## Lesson Plan Template: 2.2: Basic Breathing and Relaxation Teaching Practice for S Beck

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| **TUTOR:** | Sarah Beck |
| **VENUE:** | Willaston Hall |
| **SUBJECT/THEME:** | Basic breathing and relaxation teaching practice: Vedic Salute & Mini Yoga Nyasa Relaxation |
| **LEVEL OF STUDENTS:** | Final part of First Year: already familiar with three part yogic breathing and simpler forms of relaxation |
| **DATE:** | 24th September 2017 |
| **TIME/DURATION:** | 25 minutes |
| **RESOURCES:** | Blocks, Blankets, Handout on the Vedic Salute & Mini Yoga Nyasa Relaxation |
| **AIMS:** | **By the end of the lesson the teacher will** aim to deepen student’s experience of the three part yogic breath by teaching the Vedic Salute basic breathing technique. Also to continue to widen students’ experience of relaxation techniques. |
| **LEARNING OUTCOMES:** | **By the end of the lesson students will be able to:**1. Show they can perform the vedic salute within their own personal rhythm and capacity (psychomotor)
2. Retain some abdominal control below the navel to enable them to adjust the length and depth of the breath (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. Feel comfortable using the breath within the Yoga Nyasa Relaxation (affective)
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| **ASSESSMENT METHODS:** | 1. Close observation during the practice
2. Before moving on to the vedic breathing ask if students can feel they are maintaining a slight contraction below the navel when practicing the three part breath
3. Whole group questioning before the relaxation
4. After the relaxation invite student to discuss their experience of working with the breath in relaxation
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| **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) |
| **BIBLIOGRAPHY:**  | Quotation from Easwaran, Eknath (2nd Ed. 2007) Bhagavad Gita, Niligri Press:CA, p96Relaxation adapted from teaching notes by Di Kendall Sept 2011 |

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| **TIME** | **CONTENT** | **TEACHING****METHOD** | **AREAS FOR CAUTION/MODIFICATIONS/AIDS****VARIATIONS** | **PURPOSE/RATIONALE/****BENEFITS** | **NOTES** |
| **Key for Main Teaching Methods: VI = verbal instruction DE = demonstration PA = practicing alongside DS = discussion** |
| 0.00 | **Centering in Tadasana****Attune to the breath** | **VI** | Option of chair: if needed | Quieting the mind and body, preparing stance for the basic breathing to follow |  |
| 0.02 | **Vedic Salute****1) Three part yogic breath***Q Check maintaining slight lower abdominal contraction.***2) With actions of arms** | **DE, PA, VI** | **Shoulder problems:** stay at earlier stage without raising arms fully | To bring awareness to the movement of the primary respiratory muscles (diaphragm, intercostals & abdominals) deepening the breath & calming the mind. | **Return to natural breath if dizzy** |
| 0.12 | **Mini Yoga Nyasa Relaxation in Savasana***“ Even as a tortoise draws in its limbs, the wise can draw in their senses at will” B.G. Ch2 v58* | **VI** | **Kyphosis/Chin lifts**: block under head**Back conditions/ 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; Introduce moving awareness and the breath for relaxation; Further consolidate the term pratyahara with the group.  | **Ensure students are warm enough****Slow Return from relaxation** |
| 0.27 | **Session closes****Return to any comfortable seated pose***Q How did it feel to focus upon the breath in relaxation, was the breath relaxed throughout?* | **VI, DS** |  | To ensure all students are fully awake and ready to move on with their day; may also reiterate one or two teaching points. |  |