

1.1b) Guidance for preparing your 30 minutes Micro Teaching of Asana Lesson Plan

From the diploma assessment booklet:

Assignment Task 1.1b: Micro Teaching of Asana

The application of principles of anatomy and physiology to the teaching of Asana

Student teachers will, within their peer group, teach a thirty minute¹ micro teach, based on the Asana for which they have completed a detailed posture profile. A lesson plan will be submitted by the student teacher to the tutor for approval in advance and negotiated between tutor and student teacher, with sufficient time to amend the plan if necessary. The lesson plan will be completed on the template provided and will be marked against the learning outcome assessment criteria listed on the Lesson Plan 1.1 Assessment Front Sheet that follows in this assessment booklet.

The teaching session will include the following elements:

- a) Preparation for the main posture including warming of muscles and mobilising of joints and preparatory postures, which may take the form of modifications of the main posture. Preparation should be based on analysis of key joints and muscles identified in the posture profile.
- b) Integration of the breath if appropriate either in breathing coordinated with movement or in static posture.
- c) A staged approach to teaching the posture including at least one stage suitable for beginners/the less physically able.
- d) Areas for caution and common medical conditions that may be adversely affected by the posture (if any) and suggested modifications or alternatives.
- e) The use of at least one teaching aid or prop should be explained or demonstrated.
- f) Counter pose to ease and rebalance the body after the main posture.
- g) At least one benefit of the main posture. Discrimination should be shown in the choice of benefit, which should be explained as part of the teaching.

Teachers will demonstrate during the teaching:

- h) Clarity in giving instructions, teaching points and explanation of practices; audibility.
- i) Integrity of movement in demonstrations, according to the student teacher's own physical capacity.

Whilst it is not an assessed aspect of the teaching practice, student teachers should be encouraged by their tutor:

- to ensure that demonstrations of key aspects of main posture(s) are watched by their peers.
- to observe their peers as part of developing their teaching skills.

The teaching should be followed by a feedback session involving the tutor and peers.

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To create your lesson plan

- In essence this is a 30 minute class to be aimed at **beginners or first year students**
- **See my example lesson plan for uttanasana** to help you create your plan
- And remember:
 - a. Use SMART from meeting one for writing your learning outcomes, i.e. they should be specific, measurable, achievable, realistic and time bounded; also of the three types, i.e. cognitive (knowing), psychomotor (doing) and affective (feeling). 3 to 5 learning outcomes are a good number. Keep them simple choosing **key** things you want students to learn from doing the practice.
 - b. You must use your posture profile to help you write the plan, especially relating to good preparation. So decide which areas of the body require mobilization, stretching or strengthening and if there any important teaching points you could introduce earlier in the class.
 - c. Decide on some good potential preparatory movements **then go to your mat** and because we can become overly intellectual about this where the mind can get in the way, overcomplicating matters, it is best to choose a starting place and **let your body and breath guide you towards the peak pose, whilst incorporating some good specific preparation along the way.** Your body will know what feels good, and what can easily follow each movement. Whilst in a longer class you can spend more time working generally here you will really **need to focus upon specifically preparing for the peak pose.**
- You should devote a little longer to exploring the peak posture than for other poses. Here you will need to **give at least a couple of stages**, and it is good practice to give a modified version first, then the main pose, perhaps also then offering a development.
- You will need to finally give a good counterpose, which can be one asana or several.
- The proforma lesson plan will be emailed to you and there is a copy available for download at website yoga-ayurveda.co.uk (password Shakti)
- It is a really good idea to see the Assessment criteria for the actual teaching practice which are copied at the end of these guidelines and are also available on the website. This lists what I will be primarily looking for on the day of teaching.

Finally please note:

1) In your 30 minutes micro asana teaching practice lesson plan you must include cautions for the following conditions so please refer to your cautions handout plus the Principles of Forward bending etc. handouts & your own common sense and experience:

- HBP/CAD
- Lower Back/Sciatica
- Knee Conditions
- Neck Conditions
- Wrist Conditions

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If you want to include any others for conditions such as osteoporosis, hiatus hernia where you feel it is applicable you can do so, but it is not essential.

2) Remember to also include the teaching of the use of one aid or prop in your 30 minutes asana class, for instance:

- You might include the use of a block for a sitting pose
- The use of a belt for a supine hamstring stretch
- The use of a blanket beneath buttocks for a seated spinal twist
- The use of a chair for a half forward bend etc.

You can always email me if you have any questions or need any further help!

Sarah

AFS Unit 1: Task 1.1b Assessment of Micro Teaching of Asana

This task provides evidence for the following learning outcome assessment criteria: Unit 1: 1.2-1.4; 2.1-2.3; 4.1-4.2; 5.1; 6.1 Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1		
Unit 1 Learning Outcome 1: Know and understand how to apply principles of anatomy and physiology to the safe and effective teaching of Asana		✓
Assessment Criteria 1.2:	Give teaching points that promote alignment, strength and flexibility	
Assessment Criteria 1.3:	Identify and teach appropriate modification according to student need	
Assessment Criteria 1.4:	Explain areas of caution applied to the teaching of specific Asana	
Unit 1 Learning Outcome 2: Understand the principles of preparation for Asana and counter pose		
Assessment Criteria 2.1:	Demonstrate examples of warming and mobilising	
Assessment Criteria 2.2:	Choose preparatory movements according to principles of posture analysis, to prepare the body for main postures	
Assessment Criteria 2.3:	Choose counter pose to ease and rebalance after the main postures	
Unit 1 Learning Outcome 4: Understand how to differentiate according to differing physical capacity and experience of students		
Assessment Criteria 4.1:	Explain and demonstrate how a posture may be taught in stages	
Assessment Criteria 4.2:	Explain the use of a teaching aid	
Unit 1 Learning Outcome 5: Be able to use verbal instruction and physical demonstration to teach Asana		
Assessment Criteria 5.1:	Demonstrate clarity of instruction & integrity of movement in teaching a variety of postures	
Unit 1 Learning Outcome 6: Know how to integrate the breath in Asana		
Assessment Criteria 6.1:	Demonstrate ways of using the breath in static or dynamic posture	

Name of student teacher:		Date of micro teaching:
The teaching session will include the following elements:	P/R	Tutor's Comments: Tutors must consider assessment criteria for the above learning outcomes when assessing these items.
a) Preparation for the main asana based on analysis of the key joints and muscles identified in the posture profile; including warming of muscles, mobilising of joints and preparatory postures. <i>Refer to Unit 1: Assessment Criteria 2.2 and 2.1</i>		
b) A staged approach to teaching the posture		

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including at least one stage suitable for beginners or the less physically able. Stages should be explained on the posture profile and those taught referred to briefly on the lesson plan. Refer to Unit 1: Assessment Criteria 4.1		
c) Unit 1: Assessment Criteria 1.2: Give teaching points that promote alignment, strength and flexibility. This should be based on preparation for and analysis of the posture contained in the posture profile.		
d) Unit 1: Assessment Criteria 6.1: Demonstrate ways of using the breath in static or dynamic posture		
e) Unit 1: Assessment Criteria 2.3: Choose counter pose to ease and rebalance after the main postures		
f) Areas for caution and common conditions. Unit 1: Assessment Criteria: 1.3: Identify and teach appropriate modification according to student need Unit 1: Assessment Criteria: 1.4: Explain areas of caution applied to the teaching of specific Asana This should be explained in the posture profile and suggested modifications or alternatives should be given in teaching the posture.		
g) Unit 1: Assessment Criteria 4.2: Explain the use of a teaching aid At least one teaching aid should be explained or demonstrated during the teaching practice.		
1.1b Micro Teaching of Asana: Teaching Style Where instructions/explanations are inaudible, confused, disjointed, limited or inaccurate to the extent that learners' ability to practice techniques/learn is significantly compromised, the teaching practice will be referred.		
The student teacher will demonstrate:	P/R	Tutor Comment:
a) Clarity in giving instructions, teaching points and explanation of practices. b) Integrity of movement in demonstrations, according to the student teacher's own physical capacity. Refer to Unit 1: Assessment Criteria 5.1		