Generally, Student Teachers will be observed teaching a **ninety-minute yoga class** to a mixed ability group of their own students, a borrowed class or a class set up specifically for the purpose. There must be a **minimum of six students** in the group. A lesson plan will be submitted by the student teacher to the assessing tutor for approval in advance as negotiated between tutor and student teacher. However, if you have to carry out your ACT remotely then please refer to the handout **‘Remote ACT Guidelines for Student Teachers’** and also carefully read through the following information which gives underpinning elements that must be included in ACT 2.

New aspects to be aware of have been highlighted below as ACT 2 builds on ACT 1:

**Class teaching must include:**

* An **explicit underpinning principle or philosophical concept of yoga.** Principles may be taken directly from yoga philosophy, or be a modern application or interpretation. (New: this must be included and be explicit)
* Preparation for the practices.
* Integration of the breath in asana.
* The teaching of asana at a level appropriate to the student group with modified practice offered according to the level of capacity and experience of the group.
* Counter poses/ movements to ease and rebalance the body.
* A **seated practice of pranayama**. (New: we cannot just teach basic breathing)
* Either a guided relaxation or a period of rest and a guided concentration/meditation. (New: if teaching meditation only you must also include a period of rest in Savasana)

**Student teachers will demonstrate that they can:**

* **Explain their theme clearly in a way accessible to general yoga class students**. (New: make your theme relevant to students and see how you can teach it practically)
* Create an atmosphere of inclusion and welcome, conducive to Yoga practice.
* Organise their time and resources.
* Be heard, give clear instructions and make teaching points that their students can follow.
* **Use language precisely or descriptively and make teaching points that encourage specific focus or awareness**. (New: this time more detailed teaching points are needed such as we will use for the teaching of subtle teaching points i.e. you cannot simply use imperative style directions such as place the feet 3 feet apart, you also need to include some refinement or subtlety, e.g. notice which parts of the feet are against the floor, checking that the toes are spread apart, that all four corners of the feet are against the floor etc. You might also like to include some imagery.)
* Demonstrate postures with integrity of movement according to their own capacity and at the appropriate level for their students.
* Apply sound principles of anatomy and physiology in their teaching (principles need not be explicitly stated).
* **Offer progression to those students for whom it is appropriate by working towards more challenging asana**. (New: here staging is the best way to do this)
* Observe students, offer individual attention if needed and pace their teaching according the needs of students and nature of the practice.
* Respond to students by amending instructions or demonstrations, demonstrating specific points or making verbal adjustments or simple adjustments guided by touch as appropriate to the circumstances.

It is the responsibility of student teachers to arrange for the required number of students to attend an assessed class teaching. **If fewer than six students are present a valid assessment cannot take place, the assessment will have to be postponed and the student teacher will be responsible for their assessor’s expenses and lost time.** It is recommended therefore that student teachers arrange for more than six students to attend to make provision for unexpected absences.

**Timing:**

Ideally there will be at least4six months between your first ACT and your final ACT so think ahead and see when could be a good time to do your ACT.

Your lesson plan must be sent to me well ahead of time, at least one month before the ACT is due to take place, and please use the proforma emailed to you, and also available on the website.

Do read your feedback on ACT 1 and also your own reflective comments as these will help to orientate you to this task and show development of previous points raised.

The following are the criteria against which the ACT will be marked:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| This task provides evidence for the following qualification specification learning outcomes and assessment criteria:  Unit 7: 3.1, 4.1-4.2; 5.1  Unit 8:1.1;2.1;3.1: | | | | |  |
| **Unit 7: Learning Outcome 3: Know and understand how to integrate philosophical principles into class teaching** | | | | | **🗸** |
| **ASSESSED IN QUESTION 2** | **Assessment Criteria 3.1:** | Explain how to integrate a philosophical principle into the teaching of a general Yoga class. | | |  |
| **Unit 7: Learning Outcome 4: Understand how to plan the teaching of principles of Yoga for inclusive learning** | | | | |
| **Assessment Criteria 4.1:**  **Assessment Criteria 4.2:** | Consider how to include principles at a level appropriate to individual learners and/or the group.  Consider how to interpret philosophical principles in a way that is relevant and appropriate to individual learners and/or the group. | | |  |
| **Unit 7: Learning Outcome 5: Be able to weave underlying principles of Yoga into class teaching.** | | | | |
| **Assessment Criteria 5.1:** | Describe or demonstrate how to weave a principle of Yoga into general class teaching. | | |  |
| **Unit 8: Learning Outcome 1: Know and understand progression in Yoga** | | | | | |
| **ASSESSED IN QUESTION 3, 4 AND 5** | **Assessment Criteria 1.1:** | Identify and consider ways to progress students towards more advanced practice of Yoga. | | |  |
| **Unit 8: Learning Outcome 2: Know and understand planning for teaching that includes advanced posture or subtle points of practice** | | | | |
| **Assessment Criteria 2.1** | Plan an inclusive session of Yoga that meets the needs of individual learners and includes either an advanced posture or subtle points of practice. | | |  |
| **Unit 8: Learning Outcome 3: Know and understand how to deliver class teaching that gives the opportunity for practice of more advanced posture or subtle points of practice.** | | | | |
| **Assessment Criteria 3.1:** | Demonstrate in teaching the ability to teach either a posture or variation of posture for the more physically able, or subtle teaching points to encourage specific focus or awareness according to the needs of the group/individual learners. | | |  |
| **Name of Student Teacher:** | | | **Date of Assessment:** | | |
| **Venue:** | | | **Duration of Teaching Practice:** | | |
| **Student teacher’s usual class/ ‘borrowed’ class/ class specially set up.** | | | | | |
| **The lesson plan will include:** | | | **P/R** | **Tutor’s Comments:** consider assessment criteria for the above learning outcomes when assessing these items. | |
| 1. a) Aims  b) Learning outcomes.  c) Content.  d) Resources.  e) Bibliography and acknowledgement of sources. | | |  |  | |
| 2. a) An underpinning principle/philosophical concept of Yoga   1. Preparation for practices. 2. Integration of the breath in asana. 3. The teaching of Asana at a level appropriate to the capacity and experience of student group: aids, modified practice/variations 4. Counter poses/movements to ease and rebalance the body. 5. A seated practice of pranayama. 6. Either a guided relaxation or a period of rest and a guided concentration/meditation.   ***Assessment Criteria Unit 7: Learning Outcome 3, 4 & 5*** | | |  |  | |
| **Personal organisation and the communication:** | | |  |  | |
| 3. Student teachers will demonstrate that they can:   1. Create an atmosphere of inclusion and welcome, conducive to Yoga practice. 2. Organise their time and resources. 3. Be heard, give clear instructions and make teaching points that their students can follow. 4. Use language precisely or descriptively and make teaching points that encourage specific focus or awareness. 5. Demonstrate postures with integrity of movement according to their own capacity and at the appropriate level for their students.   ***Assessment Criteria Unit 8: Learning Outcomes 1, 2 and 3*** | | |  |  | |
| **Application of key skills and knowledge** | | | **P/R** | **Tutor’s Comments:** consider assessment criteria for the above learning outcomes when assessing these items. | |
| 4. Student teachers will demonstrate that they:   1. Explain their chosen philosophical theme clearly in a way accessible to general yoga class students. 2. Apply sound principles of anatomy and physiology in their teaching (principles need not be explicitly stated). 3. Offer progression to those students for whom it is appropriate by working towards more challenging asana. 4. Observe students, offer individual attention if needed and pace their teaching according the needs of students and nature of the practice. 5. Respond to students by amending instructions or demonstrations, demonstrating specific points or making verbal adjustments or simple adjustments guided by touch as appropriate to the circumstances.   ***All Learning Outcome Assessment Criteria on the Front Sheet.*** | | |  |  | |
| **Delivery of lesson plan.** | | | **P/R** | **Tutor’s Comments:** consider assessment criteria for the above learning outcomes when assessing these items. | |
| 5. Student teachers will demonstrate that they can:  Deliver the elements of their lesson plan, and adjust the plan according to the needs of students or circumstances of the teaching. Where changes are necessary, or elements missing student teachers will be able to give reasons.  ***Assessment Criteria for Unit 8: Learning Outcome 2 and 3*** | | |  |  | |
| **General comments of tutor/assessor:**  Signature: Date: | | | | | |
| **A Post Lesson Reflective Evaluation (page 50) should be completed by the student after peer and tutor feedback** | | | | | |