



Guide for Assignments 4.1, 4.2 & 4.3

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
<p>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.</p> <p>There can be one or two breaks within the course as needed.</p> <p>You will need to create a Scheme of Work (SOW) header sheet and a Course Plan plus create a Student Course Evaluation Form.</p> <p>Teaching this course can make up your 15 hours of recorded teaching practice for Part 2 (i.e. 10 x 90 minutes).</p> <p>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.</p>	<p>Create a hypothetical course of ten weeks that will never be taught. Lessons are still for 90 minutes.</p> <p>You will still need to create a Scheme of Work (SOW) header sheet and a Course Plan plus create a Student Course Evaluation Form.</p> <p>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</p> <p>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.</p>
4.2 Detailed Lesson Plan for Everyone	
<p>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.</p>	
4.3 Assessed Class Teaching for Everyone	
<p>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.</p>	
<p>Please read the guidelines below carefully as they will lead you through each step!</p>	

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

Step One: Initial logistics of the class

Complete the initial boxes of the header sheet using hypothetical details if needed. You can decide upon:

Tutor Name (Me)
 Course Title
 Day & Time of Course
 Length of Class (90 minutes)

Length of Term (10 weeks!)
 Venue
 Number of students
 Experience of students

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Note that this is a great chance to create a beginners course for those who are new to yoga or it could be an opportunity to create a course to teach an overall theme. When writing up the level of experience an example would be:

Beginners with several students with one to two years of experience (75%/25%)

Some examples of course themes are:

Yoga for Relaxation

Yin & Yang Yoga

Yoga for Beginners

Yoga for the Chakras

Yoga for Runners

Mindfulness Yoga

Yoga for back problems....

Look at the ten week 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.

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 first 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. ***The asana grid can be helpful at this step and for the next two steps: at this step you will choose peak poses and place them in the grey squares. (I will email a copy in case you wish to alter the format)***

Step Four: Specific Preparatory Poses

Choose specific preparatory poses to prepare for the peak poses which will be incorporated into each weeks lesson plan. These can prepare specific muscles and joints or carry important teaching points. ***Using the asana grid we can place specific preparatory poses in the boxes along the horizontal line to the left of the grey peak pose so that we are including targeted preparation for the peak poses in earlier weeks.***

Step Five: Developments for asana

We can then practice the same asana for following weeks or bring in a variation or a development so there is a sense of growth. Here it is always worth spending some time practicing the same asana several times at least as familiarity is necessary for learning but then some variation is both good for interest and to help keep the body and nervous system 'awake'. ***Using the asana grid we can write these up along the horizontal row to the right of the grey peak pose box.***

Step Six: Counterposes for Main Poses

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

All of these chosen practices can now be written up in the Course Plan – the asana grid is just a tool to help you although you can always submit it if you wish to.

Step Seven: Breath Work

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

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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.

These are just some ideas and hopefully you have your own. 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/pranayamas and relaxation/meditation practices in the Course Plan.

Returning to your SOW header sheet.....

Step Nine: Course Aims

Bearing in mind your group what would be your suitable overall **course aims** be? For instance if it is new group who are beginners then could these include giving an introduction to what yoga is, how we incorporate the breath in asana or move mindfully; if it is a group of work colleagues then might these be to provide an opportunity to experience mental and physical relaxation? For example:

The Course Aims are: *By the end of the course I intend to teach several foundational principles of yoga theory with regards to the practice of asana, basic breathing and relaxation, and enable students to put them into practice. There will be differentiation whenever possible so students will be able to choose the most suitable level of practice. I will endeavour to create a welcoming and supportive atmosphere and encourage students to share their experiences of the practices.*

Remember that aims are always quite general in nature and provide an overview of what you as the teacher intend to do.

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Step Ten: Course Learning Outcomes

You will need to provide a set of overall **learning outcomes** for the whole ten weeks. For a whole course these will still be specific but often encompass points of a slightly wider perspective. They must still cover all three learning domains i.e. cognitive (knowing), psychomotor (doing) and affective (feeling/sensing) and ideally overall they will relate to different aspects of the class e.g. theme/theory, asana, breath work, relaxation etc. Please think of this in terms of what will most benefit your group and from 6 to 10 will be a good number of course learning outcomes. Finally you also will need to provide your rationale behind your choices so do not forget this. E.g. *By the end of the course students will be able to/have:*

Psychomotor:

- *Practice several 'classical' foundational asana using modifications as needed*
- *Demonstrate several approaches to practicing asana, to include an awareness of the breath and 'playing the edges'*

Cognitive:

- *Identify several asana helping to release areas of tightness or strengthen weakness within their own body,*
- *Describe how basic breathing is a necessary foundation for pranayama, noticing any existing dysfunctional breathing patterns*

Affective:

- *Feel confident they can practice at least one relaxation technique at home*
- *Be comfortable & motivated to use a variety of physical aids within asana*

Remember to reflect upon the most important aspects of learning you want students to come away with having attended the course.

Step Eleven: Course Teaching Methods

Outline your chosen methods of teaching and provide a rationale for your choices. These might include verbal instruction, reiteration, whole class demonstration, one to one demonstration, working alongside students, handouts, posters, presentation, staging for different capabilities, offering of modifications before practicing, time for reflection and so forth. They must be those that will be appropriate for your group of students. Please remember to include your rationale behind your choices.

Step Twelve: Course Methods of Assessment

Choose the methods of assessment you will use. You will need to be very specific for the individual lesson plans and here for the header sheet you can be a little more generalized, for instance closely observing students as they practice asana, noticing if they take the correct modifications offered; questioning students regarding specified facts; initiating discussions on particular issues.

Note: There must be an **initial assessment** to help you have a starting point of students' health and experience etc. and usually this will be done via the student questionnaire along with additional questioning for clarification as needed. There must be **on-going assessment** for instance closely observing students as they practice, observing if they take the correct modifications offered, questioning students regarding specified facts; initiating discussions on particular issues.

If you wish you can also include **summative assessment** for instance a student self-assessment form that can be given as the end of the course.

Some teachers will also include **interim assessment** where they formalize assessment at the mid point of the course such as encouraging student's self reflection on development with a partner, feeding back to the

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whole group; having an interim self-assessment form to see how students feel they are progressing; whole group discussion etc.

Step Thirteen: Course Methods of Evaluation

Decide upon your evaluation methods. There will be **on-going evaluation** methods such as writing PLREs, making notes in class and at the end of class, and as the **final evaluation** as part of this **you must create a short course evaluation form** that can be given to the group. This needs **to ask questions about your teaching and the course itself** and to help you please see our example student self-assessment/course evaluation form.

Step Fourteen

Decide upon which teaching resources students you will have available e.g. lesson plan, handout, poster, candles, music etc. You will also need to outline those you expect students to bring along and those your venue will supply.

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 (also a student self-assessment form if you wish, remember this can be combined together at the end so the course evaluation form elicits feedback regarding your teaching & the course content & the self-assessment form asks for students' reflections on their own progress)

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 to 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, i.e. consider if you are planning to do your ACT by:

- 1) Teaching the whole course, so you need to choose which week to make a detailed plan from. (timing for ACT?)
- 2) Teaching your own class but not teaching the whole course, so can choose any week to base your plan on
- 3) Borrowing a class for a one off class so you can just choose one of the weeks of the course for your plan
- 4) Specially setting up a one off class so again you can just choose a week from the course plan

So please write your detailed lesson plan based on a chosen week of the course plan, 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.

You will need to use the lesson plan proforma given to you completing the header sheet and contents pages as always. 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 cautions for:
 - *High blood pressure*

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- *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 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:

Timings

To create your SOW i.e. header sheet and content plan, plus the detailed lesson plan you can work through April, May & June to have it all **completed and marked by our meeting five on 9th July**, when we start another assignment. You can then organize your ACT (4.3) to take place between 9th July and 10th December. My advice is to start soon whilst our studies are still fresh, and to email me what you have as soon as it is ready.

As you are creating your course 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.

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.

At any point please ask if you need any help!