

## Guide for Assignment S4

In this assignment you will be demonstrating you can create a course for your future students.

| Option 1  | Option 2  |
|---|---|
| <p>Create an <b>actual</b> course you will teach to new students or to existing students of your own. You have a choice:</p> <p>For a 60 minutes class the course should be for a 10-week course = 10 hours<br/>           For a 75 minutes class the course can be for 8 weeks = 10 hours or 10 weeks = 12.5 hours<br/>           For a 90 minutes class the course plan can be for 6 weeks = 9 hours, 8 weeks = 12 hours or 10 weeks = 15 hours</p> <p>(Remember to qualify you will need 15 hours of formal teaching (3+ students needed for each class) overall so if your course plan does not give you 15 hours then you will need to make up the difference with other classes)</p> <p>There can be a break within the course if needed.</p> <p><b>You will need to create a Scheme of Work (SOW) and a Course Plan (CP) plus create a Student Course Evaluation Form.</b></p> <p>To make it recorded teaching remember you have to fill in the Post Lesson Reflective Evaluation Form (PLRE) for two of the classes &amp; one of the classes will be your ACT which will be the third PLRE.</p> | <p>Create a <b>hypothetical</b> course of ten weeks that will not be taught at this time. You can still choose the length of the class and the overall number of weeks as opposite.</p> <p><b>You will still need to create a Scheme of Work (SOW) and a Course Plan (CP) plus create a Student Course Evaluation Form.</b></p> <p>You can then make up your 15 hours of recorded teaching by teaching your own classes or covering classes and if the actual classes taught are less than 90 minutes then you will need to teach more classes to make up the 15 hours needed.</p> <p>Again, to make it recorded teaching remember you have to fill in the Post Lesson Reflective Evaluation Form (PLRE) for two of the classes &amp; one of the classes will be your ACT which will be the third PLRE.</p> |
| Detailed Lesson Plan for Everyone   |   |
| <p>Once the SOW and CP are done and passed you will then have to create <b>one detailed lesson plan</b> based on one of the weeks of the ten weeks course plan. To create your detailed lesson plan you must follow the guidelines outlined later.</p>  |   |
| Assessed Class Teaching for Everyone  |   |
| <p>You can use the Detailed Lesson Plan for your <b>assessed class teaching</b> (ACT) where myself or possibly another DCT will come and observe. If necessary, you will also have to refine the lesson plan to suit the actual group you will be teaching, checking all practices are suitable and adding any additional cautions.</p>   |   |
| <p><b>Please read the guidelines below carefully as they will lead you through each step!</b></p>   |   |

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### The steps to creating your Scheme of Work and Course Plan:

1. **First decide upon your overall course theme.**
2. **Complete the SOW template using the annotated SOW given to you.**
3. **Go to the Course Plan template and follow the steps outlined below.**

#### **(i) Step One: Weekly Themes/Principles of Yoga**

Please take a look at the format of the course plan to see how you could choose different themes for the classes and write them up in the first column. These can be written very briefly e.g. the co-ordination of breath and movement, the relationship between the breath and mind etc. It may be that you can tie up your choice of asana, breath work, relaxation etc. with the themes so bear this in mind. For inspiration you may find it helpful to look at the list of ideas for themes given to you in the Themes Class Handout.

#### **(ii) Step Two: Main Poses**

You need to choose main postures for each week of the course plan bearing in mind the needs of the group where one or two poses must be chosen that can be more fully explored in each week's class. There should be some sense of development so for instance we would not focus upon more challenging poses such as Sarvangasana (Shoulderstand) in the initial weeks as this would be better done in the latter weeks or last week. It is also possible to choose different kinds of asana each week e.g., forward bend, backward bend, side bend, twist, balance inversion etc. or you may find main poses that are very helpful for your themes.

#### **(iii) Step Three: Specific Preparatory Poses**

Now choose specific preparatory poses to prepare for the peak poses which can be incorporated into each week's lesson plan. These can prepare specific muscles needing strengthening or releasing, joints requiring mobilization, or preparation that can carry important teaching points for the peak pose(s). NB: these would not be the whole of what is taught in a class but included as targeted preparation. Plus, you might like to occasionally give preparatory poses for a peak pose to come in the next class or classes if it feels pertinent to do so as longer-term preparation; and here to show your thinking please indicate if a preparatory movement/pose is for a later pose by including the week number e.g. (wk5).

#### **(iv) Step Four: Developments & Variations for asana**

We will then hopefully repeatedly practice the peak pose in later weeks as familiarity is necessary for learning, but in later weeks you might like to include a development that some students can use so there is a sense of growth. You may also like to introduce a variation, which can be good for interest and to help keep the body/mind 'awake' and adaptable.

#### **(v) Step Five: Counterposes for Main Poses**

Choose specific poses to counterpose the peak pose(s) so we can return the body to balance. Remember these must be simple and not require any counterposing themselves.

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### Asana Grid:

To complete steps 2 to 5 you may like to use the asana grid for planning – that is your choice.

To use the grid for planning asana some considerations are:

- In the early weeks it is worth thinking of 'simple' straightforward asana which can be retaught and developed in the following weeks such as bridge pose, down facing dog etc.
- Don't forget you can teach the same poses over the weeks with small changes.
- In later weeks we can teach more challenging asana where in the prior weeks we can teach useful preparation.

### **(vi) Step Six Breath Work**

*Some examples of Basic Breathing & Simple Pranayama we can consider including:*

Abdominal breathing into hands semi-supine  
Ribcage/mid chest breathing into hands semi-supine  
Upper chest breathing into hands semi-supine  
Three-part breath breathe into hands semi-supine  
Dynamic three-part breath semi-supine  
Watching movement of diaphragm semi-supine  
Feeling where breath moves body semi-supine  
Standing rib stretch & Stand lung cleansing  
Vedic breath standing  
Seated yogic breath  
Straw breathing  
Hasta Mudras  
Hathenas  
Extending exhalation  
Ujjayi  
Nadi Sodhana no ratio  
Viloma  
Anuloma/Pratiloma  
Brahmari etc.

Do not teach beyond your own experience and please note that it is often good to teach the same technique for more than one consecutive week because familiarity is necessary for learning. Also see if any of them could echo or reinforce your theme.

### **(vii) Step Seven: Relaxation and Meditation**

- Progressive Neuromuscular Relaxation (PNR) aka Squeeze & Release
- Autogenic Relaxation (using mind to relax body e.g. warm & heavy etc.)
- Visualization: journey, colour, safe place, senses, grounding
- Yoga Nyasa Relaxation: breathing through areas of body
- Mini Yoga Nidra
- Simple breath awareness meditation

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- Simple mindfulness meditation, noticing what is present
- Mountain meditation

Again, these are just some ideas and hopefully you will have your own. Note you can teach the same technique for several consecutive weeks and it may be that you feel your group will only work with relaxation rather than including some meditation – remember this will depend upon the level of experience and needs of your group. Only teach what you personally are familiar with!

**You can now write up your chosen breathing practices/pranayama and relaxation/meditation practices in the Course Plan.**

You may need to return to your SOW header sheet if you have decided to make changes in the content of the classes.....

**In summary you will need to:**

- **Create your Scheme of Work.**
- **Complete a course plan**
- **Include a course evaluation form, which can also include a student self-assessment form if you wish (see the example evaluation form made available to you)**
- **Please send these three to me for marking before you move on to creating your detailed lesson plan.**

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### Creating your detailed lesson plan:

Once the Scheme of Work, Course Plan & Student Evaluation Form have been passed you can create your detailed lesson plan. When you do so bear in mind that you can also use this same lesson plan for your Assessed Class Teaching (ACT). It is possible to teach from another lesson plan, although this would entail much more work on your behalf.

Please write your detailed lesson plan based on a chosen week of the course plan and do so in the usual lesson plan template. For ease of reading for the contents please write in separate rows so they easily line up.

To work out what needs to be incorporated into your detailed lesson plan look at your Course Plan and read along that row as it will give you the theme, main asana, relaxation etc. for the class. You can also add other asana and elements to make it a balanced, well flowing practice.

**The best advice is to take your necessary elements and go to your yoga mat letting your body and breath guide you, seeing how they can best fit together - never try to plan solely in the mind!!**

Note with regards to group needs and cautions:

- Your lesson plan must meet the specific needs of your group so it is pitched at the right level.
- For this detailed plan you have to include as a minimum the cautions for:
  - **High blood pressure**
  - **Pain/degenerative changes/injury for Low back, Knee, Neck, Wrist**
  - **Pregnancy**
  - **Plus, any areas specific to the group being taught**

And to help you refer to your handout on Common Conditions and potential modifications.

- Keep your lesson plan concise, making it a useful working document to which you can refer when teaching

If your course is hypothetical, then you can still use the same lesson plan for the ACT but may need to make small adjustments to it depending upon the group to be taught. So that: =

- If borrowing a class then nearer the time you will need to ask the regular teacher at what stage students are in their yoga journey and who is regularly in their classes so you will know which cautions to give in the final version of the lesson plan, note that the minimum cautions above still need to be included.
- If you are specially setting up a class for the ACT again you will need to know who is expected beforehand and plan accordingly. There must be a minimum of 6 students for the ACT so it is good practice to ask along some extra students just in case.

In this way you can write your Detailed Lesson Plan ahead of time but can make small changes as needed nearer the time of teaching.

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### Your Assessed Class Teaching Practice (ACT):

You must get ready to be able to organize your ACT to take place before mid-June at the very latest. To do this speak to me to arrange a date just as soon as you have one in mind.

If needed you can ask to borrow a class from a teacher and teach her regular class, or I can help if necessary.

For the ACT it would also be possible for us to have two or three ACTs as specially set up classes in one day if you prefer. Here you can hire a hall and make sure there will be **at least 6 students** in each class, note these cannot be all peers or yoga teachers, regular students must be in the majority.

Wherever possible I will try to tie up several ACTS together so will keep in touch with you all and make sure we can organise them all in plenty of time.

At any point please ask if you need any help!