



## Wood Element — Prana Pilates Module Questions

### Section 1: Theoretical Understanding

1. Which two organ systems and meridians are associated with the Wood Element, and what are their main functions?
2. How does the Wood Element embody both *structure* and *flexibility* in movement and mindset?
3. What emotions arise when Wood energy is balanced versus when it is stagnant or excessive?
4. Why is the Wood Element associated with vision and direction, and how does that relate to setting intention in practice?
5. Describe how the season of **spring** mirrors the qualities of the Wood Element within the body and spirit.

### Section 2: Anatomical & Energetic Integration

1. Which areas of the body are most influenced by the Liver and Gallbladder meridians, and how do they support mobility?
2. How do side bends and spinal twists nourish and balance Wood energy in a Prana Pilates class?
3. In what ways does healthy hip mobility support both physical and emotional flow?
4. Describe how breath and spinal wave motion (like Somatic Cat-Cow or Sufi Grinds) awaken Wood's expansive quality.
5. What are three Prana Pilates movements that directly stimulate or harmonize Wood Element energy?

### **Section 3: Emotional & Psychological Application**

1. How can movement help transform frustration or anger into creative and focused energy?
2. What does it mean to “move with direction and purpose” when working with the Wood Element?
3. How might emotional stagnation in the body show up physically, and how can Wood practices help release it?
4. Describe a personal or teaching experience where you embodied the resilience and flexibility of a tree.
5. How can breathwork and mindful awareness support emotional regulation and flow during a Wood Element practice?

### **Section 4: Practical Teaching Application**

1. What is your primary teaching intention when leading a Wood Element–inspired Prana Pilates class?
2. Which anatomical focuses or movement patterns best awaken the Liver and Gallbladder pathways?
3. How would you verbally cue a student to embody the Wood Element through breath, movement, and intention?
4. What teaching adjustments would you make for students who show signs of excessive Wood energy (tension, frustration, over-effort)?
5. How can journaling or reflection after class deepen a student’s integration of the Wood Element experience?