**1.1 b Micro Teaching of Asana and Posture**

**Profile Assessment Front Sheet.**

**Name of student teacher:**

**Date of Teaching:**

All elements must be achieved to the required level for a Pass. Those that are not achieved will be referred for further assessment. Reasons for referral must be clearly stated in tutors’ comments. Tutors need not comment on all criteria but will comment on specific strengths and areas for development. In cases of referral only criteria not met will be reassessed and tutors will only comment on reassessed elements. **The teaching practice description appears in full in the Unit guidance and teaching must be in accordance with it. The lesson plan will be assessed in advance in accordance with the requirements of Unit 3.**

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| **1.1a Posture Profile.**  **1.1 b Micro Teaching of Asana**  Student teachers will, within their peer group, teach a thirty minute session of an Asana for which they have completed a detailed posture profile. A lesson plan will be submitted for approval by the tutor in advance. | | This task provides evidence for the following syllabus criteria: Unit 1: 1.1-1.4; 2.1-2.3; 3.1; 4.1-4.2; 5.1; 6.1 Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1 |
| The posture profile will contain all elements stated on the profile; understanding of anatomical principles will be demonstrated in explanations and application of principles to the teaching of Asana. | P/R | Tutor comments |
| The teaching session will include the following elements: | Where an element of the session is missing or inadequately covered the assessor will make a judgement as to whether this significantly compromised the learners’ safety or ability to practice techniques/learn in deciding whether to pass or refer | |
| P/R | Tutor comments |
| a) Preparation for the main asana, including warming of muscles and mobilising of joints and preparatory postures. Preparation should be based on analysis of the key joints and muscles identified in the posture profile. |  |  |
| b) Integration of the breath either in breathing co-ordinated with movement or in static posture. |  |  |
| c) A staged approach to teaching the posture 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. |  |  |
| d) Teaching points to promote alignment, strength and flexibility, based on analysis of the posture or preparation for the posture contained in the posture profile. |  |  |
| e) Counterpose to ease and rebalance the body after the main posture. |  |  |
| f) Areas for caution and common conditions that may be adversely affected by the posture (if any) should be explained in the posture profile and suggested modifications or alternatives should be given in teaching the posture. |  |  |
| g) The use of at least one teaching aid should be explained or demonstrated during the teaching practice. |  |  |
| The student teacher will demonstrate: | 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. | |
| h) Clarity in giving instructions, teaching points and explanation of practices. |  |  |
| i) integrity of movement in demonstrations, according to the student teacher’s own physical capacity. |  |  |
| General comments of tutor/assessor:  Signature: Date: | | |
| **A post lesson reflective evaluation should be completed by the student after peer and tutor feedback** | | |