


5-2014

# Use of Yoga to Alleviate Stress in Toddler Group Care Programs

Caitlin J. Jalalat  
*St. Catherine University*

Follow this and additional works at: <https://sophia.stkate.edu/maed>

 Part of the [Educational Methods Commons](#), and the [Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons](#)

---

## Recommended Citation

Jalalat, Caitlin J.. (2014). Use of Yoga to Alleviate Stress in Toddler Group Care Programs. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/maed/46>

This Action Research Project is brought to you for free and open access by the Education at SOPHIA. It has been accepted for inclusion in Masters of Arts in Education Action Research Papers by an authorized administrator of SOPHIA. For more information, please contact [amshaw@stkate.edu](mailto:amshaw@stkate.edu).

# Use of Yoga to Alleviate Stress in Toddler Group Care Programs

An Action Research Report  
By Caitlin J Jalalat

# Use of Yoga to Alleviate Stress in Toddler Group Care Programs

By Caitlin Jalalat

Submitted on May [23](#), 2014

[in](#) fulfillment of final requirements for the MAED degree  
St. Catherine University  
St. Paul, Minnesota

| Advisor

Date

---

## Abstract

Each year children enter into group childcare settings. This is both a necessity for working parents and can be a great introduction to their first group education program. Along with the positive aspects of group care come some negatives. Toddlers show signs of stress such as crying at drop off that can last from a moment to many hours during the day. Toddlers can be very social but must learn how to navigate these social interactions by sharing, taking turns, waiting for materials to become available, and receiving less individual attention from a single caregiver. In this Action Research Project I introduce a curriculum of yoga to toddlers in a Montessori setting as a means of reducing stress. This curriculum intends to teach children to calm themselves through relaxation, breathing, and focus on an activity of interest. In addition, I show that the yoga can increase focus and attention through extended periods of work time. Primary data sources include the use of direct observation to record behaviors pre-, during and post- yoga curriculum. These observations include the recording of specific behaviors that indicate a stressful situation as well as length of time it takes for a child to recover from such behaviors. Also recorded were lengths of time children could hold their focus working on a specific material. Findings show yoga was an effective method of teaching children to self-soothe, using breathing techniques to calm themselves. In addition, focus and concentration increased over the period of time yoga was introduced during the morning routine.

Each morning I start my day by entering the classroom before my students arrive to set up a calm, attractive and inviting classroom for my students ranging from 22 months to two years four months. I remain calm with a smile on my face, bending down to get at each child's level as I greet each student at the front door. Many children enter with ease; a slight smile or a hug is common. They are excited to tell me about their morning walk or bus ride to school. Some children however have difficulty saying goodbye to their parents and easing their way inside the door. I am met with children who scream as their parents try to give one last kiss and hug before rushing out, hopeful that their children will calm down quickly. I am not only worried about these children feeling the stress of parting from their parents first thing in the morning, but also the social anxiety they may have by trying to form relationships with adults as well as with the other children in the class.

An additional concern I have for these children is not only do they start their day with stress, they are unable to calm their bodies to start the morning work cycle. This not only takes time from their learning experience and opportunity to explore the materials, but can be disruptive to other children in the classroom as well. After implementing a "box" on the floor of my small urban classroom floor that consisted of colored tape to signify a specific location, I explained to the children that this was our "jumping box." If they had the urge to jump they could go to this location and take turns jumping, one at a time. Although this helped with the immediate problem of safety in classroom by controlling the number of children jumping around at once, it did not solve the problem of children getting enough gross motor activities to be able to calm themselves down and start working on other activities.

It was this issue that brought me to research toddler stress and anxiety as well as methods of calming and relaxing. A methodology that kept recurring and appeared to be a hopeful

solution was the use of yoga. There was limited research done on the use of yoga in toddler group care settings, but by piecing together the research, it seemed like a plausible approach and worth further investigation.

While a “normal” amount of stress is the body’s way of regulating and is quite acceptable, too much stress can be unhealthy and hard to handle. This seems especially true for children who may not yet have learned skills to cope with stressful situations, in particular, entering a new setting or classroom environment. Additionally, social situations with teachers and other children may cause stress or anxiety. Children who develop good coping skills to deal with stress are better able to respond to and recover from stressful situations (Rivkin, 2007). Sethi noted a study in which researchers found that the stress levels of toddlers (children 16-38 months) increased over the course of the day while at full-day, center-based daycare. In addition stress levels were greater among toddlers than infants (2001). This is further supported by evidence from the College of Education and Human Development at University of Minnesota that reported in many cases 70-80 percent of children in center based daycare show increasing levels of the stress hormone cortisol throughout the day, toddlers being more affected by increases (Sigman, 2011). Quality of care, influences of age, gender and child temperament were all looked at and age appeared to be the most significant variable. The effect of daycare attendance on cortisol level was especially notable in children under 36 months (Sigman, 2011). This report is further supported by a study that examined salivary cortisol in 20 infants and 35 toddlers in full day, center based care. Samples were taken twice a day, once at school and once at home. Results showed 35% of infants and an overwhelming 71% of toddlers showed a rise in cortisol levels across the day and at home 71% of infants and 64% of toddlers showed a decrease. It was also noted that toddlers who played with peers showed lower cortisol levels

(Watanabe et al, 2003). Having this knowledge, but at the same time realizing that group daycare options are the only possibilities for so many families, it is important to come up with solutions to this issue to give greater support to these toddlers.

There are many options to research when trying to reduce the stress level of toddlers. One such method that is easy to introduce into the school day and is fun and exciting for toddlers to participate in is yoga. In any environment, particularly the Montessori environment, modeling healthy behaviors and lifestyles is a must for the adults in the classroom. Rivkin (2007) describes how a calm mind and learning to manage stress can lead to a more peaceful and healthy lifestyle. This is true for adults as well as children.

The literature does reveal that there are some concerns with the use of yoga in the classroom. There is not sufficient evidence to prove that it is an effective method of reducing stress and calming children in the toddler classroom setting. Galantino et al (2008) report that reviews of yoga for children revealed a large variety of outcomes and measures. In addition, studies that were reviewed had small sample sizes (as cited by White, 2009). Yoga programs for children have been met with concern because they are viewed as spreading Eastern mysticism. However, to avoid the controversy of religion, terminology can be changed, for example, pranayama might be referred to as “bunny breathing” (White, 2009). This separates the idea of religion and meditation to that of gross motor and breath control.

There do appear to be many benefits to using yoga in the classroom. Yoga can be beneficial by introducing gross motor activities into the classroom. Each child and adult needs enough room to move and stretch their bodies, however, with controlled movements there is less of a possibility of injury in an indoor setting. Yoga also emphasizes individual abilities rather than competition, which makes it appropriate for all children, including those with a physical

limitations (Rivkin, 2007). Yoga provides a gentle method of exercise to increase physical fitness and enhance health. Rivkin (2007) supports this by emphasizing that yoga enhances physical health, friendships and overall confidence.

The benefits of yoga can be multidimensional. It is calming to children, reduces obesity, reduces discipline problems, and decreases anger and panic attacks, while increasing imagination, concentration and academic performance Flisek (2001). Yoga is an activity that focuses on postures and breathing to create focus and concentration, while calming the mind (Feverstein, 2003). Yoga is a good workout that is relaxing and tames tantrums in toddlers. Physical activity can affect behavior, ability to focus on tasks, build a healthy self-image and strengthen self-confidence (Rivkin, 2006). Focus is an important self-regulating tool for children. Children have to think about their bodies and breath, which can curtail hyperactivity and angry outbursts (Onderko, 2011).

Jensen & Kenny (2004) studied 19 boys with Attention Deficit Hyperactivity Disorder (ADHD). They reported a reduction of mood swings, temper outbursts, and crying fits for the 11 boys in the intervention group who participated in yoga.

This research is further supported by a study conducted by Slovacek, Tucker and Pantoja (2003) through California State University, Los Angeles. They reported the benefits of children participating in a school based yoga program. The study consisted of 252 elementary school students who participated in yoga for 60 minutes per week and 153 middle school students who participated in yoga for 120 minutes per week. The findings reported a 20% improvement in students' positive feelings about themselves, decreased bad behavior, and showed an improvement in physical fitness test scores. It also was a positive influence in stress management.



Other schools have also seen the need to come up with a solution to help children learn to self regulate their behaviors and emotions. The Westminster Center School in Vermont had teachers who noticed the need to teach students how to manage their emotions as well as their behaviors. They decided to try implementing yoga as a way to provide structured movement within a calm body. Yoga was introduced to students as young as the kindergarten class. They proceeded with the hope to help students learn to regulate themselves. Their results were positive, showing children were able to slow down and build the capability to concentrate better (Thomas, 2008).

Upon research into the literature done on the use of yoga for students in classroom settings, I developed a curriculum of yoga poses to use in a toddler Montessori setting. The intent of this action research project is to determine if the use of yoga can be used in a toddler setting to address the issues of toddler stress and anxiety in group settings. Yoga is a non-intrusive method of gross motor activity that focuses on the concentration of body movements and breathing. If used regularly in the classroom setting, toddlers can benefit by creating a pattern of a healthy lifestyle as well as reducing the daily stress caused by group care settings and social interactions that are a new experience at their developmental level.

My study took place in a private Montessori school. This classroom is an established toddler environment with children ages 2.5 to 2.9 years old. The classroom consists of one lead teacher, two assistants, and 14 children. Monday, Wednesday and Friday's classes have a full attendance of 12 students, eight girls and four boys. Tuesday and Thursday's classes have a full attendance of 8 children, six girls and two boys.

#### Description of Research Process

During the first week of February a pre-assessment was taken on each of the students present (see Appendix A). An observation of each child was taken as they entered the room. It

was noted if they entered with ease, some difficulty, or great difficulty. At this point in the year, all children were familiar with the classroom, guides, and classmates. Additional notes were taken if the child entered with some difficulty or great difficulty. Behaviors observed included: hesitation to walk into classroom, running back down the hallway away from the classroom, grasping onto a parents or caregiver's body and not wanting to let go, needing of a transition object from parent to distract child, whimpering, crying, screaming, and body flailing.

I then recorded length of time and material that children worked on during the morning work cycle, as well as the duration of the morning work cycle was able to last (see Appendix B). Also included in these observations were those of children who were unable to focus on a material. If a guide tried to work with an individual child to entice them to use a material and they continued to show no interest and could not work through a material, instead choosing to walk about the classroom, run around the classroom, disrupt other students or try to distract others from their work to create a more physical activity to participate in, I took observational notes.

Starting week two, I introduced a curriculum of yoga. After careful consideration, I chose poses from *Yoga Pretzels* by Tara Guber and Leah Kalish (2005). I chose these because they are clearly presented in steps and have illustrations that the children at this age level will be able to follow. A guide who has not previously participated in yoga before, therefore, can follow the cards. This is an activity that could be implemented in any classroom. Additionally, they have fun names that are used to entice the children. I chose to introduce three poses the first week, and added up to three more each proceeding week depending on interest and student involvement. The categories of poses included: breathe, stand, balance, twist and stretch and forward bend (see Appendix C). I had a 30-minute time slot worked into the morning routine

available for group introduction of poses. There was a rug for group circle time, where children and guides came together preceding the morning work cycle to have a group circle time. First, the children would gather and sit in a circle on the rug. This was already part of their morning routine and a “Good Morning” song was sung to welcome everyone for the day. Immediately following the welcoming song, the yoga was introduced. I started with the expectation of introducing one pose but was prepared to introduce up to three poses. I first showed the card with the picture of the pose on it and gave the children the name of the pose, “Gorilla.” I then went through the steps of the pose using the short phrases provided by the creators, “I am a flexible gorilla.” “I am big and strong.” Remaining calm and having fun with the children is important in the process of the introduction of the yoga. It is the exposure and idea behind the yoga that is important rather than the success of the actual precision of the poses.

I repeated each pose with the children twice to give them the practice to start to learn the multistep poses. The same poses were introduced repeatedly each day for the remainder of the week. Once the poses were introduced on Monday morning, the cards were left in a basket on the shelf near the rug so that children could go to them throughout the day if they were interested.

Week three followed the same pattern, with the poses from the previous week being practiced one time each, and then each new pose being introduced and practiced twice. This process was then followed for the remainder of the research project through week six, totaling 15 poses in the repertoire.

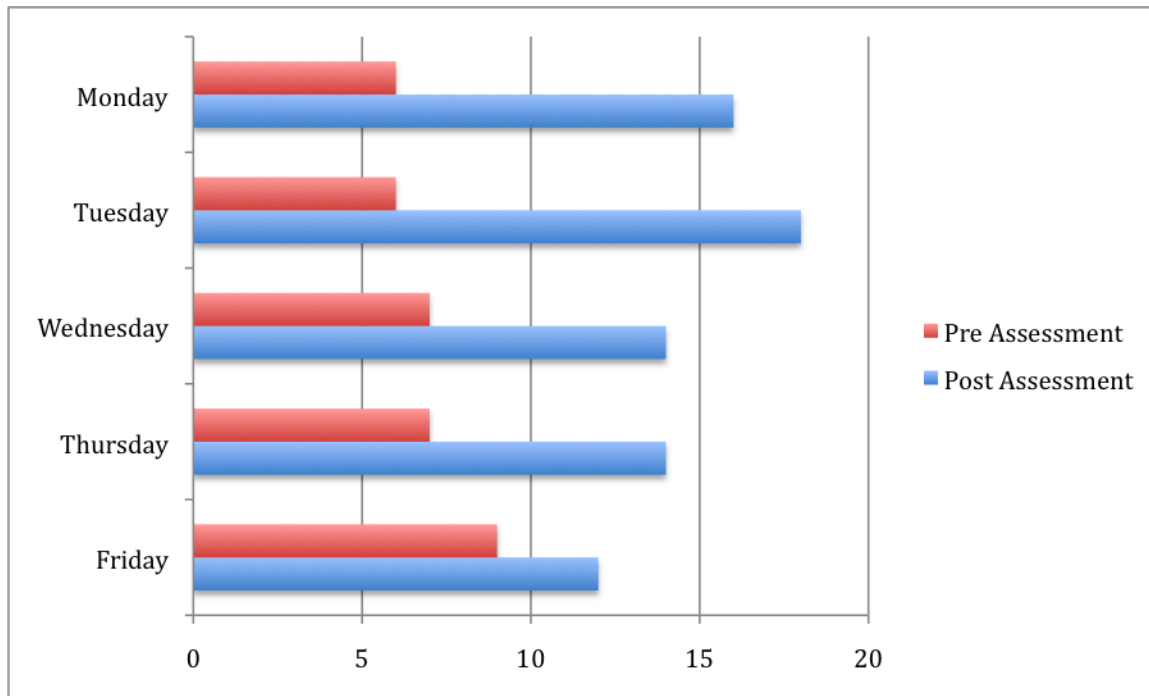
During this process, observations were taken daily. These included observations similar to those taken the first week. The same observation outline was used, but had a closer focus on children who had more difficulty entering the classroom, difficulty calming themselves when

upset, or trouble focusing on materials for extended periods of time during the morning work cycle. I also recorded daily how long each yoga session lasted before a majority of the group appeared to lose interest.

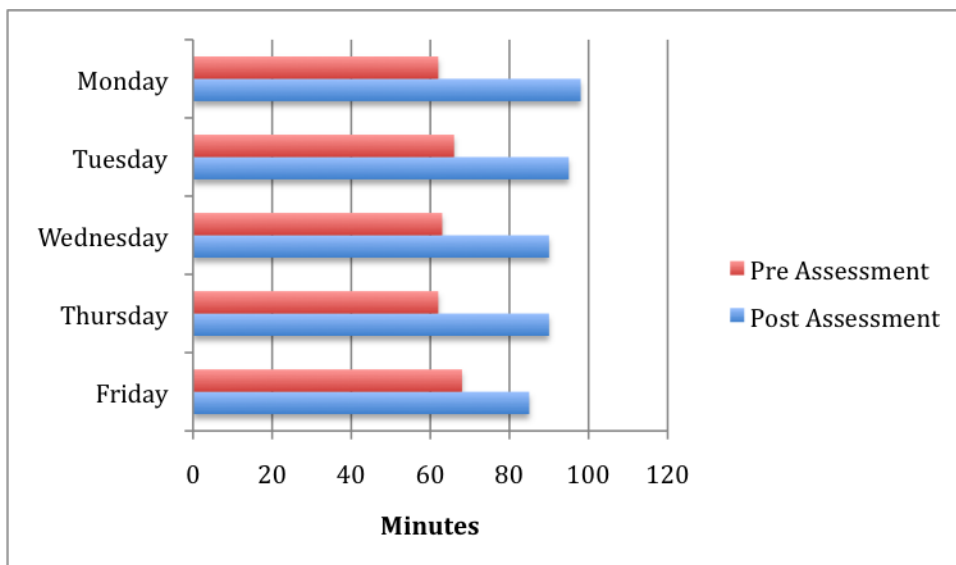
After the six-week process, the cards remained in the classroom on the shelf available for the children to use. A final assessment was also taken. Using the same observation outline (Appendix A), each child was observed during entry into the classroom, during the work cycle, and additionally, how long they focused during the yoga curriculum during the group circle time. The pre and post assessment averages were then compared to see if there was a decrease in time it took a child to calm down upon entry into classroom as well as if there was an increase in the duration of the work cycle.

#### Analysis of Data

The primary research question in my study was: In what ways can yoga be used in a toddler Montessori classroom to reduce stress and increase focus and concentration? Analysis of student observations over a six-week period indicated an improvement in focus and concentration as well as an increase in the ability to self-soothe in stressful situations. Baseline data recorded during the first week showed an average of 7.14 minutes spent on an individual activity with an average daily work cycle of 64.2 minutes. Scores slowly increased over the six-week period. Upon completion of the six-week yoga curriculum, I took the weekly average of the time spent on an individual activity as well as the average daily work cycle.

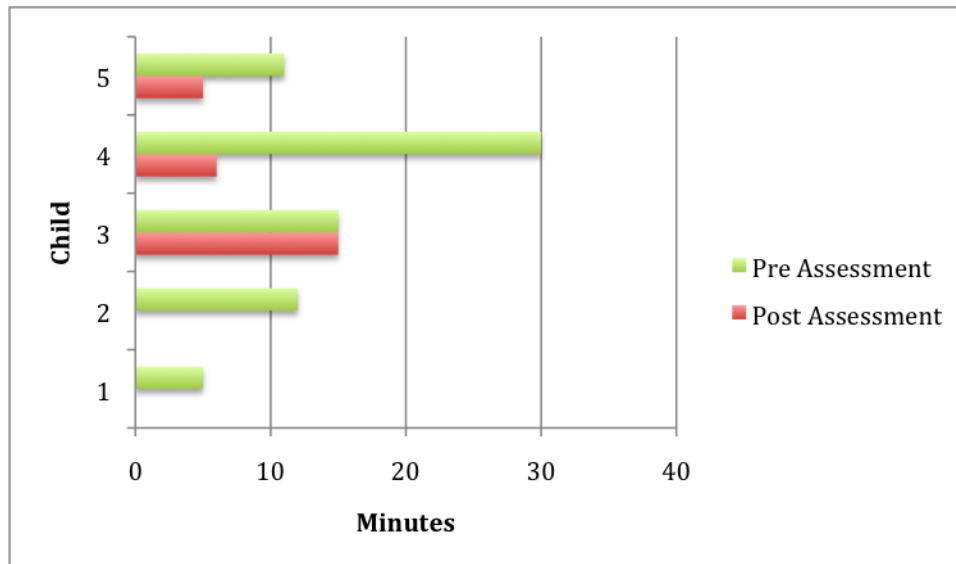


[Figure 1. Average Time Spend Working Independently with Focus.](#)



*Figure 2. Length of Daily Work Cycle.*

Of the 14 students in the class, five children have consistent difficulty during drop off and throughout the school day. Difficulty includes: refusal to enter the classroom, crying and screaming. The following chart shows the average time it took each student to calm down during each episode.



*Figure 3. Time it Took Student to Calm Down.*

At the completion of the six-week yoga curriculum, the time that it took each child to calm down after an episode was again observed over the course of a week and the times were averaged. The average calm down time decreased over the course of the six weeks, by utilizing the use of yoga to distract the children as well as using the breathing techniques to help children soothe themselves to a calmer state. Upon arrival, if a child showed any type of distress (refusal to enter classroom, crying, screaming) the greeting teacher would offer to participate in a yoga pose with the child, or encourage the child to take a deep breath and blow out. Then the guide would ask the child to do a yoga pose that focused on breathing by name. The teacher would

then gently guide the student into the classroom and encourage the child toward the rug where yoga is practiced each day. This took about one week of repeating daily, until the children began to expect it and it became a new ritual. By week two, three of the five children who cried under stress began to anticipate the question, immediately ask for a specific pose and start to utilize the breathing technique. With one child there was no reduction in time spent calming down, however, he had multiple absences, and therefore it is unclear whether the curriculum would have been beneficial since he had much less exposure to the yoga program. The average time spent focused on yoga poses (24 minutes) far exceeded the average time that any individual worked on an independent material during the work cycle (7.14minutes).

Throughout the course of the yoga curriculum, I had to make some adjustments from my original plan. Starting during week two, children became so interested and involved in the yoga poses, they were requesting additional yoga in the classroom. I altered the curriculum to start in the morning immediately after all children arrived and were settled into the classroom. Thirty minutes of allotted time sometimes extended beyond that if the children continued to show interest. In addition, the class did not need to work up to the thirty minute allotted time, as I first thought would be necessary, so they experienced more time focusing on yoga than I had originally anticipated.

The practice of yoga clearly shows the toddlers are able to do an activity with focus and concentration, as they were able to hold poses for extended periods of time and focused on the activity of yoga for over 30minutes some days. Children showed a major interest in the gross motor aspect of it, asking to go to the “rug” to do “yoga poses.” From the first day of the introduction the children enjoyed hearing the names of the poses and quickly were able to request their favorites, I had comments from students such as, “my favorite is Lie and Twist,”

and “I like Gorilla pose!” I noticed each day the children were clearly developing their skill in holding the pose, maneuvering their bodies and being silent when working through the poses. I began by introducing three poses the first week and by the end of the six-week period a total of 15 poses had been introduced. With teacher assistance the children would go through the complete cycle of all 15 poses during the daily yoga session. However, without a teacher guiding the poses, the children could get through the first 4 poses correctly, then would skip around based on what the children were interested in doing.

On eight occasions, an individual student called classmates to gather on the rug and he began his own group circle. After introducing each classmate (similar to how I do it) he placed the first yoga card in the holder, named it, and had the children imitate his pose. He made it through six poses, with five children joining in. Some other students joined in for parts of it, then left the group to work on other materials. The average length of time for these eight occasions of student led sessions lasted 16 minutes. This was longer than any other student led group activity, with looking at books coming in second with an average of 12 minutes.

#### Action Plan

The observations taken of the children through the course of this project clearly showed a change in behavior. Foremost, the children showed clear interest in participation in the yoga curriculum. They enjoyed it so much that they would do it on their own without a guide directing the poses. This interest alone showed focus as they were able to go through the poses they had memorized, and concentration as they were able to hold poses for extended periods of times. Their willingness to participate gave them gross motor exercise and stretched their bodies, providing physical activities and strength. Gross motor activities are important for people of all ages as it enables movement and benefits health in terms of a strong body and



healthy heart. With so many children spending time in front of screens at home, adding gross motor activities to the school day is much needed and yoga fulfills that need.

Through the use of the breathing poses and the recognition of the names of the poses, the children were able to utilize the skills learned to calm themselves down. Yoga first acted as a distraction. Children were drawn to the names of the poses, having fun with the idea that they were moving like certain types of animals. Then, trying to imitate the positions presented on the picture cards, children were able to have fun with the poses, sounds, and breaths to inhale and exhale, until their crying subsided. Finally, they were able to focus on something other than separating from a parent or another stressful situation. The use of yoga became an integral step in the separation process from parents and the child's ability to calm down. Through daily observations we were able to record which poses were most effective for each child and continued to use the same pose to help children self sooth at other times throughout the day when they were showing signs of distress.

Upon completion of the initial six-week yoga curriculum, the daily work cycle of the entire class did increase. Children worked independently and with small groups throughout the morning work cycle. The children worked for longer periods of time before abandoning the material or returning it to the shelf uncompleted. Additionally, children were choosing to practice yoga during the work cycle after completing a challenging material. Therefore it appears that yoga in this situation is being used by students as a method to relax after the strenuous "brain exercise" of the material. While the increased work cycle of the entire class cannot be solely attributed to the yoga curriculum, as it could also be affected by the children's consistent routine of a work cycle and normalization, there is enough evidence to support an

association. Therefore, I am encouraged to continue to use yoga going forward to test its success as well as to observe if it is a useful method in relaxing children after a strenuous material.

This action research project has clearly shown that there are positive benefits for students as well as adults in the classroom in providing gross motor activities, calming students who show signs of distress and in assisting in the development of prolonged focus and attention. Although there are some adjustments I would make when introducing it as a standard activity in the classroom, the positive benefits are well worth the focus and effort put into planning and organizing time to fit it in before the morning work cycle. Children who had been “wanderers” prior to the introduction of yoga, became able to sit and focus on a material after a thirty-minute session of yoga. Additionally, children were more willing to accept teacher led presentations throughout the morning cycle, where previously they would sit down to see the materials, but would stand up and leave the lesson as soon as the presentation began.

Some adjustments I would make when introducing yoga in the future would be to have all adults in the classroom participate in the activity. I think it would be more encouraging for the children if all guides modeled the behavior. In addition, I think it would be beneficial for the guides as well as a way of relaxation and focus. Having a brief time to meditate in the morning would help to decrease any tension and help adults to have open minds throughout the day as well.

A second change I would make for the future would be to start the program at the beginning of each school year. This way, it would become part of the daily routine from the start, maximizing the benefits of routine, repetition and a gross motor activity, which is of prime importance for toddlers.

A third change I would make would be to set the environment from the beginning to accommodate space for yoga. During the six-weeks of research yoga mats were not used. Although the classroom space in this urban setting was quite limited, planning for more gross motor space would help, as children would not be as likely to fall into each other as they were trying to hold poses. If there was a way to fit individual mats I think it would help the children to define their space as well as reinforcing the idea of work mats during the work cycle. Another solution may be to incorporate yoga into our outdoor time in the park on days the weather is permitting.

Future research that would be useful would be the implementation of a full year curriculum of yoga. Starting at the beginning of the year would establish the routine at an earlier stage and we would be able to see more clearly from what point the children begin to normalize. Additionally, we would see if the use of yoga would help a greater number of children from the start of the school year, rather than starting during the second semester when much of the class has already normalized.

Further research opportunities exist in testing alternative methods against the success of yoga. Are there other activities that may be as beneficial as yoga but better suited for a toddler, urban setting? Although the yoga proved successful, it is important to keep an open mind and continue to look for additional options and methods to help reduce the stress in toddlers entering group programs. The number of toddlers entering group programs will continue to increase as more parents need to work to support their families; social stress is a real issue that needs to be addressed to benefit children and to have a successful group program experience. Providing these toddlers the skills necessary to cope and develop is as beneficial as any other skills they may learn during their introductory years in a school setting.

## References

- Flisek, L. (2001). Teaching yoga to young school children. *Positive Health*, 70, 50-54
- Guber, T. and Kalish, L. (2005). *Yoga Pretzels*(Yoga Cards) Barefoot Books.  
Barefootbooks.com
- Jensen, P.. & Kenny, D. (2004). The effects of yoga on the attention and behavior of boys with attention-deficit/hyperactivity disorder (ADHD). *Journal of Attention Disorders*, 7(4), 205-216
- Onderko, P. (2011, 11). Child's pose. *Parenting*. Early Years, 25, 28. Retrieved from <http://search.proquest.com/docview/900198769?accountid=26879>
- Rivkin, M. (2006). Let's get moving. *Scholastic Parent & Child*. 13(6). 28-35
- Rivkin, M. S. (2007). KEEPING FIT in body and mind. *Scholastic Early Childhood Today*, 21(5), 29-34,36. Retrieved from <http://search.proquest.com/docview/217938523?accountid=26879>
- Sethi, A. (2003). Daycare dilemma. *Baby Talk*, 68 (9) 17-18. Retrieved from <http://search.proquest.com.pearl.stkate.edu/education/docview/232905474/7D627EE7A2>
- Sigman, A. (2011). Daycare can lead to stress for life. *The Times Educational Supplement*, 4967 (Nov 2011) 8. Retrieved from <http://search.proquest.com/docview/917903967?accountid=2687>
- Thomas, L. (2008) Being present: Mindfulness and yoga at Westminster Center School. *Horace Summer*, 2008, 24(2) 1-5. Retrieved from <http://files.eric.ed.gov/fulltext/EJ849824.pdf>
- Tummers, N. (2005). Yoga for your students. *Strategies: A Journal for Physical and Sports Educators*, vol.19, 155.2, 2005.p.35-37.
- Watamura, S. E., Donzella, B., Alwin, J. and Gunnar, M. R. (2003), Morning-to-afternoon

increases in cortisol concentrations for infants and toddlers at child care: Age differences and behavioral correlates. *Child Development*, 74, 1006–1020. doi: 10.1111/1467-8624.00583

White, L. S. (2009). Yoga for children. *Pediatric Nursing*, 35(5), 277-83, 295. Retrieved from <http://search.proquest.com/docview/199437885?accountid=26879>

Appendix A  
Pre-/Post Assessment Observation  
Entering Room

<b>CHILD</b>	<b>Ease</b>	<b>Some difficulty</b>	<b>Great difficulty</b>	<b>Difficult behavior observed</b>
<b>01</b>				
<b>02</b>				
<b>03</b>				
<b>04</b>				
<b>05</b>				
<b>06</b>				
<b>07</b>				
<b>08</b>				
<b>09</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>13</b>				
<b>14</b>				

Appendix B  
Observation Sheet for Focus and Attention on Materials

<b>CHILD</b>	<b>Material Used</b>	<b>Length of Time Material Used</b>	<b>Was Redirection Used?</b>
<b>01</b>			
<b>02</b>			
<b>03</b>			
<b>04</b>			
<b>05</b>			
<b>06</b>			
<b>07</b>			
<b>08</b>			
<b>09</b>			
<b>10</b>			
<b>11</b>			
<b>12</b>			
<b>13</b>			
<b>14</b>			

Daily class work cycle \_\_\_\_\_minutes

Appendix C  
Introduced Yoga poses by week

<b>WEEK</b>	<b>Breathe</b>	<b>Stand</b>	<b>Balance</b>	<b>Twist and Stretch</b>	<b>Forward Bend</b>
<b>1</b>	Pre-assessment				
<b>2</b>	Elephant Breath			Lying Twist	Gorilla
<b>3</b>	Bear Breath	Triangle	Airplane		
<b>4</b>		Mountain		Cat	River
<b>5</b>	Bunny Breath		Boat		Down Dog
<b>6</b>		Dancer	Tree	Dragon	