cow was in the field one sunny day when she saw a frog jumping in the long grass. A cat was startled by the frog." For each animal you should get into the correct pose, think of how to move smoothly between the poses. Draw pupil's attention to the pictures of the poses to jog their memories.

12 One pupil will speak the story while the other moves into the poses but take it in turns to perform both roles.

13 Give pupils time to work out a short sequence and ask some pupils to perform for the class.

VARIATION

If pupils experience pain when sitting back on their heels, try Hero pose (**See resource 3**) where the feet are separated so the pupil's buttocks are on the floor and then bend forwards from this. Hands resting on the knees. Another alternative is to use a block under the buttocks (see image Kneeling with block (**See resource 4**)).

VARIATION

In Child's pose, pupils can rest their arms by their sides if they wish (Child's pose 2 (**See resource 25**)).

Conclusion (5 minutes)

- 1 Ask pupils to lie on the floor in Savasana (**See resource 10**) pose. Their body relaxed, feet floppy.
- 2 Ask pupils to bend their knees and put their feet flat on the floor then open up their knees to relax them to the sides in Butterfly pose (**See resource 26**).
- 3 Encourage them to relax their legs outwards to open up their hips but not to force them.
- 4 Bring the focus to their arms and shoulders, turn hands so that they face the ceiling, this should unroll any curved shoulders, so the shoulders relax more.
- 5 Close your eyes. Bring your focus to your breathing again. I am going to play the chime, listen carefully until you can no longer hear the chime and then take your focus back to your breathing. Give pupils some time to do this.
- 6 Explain, I am going to ring the chime one more time, when you hear it, you should open your eyes, look around and roll onto your sides. Get up slowly and give your body a gentle shake to wake it up.

VARIATION

If blankets are available, pupils should lie with a blanket over them. If you have cuddly toys, pupils can lie with the toy on their chest or tummy.

TEACHER NOTES

Use the lavender spray during relaxation to make the relaxation a multi-sensory experience.

TEACHER NOTES

This is a very similar relaxation to last week, using the same routine and same language is part of the means to relaxation.

LEADERSHIP OPPORTUNITY

Make pupils responsible to tidying up any equipment used. Pairs fold blankets and others ensure they are collected neatly.



Mountain

1. Stand up tall and strong with hands by your sides and feet about hip-width apart.
2. Spine should be long with a straight back.
3. Breathe in and lift your shoulders up towards your ears, breathe out and rotate your shoulders backwards and down to lengthen your neck.
4. You are a strong mountain. The Mountain pose is the starting point of all standing poses in yoga.



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Cow

1. Start in table pose, curve your spine towards the floor so your tummy hangs down.
2. Lift your head so you are looking forwards and upwards.



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Hero

1. Kneel on the floor and move your feet apart so that you can sit back with your feet either side of your bottom.
2. Put your hands on your knees.



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Kneeling with block



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Table

1. This begins by kneeling and sitting back on your heels with a straight back.
2. Put your hands on the floor in front of you and come up onto your hands and knees. Your knees should be hip-width apart and your hands should be flat on the floor with your fingers facing forwards.
3. Make sure that your hands are below your shoulders, not further forwards or backwards or too close or far apart.
4. Your spine should be straight from the bottom of your neck to your bottom.



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Scared cat

1. Start in table pose. Drop your head down so your chin touches towards your chest and you look towards your belly button.
2. Arch your back slowly so that it curves up.



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Kneeling- toes tucked



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Tree Pose

1. Stand with feet together. Look ahead of you and find a point on which to focus, looking at this point through the pose will improve your balance.
2. Shift your weight over your left foot and point your right foot out to the side without moving it away from your left foot.
3. Rest your right heel on your left ankle keeping your toes on the floor. **This is tree pose 1.**
4. Now keep your balance and lift your right foot up to rest on the inside of your calf. **This is tree pose 2.**
5. Move your right foot as high up your left leg as you can. Stretch your branches up to the sky in **tree pose 3.** Balance for several breaths and then switch legs.

In any of the tree poses, your arms are your branches, grow them up to the sky. Keep looking at your focus point to keep your balance. Your arms should be straight. Check that you aren't hunching up your shoulders.



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Flamingo

1. Stand in mountain pose.
2. Shift your weight over one of your legs and keep just the toes of the other leg touching the ground.
3. Try shifting to the other side and then back.
4. Slowly move the toes nearer to the strong leg and try to lift the toes to rest your foot on the strong leg (see tree version 2) keeping arms by your side.
5. When you feel balanced, tuck hands into arm pits to make the wings of the flamingo pose.



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Savasana

Lying on your back, arms by your side, palms facing up to the sky.



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Conductor breath 1

Stand in mountain pose and widen legs a little.
Breathe in through your nose at the same time as bringing
your arms up in front of you.



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Conductor breath 2

While still breathing in, bring your arms out to the sides.



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Conductor breath 3

Continue your in-breath and bring your arms up.



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Conductor breath 4

Then, breathe out through your mouth while letting your arms and torso fall between your legs; bending your knees slightly.



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Rag Doll

Stand in mountain and bend forwards letting your arms and head hang down.



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Bee

1. Stand in mountain pose, roll your shoulders back and reach behind you to hold your hands behind your back.
2. You are a bee and your hands are your stinger.
3. Stretch your hands away from your back to make your stinger stand out.
4. Take in a deep breath to fill your chest and extend your stinger each time you breathe out.



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Spider

1. Squat down until your bottom nearly reaches the floor with your heels flat on the floor like frog pose.
2. Put your hands on the floor and slide them around the outsides of your feet.
3. Look up.



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Downward Dog

1. Start in table pose and tuck your toes under.
2. Now straighten your legs and try to put your feet flat on the floor. Your bottom should be up in the air.
3. Relax your head down.
4. Try to keep this pose for a few moments feeling the stretch in the back of your legs and your spine. Keep your arms strong.



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Upward Dog

1. From downward dog, breathe in and lower your body to the floor, keeping your toes tucked in and your arms straight.
2. Look up.



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Marching Horse

1. Come into table pose and stretch one leg out straight behind you.
2. Stretch out the opposite arm.
3. Hold this pose for a few breaths and then swap sides. Do this a couple of times.



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Childs 1

Come into table pose and sit back on your feet but keeping your hands on the floor so your body and head is at rest.



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Frog

1. Stand in mountain pose then move your feet so they are a little wider apart.
2. Bend your knees to the sides to squat down until your bottom nearly reaches the floor. Are your feet flat on the floor?
3. Place your hands on the floor between your feet.
4. EXTENSION – Bring your hands into Namaste position for more challenge.



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Namaste

1. As a position, this refers to the positioning of the hands.
2. Palm to palm with fingers touching those of the opposite hand and pointing upwards.
3. Bring your hands to the centre of your chest.



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Plank

1. Make your arms strong and move your hands slightly forwards away from your knees.
2. Lift up your head and chest.
3. Curl your toes under and lift your knees off the floor.
4. Gradually walk your feet backwards a bit until your body is a straight line from your neck to your ankles, this is plank pose.
5. Hold this pose for a few breaths and then move back to table pose and then back to plank pose again.



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Childs 2

As child's pose 1 but with hands by your sides, palms up.



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Butterfly

1. Sit on the mat.
2. Bend your knees and put your feet on the floor.
3. Drop your knees to opposite sides so the soles of your feet are touching making your butterfly wings. Hold your toes lightly.
4. Sit up nice and tall.
5. Breathe in and lift up your knees.
6. Breathe out and drop your wings down.



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