## Assignment Task 2.2: Teaching of Basic Breathing Techniques and Relaxation (Student)

Student teachers will, within their peer group, teach a ten-minute session of basic breathing followed by a fifteen minute guided relaxation. The session should be suitable for beginner or first year students. A lesson plan will be submitted by the student teacher to the tutor for approval, in advance, and negotiated between tutor and student teacher; with sufficient time for the plan to be amended if necessary.

The lesson plan should be presented on the given template which is available for download on our website [www.yoga-ayurveda.co.uk](http://www.yoga-ayurveda.co.uk) and your access password is **Shakti.** The lesson plan will be marked against the lesson plan assessment criteria so take a look at this in the link on the website before completing your plan.

**Then when you come to teach the plan the teaching practice will include:**

1. Settling the students into practice including comfort in posture and opening breath awareness with opening explanation of breathing practice.

2. Teaching the breathing technique including explanation; teaching points, modified practice as appropriate to the chosen technique; areas for caution (if any).

3. Settling into relaxation, including comfort in relaxation posture.

4. Guided relaxation that includes use of pace and language to create focus and calm; a gradual return from relaxation.

**Student teachers will demonstrate:**

1. Clarity of instruction and explanation of techniques and practice.
2. Knowledge and understanding of the chosen breathing practices through their explanation and teaching points.

The aims and learning outcomes of the session must be clearly stated on the lesson plan; they 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 i.e. not to peers. 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.

To see the teaching assessment criteria again please see the relevant website page.

The teaching practice will be followed by a verbal feedback session involving tutor and peers, and then the tutor will provide written feedback. Finally the student teacher will send a Post Lesson Reflective Evaluation Form (PLRE) back to the tutor, a copy of which can be found on the website page.

**2.2 Basic Breathing & Relaxation Teaching Practice Allocations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | To be taught in:  | Technique | Set in: | Student teacher: |
| 1. | Meeting 2  | Release of upper chest breathing muscles: clock face  | 1 | Heidi |
| 2. | Meeting 2  | Diaphragm release in soft backbend | 1 | Jane C |
| 3. | Meeting 3  | Strengthening diaphragmatic breath using a weight | 1 | Jayne |
| 4. | Meeting 4  | Lung cell stimulation & cleansing breath | 2 | Hannah |
| 5. | Meeting 5  | Intercostal stretching & cleansing breath | 3 | Jane Barnes |
| 6. | Meeting 5 | Straw breathing to lengthen exhalation  | 3 | Barbara |
| 7. | Meeting 6 | Semi-supine three part yogic breath  | 4 | Clare |
| 8. | Meeting 7 | Semi-supine three part yogic breath & arm movement | 5 | Sam |
| 9. | Meeting 8 | Salutation to the earth breath | 6 | Rosemary |
| 10 | Meeting 9 | Awareness of air at nostrils | 7 | Jennifer |
| 11 | Meeting 10 | Rabbit & Hare Hathena poses | 8 | Wendy |
| 12 | Meeting 11 | Maha mudra in Hare Pose | 9 | Sally |
| 13 | Meeting 11 | Vedic Salute | 9 | Denise |
| 14 | Meeting 12 | Breath awareness in Jathara ParvrittiAsana | 10 | Heather |
| 15 | Meeting 13 | Four Hasta Mudras to direct the breath | 11 | Jane Butcher |
| 16 | Meeting 13 | Abdominal strengthening  | 11 | Julie |
| 17 | Meeting 14 | Awareness of four parts of breath | 12 | Beki |
| 18 | Meeting 15 | Gitananda Sectional Breathing | 13 | Bryan |
| 19 | Meeting 15 | Breath stretches in cross-legged pose & cleansing breath | 13 | Jessie |
| 20 | Meeting 16 | Viloma Breath | 14 | Carolyn |