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# PROFESSIONAL ESSENTIALS



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# ART OF TEACHING: INTRODUCTION & OVERVIEW OF FOUNDATIONAL SKILL SETS

## QUESTIONS ANSWERED HERE

1. Name four or more general categories of skill that contribute to good yoga teaching.
2. While teaching, what are some priorities regarding presence and mindful awareness?
3. Describe specific objectives for teachers related to improving their knowledge of teachings.
4. Give examples of skillful teaching.
5. What tasks contribute to promoting student safety?
6. What are some practical tips for effective teaching?
7. Describe three levels of teaching.

## Foundations Overview

Excellent teachers of any discipline shine with presence, humility, passion and wisdom. And they are able to teach according to what is uniquely called for in each situation.

We want to be sure that every teacher who strives to be their very best has a clear path to reach their potential. So we've worked hard to bring together both the big things and the little things that contribute to excellent teaching. We go beyond re-stating the obvious or simply giving "tips". Here we bring you inspiration and a pathway to help you mindfully direct your learning and practice to most efficiently and effectively reach your goals.

We have organized the foundational skills of good yoga teaching around these categories:

1. Mindfulness, Humility, Boundaries
2. Personal Practice & Knowledge of Teachings
3. Skillful Teaching
4. Promoting Student Safety

## Don't Miss The Deeper Teachings!

Here we are simply introducing these topics, giving you a bigger picture perspective and the ability to choose your areas of interest. To delve into these topics, please select the links (if you have an online version) or go the relevant sections in your manual.

**Mindfulness, Humility, Boundaries**

1. Practice mindfulness while teaching: continue to return your awareness to your breath, thoughts, energy and expression.
2. Stay grounded in your body while teaching.
3. Be humble, honest and transparent.
4. Endeavor to truly see students, honoring their wholeness and respecting their individuality.
5. Allow students to have their own experience.
6. Create healthy boundaries between teacher and student while avoiding unnecessary distance.
7. Refrain from giving advice in psychotherapy or other areas outside of your teaching expertise.
8. When a student is potentially distracting other students, ask yourself mindful questions to determine whether and how to intervene.
9. When intervention is called for, do so with respect, empathy and clarity.
10. Protect the quiet of Savasana by ending class on time and requesting beforehand that those who need to leave early, leave before Savasana begins.

## Personal Practice & Knowledge of Teachings

1. To be an excellent teacher requires prioritizing personal practice and self-study.
2. Remain a student: be curious and intent on improvement. Solicit feedback. Invite awareness of personal weaknesses and mistakes and enthusiastically embrace professional development.
3. Excellent teaching requires a wide and deep knowledge base and skillful application of yoga teachings.
4. Note the difference between "naive practice" (a form of repetition) and "purposeful" or "deliberate" teaching practice, which specifically builds on strengths and improves weaknesses.
5. Teach only what you know and have embodied. Do not teach what you don't know, and that which you are in the process of learning.
6. Be prepared to refer students to other experts for topics beyond your capabilities.



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## Skillful Teaching

1. Skillful teaching does not sacrifice the basics in favor of complexity or uniqueness. This includes embracing repetition.
2. With asana, a skilled teacher acknowledges the need for a balance of effort and ease, strength and openness.
3. A skillful teacher has honed her teaching objective to one thing that she can adequately teach in the time allowed.
4. A skilled teacher invites challenge while making teachings accessible.
5. Good teachers mindfully choose their words for clarity and effectiveness.
6. Knowing your asana sequence in your body before teaching will help you to teach it more effectively.
7. An excellent teacher allows pauses in teaching for students to process and go inward, and she watches to see if the teaching has been assimilated before giving another instruction.
8. Teachers reach their potential by uncovering their authentic voice.
9. Excellent teachers adapt or change a class plan to effectively respond to a particular situation.
10. Good teachers don't spout all they know about a topic, but rather teach based on what they see in students.
11. Skillful teachers individualize teachings for various student needs.
12. Teachers may wish to learn more about how to support intuitive practice in their students.

## Promoting Student Safety

1. Undertake specialized study before teaching children, prenatal and postpartum students, and students with medical or chronic conditions.
2. Foster a safe, noncompetitive environment.
3. Provide variations, alternatives and personalized options.
4. If a class is too large to provide individual attention, avoid risky and/or complex postures.
5. Utilize safe sequencing.
6. Be cautious with risky asana and movement flows.

## More Tips & Inspiration

*I'm not a teacher; only a fellow traveler of whom you asked the way. I pointed ahead—ahead of myself as well as you. – George Bernard Shaw, shared by Teachasana*

1. Mirror students when demonstrating.
2. Greet students; smile sincerely.
3. Honestly, sincerely acknowledge students' efforts.
4. Address different learning styles.
5. Continue to learn how students communicate about their experience and sensation.
6. Experiment with different verbal cues; study responses.
7. Practice your sequence before class.



## Do What It Takes to Learn to Mirror

*For the first several months that I taught, I would write a letter R on my left index finger, and a letter L on the right, so I got used to pointing in a direction while having a simple reminder of which side I was indicating. – Florence Shih*

## Smile Sincerely

*While we might develop the ability to hide our reactions to both smiles and scowls, we never outgrow the internal reaction that the facial expression of another evokes within us. When your students enter your class and see a teacher who is smiling, they will automatically feel at ease... There is one important thing to remember, however. The smile must be genuine... Of course, some days smiling honestly is easier than others. This is where the practice of gratitude can be very helpful. If you can find something you are genuinely grateful for, however small, you will smile sincerely. If, however you are simply flashing a toothy grin to hide the bad day you're having, you will simply amplify the negativity you are bringing into the yoga class. – Darren Main*

## Honestly, Sincerely Acknowledge Students

*To honestly appreciate your students' efforts on the yoga mat is one of the best ways to inspire them to feel welcome in your class and to continue to practice. Ask any grade school teacher about the effectiveness of giving stickers so students can proudly go home and hang their work on the refrigerator. We all need to have our efforts acknowledged, and if you can learn to do that in an honest and sincere way, students will flock to your classes and also develop a passion for their yoga practice. – Darren Main*

## Learning How Students Describe Sensation

*Learning how to ask how a movement feels is tricky because not everyone will say something hurts, so this includes learning which words your student uses to describe sensation changes. – Yoga for Healthy Aging, Helping a Student with a Hip Replacement*

## Be Grounded, Don't Rush

*Take a moment to ground yourself before you start teaching. This will help you keep a better tempo and let students feel their own bodies more. If you're ungrounded or have too many thoughts, you'll rush through things quicker. Remember, there's no rush. – Vibekke Fausa*

## Practice Asana Sequence Beforehand

*It can be easy to sub out a balance pose for another or think that reclined hip openers have the same qualities, but that simply isn't true. Each posture and transition changes the energy, fluidity, and quality of your class. The best way to guarantee a class that seeks symmetry, balance, and growth is to practice the class a few times and refine it as you go. – Kate Connell Yoga*

## Ensuring Your Words are Embodied

*David Life told me to practice every time before I teach, so that my words are embodied and not just an idea. When I tell people to root their tailbones and lift their chests in trikonasana, the imprint is still in my body. – Colleen Saidman*



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# ART OF TEACHING: INTRODUCTION & OVERVIEW OF FOUNDATIONAL SKILL SETS

## Step into Your Power

Learn what you need to do hold the space energetically and vocally. It's a disservice to yourself if you are meek, too quiet, or apologetic about perceived failings. Be a conductor of that symphony of bodies. Move around the room and let students hear and feel your presence. – Michael Hoyer

### Mindfully Preparing for Class with Personal Ritual

When you prepare for your... class, you might like to create a ritual for yourself. That can be a simple prayer of asking to be open to guidance, a brief meditation or a centering and calming breath. Of course you also want to make detailed plans, like sequences, specific techniques, desirable props, etc. Still, the details won't work nearly as well without attention to the deeper aspect of the yogic practice... Allow yourself to feel prepared for your class, so you can feel relaxed and fully present. Look inside to know what means for you. You might want to write out a sequence (or more than one), you might want to have an inspirational reading selected. – Sue Flamm (Puja)

### Ana Forrest's Do's and Don'ts

In this article, Ana Forrest was asked, "How should we not teach yoga?" Her response:

- Not breathing.
- Not seeing students.
- Teaching from automatic mode or a place of boredom.
- Using touch carelessly without paying attention—that is a turn-off for everyone.
- What I'd rather talk about is what to do. The first thing that I learned about teaching, is not to focus on what NOT to do, but on what TO DO.
- Leave your stuff at the door before you walk into the yoga room.
- Be present for your students.
- Breathe deeply when teaching.
- Punctuate your cues with silences, giving your students time to do the directions you gave them.
- Practice your sequence, giving it a 'road test' before teaching it. Make sure that it works physiologically.
- Do some yoga before teaching so that it is alive in your blood and you're warmed up and safe to demo.
- Now you can teach from a truly authentic place!
- Connect to your love of yoga and your desire to help people as you teach.

### Transmission & Levels of Teaching

Eric Klein expertly describes three levels of teaching: information, method and transmission:

Sometimes you listen to a teacher and, while what they say makes sense, it doesn't move you. Another teacher might say the same thing and it's like lightning – brilliantly illuminating the mind and piercing the heart. Same words. Totally different impact. Why? There are three levels of teaching.

- 1) The first level is informational. Information teachings provide you with models of reality that:
  - Expand your understanding of life
  - Shift your conditioned view of who you are
  - Point towards the possibility of living an awakened life
- 2) The second level is methodological. These teachings provide you with methods and practices to:
  - Test the validity of the information teachings in your own experience
  - Cultivate your capacity to embody meditative awareness
  - Strengthen new patterns of thought, speech, and action
- 3) The third level is transmissional (if there is such a word). Transmission teachings connect you directly with:
  - The innate wisdom of your soul
  - The boundless radiance of your spirit
  - The sacred nature of your life

### All Levels Are Essential

All three levels are essential. We need information – to expand our view of life and our own possibilities. We need methods – to cultivate our capacity for embodying what we've learned. We need transmission – to reveal that which is deeper than information and prior to all methods. – Eric Klein

### Practice Leads to a High Vibration

Teaching yoga is not merely about conveying intellectual information or guiding students through physical practices. Those are good things to do, but the real impact comes through transmission of a high vibration. And for that, we ourselves need to have a high vibration, which is going to come only through our own deep personal practice and living the teachings. Then students will feel it in their hearts, and that's when great things begin to happen.

– Nayaswami Gyandev McCord

### More on Transmission

Once a psychic revealed to me that my words had little effect on other people, but that the energy we shared together could inspire them. That was when I stopped offering narration of yoga and started the conduction of prana. – David Life



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# ART OF TEACHING: PROMOTING STUDENT SAFETY

## QUESTIONS ANSWERED HERE

1. What type of attitude or approach adds risk to a yoga practice?
2. According to research, which segment of the population sustains the majority of yoga-related injuries?
3. It is necessary to undertake specialized study before teaching some populations. Which ones?
4. What are some ways to foster a safe, noncompetitive environment?
5. Why is it important that you teach students what it means to take responsibility for themselves — and how to do so?
6. What additional strategies promote student safety?

## The Risks of Yoga

- Like any form of physical activity, Hatha Yoga carries risks. It's especially risky for those who push themselves or are pushed by teachers to create a particular form.
- A 13-year study of yoga-related injuries in the U.S. published in 2017 found that injuries had increased (from 10 to 17 per 100,000 participants), although the risk of a serious injury remained low (less than 0.02%).
- The study reported that the majority of injuries occurred in students ages 65 and over.
- See more: About Injuries in Yoga



### Especially Risky for People Who Push or Are Pushed

A growing number of Americans are getting injured doing yoga—an unfortunate trend touted in news stories. Often media reports express surprise that this ancient healing discipline can actually cause harm, especially since many people take up yoga specifically to heal injuries. Yet like any form of physical activity, hatha yoga practice carries risks—especially for people who push themselves or are pushed by teachers to “achieve” a particular pose, explains Leslie Kaminoff, a New York yoga therapist and bodyworker, who regularly treats yogis with both acute and chronic injuries linked to improper practice. — Carol Krucoff



## Overview

1. Undertake specialized study before teaching children, prenatal and postpartum students, and students with medical or chronic conditions.
2. Be cautious not to give advice that is beyond your scope.
3. Grow your skills in therapeutic principles and accommodating injuries and conditions in class.
4. Foster a safe, noncompetitive environment.
5. Teach students to take responsibility for themselves.
6. Provide variations, alternatives and personalized options.
7. If a class is too large to provide individual attention, avoid risky and/or complex postures.
8. Utilize safe sequencing.
9. Be cautious with risky asana and movement flows.

\* Many of these strategies are drawn from Shirley Archer's excellent article in IDEA Fitness: Is Yoga Safe?

## Taking Special Care

1. Undertake specialized study before teaching children, prenatal and postpartum students, and students with medical or chronic conditions.
2. Be cautious not to give advice that is beyond your scope.
3. Grow your skills in therapeutic principles and accommodating injuries and conditions in class.
4. Be prepared to refer students for diagnosis or for more personal attention. Learn how in When to Refer Out.
5. To learn to safely accommodate prenatal students in a drop-in class, see Pregnancy. (Scroll through section to see About Pregnancy, Cautions, and Yoga Practices.)
6. Grow your skills in adaptive principles and accommodating individual needs in class. Begin with the Study Guide or Safety, Injuries & Conditions Hub.



## Foster a Noncompetitive Environment

Foster a safe, noncompetitive environment in which each participant is encouraged to work at his or her own pace:\*

1. Teach students to take responsibility for themselves.
2. Provide variations, alternatives and personalized options.
3. If a class is too large to provide individual attention, avoid risky and/or complex postures.
4. Explain what types of information students should inform their teacher about.
5. Teach students how to distinguish sensation and pain. (Learn more here about pain and learn more here about how some students may seek pain.)
6. Teach students to use their breath as an indication of their inner state.
7. Teach both why and how to employ variations and adaptations.
8. With your words, actions and energy, communicate that props, adaptations, and resting are welcome and honored. (See much more in Creating an Inclusive Space.)

\*Some of the tactics noted above are drawn from Nina Zolotow's Yoga for Healthy Aging article, How to Stay Safe While Practicing Yoga.

### Teach Students How To Take Responsibility

Those new to asana may have little to no experience with listening to their body and distinguishing among sensations.

1. Many new students may simply not understand the value of learning to listen inwardly.
2. And some may have learned specifically to override messages from their body as part of practicing or competing in gymnastics, football or dance, for instance. (See more: Unhealthy Sensation & Working with Pain.)
3. So telling students to “listen to their body,” for instance, may not be adequate and instead students may need to be taught how to take responsibility for themselves.

### Give Students Responsibility & Observe Closely

I tell my new students this: “You are responsible for yourself in this class. Please don't think I have ESP and know when something is overtaxing for you or causing you pain. And please come out of any pose and let me know of the difficulty you are experiencing.” Yes, it is paramount that every student take the responsibility for his or her own actions and does not pass that responsibility onto the teacher... You need to observe every student to make sure that people aren't becoming overly fatigued and distressed... Looking for subtle changes in your familiar students is important. Also, give people (or yourself!) permission to stop and rest. — Shari Ser



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# ART OF TEACHING: PROMOTING STUDENT SAFETY

## Safe Sequencing & More

1. Provide a thorough warm-up with attention to all joints.
2. Teach a progressive sequence.
3. Avoid pushing to the extreme end range of motion in any position.
4. Be cautious with flow styles to ensure that students are practicing safe alignment.
5. Stay up-to-date on research in yoga and in biomechanics.

### Resources

- Sequencing Fundamentals & Guidelines
- Choosing & Arranging Poses
- Joints & Their Movement
- General Alignment Principles
- Asana Index



## ACE & LOGISTICS CHECKLIST + STUDENT FEEDBACK FORM

### Lesson Overview

In this lesson, we highlight a number of logistical and timing considerations.

#### Objective

Be aware of a number of logistical and timing considerations to attend to before class, during class, and after class ends, plus considerations for obtaining student feedback.

#### Description

Provide benefits associated with starting and ending class on time. Note two activities to plan time for after class, and something to watch out for after class is over. When just beginning to teach classes of varying lengths, describe what might help you to adapt a class to different lengths. Provide a quick tip that you can do throughout class to avoid “getting behind.” Provide considerations regarding the practice space that will be helpful to know before class starts. Describe considerations for classes occurring at the following times: in the morning, at lunchtime, in the evening, on the weekend. Explain why you might wish to occasionally re-read the class description presented to students in studio materials. Name three different ways you might obtain student feedback on your teaching and what might help to encourage more participation in your request for feedback, plus potential questions to include in a student feedback form.

### Introduction

Are you teaching a new class that’s in a different space or shorter than you’re accustomed to? Is it offered at lunch instead of your usual evening time? These reminders can serve as a quick checklist of considerations before class starts.

See Also

- Strategic Class Planning: A Process for Inviting Inspiration
- Planning & Sequencing Hub

### Fundamentals

In The Yogi Entrepreneur, Darren Main highlights a few logistical and ethical fundamentals, one of which is to start and end class on time. Students will appreciate being able to plan around the class because they know it will end on time. And many students will be more likely to arrive on time when they are sure class will begin when scheduled.

#### ETHICAL REMINDERS

- Your class should always start and end on time.
- Deep relaxation is part of your class... not an encore.
- Putting away props is part of the practice. If you use props, budget time for cleanup.
- Dry mopping the floor is part of your class—not the class that follows yours.
- If another class is starting shortly after yours, invite students to take conversations out of the practice room. Respecting the time of other teachers is also part of professional ethics. – Darren Main

See Also

- Teacher-Student Relationships, Ethics, Abuse
- Adjustment Guidelines – includes ethical reminders related to assists and hands-on adjustments

### CLASS LENGTH & SEGMENTS

If you are just beginning to teach classes of varying lengths, it can be helpful to divide class into sections and apply a percentage of class time to each. This makes it easy to adapt a class to different lengths such as 45, 60, 75 or 90 minutes.

Another helpful practice for new teachers is to note end times for each section of class in order to more easily notice if a class has begun to “get behind.”

### Sample

Here is a tool we developed for new teachers. These percentages are simply from our own experience; please vary them according to your style and goals.

#### General Class 12:00 start time

Phase	75 min class	60 min class
20% Welcome, centering, & warm ups	15 min 12:15	12 min 12:12
25% Heat building & standing	20 min 12:35	15 min 12:27
20% Inversions & floor poses e.g. hip stretches, backbends	15 min 12:50	12 min 12:39
15% Cool down e.g. Shoulderstand, twists, forward bends	10 min 1:00	9 min 12:48
20% Savasana & closing	15 min 1:15	12 min 1:00



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# ART OF TEACHING: SPACE & SOUND BASICS

You may wish to consider these elements of the practice space before students arrive.

## Wall Space

- Some populations such as prenatal and postnatal will ideally have wall space. Moderate and advanced practitioners can use wall space to practice inversions. Beginners and those with special conditions can have many more options if a wall is available for support.
- Is there enough clear wall space for all students? (Note dials for fans and heating systems that can be in the way.) If wall space isn't available, the sequence can be designed accordingly.
- Props
  - Knowing what props are available can guide decisions related to choosing restorative poses and "workshop" type pose variations where props are used to teach certain actions of poses.
  - If teaching specialized student populations such as prenatal or seniors, often props are a fundamental element of making poses accessible. If props are not available for such classes, knowing ahead of time would be essential for many teachers to alter their approach to the class.
- Are there enough blocks, straps, blankets, bolsters, chairs or other props for all students? Or is there a limited supply?



## Lighting

- Many teachers prefer to control lighting in their space according to the natural light present during class and/or to reduce lighting during cool down or Savasana.
- Knowing ahead of time how to adjust lighting can help to keep the sense of a sacred and supportive space.
- If lights don't adjust, bringing in a lamp can work to provide dimmer lighting when desired.

## Sound System

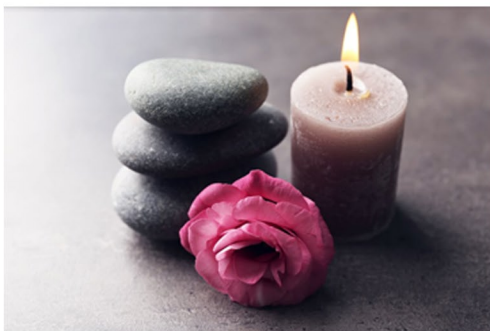
- Knowing ahead of time what type of speaker system is available—and getting a mini-lesson on how to use it—can contribute to a smooth teaching experience.
- For those who prefer to teach with music, carrying a portable speaker system such as an iPod dock can ensure you'll have music wherever you teach.

## Heating & Cooling

- Whether teaching a style that keeps the room hot or comfortable, knowing how to adjust fans, A/C, and heat is often important for a yoga practice space.
- The ability to provide fresh air from windows or at least a door is ideal. It can be helpful to know if windows open and to check ahead of time for locks or to un-stick old or rarely used windows.

## Unique Space Considerations

- Having a general awareness of surrounding conditions, including windows and doors, pillars that block site lines or any other aspects of the space that can impact class will reduce surprises, enable you to proactively address potential issues, and make teaching more natural and comfortable.



## CREATING SACRED SPACE

The right space can invite your entire mind, body, and spirit to relax and be present. When you step into that space, you release the stress and tension of your life and seek clarity, unity, and awareness. – Melissa Eisler

As teachers and students, we find that a space that has been set up intentionally often calls forth a deep resonance and response from participants. We come to learn the powerful impact of setting the intention for a space and "holding" it for others to feel contained and safe to have their experience. In this spirit, we delve deeply into this interesting topic in Teaching Methodology & The Art of Teaching: Sacred Space, Ritual & Holding Space.

## Day & Time of Class

### Morning

- Many students are likely to feel tightness in their bodies. Some may be feeling sluggish and slow-starting while others may feel energetic and determined.

- Consider a slower and longer warm-up than other times of day.
- An intention might be to energize and empower students for their day.
- Considerations include a dharma meditation or encouraging intention-setting to support students in moving out into the world feeling centered and purposeful.

### Noon

- In the middle of the day, many students may be distracted by work, children or other responsibilities.
- An intention may be to help students focus and calm their mind.
- Reminding students to stay focused on the present and not be carried away by thoughts of responsibilities or timelines can help them to access a sense of calm, focus and energy for the rest of their day.
- Depending upon the students, some options for inspiring focus could be:
  - Vigorous asana that requires relatively intense effort
  - Intricate alignment instruction that requires increased focus
  - More or longer balance poses that tend to calm the mind
  - A guided meditation to help students drop into their experience



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# ART OF TEACHING: SPACE & SOUND BASICS

## Day & Time of Class (*CONTINUED*)

### Evening

- Students may be feeling worn out or hyped up from an externally-focused day.
- One consideration is a vigorous class with brahmana elements to "meet students where they are" energetically.
- An intention could be to balance the effort with langhana elements.
- See also: Sequencing to Balance Energy.
- You may wish to offer increasing silence and conclude with deep relaxation and preparation for sleep.

### Weekday/Weekend

- Because weekdays tend to be busier than weekends, students typically exhibit more stress and distraction. In this state, they might respond well to a class that combines intense effort (to meet them where they are, focus their minds and to heat and open the body and energy lines) with deep relaxation (to bring them down, release residual tension and give them the direct experience of their deeper identity).
- On weekends, students may be more at ease and tend to express more openness and peaceful energy. This can be an opportunity to introduce more variations, different flows, more advanced yoga philosophy or more or different pranayama practices.

## STUDENTS

Classes may be broken out by experience levels such as beginner, level 1, 2 and 3 or combined in "all levels" classes. Classes may also be designed for targeted populations such as athletes, children, office workers, pregnant women, seniors, teens or others. Some classes help students with particular conditions such as back pain, cancer, depression or scoliosis.

Even for styles you're familiar with, it can pay to occasionally re-read the class description presented to students in studio materials to ensure the description and class are consistent.

When subbing, it can be helpful to check out the facility ahead of time and if possible, to attend at least one of the regular teacher's classes to become familiar with her general approach. While there is no need to mimic a teacher or change your primary voice, simply being more aware of what students have been experiencing can help you to plan and speak to their experience or what may be new.

See Also

- Strategic Planning: Inviting Inspiration
- Teaching to Various Student Types
- Injuries & Conditions Hub

### Soliciting Feedback

An invaluable part of yoga teacher training is the opportunity to get feedback on your teaching from fellow students and teachers.

New and established teachers alike may wish to continue to solicit feedback in order to continually refine teaching to address particular student populations. In fact, we highly recommend it!

- Please see Art of Teaching: Practice & Knowledge for more information. Don't miss the important concept of Naive vs. Deliberate Practice.
- For additional information and motivation for soliciting feedback from mentors and other yoga professionals, see Improve Your Teaching Skills by Asking for Constructive Criticism by Sara Avant Stover.

Following are considerations and tools for obtaining feedback.

### Informal Inquiry

You can ask students before or after class about their experience in your classes.

- This may have the added benefit of building your connections with students and giving them an opportunity to speak and be heard.
- The disadvantage of this method is, of course, that some students will find it difficult or impossible to share information that is constructive for fear of hurting your feelings or creating discomfort.

### Check In

In smaller classes and classes that are for students with conditions such as pregnancy, grief or disease, it's fairly common to start class with a check-in.

- As part of this process, you could ask students what is working for them and what more they would like to see.
- Or you might specifically ask for thoughts on a particular aspect of class.

### Feedback Forms

Distributing feedback forms after class can be a wonderfully effective way to obtain more complete information. Reassuring students that the feedback can be anonymous is important. And you can get greater participation by occasionally offering a reward such as a free class card or other gift.

See the link below (in Online Resources) for a sample feedback form.

Of course, you may feel vulnerable and anxious in opening yourself up to potential criticism. This is an excellent fear to work with in your practice and with a trusted mentor! :) As a reminder, students already have thoughts in their heads. You're asking to be made privy to their thoughts empowers you to learn and respond. And of course, many students are extremely kind and grateful for your teaching and they will be so excited to tell you how wonderful you are!

## PERSONAL PRACTICE & STUDY + EMBRACING SUFFERING

Questions Answered Here

Here we offer deeper inspiration related to your personal practice and study. For an introduction to this vital topic, see our coverage in Art of Teachings Fundamentals here. For inspiration related to teaching as differentiated from personal practice, see here.

1. In what specific ways does personal practice help you to take care of yourself?
2. What are some reasons that personal practice is vital for good teaching?
3. Describe how the myth of perfection may show up and why, instead, personal challenges can be welcomed and useful.
4. Why is it critical that yoga teachers investigate our "wounds?"
5. How can you experience improvement and "breakthroughs" both personally and professionally?
6. What are some common reasons for a home practice to fail?
7. How can you overcome the obstacles to practice?



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# ART OF TEACHING: PERSONAL PRACTICE & STUDY + EMBRACING SUFFERING

## A Way to Take Care of Yourself

1. Practice becomes your teacher.
2. Practice can prevent future suffering. And it is of vital support when facing challenge.
3. It fills your "seeking cup" on a daily basis.
4. And it is a primary way to learn about yourself. It's key to meeting your needs and maturing as a person and teacher.
5. Practice is the very path to your potential, to the mystical, to transcendence and to bliss.
6. Yoga, we remember, is not a belief system; it's a practice and a state.
7. You cannot serve others if you do not first serve yourself.



## Practice is Time to Take Care of Yourself

Your practice is time to take care of yourself, not prove yourself. – Jason Crandell

Your Practice Becomes Your Teacher

Your practice becomes your teacher. Without a practice, you never really discover yoga—you'll get a lot of information, but you'll never know yoga. As a teacher, without a personal practice, you are living from and teaching from only twenty-five percent of the knowledge available from yoga, and you'll never be a great teacher; you can only be good. – Shari Friedrichsen

## It Can Save You

The importance of developing your own personal connection to your spiritual practice cannot be underestimated. It can literally save you from life's greatest challenges. It creates palpable magic in your everyday mystical experience... A personal practice doesn't seem as important when things are going smoothly in life, but it's essential when we hit bumps in the road. Our consistency, no matter what life's conditions, is what can make or break us when we desperately need spiritual support. Connecting to our bliss doesn't have to be a random event. It can be our new normal. – Alanna Kaivalya

Fulfill Your Seeking

Stay ahead of the game of seeking. We cannot serve others if we do not fill our own "seeking cup" on a daily basis. We can't. The line is too thin. The ice is too thin. If even a little bit of time goes by, and we ignore it... we fall through the ice. Personal practice. Personal practice. Personal practice. A yogi who does not do sadhana (practice) is an actor; a parrot... a bird who's memorized some words. Your well that you draw on has to be filled... and not personal practice to the point of only giving you just enough to get by... that's not filling your cup. It's not about maintenance. It's about fulfilling your seeking. That should be your primary focus. – Rod Stryker

See Also

- Self-Care & Burnout
- What is Yoga?
- Yoga as Union & Joining

## What You're Transmitting

Personal practice and self-study are vital to a teacher's impact because teaching is not just a sharing of information. Teaching is a sharing of yourself: your accumulation of experience, your way of life, and a transmission of your energy.

It is said that a teacher can lead a student only as far as she has gone herself. Clearly, a teacher who hasn't experienced deep meditation, post-pranayama bliss, or a state of equanimity as a result of practice will not be able to adequately express these things. A teacher who struggled for years to master Handstand away from the wall will have some special insights into what it takes to accomplish this. Similarly, a teacher who has experienced chronic low back pain will have a depth of understanding that someone who has not experienced it may never have.\*

\* Note: While we note this vital point on the importance of a teacher's personal practice, we would feel remiss if we didn't also note that direct experience is not enough to be able to teach, nor is it a strict requirement. That is, practice alone doesn't make a good teacher: being good at handstands isn't enough to be a good teacher of handstands. Nor is direct practice required to teach something well: there are people, for example, who can coach elite athletes to accomplish what they themselves never have. Similarly, a yoga teacher who can't enter a Handstand away from the wall, or who hasn't experienced chronic low back pain can immerse herself in the related topics and through study and care, learn to expertly guide students. We would propose that without personal experience, it may take particular effort to become highly skilled, but the point here is that there are two sides to the coin of "Teach what you know."

## Practice Leads to a High Vibration

Teaching yoga is not merely about conveying intellectual information or guiding students through physical practices. Those are good things to do, but the real impact comes through transmission of a high vibration. And for that, we ourselves need to have a high vibration, which is going to come only through our own deep personal practice and living the teachings. Then students will feel it in their hearts, and that's when great things begin to happen. – Nayawami Gyandev McCord

More on Transmission

What makes a teaching transformational? Sometimes you listen to a teacher and, while what they say makes sense, it doesn't move you. Another teacher might say the same thing and it's like lightning – brilliantly illuminating the mind and piercing the heart. Same words. Totally different impact. Why?... Transmission teachings connect you directly with: The innate wisdom of your soul; The boundless radiance of your spirit; The sacred nature of your life. – Eric Klein

See more: *Art of Teaching Fundamentals: Transmission & Levels of Teaching.*

## Can Lead Only as Far as She Has Gone

What is being taught is a state of being, a way of living, which by necessity is intrinsic to the character of the teacher. In the study of yoga, the teacher can lead the student only as far as she has gone herself... Yet the teacher will undoubtedly fail at times; this is part of being human. What is most important is that the teacher has a sincere aspiration and deep commitment to the ethical precepts... If we profess to be teaching yoga, which is a science and art of living, we must practice that way of living ourselves. If we wish only to teach poses or postures, it would be better to call what we do by a name other than yoga. – Donna Farhi



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# ART OF TEACHING: PERSONAL PRACTICE & STUDY + EMBRACING SUFFERING

## Your Suffering, Shadow, Wounds

- "Students deserve a teacher who too has suffered."
- Hala Khouri describes the premise that she and her co-teachers in Off the Mat teach with great skill: by becoming aware of our shadow and continuously investigating and airing our wounds, we are less likely to have them unconsciously seep out or drive our behavior.
- And we also get the magical gift of seeing how our "wounds are the source of our gifts."

### The Value of a Teacher Who Has Suffered

The truth is that most students need and want more from us than teaching poses, reading poems or talking about the Yamas and Niyamas. They deserve an educator who not only knows about the workings of their bodies but who too has suffered (yes, I said suffered) continual transformation and who can demonstrate that one can survive and thrive. – Bettelynn McIlvain

If We Don't Investigate our Wounds, They Will Get in the Way

Our wounds are often the source of our gifts, and if we don't investigate our wounds, they will get in the way... This is particularly important for those who hold space for others to be vulnerable. It is our responsibility to do our personal work, otherwise, we can cause harm to those who are trusting us with their bodies, minds and hearts. We all have a shadow side; no one is exempt from pain or trauma... If you teach yoga or hold space for others in any way, it is vital that you have a space that someone else is holding for you—a space where you get vulnerable and are seen; a space where you are held accountable and get nurtured in a compassionate way; a space where you can shed the teacher role and receive. This way you can be empathetic not enmeshed, supportive not diminishing, empowered rather than oppressive and compassionate rather than needy. – Hala Khouri

See also: *Feeding Your Passion to Teach: When You're Struggling or Failing*

### Overcoming Obstacles to Practice

What is the way to improvement and "breakthroughs" both personally and professionally?

- Practice.
- What are some common reasons for a home practice to fail?
  - Not prioritizing practice.
  - Assuming practice must be a specific length or type.
  - Not creating a practice that is satisfying.

What can overcome these obstacles?

- Develop the emotional stamina to practice no matter if your mood shifts or you're having a bad day.
- Expand your definition of practice.
- Continuously adapt practice to meet your needs.

### Practicing Our Way to Breakthroughs

We've seduced ourselves into believing that... breakthroughs spring forth fully formed, as Athena did from Zeus' head. Alas, that's a myth. What always happens (as you can discover by looking at the early work of anyone you admire), is that she practiced her way into it. – Seth Godin

### What Causes Home Practice to Fail?

Students and teachers normally fall off the home practice wagon when they can't create the time for the practice and when the practice isn't satisfying... You may not have two hours to practice and that is just fine. It does not make you less of a yogi!! Throw out the illusion that practices need to be at least 75 or 90 minutes long. You know your schedule best. Each day has a different practice length with a modified sequence according to the time you have scheduled. Schedule your practice and yes, set your alarm. – Allison Schleck

### When You're Having a Rough Day

What do you do when you're having a rough day? Maybe it starts the moment you wake up and you just don't feel like doing your normal things? Or maybe it kicks in a little later in the day after a disappointment. Things aren't going your way. What do you do? Well, here's a key lesson: We've gotta develop our emotional stamina—on those days when we feel the WORST, we need to be the MOST committed to rockin' our fundamentals... Imagine that you are MOST committed to doing the little things you \*know\* keep you plugged in when you LEAST feel like it. – Brian Johnson

### Planning for What You'll Need

I like to think about when I'll have time to practice, but over the years, I've found that tuning into the kind of support I'll need is even more important. For example, if it's a packed week, I know I need to make extra sure I practice so that I can stay grounded. But I also know I'll have less time. So I might consider how I can fit in a few minutes in the morning or before bed. There are all kinds of amalgamations of that, but I think it's something that can be really helpful — not just how much you can do, but what you actually need. – Anna Guest-Jelly

### Expanding the Definition & Shape of Practice

Nowhere in the yoga texts does it say we need to do any of that within the parameters of a 24" X 68" rectangle. Despite that, yoga lovers are extremely committed to that rectangle. We pamper our mats, buy them fancy bags and carry them around with us, and we feel most alive when we're on them. This devotion to our practice on a rigid shape, leads us to orient all our movement on our frontal plane. We sometimes move our arms around a bit, but we largely confine ourselves to moving forward and backwards only. What if yoga didn't have to be that way? What if we challenged ourselves to create embodied movement in every orientation? Breaking out of this rectangle is one of the reasons that I'm such a huge fan of aqua yoga. – Christa Fairbrother

See also *Feeding Your Passion & Inspiration to Teach*

### Study of Self & Teachings

Amy Ippoliti offers 8 qualities she believes are key to teaching yoga well. You may wish to use these as a way to go inward to study your strengths and weaknesses.

### Do You Have These 8 Qualities of Excellent Yoga Teachers?

Be honest with yourself as you ask whether these are qualities you possess. Do you \_\_\_\_

1. Identify as a student of yoga in all areas of your life—not just on the mat?
2. Embrace an attitude of being continually open to learning and being able to admit when you don't know something?
3. Possess a fundamental understanding of your own energy and a sensitivity to other people's boundaries?
4. Have a daily practice?



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# ART OF TEACHING: PERSONAL PRACTICE & STUDY + EMBRACING SUFFERING

## Study of Self & Teachings

See also *Self-Inquiry & Your Sacred Mission & Vision* where we support you in the vital practice of internal dialogue.

### Continuous Study of the Teachings

Anyone who's completed a basic 200 hour teacher training knows, that you're only scratching the surface. In order to become the best teacher possible...we must become more than just a yoga instructor. We must embody spiritual leadership, fully grasp anatomy and movement, and be able to tie in the philosophy of yoga into the experience of the practice. Not to mention, have the aptitude to intelligently sequence, build a relevant playlist, and tie in meditation. As more-than-yoga-instructors, we provide a space for community to our students that they may not find anywhere

## BUSINESS: INSURANCE & CONTINUING ED

### Lesson Overview

In this lesson, we provide resources for teaching insurance and Yoga Alliance requirements for RYT's.

#### Objective

Become aware of resources for insurance and Yoga Alliance requirements for RYT's.

#### Description

Provide reasons to get yoga insurance and understand that Yoga Alliance registration is not required to obtain insurance. Name multiple insurance provider choices. Explain Yoga Alliance requirements for RYT continuing ed. Describe what is meant by the terms Contact Hours and Non-Contact Hours, plus activities that qualify for Non-Contact Hours.

#### Questions Answered Here

1. For what reasons is it advisable to get teaching insurance?
2. Is Yoga Alliance registration required to get insurance?
3. Name multiple insurance provider choices.
4. How often does Yoga Alliance require RYT's to submit continuing ed requirements?
5. For RYT continuing ed, how many teaching hours are required and how many training hours are required?
6. What is meant by the terms Contact Hours and Non-Contact Hours?
7. Of the 30 hours of required training hours, how many must be CE Contact Hours? How many may be CE Non-Contact Hours?
8. What types of activities qualify for Non-Contact Hours?
9. What is required of RYT's in submitting their hours to Yoga Alliance?

### INSURANCE

#### Advisements to Get Insurance

##### Is It Advisable to Get Teaching Insurance?

One of the common questions that both freelance yoga teacher and new yoga studio owners will ask is, do I need insurance and if so, what kind? The answer to this question is: most definitely. Not only do you need insurance, but you need the right kind. – Jules Barber

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Despite a yoga instructor's best efforts to teach safe yoga practices, injuries do happen. Students sometimes push themselves beyond their limits, fail to communicate medical conditions, or practice postures incorrectly. With over 5,000 yoga-related emergency room visits each year and possibly even more doctor's visits, injuries happen more often than we're aware of. Lawsuits are expensive and yoga insurance protects you against claims regarding unexpected yoga accidents and occurrences that come along with teaching even if you're not at fault. – beYogi

### PROVIDER LINKS

Reports to date indicate that no insurance providers require Yoga Alliance registration. If any of them do, please let us know and we'll call them out here. Here's the list of insurance providers we've found over time. Please write in if you know of others.

1. beYogi — Insurance for Yoga Teachers
2. IDEA Health & Fitness Association — Yoga Insurance
3. NAMASTA – Liability Insurance for Yoga
4. National Association of Complementary & Alternative Medicines — Yoga Teachers Liability Insurance
5. Philadelphia Insurance Companies — Yoga Instructor Liability Insurance
6. Yoga Journal — Liability Insurance

### CONTINUING EDUCATION REQUIREMENTS

#### Basic Facts

- Yoga Alliance does not certify yoga teachers, nor does it provide accreditation of trainers or training schools. Yoga Alliance does not assess or certify teaching competency. It provides a registry, which is a list.
- Neither teachers nor trainers are required to be registered with Yoga Alliance or any other organization.
- Teaching and studio insurance may be obtained without Yoga Alliance (or any other) registration.
- Learn much more here: Registration, Certification, Accreditation: Why You Don't Need to Pay the Yoga Alliance Fees.
- The following information concerns Yoga Alliance requirements for teachers.
- For trainers, see our detailed material in Teacher Trainer Administration.

#### Contact Yoga Alliance to Verify

- Here we've summarized and combined information from multiple pages on the Yoga Alliance website so that you can easily see the requirements at a glance, particularly for non-contact hours.
- For more information or if you're submitting your continuing ed information to Yoga Alliance, please verify that their requirements haven't changed.

#### Yoga Alliance Registry Separate from Yoga Therapy

- For information on the 2016 changes to YA registry as they particularly concern Yoga Therapy, see here.



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# ART OF TEACHING: BUSINESS: INSURANCE & CONTINUING ED

## YA Continuing Ed Requirements for RYT's

### Overview

- Every three years starting from the initial date of registration with YA, RYT's must submit a minimum of 45 hours of yoga teaching and 30 hours of yoga training.
- RYT's are required to submit a written reflection or evaluation of each activity, to demonstrate what was learned and how it relates to the educational categories and CE Requirements.

### 30 Hours of Yoga Training

- At least 10 training hours must be CE Contact Hours.
- No more than 20 training hours may be CE Non-Contact Hours.
- All hours must be directly related to one of the YA Educational Categories

### Defining Contact Hours

- An in-person classroom hour in the physical presence of a qualified Continuing Education Provider.
- Examples of acceptable CE Contact Hour activities include: yoga teacher training, workshops, courses at a college, and discussion or study groups.

### Defining Non-Contact Hours

- Learning outside of the classroom, without qualified CE Provider present
- Must be directly related to one of the five YA Educational Categories
- Earned by completing one hour of any of the following activities.

### Non-Contact Hour Activities

- Reading a book or article, or watching a video that deepens your yoga practice and/or understanding,
- Being a student participant in a webinar or taking an online or correspondence course,
- Receiving remote mentoring,
- Authoring yoga books, articles, videos or other media for public dissemination (e.g., in newsletters, CDs, DVDs, newspapers, magazines, online, etc.), and
- Creating class materials for distribution to students.

## Submitting Hours to YA

### Teaching Hours (for Continuing Ed or upgrades)

- Log in to your online account, which sends you to your "Dashboard."
- Select the menu item on the left for "My Teaching Hours."
- You should be on the "My Teaching Hours" page. Select the green button to "Add Teaching Hours."
- Enter in your hours, using a close approximation of the hours you taught during a particular time period. You can make as many or as few entries as you like. Simply select the start and end dates using the calendar wizard (all dates must be entered in month, day, year format). Then, select the class type and enter the total number of hours taught during that time frame.
- Additional fields are optional, such as the average number of students that you taught per class, location, and notes. This additional information is not required by Yoga Alliance, but you may find it useful for your own records.

### Training Hours (for Continuing Ed only)

- Log in to your online account, which sends you to your "Dashboard."
- Select the menu item on the left for "My Training Hours"
- You should be on the "My Training Hours" page. Select the green button to "Add Training Hours."
- Enter in the time frame, the activity, and the number of training hours completed in that time frame (all dates must be entered in month, day, year format). Specify whether these hours were Contact or Non-Contact Hours.
- Additional fields are optional, such as location, and notes. This additional information is not required by Yoga Alliance, but you may find it useful for your own records.



## The Business of Yoga- How to Remain Authentic While Playing the Numbers Game.

For thousands of years, yoga has been handed down from teacher to student. Throughout time, yogis have been supported by a variety of sources, including donations from kings, rich men, and householders. In some cases, yogis lived and practiced in self-sustaining ashrams. There was no need to earn money in exchange for teaching, no pressure to recruit students, nor any responsibility to keep students happy.

Today things are radically different. If you are a yoga teacher or studio owner, then you understand what I mean when I say that we all have to "play the numbers game." It is a fact of modern yoga that if you wish to teach or provide a space for yoga classes, then the number of people in your class matters. If there are not enough students coming through the doors, no one gets paid. Studios rely on the revenue generated from dedicated students to pay the rent, and teachers must have students in their classes in order to be paid. Whether we like it or not, we all feel the pressure.

The challenge is similar whether you are a studio owner or teacher. Below are suggestions for both.

## FOR TEACHERS

How do you maintain integrity while navigating the challenges of pursuing yoga as a business?

### Be true to yourself.

Ultimately, you cannot go wrong by being true to yourself. Use your own language, personality, and life experience when teaching instead of just repeating what you've heard other teachers say. Allow your own voice to come through, as students can sense when a teacher is phony or inauthentic. Share your passion and love of yoga with your students in your own unique way. Don't try to adopt a style of yoga or way of teaching just because it's popular. If you love restorative yoga, then teach restorative classes; you don't have to teach hot vinyasa classes just because they're trendy! If what you are teaching is not what you are passionate about, you probably won't enjoy teaching very much. And your students will probably sense that.

### Teach only what you know.

The pressure to fill your classes may tempt you to teach beyond your areas of interest or expertise. You may want to impress your students or offer them something different. One example of this is teaching a pose with which you are not truly comfortable. In my early years of teaching, I struggled with shoulderstand and did not fully understand the posture in my own body. I recognized that it was an important but risky posture, so I did not teach it.



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# ART OF TEACHING: BUSINESS: INSURANCE & CONTINUING ED

## The Business of Yoga- How to Remain Authentic While Playing the Numbers Game.

### FOR TEACHERS

I remember wondering if my students realized that I never taught shoulderstand, and I worried that I was shortchanging them. Nonetheless, I did not teach it. I taught other poses instead. I regularly replaced shoulderstand with bridge pose or legs up the wall pose. Resist the temptation to teach anything you don't fully understand. Yoga is a lifelong journey, and there will be time to share more as you move along your own practice path.

Find the right schedule.

It doesn't matter if 4 p.m. is not the "most popular time slot." If it is the best time for you, then it can work. Teaching is all about the passion and dedication you bring to it. Teaching at times when your mental and physical energy is at its best is essential to building classes. I was asked many years ago to teach a level 3/4 class in the 11 a.m. time slot at my local studio. At that time, there had never been a well-attended 11 a.m. class. There were no other level 3/4 classes on the schedule. It fit my schedule perfectly, and I was thrilled to teach an advanced level class. My commitment paid off and after a couple of years, I had 25 to 35 dedicated students attending twice weekly. My consistency and dedicated enthusiasm, coupled with good word-of-mouth advertising, built steady attendance.

#### **If you build it, they will come (and the two year rule).**

If you consistently show up to a class that is optimal for you and give that class your full attention and energy, it will build. Sometimes classes build very quickly, but most likely you will need to put in two solid years of effort before you see high class numbers on a regular basis. Show up prepared and present regardless of how many students you have. Keep substitute teachers to a minimum so that people count on you being there.

There's something about that amount of time (two years) and consistency that produces results. I have witnessed this phenomenon many times over the years. In fact, I have often encouraged fellow teachers to hang in there despite low numbers in order to build successful classes. The two-year period allows time for word-of-mouth to spread, students to adjust their schedules, and teachers to develop a large enough student following to sustain a full class.

Once you hit the two-year mark, it is likely that your class will begin to blossom. Remind yourself of this if you start to feel discouraged!

Numbers go up and down. Give each class your best no matter how many people show up.

It doesn't matter how long you have been teaching or whether you teach at a small local studio or at large conferences and festivals, some classes are just better attended than others. The key to staying focused is not to judge your worth by the number of students in your class. Know that you have something valuable to share, and always give 100 percent to the students in front of you, whether there are five or one hundred. Students will connect to your presence and authenticity, and they will come back for more. If you allow smaller class sizes to discourage you and you do not give your best, students may be driven away by your lack of interest.

### FOR STUDIO OWNERS

#### **If you are a studio owner, some of the same concepts above apply.**

Know what kind of studio you are.

If, for example, the main focus of your studio is Ashtanga, then do it well. Offer Mysore-style classes in the early morning, which is traditional, but also offer led primary series later in the day. To support beginner students, offer Intro to Ashtanga classes. Hire dedicated, practicing Ashtanga teachers to lead your classes. Or if you are an eclectic studio, then embrace all styles and offer variety. Seek out teachers from diverse disciplines and styles. Create a balanced schedule, with different levels and styles placed together and similar classes placed apart. Be clear about what you want to offer and the vision you have for your business.

#### **Support your teachers.**

Students come for the teachers. If the students feel that your teachers are not well supported or if the teachers do not speak highly of your studio, you will have major problems. It is in your best interest to place teachers in the time slots and class levels that best suit them—you will have more enthusiastic, confident teachers, and you will not have to constantly worry about finding substitute instructors. Engage in open and constant communication with your teachers. If someone wants to change their schedule, work closely with them to meet both the needs of the studio and the instructor. Recognize your teachers' individual strengths and help them to grow. If you see a teacher is particularly skilled with beginner students, ask them to lead an Intro to Yoga series. Remember you want to reflect a positive attitude in every aspect of your business, especially when it comes to your most important asset, your teachers!

#### **Create community.**

Make your studio a sacred space where everyone is welcome and received like a dear friend. Create an atmosphere that is warm, inviting, and inclusive to all. Cultivate community and help friendships grow by encouraging staff to address students by name. Treat staff well and minimize employee turnover. Ensure that new and returning visitors to your studio have a good experience whenever they walk through the door. If someone is new to your studio, staff should show them where restrooms, changing rooms, props, water, and anything else that they might need are located. Additionally, they should guide new students by suggesting yoga styles, teachers, and appropriate class levels.

#### **Remember that numbers go up and down.**

Just as teachers must accept that class numbers fluctuate, the owners of yoga studios also need to understand this. Numbers typically drop during the summer, and they tend to rise in January. Be creative and try different marketing strategies to invite more people into your studio (e.g., Bring a Friend for Free Day or Family Yoga Morning). Review your attendance numbers over the course of the calendar year instead of focusing on month-to-month changes. If you know that July is your slowest month of the year, maximize your peaks and offer more incentives during January and September, when people are getting back to their routines. For instance, if all of your regular classes rise in attendance during peak times, offer special workshops and series that support people building a consistent practice while also generating additional revenue. Offer an Intro to Yoga series when people are inspired to get started at the first of the year, or a Back to Yoga series for moms when school starts again.

It may not be fun to play the numbers game, but it is possible to do so while thriving and staying aligned with what matters most—sharing the gift of yoga.



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