## Scheme of Work for a Ten Week Yoga Course

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| **Tutor Name:** your name and unique learner number | | **Date:** of submitting first draft |
| **Course Title:** e.g. Yoga for Beginners | **Day and Time:** can be hypothetical | **Length of Class:** has to be 90 mins |
| **Length of Term:** 10 weeks | **Venue:** can be hypothetical | **Number of Students:** has to be more than 6 and less than 25, can be a range |
| **Level of experience of students for whom the course is intended:** Make this clear, not just stating mixed e.g.  Beginners with several students with one to two years of experience (75%/25%) or  Students with more than a year of regular attendance of yoga classes | | |
| **The Course Aims are:** Succinctly outlining your overall intentions for the course e.g.  *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. | | |
| **The Course Learning Outcomes are:** By the end of the course students will:  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 that help 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.  **Give your reasons for your choice of learning outcomes:**  Here you will need to provide some reasoning behind your choices of LOs, such as:  From the very beginning of practicing asana students can be encouraged to use a variety of physical aids so that their practice becomes very individual, ensuring a safer and more effective practice of asana. | | |
| **Describe the teaching methods and reasons for choosing these:**  These might include: whole group and individual demonstration, verbal instruction, reiteration, presentation, stories, poems, some use of Sanskrit alongside English, mirroring, partner work, whole group & partner discussion, ideas for home study, handouts, posters, models etc. Giving your reasons for your choices. | | |
| **Teaching Resources:**  Your choice: which could include use of a flip chart, music, chairs, bolsters etc. | | |
| **Details of initial assessment:**  You need to initially determine a student’s starting point so could this include use of the Student Questionnaire, verbal questioning etc.? | | |
| **Ongoing methods of assessing students:**  How will you know how students are progressing? For instance, through close observation, noting if the most helpful modifications are used, questioning of students, initiating discussions, use of an interim student questionnaire to see how students feel they are progressing, self-reflection on progression with a partner, use of a journal etc. | | |
| **Indicate how you will be evaluating your teaching:**  Here you need to consider how you will be able to determine how your own teaching is being received and if there are any changes to be made during the course and afterwards for future learning. During the course might you make notes during and after each class, elicit verbal feedback from students individually and as a group, note how students feel they are progressing through their self-assessment, create a course evaluation form to be given at the very end of the course?  ***Design an evaluation form for your learner to fill in near or at the end of your course of classes and attach****.*  You must design a course evaluation form as part of this assessment – a rough example has been given to you. | | |
| **Equipment students will bring:**  What will you expect students to supply e.g. mats, blocks, blankets etc.?  **Tutor centre will provide:**  What do you need from the venue to supply e.g. adequate heating, clean floor, door key, toilets etc.? | | |