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| **Summative Assignment 3 Posture Profile** | | |
| **Name of Student Teacher: Example**  **BWY Number: 0003878** | | **Date of submission of profile: 17.01.21** |
| **Asana Sanskrit Name** | Shavasana or Savasana: Pronounced shuh-vaah-su-nuh | |
| **Common English Name** | Corpse Pose: the word ‘shava’ or ’mrta’ means corpse in Sanskrit | |
| **Diagram or Picture** | | |
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| **Starting Point/ Position** | | |
| * Lying semi-supine | | |
| **Key Joints and their Actions** | | |
| * Slight abduction of both arms at shoulders (humerus articulating in the glenoid cavity of the scapula) * Supination of both lower arms at the elbow (radius articulating with the ulna) * Slight abduction of both legs at the hips (femur articulating with the acetabulum of the hips) * Slight external rotation of the legs at the hips (femur articulating with the acetabulum of the hips * Spinal column extended (vertebrae articulating with one another) | | |
| **Key Muscles and their Actions** | | |
| n/a | | |
| **Limiting Factors: Cautions, Modifications** | | |
| It is possible that it is challenging for some students to come to the floor and exit from the floor in which case extra time may be needed, or a chair can be used either as a place for relaxation or as an aid. This may due to a lack of muscle strength and confidence. | | |
| |  | | --- | | **Vulnerable Areas: Cautions, Modifications** |   **Anxiety/Depression/High Stress:** Keep eyes open if wish  **Hiatus Hernia:** Raise head and chest higher than abdomen using padding  **Kyphosis or chin lifts:** Padding beneath back of head  **Low Back Conditions/Sciatica/ General Discomfort:** Semi-supine; Padding beneath knees; Feet apart knees touching for tripod; Adopt a variation/alternative such as flapping fish pose or crocodile (see below)  **Low Blood Pressure:** Exit slowly  **Vertigo:** Turn head to one side  **Pregnancy:** Lie semi-supine; Lie on left side with padding between thighs and under the head; Sit against bean bag or similar with upper body raised  **Respiratory problems/cough:** Can try placing lower legs on chair seat or placing padding beneath upper torso | | |
| **Specific Preparations** | | |
| None required | | |
| **Teaching the Posture in Stages** | | |
| 1. Can lie semi-supine with feet placed so shins are at 45º, hands on hips to ease lower back and shoulders to the floor, placing a block behind head if helpful 2. Then can keep knees bent in tripod position/ place bolster or blocks beneath them or gradually straighten arms and legs along the ground. | | |
| **Teaching Points** | | |
| * Make sure students are all warm enough * Check the body **feels** it is aligned straight along the ground, and is symmetrical * Shoulders down away from ears * Tuck shoulder blades downwards so chest is open * Neck extended, head level from chin to forehead, check chin has not lifted * Arms just away from the torso, rotating shoulders slightly outwards, palms facing upwards, fingers lightly curled * Legs about hip width apart, hips releasing and externally rotating a little so feet are falling to sides * Tongue relaxed, broad within the mouth, jaw released * Let the small eye muscles soften, facial muscles soften * Allow the breath to slow, gradually deepening the breath * Rest here, surrendering all physical and mental effort * Students need to have tried different modifications so they are adopting the most suitable one, they must also know they can quietly move to a more comfortable position if at any time the posture becomes uncomfortable | | |
| **Variations** | | |
| * Lie prone in **Makrasana**, The Crocodile pose, with head resting on crossed arms, toes touching, heels falling to sides or legs apart toes pointing to sides; can be practiced with elbows to floor, head in palms of hands * Adopt **Viparita Karani,** Leg-up-the-wall pose * Adopt **Matsya Kridasana,** Flapping Fish Pose, lying supine with bent knee touching nearest elbow, hands placed upon one another, head turn to one side lying on top of hands * Can offer the use of a **chair** to all students, where the lower legs are placed upon the seat of the chair * Can use an **eye bag** to aid relaxation of the eyes * Can place a **rolled blanket or bolster along the spine** * **Differing hand placements** e.g. hands upon abdomen or hands beside the head with elbows bent to sides * Teacher can **physically place** students in the position of Savasana | | |
| **Exiting Posture** | | |
| How students exit the pose will depend upon whether it has been adopted for a short period of time, perhaps as a rest pose or opportunity for reflection between asana, or whether it has been adopted as a pose for a longer period of formal relaxation.   * If it has been practiced for a short period of time then how we teach the exit from the pose will depend upon what came before and what will come afterwards, student may however appreciate the opportunity to stretch, or work with a counterpose such as apanasana, before continuing with the practice. * If students have been in savasana for a formal relaxation then the process of return can include awareness of the breath, followed by awareness of sounds, then sensations, then the body, then deepening of the breath, movement at the extremities. Once this has been done then students must exit the pose slowly and mindfully, bending both knees into the chest if desired, or simply rolling to one side. Ideally a little time is spent lying to one side before coming up to a seated position, using arms as needed. Some students may also appreciate spending a little time palming the eyes before opening them to the light. * Occasionally students may find it difficult to come to sitting and here extra time must be given and a chair can be a helpful aid. | | |
| **Counter pose** | | |
| * Apanasana, gas-ejector pose or vatyasana single gas ejector pose * Can roll gently from side to side | | |
| **Key Benefits and Effects** | | |
| * Realigns physical body * Integrates benefits of earlier practices * Exposes and releases physical tension * Initiates the parasympathetic branch of the autonomic nervous system, encouraging balance & revitalization of the body’s organs and systems * Helps to alleviate the symptoms of stress and is beneficial to all stress-related illnesses, for instance lowering blood pressure * Rejuvenates, removing fatigue * Releases mental tension creating space within the mind * Develops body awareness * Teaches pratyahara, sense withdrawal * Prepares us for meditation by learning physical relaxation whilst maintaining attention * Enables us to lose our everyday sense of self * Gives an opportunity to experience peacefulness | | |
| **Bibliography/ References** | | |
| Brown, Christine, (2003), The Yoga Bible. Godsfield Press: Hampshire, p310 to 311  Chandra Vasu, Sris, (3rd edition 1976) The Gherandha Samhita, Theosophical Publishing House: Adyar, Second Lesson v11  Farhi, Donna, (2000) Yoga Mind, Body & Spirit, Newleaf: Dublin, p235 to 247  Kappemeir K. & Ambrosini D. (2006), Instructing Hatha Yoga, Human Kinetics:Il, USA, p293 to 294  Muktibodhananda, Swami (4th edition 2012) Hatha Yoga Pradipika, Yoga Publications Trust: Bihar, Chapter 1 v32  Satyananda Saraswati, Swami (1969) Asana, Pranayama, Mudra, Bandha, Bihar School: Bihar, p58 to 62  Schiffman, Erich (1996) Yoga: The Spirit and Practice of Moving into Stillness, Pocket Books: New York, p295 to 301  Stiles, Mukunda, (2000), Structural Yoga Therapy, Weiser: York Beach ME, p240 to 243  **References:**  None  Image: own photograph | | |

**Posture Profile: Notes for Guidance:**

Diagrams may be used for explanation but must be correctly referenced.

When detailing ‘Muscle Action’, include what is stretching and contracting. When relevant consider eccentric and concentric muscle action when moving into and out of a pose.

When detailing ‘Limiting Factors’ consider muscle strength/flexibility, joints, body geometry.

Vulnerable Areas to include everyday yoga class issues: ‘Blood Pressure, Neck, Shoulders, Wrists, Lumbar, Knees, Hip Replacement, Pregnancy’. Not all will be applicable.

When ‘Teaching the Posture in Stages’ the stages act as modifications. Check each area of caution (included earlier) has a suitable stage which acts as a modification.

Props to be included where relevant under modifications for ‘Limiting Factors’, ‘Vulnerable Areas’ and ‘Stages’.

Remember that counterposes are simple and do not require their own preparation or counterpose.

Key benefits and effects must be referenced, if not factual.

All areas of the profile must be covered as relevant to the specific posture; some aspects will be more applicable than others, depending on the posture.