

## ***Values Exploration for Movement Teachers***

Discerning and identifying our personal values can form a foundation on which to stand and develop our classes, cultivate healthy student relationships, and guide our sequencing, language and cues, and use of touch to facilitate embodied learning. By understanding ourselves, we can teach more authentically, have more fun, and stand out as a valuable asset within an increasingly saturated market of RYT graduates.

Teaching deserves great care, and requires maturity and reverence as we hold and honor our student's path.

Sound pedagogy, or an understanding of how we learn, what makes us feel safe in a learning environment, and how to teach effectively can, and should be, an ongoing exploration for anyone calling themselves a teacher. Beyond technical skill or basic competency, excellent teachers examine their own motives, and respect the more subtle dynamics at play in the classroom, studio, and teacher-student relationships.

We begin here with svadhyaya, or self-study.

### **Your big vision as a teacher:**

Why do I want to teach?

Who am I called to help most? What suffering do I want to help alleviate in the world?

What are my current skills and strengths as a teacher? Where am I proficient or confident?

What skills am I cultivating as a teacher? Where do I need more practice or training?

Do your strengths and current path of study support you in teaching your desired population? What additional training or experiences would allow you to bring your vision to life?

**In the classroom:**

What do I want every student of mine to know?

How do I want every student of mine to feel during class with me?

How do I want every student of mine to feel after class with me?

**Reflections from your experience as a student/practitioner:**

What do I appreciate most about the classes I've taken or teachers I've studied with?

What feels incredibly natural, embodied or second nature in my personal practice?

What scares me or what do I often avoid in my personal practice?

**As a human:**

What am I known for?

How would my closest friends describe me? (Feel free to ASK a few trusted peers.)

When I look at my life and personal experiences, what has made me come alive most?

I recommend you grab your journal or a fresh notebook and begin answering these questions by putting pen to paper. Read through your responses and highlight or identify any consistent themes or words. Distill down your current understanding of yourself as a person and as a teacher, and select a few character or quality words to inform and direct your choices as a teacher. This is ongoing svadhyaya, or self-study so revisit these questions often to refine your guiding principles.

For example, my 5 core values as a teacher are Agency, Inquiry, Dialogue, Play, Longevity.

These guide my actions and relationships with students and form the basis of my personal teaching methodology. When I have a question about an exchange, I come back to these values and I bring the experience to my teachers for further guidance, when necessary.

Value 1 \_\_\_\_\_

How will this value inform or change your teaching?

Value 2 \_\_\_\_\_

How will this value inform or change your teaching?

Value 3 \_\_\_\_\_

How will this value inform or change your teaching?

Value 4 \_\_\_\_\_

How will this value inform or change your teaching?

Value 5 \_\_\_\_\_

How will this value inform or change your teaching?

## ***Skill-Based Class Sequencing PlaySheet***

**Who am I designing this class for?**

**What have they requested, or, what do I suspect they need and want?**

**Goal or Anticipated Peak Experience/Pose:**

**Supporting Principles:** (yoga sutras, body sciences, spiritual texts, pedagogy)

**Embodiment Skills developed through this practice:**

**Additional supporting themes or research:**

Class Plan – Discern whether this is one experience or a series of classes. Print and repeat this worksheet for all classes in a series, for example, print 4 sheets for a 4 week class series. Observe how you build skill, depth, or intensity from class to class. Learning through practice is a great way to work out your questions about transitions, the flow of your class, and to embody your sequence personally before offering it to others.

**Class Date \_\_\_\_\_ or Class # \_\_\_\_\_ in a series**

**Opening inquiry or intention setting:**

**Base position and warm up sequence:**

- 1)
- 2)
- 3)

**Transition:**

**New base position and/or skill development:**

- 1)
- 2)
- 3)

**Transition:**

**Peak Experience or Pose:** (include options and modifications)

**Transition:**

**Counter Pose or Neutralizing experience:**

**Final Relaxation or Restorative Option:**

**Pranayama:**

**Meditation:**

**Closing:**