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| **Example Lesson Plan for F2 & F3** | | | |
| **Student Teacher:**  **BWY No.** | Sarah Beck  BWY-007878 | **Assignment Name and Number:** | F2 & F3: Basic Breathing and Guided Relaxation Micro Teaching Practice |
| **Venue:** | Zoom | | |
| **Subject/theme:** | Basic breathing and guided relaxation teaching practice | | |
| **Level of students:** | Beginners | | |
| **Date:** | 4.10.20 | | |
| **Time/duration:** | 25 minutes | | |
| **Resources:** | Yoga Mat, Blocks, Blankets, Pillows ***(Consider what you and the students will need to have available)*** | | |
| **Aims:** | **By the end of the lesson the teacher will:** aim to teach the Full Yogic Breath and a Mini Yoga Nyasa Relaxation.  ***(Note this is simply a straightforward outline of your overall intentions for the class)*** | | |
| **Learning outcomes:** | **By the end of the lesson students will be able to:**   1. Find a comfortable, warm, supine position, using aids as needed (psychomotor) 2. Position the head so that the chin is not lifted upwards (psychomotor) 3. Describe how the yogic breath helps us to learn how to engage the lower, larger primary breathing muscles and how this means the often over-used upper smaller upper breathing muscles can remain more relaxed removing chronic tension around the neck & shoulders. (cognitive) 4. State how an uplifted chin can prevent the rest and relaxation response from occuring (cognitive) 5. Feel comfortable sensitively directing the breath within the Yoga Nyasa Relaxation (affective)   ***(You need to choose at least three LOs, to include a psychomotor (doing), cognitive (knowing) and affective (feeling) LO. And remember they should also be Specific, Measurable, Accessible, Realistic and Timebound)*** | | |
| **Assessment methods:** | 1. Observation during the practice, and individual questioning if needed 2. Close observation 3. Whole group questioning after the relaxation 4. Whole group questioning after the relaxation 5. After the relaxation invite student to share their experience of working with the breath in relaxation   ***(For each of the LOs decide on how and when you will check to see if they have indeed been accomplished)*** | | |
| **Evaluation methods:** | After the session I will give some verbal self-reflection, receive verbal peer & tutor feedback, and later will receive written tutor feedback and write a PLRE (post lesson reflective evaluation). ***(This will be the same for all of our class teaching practices)*** | | |
| **Bibliography:** | Quotation from Easwaran, Eknath (2nd Ed. 2007) Bhagavad Gita, Niligri Press:CA, p96  ***To give your sources for any texts you have referred to then please use the following format:***   * ***For texts: Author Surname, Christian Name, Date of Publication to include which edition, Name of Text, Publishing House: Location of Publishing House (page numbers if any)*** * ***For electronic sources:*** ***Author (if known), Date material published or updated (if known), Title of the article, Type of media (email, forum, online), URL i.e. electronic address, or email, Date you accessed the source*** * ***For magazines/journals: Year of publication, Title of the article, Title of the journal, Volume and issue numbers if possible, Page number/s of the article in the journal*** * ***For course handouts: Tutor name, Title of handout, Date*** | | |

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| **Time** | **Content** | **Cautions: Modifications / Props** | **Rationale / Benefits** | **Notes** |
|  | **Centring in Semi-supine position**  **Attune to the breath** | **General:** Padding beneath head if needed  **Vertigo:** Can turn head to one side  **High stress, anxiety or depression: C**an keep eyes partially open | Quieting the mind and body, directing attention inwardly |  |
| **0.02** | **Full Yogic Breath**  **Stages:**   1. **Abdominal** 2. **Ribcage** 3. **Upper chest** 4. **Whole breath**   **Reiterate how helps us to use primary respiratory muscles, helping to remove dysfunctional breathing patterns** | General: Return to natural breathing if feel dizzy or light-headed. | To bring awareness to the movement of the primary respiratory muscles (diaphragm, intercostals & abdominals) deepen & relax the breath & calm the mind; to teach how this breath is foundational for yoga and helps to removes dysfunctional breathing patterns; explain the difference between primary and secondary resp. muscles. | Ensure the breath remains as relaxed and smooth as possible |
| **0.10** | **Mini Yoga Nyasa Relaxation in Savasana**  *“ Even as a tortoise draws in its limbs, the wise can draw in their senses at will” Bhagavad Gita Ch2 v58* | **Kyphosis/Chin lifts**: block under head  **Back conditions/ General discomfort:** place padding beneath knees or semi-supine  **Hiatus hernia**: padding beneath head & upper body  **Pregnancy**: if comfortable semi-supine or lay on left side, padding under head and between legs; can sit upright if prefer  **Vertigo:** can turn head to one side  **High stress, anxiety or depression:** can keep eyes open if wish | To activate the parasympathetic part of the autonomic nervous system to create mental & physical relaxation; Introduce moving breath awareness type relaxation for variety  Introduce the term pratyahara to the group. | Ensure students are warm enough  Mention position of chin  Slow Return from relaxation |
| **0.22** | **Session closes**  **Return to any comfortable seated pose**  *Q Can you remember the primary respiratory muscles and a reason why it is so helpful to utilise them?*  *Q Why does it matter if the chin lifts in a supine pose?*  *Q How did it feel to focus upon the breath in relaxation, was the breath relaxed throughout?* |  | To ensure all students are fully awake and ready to move on with their day; may also reiterate one or two teaching points. |  |
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