**The formal requirements for the teaching practice are as follows:**

Student teachers will within their peer group take a maximum of fifteen minutes to lead a guided meditation.

The choice of meditation will be negotiated between the student teacher and tutor. The session will be followed by group discussion and evaluation. The teaching will be accompanied by a simple lesson plan in appropriate form negotiated between the student teacher and tutor. The plan should include aims, learning outcomes, content, resources and acknowledgement of sources. Where relevant it should include any areas for caution or modifications to practice. The teaching session will include the following elements:

1. An introduction explaining the chosen focus for meditation.
2. Settling the students into practice including comfort in posture; attention to any environmental factors that may affect practice.
3. Verbal guidance through the chosen meditative technique, leading students into the practice, use of verbal cues to maintain focus during practice.
4. Gradual return.

Student teachers will demonstrate:

1. Clarity of instruction and explanation.
2. Knowledge and understanding of the chosen technique through their explanation and guidance.
3. 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.
4. The ability to observe students, offer individual attention if needed and to pace their teaching according 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 purpose or benefits stated should be realistic in terms of western science. Any esoteric purpose or benefits stated should be supported by reference to source Yoga texts.

**So Setting up for teaching meditation…..**

Check the environment is as conducive as possible for the practice of meditation.

Check what ailments are present, if any.

Normally in a class students would have practiced some asana and pranayama prior to meditation, for our purposes if the class has been sitting and needs some warming up of hips and ankles etc. you are welcome to teach a couple of easing movements for the body before the meditation time begins. This must only be for a few minutes only.

Take your time to ensure students can find a comfortable upright seated position, offering use of aids to students if needed.

During your teaching instructions:

* Attend to raising awareness of the physical body and what to do if there is discomfort
* Attend to raising awareness of thinking and what to do if thoughts arise

NB: These are skills students will learn over time and at first they can form a central part of the meditation, as mindfulness type meditations. Later these skills can then be utilized when working with pure concentration techniques where we attempt to keep our focus upon one focus, perhaps as part of the introduction to a technique and/or as verbal cues during the practice.

There must be times of quiet so students can become as deeply engaged with their meditation as possible but once the meditation has truly begun we can offer the occasional point as additional instruction or as verbal cues. Students need to feel you are there for them, holding the space. For more experienced students less will be need to said during the meditation, unless further instructions are needed. Examples of general verbal cues might be:

* There is nothing to achieve
* Have no expectations
* Be in no hurry
* Soften your face
* Each time your mind wanders, gently draw yourself back to the focus
* Stay relaxed as you can be, yet also alert
* Be thankful you only have to be with the focus
* Surrender to practice, let it be your only concern

The process of entering and leaving the meditation must always be gradual.

**Writing your lesson plan:**

Please use the usual lesson plan and make the plan as simple as possible, remembering to include.

* Timings
* Modifications for the seated position

You can also create a script for these practices, which needs to be submitted along with the lesson plan. Note where you have a script to base your teaching on you can always change the words to those you feel more comfortable with. A good idea is to pretend you are teaching it, feeling it as you proceed, making notes of instructions and phrases you wish to use. As a reference you then always state “adapted from….”.