

“What Every Person Should Know About Kids and Yoga” CureJoy Article (April 2014)

<http://www.curejoy.com/content/what-every-person-should-know-about-kids-yoga-the-benefits-of-kids-practicing-yoga/>

“Teaching with the Brain in Mind—The Connection between Movement and Learning” (book by Eric Jensen)

<http://www.ascd.org/publications/books/104013/chapters/Movement-and-Learning.aspx>

“5 Reasons Kids Yoga is Good for Schools” MindBodyGreen Article (May 2011)

<http://www.mindbodygreen.com/0-2380/5-Reasons-Kids-Yoga-Is-Good-for-Schools.html>

“How More Social and Emotional Learning (and Less Academics) Actually Builds Academic Success” Edutopia Article

(April 2014) <http://www.edutopia.org/blog/stw-building-trust-scott-mcfarland>

“Can Exercise Make Kids Smarter?” New York Times Article (September 2010)

<http://well.blogs.nytimes.com/2010/09/15/phys-ed-can-exercise-make-kids-smarter/>

“In Defense of Active Learning” (Huffington Post, June 2011)

http://www.huffingtonpost.com/rae-pica/in-defense-of-active-lear_b_886191.html

“The Scientific Basis of Yoga” (Yoga Journal 2007)

<http://www.yogajournal.com/article/teach/the-scientific-basis-of-yoga-therapy/>

“Yoga in the Classroom” A Teachers Blog (November 2012)

<http://www.teachingace.com/yoga-in-the-classroom-oral-storytelling/>

*Yoga with kids is different. There is talking, laughter, animal noise, and fun. But the thing that really inspired me was the way that our instructor turned yoga into an oral story. By slightly renaming the poses and using a carefully planned succession of poses, the kids were moving, breathing, and visualizing a story. **This is unbelievably powerful for the brain. The more ways we can experience something, and the more senses we call upon, the more connections are built in the brain.***

“The Body at the Center of Education” by Laura Douglass (May 2010)

<http://yogainhighereducation.blogspot.com/2010/05/body-at-center-of-education-what.html>

Article reviews findings on how Yoga aids in the learning process through positive changes such as increasing melatonin (aiding in greater rest for students) and decreasing cortisol (lowering stress hormones that cause anxiety). Recent research on mindfulness shows that slow movements, done with attention, compassion, and awareness increase ability to sustain attention over long periods of time, increase a sense of well-being, calmness, relaxation, improved sleep, less reactivity, increased self-care, self-awareness, and a sense of interconnection with others.

“Send Kids Back to School with Yoga” Article on HealthCentral (August 2010)

<http://www.healthcentral.com/diet-exercise/c/223360/118176/school/>

Yoga focuses on the integration of the breath and movement. Students learn to become aware of the body/mind connection and learn tools for shifting from a state of stress to feeling centered; from angry to calm anytime they choose. They learn that they can consciously make a positive choice through utilizing self control tools they learn in yoga class.

“Supporting Self-Regulation in the Classroom” Article on Corkboard Connections (June 2014)

<http://corkboardconnections.blogspot.com/2014/06/supporting-self-regulation-in-classroom.html?m=1>

Classrooms that practice mindfulness activities such as breathing exercises, yoga, and music, show reduced stress and anxiety, better mood, and improved decision making, impulse control, attention and memory (all executive functions!). Whether you call it “brain breaks”, “time-in”, “yoga”, “meditation”, or “mindfulness,” participation enables kids to develop an awareness of their inner state and the ability to soothe and refresh themselves.

“The Whole Brain Child” by Dr. Daniel J. Siegel and Dr. Tina Payne Bryson

http://greatergood.berkeley.edu/article/item/book_review_the_whole_brain_child