

Running head: Action Research

What are the perceptions and attitudes of my school community concerning the instruction of  
yoga in the classroom?

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### **Abstract**

A study was conducted in a third grade classroom to explore the perceptions and attitudes of a school community concerning the instruction of yoga in the classroom. Participants included seventeen third graders, fifteen families, and thirty-eight faculty members. The school is located in a rural town in southern Maine and the families represent a range of socioeconomic status.

The duration of this study was thirteen consecutive weeks. Third graders participated in yoga instruction from a certified yoga instructor in the classroom for thirty minutes per week for ten weeks. Three different surveys were designed to achieve triangulation and to gather data from the three sample groups: student, family, and faculty. After the 10-week-long instruction period, participants completed the surveys to indicate their perceptions of yoga including personal outcomes, areas of impact, and independent use among students.

Findings reveal that the community at large perceives the instruction of yoga in the regular classroom to be a beneficial learning experience that yields positive academic, social, and emotional effects. Seventy-one percent of students indicated that they use yoga breathing on their own throughout the school day while 29% of students use yoga poses. Faculty members also reported that students use yoga breathing at a higher rate. This study also found that 94% of the third grade participants reported that yoga makes their classroom safe and supportive. One hundred percent of the families surveyed indicated that they support yoga instruction during the school day while six families report that their children use yoga breathing or poses at home. The reduction of stress, increase of imagination, and a calm state of mind were among the positive benefits of yoga found in this study. As a result of this study, the following should occur: informational meetings for faculty and families, additional faculty training, further research on the use of poses, and the inclusion of visual displays to demonstrate poses in each classroom.

## Introduction

What do students need in order to learn? Research shows what most educators observe each day: optimal learning occurs when students' basic needs are met and when they feel safe in a classroom community. Proper nutrition, exercise, sleep, and healthy relationships are just a few of the basic needs of a learner. Yet, our fast paced, modern day lifestyle is full of stressors, and children are coming to school emotionally and physically unprepared for learning. Others argue that being in a present state and feeling relaxed are also necessary for learning. Nowadays, school communities seek the most current methodologies and best practices in an effort to support the social, emotional, and academic needs of today's learners. Educational practices of the past are not reaching the needs of our twenty-first century learners.

Some school districts believe that the teaching of Yoga in the regular elementary school classroom helps to address the needs of today's learners. Lisa Flynn, the founder of Childlight Yoga and Yoga 4 Classrooms, explains that when we're stressed, our breath becomes shallow and this leads to less oxygen in the brain. She attests that Yoga, the union of breath, body, and spirituality, encourages a child's self esteem, self-awareness, focus, and connection with others resulting in learning readiness (Flynn, 2010).

Many experts of brain-based learning, such as Eric Jensen, have also found a strong connection between body movement and learning. Jensen (2006) argues that movement enhances "social skills, emotional intelligence, and conflict resolution" while it also "enhances cognition by boosting the neurons' ability to communicate with one another" (p. 64). Could the motor breaks, brain builders, and movement of Yoga lead to increased student learning?

The school district in which I teach is one that embraces Yoga for children by providing Yoga instruction in the regular classroom for Pre-K through third grade students. A certified

Yoga instructor teaches our students during the regular school day for thirty minutes a week throughout one trimester each school year. Teachers reorganize their academic schedules to include Yoga instruction. The principal at the school dedicates \$6,000 for Yoga instruction every year. Part of this money comes from our school budget while grants fund the rest.

As a third grade teacher, I include the practice of Yoga instruction in my classroom. I am mindful of our mission statement as I plan daily lessons for my students: “Challenge, success, and love of learning for everyone, every day. Together we learn.” I strive to provide my third graders with educational opportunities that lead to success and life long learning. In order to reach the increasing social, emotional, and academic needs of my twenty-first century third grade students, I seek to understand the following:

What are the perceptions and attitudes of the school community concerning Yoga instruction in the classroom?

### **Literature Review**

The following is a literature review that examines the latest research and discussions regarding the practice of yoga and school-aged children. This review of literature supports my quest to understand the integration of yoga into my third grade classroom and the perceptions and attitudes of my school community. This work also provides an overview of the professional findings and studies in three major areas concerning yoga: the mind and body connection, classroom climate, and yoga in the school community.

#### **The Mind and Body Connection through Yoga**

Schiffman (1996) defines yoga as a complex system for reaching great physical health, superior mental clarity and, therefore, peace of mind. According to Stewart-Stanec, Forneris, and

Theuerkauf (2010), yoga is a way for every student to feel successful and to improve their physical and mental health.

The most current brain based research shows a strong link between the body and learning. Eric Jensen, a leading trainer of educators and researcher of brain-based learning, writes about the findings of today's neuroscientists. Researchers find that the body's movement and cognition are connected in a powerful manner (Jensen, 2005). Jensen also finds that movement can activate the brain in many different areas. The rise in energy, the stimulation of networks and the increased blood flow may allow for improved thinking and learning. Exercise that involves slow movements is calming for students and supports concentration (Jensen, 2005).

In addition to Jensen, there are others who find a significant connection between the body and mind. Clemente and Toscano (2008) practice in the area of physical education in schools, and they write about the body's affect on learning. They explain that students who take the time to breathe and stretch will be more ready to learn, and that students who take a moment to relax are better learners. They also explain that mental results take place with exercise. Hopkins and Hopkins (1979) also indicate these yoga practices increase student concentration and attention.

Other researchers find that the practice of yoga in classrooms leads to the mind and body connection, and therefore allows for learning. In fact, research shows that there is an increase in the amount of schools that are embracing yoga as a way to encourage learning readiness and to connect the mind and the body.

The increased amount of stress in the lives of school-aged children is one reason for the latest interest in bringing together the body and mind for learning. Current research addresses how stress is prevalent in the lives of school-aged children, and that this stress impedes learning. Clemente and Toscano (2008) argue that today's society creates stressors for children due to the

pressure of school, parents with busy schedules, and competitions. They find that controlling breath and learning a breathing practice teaches kids that the body and mind are connected.

Feldman (2005) is another researcher who finds that children experience stress from the pressure to learn new skills and that this stress impacts physical and psychological wellbeing. Feldman also finds that yoga provides a safe retreat from the stressful requirements of performance standards in schools. School-aged children in her specialized yoga class express that yoga impacts their ability to focus and that they experience relaxation of the body and mind. These researchers find that yoga reduces stress and improves learning.

Clemente and Toscano (2008) also explain that yoga allows for children to be creative, imaginative, and to express themselves. Jensen (2008) finds that movements increase cognition, such as play that requires the children to stand and stretch. Jensen writes that a child's brain requires blood rich with oxygen in order to perform to the full potential. He writes that this happens when students are active.

Another researcher, Ploughman (2008), discusses the body and mind connection in regard to reading difficulties. She finds that children with reading difficulties experience cognitive benefits when challenged by body movements such as balance, timing, and coordination, instead of cardiovascular activities.

Similarly, Peck, Kehle, Bray and Theodore (2005) address this idea in a study conducted a study with ten elementary students with attention deficit issues across grades one, two, and three. They found that yoga might become a promising alternative to traditional interventions for kids with behavior problems as yoga helped to calm students and encouraged focus.

## **Yoga and Classroom Climate**

Current research shows that yoga has a positive impact on classroom management and classroom climate. Thomas (2008) explains that classroom management is creating a tone in the classroom that allows students to feel safe, supported, and respected while working together in a community. Thomas writes that children need to be aware of the present moment in order to connect with one another and within themselves. Thomas explains that students learn presence and mindfulness through yoga, and that this alleviates isolation and acting out. Dwyer, Sallis, Blizzard, Lazarus, and Dean (1996) also conducted studies that lead to the finding that exercise improves classroom behavior.

Tummers (2005) describes a study with similar findings about the positive impact of yoga on classroom climate. The study, conducted by California State University in Los Angeles, discusses the benefits of children who participated in a school-based yoga program. This study revealed a 20% increase in students' positive feelings about themselves and a 20% decrease in bad behavior among students (Tummers, 2005).

Berger, Silver, and Stein (2009) conducted a study that also suggests a link between yoga and improved classroom climate, although they do explain that most of the research on the impact of yoga is conducted with adults, not children. These researchers discuss a pilot study that was conducted to determine the impact of a community-based yoga program regarding the wellbeing of 'inner city' children. This study compared fourth and fifth grade students who had the yoga intervention with those who had not. The children who experienced yoga reported using less negative behaviors such as screaming, yelling, hitting someone or something, or throwing things (Berger, Silver, Stein, 2009). The study showed that 50-80% of students made gains regarding issues such as behavior in class, the ability to calm down, and perceptions of self.

Goldberg (2004), a consultant for public school systems, discusses that schools are actually stressful places, especially for kids with special needs, and that the traditional rules used for classroom management are a contradiction to the nature of kids. He describes schools as busy, noisy, and centered around the agenda of the teachers.

He conducted a study to determine the impact of yoga for regular and exceptional student education and found that yoga encourages calmness, focus, and attention. Goldberg (2004) attests that yoga changes a classroom into a safe place.

Flynn (2010) is a field practitioner who teaches yoga to children in elementary schools. She finds that yoga has a positive impact on classroom management and climate. She goes on to explain that yoga creates this climate because yoga is an outlet for stress and involves positive thinking, connections with others, respect for oneself and others, and taking care of our environment.

### **Yoga in the School Community**

Research indicates that yoga impacts the school community at large: students, regular classroom teachers, physical education teachers, administrators, and families. Much of the research shows that the school community perceives yoga as a positive benefit for the mind and body; yet some research shows that families perceive yoga as a religious affiliation and some teachers feel that they do not have time for yoga due to academic demands.

Stewart-Stanec, Forneris, and Theuerkauf (2010) explain that yoga improves the well being of the entire school community, and that yoga can be used by students, school counselors, faculty, teachers and administrators of any age to reduce the effects of daily stress. They also write that the wellbeing of physical educators can be diminished due to the lack of time for

personal exercise and that yoga is beneficial. Thomas (2008) finds similar results as she indicates that teachers experience the benefits of breath control, becoming centered, slowing the pace, and improvement in handling situations with children when they practice yoga with their students.

Flynn (2010) explains that teachers sometimes find that yoga is yet another thing to do during a busy school day. However, she argues that teachers who take a workshop about yoga in the classroom become inspired and that they also find that yoga actually saves them time by improving classroom management. Jensen (2005) writes that educators should integrate movement within all classroom subjects such as geography and science, and that this integration creates brain-compatible teaching and learning. He also writes that teaching with movement needs to be as important as working from books. He believes that school communities need to allocate funding for this.

White (2009) finds that at times, the parent community views yoga as part of a religious practice while Feldman (2005) explains that it is important to educate the parents about yoga. Feldman believes that parents need to understand the vocabulary, processes and benefits of yoga in order for children to experience the greatest benefits. If a parent knows the breathing exercises, then he or she can effectively recommend these exercises when his or her child becomes stressed. She continues to explain that teachers need to reach out to parents and teach them the specific details of the yoga exercises that their child is learning. Milloy (2002) finds that children use yoga at home as a healthy way to handle being angry toward siblings.

White (2009) attests that more research is necessary in order to evaluate the health benefits of yoga for children, but that there is a rise in school programs for all children based on the awareness of potential health benefits. Hopkins and Hopkins (1979) did find that children have an improved sense of wellbeing due to yoga. Berger, Silver, and Stein (2009) explain that

inner city fourth and fifth graders who took part in a yoga program voiced the positive influence of yoga; however, some did report that they found yoga to be boring and difficult at times.

Milloy (2002) writes that it's the physical challenge that causes students to enjoy yoga, and she also attests that yoga benefits students with social and emotional concerns.

This literature review has examined the three major areas of discussion with regard to yoga: the mind and body connection, classroom climate, and yoga in the school community. After examining a wide body of research, the latest findings show that the connection of the mind and body effects learning and that yoga is used to encourage students to be psychologically and physiologically ready to learn. This review of current research also reveals that yoga is an effective method for encouraging student behaviors that are consistent with positive classroom management and classroom climate. Although more research needs to be conducted, current findings show that yoga has an impact on the entire school community, and this impact is usually positive.

This literature review provides a theoretical context for my research question: What are the perceptions and attitudes of my school community concerning the instruction of yoga in the classroom?

## **Methodology**

### **Demographics**

This study takes place in my third grade classroom in a rural elementary school located in southern Maine. The school is comprised of approximately five hundred students in grades Pre-K through three. The participants are 17 students in the third grade classroom, 8 boys and 9 girls. Students come from a range of socioeconomic situations, from lower income to affluence. I chose this sample of students because they are the oldest in the school, and the majority of them

have experienced yoga in our school for the last two years. Because my study is only 13 weeks long, prior understanding may or may not be helpful. I also chose this group because I am the classroom teacher, so I have ample time and availability with these children. The classroom is made up of students who range from below grade level abilities to above grade level abilities. There are five students of lower ability that are considered at-risk and are part of the Response to Intervention Plan. A Response to Intervention Plan is an individualized plan designed to address a student's specific academic needs.

In addition to the students, the families of these students and the faculty members of the entire school will participate in the data collection process. I chose to involve the families and staff members in order to get a broader picture of the perceptions and attitudes of yoga instruction among the school community. Faculty members include regular classroom teachers from Pre-K to grade three, one principal, specialists, education technicians, one nurse, and one Speech and Language Pathologist.

### **Data Collection Methods**

The data collection methods that I will use are designed to gather information from each segment of the school community, which includes the third grade students, their families, and the entire staff at the elementary school. In order to gather reliable and valid data from these three sample groups, I have designed surveys. Each survey is different and specific to the population sample in order to achieve triangulation and to gather three different perspectives. I chose to create a survey for the staff because of the time constraints that staff members experience; surveys can be completed quickly and can address a variety of information. I decided that staff members would be most likely to respond to a survey for these reasons. By using the staff

survey, teachers, administrators, specialists, and education technicians will show their thoughts about yoga in the classroom through a mix of open-ended and closed-response questions.

I created a different survey that I will administer to families. I chose to use a survey with families because of the efficient nature in which questions are asked and answered. The families will respond to 9 questions by placing a checkmark next to the words *agree* or *disagree*. It is important to note that I am considering this survey a family survey instead of a parent survey since some of my students reside with grandparents or other extended family members.

Finally, I also chose to create a survey for the 17 third grade student participants in order to gather information through concise questions that are presented in a friendly manner.

### **Procedure**

The third grade students will participate in a 10-week-long yoga program that will take place in the regular classroom for thirty consecutive minutes once a week. The program will end and two more weeks will pass. The additional two weeks must be given in order for third graders to have the opportunity to use the yoga strategies that they learned independently and without a teacher's suggestion. After these two weeks, students will be asked to complete the yoga survey in the regular classroom as a one-time event. Students will be told that their responses are anonymous and confidential. They will find space in the classroom to complete the survey on their own, without peer consultation. On the very same day, the family survey will be sent home. Families are asked to complete the survey without the help of their children. The family survey will be given on a Monday and will be due by the following Friday.

The faculty survey will be placed in the faculty mailboxes on the same day that the student and family surveys are given out. Faculty members will also be asked to complete the survey by Friday. An email reminding faculty members to complete the survey will be sent out

on Thursday. Thirteen consecutive weeks are required in order to conduct the complete study: 10 weeks of yoga instruction, class time to use strategies, and the collection of survey results.

### Limitations

I anticipate that there may be potential bias because I am the classroom teacher of the student sample. Students may or may not use yoga independently, knowing that I am conducting the study. Students also experienced yoga for the last two years, and the previous teachers' attitudes may affect their perceptions. The family survey will be biased for one family; one mother teaches yoga in our school. Some faculty members may or may not have biases based on our friendships and their perceptions of how I feel about yoga. A limitation to note is the short time frame, which may or may not impact the ability to observe the effects of Yoga.

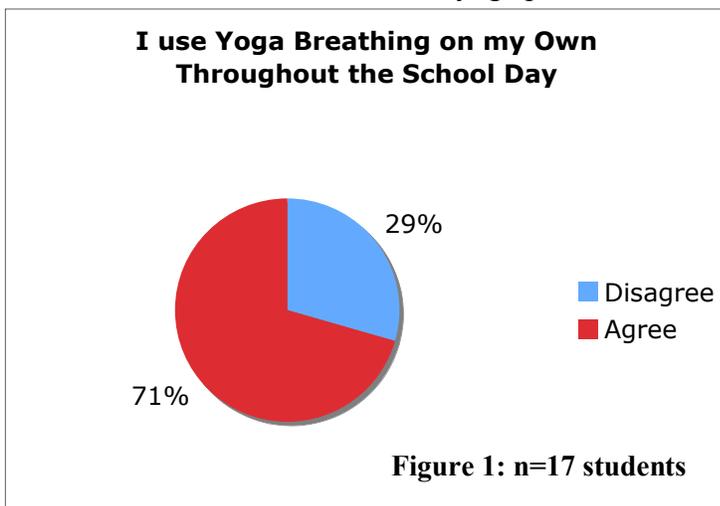
### Analysis of Data/ Findings

A study was conducted to determine the perceptions and attitudes of a school community concerning the instruction of yoga in the third grade classroom.

### Students

Seventeen third graders participated in a yoga survey. According to the survey, 14 students indicate that they enjoy learning yoga from a yoga instructor in the classroom and 3 did not. One student wrote the comment: "It can wake me up and calm me down." Another student commented, "Yoga makes me happy and when I am stressed, I do yoga to help me."

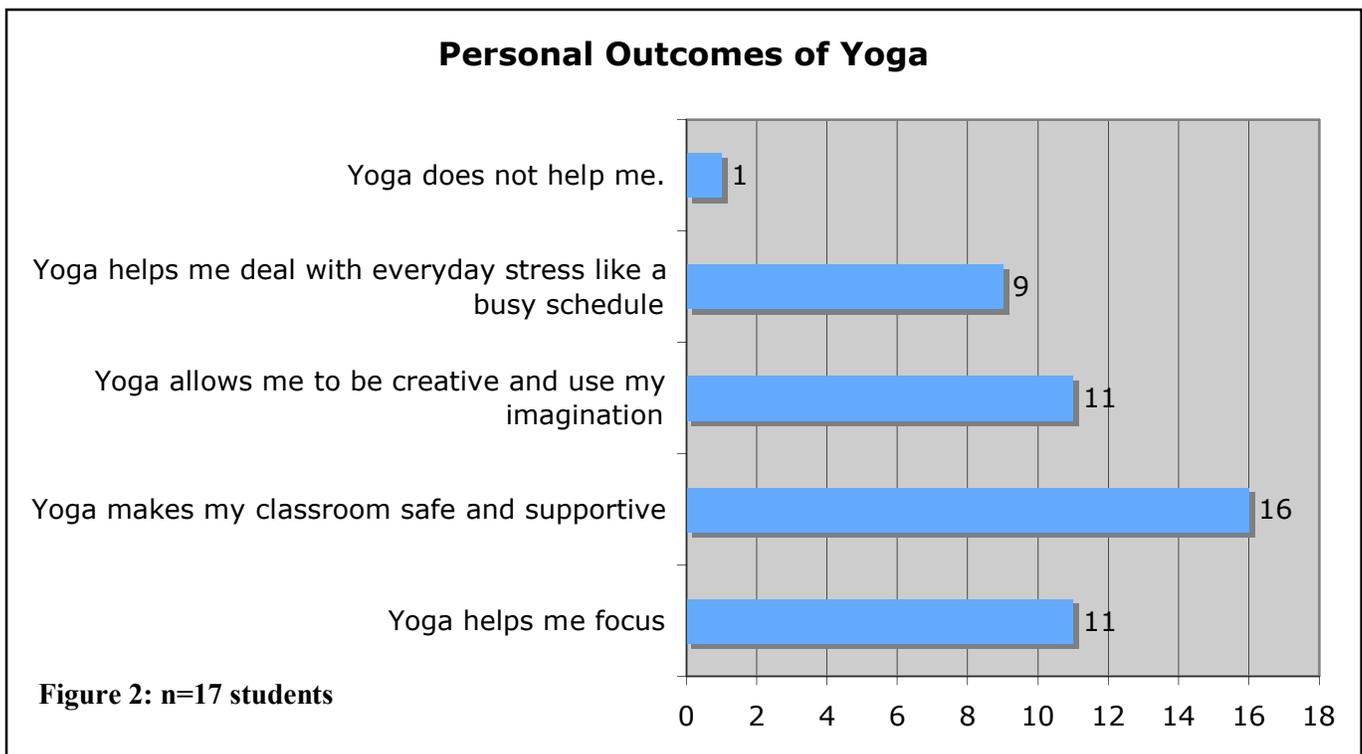
Five out of 17 students use yoga poses on their own throughout the school day, which



differs from the number of students who use yoga breathing as shown in Figure one.

In regard to yoga application in the home, 6 students report that they teach their families about yoga and 11 did not. One student wrote, “I teach yoga to a two-year-old and my sister.”

Students express the personal outcomes of yoga as shown below in Figure 2 with one student expressing that yoga does not help him or her. This student commented, “I guess it helps some people, but not me. I’d rather be writing.”



### Families

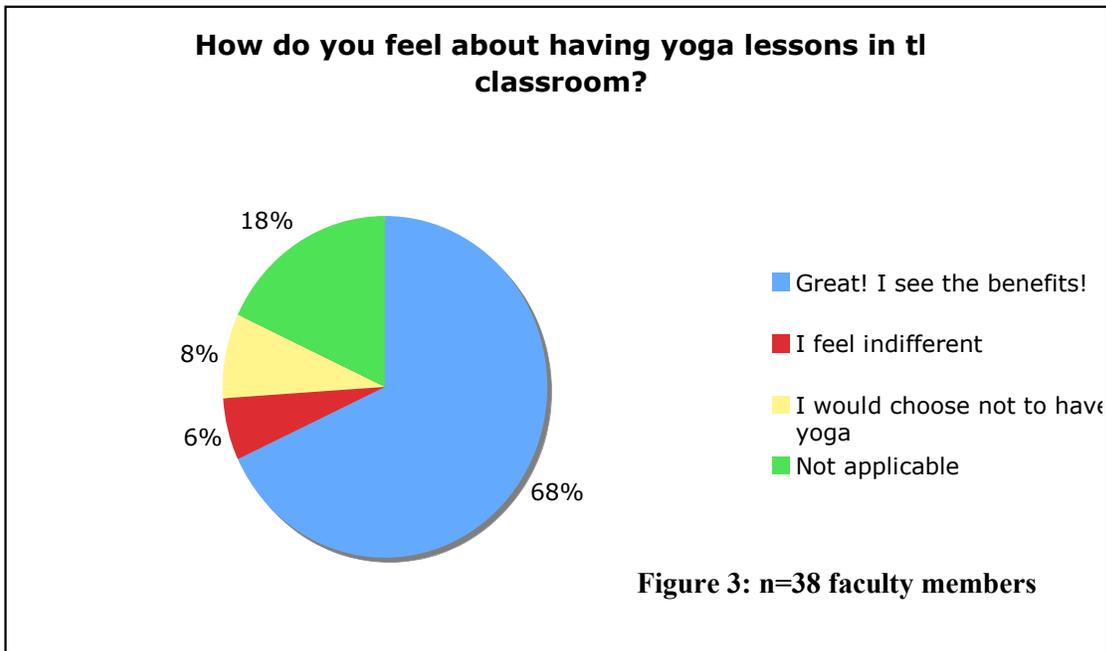
Seventeen surveys were sent home to families and 15 families participated. Of the 15 participants, all 15 support yoga instruction during the regular school day. One family commented, “Yoga has been wonderful for both of my children. They love it and it really does help them focus during the school day. When they are stressed, they tend to do a pose at home.” Six families report that they have observed their children using yoga breathing or poses at home while nine did not. One family writes, “Yoga has not been consistent at home enough to agree.”

Twelve families report that yoga allows their children to be more creative and imaginative while one family did not and two families did not respond. One participant writes, “Theoretically I agree but this isn’t something I have observed.” Fourteen out of fifteen participants indicate that yoga improves their children’s overall wellbeing while one family did not respond.

**Faculty**

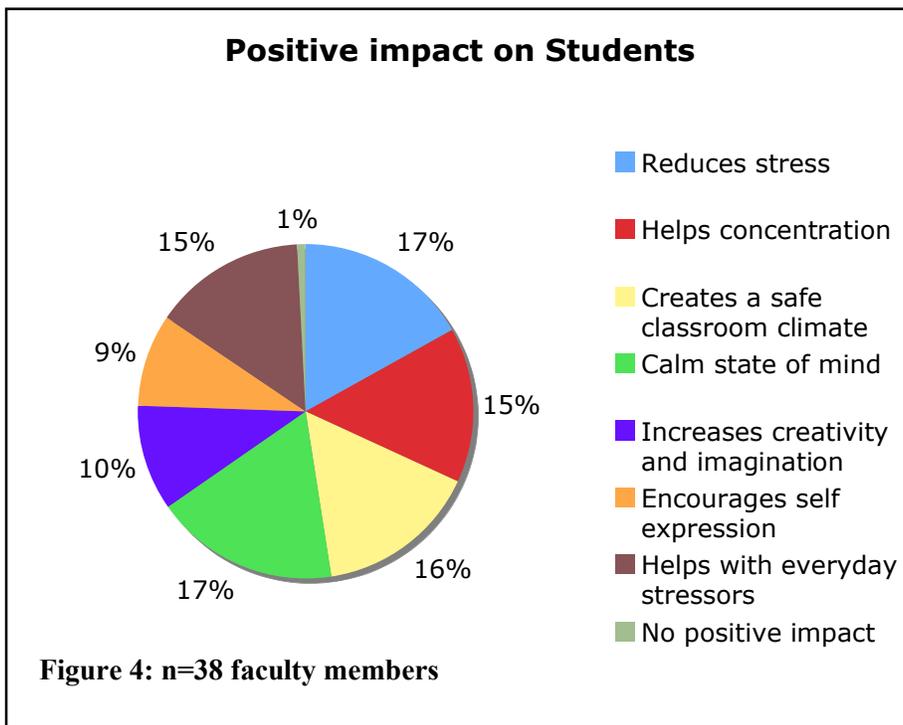
Thirty-eight out of forty-three faculty members participated in the faculty survey. Faculty members surveyed include regular classroom teachers of grades Pre-K through 3, the Library Media Specialist, Educational Technicians, Reading Teachers and Coaches, the Speech and Language Pathologist, and the school principal. Some of these participants have their own classroom and others do not; however, each faculty member works with children who have experienced yoga instruction in our elementary school.

Out of the 38 participants, twenty-four indicated that they have not had any special training in yoga while 13 had some training and one member had substantial training of more than 2 days. The majority of faculty members feel great about having yoga lessons in the classroom because they see the benefits of it. See Figure 3 for more details.



Sixteen participants observe students using yoga breathing on their own throughout the school day, while 10 participants observe students using the poses independently. One participant commented, “Although I don’t see them practicing on their own, they are eager to share knowledge of breaths and poses with instruction and can state the benefits.”

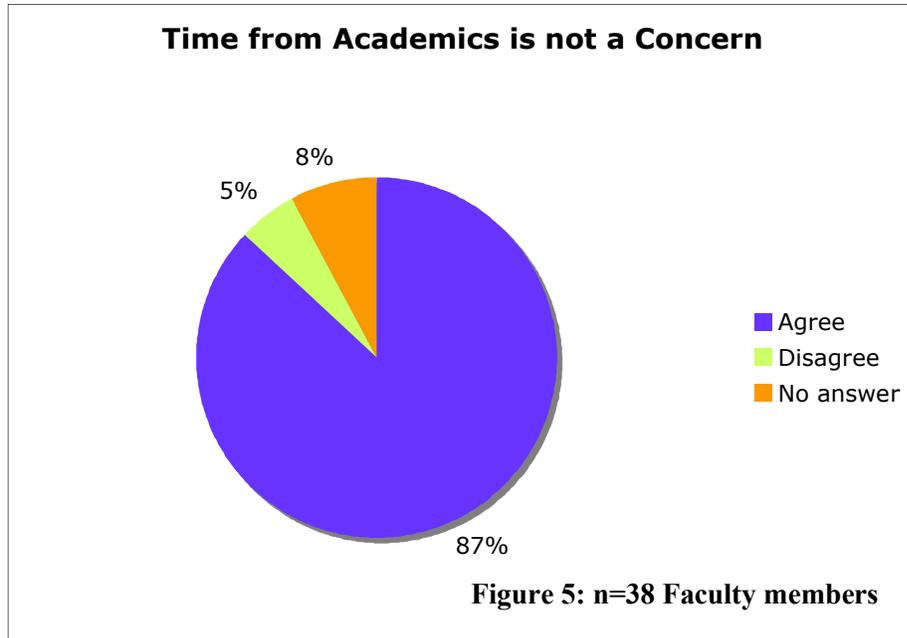
Faculty members find that yoga impacts students emotionally, academically, and socially as represented in Figure 4.



One participant writes, “I often have my students do some of the yoga breathing as it helps to center and focus them if they are upset.”

The faculty member who indicates that yoga does not show positive impacts notes, “At my grade level I do not see benefits; perhaps the benefits of yoga would be more evident with older students.”

An overwhelming majority are not concerned about taking time away from academic lessons to do yoga as shown in Figure 5.



The majority of faculty comments are similar to the following: “Like Responsive Classroom, the time spent is more than compensated because of its emotional, physical and academic impact.”

Others comment on the success of incorporating yoga in short segments throughout the day: “I think it’s just one more tool that students need to have in their box to choose and make their day successful.” A desire to increase yoga was also noted as in the following quote: “I wish we could have it all year- or I wish that I could become good enough to do it all year with my students.”

Data collected is consistent with the peer-reviewed research presented in the Literature Review and with the positive impact of yoga regarding the mind and body connection, classroom climate, and benefits to the school community. Specifically, studies conducted by respective

researchers, Thomas and Tummers, find a strong link between yoga and classroom climate. As previously noted, this third grade study shows that 16 out of 17 students feel that yoga creates a safe and supportive classroom. Faculty surveys reveal comments regarding the students' increased ability to concentrate after doing yoga, much like the findings of the study conducted by Hopkins and Hopkins.

In addition to the positive outcomes of yoga, commonalities are found among student, family, and faculty data. For example, a commonality exists in the reports with regard to the practice of yoga breathing versus the practice of yoga poses. The percentage of students who use yoga breathing at school is 71% whereas 29% use yoga poses at school. Faculty also reported that students use yoga breathing at a higher rate (42%) than yoga poses (26%).

Outlying data includes one faculty member who reports no positive impacts of yoga and one student who reports that yoga does not help him or her. In addition, three students indicate that they do not enjoy learning yoga in the classroom.

### **Implications/ Next Steps**

This study reveals that the majority of the community at large perceives yoga in the classroom to be a beneficial learning experience with positive results that impact academic, social, and emotional growth.

Student and faculty surveys indicate a higher rate of yoga breathing in the classroom as compared to yoga poses. This may or may not be affected by a student's ability to remember the poses since the majority of classrooms do not display visuals for reminder. This result could also imply that students may or may not feel that it is appropriate to take a pose in situations such as when a teacher is instructing the whole group or when the class is taking a test. Perhaps students'

thoughts about yoga poses should be further investigated in addition to faculty members' level of encouragement or acceptance during a variety of instructional situations.

The three students who indicated that they do not enjoy learning yoga in the classroom are all high achieving students who display superior social and emotional skills. Perhaps more research should be conducted to determine if there is a valid connection among the enjoyment of yoga in the classroom and one's level of academic and social performance. A focus on the muscles of the body and yoga's potential to increase physical fitness may or may not increase the enjoyment of yoga for these three students.

The following next steps should be taken as a result of this study:

1. Data collected should be shared with faculty members at an after school staff meeting. Visuals such as graphs and charts should be used to display data.
2. An informational Family Night should be given in order to teach family members about the breathing and poses of yoga, the benefits, and the details of the program conducted at school. Families will then have additional tools to better encourage their children to use yoga in the home. Poses and breathing will be demonstrated. Brochures including simple poses and breaths will be handed out. A question and answer period will conclude the Family Night.
3. As the data indicates, faculty members are interested in receiving additional training in yoga. A grant should be written through the Marshwood Educational Foundation to request funding for a day of training, which includes a teacher manual through ChildLight Yoga. Posters that display yoga poses and breaths should be located or created and displayed in each classroom as a follow up to teacher training.

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## **Appendices**

April 12, 2010

Dear Families,

As some of you know, I am a graduate student at Lesley University, and I am working on my Master’s degree in literacy. I am conducting an exciting research project about the perceptions and attitudes of yoga in the classroom. You and your child are invited to participate in my study.

The students will take part in a ten-week yoga program during the regular school day. They will participate in one thirty-minute yoga class each week. A certified yoga instructor from Childlight Yoga will teach the classes.

After the ten-week period, I will ask students to fill out a survey in order to assess their attitudes and perceptions of yoga in the classroom. I will also send a survey home to the families. I will ask that you complete the family survey as thoroughly as possible. Surveys will take approximately fifteen minutes to complete.

The student and family surveys are anonymous and confidential. The final results will be shared with my colleagues and Dr. Hollee Freeman at Lesley University, in addition to other faculty members at Central School. Again, you and your child will remain anonymous.

If you decide to participate in this study, you may stop at any time. This study does not pose any risks to you or your child. This research has the potential to benefit our students by informing teachers and administrators about the practice of yoga in the classroom.

Students may be videotaped or audio taped as part of the data collection process. I appreciate your consideration, and I encourage you to contact me with any questions.

Please complete the form below and return it to school by Friday, April 16<sup>th</sup>.

Sincerely,

Mrs. Jennifer Bogard  
Central School  
(207) 384-2333  
[jbogard@msad35.net](mailto:jbogard@msad35.net)

-----My child,

\_\_\_\_\_, has **permission** to participate in the yoga study.

My child, \_\_\_\_\_, will not be participating in the yoga study.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FACULTY SURVEY**

To the Central School Faculty,

I am conducting a study for my Master's action research project. I am gathering data to address the question: *What are the perceptions and attitudes of my school community concerning the instruction of yoga in the classroom?* **This survey is anonymous and confidential.** Please return the survey to the envelope by the mailboxes before this **Friday, April 16<sup>th</sup>**.

Thanks! Jenn

<b>QUESTIONS</b>	<b>ANSWER CHOICES</b> <i>Directions: Circle one.</i>
What is your position at our school?  <b>Circle one</b>	Classroom teacher of Pre-K or K  Classroom teacher of grade 1 or grade 2  Classroom teacher of grade 3 or above  Other (describe):
Do you practice yoga on your own time, outside of school?	Never                      Sometimes                      Often
Do you have any special training in yoga?	No  Some training (1 or 2 workshop days).  Substantial training (more than 2 days).
Do you plan to attend the yoga workshop on May 23 <sup>rd</sup> ?	Yes, I can't wait!  Yes, I feel obligated.  No, I have other engagements.  No, I don't see the value of it.

<p>When a yoga instructor is teaching your class, do you participate?</p> <p><b>Circle One</b></p>	<p>Yes, I benefit from it.</p> <p>Yes, I feel obligated.</p> <p>No, I feel indifferent and/ or I don't see the value of it.</p> <p>No, I'm too busy.</p> <p>Not applicable.</p> <p>Comments:</p>
<p>How do you feel about having yoga lessons in your classroom?</p> <p><b>Circle one</b></p>	<p>Great! I see the benefits!</p> <p>I feel indifferent.</p> <p>I would choose not to have a yoga instructor come to my classroom if I could.</p> <p>Not applicable.</p> <p>Comments:</p>
<p>Do your students do yoga on their own throughout the day?</p> <p><b>Circle one</b></p>	<p>Yes, the poses.</p> <p>Yes, the breathing.</p> <p>Yes, the poses and breathing.</p> <p>No, students do not.</p>

<p>How does yoga positively impact your students emotionally, academically, and socially?</p> <p>Circle <b>ALL</b> that apply.</p>	<p>Reduces stress.</p> <p>Helps concentration.</p> <p>Creates a classroom climate of safety, respect, and support.</p> <p>Creates a calm state of mind.</p> <p>Increases creativity and imagination.</p> <p>Encourages students to express themselves.</p> <p>Helps students deal with everyday stressors.</p> <p>Yoga does not positively impact my students.</p> <p>-----</p> <p><i>Feel free to write other ways or comment below:</i></p>
<p>Taking time away from academic lessons to do yoga is not a concern for me because yoga actually benefits learning in the long run.</p>	<p>Agree</p> <p>Disagree</p> <p>Comments:</p>

Dear Families,

I am conducting a study to learn more about the perceptions and attitudes of our school community about the instruction of yoga in the classroom as part of my Master's Action Research Project. If you are willing to participate, please show your thoughts on each statement by placing a checkmark under *agree* or *disagree*. **Your responses will be kept anonymous and confidential.** Please return to school by this **Friday, 4/16**.

Thank you! Mrs. Bogard

**FAMILY SURVEY**

Statement	Agree	Disagree	Comments (optional)
I was informed that my child has yoga instruction in the classroom once a week for 10 weeks during the regular school day.			
I support yoga instruction during the regular school day.			
I have observed my child using yoga breathing or yoga poses at home.			
My child teaches my family about yoga breathing or yoga poses.			
Yoga helps my child deal with everyday stressors such as busy schedules or sibling conflicts.			
Yoga helps to create a more peaceful and supportive climate in our home.			
Yoga allows my child to be more creative and imaginative.			
Yoga helps my child concentrate.			
Yoga improves my child's overall wellbeing.			

## STUDENT SURVEY

**Directions:** Think carefully about each statement. Put a checkmark next to *agree* or *disagree*. Write comments if you have more to share. Do not write your name because this survey is anonymous and confidential.

Statement	Agree	Disagree	Write comments if you want.
I enjoy learning yoga from a yoga instructor in our classroom.			
I would rather not learn yoga in the classroom.			
I do yoga poses on my own throughout the <b>school day</b> .			
I use yoga breathing on my own throughout the <b>school day</b> .			
Yoga helps me do my schoolwork.			
I teach my family about yoga.			
I do yoga poses or use yoga breathing on my own at <b>home</b> .			
Yoga helps me solve conflicts with my siblings or classmates in a peaceful way.			
Yoga does not help me learn.			
When I am anxious or stressed, yoga helps me.			

Please turn over.

**Directions: Circle the statements that you find true.**

Yoga helps me focus.

I have to do yoga when I'd rather be doing math, reading, science, or another subject in the classroom.

Yoga makes my classroom safe and supportive.

Yoga does not help me.

Yoga allows me to be creative and to use my imagination.

Yoga helps me deal with everyday stress like a busy schedule.

The only time I do yoga is when the instructor comes to my classroom.

**Do you have anything else that you want to share about yoga?**

