## AFS Unit 1: Task 1.1b Assessment of Micro Teaching of Asana (Tutor)

This task evidences the following learning outcome assessment criteria from the BWYQ Level 4 Qualification Unit Specifications. Tutors must assess against this criteria to evidence that the student has learned the desired knowledge and skills required for them to achieve this component of the qualification. Comments on the assessment sheets should refer to these criteria including any rationale to ‘refer’ or ‘pass’.

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| This task provides evidence for the following learning outcome assessment criteria:  Unit 1: 1.2-1.4; 2.1-2.3; 4.1-4.2;5.1; 6.1 Unit 3: 2.1; 3.1-3.2; 4.1-4.2; 5.1 | | |
| **Unit 1 Learning Outcome 1: Know and understand how to apply principles of anatomy and physiology to the safe and effective teaching of Asana** | | **🗸** |
| **Assessment Criteria 1.2:**  **Assessment Criteria 1.3:**  **Assessment Criteria 1.4:** | Give teaching points that promote alignment, strength and flexibility  Identify and teach appropriate modification according to student need  Explain areas of caution applied to the teaching of specific Asana |  |
| **Unit 1 Learning Outcome 2: Understand the principles of preparation for Asana and counter pose** | |  |
| **Assessment Criteria 2.1:**  **Assessment Criteria 2.2:**  **Assessment Criteria 2.3:** | Demonstrate examples of warming and mobilising  Choose preparatory movements according to principles of posture analysis, to prepare the body for main postures  Choose counter pose to ease and rebalance after the main postures |  |
| **Unit 1 Learning Outcome 4: Understand how to differentiate according to differing physical capacity and experience of students** | |  |
| **Assessment Criteria 4.1:**  **Assessment Criteria 4.2:** | Explain and demonstrate how a posture may be taught in stages  Explain the use of a teaching aid |  |
| **Unit 1 Learning Outcome 5: Be able to use verbal instruction and physical demonstration to teach Asana** | |  |
| **Assessment Criteria 5.1:** | Demonstrate clarity of instruction & integrity of movement in teaching a variety of postures |  |
| **Unit 1 Learning Outcome 6: Know how to integrate the breath in Asana** | |  |
| **Assessment Criteria 6.1:** | Demonstrate ways of using the breath in static or dynamic posture |  |

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| **Name of student teacher: Date of micro teach:** | | | | |
| **The teaching session will include the following elements:** | **P/R** | | **Tutor’s Comments:** Tutors must consider assessment criteria for the above learning outcomes when assessing these items. | |
| a) Preparation for the main asana based on analysis of the key joints and muscles identified in the posture profile; including warming of muscles, mobilising of joints and preparatory postures.  ***Refer to Unit 1: Assessment Criteria 2.2 and 2.1*** |  | |  | |
| b) A staged approach to teaching the posture including at least one stage suitable for beginners or the less physically able. Stages should be explained on the posture profile and those taught referred to briefly on the lesson plan.    ***Refer to Unit 1: Assessment Criteria 4.1*** |  | |  | |
| c) ***Unit 1: Assessment Criteria 1.2:*** *Give teaching points that promote alignment, strength and flexibility.*  This should be based on preparation for and analysis of the posture contained in the posture profile. |  | |  | |
| d) ***Unit 1: Assessment Criteria 6.1:*** *Demonstrate ways of using the breath in static or dynamic posture* |  | |  | |
| e) ***Unit 1: Assessment Criteria 2.3:*** *Choose counter pose to ease and rebalance after the main postures* |  | |  | |
| f) Areas for caution and common conditions.  ***Unit 1: Assessment Criteria: 1.3:*** *Identify and teach appropriate modification according to student need*  ***Unit 1: Assessment Criteria: 1.4:*** *Explain areas of caution applied to the teaching of specific Asana*  This should be explained in the posture profile and suggested modifications or alternatives should be given in teaching the posture. |  | |  | |
| g) ***Unit 1: Assessment Criteria 4.2:*** *Explain the use of a teaching aid*  At least one teaching aid should be explained or demonstrated during the teaching practice. |  | |  | |
| **1.1b Micro Teaching of Asana: Teaching Style**  Where instructions/explanations are inaudible, confused, disjointed, limited or inaccurate to the extent that learners’ ability to practice techniques/learn is significantly compromised, the teaching practice will be referred. | | | | |
| **The student teacher will demonstrate:** | | **P/R** | | **Tutor Comment:** |
| 1. Clarity in giving instructions, teaching points and explanation of practices. 2. Integrity of movement in demonstrations, according to the student teacher’s own physical capacity.   ***Refer to Unit 1: Assessment Criteria 5.1*** | |  | |  |
| General comments of tutor/assessor:  Signature: Date: | | | | |
| **A post lesson reflective evaluation (PLRE) should be completed by the student after peer and tutor feedback – page 24 *Unit 1: Assessment Criteria 4.2:*** *Evaluate how the planned session meets the needs of individual learners* | | | | |