

## Cindy Spires Malerba

### Facilitator's Guide & Agenda

Using the Class Blocking Methodology to Design a Safe & Logical Yoga Class from Scratch

## Workshop Agenda:

1. Workshop Overview
  - a. Introduction
  - b. Entry Skills Review
  - c. Ice Breaker
2. Brainstorming Stage 1
3. Brainstorming Stage 2+ Peer Review 1
4. Break
5. Class Blocking Methodology Lesson
6. Safety & Sequencing Review & Discussion
7. Sequencing Activity: Duck Pose
8. Post-It Note Activity: +/- Experiences
9. Completed Class Example: Review & Discussion
10. Yoga Parody Video Activity
11. Break
12. Instructor-Provided Example Activity
13. Build a Block & Build a Full Class from Scratch Activities + Peer Review 2
14. Final Draft & Final Assessments
15. Workshop Recap & Next Steps

*(See standalone Agenda Handout and Landscape version of the Class Blocking grid to give to participants)*

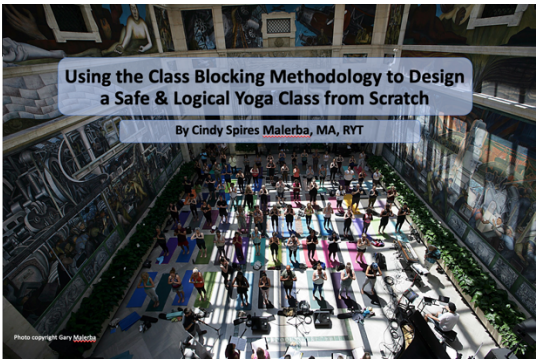
## Facilitator's Guide

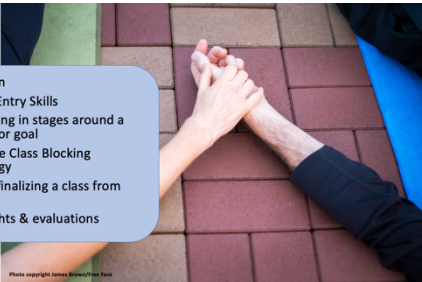
The Facilitator Guide below is organized based on screenshots from the PowerPoint presentation in the left column for easy reference. In the right column are instructions for the Facilitator, including timings. Outside of the Preparation time necessary (2 hours), the workshop should last approximately 4.5 hours with two 15-minute breaks included at strategic points. The Instructor can adjust those breaks or section timings as necessary.

The color coding is provided below for easy reference with handouts and assessments:

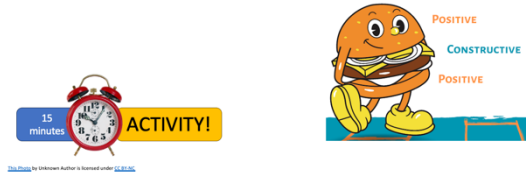
- Handouts to be given to participants: **Orange bold font.**
- Assessments administered by the Facilitator: **Blue bold font.**
- Self-Assessments & Learner Questionnaire to be completed by Participants: **Purple bold font.**

Please note, the PowerPoint presentation for this workshop has animations and notes provided within each slide.

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|  | <p><b>Preparation for the Workshop: [2 hours—not counted in run-time for the workshop]</b></p> <ol style="list-style-type: none"><li>1. Review registration and Entry Skills Questionnaires for each participant.</li><li>2. Print copies of the Handouts and Assessments packet, and organize them into stacks for easy use. Review each fully.</li><li>3. Bring a stopwatch or smartphone to use as a timer for activities.</li><li>4. Get the laptop and 2<sup>nd</sup> monitor ready with the PowerPoint.</li><li>5. Make sure wifi is working.</li><li>6. Setup the room based on number of participants registered.</li><li>7. Bring two packs each of post-it notes (pink and yellow). Bring one pack of blue post-it notes.</li><li>8. Bring pens and extra paper for participants.</li><li>9. Bring and set up yoga texts and yoga props for use as references.</li><li>10. Familiarize yourself with the PowerPoint animations and notes, and be prepared to provide your own relevant examples throughout.</li></ol> |
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| <p>Overview</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Reviewing Entry Skills</li> <li>• Brainstorming in stages around a class focus or goal</li> <li>• Learning the Class Blocking Methodology</li> <li>• Drafting &amp; finalizing a class from scratch</li> <li>• Final thoughts &amp; evaluations</li> </ul>  <p><small>Photo copyright James Brown/Red Bull</small></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Getting Started &amp; Overview: [15 min]</b></p> <ol style="list-style-type: none"> <li>1. Welcome participants and encourage them to get comfortable.</li> <li>2. Make sure everyone has a pen and a paper to take notes.</li> <li>3. Hand out the Agenda.</li> <li>4. Review the Overview, Introduction, &amp; Entry Skills slides and ask if anyone has any questions.</li> <li>5. After reviewing Entry Skills, there is an Ice Breaker.</li> </ol>                                                                                                                                                                                                                                                                                                                                   |
|  <p><small>Photo copyright Gary Malerba</small></p> <p><b>Brainstorming Stage 1:<br/>Choosing a Class Focus / Goal</b></p> <ul style="list-style-type: none"> <li>• In this section, you will brainstorm ideas for topics you like or that resonate with you in some way. <ul style="list-style-type: none"> <li>• Personal interests.</li> <li>• Interests of yoga students you've taught.</li> <li>• Seminal Yoga texts you've read.</li> <li>• Peak pose ideas: crow pose, warrior 3, headstand, etc.</li> <li>• Body part focus ideas: core strength, backbends, foot stability, etc.</li> <li>• Yoga concepts: pranayama, drishti, etc.</li> <li>• Something else that is relevant like designing a class for healthy backs, trauma-informed yoga, etc.</li> </ul> </li> <li>• You will complete the Brainstorming Stage 1 Worksheet <ul style="list-style-type: none"> <li>• You will choose your class focus / goal.</li> <li>• The instructor will come around and discuss each of your choices.</li> </ul> </li> </ul> <p><b>ACTIVITY!</b> 10 minutes</p>  <p><small>This Photo by Unknown Author is licensed under CC BY-NC</small></p> | <p><b>Brainstorming Stage 1 (Activity): [20 min]</b></p> <ol style="list-style-type: none"> <li>1. Walk through the slide animations and notes.</li> <li>2. Hand out the <b>“Brainstorming Stage 1 Worksheet.”</b></li> <li>3. Set a timer for <b>10 minutes</b> on your phone or stop watch. Give a <u>2-minute</u> warning before the 10 minutes are up.</li> <li>4. Walk around the room as participants are brainstorming and check in with each person once to see how the process is going.</li> <li>5. <b>Complete the “Assessment #1: Stage 1 Brainstorming” for each participant</b> and Give <b>verbal acknowledgement</b> of each participant’s chosen class focus/goal; if it is an inappropriate choice, give feedback and encourage a different choice with reasoning.</li> </ol> |
|  <p><small>Photo copyright Gary Malerba</small></p> <p><b>Brainstorming Stage 2:<br/>Creating an Inventory</b></p> <p>In this stage, you will do the following:</p> <ul style="list-style-type: none"> <li>• Solidify your choice for the class focus/goal.</li> <li>• Identify the class style you'll be teaching (slow flow, yin, etc.)</li> <li>• Brainstorm a list of poses or concepts you think will fit your chosen class focus/goal and yoga props that can be used with those poses.</li> <li>• Brainstorm a list of concepts you find in the yoga textbooks that you feel are important or relevant to your chosen class focus/goal.</li> <li>• Peer Review for feedback</li> </ul> <p><b>ACTIVITY!</b> 15 minutes</p>  <p><small>This Photo by Unknown Author is licensed under CC BY-NC</small></p>                                                                                                                                                                                                                                                                                                                               | <p><b>Brainstorming Stage 2 (Activity): [20 min]</b></p> <ol style="list-style-type: none"> <li>1. Hand out the <b>“Brainstorming Stage 2 Worksheet.”</b> Let participants know that the brainstorming they do now will help them later when they are designing their full class.</li> <li>2. Walk through the slide animations and notes.</li> <li>3. Set a timer for <b>15 minutes</b> on your phone or stop watch. Give a <u>2-minute</u> warning before the 15 minutes are up.</li> <li>4. Walk around the room as participants are brainstorming and check in with each person once to see how the process is going.</li> </ol>                                                                                                                                                            |

## Peer Review #1: Brainstorming



### Peer Review #1 (Activity): [20 min]

1. Handout the **"Peer Review #1 Worksheet"**
2. Review the Feedback Sandwich slide and discuss the importance of that approach to giving quality feedback.
3. Set a timer for **15 minutes** on your phone or stop watch. Give a 7-minute warning (halfway through) so that the first Peer's review can end and the other Peer's review can begin. Give a 1-minute warning before the 15 minutes are up.
4. Walk around the room and check in with each pairing once to see how the process is going.
5. When Peer Review is complete, ask the group what they learned from their peers and have a brief large group discussion about the ideas that came up.
6. **Complete "Assessment #2: Stage 2 Brainstorming" for each participant.**
7. There is a **10-minute break** after this activity. (assessment can be done during this break)

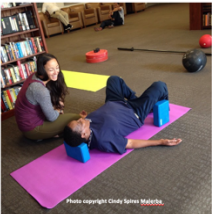
## What is the Class Blocking Methodology?

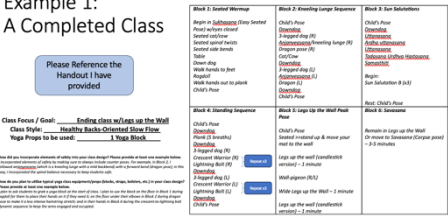
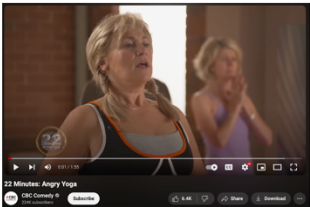
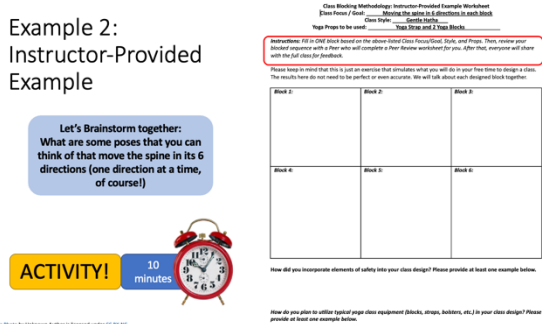
- It's simple!
- 6 Blocks in a table
- How you complete the table depends on various factors:
  - Class Style
  - Duration of Class
  - Class Focus
- You can start designing in ANY block. You just build from there--forward or backward!
- Acts as mnemonic or memory aid also!
  - Memorize the individual blocks and recall during teaching is easier.

|          |          |          |
|----------|----------|----------|
| Block 1: | Block 2: | Block 3: |
| Block 4: | Block 5: | Block 6: |

### Class Blocking Methodology (Lesson): [15 min]

1. Handout the **"Class Blocking Method (Blank Worksheet)."**
2. Follow the Slides to explain the concept. Follow animations.
3. First slide: Basic overview of the Class Blocking Methodology.
4. Second slide: Flow of the blocks and generic sequence examples for each block. Follow animations.
5. Third slide: timing examples for the blocking method. Follow animations.
6. Fourth slide: bell curve visualization and tie back to examples provided in second and third slide.
7. Fifth slide: Screenshots of the Class Blocking Methodology in use in real life. Follow animations and notes, and give context for using in the real world.
8. Ask if participants have any questions about the method or the examples provided.

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| <p>Safety &amp; Sequencing</p> <p>There are a few fundamentals about yoga class design and safety to review:</p> <ol style="list-style-type: none"> <li>1. Pose-Counterpose</li> <li>2. Scaffolding to get INTO and OUT OF poses</li> <li>3. Use of Props</li> <li>4. Consent to touch</li> <li>5. Use of Modifications</li> <li>6. Use of Adjustments</li> <li>7. Reading the Room</li> </ol>                                                                                                                                                                                                                                                                               | <p><b>Safety &amp; Sequencing Review &amp; Discussion: [15 min]</b></p> <ol style="list-style-type: none"> <li>1. Follow the animations and notes for each item on the list.</li> <li>2. Ask participants their thoughts on each one as you go through it. Ask their positive and negative experiences with these items, how they employ these safety measures, etc.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Class Focus / Goal &amp; the Class Blocking Methodology in Practice</p> <p>Class Focus Pictured here →<br/>Variation of <i>karandavasana</i> (Duck Pose)</p> <p>Inventory of related poses or concepts:<br/>Plank + jump back to plank<br/>Forearm plank<br/>Down dog<br/>Dolphin<br/>Forearm stand<br/>Headstand<br/>Handstand<br/>Crow/Crane + jump back</p> <p>What other poses or concepts would we put into our inventory to strengthen or stretch the areas of the body that are targeted by or are in use in this pose?</p> <p>If we know that <i>karandavasana</i> (duck) pose comes from Ashtanga's Second Series, what ELSE would we add to our Inventory?</p>  | <p><b>Class Focus / Goal in Practice using the Class Blocking Methodology (Mini-Lesson &amp; Activity): [10 min]</b></p> <ol style="list-style-type: none"> <li>1. Follow the animations and notes, and review the reasoning behind the list of poses as they relate to duck pose.</li> <li>2. First blue box animation is the start of the activity: ask participants to call out poses, write them on blue post-it notes, and put them on the wall.</li> <li>3. Second blue box animation asks them to consider Ashtanga's second/intermediate series, which will require you to pull out the Ashtanga books from the stack to review and discuss. Open up the Intermediate Series pages from Swenson's book and examine the poses surrounding <i>karandavasana</i> to see what else could be sequenced with it.</li> <li>4. Use this as an example of the work necessary to sequence a class around a challenging pose.</li> </ol> |
| <p>Do what I say, not what I do.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Post-It Note Activity: [20 min]</b></p> <ol style="list-style-type: none"> <li>1. Get the pink and yellow post it notes. Hand each person some of each color (at least 10 of each).</li> <li>2. Take one pink post-it and write "Good" on it and one yellow post-it and write "Bad" on it, and put those up on the wall about 2 feet apart from one another to make a t-chart.</li> <li>3. Walk through the animations/notes to explain the activity of writing down good and bad things they've experienced in yoga classes.</li> <li>4. Set the timer on your phone/watch for 5 minutes to give them time to write something down &amp; put it up on the wall.</li> <li>5. The remaining 5 minutes of the activity are spent discussing what they posted with the larger group and generally discussing +/- experiences as it relates to improving their own yoga class</li> </ol>                                            |

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|                                                                                                                                                                                                                                                                                                                                        | <p>sequencing and delivery to avoid negative experiences for their students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Example 1:<br/>A Completed Class</p> <p>Please Reference the Handout I have provided</p>                                                                                                                                                           | <p><b>Completed Class Example Review: [5 min]</b></p> <ol style="list-style-type: none"> <li>1. Handout the <b>“Class Blocking Methodology: Example Worksheet (Completed)”</b></li> <li>2. Review the animations and notes in the slide.</li> <li>3. Review the logic behind the sequencing in the 6-blocks and the use of the yoga block as a prop for the type of class listed.</li> <li>4. Ask participants if they have any questions.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Did She Just Say THAT?!</p>                                                                                                                                                                                                                        | <p><b>Video Activity &amp; Discussion: [10 min]</b></p> <ol style="list-style-type: none"> <li>1. Read the notes in the PowerPoint slide.</li> <li>2. Play the YouTube video <i>Angry Yoga</i> by 22 Minutes.</li> <li>3. Discuss the video in relation to the earlier post-it note activity, the example completed class they just discussed, the safety discussion, and the duck pose activity from earlier. Emphasize the importance of designing quality, relevant classes through the lens of the bad one from the video.</li> <li>4. After this discussion there is a <b>10-minute break</b>.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Example 2:<br/>Instructor-Provided Example</p> <p>Let's Brainstorm together:<br/>What are some poses that you can think of that move the spine in its 6 directions (one direction at a time, of course!)</p> <p><b>ACTIVITY!</b> 10 minutes</p>  | <p><b>Instructor-Provided Example (Activity): [20 min]</b></p> <ol style="list-style-type: none"> <li>1. Give them the <b>“Class Blocking Methodology: Instructor-Provided Example Worksheet”</b></li> <li>2. Walk through the animations.</li> <li>3. The blue box asks for group brainstorming: write poses they say on blue post it notes &amp; stick on the wall.</li> <li>4. Once an inventory of poses is on the wall, give them 10 minutes to design one block. Emphasize they can design ANY block they want, and there is no right or wrong answer—it's just a first draft.</li> <li>5. Set your timer for <b>10 minutes</b>, and give a <u>2-minute</u> warning before the time is up. Walk around the room and engage with each of them once as they are drafting.</li> <li>6. <b>(10 minutes)</b> Have the students share what they designed with the larger group. Remind them of the feedback sandwich when they want to provide feedback to their peers. Discuss the activity in the larger context of designing blocks around a focus and using the Class</li> </ol> |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Blocking Methodology to design sequences more quickly and effectively than they have probably done in the past. The purpose of this activity is to practice rapid sequence design.</p> <p>7. <b>Complete Assessment #3: Class Blocking Methodology—Instructor-Provided Example.”</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Build a Block from your Chosen Focus/Goal</p> <ul style="list-style-type: none"> <li>Let's take a few minutes to build a single block from your chosen class focus or goal.</li> <li>I will come around the room and see how you're doing.</li> </ul> <div data-bbox="215 716 444 827">  </div> <p>Let's Build a Yoga Class from Scratch!</p> <div data-bbox="215 1073 469 1184">  </div>  | <p><b>One Block &amp; Full Class Design Activity: [60 min]</b></p> <ol style="list-style-type: none"> <li>Handout 2-3 copies of the <b>“Class Blocking Methodology (Blank Worksheet).”</b></li> <li>Ask participants to get their Brainstorming Stage 1 &amp; 2 and peer review documentation together.</li> <li>First, ask participants to build ONE BLOCK. Give them <b>10 minutes</b> to do this. Walk around &amp; <b>verbally assess</b> their progress to make sure they are on the right track. Encourage participants who don't need the full 10 minutes for one block to go ahead and continue building.</li> <li>Next, set the timer for <b>30 minutes</b> for them to design their full yoga class using the Class Blocking Methodology.</li> <li>Let them know you're available for help at any time.</li> <li>Walk around the room and interact with each participant at least once.</li> <li>Give a 5-minute heads up before the 30-minute timer is to go off.</li> <li>Peer Review directly after for <b>20 minutes</b>, with a 10-minute heads up to switch to the other Peer.</li> </ol> |
| <p>Final Draft</p> <ol style="list-style-type: none"> <li>Please re-write your class out on a clean copy using the 6-block blank worksheet.</li> <li>Complete the Self-Assessment</li> </ol> <div data-bbox="215 1587 438 1692">  </div>                                                                                                                                                                                                                                      | <p><b>Final Draft Copy, Self-Assessments &amp; Instructor Final Assessments: [20 min]</b></p> <ol style="list-style-type: none"> <li>Make sure each participant has a blank worksheet to re-write their class out on a clean copy.</li> <li>They will turn this in to you to review. While you are reviewing their copies and completing your assessments, you will hand out &amp; they will complete the <b>“Post-Test: Learner Summative Self-Assessment (#5)”</b> and the <b>“Learner Attitude Questionnaire.”</b></li> <li>Let them know they should work quietly and review materials or take a break as you complete your review of their class copies.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><b>Recap</b></p> <ul style="list-style-type: none"> <li>We covered the following topics today: <ol style="list-style-type: none"> <li>The importance of brainstorming and choosing a class focus/goal to design your yoga class around. <ul style="list-style-type: none"> <li>Personal interests</li> <li>Interests of yoga students</li> <li>Seminal yoga texts</li> </ul> </li> <li>The fruitfulness of brainstorming to fill your class with poses and concepts that are relevant to your class focus/goal.</li> <li>The benefits of peer review and feedback to evaluate your yoga class design.</li> <li>An overview of keeping students safe in your yoga classes.</li> <li>The ins-and-outs of the Class Blocking Methodology: <ul style="list-style-type: none"> <li>Learning the Method</li> <li>Practice Draft using Instructor-provided example</li> <li>Practice Block for your chosen class focus/goal</li> <li>Full design &amp; review of your class with the instructor</li> </ul> </li> </ol> </li> </ul> | <p><b>Workshop Recap &amp; Next Steps: [5 min]</b></p> <ol style="list-style-type: none"> <li>Review the animations and notes on the Recap slide and ask if participants have any other questions about the method or the process they went through.</li> <li>On the “Where to go from here” slide, remind participants of the importance of designing classes with student safety in mind, as evidenced by the pictures of the disabled veterans doing chair yoga.</li> <li>End the workshop with a thank you and encouragement to reach out if they ever have any questions.</li> </ol> |