

S6b: Allocations and Guidelines for Meditation Teaching Practice

Allocations:

Meeting	Meditation Technique	Teacher
2) 13.11.22	Meditation on the breath	Mel
2) 13.11.22	Meditation on the senses	Liz
3) 8.01.23	Turning Breath Meditation	Kirsten
3) 8.01.23	Coming to your senses Med.	Hazel
4) 5.02.23	Meditation on Thought	Stacey
4) 5.02.23	Meditation on the Heart	Jayne
4) 5.02.23	Choiceless Meditation	Sandra
5) 19.02.23	Meditation on Gratitude	Hannah
5) 19.02.23	Mind Space Meditation	Paula

Guidelines:

- 1) Referring to the sample lesson plan create your lesson plan for your 15 minutes teaching practice. Email this to me at least two weeks prior to your teaching practice.
- 2) Base your teaching on the script provided altering the words/phrases to suit your style as needed. If you prefer to use another 'script' based on the same 'subject' then that is also acceptable. If in doubt, please check with me.
- 3) Read through the assessment criteria against which this teaching practice will be assessed as shown below.
- 4) As always after the teaching practice there will be a personal review, peer feedback, and tutor verbal and written feedback, plus your PLRE.

Summative Assignment 6b: Teaching Meditation Assessment Sheet	
Student Teacher Name	
BWY Number	
Assignment Format: Practical	
Assignment Student teachers will, within their peer group, teach a 15 minute meditation chosen by negotiation. The session should be suitable for first year students and beyond.	
Assessment Criteria	P/R
E2.1 Plan and teach a suitable guided concentration or meditation, explaining the rationale for the choice.	
E2.2 Identify possible areas of caution and suggest modifications.	
Assessment Areas	Tutor's Comments: (Tutors need not comment on all criteria)
Risk assessment	
Environmental adjustments	
Health checks	
Starting the session	
Initial eye contact	
Manner	
Voice clear and easily heard	

Clarity of explanation	
Evidence of research	
Cautions (if relevant)	
Benefits/rationale	
Clear demonstration if required	
Suitable position for practice ahead	
Teaching resources or props	
Settling students	
Time with natural breath	
Staged approach; modifications if necessary	
Clarity of instructions	
Relevant language	
Balance of verbal cues and silence	
Observation	
Check learning understanding	
Pacing	
Positive, supportive, encouraging language	
Use of LP (time checks)	
Time in final stage	
Time with natural breath	
Possible physical counterpose	
Use of full time	
Assessor general comments/developmental points	
Assessor Name	
Referral feedback (if applicable) including comments/dates when referral decision changes	
Assessor Name	Date
Student Teacher confirmation of receipt	
Name	Date

