

Yoga and Education (Grades K-12)

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The contents of this bibliography do not provide medical advice and should not be so interpreted. Before beginning any exercise program, see your physician for clearance.

NOTE: For Yoga classes and other undergraduate and graduate Yoga-related studies in the university setting, see the “Undergraduate and Graduate Programs” bibliography.

“The soul is the root. The mind is the trunk. The body constitutes the leaves. The leaves are no doubt important; they gather the sun’s rays for the entire tree. The trunk is equally important, perhaps more so. But if the root is not watered, neither will survive for long.

“Education should start with the infant. Even the mother’s lullaby should be divine and soul elevating, infusing in the child fearlessness, joy, peace, selflessness and godliness.

“Education is not the amassing of information and its purpose is not mere career hunting. It is a means of developing a fully integrated personality and enabling one to grow effectively into the likeness of the ideal that one has set before oneself. Education is a drawing out from within of the highest and best qualities inherent in the individual. It is training in the art of living.”

—Swami Satyananda Saraswati
Yoga, May 2001, p. 8

“Just getting into a school a few years ago was a big deal. Now we have conversations at the district level. That’s the shift. If school districts start to go, then states will start to go.”

—Leah Kalish, director of Yoga Ed., in the
article “Yoga Goes to School,” *LA Yoga*, Jul/Aug 2004

“Within the next five to 10 years, yoga in school will be the norm.”

—Mariam Gates, director of KidPowerYoga
of Boston, as told to *Child* magazine, 2004

“I have benefited from Yoga through the stress release and relaxation as well as working on my flexibility and strength. I find attending a yoga class with my fellow Kearsarge Regional Middle School teachers and colleagues to be encouraging and supportive. I would strongly recommend Yoga classes held in schools for teacher wellness. I find myself stretching and breathing when I am doing exercises by myself due to Yoga[’s] influence.”

—Rob O’Neil
6/1 Science, Kearsarge Regional Middle School
Student of Yoga teacher Faith Minton

Why Teachers Use Yoga in the Classroom (from Yoga in Education, August 1997)

- * It helps children to develop their imagination*
- * It creates an atmosphere of peace, and it is calming to the children and the teachers*
- * It balances energy*
- * It focuses the children before a class activity*
- * It helps children who are stressed*
- * It brings clarity [and concentration]*
- * It energizes students*

** It is a tool to change the energy from outdoor dynamic movement to inside mental reflection and vice versa*

Abrams, A. I. Paired associate learning and recall: A study of the Transcendental Meditation program. In David W. Orme-Johnson, and John T. Farrow, eds., *Scientific Research on the Transcendental Meditation Program: Collected Papers, Vol. I.* Germany: Maharishi European Research University Press, 1976, pp. 377-381.

_____. The effects of meditation on elementary school students. *Dissertation Abstracts International*, 1977, 37(9-A):5689.

Adams, J. New concepts in education . . . using more of your brain. *Yoga-Mimamsa*, 1988, 27(1&2):52.

Adobe Bluffs Elementary School. San Diego, California. Tel.: 858-538-8403.

Suzie Moss-High, teacher, Adobe Bluffs Elementary: “We have a yoga class for the teachers at my school every week. Each participant has learned how to incorporate yoga practices into their lives for stress release, muscle tone and balance, and for over-all mental and physical well-being. Our weekly class has been something to which we all look forward.”

Alexander, Karen. Yoga at school poses a learning opportunity. Classroom: Teachers note calming effect, better concentration among their students. *Los Angeles Times*, 28 April 2002.

“While adults are flocking to yoga classes in record numbers, these students are benefiting from a 5-year-old program in San Francisco that aims to teach schoolteachers yoga proficiency so they can take its benefits into the classroom.

“The brainchild of U.S. Yoga Assn. founder and San Francisco Yoga Studio executive director Tony Sanchez, the program has trained dozens of teachers so far.

“Sanchez and his wife, Sandy Wong, started the program pro bono, and it has expanded with grants from the San Francisco Education Fund and other foundations. Teachers from two additional schools will be trained starting in September, and the couple are applying for a federal grant that would enable them to reach every district school.

“‘School itself can be stressful, and a lot of these children come from dysfunctional families or one-parent families. The stress their parents experience transfers to them,’ said Sanchez.

“‘One of the basics of yoga is to be giving, and we decided that it was something we should do instead of just using yoga to make money. We felt we should be giving something back.’

“Sanchez and Wong hope that their yoga regimen will become a model for schools throughout the Bay Area. Their program, called ABC Yoga, teaches children 12 poses.

“Some teachers take it a step further with the Yoga Science Box, a curriculum designed by Wong, which incorporates yoga into lessons on physics, geometry and anatomy . . .

“Gloria Siech, who heads the physical education program for the San Francisco Unified School District, says yoga is a powerful fitness tool for young people because it is low-stress and noncompetitive.

“‘It’s individual, and each kid can do it as far as they can go. There’s no keeping score, and there’s nobody telling them that’s not good enough,’ Siech said. ‘It helps to center kids and helps them concentrate. They are able to calm down and breathe, and the teachers see the improvement immediately . . .’

“‘It’s so helpful at this age,’ Camp said. ‘They are finding their bodies, and their bodies are changing so much. This helps them appreciate the diversity around them. In one class you can have a very tall kid and a heavy-set kid and a kid with some physical limitations all doing the same poses. It’s very unifying for them.’”

Ambika. You can not pull at the grass to make it grow—but the earth is enriched when children do yoga. *Bindu*, no. 6, pp. 6-7. (On more humane education for children and Recherche sur le Yoga dans l’Education.)

Gardner-Anopol, Marita. Yoga for Classroom Management certificate training. CEUs 1.5. Contact: marita@yoga4kids.us.

From the website: “This course is uniquely designed to empower public school teachers with a basic knowledge and understanding of yoga and its facilitation in the classroom. Some of the benefits will teach school age children concentration, focus and improving attention spans, prepare students for the TAKS test, foster discipline, stamina and self-esteem among students, help students achieve higher test scores, address and defuse student anger and other debilitating behavior.”

Associated Press. Colorado classroom yoga questioned. Aspen, Colo.: Associated Press, 28 Aug 2002.

“Plans for a classroom yoga program were put on hold so administrators and parents could decide whether it would bring religion into the school. Some families at Aspen Elementary said the chanting that often accompanies yoga techniques might challenge the constitution separation of church and state. The pilot program, called Yoga Ed, would use breathing and stretching to try to help kids adjust to the return to classes and to calm rowdy students after recess.”

Augenstein, Suzanne. Dienstags Mathe & Yoga. *Yoga Aktuell*, Oct/Nov 2003, pp. 67-68. [In German.]

Yoga as part of the school curriculum.

Australian teachers relating their experiences on yoga in the classroom. *Yoga in Education*, Aug 1997.

Badger, Barbara. Teaching Yoga in Schools workshop. Kripalu Yoga Teachers Association Conference, 2000. Contact Barbara at: yogawest@aol.com.

Barbara has many years of experience teaching yoga to students in grades K-12, is Kripalu certified, and is a social worker.

Bal Yoga Mitra Mandal, Research Participation Group. [Efficacy of yoga practices on memory, creativity, self-esteem, self-discipline, and self-confidence in 702 children.] Munger, Bihar, India: Bihar School of Yoga, 1999.

Barnes, Vernon A., Lynnette B. Bauza, and Frank A. Treiber. Impact of stress reduction on negative school behavior in adolescents. *Health and Quality of Life Outcomes*, Apr 2003, 1:10. Author email: vbarnes@mail.mcg.edu.

Abstract: Background: The purpose of this study was to determine the effect of stress reduction via the Transcendental Meditation program on school rule infractions in adolescents. Methods: Forty-five African American adolescents (ages 15–18 years) with high normal systolic blood pressure were randomly assigned to either Transcendental Meditation (n = 25) or health education control (n = 20) groups. The meditation group engaged in 15-min sessions at home and at school each day for 4 months. The control group was presented 15-min sessions of health education at school each day for 4 months. Primary outcome measures were changes in absenteeism, school rule infractions and suspension days during the four-month pretest period prior to randomization compared with the four-month intervention period. Results: Comparing the pretest and intervention periods, the meditation group exhibited a mean decrease of 6.4 absentee periods compared to an increase of 4.8 in the control group ($p < .05$). The meditation group exhibited a mean decrease of 0.1 infractions over the four months compared to an increase of 0.3 in the control group ($p < .03$). There was a mean reduction of 0.3 suspension days due to behavior related problems in the meditation group compared to an increase of 1.2 in the control group ($p < .04$). Conclusion: These findings demonstrate that the Transcendental Meditation program conducted in the school setting has a beneficial impact upon absenteeism, rule infractions, and suspension rates in African American adolescents.

Beckwith, Michelle. Yoga classes at school— for teachers. *Research on Yoga in Education Newsletter*, Jan 1994, No. 7.

Bellingham Yoga Education Project (Bellingham, NSW, Australia). *Yoga in the Education Environment*. URL:
<http://www.geocities.com/Athens/Ithaca/9012/yieresce.htm>.

“An eight week course for students to enhance their learning skills.”

_____. An experience of Yoga in education: A summary of an interview with Ray Rixon, high school teacher. URL:
<http://www.geocities.com/Athens/Ithaca/9012/yieresce.htm>.

_____. Articles from RYE (UK) giving information on Yoga practices in education and practical techniques regarding Yoga for children URL:
<http://www.geocities.com/Athens/Ithaca/9012/yieresce.htm>.

Bending it like yoga. *The Times of India* (City Supplements: *Lucknow Times*), 28 Jan 2005.
Article available online: <http://timesofindia.indiatimes.com/articleshow/1004473.cms>.

“Taking a cue from the yogis of TV channels related to religion and spiritualism, youngsters are attending yoga classes. They believe this will increase their concentration power. Not only can one find students inclined towards yoga but the faculty members and parents also believe that yoga will yield their students and kids good results in examinations.

“For that exam-time nirvana, when the stomach butterflies refuse to settle down, the best thing to do is yoga. Or so think certain schools and students.

“Mrs Smita Agarwal, a career counsellor and a coaching institute manager informs, ‘Students deserve their peace of mind before they get cracking with their exams. We’ve set up a meditation camp in some city schools where relaxation therapy and techniques are taught . . .’”

Benson, H., M. Wilcher, B. Greenberg, E. Huggins, M. Ennis, P. C. Zuttermeister, P. Myers, and R. Friedman. Academic performance among middle school students after exposure to a relaxation response curriculum. *Journal of Research and Development in Education*, Spring 2000, 33(3).

Abstract: The relationship between exposure to a relaxation response curriculum and academic achievement was examined among middle school students. Teachers were trained in how to teach relaxation response exercises and self-care strategies to their students. In addition, trainers modeled for teachers how to teach relaxation and self-care strategies to the students in the classroom. Four measures of academic outcomes were analyzed: grade point average, work habits, cooperation, and attendance. Students who had more than two exposures to semester long classes in which teachers had been trained in the relaxation response curriculum had higher grade point averages, work habits scores and cooperation scores than students who have two or fewer exposures. In addition, students who had more exposures to the relaxation response curriculum showed an improvement in academic scores over the course of a two-year period.

Bera, T. K., M. V. Rajapurkar, and S. K. Ganguly. Effect of yogic training on body density in school going boys. *NIS Scientific Journal*, 1990, 13(2):23ff.

Bhakti-Yoga at school. *Back to Godhead: The Magazine of the Hare Krsnas*, May 1992, 26(3): 28ff. (On America’s first high school club for Krsna consciousness.)

Bhole, M. V. Concept of yogasanas for physical education—a lesson plan. *Snipes Journal*, 1982, 5(2):56-60.

_____. Basic principles of yoga education and its importance in school curriculum. *KASTURA: Diamond Jubilee Souvenir of Sanjeevan Vidyalaya*, Panchagani, India, 1983.

Bocquet-Walker, Free. Revolutionizing education at the speed of breath. *YOGItimes*, Sep-Oct 2003. Article available online: <http://www.yogitimes.com/pages/Current/Kids-on-the-mat.html>.

Bodhi, Bhikkhu. Aims of Buddhist education. Buddhist Publication Society Newsletter, 1997, No. 35. Article available online: <http://www.accesstoinight.org/lib/bps/news/essay35.html>.

Abstract: In Sri Lanka, as throughout much of the world, the quality of formal education is deteriorating, as the schools largely fail to instill in their students an appreciation for either learning, moral decency, or wisdom. By reintroducing basic Buddhist principles into the educational system it may be possible to restore some nobility to the schools and thus to the students they serve.

Bos, Deborah. From Stress to Serenity: In and Out of the Classroom workshop.

Deborah Bos, director of Manhattan's Kundalini Yoga Garden and The Yoga Garden for Children, created the above workshop to help members of the United Federation of Teachers destress themselves, their classrooms, and their students.

Brown, Patricia Leigh. S.F. schools find peace of mind via “yoga break”: Sixty classroom teachers make it an integral part of physical education as well as regular classes. *Contra Costa Times*, 24 Mar 2002. Article available online: <http://www.bayarea.com/mld/cctimes/living/education/2925933.htm>. Also published as “Latest way to cut grade school stress: Yoga” in the 24 Mar 2002 issue of *New York Times*.

“‘When you’re mad, you go do yoga and you feel much better,’ said Frederick Nettles, 10, a monitor who was coaching first graders in the intricacies of the ‘new moon,’ a forward-bending yoga posture. ‘It calms your nerves.’

“At seven public schools here—with more on the way—the ‘yoga break’ has taken its place beside typical school rituals such as recess and the Pledge of Allegiance. *Yoga Journal*, a Berkeley-based bimonthly, calls it ‘Om Schooling.’ Besieged by budget cuts—most of California’s elementary schools no longer have a physical education teacher—schools like Rosa Parks are finding their own center. With free teacher training by Tony Sanchez, a yoga master, yoga is becoming an integral part of the physical education classes and the regular classroom as well. Sanchez founded the United States Yoga Association, a nonprofit organization.

“Students in Elaine Gee’s fourth-grade Chinese bilingual class spent 10 minutes the other day doing yoga before a big grammar test. A favorite is the ‘cocoon,’ which involves relaxing the head, spine, arms and legs on the floor and breathing to release tension . . .

“Yoga is not common in the American classroom yet. But it is increasingly becoming part of the physical education curriculum nationwide, along with other nontraditional activities such as weight training, biking and in-line skating . . .

“The San Francisco schools have gone further than most by training teachers to include yoga as a regular part of the day—‘in the classroom, when they’re scrambling,’ said Sandy Wong Sanchez, program director for the United States Yoga Association, a nonprofit organization that is training the teachers . . .”

[The article provides several additional examples of Yoga in public and private schools and for youth at risk.]

Burack, Charles. Returning meditation to education. *Tikkun*, Sep 1999. Available online: http://www.findarticles.com/cf_0/m1548/5_14/56065507/print.jhtml.

Butler, Kevin. Yoga at Cabrillo High: Elective class at Cabrillo gives students relief from stress. *Long Beach Press Telegram*, 18 Dec 2004.

. . . “The students enrolled in the Westside high school’s yoga class are exercising their minds, as well as their bodies.

“Yes, the yoga craze has stretched from private studios across town onto campus.

“‘I think they are filled with so much pressure as teenagers,’ said teacher Tanya Boulton, who also works as a certified yoga instructor at a private Santa Monica studio. ‘I think this kind of class allows the opportunity to calm down and just be connected within themselves.’

“The 40-student elective is designed to quiet those anxieties . . .

“For freshman Danielle McCoy, 14, the class doesn’t just relieve stress, it relieves pain.

“She has to use crutches because of a callous-like sore on one foot.

“‘If I’m in pain, it helps me breathe,’ she said. ‘I know how to relax my breathing.’
“Karina Vasquez, a 16-year-old junior, is so relaxed during class that she sometimes falls asleep for brief periods. She often brings her yoga mat home to practice . . .

“Many of the students would find it difficult to afford private yoga classes, which can cost \$15 each, Boulton said. The students are able to buy their mats at a discount, for \$13.75, and take the class for free.

“In addition to the emotional stresses of school work, family conflict or dating troubles, high school students also must cope with the physical stress of sitting for most of the day, which can strain the back and abdominal muscles, she said.

“But yoga is as much of a philosophy as a physical activity, emphasizing meditation as well as stretching. Kids take time to grasp that mental component, she said.

“‘I think they are just starting to shift a little bit, but it takes awhile,’ she said.”

Castleman, Michael. Making the grade: San Francisco yoga teacher Tony Sanchez is teaching inner city students an important life skill—stress management. *Yoga Journal*, Dec 2002, pp. 91-95.

“Yoga works best for elementary teachers if it’s connected to other subjects they teach.”

Catholic church leaders protest against yoga [in primary and secondary schools in Slovakia]. Associated Press, 25 Oct 2000.

Catholic schools urged to introduce yoga. NewKerala.com, 31 Aug 2005.

“Health Minister Anbumani Ramadoss Wednesday urged Catholic-run schools [in New Delhi] to take the initiative in introducing yoga and AIDS awareness activities.

“‘I would urge the Catholic leadership to introduce yoga in their schools, AIDS awareness for children during their most vulnerable age, 13 to 29, and compulsory physical activities on a regular basis,’ Ramadoss said while launching the new health and HIV/AIDS policy of the Indian Catholic Church here.

“Ramadoss, who applauded the Christian community’s contribution in the health sector, said 60 percent of the budget money could be saved if health awareness among the public increased.

“‘We have successfully controlled many communicable diseases except AIDS. Now non-communicable diseases such as diabetic, cardio vascular problems, mental illness are going to pose a major threat for us,’ he said.

“The minister said these diseases could be eliminated if yoga and physical activities were introduced in the curriculum.

“Minister of State for Statistics and Programme Implementation Oscar Fernandes also agreed with him.

“Speaking from personal experience—the minister himself is a yoga practitioner—Fernandes said: ‘If you want to come down on the health budget, I must tell you, yoga should be made part of the curriculum. No child will get any health problem if he/she does yoga . . .’”

Children's yoga classes gain popularity: Instructor: Yoga can improve study habits.
Click2Houston.com, 13 Jun 2002.

Cohen, Debra Nussbaum. From 'Om' to 'Shema': Long on the margins, Jewish meditation is now emerging in the mainstream. But exactly what is it? *The Jewish Week*, 2 Feb 2001. Article available online:
<http://www.thejewishweek.com/news/newscontent.php3?artid=4006>.

"Just after 8, three mornings a week, two dozen girls and boys enter the darkened gymnasium at the Abraham Joshua Heschel Middle School on Manhattan's Upper West Side and sit cross-legged on the polished floor, where they begin silently focusing on their own breathing.

"Guided by the school's Judaic studies teaching intern, who is a student of Jewish meditation, the middle schoolers try to let go of the whirl of thoughts filling their heads. After several minutes of quiet contemplation, in unison they loudly proclaim, 'Shema Yisrael, Adonai Elohainu, Adonai Echad.'

"This alternative worship service, one of four different offerings at the Heschel Middle School, is called Minyan Ruach Chadasha, or 'minyan of the new spirit,' and for the past two months the seventh and eighth grade participants have been trying to enhance their ability to connect with the Divine by integrating meditation into more traditional forms of prayer.

"There is one of a rapidly growing number of meditation programs that are bringing contemplative practice into the heart of Jewish worship in schools, in synagogues of every denominational affiliation, in Jewish community centers and in an exploding number of Jewish meditation centers being established around the country."

Constantine, Sandra E. Students learn meditation, yoga reduce stress. *The Republican*, 1 Jun 2005. Author email: sconstantine@repub.com.

"Psychologist Paul C. Roud starts off his substance abuse prevention class at Granby Junior-Senior High School by running a wooden pestle around the edge of a Tibetan singing bowl, filling the library with a soothing, metallic sound.

"'As the sound fades, bring your focus to your body,' Roud said to the dozen eighth-graders relaxing on the library's carpeted floor. 'Notice the air leaving your chest and your nose.'

"He guided them into a meditative state, getting them to pay attention to different parts of their bodies and their breath.

"'This state of relaxation can be yours whenever you want it . . . You can achieve this state on your own at any time,' Roud said.

“Roud went on to explain many people use drugs and alcohol, because they cannot stand what they are feeling and want to change their state of consciousness.

“This is the second year the psychologist has taught transcendental meditation to eighth graders at the school.

“Research has shown students are prone to start using drugs and alcohol between eighth and ninth grade, according to student assistance counselor Charlene M. Korza, who said that is why the course is offered to all eighth graders at the school.

“The class also includes sessions on yoga led by school psychologist Ira Band.

“‘It’s relaxing. It’s fun to get away from the stress of school,’ 13-year-old Amanda E. Kershaw said of the class, which meets once a week. Kershaw said she has done some of the meditation and yoga she learned in the class at home.

“A psychologist with River Valley Counseling Center Inc. in Holyoke, Roud said learning to meditate or use yoga shows people how to get through a feeling, and also that life and feelings keep changing, he said.

“‘It’s about empowerment,’ Roud said of meditation.

“Korza said the course was developed and paid for through a Safe and Drug-free Schools and Communities grant from the federal Department of Education.

“Roud said there is considerable research that shows meditation reduces stress and that the school system is very enlightened by allowing its students to learn meditation and yoga.”

Coulon, Jaques de. *Eveil et Harmonie de la Personnalite*. Paris: Chiron.

In this book, Coulon systematizes the exercises of school Yoga taught by Micheline Flak and other teachers in Paris, France, and elsewhere. (See also the article below by Yves Mamou on Micheline Flak.)

Daniels, Cynthia. Enrichment courses let teachers be students: Classes as varied as gang awareness and stress management help instructors keep credentials or get raises. *Los Angeles Times*, 11 Aug 2004.

“Justo Avila, administrative coordinator for personnel services and research branch of human resources for Los Angeles Unified, said that in the 2002-03 school year, the district sent out 6,000 letters informing teachers that they were denied part or all of a course’s credits. Some of the courses denied included yoga for educators, stress management and improving finances. Teachers can appeal in their efforts to earn raises between \$50 and \$2,500 a year.”

Davies, Gareth A. Focus on school sport: Yoga boosts the sporting performance, says teacher. *The Daily Telegraph London*, 30 Dec 1998, Issue: PSA-2253.

Deardorff, Julie. Experts say breath skills improve life skills: *This performance enhancer is legal*. Detroit Free Press, 28 Jun 2005.

Breathing skills may improve performance in darts, running, public speaking, chiropractic work, test taking, and childbirth.

“Test taking: Some students get so anxious about exams that they freeze during the test or forget things they really know. Relaxation techniques such as deep breathing can help increase focus and concentration.

““Even if someone doesn’t have severe test anxiety, we recommend that if they’re intimidated by a question, they step back, take a deep breath and underline the words,” says Cindy Martin, clinical director of the nonprofit One-To-One Learning Center, a tutorial and diagnostic center.

“Three minutes spent on deep breathing—even in the middle of an exam—is worth it if it helps you overcome severe test anxiety, say the experts and the University of Chicago’s Student Counseling and Resource Center.”

DeChillo, Suzanne. Yoga in kindergarten? Sure, it’s calming. *The New York Times*, 14 Dec 2002. Article available online:
<http://www.nytimes.com/2002/12/14/education/14YOGA.html>.

“Joseph Spitalieri, a kindergartner at the Todd Elementary School [in Briarcliff Manor, New York], likes to move fast and talk constantly. But when yoga class starts, he calms himself. ‘Yoga makes me strong,’ he says. ‘It makes me feel happy.’

Yoga is part of the curriculum for 120 kindergarten students here. Through a grant from the Briarcliff Manor Educational Foundation, Claudia Teicher, a former kindergarten teacher at the school and a yoga instructor, teaches postures, stretches and breathing exercises—in the cafeteria.

‘So many times, we tell children to calm down,’ Mrs. Teicher says, ‘but we don’t give them any tools to get there. Yoga does.’”

Deniz, Kara. Yoga: Your way to a stress-free day. University Wire, 7 Mar 2002.

“The life of a college student isn’t easy. Between classes, work, activities, and a social life, there is little time to relax and clear out the mind. Stress and a poor diet can lead to illness. That is why an increasing number of people have turned to what many call a life changing activity: yoga.”

Deranja, Michael Nitai. *Sharing Values with Children*. Education for Life, 2001. For information about the book, see <http://www.livingwisdom.org/HTML/sharevalue.htm>.

Derezotes, David. Evaluation of yoga and meditation trainings with adolescent sex offenders. *Child & Adolescent Social Work Journal*, Apr 2000, 17(2):97.

Evaluates the efficacy of Yoga and meditation as a program intervention for adolescent sex offenders: impact of the program on the ability of offenders to focus at school and control impulses, support of offenders' parents for the program, need to create a flexible program format to meet individual needs, provision of immediate reinforcements such as relaxed state of consciousness.

Desai, A. N. Suggestion on a Yoga syllabus for teaching Yoga. *Journal of the Yoga Institute*, Jan 1981, 27(6):86-87.

Desmond, Lisa. *Baby Buddhas: A Guide for Teaching Meditation to Children*. Riverside, N.J.: Andrews McMeel, 2004.

From the Publisher: "It may be true that children between the ages of 18 months and three years can lead generally happy, contented lives, but most parents will probably attest in some degree to the veracity of the stereotypical 'terrible twos,' that is, the often difficult second year in a child's life, when separation anxiety, selfishness, and aggression become possible. In this selection, pre-school teacher and meditator Lisa Desmond presents a unique method of meditation for children, which retains meditation's traditional goal of personal transformation while adapting the method to meet the toddler's need for a variety of visual, aural, and tactile learning strategies. Children learn to love themselves and others, to respect all living things, and even to deal with death, through a series of progressively scaled meditative affirmations. *Baby Buddhas* gives parents and children techniques they can use to overcome the mundane and exceptional challenges that families encounter, while simultaneously providing them new ways to bond and share their love."

Developing self control. *Research on Yoga in Education Newsletter*, Jun 1993, No. 5.

Development of Human Potential in the Child Through Yoga. *Yoga Links*, 1996, 4:3,16. Yoga Links, Box 101, Campbell Town, South Australia, 507.

Devi Bhavanani, Meenakshi. Value Education for valuable living: Through Yoga education the ideal becomes real. *Yoga Life*, Apr 2003, 33(4):25-28.

The central government of India is currently working on including Yoga in the syllabus of all of India's schools as part of Value Education. The government of Pondicherry has already done so. Yoga basics are taught by physical education teachers who were trained in a one-month, full-time intensive Yoga training course by Meenakshi Devi Bhavanani in August 1998 and August 2002.

Devoren, Jennifer. Community school uses yoga's calming influence. *The Aspen Times*, 2 Oct 2003.

At the Aspen Community School:

“Nearly every student and teacher participates in the new program,” Goldstein says. They gather each Wednesday at the ACS gym for abbreviated classes - 30 minutes for younger students, 45 minutes for upperclassmen and faculty. Though the program began just last month, teachers have begun to notice a slight change in their classes.

“The second-grade class, for instance, seems to follow directions more efficiently. During yesterday's yoga session, the children were asked to walk – ‘Calmly and quietly,’ Goldstein cautioned - to the opposite side of the gym. When this directive was followed by the sounds of a stampede, the class was asked to return to their original positions and try again - this time, with success.

“Children learn a variety of yoga positions in each class - and, after a recent overhaul of the Yoga Ed. curriculum, these positions do not use Sanskrit-based names, Goldstein notes. Instead, students are encouraged to ‘keep your back flat, like a table top,’ to ‘look up, like a dog,’ or ‘arch your back, like a Halloween cat.’ Lion, cobra, mountain, rock, tree - each name is familiar to Goldstein's classes, and simple to reproduce . . .

“[Teacher] Missy Prudden also sees a slight change in her students.

“‘It did calm them a little bit,’ she reports. ‘It really is working – Julie's doing a really good job with them.’

“Prudden predicts that the change will be even more noticeable over the next few weeks as her students become accustomed to the class.

“‘I think it's going to be beneficial,’ she said.

“Aspen Community School Principal Jim Gilchrist hasn't seen an immediate change, either. Still, he hopes Yoga Ed. will eventually help his charges handle their daily stresses.

“‘For a lot of these kids, they really need an opportunity to be calm,’ Gilchrist said, listing the many elements - class work, homework, commutes to and from school - that burden children. ‘This is a time for them to really be quiet, and be in touch with their body.’”

Dey, Anindo. Yoga edge for studies abroad: Extra-curricular activities boost chances for a seat in foreign university. *The Telegraph* (Calcutta), 15 Jun 2005.

“Not just your CAT and SAT scores, a bit of yoga and theatre too helps in fetching you a seat in your dream university abroad.

“Knowledge in theatre, *pranayam* and cookery gives those aspiring for higher studies abroad an edge over their competitors. This is the latest mantra of consultants—currently doing the rounds in schools here.

“Of course, academics are essential but these bring out the latent talent in individuals. It adds to their confidence which often makes the difference between admission in a university abroad and regret,’ says Indrani Sinha Seth, head coach, CollegeSource Consulting India (P) Limited, a US-based education consultancy that assists students in undergraduate and graduate college admissions in the US.

Dillbeck, M. C., A. Aron, and S. L. Dillbeck. Transcendental Meditation program as an educational technology: Research and applications. *Educational Technology*, 1979, 19(11):7-13.

Dinsmore-Tuli, Uma. Yoga as occupational therapy. *Yoga Biomedical Bulletin*, Summer 1998, no. 38, p. 7. (Onsite Yoga for school teachers.)

Dorsey, David. Yoga not a stretch for baseball team: Bishop Verot High students enjoy class. *The News-Press* (Southwest Florida), 29 Jan 2005.

“Yoga . . . appears to have become a year-round event at Bishop Verot, where a dozen teachers, inspired by the baseball players [who take Yoga classes during off-season], have started a weekly, Tuesday night class of their own.

“‘We don’t miss it for anything,’ said Jim Redmond, 60, a world literature teacher. ‘The music, the incense, the lighting—it’s really a wonderful thing. This is something you can do if you’re 30, 40, 50, 60. It can help you develop a healthy lifestyle.’

Dowsett, Norman C., Sita Ram Jayaswal, M. S. Srinivasan, and Vijay, eds. *Yoga and Education*. 2d ed. Pondicherry, India: Sri Aurobindo Institute of Research in Social Sciences, 1997.

Contents: The evolutionary aim of yoga (Sri Aurobindo); Know thyself—education as yoga (The Mother); Development of personality (Swami Vivekananda); Yoga in education (Rishabchand); Yoga, science, man (Kireet Joshi); The Integral Yoga of Sri Aurobindo (M. P. Pandit); Yoga and education (Sita Ram Jayaswal); Education and yoga (Norman C. Dowsett); Appendix I: Psychological experience; Man’s psychological experience in yoga; Transcendental experience; Appendix II: Practical experience in education; Experience of beauty

Duggal, Satyapal. Yoga in educational institutions: Potentials and limitations. *Yoga and Total Health*, Jan 2001, pp. 16-18.

Dutt, V. C. Psychic control in education. *Shiksha*, 1956, 9(1):74-79.

Use of Raja-Yoga for assisting with teaching programs.

Edmystone, Leanne. Yoga youngsters bend over backwards to impress. *The Courier-Mail*, 14 Aug 2004.

“Ms Thomas, from Silkstone State Preschool in Ipswich, said her little charges loved doing their weekly yoga sessions, and were quite excited at having an audience to show off their abilities.

“The children have already put on a display for their school and next week will give a demonstration as part of the Health Promoting Schools and Child Care Expo at Ipswich's Bremer State High School.

“Ms Thomas said she had been practising yoga for three years and thought it would be a positive, beneficial and healthy activity to introduce to her class.

“The 50 students spend about 20 minutes once a week perfecting the different positions on the carpet . . .”

Energy balancing in the classroom. *Yoga in Education*, Jan 1998.

Exit home tuitions, enter yoga exercises. Sify News, 19 Dec 2002.

“. . . new research has revealed that scoring skills could be increased as high as 50 percent through yoga exercises.

“The research carried out in Delhi among 1,130 students between 9 and 14 years has shown that doing yoga increased the ability to concentrate, retain and recall information.

“The children increased their scores from 24 percent to 59 percent after doing a 15-day class room yoga training compared with the five percent increase for those who did not.”

The tests included audio, visual, and audio-visual tests, and answering questions after hearing a story.

The research was done by 10 trained yoga teachers of Atmadarshan Sadhana Kendra under a three-year project of the state-run Central Council of Research in Yoga and Naturopathy.

EYE (Early Yoga Education). Contact Shauna Levy, AHIMSA Productions, 247 Davenport Rd., Ste. 301, Toronto, Ontario M5R 2K9, Canada, tel.: 416-962-3636. For more on EYE, see <http://www.theyogashow.com> (click on “EYE”).

A newly established Canadian nonprofit whose aim is to bring Yoga into the Canadian educational system.

Farhi, Donna. Pre-performance anxiety. In Donna Farhi, *The Breathing Book*. New York: Henry Holt & Co., 1996, p. 225.

Farrer, Frances. Gently does it. *Times Educational Supplement* (England), 29 Oct 1993.

Analyzes the effect of a Yoga program entitled “You and Me,” founded by Cheryl Kelly of Woodcroft School in Essex, on improving awareness and concentration in children with learning difficulties. The program is available in the curricula of several schools.

Fazalbhoy, F. A. Yoga for everybody for all times. In Dr. A. K. Sinha, ed., *Perspectives in Yoga*. Varanasi, India: Bharata Manisha, 1976, pp. 53-58.

Ferguson, P. Transcendental Meditation and its potential application in the field of special education. *Journal of Special Education*, 1976, 1010:211-220.

Finley, Julie. Ole Miss yoga class offers students an alternative workout. *University Wire*, 6 Jun 2002.

Flak, Micheline. *Attaining Psychophysiological Balance for Teachers and Students in a Classroom Context*, parts 1 and 2. Two audiotapes. Available from Quikopy Audio Recording Services, P.O. Box 361, Padstow, NSW 2211, Australia.

_____. New ways in education. In Eddie and Debbie Shapiro, *The Way Ahead: A Visionary Perspective for the New Millennium*. Element Books, 1992.

Micheline Flak describes the day she was first moved to begin using Yoga in her classroom in 1973. “There were thirty breathless, crimson-cheeked, howling [twelve-year-old] youngsters, hurling their satchels and crashing down on their seats [having just come from a physical training period] . . . My former training in yoga had come to a mature point. I was giving vent to it on this professional ground for the first time. In the volcanic occurrence I have just described . . ., I felt perfectly calm and heard myself saying gently in the midst of turmoil:

“‘Now while sitting on your chairs, you are going to relax for a little while. Put your elbows on your table and your palms on your eyes. You may keep them open if you like. Or if you feel like it, place your head in your folded arms, as birds do in their nests when they go to sleep; you will be feeling very heavy on your chairs but you are not going to fall asleep, just listen to your teacher’s voice (pause). Now listen to the tiny sound of your breath in your nose, like the sound of waves rising and unfurling on the beach in sunlight.’

“Incredulous at first, they yielded to this proposition and I experienced the beauty of an indordinate silence. Not the absence of noise only, as when the pupils leave the classroom after a tiring day, but a living silence inhabited by the joyful blending of vigilance and receptivity in the group . . .”

_____. The foundations of yoga at school. *L’yx*, Special Issue 2000 in English, pp. 2-3.

Flisek, Lidia. Yoga in an inner city primary school. *Spectrum: The Journal of the British Wheel of Yoga*, Autumn 2001, pp. 24-25.

Foucard, Mireille. Arriving back in one's shoes. *Yoga in Education*, Mar 2000.

"These exercises help to keep the child in touch with the body and create a calming effect on the nervous system."

_____. Relaxation for children. *Yoga in Education*, Mar 2001.

Fox, Sue. Teaching yoga to the "transitional year." Ireland, Autumn and Spring 1995/96. A report on RYE techniques.

Frazier, Deborah. School attorney says yoga no legal stretch. *Denver Rocky Mountain News*, 20 Sep 2002, p. 25A.

"Relaxation in the form of yoga stretches has joined the other three R's at Aspen Elementary School. Chris Gdowski, attorney for Aspen schools, has reviewed complaints from parents that yoga was Eastern spiritualism by definition and has checked the revised curriculum with all religious references deleted.

"He said Thursday that yoga doesn't violate the Constitution. 'It can be taught. The revised curriculum meets all the legal standards, and they can move forward,' Gdowski said. So, yoga will be used to relax students between reading, writing and 'rithmetic beginning next Wednesday or Thursday, said Tom Farrell, Aspen's superintendent of schools. Steve Woodrow, pastor of the First Baptist Church of Aspen, along with church members and other residents, had objected to the program's use, saying it would violate the separation of church and state. Woodrow also objected to the Hindu and other Eastern religion terms in the 2-inch-thick curriculum, the use of nonteacher yoga instructors who view the exercises as spiritual, and the lack of an alternative program for his two elementary school children. 'By taking out the religious language from the curriculum, the school admitted there is religious content in yoga,' Woodrow said Thursday. 'A court here or somewhere needs to deal with it.' In fact, a court has ruled on school yoga, specifically on the 'Yoga Guy' in Bedford, N.Y., Gdowski said. A religious Sikh named Agia Akal Singh Khalsa, who trademarked the name Yoga Guy, led yoga stretching and breathing exercises in 1998 at a Bedford school. He wore the traditional beard and turban of Sikhs. A group of Catholic parents sued, saying that having a Sikh conduct the sessions was an endorsement of Eastern religions. The group also challenged the Drug Abuse Resistance Education program, a lesson about the Aztec serpent bird Quetzalcoatl and other school activities they viewed as New Age. The U.S. Court of Appeals for the Second Circuit in New York ruled in 2001 that the 'yoga exercises did not violate the Constitution because although the presenter was dressed in a turban and wore the beard of a Sikh minister, he did not, in his yoga exercise presentation, advance any religious concepts or ideas.' Woodrow disagreed because some of the Aspen yoga instructors—who are not certified teachers—participate in a Sunday worship service involving yoga. 'You can't separate the stretching from the spiritual message,' he said. He said he and

other parents will ask the school for a separate and nonreligious program for their children when other youngsters are doing yoga exercises.”

Furniss, Val. Yoga and learning. *Yoga in Education*, Mar 2001.

On using Yoga techniques in high school to help students write creatively and as a lead-in to drama classes.

Gaiam Yoga for Life program. Conscious Wave, Yoga for Life Program, 360 Interlocken Boulevard, Suite 300, Broomfield, CO 80021, 800-522-8705, yogaforlife@gaiam.com, <http://www.gaiam.com/gaiam/1,1267,ArticleDetail:learn:105:433,00.html>.

From Gaiam’s 2000 Annual Report: “With the shared belief that yoga has the power to change lives, Gaiam and the Yoga House have combined resources and expertise to create Gaiam Yoga for Life—a comprehensive non-profit program designed to support and assist schools to create a self-sustaining yoga program as part of their physical education curriculum.

“Rather than teaching children to compete with each other, yoga teaches children to access their own inner resources by helping them develop a mind-body connection. With this connection, they will be able to live their lives from a place of inner wholeness and balance, relying on their own strength, guidance and support throughout their lives.”

From *Gaiam Lifestyle* catalogue, 2001: “In addition, the program will provide training for yoga teachers and assistants, and in the future, aims to expand the philosophy of yoga and holistic living into teaching and school communities.”

From the Gaiam website: “Gaiam Yoga for Life™ will:

1. Develop a standard curriculum for a yoga program in collaboration with public school teachers, physical education specialists and internationally recognized yoga teachers.
2. Identify visionary and innovative schools across the nation for possible implementation of the Gaiam Yoga for Life™ program.
3. Provide curriculum, materials and resources to implement an in-school yoga program as part of the physical education program.
4. Develop and oversee teacher training for school yoga teachers and assistants.
5. Provide schools with the tools to maintain an ongoing yoga program.
6. Offer a program to bring a holistic approach to teaching based on the principles of yoga to all schools.

“The Accelerated School, an innovative charter public school located in South Central Los Angeles, has been chosen as the recipient of the pilot Gaiam Yoga for Life™ program. The program will last one year and will be the basis on which the program model and curriculum will be established for schools across the nation.

“The Accelerated School was chosen because of its innovative and holistic approach to

education for children in the inner city. The school's philosophy is centered on the belief that every child has the ability and desire to learn and deserves the proper tools and direction to help them succeed in life.

“The Accelerated School has already shown that yoga for children does work. Two years ago, in conjunction with The Yoga House, the school instituted a small-scale yoga program. Over this period of time, fitness levels and academic achievement reached new heights. Seeing such positive results, the school sought to expand their program.

“Currently, The Accelerated School serves 270 students grades K-8. The long range goal is to develop into a pre-K-12 state-of-the-art academy able to accommodate up to 900 students. Since its inception five years ago, The Accelerated School has become one of the most successful public schools not only in greater Los Angeles, but also the nation. It will continue to grow and teach healthy children with the help of Gaiam Yoga for Life™ program.”

Gallagher, Trace. Yoga for kids? Los Angeles: Fox News, 3 Jun 2002. Article and video available online: <http://www.foxnews.com/story/0,2933,54379,00.html>.

“How in the world do you slow down a sixth grader these days? Some schools say yoga’s the answer.

“Advocates say the ancient mind-body meditation practice helps kids focus, but others complain the programs are ineffective.

“So are these yoga and stress release classes a good alternative to drugs like Ritalin, or just a waste of money?”

A Yoga class at the Accelerated School in Los Angeles is conducted in the background, while two Yoga teachers (and one of the sixth graders) explain Yoga’s benefits for school children and a Libertarian educator says that children should stick with academic studies, and a child psychologist says that it takes more than Yoga to help children with ADHD.

Garner, Joe. Parents take uneasy posture on school yoga. *Denver Rocky Mountain News*, 29 Aug 2002, p. 5A.

_____. To posture or pasture; Yoga in Aspen school: Some like new twist; others say retire it. *Denver Rocky Mountain News*, 19 Dec 2002, p. 6A.

Getting centered. *Body & Soul*, 2002, p. 9.

The 250 5th- through 12th-graders at the Ross School in East Hampton, New York, recently built their Center for Well-Being and start their day with a breakfast of locally farmed, organic foods and then join in meditation sessions, practice Yoga, study T’ai chi or learn Native American chants and dances. The Center also has a small gymnasium acoustically designed for community meetings, concerts, and lectures. All events are

open to the public. For more information about the Center, call 631-907-5555 or visit www.rossinstitute.org.

Gharote, M. L. A psychophysiological study of the effects of short term yogic training on the adolescent high school boys. *Yoga-Mimamsa*, 1971, 14(1&2):92-99.

_____. Effect of short term yogic training programme on the physical fitness of school boys. *Avagahan*, 1976, 1(1):9-15.

_____. Effect of every day and alternate day yoga training on the physical fitness of school children. *Ayurveda & Yoga*, 1987, 7:9-15.

_____. Yoga and physical education. *Vivekananda Kendra Patrika*, 1988, pp. 131-137.

_____. Yogic programme for physical fitness of college and university youth. Abstract, 2nd International Conference on Yoga Education and Research, Kaivalyadhama (Lonavla), India, 1-4 January, 1988. *Yoga-Mimamsa*, 27(1&2):23.

_____. Yoga and physical education. In Vivekananda Kendra Prakashan, *Yoga—The Science of Holistic Living*. Madras, India: Vivekananda Kendra Prakashan, 1996, pp. 131-137.

_____, and **S. K. Ganguly**. Survey of minimum muscular fitness on school children. *Indian Journal of Medical Research*, 1975, 63(9):1242-1250.


Goel, Ankita. Yoga and the teaching profession. Article available online: http://www.healthandyoga.com/html/news/yoga_teaching.html.

How Yoga can help teachers and their students in the classroom.

Going ballistic over a little yoga: Religious roots don't make yoga religious. *Denver Rocky Mountain News*, 9 Sep 2002, p. 34A.

“What do U.S. Supreme Court Justice Sandra Day O'Connor and Detroit Lions defensive end Tracy Scroggins have in common? They practice yoga—along with millions of other Americans, most of whom never give a thought to its roots in Hinduism. Let that put some perspective on the current flap in Aspen, where the school district planned to introduce a yoga program for elementary students and a local pastor objected that it would in effect be teaching religion. The school board said last week it would decide today. If the board believes students will benefit—which is a different question entirely—it should approve the program.”

Goldberg, Louise. Creative RelaxationSM  : A Yoga-Based Program for Regular and Exceptional Student Education. *International Journal of Yoga Therapy*, 2004, no. 14, pp. 68-78. Author email: louise@relaxationnow.net.

Abstract: School is a stressful place, especially for those with special needs. Sitting still, paying attention, staying on task are not skills that come easily to anxious learners, yet classroom learning is very difficult without these constraints. There are few opportunities in most educational curricula to train students in the skills required for self-control and focusing the mind. Any Yoga teacher knows, however, that control of the body and mind are skills that one can learn with instruction and practice. Creative RelaxationSM  is a Yoga-based program designed to teach students to strengthen, stretch, and calm the body, quiet the mind, and control the breathing. The teaching principles of Creative Relaxation are as follows: make a sacred space, engage the student, provide tools for success, and create opportunities for independence. This article will demonstrate ways to apply these principles in an educational setting for regular and exceptional student education, based on the experience of the author as a consultant in the public school system since 1981. Anecdotal data and examples will be given from the author's work with children in regular education, as well as with those with autism and related disabilities, emotional handicaps, ADHD, and learning disabilities, and with anxious learners. In addition, the author collaborated with school professionals in a study to evaluate the effectiveness of a Yoga-based relaxation program for six children with autism over an eight-week period. A summary of the group's findings is presented.

Gong, Lauren. Students getting all twisted up: Yoga craze hits campus. *Stanford Daily*, 6 May 2004.

Govea, Boomer. Aspen schools approve yoga. *Yoga Journal*, Jan/Feb 2003, p. 28.

Green, Karen. Yoga youngsters. *YOGANorthwest*, Jul-Aug 2002, 1(2):9-10.

On teaching Yoga to the students and working as a school counselor at Harold Oliver Intermediate School in Portland, Oregon.

Greenberg, Mark. Schooling for the good heart. In Daniel Goleman, ed., *Destructive Emotions: How Can We Overcome Them? A Scientific Dialogue with the Dalai Lama*. New York: Bantam Doubleday Dell, 2003.

“An enlightened proposal for a school-based program of social and emotional learning that can help our children increase self-awareness, manage their anger, and become more empathetic.”

Griffin, Marion. Yoga in the public schools. *Kripalu Yoga Teachers Association Yoga Bulletin*, Spring 1997, 6(1): 1, 6.

Guthrie, Julie. Om Schooling: Schools reach for yoga to calm and collect students. *San Francisco Chronicle*, 25 Feb 2002. Article available online: <http://www.sfgate.com/cgi-bin/article.cgi?f=chronicle/archive/2002/02/25/MN165066.DTL>.

As reported by Hindu Press International 6 Mar 2002: “At a school in the heart of a San Francisco housing project, children and teachers take time from math and reading to

breathe and balance. Children inhaled through their noses and exhaled through their mouths. They balanced on one leg, concentrating on poses. When they finished, they lay on the classroom floor, still and quiet. As researchers study whether yoga leads to improved learning, the prevalence of school-site yoga has led to the coining of the term 'Om Schooling.' Teachers say the exercises work wonders in calming kids and helping them to focus. In San Francisco, that inner peace is sought in more than a half-dozen elementary, middle and high schools. The hatha program used in these schools was created in 1997 by respected yoga teacher Tony Sanchez, who founded the nonprofit United States Yoga Association and runs the San Francisco Yoga Studio. Sanchez's program, called ABC Yoga, combines mind and matter. Teachers incorporate yoga into lessons on physics, anatomy and geometry. While careful not to discuss yoga's religious aspects, teachers do explore the history of yoga and its exercises. Within ABC Yoga is a program called Yogasthma: Seven Steps to Asthma Control. Designed to teach children how to control their asthma, it includes yoga breathing and stretching exercises and a series of workshops done in partnership with St. Luke's Hospital. 'Yoga allows kids to become more aware of themselves, of their posture, and to grow into healthier adults,' said Sanchez. 'Kids also develop the ability to concentrate, to relax at will and to overcome stress.'"

Haldane, David. Gym class enters a new age in O.C. district. *Los Angeles Times*, 8 Jun 2002. See also the follow-up letter to the editor by Lynn Chaldu, "Assessing schools' fitness programs," 16 Jun 2002, <http://www.latimes.com/editions/orange/la-000042293jun16.story>.

On the pros and cons of introducing Yoga and other lifelong fitness skills to the Laguna Beach Unified School District.

Han, Michelle. Stretching muscles and minds: Yoga classes gain toehold in North Jersey schools. *The Record* (Bergen County, New Jersey), 8 Nov 2002, p. L01.

"The Community School, where [Laura] Stevens teaches yoga three times a week, is part of a growing trend in yoga classes for children. A Teaneck woman teaches yoga to children at two private schools in the area, and a number of centers in Bergen County offer classes for children.

"But The Community School, a school for special education students, is unique in that it is using yoga to help children overcome learning disabilities.

"The classes began three years ago when Stevens, a Bronx resident whose two sons attend the Teaneck school, started with fewer than 10 pupils in a class that met once a week . . .

"Now more than 40 children are practicing yoga during different sessions, each held once a week in the school gym, and Stevens holds a meditation and relaxation class after school Thursdays for the teachers . . ."

Hanauer, Craig. Every Kid's Yoga: Teaching Yoga to Children with Varied Abilities and Needs workshop. Author email: craig.hanauer@verizon.net.

Craig Hanauer, a Kripalu Yoga teacher, board-certified art therapist, and longtime director of Kripalu children's programs, has designed and implemented a full-time Yoga program at The Parkside School, a special education elementary school on New York City's Upper West Side.

Hari, Swami. Yoga in Tasmanian schools. *Yoga in Education*, Aug 1997.

Harlem, S. H. The effects of psychophysiological relaxation upon selected elementary school children. *Dissertation Abstracts International*, 1976, 36(8-a):5149.

Harrison, Rosanne. Yoga in two Chicago high schools: Lessons to be learned. *YOGAChicago*, Jul-Aug 2005, pp. 18-19. URL: www.yogachicago.com. Author email: sabahayoga@hotmail.com

The author is a high school teacher who used to own a Yoga business. She currently teaches Yoga to her students and holds self-help workshops every Friday. She is interested in introducing Yoga more widely to the Chicago school system.

Hassanagas, Pavlos K. Possibilities and needs for yoga in the system of education. Athens, Greece: International Association of Yoga Science Centres, 1997. Email: yogscience@otenet.gr, URL: <http://www.yoga.org.mk>.

Hassed, Craig. *Meditation for Secondary and Tertiary Students* audiotope. Available from Quikopy Audio Recording Services, P.O. Box 361, Padstow, NSW 2211, Australia.

Hayes, Ron. Students stretch, bend, relax with yoga exercises. *The Palm Beach Post*, 19 May 2002, p. 2C.

"Most of the children who attend Potentials Charter School cannot walk, have trouble communicating or may be mentally retarded. But that's no reason not to do yoga.

"Since August, the school, which is run by The Association for Retarded Citizens, has included a weekly yoga class in its curriculum, thanks to Oprah Winfrey.

"I was home with a back injury and saw an Oprah show on yoga,' remembers Principal Rosemary Portera, 'and I thought, "We could do that." Many of our children have problems with their sensory processing systems, and yoga is very sensory-based. Plus, many cerebral palsy patients have problems with very tight muscles, and it's relaxing.'"

Hill, Don. Slovakia: Churches say 'no' to yoga in schools. Prague: Radio Free Europe/Radio League, 31 Aug 2001. Article available online: <http://www.rferl.org/nca/features/2001/08/31082001110720.asp>.

“Slovak Education Minister Milan Ftacnik has practiced yoga for years. He enjoyed it so much that since he took charge of the Education Ministry in 1998 he has sought to introduce yoga in to Slovak schools’ physical education curriculum.

“But church leaders in Slovakia say yoga is more than just good exercise for the body. They say it is based on a philosophy aimed at refreshing the soul. As such, it is a spiritual program and has no legitimate place in general education . . .”

Hindu Press International. Don’t call it yoga, but relaxation techniques work for school kids. 15 Nov 2000 Hindu Press International news summary. Based on an article in the *Boston Globe*, 9 Nov 2000.

Hindu Press International. Youth request swami’s lessons in school. *Deccan Chronicle*, 4 Feb 2001, Hyderabad, India.

“Over 1,263 youth belonging to an organization called the Andhra Pradesh Yuvajana Sanghala Samithi have presented a proposal to the government requesting that Swami Vivekananda’s lessons be included in their school curriculum. Maintaining that the lessons will promote leadership qualities, the members of the samithi have submitted a signature list and a memorandum to Chief Minister N. Chandra Naidu.”

Holland, Natalie. Students let it all hang out in class: Yoga provides fitness alternative on campus. *News Record* (University of Cincinnati), 18 May 2004.

Hori, Victor Sogen, Richard P. Hayes, and James Mark Shields, eds. *The Wheel and the Web: Teaching Buddhism in the Western Academy*. Curzon Press.

Horning, Holly. Teaches a Yoga class for the teachers at Irving Pertzch Elementary, West Salem, Wisconsin, according to a 11 Mar 2005 article by Paul Sloth, “Seeking balance: Ancient art of yoga gaining in popularity,” in *Onalaska Community Life*.

Iniew, Suwanna. Effects of neo-humanist based asana and meditation practices on aggressive behavior of Mathayom Suksa 3 students. Abstract available online: <http://www.chiangmai.ac.th/abstract1998/Abstract/edu/abstract/edu980668.html>.

“The purpose of this research was to study the effects of Neo-Humanist based asana and meditation practices on aggressive behavior of students. The sample comprised 30 Mathayom Suksa 3 students of Ban Na In School, Uttaradit Province, who enrolled during the second semester of 1997 academic year. The samples were drawn by using simple sampling method and pairing the experiment group of 15 students with their counterparts in the control group. The experiment group practiced nineteen consecutive 40-60 minute-long sessions of asana and meditation program in 4 week period. The instruments used in this research were: (1) aggressive behavior test, (2) asana and meditation practice program based on Neo-Humanism, (3) practice evaluation form. Statistics used to analyze the collected data included means, standard deviation, and t-test.

“The findings were as follows:

1. After the experiment, aggressive behavior of students decreased at .01 level of significance.
2. Students who had practiced Asana and meditation had lower aggressive behavior than students who did not practice at .05 level of significance.”

Ito, Saveke. Techniques for the classroom. *Research on Yoga in Education Newsletter*, Jun 1995, No. 10.

Iyengar, B. K. S. The need for Yoga in educational institutions. *Yoga & Health*, Jan 1973, pp. 49-51.

_____. Yoga for educational institutions. *Yoga Rahasya*, 1998, 5(1):4-6. Also in *Proceedings ICYR*, 1984-1985, article no. 11, pp. 91-97. Article available online: http://www.skys.com.au/children_schools.html.

Iyengar, Geeta S. Yoga for school children. *Yoga Rahasya*, 1998, 5(1):7-17. Also available online: http://www.skys.com.au/children_schoolchild.html.

Topics covered: Yoga asanas should be introduced in schools, The role of the yoga teacher, Should yoga in schools be compulsory or voluntary?, Varying attitudes of children towards yoga, At what age should children commence yoga practice?, Syllabus, Asanas that can be taught to children, Static vs. dynamic asanas for children, Sequences of asanas that can be taught to children, Tips for teaching children, The introduction of yoga theory in schools, On teaching children yama and niyama, Pranayama is not for children, Shatkriyas are not for children, Bandhas are not for children, Summary and conclusion

James, Faith. The Yoga Arts Program for Children and Youth. URL: <http://www.yogaloca.net/Faith/description.html>, email: f.james@attbi.com. See also press release cited under Reich, Leah, below.

“The Yoga Arts Program for Children will bring weekly half-hour integrated yoga classes to Marin County children in kindergarten through twelfth grade. The classes will take place in the individual home rooms of each grade level and periodically in the multipurpose room for ‘performances.’

“The Yoga Arts Program for Children and Youth teaches yoga through the practice of various asanas (postures) and breathing techniques. It also shares the spirit of yoga through the study of its history and traditions. The yoga classes are based on a California compliant curriculum called ‘The Yoga Science Box’ and integrated with music, art, literature (including classical Indian tales and mythology), science and physical education . . . Curriculum themes are incorporated with the use of songs, movement games, rhythm instruments, literature (modern, classical Indian tales, poetry, etc.), journal writing, individual practice and group sharing of poses and experiences, and expressions of the poses and experiences through different art media (e.g., painting, drawing) . . . Classes

start with songs (guitar, drum or tambourine accompaniment) or simple chants. Each child is then invited to share a thought or recent experience related to yoga. After this group sharing the students are guided through various warm-up breathing/centering exercises, then through sequences of yoga postures mostly related to nature of animals. Pictures, stuffed animals and other 3-D replicas of animals are shown and described to the children (and kept in view during class) to insure their knowledge or frame of reference of what the poses portray. The rhythm instruments add interest and sound effects to the performance of the asanas and individual students are often asked to play them for others in these poses. After poses are practiced, new ones introduced and old ones reviewed, another group sharing time occurs where each student is allowed to come to the center of the circle to demonstrate a pose or breathing exercise. The class ends with children coming to silence in a prone ‘savasana’ and simple meditative state. They are encouraged to relax, focus on their breath and then given simple positive affirmations and creative visualization exercises. The exact scope and sequence of The Yoga Arts Program depends on the individual classes’ curriculum and the age of the participants.”

Jha, P. The role of asana and pranayama in the context of modern education. *Yoga-Mimamsa*, 1988, 27(1&2):39.

Johnson, Diane . 6th-graders finishing year-long yoga classes. *Morning Sentinel* (Kennebec, Maine), 3 Jun 2005.

“Despite the cloudy day, they are making ‘sunshine’ in the Gymnasium of the Cape Cod Hill School in New Sharon.

“Every Tuesday morning, since September, the students of Katie Perry’s fifth grade class meet with Megan Roberts of Megan’s yoga Studio in Farmington and practice yoga techniques like ‘sunshine.’

“Two half circles of bright blue yoga mats are lined up on the floor awaiting a talkative, giggling, impatient group of students.

“But, beginning with some deep breathing exercises, the students start to quiet and before long Roberts has their rapt attention.

“It wasn’t always this way according to Perry. ‘They (the students) had a hard time in the beginning,’ Perry said. ‘There is a big difference between fall and now.’

“‘She (Perry) almost gave up,’ said Roberts. ‘But they are just normal fifth graders and I felt they would get better.’

“Roberts is a Level I certified registered yoga Instructor which required more than 200 hours of instruction. Roberts also is certified to teach K through 12 grades in Physical Education.

“The idea first came to Perry when she was teaching the history of India to sixth graders last year.

“‘I was really impressed by them,’ said Perry. The results prompted Perry and Roberts to try it again this year.

“An anonymous donor funded the class until January. By that time Perry and Roberts had received an MBNA Grant for the remainder of the year. That grant helps provide the mats and pillows for the students to use.

“Roberts teaches the physical parts of this Indian life style to help with relaxation and concentration. It also helps with anger management and control of emotions.

“Many of the moves mimic those Roberts teaches to her adult students—only with a little fun mixed in.

“Students can be hissing like a cobra, mooing like a cow, or meowing like a cat at any one moment in the routine.

“The routine ends with a meditation walk. The lights are dimmed and one by one students file along the half court line, hands behind their backs, heads bowed, concentrating on the movement of each muscle in their feet.

“Musical instruments sound in other parts of the school, and trays clatter in the kitchen, but the concentration of the students is not broken.

“Once they’ve made the walk they lie on their mats and visualize, with the help of their instructor, the sun and sand and water until there is total silence in the room. Every little movement stops as if suspended in time, and then class is over and a much quieter group leaves the room.

“‘That (the meditation walk) is what I enjoy the most,’ said Danielle Ames.

“‘I feel the class makes me calmer, with more control over my body.’

“Sam Richardson said he felt the yoga experience made him feel better for class. ‘It helps me think about things more clearly,’ Richardson said.

“Perry conducted a survey and most of the students said they made use of the yoga techniques taught to them.

“Perry said it (yoga) helped the students learn to be quiet and focus during the day.

“‘It has definitely been well received,’ he said.”

Joining wisdom and intellect: A deeper view of higher education. *Shambhala Sun*, 2001.

Kantiratna Saraswati. Preschool yoga & relaxation: A collation of techniques and activities from preschool teachers and special education teachers. *Yoga in Education*, May 1999. Article available online:
<http://www.geocities.com/Athens/Ithaca/9012/yedn5.htm>.

_____. Maths can be fun: Preparing students for a maths class. *Yoga in Education*, Mar 2000.

How one high school math teacher achieves the “perfect” environment for learning.

_____. Tratak and spelling. *Yoga in Education*, Mar 2000.

_____. Sensory deficits affect learning skills: Considering movement, balance, and body awareness as essential for optimal classroom performance. *Yoga in Education*, Mar 2001.

The author notes that all of the above are developed through the practice of Yoga.

_____. Relaxation in the classroom. *Yoga in Education*, Feb 2002.

Katz, Alex. Juvenile inmates learn to chill out with yoga. *Alameda Times-Star*, 29 Aug 2004.

“The Mind Body Awareness Project teaches the ancient practices of yoga and meditation in Bay Area high schools and the juvenile justice system to give young people ways to handle anger, think clearly and avoid violence.”

Kaushik, Y. P., Y. Paul, and M. Gupta. Yoga for memory development of school-going children. In H. R. Nagendra, R. Ragarathna, and S. Telles, *Yoga Research & Applications: Proceedings of the 5th International Conference on Frontiers in Yoga Research and Applications*. Bangalore, Vivekananda Kendra Yoga Research Foundation, 2000, pp. 285-288.

Keep Fit with Yoga CD. Created for the Y.E.S. (Yoga Education in Schools) Program of the Bihar School of Yoga. Satyam Software. URL:
<http://www.keepfitwithyoga.com/yes.html>.

From the website: “The aim of *Keep Fit With Yoga* is to benefit children the world over; to make children into balanced, caring, nurturing adults so that all may discover and achieve the highest potential within.

“Time spent at the Bihar School of Yoga with Paramahansa Satyananda Saraswati and Paramahansa Niranjanananda Saraswati, their guidance, blessings, and love, are responsible for the production of *Keep Fit With Yoga*.

“*Asana, Pranayama, Mudra, Bandha* by Paramhansa Satyananda Saraswati and the revised edition by Paramhansa Niranjanananda Saraswati have been the references for all the yoga presented in *Keep Fit With Yoga*.

“How did *Keep Fit With Yoga* come into being? A two-year-old girl’s fascination with multi-media and encouragement . . . from the Guru started the trek toward producing [it].”

Kimura, Keishin. Creating an ideal society through yoga: Yogic education activities in the world. Article available online:
<http://homepage2.nifty.com/niketan2/Creating%20an%20Ideal%20Society%20through%20Yoga%20%20Byk%20K.Kimura%20.pdf>.

Kocher, H. C., and V. Pratap. A free association study before and after yogic practices. *Yoga-Mimamsa*, 1971, 14(1&2):41-56.

Kortan, Kevin. Yoga for youth. Article available online:
<http://www.evolutionaryyoga.com/articles/youth.htm>.

From the website: “Yoga for Youth is a proposal to integrate Yoga into the educational landscape . . .

“Vision: To provide an alternative to typical ‘physical education’ which is neither violent, nor competitive, nor hierarchical, but rather, is supportive of each individual’s growth, self-integration, and socialization.

“Evolutionary Yoga™ is a unique synthesis of western and eastern methods that provides a culturally relevant and effective approach to education that is vastly lacking in today’s educational landscape.

“Long-term goal: Full integration into the curriculum of the world’s schools, starting with preschool on . . .”

Kuvalayananda, Swami. Guidance by Swami Kuvalayananda to the workers in the field of physical education (Marathi). *Arogya Mandir* (Panvel), 1945, 8(1):1-3, 60-62.

Laguna School District, California.

Yoga is offered to teachers and staff as part of a comprehensive staff development program to ensure the academic, physical, and emotional well-being of each child in the district.

Lange, Bernadette. A descriptive study of school staff experiences in an introductory relaxation program. Paper presented at the 10th International Conference on Yoga for Positive Health, University of South Florida, Tampa, 15-17 Dec 2000. Email: blange@fau.edu.

Laselle, Kevin M., and Todd T. Russell. To what extent are school counselors using meditation and relaxation techniques? *School Counselor*, Jan 1993, 49(3):178-183.

Investigated the extent to which meditation and relaxation techniques were being used for counseling groups of adolescents with behavior problems.

Lawlor, Michael. The revival of RYE (UK) [Research on Yoga in Education]. Report of Seal Seminar held in October 1990.

Micheline Flak, who has firmly established RYE in the French school system, provided a wealth of ideas for introducing it into schools in the U.K. She focused on the development of creativity in the classroom, and her seminar fell naturally under the headings of the first six limbs of Patanjali's eight limbs of Yoga. She outlines exercises pertaining to each of the limbs.

Levin, S. The Transcendental Meditation technique in secondary education. Ph.D. dissertation, University of California, Berkeley, 1977.

Linden, William. Practicing of meditation by school children and their levels of field dependence-independence, test anxiety, and reading achievement. *Journal of Consulting and Clinical Psychology*, Aug 1973, 41(1):139-143. Also in D. H. Shapiro, and R. N. Walsh, eds., *Meditation: Classic and Contemporary Perspectives*. New York: Aldine Publishing, 1984, pp. 89-93.

Living Wisdom Schools and Resources. URL: <http://www.livingwisdom.org>.

From the website: "The [Living Wisdom] schools offer a balanced curriculum for learning academics, values, and character development in a nurturing, supportive environment based on a 12-1 student-teacher ratio. As well as providing traditional academics, these schools follow many of the principles outlined by the book, *Education for Life*, by J. Donald Walters [Swami Kriyananda]. Teachers in these schools have completed teacher-training from the Education for Life (EFL) Foundation, and continuing education from Living Wisdom Teacher Workshops. Each school is unique in staffing and curriculum focus."

Lloyd, Jean. The yoga option: Secondary school pupils choose to learn yoga. *Spectrum*, Summer 1996.

Luedtke, Ulrike. Development of human potential in the child through yoga. *Yoga Links*, 1996, 4(4):3-4.

A report of a seminar given to Research on Yoga in Education (Germany) by Micheline Flak of Research on Yoga in Education (France).

Lynem, Julie. N. Education for the soul: More parents look for schools to help kids cope with stress. *San Francisco Chronicle*, 13 Oct 2000, p. A21. Article available online: http://www.livingwisdom.org/html/art_sf_cron.htm.

On alternative schools in the San Francisco Bay Area that utilize yogic and meditative principles and techniques to help students cope with stress, practice kindness, and so on.

Mainguy, Veronique. As one lives it — as one speaks about it: Teachers from Versailles were asked to describe their yoga practices in the classroom. *Yoga in Education*, Mar 2001.

Make yoga compulsory in schools: Ex-MLA. Newindpress.com, 23 Jun 2005.

“Gulbarga, India: Senior JD(U) leader and former MLA Hanumanth Rao Desai has urged the State government to make learning Yoga and Pranayama compulsory in primary and high schools, as these Indian traditional methods have proved to be highly beneficial.

“In a letter to chief minister Dharam Singh, Desai and his bar colleague B S Jiragi said the government has already made physical education mandatory, and likewise yoga and pranayama should also be made compulsory.

“They said pranayama brings out the hidden energy in a man to realise his potential. Besides purifying, pranayama also helps produce new cells and frees a person from diabetes by strengthening the pancreas.

“Several diseases, including allergy, asthma and respiratory problems can be contained by yoga and pranayama. “Pranayama is a natural remedy for any number of ailments. It also increases the immune system,” Desai said.

“He pointed out that the government will not have any financial implications in introducing yoga and pranayama in schools, whereas it will benefit generations in the long run to become mentally, physically and spiritually strong.

“They stated in the letter to the chief minister that they were speaking from personal experience after participating actively in yoga and pranayama classes.”

Mal Jain, Dr. Sagar. Role of parents, teachers and society in instilling cultural values. *Jain Study Circular*, Jan 2000, pp. 11-15.

Mamou, Yves. English through yoga. *Le Monde*, 27 Sep 1979.

“‘Learning English from the corner of the eye and ear’ through simple exercise of Yoga, such is the experiment that Miss [Micheline] Flak [of College Condorcet school in Paris] has conducted through four grades (from first to third) for several years. ‘Children today are continuously subjected to outward dissipation which expels them out of themselves,’ says Miss Flak. ‘They are buffeted by the media and the various desires which are aroused within them. It is incredible how much their imagination faculty is destroyed by the pictures of violence and all the advertising which they constantly swallow. The integration of Yoga in a school discipline aims at bringing the child back to tap his own potential energy and thus enhance his harmonious self-development. It also aims at

training him not to succumb to the pressures which our modern way of life inflicts upon him and which eats him up, . . . it teaches him to control these and live with them.’

“In the English class a balance of energies is restored by a precise dosage of relaxation and awareness. Miss Flak herself relaxes in between the classes from the unavoidable tensions of the profession.”

See also the citation above for the book by Jaques de Coulon, which systematizes this school Yoga.

Mandatory yoga postures and education. News summary available online: <http://www.yrec.info/yoga-news122.html>.

“Poor academic performance in Madhya Pradesh’s school has prompted the government of that Indian state to make Yoga postures and meditation compulsory in all primary and high schools in the hope that this will improve students’ concentration and thus also their academic achievement.

“This new regimen will start in July, after failing to find a sufficient number of Yoga instructors last year. In the meantime, some 4,000 school teachers have been trained in yogic practices, and each teacher was charged with training at least eight others. The government officials also expressed their intention to inculcate in students positive moral values.

“The driving force behind this innovative program is Andhra Pradesh’s Chief Minister N. Chandrababu Naidu, who boldly broke with the mould of his secular state’s policies. Although he does not want to see religion imposed on anyone, he does believe that it is important to help people—especially students—to find inner peace in order to better deal with the many challenges of contemporary life.

“Naidu himself practices Yoga postures, breathing, and meditation daily and is encouraging his staff and colleagues to do the same.”

Manjunath, N. K., C. Satish, S. Telles, and H. R. Nagendra. Card sorting studies on students at school level undergoing personality development training through yoga. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

_____. Maize learning tests show beneficial effects in school students undergoing IAYT [Integrated Approach of Yoga Therapy]. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

_____, and S. Telles. Improved performance in the Tower of London test following yoga. *Indian Journal of Physiology and Pharmacology*, Jul 2001, 45(3):351-354. PMID: 11881575

Abstract: Twenty girls between 10 and 13 years of age, studying at a residential school

were randomly assigned to two groups. One group practiced yoga for one hour fifteen minutes per day, 7 days a week, while the other group was given physical training for the same time. Time for planning and for execution and the number of moves required to complete the Tower of London task were assessed for both groups at the beginning and end of a month. These three assessments were separately tested in increasingly complex tasks requiring 2-moves, 4-moves and 5-moves. The pre-post data were compared using the Wilcoxon paired signed ranks test. The yoga group showed a significant reduction in planning time for both 2-moves and 4-moves tasks (53.9 and 59.1 percent respectively), execution time in both 4-moves and 5-moves tasks (63.7 and 60.3 percent respectively), and in the number of moves in the 4-moves tasks (20.9 percent). The physical training group showed no change. Hence yoga training for a month reduced the planning and execution time in simple (2-moves) as well as complex tasks (4, 5-moves) and facilitated reaching the target with a smaller number of moves in a complex task (4-moves).

_____. Spatial and verbal memory test scores following yoga and fine arts camps for school children. *Indian Journal of Physiology and Pharmacology*, July 2004, 48(3):353-356.

Abstract: The performance scores of children (aged 11 to 16 years) in verbal and spatial memory tests were compared for two groups (n = 30, each), one attending a yoga camp and the other a fine arts camp. Both groups were assessed on the memory tasks initially and after ten days of their respective interventions. A control group (n = 30) was similarly studied to assess the test-retest effect. At the final assessment the yoga group showed a significant increase of 43% in spatial memory scores (Multivariate analysis, Tukey test), while the fine arts and control groups showed no change. The results suggest that yoga practice, including physical postures, yoga breathing, meditation and guided relaxation improved delayed recall of spatial information.

Massoudi, Mehrdad. On the qualities of a teacher and a student: An eastern perspective based on Buddhism, Vedanta and Sufism. *Intercultural Education*, Jun 2002, 13(2):137-155.

Abstract: This essay looks at the requirements and qualities of a student and a teacher as seen from Eastern traditions such as Vedanta, Zen Buddhism and Sufism. The objective is to show or to propose that the same qualities are also needed in our present-day education system, no matter what the subject of study is. Though the emphasis is on these three particular systems, it is understood that one can find the same or similar qualities in other spiritual traditions. At the end of the essay, a heat transfer model is developed whereby the different aspects of an 'ideal' teacher, sometimes also referred to as the real teacher, or the true teacher, can be obtained from such a model.

Mathur, Monika. Yoga's younger crowd. *The Record* (Bergen County, New Jersey), 10 Jul 2000, p. H01.

“The last thing Marita Gardner-Anopol wanted to do was something conventional when she volunteered to lead a class at her daughter’s school. Instead of reading or cooking, Gardner-Anopol taught yoga to her daughter and her first-grade classmates.

“‘The kids in my daughter’s class loved it, and their teacher invited me to come back. It was then that I realized the potential yoga had for kids. When I told my yoga instructor about it, she begged me to start a class for kids at her school,’ Gardner-Anopol said.

“She opened a Kids Yoga class four years ago at the Iyengar School of Yoga in Waldwick. It started with a handful of kids but grew that first year to 30 students ranging in age from 7 to 14 . . .”

McCauley, Janie. Sports showcase: Schools dump dodge-ball for a new P.E. Associated Press, 30 May 2001.

“At some schools, students can choose from activities like yoga, hip-hop dance, swimming, kickboxing, fencing and archery . . . [At] Roosevelt [high school in Seattle] students must take four semesters of P.E., but they have a lot of choices, such as swimming, yoga, golf, tennis, badminton, fencing, kickboxing, aerobics, fitness walking, a female weightlifting toning class, and weights and conditioning . . .”

McClatchey, Caroline. Nursery to stars given top report. *Hampstead & Highgate Express*, 11 Mar 2005.

“A Primrose Hill nursery where tots discuss their dreams and learn yogic principles has been given full marks by education watchdogs.

“Ofsted inspectors have vindicated the unorthodox methods at St Mark’s Square nursery school, saying it is a ‘good’ school with a ‘positive impact on the children’s overall development.’

“The 50-pupil nursery in the crypt of St Mark’s Church—a favourite among celebrity parents—encourages its two to six-year-olds to take part in animal yoga and meditation where they take a stroll around the garden repeating the week’s word of wisdom.

“Nursery founder Sheema Parsons, who says its holistic ethos is a mix of philosophy and yogic beliefs, concentrates on the whole child.

“She said: ‘I want children to grow up into respectful, tolerant human beings, who look after the planet and society. I want them to read and write but if they are fundamentally decent people, I have really achieved something . . .’

“Chris McMinn, who has two children at the school, loved St Mark’s so much, he started as a part-time administrator in January.

“The 41-year-old said: ‘Friends of ours had children at the school and before I knew

anything about it, I did think they were friendly and self confident but without being precocious.

“‘They don’t talk down to the children here—they talk up to them. It’s a stimulating environment and I want my children to enjoy learning.’

“Sinead Hennessy was appointed deputy headteacher in September. The 30-year-old Irishwoman has been teaching in nursery schools for 10 years, and this is the first where she meditates for 20 minutes before the children arrive and again after they leave.

“She said: ‘The meditation really clears your mind and also calms you down at the end of the day.

“‘St Mark’s is like a breath of fresh air. We do a principle a week. We explain it and then talk about everyday examples to help them understand it. What the children feed back is really amazing . . .’”

McDougal, Liam. The solution to child obesity: Yoga, karate and skateboarding at school. *Sunday Herald* (Scotland), 13 Jun 2004.

“Physical education (PE) classes in schools should include martial arts, yoga, dancing and skateboarding, according to a major report into ways of tackling child obesity in Scotland.”

McLean, Polly. Perceptions of the impact of meditation on learning. *Pastoral Care in Education*, Mar 2001, 19(1):31ff, Mar 2001.

Abstract: This paper is about teachers and primary school pupils who have led or taken part in meditation classes at school. It discusses their perceptions of the relationship between meditation and learning. Three different categories of perceived benefit are examined: readiness for learning, enhanced creative expression, and spiritual development. After this a case is made for the use of experiential learning models as a structure for enhancing the benefit gained through meditation. The paper concludes with some observations about the potential of meditation in the school setting. Much of what is said could apply to the secondary setting.

Meltz, Barbara F. Now there’s a fourth R in the schools: Relaxation. *The Boston Globe*, 9 Nov 2000.

On teaching stress management, including deep breathing, visualization, etc., to various grade levels of children.

Metzner, Norbert. The ideal of education in Yoga. *Yoga and Total Health*, Jun 2002, 49(11):6.

Midley, Connie. Yoga leaves aches and pains behind: How [Mary Glover] reduced joint pain and stress. *The Arizona Republic*, 6 Apr 2004. Article available online: <http://www.azcentral.com/health/fitness/articles/0405healthprofile06.html#>.

In addition to the ways in which she has personally been helped by Yoga, Mary Glover discusses how she has taught Yoga to the fourth and fifth graders at her school. She says that she has seen her students become quieter, calmer, more focused and more confident, qualities that help them personally and academically. “Kids today are so overstimulated with visual and auditory input, it’s good for them to remember there’s a place of stillness inside them. They can find it if they just stop and breathe for a minute.”

Milloy, Marilyn. Now take a deeeeeeep breath . . . *NEA Today*, Oct 2002, 21(2):36.

On how Yoga becomes a ritual of the school day in Cathy Klein’s second-grade class at Daniel Webster Elementary School in San Francisco, California.

Minton, Faith. Teaches Yoga to children in the public schools in Northern California and is currently developing the following program for school teachers. Email: minton@mcttelecom.com.

From Faith (January 2005): “I hope to offer Yoga/stress management techniques to college students who are education majors. I want them to:

Experience the benefits of Yoga for stress management
Understand the value in teaching stress management to their students
Investigate ways they can integrate these practices into their teaching when they are in their own classrooms

“I would like to work on this to find ways to integrate it into Education curricula for college students training to teach. My goal is for public school teachers of the future to be trained in how to help their students take care of their own stress.”

Faith has taught Yoga in schools to elementary, middle, and high school students since 1992 and has taught Yoga to teachers after school in six-week Yoga sessions. In February 2005, a proposal by Faith to teach a Yoga course to education majors at a small college in New Hampshire was accepted.

Mohanthy, R., H. R. Nagendra, R. Nagarathna, and S. Telles. Influence of yoga training on dexterity skills of school children. In H. R. Nagendra, R. Nagarathna, and S. Telles, *Yoga Research & Applications: Proceedings of the 5th International Conference on Frontiers in Yoga Research and Applications*. Bangalore, Vivekananda Kendra Yoga Research Foundation, 2000, pp. 295-297.

Monroe, Robin. Yoga as occupational therapy? *Yoga biomedical news*, Summer 1998, no. 38, p. 7.

On the advantages of on-site yoga for school teachers and employees.

Moorthy, A. M. Influence of selected yogic exercises on minimum muscular fitness of the elementary school children. *SNIPES Journal*, Jul 1982, 5(3):21.

_____. Survey of minimum muscular fitness of the school children of age group 6 to 11 years and comparison of the influence of selected yogic exercises and physical exercises on them. Doctoral dissertation abstract. *Yoga-Mimamsa*, 21(1&2):59-64.

Morton, Colleen. Talking shop with Tony Sanchez. *Yoga Journal*, Mar/Apr 2000, p. 26. (Tony teaches Yoga in elementary and high schools in San Francisco, California. He has helped develop the “Yoga Science Box,” from which elementary school teachers can pull a card with a posture that corresponds to a lesson in anatomy, physics, or geometry.)

Mother, The. *Education: Part I*. Twin Lakes, Wi.: Lotus Press.

“This book contains the Mother’s major essays on education and her oral commentaries on them. The essays were written between 1950 and 1953 for the quarterly *Bulletin of Sri Aurobindo International Centre of Education*; in them the Mother outlines an educational discipline aimed at developing all the principal faculties of the individual.”

_____. The Mother on education. Available online:
<http://www.jps.net/virtreal/edu.html>.

Sections include: The science of living, Education, Physical education, The education of the vital, mental education, Psychic and spiritual education

Muttarayan, K. Loganatha. The tantric theory of learning. *Saiva Siddhanta*, Jan-Mar 1982, 17(1):1-9; Apr-Jun 1982, 17(2). See also the article by N. Nurugesu Mudaliar, “Some Comments on the Tantric Theory of Learning,” in the Oct-Dec 1982, 17(4), issue.

Nagendra, H. R., T. Mohan, and A. Shriram. *Yoga in Education*. Bangalore, India: Vivekananda Kendra Yoga Anusandhana Samsthan, 1988.

Contents: The aim of education, New dimensions in modern education, Prayers, Sithilikarana vyayama (loosening exercises), Indriya vyayama (yogic training of the instruments of action and understanding), Breathing practices, Kriyas, Suryanamaskar, Asanas, Pranayama, Meditation and silence, Bandhas and mudras, Syllabus for primary students

Niranjanananda, Swami. The role of yoga in education. *Yoga* (Sivananda Math), May 2001, 12(3):20-26.

Contents: Balancing both hemispheres of the brain, Developing the whole mind, Yoga in the classroom, Developing awareness and rapport

Oak, J. P. Yoga and its integration in modern education. Abstract no.27, 2nd International Conference on Yoga Education and Research, held at Kaivalyadhama, Lonavla, India 1-4 January 1988. *Yoga-Mimamsa*, 1988, 27(1&2):29-30.

Oat, Brittany. The chair challenge. *Norwich Bulletin*, 6 Jul 2004.

“There is an intense look of concentration on 9-year-old Melanie Mugavero’s face as she tries to hold a yoga pose.

“Suddenly, she bursts into giggles, teeters side-to-side and falls.

“‘I think yoga is more fun (than recess) because you can do all different types of forms and use your imagination to see what it looks like,’ said Mugavero, who lives in Waterford.

“That’s the message—and practice—teacher Jessica Smith is looking for as she brings her knowledge of office yoga into the classroom for Cohanzie Elementary School’s weekly 10-minute exercise program.

“‘You don’t need to be an athlete or the star soccer player,’ Smith said. ‘Every kid can do it.’”

“Griswold Elementary teachers have embraced the office yoga trend with an after-school program intended to alleviate their tension.”

O’Connor, Anne-Marie. Inner-city students get “Om schooling” in yoga. Meditation: Instructors hope free classes will help needy youngsters find inner peace. *The Los Angeles Times*, 30 Oct 2001.

Abstract: [Tara Lynda] Guber is not America’s only yoga apostle. Pro bono yogis across the country are teaching yoga to prisoners, pregnant teenagers, people in halfway houses and at Boys and Girls clubs. Guber even invited one of South-Central’s yoga-baptized gang members to detail his newfound inner peace at a symposium.

Should you doubt the depth of Guber’s sincerity, follow her up a winding mountain road to her Beverly Hills estate and the spiritual base of her mission: the Yoga House. Inside this Italianate retreat, a wall of leaded-glass windows frames a sweeping city view. A beautifully painted Sanskrit salutation, “Namaste,” greets you. “We bow to the divine in one other,” Guber translates.

It was Guber’s idea to sponsor a yoga program, which is beginning its second year as part of the curriculum. Guber was on the ground floor of the Accelerated School effort in 1994 [the Accelerated School is a high-performing campus serving kindergarten through eighth grade for gifted underprivileged children], when Wells Fargo pitched in more than \$200,000 to help it get started. She was instrumental in obtaining the school site, a

onetime designer clothing factory owned by a friend, Carole Little. Little donated the factory to the Cal State L.A. Foundation, which leases it to the school for \$1 a year.

Quotes from the students: “My cousin thinks it’s dumb. I thought it was dumb too, with all the funny names like Flower pose and Rocket pose. Now, if I come in with a headache or I didn’t sleep well, yoga makes me feel better.”

An eight grader says yoga relaxation techniques help him fight off anxiety before tests.

“Yoga can help me a lot with my future. I’ll have harder times. There’ll be high school, college, Stanford. Yoga will help me get through.”

The school’s director says that yoga improves the students’ focus and concentration. “It’s fairly innovative. It’s not done in many public schools, and in inner-city schools it’s not done at all.”

O’Dowda, Daphne B. Yoga in education. A report on RYE techniques in Irish schools. Jul 1996.

Includes a description of a program used with sixteen children from grades 2-4, ranging in age from 7-11, at Gaelscoil an Ghoirt Alainn. The focus was primarily on techniques Ms. O’Dowda thought would help to correct bad posture and make the children aware of themselves physically. She also did work on breath and meditation.

Oprah television program. April 6, 2001 episode on the healing power of Yoga.

See the segment in which twelve-year-old Deanna Duncan, who had a hard time focusing, was getting poor grades, and did not get along with her mother, had her life completely changed by Yoga. She now gets good grades, has a deepening relationship with her family, and says that when she finishes a Yoga class she “feels a clean, strong spirit” inside her. The Yoga class she takes is offered by her school district.

Owen, Rosemary. Yoga in schools. URL: <http://newciv.org>.

Palsane, M. N., and H. C. Kocher. The effects of short term yogic training on immediate memory of school boys. *Research Bulletin, State Education Journal* (Poona), 1973, 3(1):33-43.

Papovich, Sasha. Yoga: A fair chance. *LA Yoga*, May/Jun 2003, pp. 13-14.

“It’s not easy for Natalie Albi and Christian Chavez to find a place of peace. Like other students at Youth Fair Chance, a Los Angeles ‘alternative’ school, they are minority students who come from areas and situations laced with violence, poverty and substance abuse. Fortunately, Youth Fair Chance tries to offer them the individualized attention and support they need in order to cope with their daily lives.

“Thanks to Queen Hollins, a Kundalini yoga instructor with Yoga for Youth, Ntalie, Christian and their classmates do yoga several mornings a week at school . . . ‘The kids are coming in with such intense emotions, so I focus a lot on the solar plexus and the heart. The kind of anger and sadness they come in with doesn’t go away in one day, but we can start to make a difference.

“Withdrawn and angry when he first started, 17-year-old Christian is now one of the most enthusiastic and determined students in the class. ‘There’s bad stuff going on in school, at home, out in the world,’ he says. ‘I used to feel like I had the hugest weight on my shoulders all the time. I need yoga so I can have time to get myself together. It gives me energy and makes me feel calm and powerful.’”

Peerbolte, M. Lietaert. Meditation for school children: A recommendation that some form of meditation be made part of the educational curriculum, even if it be only quiet self-recollection. *Main Currents of Modern Thought*, 1967, 24:19-21.

Peurano, Heather. Students relax after school with yoga. Shore Publishing, 29 Mar 2005. Article available online:
<http://www.shorepublishing.com/archive/re.aspx?re=990fd1a0-9b14-4a88-a763-2cf7807e7c1a>.

“Students at Pawcatuck Middle School [in Stonington, Connecticut] are taking the art of relaxation seriously, with weekly after school yoga classes. Teacher Annie O’Sullivan, who has been planning the program for several months, met 12 of her students in the gym last week for their first official yoga session.

“‘I’m very excited—we secured the gym for the rest of the year,’ she said. O’Sullivan said she actually started working with some students in January. Earlier in the week, she hosted an informational session during which many of the parents participated in the yoga session with their children. The class will learn a modified version of Ashtanga yoga, she said, learning the poses and breathing techniques in a 45-minute session. Traditional Ashtanga follows a ‘certain set series of postures,’ she said, which can take 90 minutes to complete. She said she hopes her modified version will demonstrate the benefits of yoga but ‘still keep it light and fun for the kids . . .’

“‘Kids at this age need to feel good about themselves and need to relax themselves,’ she said. The Stonington Education Fund agreed and gave \$798 to the school for yoga mats, instructional videos, music and baskets to hold the equipment. ‘The middle school level, we thought, was especially important,’ SEF member Gail MacDonald said. ‘You know, it’s that time when kids start going through a lot of things and the aims and goals of yoga was something that could be particularly beneficial to that age group of students.’

“Last Thursday was Veronica Fallon’s first experience with yoga. The seventh-grader said she had taken karate lessons for six years and wanted to try this for a different kind of workout. ‘I’m trying this to be more relaxed,’ she said, adding that she was interested in the ‘inner peace’ she had heard people talk about.

“Even though yoga focuses on relaxation and meditation, O’Sullivan said it can be very challenging physically, depending on the level of exertion the student devotes to it. MacDonald said that aspect of the program was another reason SEF felt compelled to approve O’Sullivan’s grant request. ‘It also went nicely with Pawcatuck Middle School’s overall plan for physical fitness,’ which is very comprehensive, MacDonald said.”

Pingala (Pauline Jensen). Tratak as an aid to reading. *Yoga in Education*, Aug 1997.

Pitambatananda, Swami. Education according to Vedanta: Part 2: The process of education. *Prabuddha Bharata*, Oct 2002, 107:23-27.

Contents: All knowledge is inside, The necessity of a teacher, The ideal method, Concentration the main ingredient in the process of education, Different methodologies for different aptitudes

Poplawska, Anna. Thoughts on yoga from a substitute teacher in the Chicago Public Schools. *YOGAChicago*, Mar/Apr 2004. Article available online: <http://www.yogachicago.com/mar04/thoughts.shtml>. Contact: lawpop@core.com or 708.488.9880.

“As a yoga teacher, my work as a high school sub in the Chicago Public Schools became a testing ground for theories, my experiment with truth, to borrow a phrase from Gandhi. “I gathered my yoga lessons around me like armor. I surrendered to my powerlessness. I let go of my need to be in control of my environment. I searched out an inner core of serenity as three fights simultaneously broke out in different parts of the classroom. I looked for the love one might feel towards suffering humanity in the form of innocent children, as they:

Left bubble gum on my chair, ruining a perfectly good pair of pants
Threw paper airplanes or crumpled-up pieces of paper at me
Stole my pencils and pens and the playing cards I offered them for entertainment
Sat in groups plotting how they were going to kill me after school or slash the
tires of my bike, speaking loud enough for me to hear, of course
All of the above

“One of the tricks was learning the art of karma yoga, that is, learning to let go of the need to see results. I told the kids to sit down and stop throwing things merely for the sake of doing it, for keeping up forms without any expectations. Expectation led to disappointment and anger. I reached out in compassion to teach them or just to chat without the expectation of being rewarded with anything other than scorn. Nevertheless, there were successes. I didn’t expect miracles, but perhaps the miracles start happening when one has given up on looking for them.

“From observing the kids day after day, month after month, I became aware of how poor their concentration was and how little ability they had to sit still. I kept thinking, if I could just get them to sit down and meditate, even for two minutes, maybe something

good would happen for them. Though I couldn't think of any way to accomplish this, it kept bugging me; two minutes was all I wanted. There had to be a way. It took over a year before it came to me. What I conceived of, loosely speaking, was a reading meditation. I would have each student read out loud to me from a book I'd chosen that was written to help kids learn to read. It was reasonably easy, with a lot of sound-alike or rhyming words near each other to help them observe patterns. But I stayed right there with them. The moment they had trouble with a word, before any frustration could develop, before they had a chance to be distracted by the noise and chaos in the rest of the room, I told them what the word was and had them move on to the next word. No explanations. No rationalizations. No idle talk. No chance to say or even think, 'I can't do it. I don't know how to read.' I bribed them into agreeing by telling them that they could do anything they wanted during the rest of the class: scream, dance, fight, so long as when it was their turn, they gave me the two minutes I asked for . . .

"There were probably close to 20 students in the class, so they didn't get much time each. I let the ones who were really interested read a little longer. For those who had a particularly difficult time focusing, I allowed shorter periods of concentration, and I might go back to them a second time. All distractions were to be ignored. I merely insisted that the student read me another word.

"I have no statistics, no experimental evidence, only this one experience to offer. The improvement in the vast majority of students in the first week verged on miraculous. One student, tremendously proud of himself, went from not reading at all to reading fluently. I couldn't possibly explain this from three or four minutes a day, except by speculating that the knowledge was already there but, for reasons of passivity and lack of concentration, wasn't accessible. Of the three students who were asked to leave on the first day, one transferred out of my class and the others were asked to leave again on the second day. By the third day, they both agreed to try, and soon they were among the most enthusiastic in the class. The girl, especially, not only read herself but also followed me around the room, following along as other students read. She also told me that she had started practicing with her mom at home. Two or three other students told me this same thing. These were students who had probably never done homework before in their lives. I didn't ask them to do any work at home; they did this completely voluntarily."

Prager-Decker, Iris. "Stressing" relaxation in the classroom. [Publisher unknown], 1979.

Abstract: A rationale is offered for incorporating relaxation training in elementary school classroom activities. Cited are research studies which focus on the reaction of children to stressful life changes and resulting behavioral and physical disorders. A list is given of significant life events which may be factors in causing diseases or misbehavior in children. Described is a unit which adapted such techniques as yoga, deep muscle relaxation, and guided visual imagery to help primary age children cope with stress. Included in the unit, designed to be both experiential and cognitive, are pictures and cartoons depicting people in stressful situations, charts illustrating the reaction of the human body to stress, dramatic play stories designed to teach specific relaxation skills,

and descriptions of relaxation periods in the classroom. A discussion is presented on implementing and evaluating a unit of this type. A bibliography and a list of resources for relaxation techniques are included.

Proeger, Charlene, and Robert D. Myrick. Teaching children to relax. Ft. Myers, Fla.: Educational Research and Development Council Research Bulletin, 1980, 14(3).

Abstract: Many elementary school students perform below their ability levels due to excessive anxiety and stress. Research reveals negative correlations between general anxiety and test anxiety, and scores on intelligence tests. Studies have shown that changes in anxiety level are related to changes in intelligence quotient scores. Further, anxiety affects the more intelligent as well as the average student; anxiety level is as effective as the intelligence quotient in predicting reading grades; anxiety is an important part of the personality of underachieving children; and anxiety has a negative effect on a variety of learning tasks, especially complex learning. Anxiety also has been found to be related to dependence, hostility and aggression, low peer status, and poor relationships with teachers. Consequently, relaxation training for reducing students' anxiety has become a part of the school curriculum in several schools. Methods of reducing anxiety through relaxation include systematic desensitization, yoga, meditation, guided fantasy, biofeedback, and deep muscle relaxation (DMR). Teaching DMR to children involves establishing general goals and training objectives, arranging the setting, using the DMR training script correctly, acquiring the experience of relaxation in order to effectively lead DMR sessions, organizing and facilitating the DMR exercises, conducting group discussions, and evaluating outcomes. The document concludes with a series of 10 experimentally tested DMR exercises which progress from relaxing various parts of the body to relaxing the whole body while breathing deeply.

Pupils meditate before lessons. BBC News, England, 18 Feb 2002. Article available online: <http://news.bbc.co.uk/1/hi/england/1826998.stm>.

Because the children were found to be negative, angry, and anxious, meditation was introduced at King Richard School and Paulsgrove Primary in Paulsgrove, Portsdown Primary and Medina Primary in Cosham, Saxon Shore Infant School on Portsdown Road, and Westfield Junior School on Jubilee Avenue.

Classes often start and end with meditation, and there are weekly sessions where children are encouraged to write down their thoughts in a diary.

"The school is now a calmer, happier place but the most important thing about the project is that it makes children feel good about themselves," said Kim Wilcocks, head teacher of Portsdown Primary School.

Putney, Valerie. Yoga can help schools: Yoga instills discipline. *Greensboro News & Record*, 17 Jan 1999, ALL, Issue: PSA-2264, IDEAS Section.

Raghuraj, P., A. Sudha, N. K. Manjunath, S. Telles, and H. R. Nagendra. Depth perception, Muller Lyer and critical flicker fusion measurements show beneficial effects of yoga in school students. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

_____, **and S. Telles.** Muscle power, dexterity skill and visual perception in community home girls trained in yoga or sports and in regular school girls. *Indian Journal of Physiology and Pharmacology*, 1997, 41(4):409-415.

_____, **S. Telles, and H. R. Nagendra.** Mirror star training studies on the beneficial effects of yoga on school students. Swami Vivekananda Yoga Research Foundation.

_____, **S. Telles, and H. R. Nagendra.** Visuo-spatial judgment among students undergoing yoga intervention for total personality development. Swami Vivekananda Yoga Research Foundation.

Rakesh, M., H. Mishra, and H. R. Nagendra. Creative quest test shows highly significant benefits of yoga on school students. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

_____, **S. Telles, and H. R. Nagendra.** Tweezer manual dexterity studies on PDC students. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

Ramachandran, G. N. Yoga and education. *Yoga Review*, 1981, 2:27-50.

Ravishankar, N. S. Yogic exercises for students. In N. S. Ravishankar, *Yoga for Health: Curative Powers of Yogasanas*. New Delhi: Pustak Mahal, 2001, p. 174.

Redcliffe, Ingrid. Report on Research on Yoga in Education (U.K.) on the practical uses of RYE techniques. 12 Jun 1987.

“The RYE approach is not to insert a half-hour Yoga class into the curriculum, but to use Yoga to influence all aspects of the curriculum . . . The potential o RYE is limitless and it is totally compatible with the new research into improving the learning capacity of the individual.”

Ms. Redcliffe’s work was mainly in Wandsworth and Fulham schools with children aged five to eleven. She “introduced them to a series of physical postures, using them at different times during the day.” She also “used the guided relaxation techniques of yoga nidra on a regular basis, gradually building up the time limit.” In addition, she “taught the children visualization as part of relaxation and also in isolation, as a way of organizing and stimulating ideas before commencing a particular task and as an aid to memory.” She “used a mandala for the same purposes.” She states that “physical and mental relaxation ensure that the students’ and teacher’s energies are utilized to best advantage. This

inevitable affects discipline, which is often a major concern for a lot of teachers.” She further states that, “before I started working with this particular group of children their class teacher observed that they took a long time to ‘settle’ to any task that they were given—which meant a lot of time was wasted. Certainly my observations were that, using the RYE techniques, I overcame this particular problem in a way the children found fun.”

Reich, Leah. First-graders demonstrate success of Yoga Arts™ program. 26 May 2001. Contact lreich@marin.k-12.ca.us, tel.: 415-492-3285.

“First-grade students at Coleman Elementary School are experiencing the benefits of health and well-being through participation in a pilot program of stretching and relaxation exercises called Yoga Arts Program for Children.

“‘Yoga helps children relax and focus which allows them to concentrate on academics more successfully,’ said Coleman principal Ruth Reynolds. ‘In this era of video games, computer programs and other mass media, it is a marvelous way to slow down the frantic pace of everyday life so that the educational environment has an atmosphere conducive to learning for young children.’”

Regarding the Yoga teacher for the class, Faith James, first-grade teacher Karrie Coulter states, “Faith’s passion for yoga is contagious to those she is teaching. . . . She has taken the practice of yoga and created a magical, musical wonderland of animal poses the children can understand and emulate. By using songs, movement activities, popular pomes, folktales and hands-on materials, Faith has taught my students the anatomy of their bodies, calming strategies for stress relief and especially to listen to their breath, because breath is life.”

“To date, here are some of the benefits of yoga that Ms. Coulter’s students have enjoyed. Yoga has:

- Taught students how to control their bodies, which is really difficult at a young age
- Provided a physical outlet for students who may experience emotional or behavioral anxiety from time to time
- Inspired self-awareness and self-confidence
- Helped take children’s minds of everyday mishaps
- Helped children concentrate and focus
- Helped children relax at will and overcome stress

Rengifo, Patricia. Kids on a healthy stretch: Children increase flexibility, physical fitness in yoga classes. *Times Recorder* (Zanesville, Ohio), 1 Jun 2004. Author email: prengifo@nncogannett.com.

“Even as a student at Ohio University-Zanesville [Megyen Green] was instructing yoga classes.

““At the university I had a chance to take part in a pilot program that took kids from Grover Cleveland Middle School and taught them how to take tests and study skills,’ Green said. ‘I was doing yoga with them to teach them body awareness and some relaxation exercises. We did a whole bunch of relaxation exercises and one girl said it really helped her improve her test scores.’”

Report on Research on Yoga in Education (U.K.) Seminar Entitled “Balancing Energies in the Classroom.” 22 Sep 1991.

Types of energy one frequently encounters in the classroom: hyperactive, disruptive, or scattered; lethargic, dream, or withdrawn; fidgety and distracted. Techniques are provided for working with each kind of energy.

Rieckert, H. Plethysmographic studies in concentration and meditation exercises. *Aerztliche Forschung*, 1976, 21:61-65. [In German.]

Rixon, Roy. Effective learning through relaxation [via *yoga-nidrâ*]. *Yoga in Education Newsletter*, May 1999, no. 5. Article available online: <http://www.geocities.com/Athens/Ithaca/9012/yedn5.htm>.

_____. A relaxed Coffs Harbour High! [On teaching *yoga-nidrâ*.] *Yoga in Education*, Feb 2002.

Romanowski, W., and T. Pasek. Current psycho-physiological aspects of the activity of physical educators. [Title of journal unknown], 1970, pp. 48-51. [Original in Polish.]

_____. Tentative introduction of relaxation-concentration gymnastics according to the yoga system as supplementary exercises in the system of physical education of students. *Proc. of the Conference on Problems of Rationalisation of Methods of Mass Physical Training and Prophylactic Exercises in Physical Education of Students*. Poznan, 1970, pp. 1-19. [Original in Polish.]

_____. Experiment in introducing relaxation-concentration yoga exercises as supplementary exercises to the program of physical education. In *Proceedings Poznan Acad Med*, Poznan, 1971.

Roth, B., and T. Creaser. Mindfulness meditation-based stress reduction: Experience with a bilingual inner-city program. *Nurse Pract*, Mar 1997, 22(3): 150-152.

Roy, Sudipta Dutta. Education in the vision of Swami Vivekananda. *Prabuddha Bharata*, Jul 2001.

Rust, Amber. Health: Move Over Geri— we're the new yoga babes. *Sunday Mirror*, 3 Jun 2001, pp. 24, 25.

“The only thing to be seen doing, darling, once you’ve hurled away your nappies, is yoga. It may not be quite as high-burn as Astanga yoga, which has given Madonna and Geri Halliwell headline-grabbing washboard stomachs. But more impressive—if you’re six—are the claims that kiddy yoga can ease asthma symptoms, help with schoolwork, and aid proper sleep. The emphasis is on fun with lots of role play. Children become snakes and lions, hissing and roaring—and, without knowing it, performing classic yoga breathing techniques. In America, of course, they are one step ahead with classes for babies. Over here we’re content to start around three. The low-impact exercise is ideal for children, maintaining their flexibility with no risk of injury. Parents say it calms ‘hyper’ children and helps them sleep better. At Newton prep school in Battersea, South London, pupils have yoga classes three times a week. Headmaster Richard Dell says it has improved their concentration dramatically. Yoga expert Dr. Robin Munro believes it can ease childhood asthma. ‘Breathing patterns are deeply entrenched in adults but children can learn how to breathe without any problems. The earlier they start the better,’ says Dr. Munro, who set up the Yoga Biomedical Trust in 1983. The evidence is such that the National Asthma Campaign has invested pounds 50,000 to fund further research into the link between yoga and helping to ease respiratory problems. Here some mini-yogis show off some of their favourite yoga postures . . .”

The article next profiles several children who study Yoga.

Rylance, Judy. Reflections on adult education. *Spectrum: The Journal of the British Wheel of Yoga*, Winter 2002, p. 33.

On the pros and cons of teaching Yoga in an adult education center in England.

Salmon, Don. An integrative approach to growth and development. Article available online: <http://www.jps.net/virtreal/education.html>. (Based on the Integral Education view of Sri Aurobindo and The Mother.)

Samaltanos, Kathryn. Selfless service. *LA Yoga*, Jan/Feb 2003, p. 14. For more information, see <http://www.yhourkids.ws> or call 323-733-8863.

On Subhadra Griffiths, an Iyengar Yoga instructor who founded Your Kids Organization (YKO), a minority based nonprofit that brings Yoga into the public school system in Los Angeles. It was established at the Gardener Street Elementary School in 1997 and has subsequently been introduced into Rosewood Elementary, Melrose Elementary, and the Jewish Temple of Israel, with plans to introduce a program at Fairfax High School. YKO has also teamed up with the Hollywood YMCA teaching at-risk youth.

YogAngels, a performance group created in 1999, is an offshoot of YKO, and consists of students who “perform choreographed yoga presentations combining different dance

forms with live music.” Griffiths states, “[The kids] learn to have fun while acquiring the tools to become responsible adults.”

Griffiths also has made a kids Yoga video to enable students to take their Yoga home.

Saranam, Sankara. *The Student’s Package*. Ellijay, Ga.: The Pranayama Institute. By donation. URL:
http://www.pranayama.org/Merchant2/merchant.mvc?Screen=CTGY&Category_Code=PACKAGE.

From the website: “The Student Package is designed to assist students in learning to concentrate, improve memory skills, remain active and awake with even little sleep, and quickly reach states of deep focus and calmness. Along with the various techniques given you will be able to download S. Saranam’s booklet *How to Get Straight A’s as an Undergraduate* in which he details the various practical devices which enable students to make the most of the system of education prevalent in universities.”

Satish, C., N. K. Manjunath, S. Telles, and H. R. Nagendra. Verbo spatial memory studies on school students undergoing yogic training. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

_____, **S. Telles, H. Mishra, and H. R. Nagendra.** Beneficial effects of yoga on school students measured by position meter. Swami Vivekananda Yoga Research Foundation, <http://www.vkyogas.org.in>.

Satyananda Saraswati, Swami. Education & Yoga. In Ma Yogabhakti, ed., *Yoga Discussed in Relation to Other Thoughts & A Dialogue on Practical Yoga*. Bihar, India: The Bihar School of Yoga, 1968, pp. 61-64.

_____, **et al.** *Yoga Education for Children: A Manual for Teaching Yoga to Children*. Munger, Bihar, India: Bihar School of Yoga, 1985.

Contents: Message to Parents and Teachers, Prologue, The Need for a Yoga Based System of Education, Yoga and Problems Specific to Children, Yoga with Preschool Children, Yoga Lessons Begin at Eight, The Cause of Student Unrest and Its Remedy, Yoga: The Solution to the Youth Problem, Better Ways of Education, Yoga at School, Yoga and Education, Questions and Answers about Yoga for Children, Yoga Therapy for Emotionally Disturbed Children, Yoga for the Disabled, Yoga Benefits Juvenile Diabetes, Techniques of Yoga for Preschool Children, Techniques of Yoga for Children Aged 7-14, Techniques for Teaching Yoga at School, Asanas and Pranayama (Introduction, Antirheumatic asanas, Antigastric asanas, Energizing asanas, Asana sequences, Relaxation asanas, Animal asanas, Object asanas, Characters & persons, Alphabet asanas, Asanas done in pairs, Pranayama), Syllabus of Yoga Classes, Light of Existence (the game explained), Bibliography, Index

_____. Educating the whole mind [via yoga nidra]. In Swami Satyananda Saraswati, *Yoga Nidra*. 6th ed. Munger, Bihar, India: Bihar School of Yoga, 1998, pp. 179-185.

“Yoga nidra is not only an effective way to release stress and induce deep physiological rest and relaxation. Experiments are now revealing that it is an extremely efficient means of increasing learning capacity as well. Yoga nidra promises to revolutionize teaching procedures in the decades ahead, enabling students of all ages to assimilate knowledge spontaneously, without effort.

“Some children want to learn, but their conscious mind is either weak or unreceptive. Through yoga nidra they can absorb knowledge through the subconscious mind. The learning capacity of the child who practises yoga nidra is remarkably improved; it can come as quite a surprise to see children reading books and solving mathematical problems that would have been much too difficult for them before.”

Contents: Yogic system of education, Increasing memory function, Yoga nidra integrates the hemispheres, Applications of effortless learning, Psychic development in children

_____. Sayings of a Paramahansa. *Yoga* (Sivananda Math), May 2001, 12(3):2-8.

Swami Satyananda answers the question: “There is a scarcity of good qualities in life. Can there be a social revolution if we add the spiritual dimension to the existing educational pattern?” Sections of Swami Satyananda’s reply include: Purpose of education, Need for practical training, Spiritual school curriculum, Education begins in the womb,

Satyamayananda, Swami. Cruelty-free classrooms: A Ramakrishna monk explains how each soul is the temple of God. *Hinduism Today*, Mar/Apr 2000, p. 52.

Schecter, H. The Transcendental Meditation program in the classroom: A psychological evaluation. In David W. Orme-Johnson, and John T. Farrow, eds., *Scientific Research on the Transcendental Meditation Program: Collected Papers, Vol. I*. Germany: Maharishi European Research University Press, 1976, pp. 403-409.

Sequeira, H. Exams and yoga. *Yoga and Total Health*, Oct 2000, p. 16.

Seth, Maulshree. For growth pangs, parents give kids a dose of yoga: Over a dozen yoga classes have mushroomed this summer and children with cases of ‘stress’ are the largest takers. *Lucknow Newslines*, 16 May 2005.

“The report card of Rishabh, who tops his class, no longer brings a smile to his mother’s face. Rishabh, a student of Class VIII, is losing appetite. After medications failed, the family has now resorted to yoga as therapy for Rishabh.

“Geeta Singh, Rishabh’s mother, was one of the many parents who had come to a city school at 5:45 am to enroll their wards to a yoga camp.

“‘My son brings back his lunch-box intact. He is under stress all the time, and gets angry very fast. We are afraid that things might worsen up as he grows up. So we have introduced him to yoga,’ Singh told Newslite.

“Another mother, Uma Chauhan, said: ‘I have tried many doctors for my eight-year-old child who is suffering from stress. Only yoga seems to relax him a bit. It is a last resort.’

“Numerous yoga schools have mushroomed in the city to handle such cases. Over a dozen yoga camps and classes have started this summer. And most are bursting at the seams.

“One of the camps visited by Newslite had 200 students in its rolls. All came with individual problems. But lack of concentration and loss of appetite seemed to be the most common.

“‘It is surprising that these days, children develop problems like spondylitis, stress, depression, lack of concentration. Instead of playing outdoors, most of the time they are suffering from stomach problems or loss of energy,’ said Surendra Yachha, Head of the Department, Pediatrics, at Sanjay Gandhi Post Graduate Institute of Medical Sciences (SGPGI).

“But health problems apart, the children seem to regard yoga as fun. Some consider it a hobby or simply another form of sport.

“Even the experts are surprised by the quick headway they are making.

“‘These kids are really serious about learning yoga, they grasp various asanas so well. We never expected such results from them,’ said the instructor, Dr Saroj.”

Shah, A. H., S. V. Joshi, P. P. Mehrotra, N. Potdar, and H. L. Dhar. Effect of Saral meditation on intelligence, performance and cardiopulmonary functions. Indian Journal of Medical Sciences, Nov 2001, 55(11):604-608. PMID: 12508633.

Abstract: Meditation is a mental exercise to improve mental faculty. Present attempt was to evaluate effect of Saral Meditation on development of intelligence, academic performance and cardiopulmonary functions. Results show significant improvement in development of intelligence and academic performance. There was apparent improvement in confidence and they were free from anxiety. There were also considerable changes in psychomotor ability and cardiopulmonary functions, however result was not significant.

Shakti, Kartikeya. Teaching Yoga in a primary school. *Yoga in Education Newsletter*, May 1999, no. 5. Article available online:
<http://www.geocities.com/Athens/Ithaca/9012/yedn5.htm>.

Shaktidhyanam. Yoga with children in a small school. *Yoga in Education*, May 1999.

Shankar, Ganesh. Yoga in educational institutions. *Journal of Indian Education*, Mar 1993, 18(6): 27ff.

Shiels, Maggie. Meditate your way to success: Teachers across the UK are searching for ways to tackle classroom discipline. One experiment in California is having significant results. BBC Online News, San Francisco, 15 May 2002. Article available online:
<http://news.bbc.co.uk/1/hi/world/americas/1988800.stm>.

On Phyllis Camp's Yoga class in the physical education department at James Lick School (public school) and third-grade teacher Craig Strong's use of Yoga to improve concentration and as an aid in reinforcing certain subjects at Cathedral School for Boys (private school). Some comments from the children:

"I think it's affecting my school work. I used to do really bad, now I'm getting good grades and yoga makes me concentrate on all my tests and homework."

"I go to math class . . . and it helps you a lot. It makes you relax and do good work."

"It gives us more strength in our legs and helps us to get stronger and run faster. I do track and it helps my legs."

"I'm a smart person. I'm not trying to say I know a lot but I think it helps me relax."

"I just think, wow, yoga is really cool."

Shin, Laura. Yoga goes to school: It used to be one school at a time. Now it's district by district. *LA Yoga*, Jul/Aug 2004, pp, 36-40.

"Just getting into a school a few years ago was a big deal. Now we have conversations at the district level. That's the shift. If school districts start to go, then states will start to go."—Leah Kalish, director of Yoga Ed.

Singleton, Mark. Exams the yoga way. *Yoga & Health*, May 2004, pp. 13-15.

"Exams can be the most stress events of a child's life. This is why it is vital, during the revision and exam period, that children practise the techniques and skills they have learned in Yoga to avoid getting swept away in work and exam panic. As school life becomes more and more test-orientated from an increasingly early age, Yoga has the tools to help kids survive."

Sink, Mindy. Yoga in Aspen public schools draws opposition. *The New York Times*, Religion Journal, 8 Feb 2003. Article available online: <http://www.nytimes.com/2003/02/08/national/08RELI.html> or <http://www.indolink.com/Religion/r16.php>.

On conservative Christian resistance to teaching Yoga in public schools.

_____. Is yoga a spiritual or religious practice? INDOLink. Article available online: <http://www.indolink.com/Religion/r16.php>.

Discusses objections some conservative Christians have to teaching Yoga in public schools and legal rulings that have been given in these instances.

Skolnick, Adam. The yoga of empowerment. *LA Yoga*, Jan/Feb 2003, 2(1). Article available online: <http://www.layogapages.com/issue3/feature/feature.htm>.

Discusses the Yoga Education Network (Yoga Ed), founded by Tara Gruber, whose goal is to bring Yoga to all Los Angeles United School District (LAUSD) students through a proposed mandatory Yoga education program. With only one program initiated to date, much work remains to be done. Ms. Gruber and Leah Kailish have created a 36-week comprehensive curriculum and been granted the opportunity by the LAUSD and the Aspen, Colorado, school board to conduct a pilot program they hope will be replicated in school systems throughout the United States.

The pilot program in Los Angeles is being conducted at the Accelerated School, a K-8 charter school in South Central Los Angeles, and is designed to demonstrate the link between body, mind, and community. In grades K-2, classes are geared to help children gain physical awareness, in grades 3-5 to develop mental awareness and learn how the mind and body influence one another, and in grades 6-8 to examine self in relation to the community. At each level, classes incorporate postures, games, partner poses, breath work, visualization, affirmations, and relaxation.

Marlene Canter, a School Board member, views Yoga as being integral to the future of education because it involves development of "habits of mind." "Yoga practice involves concentration, commitment, and perserverance," says Canter. "Students who are unable to access these 'habits of mind' won't be successful."

Slomkowski, Heidi. Yoga eases students' anxieties. *Branford Review*, 15 Aug 2005.

"Through administrating and practicing yoga, Leslie Stewart's third grade students at John B. Sliney Elementary School have found it easier to remain focused during the day and overcome anxieties experienced while taking tests.

"It was great for my class because there were a lot of kids who had personal issues and testing anxieties. It changed the climate of the classroom,' she said.

“Last year, when she derived the initial idea of a yoga program for her students, Stewart had luck on her side.

“Kathryn Templeton, who was the room parent for the class and is also the instructor and owner of Yoga Fusions in Branford, happily obliged to Stewart’s request to teach the art, which dates back about 5,000 years, to Stewart and her students on Monday mornings.

“‘I taught philosophies that applied to their everyday lives,’ she said. ‘After a month of learning it, they mastered it and owned it and could go and teach it to someone else.’

“Under the guidance of Principal Kathleen Higgins, Stewart sought and was awarded with the necessary funds from the Inspiration Grant Program, a program sponsored by the Branford Education Foundation, to continue the yoga experience. With the goal of expanding it to include other classrooms, she will be presenting the program to the Branford Board of Education on Aug. 10 . . .”

Smith, Pohla. Time for “Yoga in Schools”: Pilot program will introduce the practice to youngsters in three schools. *Pittsburgh Post-Gazette*, 31 Aug 2005.

“It’s time for the students to take a test, but they’re all sleepy-eyed and lethargic. What’s a teacher to do?

“In three local schools, they have the option of segueing into a few minutes of eye-opening yoga before handing out the exams.

“The 5-minute to 15-minute sessions, which the teachers can do at any time the exercise seems warranted, are all part of Yoga in Schools, a 16-week pilot project running this school year via a \$35,000 grant from The Grable Foundation.

“The involved schools are the Urban League of Pittsburgh Charter School in East Liberty, the Pittsburgh Urban Christian School in Wilkinsburg and the Helen S. Faison Arts Academy in Homewood. The involved kids range from kindergarten to eighth grade.

“In addition to the mini-, teacher-taught sessions, the students will have weekly 30 minute to 40 minute-classes (depending on the grade) taught by trained yogis.

“Yoga in Schools founder and executive director Joanne Spence said she believes the more than 600 students she, her staff and the teachers are reaching will benefit from ‘increased physical and emotional fitness.

‘In terms of physical fitness, they’ll be stronger, more limber and more able to participate in activities kids like to participate in, like soccer,’ she added.

‘They’re learning to manage their emotional states. Like [if they feel] stress—sit down and breathe. That would be increasing their emotional fitness. That will increase their focus and concentration.’

“And that makes for better learning, she said, “mostly because the state necessary for children to learn in is being present in the moment. If children are able to do that, come to that place, the teacher will be able to teach them.”

“Yoga in Schools was inspired by Spence’s previous career as a social worker specializing with at-risk youth and by her own experience with the benefits of the ancient Eastern discipline.

“Eight years ago, she was injured in a serious car accident that left her in chronic pain until she took an intensive, three-day yoga course two years later. She continued to study, eventually becoming a yogi. She now operates her own studio, FitnessYoga , in Regent Square.

“Throughout the development of my [yoga] practice, I thought often of the many children I had previously worked with as a social worker, and what a difference these simple movements and breathing practices would have made for the children in those years of social work practice,’ Spence wrote in her grant application to Grable . . .”

Smith, Shana Banana. *Shana Banana Yoga DVD*. See the article by Ernest Hooper, “If a Banana can teach kids yoga, fast food can offer fruit,” *St. Petersburg Times*, 24 Jun 2004.

“A selection of original songs by Shana Banana Smith, an award-winning children’s songwriter and longtime yoga practitioner, accompany kid’s yoga poses. 11 tracks: Namaste, Pranayama Song, Head Neck Shoulders (Warm-up Song), Salutation to the Sun, The Triangle, The Warrior, Yoga Alphabet, Ocean Dreams, Positive Words, I Love Love, and Big Small Short Tall.”

From the article: “A number of schools are buying into yoga. Mariam Gates, director of KidPowerYoga of Boston, told Child magazine, ‘Within the next five to 10 years, yoga in school will be the norm.’

“What Banana (her real last name is Smith, but I love referring to her as Banana) intuitively knew is yoga and music have a lot in common. Both can improve retention and learning because they relax the mind and lower stress levels.

“Before the professionally produced DVD was completed, Banana penned a few simple yoga instructional songs and tested them at various preschools. Her idea was well-received and she can specifically recall the impact she had with a group of kids diagnosed with Attention Deficit Disorder.

“‘The teacher warned me they couldn’t focus for more than a few minutes so don’t have any high expectations,’ Banana said. ‘I started the yoga and for a full 30 minutes they were completely focused, singing the songs and doing the music. I was surprised.’”

Sriram, A. Yoga and education. In Vivekananda Kendra Prakashan, *Yoga—The Science of Holistic Living*. Madras, India: Vivekananda Kendra Prakashan, 1996, pp. 127-130.

Staff development day at a primary school. *Yoga in Education*, Aug 1997.

Standing on your own two feet. *Yoga Journal*, Jul/Aug 1993, pp. 38-39. (Article about Holiday Johnson, who teaches a Yoga course for teenage girls in Portland, Oregon, entitled “Standing on Your Own Two Feet.” Holiday is a professional member of Yoga Research and Education Center and can be contacted at holiday@teleport.com.)

Steffensen, Sharon. “Yoga is it”: Fitness maven Lisa Weber discovers her true calling. *YOGAChicago*, Jul-Aug 2002, pp. 4-5. (See section on teaching Yoga to kindergartners at Willard Elementary in Evanston, Illinois.)

“Lisa introduced yoga, based on Marsha Wenig’s YogaKids™ program, to all three kindergarten classes three times a week for a half hour. There were more than 20 children in the classes and their response was ‘tremendous and incredible,’ says Lisa. When she walked into the school, kindergartners who spotted her would start saying, ‘O-o-o-m-m-m.’ In class, they would gather around her for a big group hug.

“Lisa would open the class with a seated meditation . . . The children would then do child-oriented poses, such as dog, cat, lion and cobra, while making animal sounds. Some times stories, songs or art were incorporated. Or they might do ‘yoga dance’ to upbeat music with children’s lyrics, with Lisa calling out yoga poses for them to do. Savasana at the end lasted sometimes for only three inhalations and three exhalations. ‘They love it [savasana] when it’s done in a loving way,’ says Lisa. ‘They are not getting into trouble and being told to “be quiet!”’

“. . . Now, Lisa says, Willard Elementary is considering implementing yoga through the physical education department for all the children, kindergarten through fifth grade.”

_____. Yoga at Agassiz Elementary School. *YOGAChicago*, Sep-Oct 2002, p. 32.
Article available online: <http://www.yogachicago.com>.

_____. Yoga on magic carpets. *YOGAChicago*, May-Jun 2003, p. 14.

“Once a week, fourth and fifth graders at Christa McAuliffe Elementary School in Tinley Park get up early to do yoga for 45 minutes before school begins. Between 30 and 40 of them show up with their ‘yoga towels’ for a class with Donna Furmanek, who teaches first grade at the school.

“Donna attributes part of the huge success of the ‘yoga club’ to the neighborhood, which she says is very ‘activity oriented, with go-getter type kids . . .’ The parents have told Donna that the kids love it. Nobody forces them to come, but attendance is consistent . . .

“This is Donna’s second year leading the yoga club, although she started doing yoga with the students 15 years ago, when she began teaching kindergarten. She found yoga poses in books; on their ‘magic carpets’ children would ‘be a bird, be a frog, be a tree.’ Donna called it creative movement . . .”

Streight, Cathy. Being fit vital for teaching little ones. *Redding Searchlight*, 30 Jul 2001. Article available online: <http://archive.redding.com/story.asp?StoryID={B4D96296-2275-431B-A191-1B93FA70FE19}>.

Strozer, Teah. Teaching Mindfulness and Ethics in High School workshop. San Francisco Zen Center.

“This is a workshop for private and public school teachers who practice meditation, mindfulness and the precepts and who are, or who are interested in, teaching those practices in school to teenagers. Through discussing triumphs and problems, we will explore the possibility of building a school culture with mindfulness and ethics at its base.”

Stukin, Stacie. Om schooling: As these innovative educators have discovered, assigning yoga to kids can improve test scores and reduce disruptive behavior. *Yoga Journal*, Nov 2001, pp. 88-93, 151-153. (Includes a section on “How to bring yoga into your school.”)

Sywak, Andrew. Teacher crafts a school for New Age. *San Francisco Chronicle*, 14 Nov 2003. Article available online: <http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2003/11/14/EBGDH2V8351.DTL>.

“There are no bells or combination lockers at the New Age Academy, a private middle school in Berkeley. Instead, the 12-student academy allows its students to learn at their own pace in a nurturing environment while practicing yoga once a week and studying sacred geometry, along with literature, science and philosophy . . .

“Beyond the weekly yoga classes, one room of the school is set aside for meditation.”

Taking hatha yoga to school. *Hinduism Today*, Apr/May/Jun 2005, pp. 58-60.

“The Yoga Ed. curriculum, successfully adapted yoga into the US public school setting, could augment temple youth teaching programs as well.”

Tara [Gruber’s] yoga for kids: One noble soul takes on the public school system and wins a Vedic victory. *Hinduism for Today*, Apr/May/Jun 2004. Article available online: http://www.hinduismtoday.com/archives/2004/4-6/53-55_tara.shtml.

Teaching yoga in the classroom. *Yoga in Education*, Aug 1997. Bellingham Ashram: Lot 1 Summerville Rd, Gordonville NSW 2454. Available online: <http://www.yogalinks.net/Articles/TeachingYogaInTheClassroom.htm>.

Technique for developing imagination and correct breathing. *Research on Yoga in Education Newsletter*, Jun 1992, No. 4.

Telles, S., B. Hanumanthaiah, R. Nagarathna, and H. R. Nagendra. Improvement in static motor performance following yogic training of school children *Perceptual*

and Motor Skills, 1993, 76, 1264-1266. PMID: 8337075.

Abstract: Two groups of 45 children each, whose ages ranged from 9 to 13 years, were assessed on a steadiness test, at the beginning and again at the end of a 10-day period during which one group received training in Yoga, while the other group did not. The steadiness test required insertion of and holding for 15 sec. a metal stylus without touching the sides of holes of decreasing sizes in a metal plate. The contacts were counted as "errors." During the 10-day period, one group (the "Yoga" group) received training in special physical postures (asanas), voluntary regulation of breathing (pranayama), maintenance of silence, as well as visual focusing exercises (tratakas) and games to improve the attention span and memory. The other group (control) carried out their usual routine. After 10 days, the "Yoga" group showed a significant (Wilcoxon's paired signed-ranks test) decrease in errors, whereas the "control" group showed no change.

_____, **S. Narendran, P. Raghuraj, R. Nagarathna, and H. R. Nagendra.** Comparison of changes in autonomic and respiratory parameters of girls after yoga and games at a community home. *Perceptual Motor Skills*, Feb 1997, 84(1):251-257.

Todd Elementary School. Briarcliff Manor, New York.

The Education Foundation in Briarcliff Manor raises money for Yoga classes at Todd Elementary School.

Udupa, Kaviraja, Madanmohan, Ananda Balayogi Bhavanani, P. Vijyalakshmi, and N. Krishnamurthy. Effect of *pranayam* training on cardiac function in normal young volunteers. *Indian Journal of Physiology and Pharmacology*, Jan 2003, 47 (1):27-33. Article available online: http://www.ijpp.com/vol47_no1_orgn_artcl_1.htm.

Abstract: Systolic time intervals (STI) are non-invasive and sensitive tests for measuring the ventricular performance. It has been reported that practice of *pranayam* modulates cardiac autonomic status and improves cardio-respiratory functions. Keeping this in view, the present study was designed to determine whether *pranayam* training has any effect on ventricular performance as measured by STI and cardiac autonomic function tests (AFT). Twenty-four school children were randomly divided into two groups of twelve each. Group I (*pranayam* group) subjects were given training in *nadishuddhi*, *mukh-bhastrika*, *pranav* and *savitri pranayams* and practised the same for 20 minutes daily for a duration of 3 months. Group II (control group) subjects were not given any *pranayam* training. STI (QS₂, LVET and PEP) and AFT (RRIV and QT/QS₂) were measured in both the groups at the beginning and again at the end of three months study period. *Pranayam* training produced an increase in RRIV and a decrease in QT/QS₂ suggesting an enhanced parasympathetic and blunted sympathetic activity respectively. QS₂, PEP and PEP/LVET increased significantly, whereas LVET was reduced significantly in *pranayam* group. In contrast, the changes in STI and AFT were much less marked in the control group. Our study shows that three months of *pranayam* training modulates ventricular performance by increasing parasympathetic activity and

decreasing sympathetic activity. Further studies on a larger sample size may illustrate the underlying mechanism(s) involved in this alteration.

Vedantananda Saraswati, Swami. Pilot project—Bellingin 1996. *Yoga in Education*, Aug 1997.

_____. *Stimulating Attention and Concentration in the Classroom with Yoga Techniques* audiotape. Available from Quikopy Audio Recording Services, P.O. Box 361, Padstow, NSW 2211, Australia.

_____. Yoga in the classroom. [Source unknown.]

An article about taking Yoga into British classrooms based on the success of Micheline Flak in Paris classrooms. Describes the three types of attention—type A) hyperactive, disruptive, externalized, rajasic; type B) lethargic, dreamy, withdrawn, tamasic; type C) fidgety and distracted—and the Yoga techniques to use for each.

Verma, Veena. Possibilities of revolutionizing the education system through yoga nidra. *Yoga* (Sivananda Math), May-Jun 2004.

Viarengo, Teresa. Multicultural education through meditation. *Pastoral Care in Education*, Jun 1998, 16(2):4ff.

Abstract: This paper is based on the outcomes of a 6-month study in a multicultural inner-city primary school and involved twenty-four pupils representing seventeen nationalities. The object of the study was to explore how imagination and concentration might promote language awareness and cultural pluralism. Among other techniques, the children used meditation as a way of exploring themselves and others. The study suggested that the children were open to new ways of learning, imagination being for them a meaningful medium for making sense of their world. The results supported the idea that for these children meditation could be an instrument of self-knowledge and knowledge of others.

Vinekar, S. L. Yoga education and the problem of delinquency. *Yoga-Mimamsa*, 1965, 3(1): 43-62.

Vishwamitra. An experience of yoga in education. Yoga Bellingin Education Project. 1996.

On Ray Rixon, art teacher at Coffs Harbour High School in Australia, who has been introducing Yoga practices as part of his daily class teaching for 11 years. He states that art is about opening up the right brain and certain yoga practices do this. He also uses exercises that help concentration when needed. These are the two primary reasons he employs Yoga practices, but also finds that Yoga calms down the noisy children, and the quieter kids like it because it creates a quiet space in the classroom. Students also claim that the Yoga helps them sleep better at night, and they feel that the relaxation practices help give them a sense of direction and help them to feel more secure and calmer.

Advice is also given for the Yoga teacher on how to conduct the Yoga practices, work with uncooperative children, etc.

_____. Pawanmuktasana. *Yoga in Education*, May 1999. Article available online: <http://www.geocities.com/Athens/Ithaca/9012/yedn5.htm>.

“Simple practices like hand Pawanmuktasana— finger stretching, wrist bending and wrist rotation can have a profound effect on body and mind. I

“In the classroom they can be practised sitting at a desk. From yoga we know that these practices clear the energy pathways, and it is fascinating to go further . . .”

_____. More on pawanmuktasana. *Yoga in Education*, Mar 2000.

_____, and Kantiratna *Yoga in the Education Environment*. Raleigh, NSW, Australia: Bellingen Yoga Education Project, 1996. Email: yogained@midcoast.com.au.

Posture, breathing, relaxation, and visualization techniques to use in the classroom.

Wahi, Ashok, Virginia Gittelman, and Stefani Pappas. *Yoga for Teachers*. Princeton Design Group, 2002.

From the publisher: “With the promise of focus, peace of mind, awareness, balance, flexibility, and strength, Yoga offers ‘the missing piece’ of the puzzle for teachers everywhere.”

Walsh, James. It’s a stretch, but kids love yoga class. *Star Tribune* (Minnesota), 19 Mar 2005.

“In the dim light of Renee Combs' classroom, 16 middle school students followed gentle instructions and twisted and strained their bodies on mats of orange, red and purple with white flowers. Soft music—the strumming of an acoustic guitar—played on a portable stereo.

“Jones is a health teacher at St. Paul’s Battle Creek Middle School. At the end of every week, she transforms her classes into ‘Fit Fridays.’ Sometimes, the students walk. Sometimes they go to the gym. But every other week, Combs’ kids delve into yoga. And it’s not a stretch to say they enjoy their new twist on health.

“‘I like it,’ said Shavell Buckner, 12. ‘It’s relaxing.’

“Added Use Urhieyovwe, 12, ‘It helps my body. I feel energized for the rest of the school day.’

“Combs has taught at Battle Creek for 10 years. But she's been teaching yoga to her health students just since January. She started by leading a yoga class for teachers after school on Thursdays. Then she realized how little physical activity most students get during the day. The kids have taken to it, she said.

“‘The kids love it,’ she said Friday.

“Combs has even led her husband’s basketball team—he teaches physical education at the school and is the head boys’ coach—through yoga exercises before a game. At a time when declining student health and increasing student obesity are alarming educators, Combs said, yoga is an effective antidote . . .

“. . . judging by the student response and Combs’ growing enthusiasm—she plans to earn her yoga instruction certification in April—its a safe bet that the kids at Battle Creek Middle School will stay with this new method to fitness.”

Walters, J. Donald (Swami Kriyananda). *Education for Life: Preparing Children to Meet the Challenges*. Nevada City, Calif.: Crystal Clarity, 1986. Available online: http://www.livingwisdom.org/html/efl_online.htm.

Why introduce yoga into children’s education? *Yoga in Education*, Jan 1998.

Winzelberg, A. J., and F. M. Luskin. The effect of a meditation program on the level of stress in secondary school student teachers. *Stress Medicine*, 1999, 15(2):69-77.

Womersley, Dianne. Letter to the editor regarding her work with Yoga in public schools in South Africa. *Yoga & Health*, July 1998, p. 41. Diane Womersley, 11b Berg Road, Fish Hoek, 7975, Cape Town, South Africa, +27-21-6862361.

Yadav, Yogacharya Hansraj. *Yoga for Students*. Bombay, India: Bharatiya Vidya Bhavan, 1988.

Yantra day. *Yoga in Education Newsletter*, May 1999, no. 5. Article available online: <http://www.geocities.com/Athens/Ithaca/9012/yedn5.htm>.

On teaching children how to create *yantras*.

Y.E.S. (Yoga Education in Schools). URL: <http://www.keepfitwithyoga.com/yes.html>

A non-profit corporation under the patronage of Paramahansa Swami Niranjanananda Saraswati of the Bihar School of Yoga, chancellor of the Bihar Yoga Bharati, Munger, India, and founder of the Satyananda Yoga Ashrams of the U.S.A. Have created the CD *Keep Fit with Yoga* as part of their educational program.

Yoga Ed.™ URL: www.yogaed.com.

“Yoga Ed.TM is a nationally recognized educational program and curriculum that combines an active, playful and scientific exploration of the body, mind and self with the exercise system of yoga to enhance focus, concentration, learning, stress reduction, behavioral skills, personal health and social responsibility in children.”

Workshops offered include: Teaching Yoga Ed. to Children; Yoga Ed. Tools for Teachers (“simple 5-15 minute classroom friendly yoga-based techniques and sequences that anyone can do. Used on a regular basis, these fundamental tools, such as conscious breathing, yoga poses, movement games and visualizations, create more focused, creative and harmonious classrooms and enhance learning, behavior, discipline and academic achievement); Yoga Ed. Teacher Training (provides the philosophy, methodology, and 36-week Yoga Ed. K-8 curriculum, teacher’s guide, and resources to effectively implement yoga in schools).

Yoga gets green light for schools. *The Australian*, 13 May 2004.

“YOGA and circus training could soon be on the curriculum for NSW [New South Wales] high school students.

“The activities will be among sports which students can access under a physical activity program to be introduced next year.

“The compulsory Personal Development, Health and Physical Education syllabus will also instruct students on how to choose the best foods to eat and how to schedule daily exercise.

“NSW Premier Bob Carr said today that, for the first time, the curriculum would mean that as much time would be spent actually doing a physical activity as on theory . . .

“The curriculum is part of the Carr Government’s fight against childhood obesity . . .”

Yoga helps children reduce anxiety: Teacher brings yoga to schools.

Click2Houston.com, 25 May 2005.

“When 10-year-old Anna Goedjen first started taking yoga, she was a different child.

“‘She would vomit every morning before she went to school,’ mother Karin Goedjen said.

“Within three days, teacher Marita Gardner saw a huge difference, as well as Anna’s mother.

“‘I was skeptical at first, but when I watched a little girl go from throwing up every day and being happy and healthy, I was convinced,’ Gardner said.

“Karin Goedjen was so convinced that she took her other children to Gardner’s class.

“Her son, Grant, started using the breathing techniques he learned in yoga class to control his asthma . . .

“Gardner said she has helped hundreds of children over the past five years. Now, she’s passing her knowledge on to teachers in the public school system.

“Elementary school teacher Linda Sommer has seen dramatic results with her students. ‘It’s just amazing how it changes the kids,’ she said.

“Sommer said they are happier and healthier, but in addition to the health benefits, the children said it is fun, too.

“Kids seemed more confident and had a strong sense of identity.

“‘It teaches them the tools to help themselves rather than turning to a doctor or a parent. They can calm themselves, and center themselves and handle an issue, because we’re not going to be there the whole life,’ Karin Goedjen said.

“Studies have shown yoga can help children increase their test scores. The Kendra Research Foundation in India tested 180 students ages 10 to 17 who took yoga for 10 weeks.

“The group tested 84 percent higher after yoga.”

Yoga-in-Daily-Life Center Vienna. Yoga in Eastern Europe: Schools in Slovakia are using yoga to help kids cope with stress and improve concentration. *Hinduism Today*, Jan/Feb 2001, p. 43. Email: vienna@yoga-in-daily-life.org.

“As of January 2000, children in Slovakia from kindergarten to high school can now practice yoga as part of their public school’s official physical education program . . . The school program [inspired by Swami Maheshwarananda] helps students cope with stress, improve concentration and gain inner harmony through a set of physical, breathing and relaxation exercises.”

Yoga for educational institutions. *Yoga Rahasya*, 1998, 5(1).

Yoga for school children. *Yoga Rahasya*, 1998, 5(1).

Yoga nidra, or yoga sleep: A practice of deep relaxation. *Research on Yoga in Education Newsletter*, Jan 1994, No. 7.

“This practice relaxes the body, mind, and emotions and can be used when students are tired, after play or games, when restless, and after working.”

Yoga should be part of syllabus, says Sudarshan. *The Deccan Herald*, 6 Jun 2005.

Article available online:

<http://www.deccanherald.com/deccanherald/jun62005/district173356200565.asp>.

“Chairman of the Legislative Council V R Sudarshan exhorted rural schools to give more emphasis to teaching English language and Yoga.

“Mr Sudarshan was speaking at the inauguration of Ramamani Sundararaj Iyengar High School in Ramamani town near Narasapur . . .

“Yogacharya Padmabhushana B K Sundarraj Iyengar who presided over the function, said: ‘Yoga is not just a physical activity but it also lessens mental stress.’

“Narasimhan delivered the introductory speech. Prashanth distributed books to students. Trustee member B K Cheluvvarajan, Gram Panchayat member Venkataswamy, constituency educationist Prahalad Gowda and leader Dhanamathnahalli Venkatesh were present on the occasion.”

Yoga spreads in U.S. schools. Jun 2002. News item at www.yogauk.com.

“An increasing number of American schools are making yoga a regular part of their classroom routine.

“In the state of [Washington], 15 out of 97 state schools have introduced yoga postures as a warm-up for gym work, and made yoga classes an option for high school students.

“A non-profit making group, Yoga Inside, was set up three years ago in Los Angeles to promote yoga in schools. It now sponsors classes in 31 states—many of them in schools in poor urban neighbourhoods.

“In California, some schools have turned to yoga after losing their physical education teachers because of budget cuts. Another non-profit group, the United States Yoga Association, has been training school teachers to teach yoga. Its founder, Tony Sanchez, has trained 60 teachers across San Francisco—partly as a response to a survey which found that 74 per cent of pupils failed to reach state targets for fitness.

“At one San Francisco school, Rosa Parks Elementary, some children are given the job of being ‘yoga monitor’ to make sure that everyone joins in. The school is unusual because it uses yoga during the school day—not just in PE—to prepare youngsters for tests or very demanding lessons.

“To avoid controversy, almost all the teaching is focused on the physical side of yoga, without using any Sanskrit or the names of any Hindu deities.”

Yoga to be made compulsory in Udupi schools. *The Hindu*, 28 May 2003.

“Udupi May 28 . The President of the Udupi Zilla Panchayat, B. Bhujanga Shetty, has said that yoga, moral education, and the activities of the Seva Dal will be made compulsory in government and private schools in the district.

“In a press release here, Mr. Shetty said the zilla panchayat had directed the heads of schools in the district, through the DDPI, to reserve two periods every week for yoga, moral education, and for the activities of the Seva Dal.

“Since it would be difficult for students coming from rural areas if these were taken up after regular school hours, the school heads had been instructed to reduce the number of periods for physical education, and allot a minimum of two periods a week for yoga, moral education, and Seva Dal activities.”

Yoga to calm pupil stress. BBC News, 31 Mar 2000. Article available online: <http://news.bbc.co.uk/1/hi/education/697084.stm>.

“A primary school is teaching yoga to its pupils to help calm their stress as they prepare for national curriculum tests. Children aged 10 and 11, at Heathfeld Primary School in Nottingham, are learning exercises, breathing and relaxation techniques . . . The lessons were the idea of Year 6 teacher Louise Garber, who learns yoga in her spare time . . . ‘On a basic level, it’s a nice treat for them, and treats help motivate children. A lot of them have said they have been practising it at home in their spare time, so they’re taking it away with them, which is great. It is important to try to recognise we are teaching people, not little numbers with levels.’”

Yoga to improve performance in schools. *New Kerala*, 21 Jun 2004.

“Yoga, says the Madhya Pradesh government, is the magic pill that will improve the dismal performance of students in its schools.

“The state will introduce yoga in government-run schools in the new academic session to improve the concentration of students.

“The pass percentage of high school students in Madhya Pradesh board this year was dismally low, with over 70 percent of 660,794 students who took the examination failing.

“Alarmed over the poor result, Minister of State for School Education Anup Mishra called a meeting of his officials to discuss the reasons for the poor results and find ways of tackling the problem.

“Mishra and his officials reached the conclusion that lack of concentration among school students was the major reason for the poor pass percentage.

“They felt only yoga could improve concentration among students, and decided to introduce yoga in schools.

“Yoga would be made compulsory at all government schools from Class 5 to Class 12 but for the time being it will not be added to the school curricula,’ said an official of the education department while talking to IANS.

“Later private schools would also be asked to introduce yoga,’ added the official.

“But the stumbling block before the government at present is the lack of teachers trained in yoga. So the government intends to train teachers in yoga first.

“The training of teachers will be complete by October or November this year. Then we can have at least one teacher in every government school,’ said the official.”

Yoga Vidya. Education issue. See Satyananda Yoga Academy, <http://members.ozemail.com.au/~yogapage/academy/index.htm>.

Yogendra, Jayadeva. Total education. *Yoga and Total Health*, May 2000, pp. 6-7.

Yogendraji, Shri. [Answers he gave about Yoga in educational institutions in a reprinted interview]. *Yoga & Health*, June 1999, p. 10.

Zafrana, Maria. Preschool education: Golden age of humanity (part 1). *Yoga* (Sivananda Math), May 2001, 12(3):34-46.

_____. Preschool education: Golden age of humanity (part 2). *Yoga* (Sivananda Math), Jul 2001, 12(4):42-48.

Zebroff, Kareen and Peter. Classroom yoga breaks. In Kareen and Peter Zebroff, *Yoga for Happier Children*. Vancouver, B.C., Canada: Fforbez Enterprises, 1973, pp. 119-120.

Of Related Interest

Cardon, Greet M., Dirk L. R. De Clercq, and Ilse M. M. De Bourdeaudhuij. Back education efficacy in elementary schoolchildren: A 1-year follow-up study. *Spine*, 1 Feb 2002, 27(3):299-305.

Abstract: DESIGN: A control group–designed 1-year follow-up study involving 9 to 11-year-old schoolchildren who followed back education. OBJECTIVES: To evaluate the efficacy of a back education program, consisting of six sessions of 1 hour each, in elementary school. SUMMARY OF BACKGROUND DATA: In surveys among children and teenagers during the past few years, as many as half of all children in a community report a history of low back pain. Although several authors advocate the implementation of back education in elementary school, no guidelines exist and little is known about the efficacy of such a program. METHODS: A total of 198 children (subjected to back education) and 165 controls performed a practical test, evaluating the use of back care principles while sitting, taking off shoes, picking up a pen, and handling a load and a

book bag. Post-tests were performed within 1 week after the intervention, after 3 months, and after 1 year. The week prevalence of back and neck pain was evaluated at these test moments in extended samples of intervention children ($n = 347$) and controls ($n = 349$). To evaluate habit changes, a limited group of intervention pupils ($n = 38$) and controls ($n = 31$) was additionally evaluated in a candid camera observation at the last post-test. **RESULTS:** At all post-tests intervention pupils scored significantly higher ($P < 0.001$) than controls for all practical test items. Candid camera evaluation scores were higher in the intervention group sample compared with the control group sample for four of the eight evaluated items. Following back education significantly decreased the week prevalence of back and neck pain. **CONCLUSIONS:** Back education in elementary schoolchildren is efficacious up to 1 year. The role of early back education in preventing back pain at the adult age merits further attention.

Langer, Ellen J. Mindful learning. *Current Directions in Psychological Science*, Dec 2000, 9(6):220ff.

Abstract: Mindfulness, achieved without meditation, is discussed with particular reference to learning. Being mindful is the simple act of drawing novel distinctions. It leads us to greater sensitivity to context and perspective, and ultimately to greater control over our lives. When we engage in mindful learning, we avoid forming mind-sets that unnecessarily limit us. Many of our beliefs about learning are mind-sets that have been mindlessly accepted to be true. Consideration is given to some of the consequences that result from a mindful reconsideration of these myths of learning.

Rickover, Robert. Posture miseducation in our schools. Article available online: <http://www.alexandertechnique.com/articles/miseducation>.

Stolberg, Sheryl Gay. Stress management for kindergartners. *The New York Times*, 18 Jun 2002. Article available online: <http://www.nytimes.com/2002/06/18/health/children/18STRE.html?ntemail0>.

“... Ms. Minner [school counselor for 500 kindergarten through second graders at Rosemary Hills Primary School in Silver Spring, Md.] developed an eight-week ‘stress management and confidence-building’ seminar for second graders. Once a week for 45 minutes, a half-dozen 7- and 8-year-olds referred by their teachers or parents gather around her conference table. Surrounded by books and colorful puppets, they practice relaxation techniques and learn the power of positive thinking.

“The goal? To help them ‘find that quiet on the inside,’ Ms. Minner said.”

One technique includes blowing bubbles to learn slow, smooth breathing to control stress and anger.

Vivekananda Kendra Yoga Research Foundation. Offers courses on Yoga in Education, including YE 301: Personality Development Camp for Children. URL: <http://www/vkyogas.org.in/courses.html>.

White, Michael Grant. Calming classroom chaos: Optimal Breathing™ training for stress management in school age children. Available online:
<http://www.breathing.com/articles/calssroomchaos.htm?obt1128>.

Ongoing Research/Programs

Rebecca Baker

University of Houston
Baker2teach@aol.com

Rebecca is a graduate student who will do her dissertation on opening an elementary school that incorporates the use of Yoga specifically for stress and anxiety reduction along with Yoga's other general health benefits.

Jane Baskir

Assistant Director of Foundation Relations
Duke University Medical Center
Baski002@mc.duke.edu

Seeking funding to establish Yoga classes for low-income, at-risk youth in the Durham community and will create from the initial pilot project a model for use in other communities and urban areas. Contacted IAYT 5/17/02.

Rita Benn and Elena Gillespie

University of Michigan Complementary and Alternative Medicine Research Center
Research project (commencement date unknown, but in progress in 2002): Social-emotional competence and stress reduction in middle school students: A pilot study. For details, see http://www.med.umich.edu/camrc/research_meditation.html.

“Several studies have elucidated the beneficial effects of meditation for stress reduction in adults and concomitant effects on physiological indices of cardiac functioning. There has been minimal research, however, on the impact of this technique in school age populations. This study provides the unique opportunity to investigate how one form of meditation, Transcendental Meditation (TM), may affect student well-being, stress and overall level of social-emotional competence.

“As part of a charter school curriculum, teachers as well as sixth grade students have been instructed in meditation at the beginning of the school year, and continue to practice TM together twice during the school day. Self-report data on standardized behavioral measures will be provided by middle school youth who have practiced TM over the past year and by a comparable control group of middle school children who have not been exposed to this practice. In addition, this study will explore whether there are any immediate effects on the experience of children's emotions after they practice TM. The results of this study will be used to determine the need for a longitudinal and/or prospective randomized research study in this area.”

Jacqueline Cerasoli

Kriplau Yoga teacher

Jacqueline.Cerasoli@cigna.com

Has submitted a proposal to the Department Supervisor of Physical Education and Health for the West Hartford, Connecticut, school system to add Yoga classes to their curriculum. Contacted IAYT 8/14/02.

Judith Beth Cohen, Ph.D.

Lesley University

Cambridge, MA

Markanjudy@aol.com

Is writing a conference paper that compares the practice of Yoga to the practices of transformative education as defined by Professor Jack Mezirow of Teacher's College, Columbia University. Contacted IAYT 5/26/03.

Leigh Fisher

In Touch Natural Therapies

37 McCarthy Court

Wallan Wallan, Vic.

Australia 3756

steele@vic.bigpond.net.au

Leigh is conducting research exploring the effect of *dhyana* and *pranayama* on academic achievement and personality in fifteen-year-old students at a number of schools in Australia. Leigh contacted IAYT in 2000.

Dimple Joshi

joshid@unbc.ca

Her thesis topic at UNBC is Yoga and its effects on improving children's concentration. Contacted IAYT 11/8/01.

Leah Kalish

Director of Yoga Program

The Accelerated School (TAS) in Los Angeles, California

leah3hearts@aol.com

TAS is a K-8 public charter school named *Time* magazine's elementary school of the year in 2001. Yoga is a required part of physical education at TAS, and Ms. Kalish has written an integrated Yoga curriculum. She and her associates have raised funds for research at TAS on the impact of Yoga on school children. Contacted IAYT 6/6/02.

Erika Malm

emalm@email.smith.edu]

Ms. Malm is an MSW student at the Smith School for Social Work and a Yoga teacher and practitioner. She has been a Yoga practitioner for nine years, and a teacher for three, and has a deep interest in the relationship between stress and Yoga. Over the course of

2004, she will be conducting an empirical research study on the affects of Yoga on stress and coping among New York City public school teachers. Contact IAYT 8/17/04.

Research on Yoga in Education (RYE) (U.K.)

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Melissa Stevens

mteach76@yahoo.com

Graduate student conducting research on Yoga and education. Contacted IAYT 1/8/02.

Christine Ware, M.A.

Chicago, IL

cware@depaul.edu

Christine is a certified TriYoga teacher and a doctoral student in Clinical Child Psychology at DePaul University. She is planning dissertation research that will integrate her interests in Yoga and psychology. In particular, she plans to look at the benefits of a Yoga program she will design and implement for at-risk youth in a school setting. Research will be conducted from June 2002 – June 2003. Contacted IAYT 2/4/02.