



The Steady Class

*A 14-Day Reset for Yoga
Teachers Who Want
Consistent Attendance*

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Welcome — I'm So Glad You're Here.

If you're reading this, it means you care deeply about your teaching and your students.

And if you've ever walked into a class wondering how many people might show up — you're not alone.

In recent years, in-person yoga has felt unpredictable for many teachers. Attendance fluctuates. Schedules change. Energy can feel inconsistent, even when your teaching is strong.

This guide was created to support you through that uncertainty — not with pressure or performance, but with steadiness.

Over the next 14 days, you'll be guided through small, doable actions that help students remember your class, recognize themselves in it, and return more consistently.

No hustle.

No hype.

No constant posting on social media (trust me, I've done that and it is EXHAUSTING and the return on investment is also...not that great).

Just grounded practices that work in real life.

Take this one day at a time. Even small shifts matter.

Let's dive in!

With Gratitude, Aparna

MY STORY: WHY I CREATED THIS RESET

Teaching Through Uncertainty - A quick story!

I have been teaching yoga since 2013 and I had been teaching at my own little rented spot and also at a local small studio in Cary, NC. And during those years, I felt like yoga was at its peak popularity. I have always known that numbers don't mean EVERYTHING (you can have an amazing yoga teacher who might have just 1-3 dedicated students, and that does not take away from their skill as a teacher), but due to various reasons - attendance in a yoga class was not something I concerned myself with it - it was all just..there.

Then, BAM - everything changed with the pandemic.

After much internal deliberation, I opened my small yoga studio after the pandemic — at a time when in-person attendance was at an all-time low. Everything had shifted online & virtual - especially work outs. Now granted, I am someone who very much appreciates the advancements that technology has given us with remote work, and the plethora of online workouts & yoga classes available for those who are not able to make it in person.

But, when you're trying to run a small yoga studio - it was not easy. Plus, yoga just feels so much better in-person. How do I convince people of this? How do I remind them of that feeling of an in-person yoga class?

There were weeks when teaching to a nearly empty room felt heavy. Not because I questioned yoga, but because consistency felt fragile. Students were hesitant. Schedules were unpredictable. Momentum was slow. Me posting heavily on Instagram was just draining.

I knew I had two choices:

- Chase growth by doing more, posting more, pushing harder
- Or stay rooted in quality, consistency, and trust

I chose the second path.

MY STORY: WHY I CREATED THIS RESET

Story continued...

Instead of trying to grow quickly, I focused on:

- Showing up consistently
- Teaching with care, even when the room was small
- Communicating clearly and gently with students
- Building familiarity one class at a time
- I went back to what I did before viral reels and daily Instagram stories were a thing. - reflected on - what actually brought students to my classes?

Three years later, my studio has a steady, reliable flow of students — not because of trends or tactics, but because of repeatable habits that support real humans living busy lives.

This 14-day reset is built from those habits.

It's not about filling every class overnight.

It's about creating rhythm, recognition, and trust — so students return.

WHAT THIS RESET IS REALLY ABOUT

This guide isn't here to turn you into a marketer.

It's here to help you:

- Feel calmer about attendance
- Communicate with more clarity
- Build steadiness without burning out

Even small increases in attendance matter. Over time, they compound — for your income, your confidence, and your love of teaching.

You don't need to do everything in this guide.

You just need to stay with it.

How to Use This 14-Day Reset

A Few Things Before You Begin

This reset is designed to feel supportive, not demanding.

- You don't need to do everything perfectly.
- You don't need to do more than what's asked.
- You don't need to “catch up” if you miss a day.

What matters most is **showing up consistently** — just like in your teaching.

What this Reset Is (and Isn't)

This reset is:

- A 14-day structure to support one class
- Made up of small, realistic actions
- Designed for real life and busy schedules

This reset is not:

- A marketing course
- A social media challenge
- A test of your commitment or worth as a teacher

There is no “behind.”

How Much Time to Set Aside

Most days will take 10–15 minutes.

Some days will feel lighter.

A few days ask for reflection instead of action.

If you only have **5 minutes**, **do the smallest version of the task**. That counts.

What You'll Need

You don't need any special tools.

Have access to:

- This PDF
- A pen or notes app
- Your calendar (digital or paper)

That's it.

How to Move Through the Days

- Start with Day 1 and move forward in order
- Focus on one class only
- Do one day at a time — even if life gets busy

You can:

- Complete one day per calendar day
- Spread the reset over more than 14 days if needed

There's no deadline.

Use the Checklists (If Helpful)

Throughout this guide, you'll see:

- Checkboxes
- Fill-in prompts
- Reflection questions

These are here to:

- Slow you down
- Help you stay focused
- Make the process feel personal

Use them as much or as little as you like.

How to Use This 14-Day Reset

A Note on Discomfort

Some days may feel slightly uncomfortable.

That's normal.

You're not being asked to push or perform — just to notice, clarify, and repeat. Discomfort doesn't mean you're doing something wrong.

It often means you're doing something new.

If You Miss a Day

Nothing bad happens.

You can:

- Pick up where you left off
- Repeat a day
- Skip ahead if that feels supportive

This reset is meant to work with your life, not against it.

Before you Begin

Take a moment and read this once:

You don't need to chase attendance.

You're building steadiness.

Small, consistent actions add up.

When you're ready, turn the page and begin with Day 1: Choose Your Anchor Class.

DAY 1: Choose Your Anchor Class

Today Is About Focus

When attendance feels inconsistent, the instinct is often to fix everything at once.

More classes.

More posts/reels/social media efforts.

More effort.

But steadiness begins with one clear **focus**.

Today, you'll choose a single class to support with care and consistency over the next 14 days.

Some guidance for the questions asked below:

2. What "Success" Looks Like (For Now)

You do not need a full room.

Small, realistic shifts matter — and they compound.

Examples:

- 2–3 more students than usual
- Seeing the same students return week to week
- Feeling less anxious before class begins

3. Why This Class Matters to Me

This helps anchor your commitment when motivation dips.

4. What Staying Consistent Will Give Me

Not just externally — internally, too.

A Gentle Reminder: **Attendance is not a reflection of your worth or skill as a teacher.**

This reset is not about proving anything.

It's about creating familiarity, rhythm, and trust — one class at a time.

DAY 1

CHOOSE YOUR ANCHOR CLASS

IT SHOULD BE A WEEKLY CLASS, ONE YOU CARE ABOUT, ONE YOU'D LIKE TO SEE CONTINUE LONG-TERM

CLASS NAME, DAY/TIME:

WHAT DOES "SUCCESS" LOOK LIKE FOR NOW IN THIS CLASS?

WHY THIS CLASS MATTERS TO ME

WHAT STAYING CONSISTENT WILL GIVE ME

HOW DOES IT FEEL TO CHOOSE JUST ONE CLASS?

BEFORE YOU MOVE ON:

YOU DON'T NEED TO SHARE THIS ANYWHERE.
YOU DON'T NEED TO ACT YET.
SIMPLY HOLD THIS CLASS GENTLY IN YOUR AWARENESS.
TOMORROW, WE'LL BEGIN SUPPORTING IT



Why this Matters

When we think about filling a class, it's easy to imagine reaching new people.

But most full classes aren't built from strangers.
They're built from people who already know you — and simply need a reminder.

These are your almost students.

They like your teaching.
They've come before.
They just haven't made it back consistently yet.

Your Focus Today

Instead of trying to attract more people, you'll focus on reconnecting with the ones already within reach.

This is easier, kinder, and far more effective.

Do This (10–15 Minutes)

You'll create a short list of people who are most likely to return.

These can include:

- Students who used to come regularly
- Students who come once in a while
- People who've said, "I should come back"
- Friends or acquaintances who've taken your class before

This list does not need to be perfect or complete.

Write your List Here. Aim for 5–10 names if possible. Fewer is okay.

This list does not need to be perfect or complete.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

A Gentle Reframe

It can feel uncomfortable to think about “reaching out.”
But this isn’t about convincing anyone.

It’s about remembering who your class is already for — and making it easier for them to return.

Most people appreciate being thought of.

Real Examples

- I noticed that several students stopped coming after a schedule change — not because they didn’t enjoy class, but because they forgot the new time.
- Another teacher realized that her occasional students came more often once she started naming who the class was best for.
- Some of my own students responded better in attendance to a class when I sent a quick email to them saying something like, “I miss you in class - hope you’re well!”

The connection was already there. It just needed attention.

Where this List Lives:

Choose one place to keep this list:

- Your phone notes
- A notebook
- This PDF

You'll refer back to it over the next few days.

Common Worry (This Is Normal)

“What if they don't come back?”

That's okay.

This list isn't about outcomes — it's about orientation.

You're learning who you're teaching for, not chasing results.

Before You Move On

You don't need to contact anyone yet. Tomorrow, you'll learn how to gently remind people about your class — without pressure or awkwardness.

Remember

You don't need more eyes on your work.

You need more continuity.

DAY 3: The Gentle Reminder (Without Feeling Pushy)

Why this Matters

Most students don't skip class because they don't want to come.

They skip because:

- They forget
- They get busy
- Another plan fills the space

A reminder isn't pressure — it's support.

Today is about learning how to remind people **clearly and kindly**, without feeling awkward or salesy.

Your Focus Today

You're not trying to convince anyone.

You're simply letting people know:

- The class is happening
- They're welcome
- They can choose what feels right

That's it.

Do This (10 Minutes)

You'll choose one simple reminder to use for your anchor class.

This can be:

- A short message
- A story post
- An in-person mention

You only need to choose one.

The Core Reminder Script

Use this as-is, or adjust it to sound like you.

“Just a reminder that I’m teaching [class name] on [day/time].
Come if it feels supportive — I’d love to see you.”

That’s enough.

Variations (Choose One)

Short & Simple

“Teaching [class name] on [day/time].
Come if you’re able.”

Warm & Personal

“I’m teaching [class name] on [day/time] this week.
Sharing in case your body needs it.”

Context-Based

“If you’ve been feeling [tired / stiff / overwhelmed],
I’m teaching [class name] on [day/time].”

Where to Share This (Pick One)

Choose the place that feels easiest today:

- Instagram story
- Text message
- Email
- WhatsApp / group chat
- In-person conversation

You do **not** need to post everywhere.

Real-Life Examples

- For one class I felt especially passionate about, I began posting a simple Instagram story each week as a reminder.
- Occasionally, I added a poll — nothing elaborate, just a gentle check-in.

Over time, that consistent reminder helped students remember the class and feel invited back.

It wasn't immediate — but slowly, even one or two students at a time, attendance became steadier. It took a few months for this to take root.

- Every Monday, I also shared a simple weekly schedule post — just the schedule, clearly laid out.

Over time, students came to expect it. They knew where to look. They knew what was happening that week. That predictability made it easier for them to choose a class — without needing persuasion.

A Gentle Reframe

If reminding people feels uncomfortable, try this thought:

“I’m offering consistency, not convincing.”

You’re not asking anyone to commit.

You’re creating familiarity — and familiarity builds trust.

Common Worry (This Is Normal)

“What if I post reminders too often?”

Most teachers under-communicate, not over-communicate.

Students are busy. They miss posts. They forget schedules.

Repeating information isn't annoying — it's helpful.

Optional Reflection

How did it feel to share a reminder today?

- Easier than expected
- Slightly uncomfortable
- Neutral
- Something I can see myself continuing

Before You Move On

You're not looking for instant results.

You're building:

- Recognition
- Rhythm
- Reliability

Tomorrow, you'll learn when reminders tend to work best — without posting constantly or burning out.

Remember

Steady classes aren't built by louder marketing.

They're built by showing up the same way, again and again.

DAY 4: The 48-Hour Rhythm

Why this Matters

Most people don't decide to come to class at the last minute.

They decide when:

- They're looking at their calendar
- They're thinking about the week ahead
- They're choosing how to spend their energy

The timing of your reminder matters just as much as the reminder itself.

Today is about creating a simple, repeatable rhythm that meets students where they already are.

Your Focus Today

You're not posting more.

You're choosing when to remind — so students have time to plan and follow through.

This rhythm removes pressure from you and decision fatigue from them.

Do This (10 Minutes)

For your anchor class, choose two reminder moments:

1. 48 hours before class
2. The day of class

That's it.

Write them down:

Class: _____

48-hour reminder day/time: _____

Day-of reminder time: _____

What to Share at Each Point

48 Hours Before

This reminder helps students plan.

Examples:

- “Sharing a reminder that [class name] is happening on [day/time].”
- “Looking ahead to [class name] this [day] — come if it feels supportive.”
- “Planning a low-back support class this week to help relieve stress of sitting all day at [class name] this [day]”

Day Of

This reminder helps students remember.

Examples:

- “Teaching [class name] later today.”
- “[Class name] is happening this evening — you’re welcome.”

Keep both reminders short and familiar.

Real-Life Examples

- When reminders went out two days before class, students were more likely to say, “I’ll plan to come.”
- Day-of reminders helped catch people who had intended to come but forgot.

Together, these two touch points created steadier attendance without needing constant posting.

A Gentle Reframe

If this feels repetitive, remember:

“Consistency creates ease.”

You’re not repeating yourself — you’re building a rhythm students can rely on.

Common Worry (This Is Normal)**

“What if no one responds?”

Responses aren’t the goal.

Quiet reminders still work — they land in the background and shape behavior over time.

Optional Reflection

How does it feel to have a clear reminder rhythm?

Before You Move On

You now have:

- A class to focus on
- People in mind
- A kind reminder
- A simple timing rhythm

Tomorrow, you'll refine how you describe your class so students recognize when it's right for them.

Remember

Steady attendance grows when information shows up at the right time — gently and reliably.

DAY 5: Teach the Outcome, Not the Pose

Why this Matters

Most students don't decide to come to class because of what you're teaching. They decide because of how they want to **feel afterward**.

When we lead with class formats or poses, we ask students to translate that information themselves. When we lead with outcomes, we make the decision easier.

This isn't about marketing — it's about clarity.

Your Focus Today

Shift how you talk about your class from **what happens to why it helps**.

You're not changing your class.
You're changing how you describe it.

Do This (10 Minutes)

1. Write down the name and time of your anchor class:

Class: _____

Day / Time: _____

Do This (10 Minutes)

No.1 Write down the name and time of your anchor class:

Class: _____

Day / Time: _____

No. 2 Answer this question honestly:

“How do I hope students feel when they leave this class?”

Examples:

- More grounded
- Less stiff
- Calmer in their nervous system
- Stronger without feeling pushed
- Relieved

Write your answer here:

No. 3 Turn That Into an Outcome Statement

Use one of the templates below.

Template 1 (Simple):

“This class is for you if you want to feel _____.”

Template 2 (Problem » Relief):

“If your body feels _____, this class can help you feel _____.”

Template 3 (Life Context):

“This class is supportive if you’re coming in after a long day and want to _____.”

Write your outcome statement:

Real Examples

Instead of this:

“Gentle flow with hip openers”

Try this:

“If your hips feel tight from sitting or stress, this class helps you move gently and feel more at ease.”

Instead of this:

“Slow vinyasa + breathwork”

Try this:

“This is a steady, grounding class to help you unwind and feel settled before the rest of your evening.”

Instead of this:

“All-levels flow”

Try this:

“You don’t need to be flexible or experienced — this class meets you where you are.”

Where to Use This (Choose One)

You don’t need to use this everywhere. Choose one place today:

- Instagram story
- Class description
- Text or email reminder
- In-person mention before or after class

Common Worry (This Is Normal)

“What if it sounds too simple?”

Simple is good.

Clear is kind.

Students are busy — they appreciate knowing exactly how a class will support them.

Optional Reflection

How did it feel to describe your class this way?

- Easier than expected
- A little uncomfortable
- More natural
- Something I’ll keep using

Remember

You’re not trying to convince anyone. You’re helping the right students recognize themselves in your class.

DAY 6: Teach the Outcome, Not the Pose

Why this Matters

The people already in your class are your strongest connection.

They've chosen to be there.

They've experienced your teaching.

They trust you.

And yet, many teachers never name the invitation — not because they don't care, but because it feels awkward or self-promotional.

Today is about learning how to invite without pressure, right inside the space you already hold.

Your Focus Today

You're not asking for anything extra.

You're simply naming the possibility of returning — or bringing someone along — in a way that feels natural and aligned with your teaching.

Do This (5–10 Minutes)

Choose one simple sentence to share with students either:

- At the end of class
- Or as people are packing up

You'll say it once. Calmly. That's enough.

The Core In-Class Invitation

Use this as-is, or adapt it so it sounds like you.

“If this class felt supportive, I'd love to see you back next week.”

That's it. No explanation required.

Optional Variations

Return Invitation

“This class meets every [day/time] if you’d like to come back.”

Bring-a-Friend Invitation

“If you know someone who might enjoy this class, they’re always welcome.”

Seasonal / Contextual

“If your body has been needing this kind of steadiness, this class is here for you each week.”

Choose one — not all.

Real-Life Examples

- Gently reminding students of consistency in a yoga practice helps.
- I often frame it as “your dedicated and consistent practice inspires me!”
- I also highlight that as a small studio – the student’s presence helps so much and builds a real community.

A simple invitation helps students understand:

- This class is consistent
- They’re welcome back
- They belong here

A Gentle Reframe

If inviting people feels uncomfortable, try this thought:

“I’m naming continuity, not asking for validation.”

You’re not promoting yourself. You’re clarifying access.

Common Worry (This Is Normal)

“What if it feels awkward to say out loud?”

It may feel slightly awkward the first time. That doesn’t mean it’s wrong — it means it’s new. Most students appreciate knowing what’s available to them.

Optional Reflection

How did it feel to name the invitation?

- Easier than expected
- Slightly uncomfortable
- Neutral
- Something I want to keep doing

Before You Move On

You've now practiced:

- Reaching people outside the room
- Reminding them gently
- Inviting them clearly inside the room

Tomorrow is a pause and reflection day — a chance to notice what's already shifting.

Remember

Steady classes are built through relationships.

DAY 7: Pause & Notice

A Midpoint Reflection

You're halfway through this reset. Before doing anything new, take a moment to pause and notice what's already here. This is not a checkpoint. It's simply a moment to breathe.

What felt easier than expected?

What Felt Slightly Uncomfortable?

What Have You Noticed So Far?

A Gentle Reminder

Halfway through any reset, it's common to think:
"Shouldn't I be seeing more results by now?"

Steadiness builds quietly.
Often, the first shift isn't attendance —
it's confidence, clarity, or consistency.
Those changes matter.

DAY 8: Name the Class Experience

Why this Matters

Students don't usually return to a class because of the sequence.

They return because they remember **how the class felt**.

When a class has a clear, recognizable experience, it becomes easier to:

- Remember
- Describe
- Choose again

Today is about giving your class a **nameable experience** — not a clever title, not a rebrand.

Your Focus Today

You are not changing your class.

You are simply clarifying:

- The feeling you're offering
- The experience students can expect
- The kind of support this class provides

This helps students recognize when your class is right for them.

Do This (10 - 15 Minutes)

Let's start a reflection exercise.

DAY 8

NAME THE CLASS EXPERIENCE

ANSWER THE QUESTIONS BELOW HONESTLY

CLASS NAME, DAY/TIME:

COMPLETE THIS SENTENCE: WHEN STUDENTS LEAVE THIS CLASS, I HOPE THEY FEEL..

TRY NAMING THE EXPERIENCE OF THE CLASS IN A SIMPLE, HUMAN WAY.
THIS IS NOT THE OFFICIAL CLASS TITLE — IT'S A PHRASE YOU CAN RETURN TO

THIS CLASS IS ESPECIALLY SUPPORTIVE FOR PEOPLE WHO...

CHOOSE ONE PHRASE FROM ABOVE THAT FEELS TRUE AND SUSTAINABLE (AND YOU CAN
KEEP REPEATING ON SOCIALS/EMAILS/TEXTS/IN-PERSON

BEFORE YOU MOVE ON:

IF THIS FEELS AWKWARD OR OVERLY SIMPLE, REMEMBER:
YOU'RE NOT BRANDING YOUR CLASS — YOU'RE CLARIFYING THE EXPERIENCE.
CLARITY HELPS STUDENTS CHOOSE WITH CONFIDENCE.



DAY 9: Story over Schedule

Why this Matters

Most students don't connect with schedules.

They connect with **stories** — small moments that help them understand why a class exists and who it's for.

You don't need to share more information.
You just need to share a little **meaning**.

Your Focus Today

Instead of posting when your class is, you'll share why you teach it — briefly and honestly.

This helps students:

- Feel connected
- Understand the intention behind the class
- Remember it more easily

A story gives context. Context builds trust.

Do This (10 - 15 Minutes)

Choose one short story to share.

This can be:

- One or two sentences
- Written or spoken
- Shared online or in person

You only need one. See examples on the next page.

Simple Story Prompts (Choose One)

Use one of these prompts to guide you:

- “I teach this class because...”
- “This class exists for people who...”
- “I created this class after noticing...”
- “I love teaching this class when...”

Write your story here:

Examples (Keep It Human)

- “I teach this class because so many people come in tired & stressed, and I want them to leave feeling steadier than when they arrived.”
- “This class exists for people who want to understand and feel the full effect of yoga - beyond the exercise part of it”
- “I started teaching this class after noticing how much people needed a consistent place to land each week, especially after the pandemic and smaller yoga spaces ended up being closed.”

Notice how these are:

- Short
- Honest
- Not promotional

Where to Share This (Pick One)

- Instagram story
- Caption
- Email
- In-person before or after class

You don't need to add a call to action. The story is enough.

A Gentle Reframe

If sharing a story feels vulnerable, remember:

You're not sharing to impress — you're sharing to orient.

Stories help people recognize when a class might be right for them.

Common Worry (This Is Normal)

“What if this feels too personal?”

You decide how much to share. Even one sentence is enough to create connection.

Optional Reflection

How did it feel to share a story instead of a schedule?

- Easier than expected
- More natural
- Slightly uncomfortable
- Something I'd like to do again

Before You Move On

You've now practiced:

- Clarity
- Rhythm
- Invitation
- Story

Tomorrow, you'll learn how small interactions can lead to steadier attendance — without pressure.

Remember

People don't return because they were informed. They return because they felt something.

DAY 10: Micro-Commitments

Why this Matters

Most people don't decide to "start coming regularly."

They decide to:

- Try once
- Come back next week
- See how it feels

Consistency grows through small commitments, not big decisions.

Today is about making it easier for students to say yes — without pressure.

Your Focus Today

You're not asking students to commit long-term.

You're offering a small, low-stakes next step that feels manageable.

Micro-commitments build momentum quietly.

Do This (10 - 15 Minutes)

Choose one small invitation you can offer around your anchor class.

This might happen:

- In conversation
- In a reminder
- At the end of class

You only need one.

Examples of Micro-Commitments

Choose what feels natural to you:

- "If this felt good, you're welcome to come back next week."
- "This class tends to work well for people looking for something steady."
- "It's nice to see familiar faces return — come back whenever it feels right."
- "You don't need to commit — just notice if you feel like coming back."

Write your version here:

Why This Works

Micro-commitments:

- Reduce decision fatigue
- Feel non-threatening
- Create familiarity
- Invite return without obligation

You're keeping the door open — not pushing anyone through it.

Real-Life Example

When teachers stopped asking for “commitment” and instead named what was already available, students felt more at ease returning.

Many people want consistency — they just need permission to move slowly & a gentle nudge that consistency is the heart of a yoga practice.

A Gentle Reframe

If this feels like “not enough,” remember:

“Small yeses add up.” Steadiness doesn't require intensity.

Common Worry (This Is Normal)

“What if people still don't come back?” Not every invitation will land.

But over time, these small moments create:

- Recognition
- Trust
- Ease

That's what steadiness is built on.

Optional Reflection

How does it feel to offer smaller invitations?

- More natural
- Less pressure
- Calmer
- Something I can keep doing

Before You Move On

You're learning to:

- Lower the barrier
- Keep the door open
- Let consistency grow naturally

Tomorrow, you'll focus on keeping things steady for yourself, not just your students.

Remember

You don't need people to decide everything today. You just need to make it easy for them to return.

DAY 11: Consistency > Creativity

Why this Matters

When attendance feels uncertain, it's easy to think you need to do more:

- New themes
- New language
- New ideas

But consistency is what actually builds trust.

Students return to what feels familiar — not what changes every week.

Your Focus Today.

Instead of adding something new, **you'll choose what stays the same.**

This helps:

- Students recognize the class
- You conserve energy
- Steadiness grows over time

Do This (10 - 15 Minutes)

Identify **three things** about your anchor class that you'll keep consistent for the next few weeks.

These don't need to be perfect — just repeatable.

The 3 things to identify: **a) What stays the same? b) What is the class tone?** (i.e. gentle, steady, supporting, clear guidance, restful, etc). **c) What is the language you want to use?** (i.e. a phrase you repeat in class, a familiar invitation - like the ones we worked on earlier, a recognizable class description?)

Write down the 3 things here:

Why This Works

Consistency:

- Reduces decision fatigue for students
- Builds recognition
- Creates a sense of safety

It also protects you from burnout. You don't have to reinvent the class each week for it to be **meaningful.**

Real Life Example:

I teach a very similar format in all my classes. I have a philosophical theme, a physical part we're working on (i.e hips, low back, hamstrings, etc) & I have a similar flow in all my classes (as in, the warm up, followed by surya namaskars, then the standing postures, building towards a peak posture and then cool down, pranayama, savasana). The format is the same - I make changes according to the physical theme. My students over the years have come to find comfort in this format. They know what they're getting each time, and it is one less thing for THEM to think about and same for me!

I also use similar tone/language - my personality is that of an extrovert, with humor - so my tone in class is that - I'm a bit goofy when I demo certain asanas, help students laugh about the asana every once in a while, but I maintain that grounding presence. I haven't changed that aspect of teaching. Over the years, me keeping the same format, tone, and intent behind the classes (for me, that intent is staying true to the roots of yoga) has what has helped students stay and the attendance grow - they know what to expect and I do too. Too often, we feel pressure to re-invent ourselves to be COOL, GIVE THE STUDENTS A SWEAT, THINK OF A NEW FLOW EACH TIME.

A Gentle Reframe

If sameness feels boring, try this thought:

“Repetition builds trust.”

Creativity has a place — but steadiness comes first.

Common Worry (This Is Normal)

“What if people get bored?”

Students don't experience repetition the way teachers do.

What feels repetitive to you often feels comforting to them.

Optional Reflection

How does it feel to commit to sameness?

- Calming
- Supportive
- A relief
- Something I want to keep

Before You Move On

You've now focused on:

- Clarity
- Rhythm
- Language
- Energy

Tomorrow, you'll prepare for what to do when attendance dips again — without spiraling or overcorrecting.

Remember

Steady classes are built through repetition. And repetition is a form of care.

DAY 12: When Attendance Dips Again

Why this Matters

Even steady classes have quieter weeks.

A dip in attendance doesn't mean:

- You did something wrong
- The class isn't working
- You should change everything

It means you're teaching real people with real lives.

Today is about learning how to respond without overcorrecting.

Your Focus Today

Instead of reacting, you'll practice:

- Noticing
- Grounding
- Choosing your next step calmly

This protects both your energy and your class.

Do This (10 - 15 Minutes)

Let's start a reflection exercise.

General guidance on the questions: Answer them honestly. Take your time.

DAY 12

WHEN ATTENDANCE DIPS

ANSWER THE QUESTIONS BELOW HONESTLY

CLASS NAME, DAY/TIME:

WRITE WHAT YOU OBSERVED (FACTS) WHEN ATTENDANCE DIPPED.

WHAT IS THE THOUGHT/S THAT CAME TO YOUR MIND WHEN THIS HAPPENED?

ANSWER THIS GENTLY: WHAT DO I KNOW TO BE TRUE ABOUT THIS CLASS? BEYOND THIS 1 WEEK?

INSTEAD OF CHANGING EVERYTHING, CHOOSE ONE SMALL STEADY ACTION

BEFORE YOU MOVE ON:

YOU DIDN'T FIX ANYTHING TODAY. YOU STAYED GROUNDED. THAT MATTERS MORE THAN YOU THINK. TOMORROW, YOU'LL FOCUS ON **LOCKING IN WHAT IS WORKING** SO STEADINESS CONTINUES BEYOND THIS RESET.



Optional Reflection

How does it feel to respond this way?

- Calmer
- Less reactive
- Still tender
- Something I want to practice

Gentle Reminder

A single week is not a pattern.

Steadiness is built by:

- Staying
- Repeating
- Trusting the process

Remember

You don't need to solve attendance. You need to stay in relationship with it.

And you're learning how.

DAY 13: Lock the Habit

Why this Matters

By now, you've made small shifts:

- How you talk about your class
- How you remind students
- How you respond to quieter weeks

The goal today isn't to add anything new.

It's to **lock in what already feels doable** — so steadiness continues without effort.

Your Focus Today

You'll choose a **simple weekly rhythm** you're willing to keep.

Not forever.

Not perfectly.

Just consistently enough to matter.

Do This (10 - 15 Minutes)

Let's start a reflection exercise.

Answer the prompts below honestly.

Choose what feels sustainable — not aspirational.

TAKE TIME TO REFLECT

EXAMPLES:

- A WEEKLY SCHEDULE POST
- GENTLE REMINDER STORY
- NAMING THE CLASS EXPERIENCE
- SAYING THE IN-CLASS INVITATION
- - CAN BE ANYTHING ELSE!

The One Thing I'll Keep
Doing? This is the habit that
feels easiest to maintain

TAKE TIME TO REFLECT

EXAMPLES

- EVERY MONDAY, MORNING
- 48 HOURS BEFORE CLASS
- RIGHT AFTER TEACHING
- ANY OTHER OPTION THAT WORKS FOR YOU

When I'll do it

TAKE TIME TO REFLECT

EXAMPLES

- REUSING THE SAME WORDING
- USING THE SAME CANVA TEMPLATE
- SETTING A REMINDER FOR MYSELF
- ANYTHING ELSE THAT COMES TO MIND!

How I'll Keep it Simple

Why This Works

Habits don't stick because they're motivating.

They stick because they're:

- Small
- Familiar
- Easy to repeat

You're choosing steadiness over intensity.

A Gentle Reframe

If you worry this isn't "enough," remember:

"Enough, repeated, becomes a lot."

You don't need more effort. You need fewer decisions.

Optional Reflection

How does it feel to commit to one steady habit?

- Relieving
- Grounding
- Sustainable
- Something I trust myself to keep

Before You Move On

Tomorrow is the final day.

You'll look back — not to evaluate, **but to integrate** what you've learned.

Remember

Steady classes are built by habits you can live with. You've just chosen one.

DAY 14: TRUST THE RHYTHM YOU'RE BUILDING

A CLOSING REFLECTION

This reset was never about perfection.

It was about:

- Staying with one class
- Noticing what supports steadiness
- Showing up with care, even when things felt quiet

You took time to reflect.

You practiced consistency over intensity.

You stayed present with uncertainty instead of rushing to fix it.

That matters.

WHAT YOU'RE CARRYING FORWARD

You now have:

- Language you can return to
- A rhythm you trust
- A way of responding without overcorrecting

These aren't tactics. They're practices.



DAY 14: TRUST THE RHYTHM YOU'RE BUILDING

GENTLE REMINDER

Steady classes aren't built all at once.

They're built by:

- Repeating what works
- Letting things unfold
- Trusting the process — even when results aren't immediate

You don't need to look outside yourself for the answer.

You already know how to show up with care.

BEFORE YOU CLOSE THIS GUIDE:

Take a moment to acknowledge this:

You stayed.

You practiced steadiness.

You didn't rush yourself.

That is the work.



Honor the class you're building.

Honor the pace you're choosing.

And trust that consistency — practiced gently — will continue to shape what comes next.

With care,
Aparna



Let's be friends.

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