

Summative Assignment 4: Scheme of Work Template

Student Teacher Name:	BWY Number:	Date: of submitting first draft
Course Title: e.g. Yoga for Beginners	Day and Time: can be hypothetical	Length of Class: 60 mins, 75 mins or 90 mins
Length of Course: e.g. 10 weeks	Venue: can be hypothetical	Number of Students (if known)

Level of experience of students: : Make this clear, not just stating mixed e.g.

Mixed Ability beginners with several students with one to two years of experience (75%/25%) or Mixed Ability students with more than a year of regular attendance of yoga classes etc. If unknown for now just make your best guess.

Course Aims: Succinctly outline **your** overall intentions for the course e.g.

By the end of the course I intend to teach several foundational principles of yoga theory with regards to the practice of asana, basic breathing and relaxation, and enable students to put them into practice. There will be differentiation whenever possible so students will be able to choose the most suitable level of practice. I will endeavour to create a welcoming and supportive atmosphere and encourage students to share their experiences of the practices.

Remember that aims are always quite general in nature and provide an overview of what you as the teacher intend to do.

Course Learning Outcomes: You will need to provide a set of overall learning outcomes for the whole number of weeks. For a whole course these will still be specific but often encompass points of a slightly wider perspective. They must still cover all three learning domains i.e., cognitive (knowing), psychomotor (doing) and affective (feeling/sensing) and ideally overall, they will relate to different aspects of the class e.g. theme/theory, asana, breath work, relaxation etc. Please think of this in terms of what will most benefit your group and from **6 to 12 will be a good number of course learning outcomes.**

Remember to use your list of acceptable verbs in the BWYQ PowerPoint to help you create your LOs. e.g.,
By the end of the course students will be able to:

Psychomotor:

- *Perform several 'classical' foundational asana using modifications as needed*
- *Demonstrate several approaches to practicing asana, to include an awareness of the breath and 'playing the edges'*

Cognitive:

- *Identify several asana that help to release areas of tightness or strengthen weakness within their own body*
- *List several benefits of basic breathing techniques including how they are a necessary foundation for pranayama*
- *Identify any existing dysfunctional breathing patterns*

Affective:

- *Contrast how they felt before and after the practice of relaxation techniques*
- *Compare if the use of physical aids within asana made the asana feel more accessible*

Remember to reflect upon the most important aspects of learning you want students to come away with having attended the course. This will not be exhaustive but shows the main thrust of your planning.

Give your reasons for your choice of learning outcomes:

Here you will need to provide some reasoning behind your choices of LOs, such as:

From the very beginning of practicing asana students can be encouraged to use a variety of physical aids so that their practice becomes very individualised, ensuring a safer and more effective practice of asana.

Describe the teaching methods and reasons for choosing these:

These might include whole group and individual demonstration, verbal instruction, reiteration, presentation, stories, poems, some use of Sanskrit alongside English, mirroring, partner work, whole group & partner discussion, ideas for home study, handouts, posters, models etc.

Remember to give your reasons for your choices, for instance that demonstration will help visual learners understand what they need to do etc.

Teaching Resources:

Your choice: which could include use of a flip chart, music, chairs, bolsters etc.

Details of initial assessment:

You need to initially determine a student's starting point so could this include use of the Student Questionnaire, one-to-one verbal questioning etc.? This refers both to the period prior to starting the course and how you will determine if anything has changed before each class.

Ongoing methods of assessment:

How will you know how students are progressing? For instance, through close observation, questioning of students, initiating discussions, use of an interim student questionnaire to see how students feel they are progressing, self-reflection on progression with a partner, use of a journal etc.

Indicate how you will be evaluating your teaching:

Here you need to consider how you will be able to determine how your own teaching is being received and if there are any changes to be made during the course and afterwards for future learning. For instance during the course might you make notes during and after each class, elicit informal verbal feedback from students individually and as a group, note how students feel they are progressing through their own self-assessment. Apart of your evaluation strategy you must however create a course evaluation form to be given to students at the very end of the course?

Explain why assessment and evaluation is important:

A few sentences are needed in answer to this question.

Design an evaluation form for your learner to fill in near or at the end of your course of classes and attach.

You must design a course evaluation form as part of this assessment – a rough example has been given to you where you could alter the wording and make it your own, although you are very welcome to make your own design. Please do not simply give in the example one!!

Equipment students will bring:

What will you expect students to supply e.g. mats, blocks, blankets etc.?

Tutor or centre will provide:

What will you supply and what do you need the venue to supply e.g., adequate heating, clean floor, door key, toilets etc.?