

Yoga (Year 2)

Unit Overview

Summary

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

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

Prior learning

Pupils will have had three yoga session last year. These followed the same structure as the following sessions, introducing several poses. If pupils have completed the Mindfulness unit, they will recognise some features of mindfulness within yoga practice.

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

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

Teaching Tips

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

Lesson 1 - Recap (Year 2)

Lesson Overview

Learning Objectives:

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

Success Criteria:

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

Key Vocabulary:

Balance, breath, lungs, spine, poses.

Equipment & Resources:

- Soft light scarves are a useful resource to incorporate into actions.
- See Teaching Tips section for advice.

Introduction (5 minutes)

- 1 Do pupils remember doing yoga last year? Can any pupils remember poses that they learnt – can they demonstrate?
- 2 Has anyone continued to do any of the things that you learnt during yoga sessions such as concentrating on their breathing to energise or calm?
- 3 Why do people do yoga?
- 4 Explain that you are going to play a chime sound and that is the sign for the pupils to find a space on their own and sit cross-legged on the floor in silence. Can they listen for the chime to completely disappear? Play the chime.
- 5 Once they are seated, ask pupils to stretch their legs in front of them with their hands behind their hips to support them. Circle their feet one direction and then the other. While they do this start to think about their breathing. In through the nose and then out gently through soft lips.
- 6 Ask pupils to tilt their heads to one side, then to the other. Flop their head forward and then roll it to one side and then roll it all the way to the other side. Do this slowly.
- 7 Now stand in Mountain (**See resource 1**) pose. Count in your head '1, 2, 3, 4, 5' as you breathe in and then '5, 4, 3, 2, 1' as you breathe out. Feel your lungs fill and empty. Now we are going to slow down the breath. Breathe in through your nose, counting to 5 as before but try to slow your out breath so that you can count down from 10 in your head while you breathe out through your mouth. Try this a few times.

VARIATION

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

VARIATION

If you have scarves, pupils can hold them, spread out, in both hands. Raise these as they breathe in and lower them slowly as they breathe out.

Main (10 minutes)

- 1 Ask pupils to sit down cross legged. Think about how they are sitting. Rest your hands on your knees with the palms upwards. Can they straighten their backs? Imagine you have a string attached to the top of your head, each time you breathe in, the string is pulling your spine up a little more, when you breathe out, keep the height that you gained. Let us take a few breaths, getting taller each time.
- 2 Remind the pupils that last year, they learnt lots of animal poses. Explain that they will be starting with some sea animal poses today. Let's start with some ocean breaths. Breathe in through your nose and then when you breathe out thorough your mouth, make a gentle 'hhhhh' sound, like ocean waves. Do this a couple of times then breathe out through your nose, still making the soft 'hhhh' sound, can you hear the ocean waves coming in and out?
- 3 Put your feet on the floor and bend your knees. Put your hands on the floor behind you with your fingers facing outwards from your body. Lift your tummy up as high as you can. You are now a Crab (**See resource 2**). Can you walk like a crab, keep your tummy muscles strong?
- 4 Can you be a dancing crab by lifting and lowering your legs one at a time. Now put your bottom back down, hug your knees to your body and roll back gently being careful not to bang your head if you are not using mats.
- 5 Now, still on your back, lift up your arms and legs to become tentacles. This is Jellyfish (**See resource 3**). Move your tentacles as if you were swaying in the sea.
- 6 Lie back down and spread out your arms and legs to make a Starfish (**See resource 4**). Imagine yourself sunbathing on the sand.
- 7 But beware, I think I see a Shark (**See resource 5**). Roll onto your tummy, keep your legs straight and then hold your hands behind your back to make a shark fin. When you breathe in, lift your arms, legs and chest; you are swimming through the sea. Hold this for a breath and then come back down on the next breath out and then up again on the next breath in.
- 8 Relax in Child's pose (**See resource 6**) for a few breaths.

VARIATION

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

VARIATION

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

VARIATION

If you have scarves, you could lay them across the feet and try to swish them up in the air and down like the waves crashing onto the beach.

VARIATION

For Jellyfish, wave the scarves in the 'sea'. For Starfish, place the scarves over the face to mimic the feel of the hot sun.

VARIATION

If pupils struggle to grasp their hands behind their back, you can use the scarves to extend their grip. Grasp a scarf in one hand, swing the hand behind the back and grab the scarf with the other hand. Gradually draw the hands closer together by moving them along the scarf.

- 9 Now come up into Table pose. Make sure your arms are strongly holding you and lift your feet up to become a Swan (**See resource 7**).
- 10 Keep your chest wide and open and flex your feet towards your head. Hold the pose for a few breaths, then return to Child's pose (**See resource 6**) and repeat.
- 11 We have done quite a few sitting and lying poses so let's get your body moving a bit more with some standing poses to finish. Come back into Table pose, curl your toes under and bring your weight to your feet and then try to roll your body up until you are standing. Stand in Mountain (**See resource 1**) pose.
- 12 Jump your legs out wide. Keep your toes pointing forward. Then turn the toes of your right foot outwards and reach your arms out to the sides. Bend to the right side and rest your right hand on your right leg. Keep your other arm stretching up into the air. This is Triangle (**See resource 8**) pose.
- 13 Come back up to Mountain pose and repeat triangle pose to the other side.
- 14 Come back to Mountain pose and jump your legs apart again, point your right foot forwards as before and put your hands out to the sides.
- 15 Now bend your right leg and look towards your extended right arm without twisting your body in that direction. Can you bend the right leg more and keep your balance? This is Warrior pose number 2 (**See resource 9**). Do you feel like a strong warrior? Can you hold the pose?
- 16 Come back up into the Mountain pose and jump apart once again. This time point both feet to the right by swivelling on the spot and turning your body in the same direction. Bend your right leg and put your arms high above your head to take you into Warrior 1 pose (**See resource 10**). How long can you hold this pose?

VARIATION

While in Triangle pose, try to turn your head so that you are looking towards the arm that is pointing upwards. You need to stop yourself bending forwards in order to keep your balance.

Conclusion (5 minutes)

- 1 Explain that they are going to do some relaxation exercises now. Ask pupils to lie on the floor in Savasana (**See resource 11**) pose. Their body relaxed, feet floppy. When the room is calm and quiet, ring the chime and let it reverberate until the sound goes.
- 2 Bring the focus to their arms and shoulders, turn hands so that they face the ceiling, this should unroll any curved shoulders, so the shoulders relax more.
- 3 Close your eyes. Bring your focus to your breathing again. I am going to play the chime, listen carefully until you can no longer hear the chime and then take your focus back to your breathing. Give pupils some time to do this.
- 4 Explain, I am going to ring the chime one more time, when you hear it, you should open your eyes, look around and roll onto your sides. Get up slowly and give your body a gentle shake to wake it up.

VARIATION

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

TEACHER NOTES

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

Lesson 2 - Under the Sea story (Year 2)

Lesson Overview

Learning Objectives:

To be able to create a story with an under-the-sea or animal theme using a prop to link at least three poses. To be able to practise some yoga relaxation techniques.

Success Criteria:

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

Key Vocabulary:

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

Equipment & Resources:

- Scarves, if used in the previous session.

Required Downloads

- Print the pose cards from the poses that pupils have learned in past lessons (laminates if possible). Clicking on [this link](#) will download these cards as a pdf for printing. Pupils will be using these to create a routine revising the poses that they have learnt.

Introduction (5 minutes)

1 Today we are beginning with some poses that you did last year. I am going to say the name of a pose and see who can get into the pose. Once you are in the pose, try to stay until I say the next pose and then try to move into that pose. Think of how to move smoothly between the poses.

2 Try out a few different poses and see what pupils recall from previous sessions.

3 Explain that you are going to play a chime sound and that is the sign for the pupils to find a space on their own and sit cross-legged on the floor in silence. Can they focus on lengthening their breathing like they did in the last session: counting up from 1 to 5 on the in breath and down from 10 on the out breath?

4 Once they are seated ask all pupils to gently put a finger over one of their nostrils to close it. Breathe through just the other nostril for two breaths. Then switch nostrils. Continue to breathe this way for a few moments.

VARIATION

If pupils are struggling to remember the poses, you can share the images with them.

LEADERSHIP OPPORTUNITY

Ask pupils to suggest poses.

VARIATION

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

VARIATION

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

Main (10 minutes)

- 1 Display the pose images around the room. Explain that pupils are going to get into pairs to make a yoga story where you move between at least three positions. Give an example “A swan sailed quietly on the water when a frog leapt out of the pond. A nearby horse marched over to the pond for a drink but was shocked by the appearance of a spider.”
- 2 For each, you should get into the correct pose, think of how to move smoothly between the poses. Encourage pupils to make use of the scarves. Draw pupils' attention to the pictures of the poses to jog their memories.
- 3 One pupil will speak the story while the other moves into the poses but take it in turns to perform both roles.
- 4 Give pupils time to work out a short sequence and ask some pupils to perform for the class.

TEACHER NOTES

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

VARIATION

The pairs could demonstrate their stories and the rest of the class could follow and join in with the poses.

Conclusion (5 minutes)

- 1 Ask pupils to lie on the floor in Savasana (**See resource 11**) pose. Their body relaxed, feet floppy.
- 2 Ask pupils to bend their knees and put their feet flat on the floor then open up their knees to relax them to the sides in Reclining Butterfly (**See resource 12**) pose.
- 3 Encourage them to relax their legs outwards to open up their hips but not to force them.
- 4 Bring the focus to their arms and shoulders, turn hands so that they face the ceiling, this should unroll any curved shoulders, so the shoulders relax more.
- 5 Close your eyes. Bring your focus to your breathing again. I am going to play the chime, listen carefully until you can no longer hear the chime and then take your focus back to your breathing. Give pupils some time to do this.
- 6 Explain, I am going to ring the chime one more time, when you hear it, you should open your eyes, look around and roll onto your sides. Get up slowly and give your body a gentle shake to wake it up.

VARIATION

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

TEACHER NOTES

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

LEADERSHIP OPPORTUNITY

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

Lesson 3 - Partner Yoga (Year 2)

Lesson Overview

Learning Objectives:

To be able to participate in co-operative yoga with a partner.

Success Criteria:

Pupils can support one another in holding yoga poses.

Pupils demonstrate respect through their gentleness towards their partner and listening to instructions.

Key Vocabulary:

Breathing, co-operation, partnership, balance, support, thigh, waist.

Equipment & Resources:

- See the Teaching Tips section for advice.

Introduction (5 minutes)

- 1 Ask pupils if they remember why we do breathing exercises to begin yoga sessions? Possible answers; it helps you to focus on how your body and mind feel, it gives oxygen to your brain to help you think and perform, learning to take some good breaths before taking action teaches you to think before committing to an action.

2 Last year you learnt some energising breaths (Conductor breath) and some calming breaths (Balloon breath). Today we will start with some more energising and then calming breathing.

VARIATION

Optionally, review these breathing techniques:

Conductor Breaths (energising)

- Ask pupils to stand in Mountain (**See resource 1**) pose and then widen their legs a little.
- Breathe in through your nose at the same time as bringing your arms up in front of you (**See resource 13**) (1), out to the sides (**See resource 14**) (2), up over your head (**See resource 15**) (3).
- Then breathe out through your mouth while letting your arms and torso fall between your legs; bending your legs slightly (4) (**See resource 16**).
- Pupils might feel dizzy if they do this too many times or too quickly, if they do then they should lie down to recover their balance.

Balloon Breaths (calming)

- Place your hands on your lower chest where your ribs are.
- Close your eyes and concentrate on the way your hands move out and in when you breathe in and out.
- Imagine your lungs like balloons inside you. When you breathe in, feel the balloon inflating. When you breathe out, feel the air being released from the balloon through your nose. How big can you make your balloon?

- 3 Ask pupils to stand in Mountain pose (**See resource 1**), breathe in through your nose and reach your arms up to the sky, grasp the sun's energy and breathe out forcefully saying, "Haaaa", while you bring your hands as fists to your rib cage. Repeat this a few times.
- 4 Now put your arms straight out in front of you with the palms of your hands facing each other. Breathe in and open your arms up to the sides and then bring them back to the starting position when you breathe out. Repeat this for a few breaths.
- 5 Now keep your arms straight and cross them in front of you. When you breathe in move them in a big circle above your head and breathe out as you swing them down behind you to the starting position.
- 6 Now sit down for some calming breaths. Clasp your hands in front of you and bring your pointing fingers up so they make a 'candle'. Imagine the flame. Breathe in deeply through your nose and feel your lungs fill up. Now try to blow your candle out slowly. Repeat this a few more times.
- 7 Now close your eyes and imagine something that you really like the smell of is all around you, it might be a field of flowers, your favourite food or the smell of your favourite place. Breathe the smell in through your nose as deeply as you can. Now breathe out and say, "Ahh!". Repeat a few times.

VARIATION

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

PUPIL TALK

Are you able to slow down your out breath? How has the breathing affected how you feel?

Main (10 minutes)

- 1 Today you are going to be doing some poses with a partner. You will be supporting each other in a few poses. If there is anyone who finds this uncomfortable or in any of the poses then you do not have to do it, you can complete the poses on your own (or use the provided variations).
- 2 To start with we will do some back writing. Sit so that one of you has your back to the other. When I say to start you will draw a shape or letter on your partner's back. They will tell you what you drew, and you will swap over. Repeat this a few times.
- 3 Now we are going to do Dragon (**See resource 17**) pose as partners. Face each other about a metre away from each other. Come down to sit on your knees.
- 4 Bring your right leg forward and place your foot flat on the floor. Your foot should be directly below your knee. Position yourself with your partner so that the insides of your right knees are facing each other. They do not have to touch.
- 5 Stretch your arms straight up above your head and try to touch hands with your partner. You are dragons facing one another. Can you take some breaths and reach one another with your fiery breath?
- 6 Now sit down with your legs stretched in front of you facing your partner. Your feet should be touching. Hold hands in Seesaw (**See resource 18**) pose. One person should pull the other gently while they bend forward. Can the person pulling, help the other to gently stretch their back? Take this in turns.
- 7 Now let go of each other's hands but keep your feet out. Open your legs into a narrow V-shape.
- 8 Bend your right legs in so that your foot touches your inner thigh. Hold left hands and then stretch your behind your backs. This is the Sailboat (**See resource 19**) pose.
- 9 Let go of hands and sit cross-legged. Shuffle forwards so that your legs touch. You are going to become a Pretzel (**See resource 20**). Stay sitting how you are but twist your bodies to the left so you are not facing each other, you should be facing opposite directions.

TEACHER NOTES

Allow pupils to pair up. If you have an uneven number, make a group of three, the group can take it in turns to pose or to direct the other two pupils or pose solo. Be aware that some pupils might not be comfortable with physical contact and should not be forced to do the poses with a partner.

EXTEND

Pupils who are successful, could try whole words or even sentences.

VARIATION

Pupils might need to adjust the distance between them and their partner as they pose.

10 Reach your left hand behind your back and then try to grasp your partner's left hand with your right hand. You should make a pretzel shape.

11 Now for a standing pose called Tic Tac Toe (**See resource 21**). Stand next to one another facing forwards and put your hands around each other's shoulders (one arm each). Then one pupil should lift up the leg nearest their partner to the side behind their partner and their partner should hold the leg up with their free arm. The pupil who has both feet still on the floor should lift the leg nearest to their partner to the side in front of their partner and their partner should grasp their leg.

VARIATION

Pupils who can't reach each other's hands could use scarves to extend their reach.

Conclusion (5 minutes)

- 1 Stand facing your partner again and put your hands on each other's shoulders. Your arms should be straight.
- 2 Both step back and bend forward at the waist. Your heads should rest between your arms with straight legs and flat backs. This is a really good stretch and relax position.
- 3 Gradually release each other's arms on each breath out until you are both hanging in Ragdoll (**See resource 22**) pose.
- 4 Now relax down into Child's pose (**See resource 6**) with your arms stretched out. Take some quiet breaths while you settle yourself down and stretch.
- 5 Close your eyes and just concentrate on your breathing for a few minutes.
- 6 After a few minutes, chime the chime and tell pupils to sit up slowly so they are sitting in a kneeling position facing their partner. Put hands together over their heart in Namaste position (**See resource 23**). This position represents a feeling of peace, respect and gratitude to those present. Say, "Namaste to your partner," and give a little bow of your head to thank your partner.
- 7 Now push yourself up slowly and give your body a gentle shake to wake it up.

TEACHER NOTES

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



Mountain

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



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Crab

1. Sit on the floor with your legs out straight.
2. Put your feet on the floor and bend your knees.
3. Put your hands on the floor behind you with your fingers facing outwards from your body.
4. Lift your tummy up as high as you can.



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Jellyfish

1. Lying on the floor, lift up your arms and legs to become tentacles. This is jellyfish.
2. Move your tentacles as if you were swaying in the sea.



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Starfish

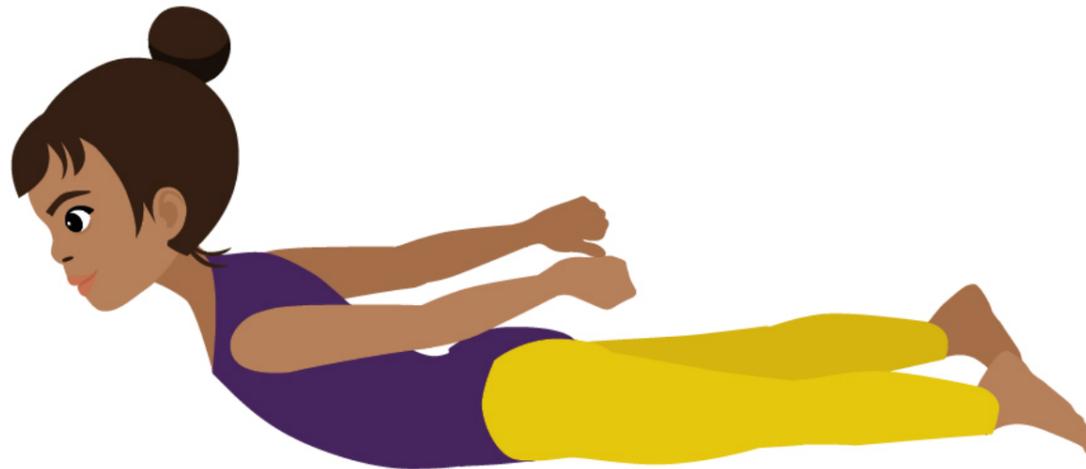
1. Lie down and spread out your arms and legs to make a starfish.
2. Imagine yourself sunbathing on the sand.



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Shark

1. Roll onto your tummy, keep your legs straight and then hold your hands behind your back to make a shark fin.
2. When you breathe in, lift up your arms, legs and chest; you are swimming through the sea.
3. Hold this for a breath and then come back down on the next breath out and then up again on the next breath in.



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Childs 1

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



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Swan

1. Come up into table pose.
2. Make sure your arms are strongly holding you and lift your feet up.
3. Keep your chest wide and open and flex your feet towards your head.



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Triangle

1. Stand in mountain pose.
2. Jump your legs out wide. Keep your toes pointing forward.
3. Turn the toes of your right foot outwards and reach your arms out to the sides.
4. Bend to the right side and rest your right hand on your right leg.
5. Keep your other arm stretching up into the air.
6. VARIATION – While in triangle pose, try to turn your head so that you are looking towards the arm that is pointing upwards. You need to stop yourself bending forwards in order to keep your balance.



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Warrior 2

1. Start in mountain pose and jump your legs apart, point your right foot to the side and put your hands out to the sides.
2. Bend your right leg and look towards your extended right arm without twisting your body in that direction.

Can you bend the right leg more and keep your balance?



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Warrior 1

1. Start in mountain pose and jump your legs apart.
2. Point both feet to the right by swivelling on the spot and turning your body in the same direction.
3. Bend your right leg and put your arms high above your head to take you into warrior 1 pose.

How long can you hold this pose?



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Savasana

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



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Lying Butterfly

1. Lie on the floor in Savasana pose. Body relaxed.
2. Bend your knees and put your feet flat on the floor then open up the knees to relax them to the sides in butterfly pose.



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Conductor breath 1

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



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Conductor breath 2

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



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Conductor breath 3

Continue your in-breath and bring your arms up.



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Conductor breath 4

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



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Double-Dragon

1. With a partner. Face each other about a metre away from each other.
2. Come down to sit on your knees.
3. Bring your right leg forward and place your foot flat on the floor. Your foot should be directly below your knee.
4. Position yourself with your partner so that the insides of your right knees are facing each other. They do not have to touch.
5. Stretch your arms straight up above your head and try to touch hands with your partner.
6. You are dragons facing one another. Can you take some breaths and reach one another with your fiery breath?



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Seesaw

1. With a partner. Sit down with your legs stretched in front of you facing your partner. Your feet should be touching.
2. Hold hands in seesaw pose.
3. One person should pull the other gently while they bend forward.
4. Can the person pulling help the other to gently stretch their back? Take this in turns.



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Sailboat

1. With a partner. Open your legs into a narrow V-shape.
2. Bend your right legs in so that your foot touches your inner thigh.
3. Hold left hands and then stretch your behind your backs. This is the sailboat pose.



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Double pretzel

1. With a partner, sit cross-legged.
2. Shuffle forwards so that your legs touch.
3. Stay sitting how you are but twist your bodies to the left so you are not facing each other, you should be facing opposite directions.
4. Reach your left hand behind your back and then try to grasp your partner's left hand with your right hand.
5. You should make a pretzel shape.



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Tic Tac Toe

1. With a partner. Stand next to one another facing forwards and put your hands around each other's shoulders (one arm each).
2. One child should lift up the leg nearest their partner to the side behind their partner and their partner should hold the leg up with their free arm.
3. The child who has both feet still on the floor should lift the leg nearest to their partner to the side in front of their partner and their partner should grasp their leg.



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Rag Doll

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



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Namaste

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



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