By creating a scheme of work (SOW), assignment 4.1, you will be showing you can build skills, knowledge and understanding over a course of 10 weeks of 90 minutes classes.

|  |  |
| --- | --- |
| **4.1: Option 1** | **4.1: Option 2** |
| Create an **actual** ten weeks course you will teach to new students or to existing students of your own. Lessons must be for 90 minutes.  There can be one or two breaks within the course as needed.  **You will need to create a Scheme of Work (SOW) header sheet and a Course Plan plus create a Student Course Evaluation Form.**  Teaching this course can make up your 15 hours of recorded teaching practice for Part 2 (i.e. 10 x 90 minutes).  To make it recorded teaching however remember you have to fill in the new Post Lesson Reflective Evaluation Form (PLRE) for each class & email your PLREs to me. | Create a **hypothetical** course of ten weeks that will not be taught at this time. Lessons are still for 90 minutes.  **You will still need to create a Scheme of Work (SOW) header sheet and a Course Plan plus create a Student Course Evaluation Form.**  You can then make up your 15 hours of recorded teaching by teaching your own classes or covering classes and if the actual classes taught are less than 90 minutes then you will need to teach more classes to make up the 15 hours for Part 2 e.g. 60 minutes class x 15 classes  Again, to make up your recorded teaching you have to fill in the new Post Lesson Reflective Evaluation Forms (PLRE) for each class & email them to me. |
| **4.2 Detailed Lesson Plan for Everyone** | |
| Whichever option you choose you will then have to create **one detailed lesson plan** based on one of the weeks of the ten weeks course plan. To create your detailed lesson plan you must follow the guidelines for 4.2 outlined later. | |
| **4.3 Assessed Class Teaching for Everyone** | |
| You can use the 4.2 Detailed Lesson Plan for your **assessed class teaching** (ACT) where myself or another DCT will come and observe. If necessary, you will also have to refine the 4.2 lesson plan for another group that you are actually teaching, checking all practices are suitable and adding any additional cautions. | |
| **Please read the guidelines below carefully as they will lead you through each step!** | |

**4.1 The steps to creating your Scheme of Work (SOW) and Course Plan:**

**Having decided upon your overall course theme see the SOW Header Sheet:**

**Step One: Initial logistics of the class**

See the annotated SOW header sheet to help you to complete the initial boxes of the header sheet using hypothetical details if needed.

**Go to the Course Plan:**

**Step Two: Weekly Themes/Principles of Yoga**

Take a look at the format of the ten weeks course plan to see how you could choose different themes for the ten weeks and write them up in the first column. These can be written very briefly e.g. the co-ordination of breath and movement, the relationship between the breath and mind etc. It may be that you can tie up your choice of asana, breath work, relaxation etc. with the themes so bear this in mind. **See the examples given.**

**Step Three: Main Poses**

You need to choose main postures for the course plan bearing in mind the needs of the group. One or two poses must be chosen that can be more fully explored in each week’s class. There should be some sense of development so for instance we do not focus upon sarvangasana (shoulderstand) in the initial weeks as this would be better done in the latter weeks or last week. It is also a good idea to choose different kinds of asana each week e.g. forward bend, backward bend, side bend, twist, balance inversion etc. Or you may find main poses that are very helpful for your theme.

**Step Four: Specific Preparatory Poses**

Now choose specific preparatory poses to prepare for the peak poses which will be incorporated into each week’s lesson plan. These can prepare specific muscles needing strengthening or releasing and joints requiring mobilization, or preparation that can carry important teaching points for the peak pose(s)***.*** Plus, you might like to give preparatory poses for a peak pose to come in the next class or classes if it feels pertinent to do so as longer-term preparation; and here to show your thinking please indicate if a preparatory movement/pose is for a later pose by including the week number e.g. (wk5).

**Step Five: Developments & Variations for asana**

We will then hopefully practice the peak pose in later weeks as familiarity is necessary for learning, but in later weeks you might like to include a development that some students can use so there is a sense of growth. You may also like to introduce a variation, which can be good for interest and to help keep the body and nervous system ‘awake’. If you choose to do this then you can add these poses to the peak pose box and indicate it is a development or variation showing which week the pose relates to e.g. (wk3 vari) or (wk5 dev)

**Step Six: Counterposes for Main Poses**

Choose specific poses to counterpose the peak pose(s) so we can return the body to balance.

Note: to complete steps 3 to 6 you may like to use the asana grid for planning – that is your choice!

**Step Seven: Breath Work**

*Some examples of Basic Breathing & Simple Pranayama we can consider including:*

Abdominal breathing into hands semi-supine

Ribcage/mid chest breathing into hands semi-supine

Upper chest breathing into hands semi-supine

Three-part breath breathe into hands semi-supine

Dynamic three-part breath semi-supine

Watching movement of diaphragm semi-supine

Feeling where breath moves body semi-supine

Standing rib stretch & Stand lung cleansing

Vedic breath standing

Seated yogic breath

Straw breathing

Hasta Mudras

Hathenas

Extending exhalation

Ujjayi

Nadi Sodhana no ratio

Viloma

Anuloma/Pratiloma

Brahmari etc.

Do not teach beyond your own experience and please note that it is often good to teach the same technique for more than one consecutive week because familiarity is necessary for learning.

**Step Eight: Relaxation and Meditation**

Progressive Neuromuscular Relaxation (PNR) aka Squeeze & Release

Autogenic Relaxation (using mind to relax body e.g. warm & heavy etc.)

Visualization: journey, colour, safe place, senses, grounding

Yoga Nyasa Relaxation: breathing through areas of body

Mini Yoga Nidra

Simple breath awareness meditation

Simple mindfulness meditation, noticing what is present

Mountain meditation

Again, these are just some ideas and hopefully you will have your own. Note you can teach the same technique for several consecutive weeks and it may be that you feel your group will only work with relaxation rather than including some meditation – remember this will depend upon the level of experience and needs of your group. Only teach what you personally are familiar with!

**You can now write up your chosen breathing practices/pranayama and relaxation/meditation practices in the Course Plan.**

You may need to return to your SOW header sheet if you have decided to make changes in the content of the classes…………….

**In summary you will need to:**

* **Create a header sheet for your scheme of work.**
* **Complete a course plan for the ten weeks course**
* **Include a course evaluation form, which can also include a student self-assessment form if you wish**
* **Please let me mark this before you move on to creating your detailed lesson plan for 4.2!!**

**Then you will be able to create a detailed lesson plan for one of the weeks of the ten weeks course**

**4.2 The steps for creating your detailed lesson plan:**

Once the Scheme of Work and Content Plan have been checked and marked then you can create your detailed lesson plan. When you do so bear in mind that you can also use this same lesson plan for your Assessed Class Teaching (4.3) so consider which week of the course you will choose to make a more detailed plan from so that it will also be useful for your ACT.

So please write your detailed lesson plan based on a chosen week of the course plan in the usual lesson plan proforma (with separate rows for each part of the content), remembering you will have to look along that week’s row in the Course Plan to see the main practices to be included in your lesson plan for that week. You can also add other asana and elements to make it a balanced, well flowing practice. **The best advice is to take your elements and go to your mat letting your body and breath guide you, seeing how they can best fit together - never try to plan solely in the mind!!**

Note with regards to group needs and cautions:

* Your lesson plan must meet the specific needs of your group so it is pitched at the right level.
* For this detailed plan you have to include as a minimum the cautions for:
* **High blood pressure**
* **Pain/degenerative changes/injury for Low back, Knee, Neck, Wrist**
* **Pregnancy**
* **Plus, any areas specific to the group being taught**
* Keep your lesson plan concise, making it a useful working document to which you can refer when teaching

If you are not running a 10 weeks course then you can still the use the same lesson plan for 4.3 ACT but may need to make small adjustments to it depending upon the group to be taught.

* If borrowing a class then nearer the time you will need to ask the regular teacher at what stage they are in their yoga journey and who is regularly in their classes so you will know which cautions to give in the final version of the lesson plan, note that the minimum cautions above still need to be included.
* If you are specially setting up a class for one class only but again you will need to know who is expected beforehand and plan accordingly. There must be a minimum of 6 students for the ACT so it is good practice to ask along some extra students just in case.

In this way you can write your 4.2 Detailed Lesson Plan ahead of time but can make small changes as needed nearer the time of teaching.

**4.3 Your Assessed Class Teaching Practice:**

You can work through April, May & June to complete your (4.1) SOW and Course Plan, plus the (4.2) Detailed lesson plan. But must have 4.1 and 4.2 assessments **completed and marked by our meeting 6 on 21st July,** when we start another assignment.

You can then organize your ACT (4.3) to take place before 8th December.

As you are creating your course plan and detailed lesson plan think ahead about your plans for teaching your ACT deciding if and when you would like to run your 10-week course; this could be a stand-alone course, one which initiates your teaching so you carry on afterwards, or a series of classes in your regular classes. Alternatively, you can approach a teacher and ask if it will be possible to teach his/her class at a particular time later this year. **You must have completed the ACT by the end of this year.**

For the ACT it would also be possible to have two or three specially set up classes in one day if you prefer. Here you can hire a hall and make sure there will be **at least 6 students** in each class, note these cannot be all peers or yoga teachers, regular students must be in the majority.

I will want to tie up several ACTS together so will ask you in June/July when your classes are or what you feel you can arrange so that we can organise them all ahead of time.

At any point please ask if you need any help!