



Assignment 6.3 Teaching of Pranayama, Kriya, Mudra Bandha

Formal Guidelines:

Student teachers will within their peer group take a **maximum of twenty minutes** to teach a pranayama, with or without prolonged retention but observing all four stages of breathing and either a kriya, mudra or bandha. The teaching will be followed by group discussion and evaluation. A lesson plan will be submitted by the student teacher to the tutor for approval in advance as negotiated between tutor and student teacher. The plan will contain all information required in the proforma format for lesson plans and will be assessed according to the criteria set out in the front sheet for assessment of lesson plans. **(You have a copy of this in your course information – Assessment Handbook and there is also one on the course website)** The teaching session will include the following elements:

- a) Settling the students into practice including comfort in posture and opening breath awareness; attention to any environmental factors which may affect practice
- b) Teaching the chosen pranayama and kriya, mudra or bandha, including explanation, teaching points, preparation for and building up to the practice aids and modified practice as appropriate to the chosen techniques, areas for caution.
- c) Gradual return from practice.

Student teachers will demonstrate:

- d) Clarity of instruction and explanation.
- e) Knowledge and understanding of the chosen techniques through their explanation and teaching points.
- f) The ability to present information in a logical order and to build explanation and guidance step by step in a way suitable for students **new to the technique**.
- g) The ability to observe students, offer individual attention if needed and to pace their teaching according to the needs of students and nature of the practice.

The aims and learning outcomes of the session need not be verbally stated but should be clear from the teaching. **The teaching itself should reflect how the student would teach in a class teaching situation.** Any practical benefits stated should be realistic in terms of western science. Any esoteric benefits stated should be supported by reference to source yoga texts.

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

Note: if any previous experience of a particular technique or important piece of knowledge is expected then you can add this to the level of experience box in the header sheet.

Allocations:

Please see which teaching practice you have been assigned and note that in a future home study sheet you will be reminded to start your lesson plan, having one month to email me a first lesson plan. Then you will have another month to make any final adjustments to the plan as well practicing/teaching the technique.

Do not be concerned if we have not as yet covered your technique in class, as this will always be done in good time at our future meetings.

	Teach in:	Technique	Meeting to start lesson plan:	Name
1.	Meeting 3 April 2019	Natural Breath Ujjayi (No ratio) Ujjayi (1:0:1:0) Natural Breath & Chin Mudra at the close	1	Jayne Wilkinson
2.	Meeting 4 May 2019	Natural Breath Ujjayi (No ratio) Ujjayi (1:0:2:0) Natural Breath & Dhyana Mudra at the close	2	Bryan Simpson
3.	Meeting 5 June 2019	Vishnu/Mrgu Mudra (for use in Nadi Sodhana) Natural Breath Nadi Sodhana (No ratio) Nadi Sodhana (1:0:1:0) Natural Breath Gyana Mudra at the close	2	Sally Kemp
4.	Meeting 5 June 2019	Intro to Kapalabhati Natural Breath Anuloma Pranayama (1:0:2:0) Natural Breath	3	Rosemary Roberts
5.	Meeting 6 July 2019	Kapalabhati Natural Breath Pratiloma Pranayama (1:0:1:0)	4	Barbara Lamb

		Natural Breath		
6.	Meeting 6 July 2019	Intro to Mula Bandha & Jalandhara Bandha Natural Breath Ujjayi (1:0:1:0) Ujjayi (1:1:1:0) Ujjayi (1:1:1:0) With MB & JB on AK Natural Breath	4	Jane Cullingford
7.	Meeting 7 August 2019	Intro to Mula Bandha & Jalandhara Bandha Natural Breath Nadi Sodhana (1:0:1:0) Nadi Sodhana (1:1:1:0) With MB & JB on AK Natural Breath	5	Jessie Fowler
8.	Meeting 7 August 2019	On Exhale Brahmari (fingers to ears) Intro to Yoni Mudra (aka Shanmukti) Brahmari & Yoni Mudra	5	Carolyn Ruddell
9.	Meeting 8 September 2019	Sitkari/Shitali Tratakem (kriya)	5	Wendy Evans
10	Meeting 8 September 2019	Bhastrika Viparita Karani Mudra	6	Julie Hancock
11	Meeting 9 October 2019	Bhastrika Sitkari/Shitali (1:1:1:0) with Mula Bandha & Jalandhara Bandha on	6	Heidi Lawton

		A.K.		
12	Meeting 9 October 2019	Natural Breath Ujjayi (1:0:1:0) Ujjayi (1:1:1:1) Natural Breath Bhoochari Mudra at the close	6	Jane Butcher
13	Meeting 9 October 2019	Intro to Uddiyana Bandha Natural Breath Ujjayi (1:0:1:0) Ujjayi (1:0:1:1) JB, MB, UB on BK Natural Breath	7	Hannah Gill
14	Meeting 10 November 2019	Natural Breath Nadi Sodhana (1:1:1:1) Shambhavi Mudra at the close Natural Breath	7	Jennifer Kerrisk
15	Meeting 10 November 2019	Nadi Sodhana (1:0:1:0) Bhastrika alternate nostrils and then Bhastrika with both nostrils with MB & JB on the AK	8	Clare Sumner
16	Meeting 11 December 2020	Yoga Mudra 1:1:1:1	8	Rebecca Bliss
17	Meeting 11 December 2020	Maha Mudra I 1:1:1:0 MB JB & Shambhavi Mudra on AK	9	Jane Barnes
18	Meeting	Maha Mudra II	9	Sam Wade

	11 December 2020	1:0:1:1 & MB, JB, UB & Shambhavi Mudra on BK		
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An additional consideration:

- Please use the lesson plan proforma which has separate rows for the content so that each timed aspect of the class is separate – then it becomes straightforward to keep the information aligned across the page.

Remember when teaching:

- Always attune to the breath first & resume natural breathing between rounds as relevant.
- Always stage the practices and give alternatives as needed
- You can move from stage to stage without stopping as long as your teaching points enable students to stay at the appropriate stage
- If a student is holding kumbhaka (breath retention) for more than 10 counts both Jalandhara Bandha & Mula Bandha are always needed
- Always provide an anchor so the mind will stay focused

Finally:

See the assessment criteria against which the teaching practice will be marked as below:

AFS Unit 6: Task 6.3, Pranayama, Kriya, Mudra and Bandha

Teaching Assessment Front Sheet

Tutors must refer to the following learning outcome assessment criteria from the BWYQ Level 4 Qualification Unit Specifications to evidence that the student has achieved the desired knowledge and skills required for them to be awarded this component of the regulated qualification. Comments on the assessment sheets and any rationale to 'refer' or 'pass' should consider these assessment criteria.

This task provides evidence for the following qualification specification learning outcomes and assessment criteria:	
Unit 6: Learning Outcome 4: Know and understand the practice and teaching of Pranayama	
Assessment Criteria 4.2:	Plan a session of Pranayama appropriate to the needs of students
Assessment Criteria 4.3:	Teach a Pranayama, with or without prolonged retention but observing all four stages of breathing and either a Kriya, Mudra or Bandha
Assessment Criteria 4.4:	Give purpose, and effects of the chosen practice, distinguishing between esoteric and physical effects and stating areas for caution, if any.

Name of Student Teacher:		Date:
The lesson plan will include:	P/R	Tutor's Comments: Tutors must consider the learning outcome assessment criteria when assessing these items.
1. Aims. 2. Learning outcomes. 3. Content. 4. Resources. 5. Bibliography and acknowledgement of sources. Refer to Assessment Criteria 4.2		
Student teachers will demonstrate: a) Settling the students into the practice including comfort in posture and opening breath awareness; attention to any environmental factors that may affect practice. b) Explanation of the practices and teaching points; areas of caution, modifications, possible effects and use of aids as appropriate to the chosen techniques, c) Gradual return from practice. d) Clarity of instruction and explanation. Knowledge and understanding of the chosen technique shown in their explanation and teaching points. Refer to Assessment 4.3 & 4.4		
Student teachers will demonstrate: e) The ability to deliver the lesson plan and adapt it to		

<p>student needs as necessary. Where there are changes to the plan, student teachers should be able to give reasons for them.</p> <p>f) The ability to present information in a logical order and to build explanation and guidance in a way suitable for students new to the techniques.</p> <p>g) The ability to observe students, offer individual attention if needed and to pace teaching according the needs of students and nature of the practice.</p>		
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