|  |
| --- |
| **Summative Assignment 4****Observation Record for Assessed Class Teaching** |
| **Assessment Criteria** | **P/R** |
| B1.1 Teach a given asana using a staged approach. |  |
| B1.3 Apply ways of using the breath within asana. |  |
| B2.1 Use teaching points and aids that support the safe practice of modified asana. |  |
| B3.1 Plan and teach a simple breath control practice and guided relaxation session. |  |
| B3.2 Identify possible areas of caution and suggest ways to modify for them. |  |
| C2.2 Evaluate if adjustment to an individual’s practice is appropriate. |  |
| C3.2 Reflect upon and evaluate the effectiveness of own teaching, suggesting how this can inform future planning and teaching. |  |
| **Assessment Areas** |  **Comments** |
| Risk assessmentEnvironmental adjustmentsHealth checksStarts on time |  |
| Eye contactManner |  |
| Voice clear and easily heardClarity of introduction |  |
| Basic breathing practice |  |
| PreparationAsanaIntegration of breathCounterpose |  |
| Staged approach: to include modification and variation/development |  |
| Vulnerable areas / cautionsReminders of cautionsTeaching resources / props |  |
| Clarity of instructions Relevant languageTeaching pointsCheck learner understanding |  |
| ObservationMove among studentsPositive, supportive, encouraging language |  |
| Accurate demonstrationsMirror image, if facing students |  |
| RelaxationClosing of session |  |
| Use of LP (time checks)PacingFinishes on time |  |

**Common mistakes made when teaching:**

Not getting off mat – be determined to move around the room if only to observe the class from another vantage point

Not loud enough - check

Not leaving enough time for end practices, especially breathing or relaxation practices (have an idea of poses okay to omit)

Not giving cautionary advice before do students practice –

* Can initially give alternatives if needed
* staging helpful as can say stay here if…. Means do not have give out lists – just saying if you have low back issues stay here, coming in and out as needed.

Not highlighting vulnerable areas for all students e.g. in camel to be aware of how back feeling so if compressed keep hands to lower back and go no further – if hips are not longer over knees when lower hands than stay with hands to lower back or knees can be placed under too much pressure

Repeating a phrase – e.g. okay now, I would like you to

Not giving students something internal to focus upon as they stay and experience asana