



TOOLS FOR LEARNING **TAI CHI**

HIGH SCHOOL (9-12)

The Virginia Standards of Learning Project



OPENPhysEd.org



MODULE OVERVIEW

ABOUT THIS MODULE

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[Harvard Medical School](#) has labeled Tai Chi as a low-impact, lifetime exercise with evidence-based benefits. This ancient Chinese martial art has been shown to help decrease stress while helping the body maintain strength, flexibility, and balance in all stages of life.

This short module allows you to introduce Tai Chi at any time during the school year with the goal of creating a warm-up and/or cool-down activity that will have a lasting impact on your students.

This version of OPEN's Tai Chi module has been written specifically to meet the Physical Education Standards of Learning for Virginia Public Schools. Additional Tai Chi resources can be found at :

www.openphysed.org/curriculum_resources/hs-taichi

Virginia State Standards & Outcomes Addressed:

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
- ✓ **Standard 1 [9.1c]:** Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities (1c).
- ✓ **Standard 1 [10.1a-b]:** Demonstrate skill attainment in one or more lifetime activities (1a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (1b).
- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [9.4e]:** Apply communication skills and strategies that promote positive team/group dynamics.
- ✓ **Standard 4 [10.4a]:** Explain the importance of and demonstrate communication skills in physical activity settings.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.
- ✓ **Standard 4 [11/12.4f]:** Demonstrate the ability to work cooperatively to accomplish a group goal.

MODULE OVERVIEW

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PLANNING COMPLETE LESSONS

The activities in this module are meant to provide content at the beginning and/or end of a complete lesson. Teachers can incorporate these short activities into other modules or lessons of any topic or focus.

- Belly Breathing + Tai Chi Activity *10-15 minutes*
- + Main Lesson Activities *30-40 minutes*
- + Check for Understanding *5 minutes*

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Several different types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development. Utilize the assessments as written, or create your own assessment to match the needs of your students and the demands of your program schedule.

Holistic Performance Rubric

The outcomes-based criteria provided on the module performance rubric is meant to inform both teacher and students with respect to learning expectations and specific assessment benchmarks. Share this information at the start of the module, then review it throughout the module to provide direction and focus to student practice.

Academic Language Quiz

One short quiz is provided with this instructional module and is useful for evaluating student retention of a small sample of academic language vocabulary words. However, creating additional quizzes using the OPEN MS Word document can provide feedback on most, if not all, of the module's academic language vocabulary words. If many students miss a question covering a specific word, review that word, its meaning, and proper context in future lessons.

Quiz scores can be used as a part of a student's overall evaluation for a learning module. Providing a series of quizzes with a larger final quiz at the end of the module reviewing all of the module vocabulary is another way to collect cognitive evaluation scores. The extent to which you use academic language quizzes will depend on the limitations of class size/school size as well as the overall assessment requirements of your district. It's not recommended that a single quiz be used as a large percentage of a comprehensive grading policy.

Movement Concept Self Analysis

The physical education SOLs for Virginia call for students to be able to "Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (SOL 1 [10.1b])." However, oftentimes we don't provide an opportunity for students to think about and process their performance in this way. This self-analysis provides a simple framework in order to prompt students to formally document how critical concepts apply to skill performance and improvement. Using this worksheet for final evaluation purposes should be done with a focus on the quality and depth of student responses.

Self-Efficacy and Social Support Inventory

As students (especially girls) enter high school and beyond, self-efficacy and social support systems play a role in regular participation in health-enhancing physical activity. This short inventory is designed to provide formative feedback on student development, as well as inform curriculum and planning decisions to physical educators based on content relevancy to the students being served.

MODULE OVERVIEW

ASSESSMENT

Fitness Portfolio Page

Each module’s Fitness Portfolio Page is meant to provide a summary of how students perceived the impact on their health-related and skill-related fitness levels. This offers an opportunity for self-reflection toward the end of the instructional module. Evaluation should again be done with a focus on the quality of work and depth of student responses. Individual portfolio pages can be organized throughout the year as a part of a larger student assessment portfolio.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Belly Breathing	Diaphragm, Mind Body Exercise, Tai Chi, Belly Breathing, Respect
2	Belly Breathing + Ju Fu Kata (Arms)	Tai Chi, Kata, Mental Clarity
3	Belly Breathing + Ju Fu Kata (Legs)	Mind Body Exercise, Kata, Balance
4	Belly Breathing + Ju Fu Kata Jigsaw	Communication, Cooperation, Etiquette, Respect
5	Belly Breathing + Ju Fu Kata	Warm-up, Cool-down, Cooperation, Etiquette, Respect

MATERIALS LIST

HIGH SCHOOL (9-12)

QTY	NAME	CODE	 USGAMES.COM
24	Yoga Mats (1 per student)	1240146	Link to e-Store
24	Bean Bags (optional)	1293418	Link to e-Store
1	Music Player	1390187	Link to e-Store
			
	Academic Language Posters		OPENPhysEd.org
	Ju Fu Kata Script		OPENPhysEd.org
	Ju Fu Kata Jigsaw Posters		OPENPhysEd.org
	Movement Concept Posters		OPENPhysEd.org

STUDENT TARGETS

- ✓ **Skill:** I will practice and perform belly breathing techniques.
- ✓ **Cognitive:** I will describe what it feels like to use belly breathing techniques.
- ✓ **Fitness:** I will discuss the relationship between breathing, Tai Chi, and stress relief.
- ✓ **Personal & Social Responsibility:** I will be aware of self-space and demonstrate respect for myself and others.

TEACHING CUES

- ✓ Eyes Closed
- ✓ In Nose
- ✓ Fill Abdomen
- ✓ Out Pursed Lips
- ✓ Tighten Abdomen

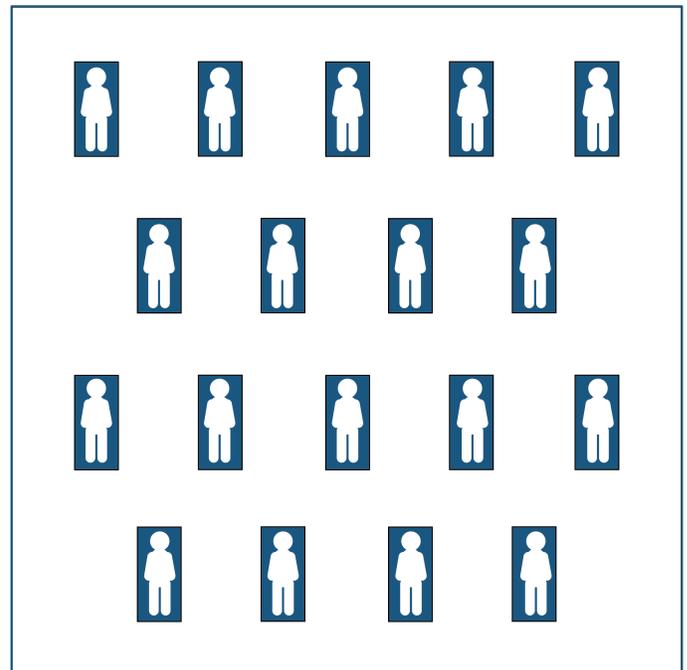
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Meditative Music (Relaxation)
- ✓ Music Player
- ✓ 1 yoga-style mat per student
- ✓ 1 bean bag per student (optional)

Set-Up:

1. Place yoga mats with enough spacing for every student to be able to lay down.
2. 1 student per mat.



Activity Procedures:

1. Today's activity is called Belly Breathing.
2. The objective of the activity is to practice proper breathing and to learn about the benefits of Tai Chi exercises.
3. Using your mat, lie down on your back in a comfortable position.
4. Close your eyes and focus on your breathing. Are you breathing into your chest or abdomen?
5. Breathe in through your nose, expanding to your abdomen.
6. Breathe out through pursed lips while tightening the muscles in your abdomen.
7. Repeat for 8 to 10 minutes.
8. To increase awareness, give students a bean bag to balance on their abdomen during the breathing exercise. This allows them to focus on moving the bean bag up and down as they inhale and exhale.

Grade Level Progression:

- L1:** Students start their belly breathing routine based on the teacher recitation of the verbal cues and then after 1-minute, the students set their own personal pace.
- L2:** Students start their belly breathing routine and set their own personal pace.

BELLY BREATHING

HIGH SCHOOL (9-12)

CHALLENGE PROGRESSIONS

- ✓ **Adaptation:** Provide students with a pillow-like support for their neck and/or knees.
- ✓ **Extension:** Allow students to perform belly breathing while sitting up straight in a meditative position.

ACADEMIC LANGUAGE

Diaphragm, Mind Body Exercise, Tai Chi, Belly Breathing, Respect

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
- ✓ **Standard 1 [9.1c]:** Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities (1c).
- ✓ **Standard 1 [10.1a-b]:** Demonstrate skill attainment in one or more lifetime activities (1a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (1b).
- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you remember the cues for belly breathing?
- ✓ **DOK 2:** How would you apply belly breathing into your everyday life?
- ✓ **DOK 3:** How is belly breathing related to stress management?

TEACHING STRATEGY FOCUS

Helping students practice skills, strategies, and processes: It is important to create tasks that incorporate skills that transfer over into later lessons of the module. It is also important to give students time to practice and use the skills they have learned throughout different practice tasks and different environments. Allow students to experiment with different breathing techniques.

STUDENT TARGETS

- ✓ **Skill:** I will perform the arm sequence for Ju Fu Kata.
- ✓ **Cognitive:** I will discuss the possible benefits of mind-body exercise/activities.
- ✓ **Fitness:** I will actively engage with a focus on controlled movement and breathing.
- ✓ **Personal & Social Responsibility:** I will be aware of self-space and demonstrate respect for myself and others.

TEACHING CUES

- ✓ Focus on Anatomical Position
- ✓ Follow the Sequence Script

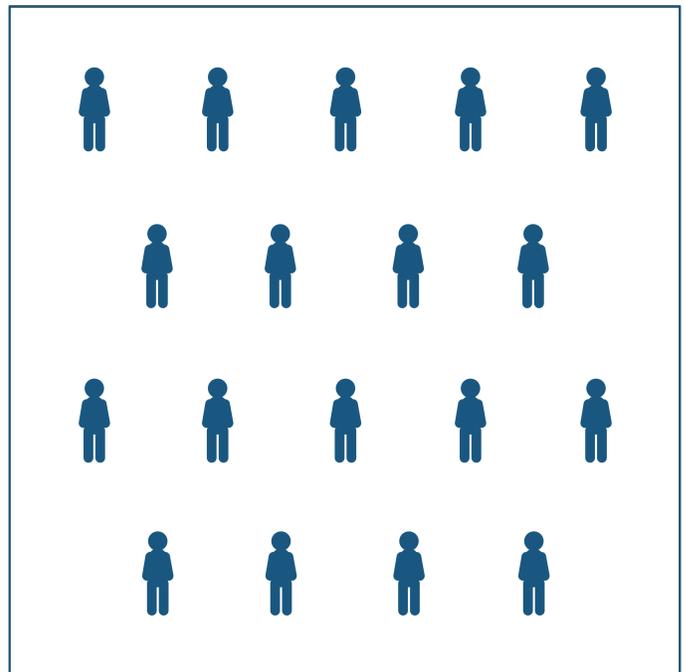
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Meditative Music (Relaxation)
- ✓ Music Player
- ✓ Ju Fu Kata Arm Sequence Script
- ✓ Ju Fu Kata Arm Sequence Visual Aids

Set-Up:

1. Students scattered with space to safely move.



Activity Procedures:

1. Today we will learn and practice the Ju Fu Kata Arm Sequence.
2. The object of the activity is to learn the arm sequence of Ju Fu Kata so that we can later combine it with the leg sequence.

Grade Level Progression:

L1: Students practice Ju Fu Kata as an entire group, under the direction of the teacher.

L2: Students break into small groups and refine their practice of the Ju Fu Kata in a cooperative, peer-directed environment.

JU FU KATA (ARMS)

HIGH SCHOOL (9-12)

CHALLENGE PROGRESSIONS

- ✓ **Adaptation:** Pair students who need extra practice with a partner who has the arm sequence mastered.
- ✓ **Extension:** Prompt students to apply the arm movements with proper direction changes.

ACADEMIC LANGUAGE

Tai Chi, Kata, Mental Clarity

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
- ✓ **Standard 1 [9.1c]:** Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities (1c).
- ✓ **Standard 1 [10.1a-b]:** Demonstrate skill attainment in one or more lifetime activities (1a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (1b).
- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What is the definition of kata?
- ✓ **DOK 2:** What do you know about Tai Chi?
- ✓ **DOK 3:** How does mental clarity affect performance of Ju Fu Kata?

TEACHING STRATEGY FOCUS

Identify Critical Content: Learning the arms of Ju Fu Kata from the teacher is fundamental in performing the kata correctly. Separating the teaching of the arms and legs will give the students something specific to focus on. This creates a great learning environment for identifying specific movement concepts that will be built upon later in the module. Take time to help the students with their arms and give positive, corrective feedback to increase student competencies. Have students perform the arms while following you with and without verbal cues. Then challenge them to perform the arms by themselves.

STUDENT TARGETS

- ✓ **Skill:** I will perform the leg sequence for Ju Fu Kata.
- ✓ **Cognitive:** I will discuss the importance of balance when performing mind-body exercises.
- ✓ **Fitness:** I will actively engage with a focus on controlled movement and breathing.
- ✓ **Personal & Social Responsibility:** I will be aware of self-space and demonstrate respect for myself and others.

TEACHING CUES

- ✓ Natural Stance
- ✓ Stomach Crunch

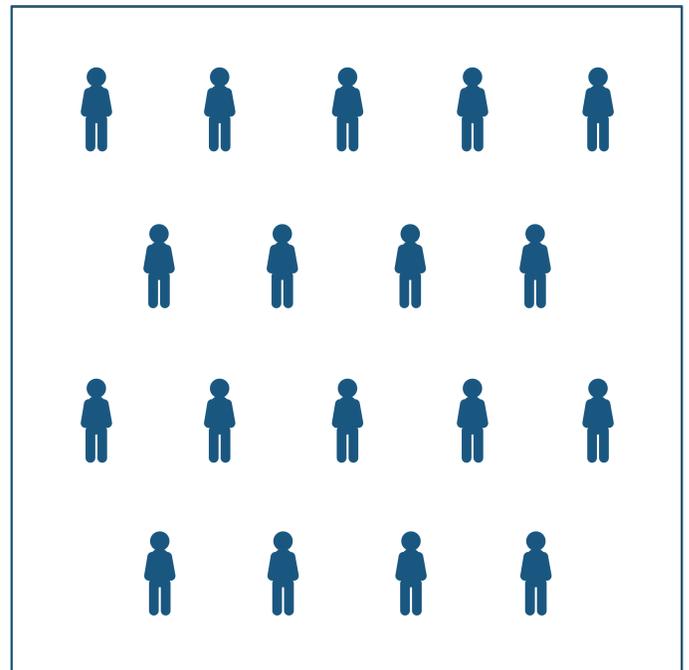
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Meditative Music (Relaxation)
- ✓ Music Player
- ✓ Ju Fu Kata Leg Sequence Script
- ✓ Ju Fu Kata Leg Sequence Visual Aids

Set-Up:

1. Students spread out in open space.



Activity Procedures:

1. Today we will learn and practice the Ju Fu Kata Leg Sequence.
2. The object of the activity is to learn the leg sequence of Ju Fu Kata so that we can combine it with the arm sequence.

Grade Level Progression:

L1: Students practice the Ju Fu Kata as an entire group, under the direction of the teacher.

L2: Students break into small groups and refine their practice of the Ju Fu Kata in a cooperative, peer-directed environment.

JU FU KATA (LEGS)

CHALLENGE PROGRESSIONS

- ✓ **Adaptation:** Pair students who need extra practice with a partner who has the leg sequence mastered.
- ✓ **Extension:** Prompt students to apply the leg movements with direction changes.

ACADEMIC LANGUAGE

Mind Body Exercise, Kata, Balance

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
- ✓ **Standard 1 [9.1c]:** Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities (1c).
- ✓ **Standard 1 [10.1a-b]:** Demonstrate skill attainment in one or more lifetime activities (1a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (1b).
- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How would you perform the right and left front stance?
- ✓ **DOK 2:** How does the Ju Fu Kata arm sequence differ from the leg sequence? Which was more difficult for you to learn / perform? Why?
- ✓ **DOK 3:** How is balance related to your performance of Ju Fu Kata?

TEACHING STRATEGY FOCUS

Identifying Critical Content: Learning the legs of the Ju Fu Kata from the teacher is the second part of the kata. Encourage students to only focus on the legs and to also focus on their balance. Throughout the lesson, give students tips on how to improve their balance and correct any movement flaws. Have students perform the legs while following you with and without verbal cues. Then challenge them to perform the legs by themselves.

STUDENT TARGETS

- ✓ **Skill:** I will combine scripted movements for arms and legs with controlled breathing to perform the entire Ju Fu Kata.
- ✓ **Cognitive:** I will discuss ways in which Ju Fu Kata and Tai Chi can help reduce and manage stress.
- ✓ **Fitness:** I will actively engage with a focus on controlled movement and breathing.
- ✓ **Personal & Social Responsibility:** I will work cooperatively with my group to learn the full Ju Fu Kata sequence.

TEACHING CUES

- ✓ Natural Stance
- ✓ Anatomical Position
- ✓ Stomach Crunch

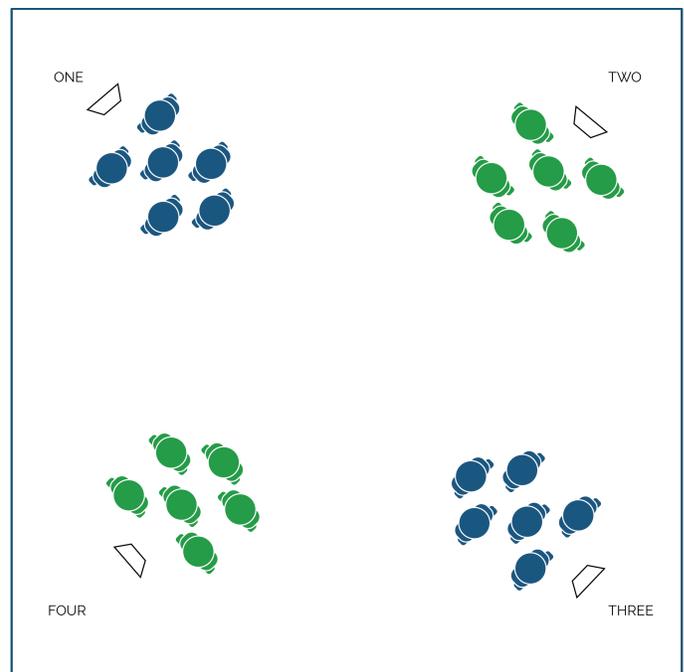
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Meditative Music (Relaxation)
- ✓ Music Player
- ✓ Ju Fu Kata Jigsaw Cards
- ✓ Ju Fu Kata Visual Aids
- ✓ 4 Cones with Task Tents

Set-Up:

1. Create 4 activity areas with a cone and task tent displaying 1 of 4 jigsaw cards.
2. Create 4 equal groups of students, 1 group per activity area.



Activity Procedures:

1. Today's activity is a Ju Fu Kata Jigsaw.
2. The object of the activity is to work with your group to perform the entire Ju Fu Kata by combining the sequences for arms and legs, with controlled breathing.
3. In your group, assign each group member a card number (1, 2, 3, or 4). On the start signal, all team members will break up and go to the cone and card that corresponds to their numbers.
4. Each card contains a part of the Ju Fu Kata sequence with a number that represents the order in which the part is performed during the Kata (i.e., 1 is first, 2 is second, 3 is third, and 4 is last).
5. After you have practiced and learned your sequence, you will return to your group, teach your part, and then perform the entire Kata together as a group.

Grade Level Progression:

- L1:** Students practice each part of the Ju Fu Kata as an entire group, under the direction of the teacher.
- L2:** Students break into small groups and refine their practice of the Ju Fu Kata in a cooperative, peer-directed environment.

CHALLENGE PROGRESSIONS

- ✓ **Adaptation:** Pair students who need extra assistance with a peer who has mastered the Kata.
- ✓ **Extension:** Students, in a safe space, perform Ju Fu Kata with eyes closed for optimal concentration and mental clarity.

ACADEMIC LANGUAGE

Communication, Cooperation, Etiquette, Respect

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
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- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [9.4e]:** Apply communication skills and strategies that promote positive team/group dynamics.
- ✓ **Standard 4 [10.4a]:** Explain the importance of and demonstrate communication skills in physical activity settings.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.
- ✓ **Standard 4 [11/12.4f]:** Demonstrate the ability to work cooperatively to accomplish a group goal.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you create a list describing the Ju Fu Kata sequence?
- ✓ **DOK 2:** How did combining arms, legs, and breathing affect your ability to perform Ju Fu Kata?
- ✓ **DOK 3:** How would you adapt Ju Fu Kata to make it easier? Harder?
- ✓ **DOK 1:** What is stress management?
- ✓ **DOK 2:** How does physical activity affect stress?
- ✓ **DOK 3:** How is Tai Chi related to stress management? Explain.

TEACHING STRATEGY FOCUS

Organizing students to interact with content: Creating a group learning environment in which students need to work together to achieve a goal is a positive way to allow students to interact with content. This will help students understand how to work with others in a physical activity setting. It will also provide some students who are more advanced to take on a leadership role and help others who are struggling. Encourage students to teach each other and give feedback to their group members.

JU FU KATA

STUDENT TARGETS

- ✓ **Skill:** I will perform the Ju Fu Kata as a warm-up/cool-down.
- ✓ **Cognitive:** I will discuss ways in which the Ju Fu Kata can help prepare my mind and body to learn.
- ✓ **Fitness:** I will actively engage with a focus on controlled movement and breathing.
- ✓ **Personal & Social Responsibility:** I will be aware of self-space and demonstrate respect for myself and others.

TEACHING CUES

- ✓ Natural Stance
- ✓ Anatomical Position
- ✓ Stomach Crunch

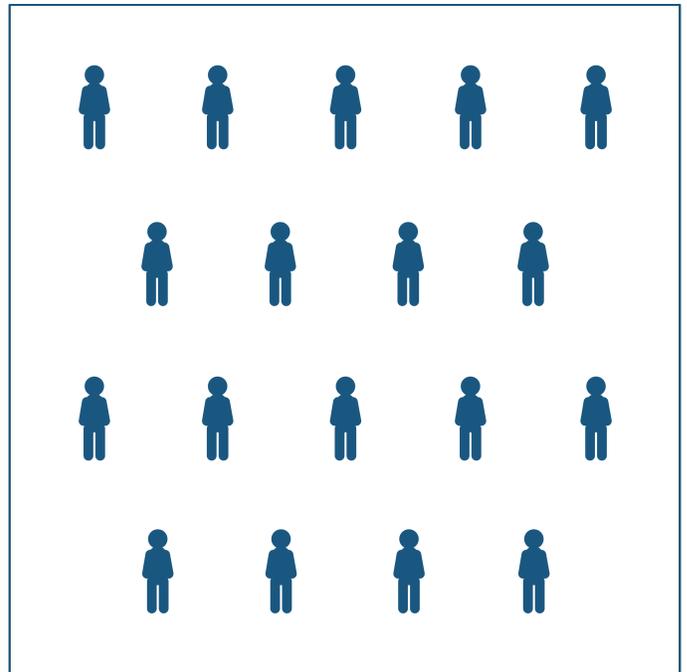
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Meditative Music (Relaxation)
- ✓ Music Player
- ✓ Ju Fu Kata Sequence Script
- ✓ Ju Fu Kata Visual Aids (optional)

Set-Up:

1. Students scattered with space to safely move.



Activity Procedures:

1. Today we will perform Ju Fu Kata as a way to warm up (or cool down) our bodies. We will perform the entire Ju Fu Kata with controlled breathing.
2. Teachers, follow the Ju Fu Kata Script and/or visual aids. Or, allow a student to lead the class with a focus on skill refinement.

Grade Level Progression:

L2: Students alternate leading the full Ju Fu Kata as a warm-up/cool-down.

JU FU KATA

CHALLENGE PROGRESSIONS

- ✓ **Adaptation:** Pair students who need extra assistance with a peer who has mastered the Kata.
- ✓ **Extension:** Students, in a safe space, perform Ju Fu Kata with eyes closed for optimal concentration and mental clarity.

ACADEMIC LANGUAGE

Warm-up, Cool-down, Cooperation, Etiquette, Respect

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
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- ✓ **Standard 4 [9.4a]:** Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in a variety of activities.
- ✓ **Standard 4 [10.4f-g]:** Apply stress-management strategies (e.g., deep breathing) to reduce stress (4f); Explain possible benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi) (4g).
- ✓ **Standard 4 [11/12.4b]:** Demonstrate appropriate etiquette as a participant and spectator in physical activity/sport.

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Can you recite the Ju Fu Kata movements in sequence?
- ✓ **DOK 2:** How can you apply this kata to your physical activity routine outside of school?
- ✓ **DOK 3:** What facts can you provide to support using Tai Chi as a part of a stress management routine?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: By using Ju Fu Kata regularly as a warm-up or cool-down, students experience the benefits of ongoing participation in mind-body exercises. Allowing students to peer-teach the kata as a warm-up/cool-down further shifts the instructional environment toward one that is student centered.

SAMPLE LESSON PLAN

**FOCUS
OUTCOMES**

- ✓ **Standard 1 [9.1a]:** Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., outdoor pursuits, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]) (1a).
- ✓ **Standard 1 [10.1a-b]:** Demonstrate skill attainment in one or more lifetime activities (1a); Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities (1b).

**FOCUS
TARGETS**

- ✓ **Skill:** I will practice and perform belly breathing techniques.
- ✓ **Skill:** I will perform the arm sequence for Ju Fu Kata.
- ✓ **Cognitive:** I will describe what it feels like to use belly breathing techniques.
- ✓ **Cognitive:** I will discuss the possible benefits of mind-body exercise/activities.
- ✓ **Fitness:** I will discuss the relationship between breathing, Tai Chi, and stress relief.
- ✓ **Personal & Social Responsibility:** I will be aware of self-space and demonstrate respect for myself and others.

**ACADEMIC
LANGUAGE**

- ✓ Diaphragm
- ✓ Mind Body Exercise
- ✓ Tai Chi
- ✓ Belly Breathing
- ✓ Respect

**SELECTED
ASSESSMENT**

- ✓ Tai Chi Academic Language Exit Slip (Use OPEN Generic Academic Language Exit Slip. Allow students to choose a words from the vocabulary used in class.)

SAMPLE LESSON PLAN

HIGH SCHOOL (9-12)

TRANSITION NOTES

ACTIVITY

DEBRIEF

1
INSTANT
ACTIVITY

Students enter the activity area, find a mat and lay down on their backs. Meditation music is playing. Prompt students to relax and wait for instruction. When all students have arrive, begin Belly Breathing instruction.



Belly Breathing



DOK 1: Can you remember the cues for belly breathing?
DOK 2: How would you apply belly breathing into your everyday life?
DOK 3: How is belly breathing related to stress management?

2
LEARNING
TASK

Students roll their mats and set them to the side of their personal space. All students face forward in preparation of Ju Fu Kata instruction.



Ju Fu Kata (Arms)



DOK 1: What is the definition of kata?
DOK 2: What do you know about Tai Chi?
DOK 3: How does mental clarity affect performance of Ju Fu Kata?

3
LEARNING
TASK

Students listen to class elective descriptions that are available to them over the next 5-week period. After elective announcements students move to the elective of their choice and sign-up for that content area.



Class Elective Choice Day



When students complete the elective choice process, they work with a partner or in small groups to practice Ju Fu Kata (Arms). The script is posted on the projected display.

4
EXIT
ASSESSMENT

Students complete and turn in a Tai Chi Academic Language Exit Slip.

BELLY BREATHING

(noun)

Also known as diaphragmatic breathing. Deep breathing that is done by contracting the diaphragm and abdominal muscles with air entering the lungs and expanding the belly.

Josh placed a bean bag on his stomach during **belly breathing** to help him feel the result of each inhale and exhale.



COMMUNICATE

(verb)

To share or exchange information or ideas.

The team worked to **communicate** each set of sequential movements that make up Ju Fu Kata.



COOPERATE

(verb)

To act with others toward the same end or purpose.

The class was able to **cooperate** throughout the lesson cool-down in order to perform the entire Ju Fu Kata accurately and in unison.



COOL-DOWN

(noun)

A series of moderate exercises done after more intense activity, which allows the body to gradually return to a resting or near-resting state.

Demonstrating Ju Fu Kata during the **cool-down** helped to prepare Franklin's mind for his afternoon classes.



DIAPHRAGM

(noun)

A muscle located horizontally between the chest cavity and the abdomen.

Kecia focused on contracting her **diaphragm** during the belly breathing exercise, which helped her inhale and exhale from her abdomen.



ETIQUETTE

(noun)

A customary code of polite behavior in society or among members of a particular profession or group.

Maintaining quiet and calm behaviors during each kata performance is a part of Tai Chi **etiquette**.



KATA

(noun)

A series of specific movements, performed in a pattern prescribed for a specific purpose or practice. Katas are often used during martial arts training.

The Ju Fu **Kata** is a basic series of movements designed to help students with body awareness, balance, and mental clarity.



MENTAL CLARITY

(noun)

A state of emotional and psychological focus in which an individual is able to think and respond without distraction or distress.

Kendra made Tai Chi a part of her final exam preparation routine in order to improve her **mental clarity** and reduce stress.



MIND-BODY EXERCISE

(noun)

A fitness activity category characterized by a focus on mental clarity, accuracy of movement form and body alignment, and a synchronization of movements with controlled breathing.

Tai Chi and Yoga are considered effective **mind-body exercises** used to improve physical and emotional health.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

Caitlin **respects** Tai Chi as a form of training that has helped many people improve their lives.



TAI CHI

(noun)

An ancient Chinese tradition that, today, is practiced as a graceful form of exercise. It involves a series of movements performed in a slow, focused manner and accompanied by deep breathing.

Nicole started practicing **Tai Chi**, which improved her balance and helped her learn new breathing methods while exercising.



WARM-UP

(noun)

A series of moderate exercises done in preparation for a more intense performance or bout of physical activity.

Tai Chi can be used as a **warm-up** for physical performances because it helps prepare the body and mind for movement.



Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Tai Chi activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Tai Chi

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide mats of different thickness for belly breathing. • Provide pillow-like support for neck or knees for belly breathing. • Provide poly spot footprints for leg sequence of Ju Fu Kata and full kata. • Provide directional poly sorts for the extension of Ju Fu Kata. 	<ul style="list-style-type: none"> • Move at own speed and in expanded personal space for Ju Fu Kata. • Set no restrictions on time to learn the kata sequence. • Provide time for and allow students to pair with a peer for assistance. 	<ul style="list-style-type: none"> • Provide concrete personal boundaries for students as they perform Ju Fu Kata. • Practice in a room/gymnasium with mirrors so students can see how their movements. • Practice in room/gymnasium that is accessible to students of all abilities. 	<ul style="list-style-type: none"> • Provide verbal cues. • Provide a video for students to view/practice in and outside of class. • Provide visual aids with the cues. • Demonstrate movement skills and sequences. • Provide a peer tutor or teaching assistant during individual practice time.

GRADE: _____ **CLASS:** _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs entire Ju Fu Kata with proper by alignment and balance, while displaying an understanding of movement concepts. Is able to perform Belly Breathing technique and can explain the stress-management benefits of this type of breathing exercise.	Conducts herself/himself safely and with consideration for others. Exhibits proper etiquette and communication while acting as a leader, working to help others improve.
Competent 3	Performs Ju Fu Kata with occasional errors in both alignment and balance. Is able to perform Belly Breathing technique. Displays effort toward understanding the benefits of mind-body exercise.	Conducts herself/himself safely without disrupting the learning environment. Exhibits proper etiquette and communication.
Lacks Competence 2	Performs Ju Fu Kata frequent errors. Has difficulty performing Belly Breathing technique and show little to no interest in learning about mind-body exercise.	Occasionally creates unsafe situations. Frequently displays behavior that does not align with Tai Chi etiquette.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts learning for others.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

1

What kind of breathing is done by contracting the diaphragm with air expanding the belly?

- a. Stomach
- b. Clear
- c. Belly
- d. Chi

2

A customary code of polite behavior is called ____?

- a. A Deal
- b. Tradition
- c. Behavior
- d. Etiquette

3

A series of specific movements, performed in a pattern is called ____?

- a. Kata
- b. Fu Fu
- c. Martial Arts
- d. Training

4

A state of emotional and psychological focus needed for peak performance?

- a. Understanding
- b. Mental Clarity
- c. Mind-Body
- d. Tai Chi

5

What type of exercise is characterized by a focus on mental clarity and controlled breath?

- a. Aerobic
- b. Strength
- c. Mind-Body
- d. Stretching

6

What is it called when someone as an appreciation for something because of its qualities?

- a. Achievement
- b. Mind-Body
- c. Mental Clarity
- d. Respect

7

Tai Chi is a traditional exercise that comes from which country?

- a. Australia
- b. USA
- c. China
- d. Chile

8

A series of exercises done in preparation for more intense activity is called ____?

- a. A Cool-Down
- b. A Warm-Down
- c. A Cool-Up
- d. A Warm-Up

JU FU KATA SEQUENCE SCRIPT

#	Breathing	Arms	Legs
1	a. Inhale	a. Raise arms above head (palms facing).	a. Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up/parallel with floor (like a prep for front kick) "Crunch Stomach."
	c. Inhale	c. Raise arms above head (palms facing).	c. Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up/parallel with floor (like a prep for a front kick) "Crunch Stomach."
2	a. Inhale	a. Bring arms up and cross at wrist ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	a. Natural Stance.
	b. Exhale	b. Arms push out and forward (elbows tightly in).	b. Step into left front stance.
	c. Inhale	c. Bring arms up and cross at wrist ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	c. Natural stance.
	d. Exhale	d. Arms push out and forward (elbows tightly in).	d. Transition into right front stance.

JU FU KATA SEQUENCE SCRIPT

#	Breathing	Arms	Legs
3	a. Inhale	a. Bring arms up and cross at wrist ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	a. Natural Stance.
	b. Exhale	b. Arms push out and forward (elbows tightly in).	b. Transition into left front stance.
	c. Inhale	c. Raise arms above head (palms facing).	c. Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up to parallel with floor (like a prep for a front kick) "Crunch Stomach."
4	a. Inhale	a. Raise arms above head (palms facing).	a. Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up to parallel with floor (like a prep for a front kick) "Crunch Stomach."
	c. Inhale	c. Bring arms up and cross at wrist ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	c. Natural stance.
	d. Exhale	d. Arms push out/forward (elbows tightly in).	d. Natural stance (no stepping out).
	e. Inhale	e. Arms down and out to side (palm out towards front). Think "Anatomical Position."	e. Natural stance.
	f. Exhale	f. Arms return to a natural position by the side of the body.	f. Natural stance.

#	Breathing	Arms	Legs
1	a. Inhale	a. Raise arms above head (palms facing).	a. Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up/parallel with floor (like a prep for front kick) "Crunch Stomach."
	c. Inhale	c. Raise arms above head (palms facing).	c. Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up/parallel with floor (like a prep for a front kick) "Crunch Stomach."

#	Breathing	Arms	Legs
2	a. Inhale	a. Bring arms up and cross at wrist Ⓢ. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	a. Natural Stance.
	b. Exhale	b. Arms push out and forward (elbows tightly in).	b. Step into left front stance.
	c. Inhale	c. Bring arms up and cross at wrist Ⓢ. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	c. Natural stance.
	d. Exhale	d. Arms push out and forward (elbows tightly in).	d. Transition into right front stance.

#	Breathing	Arms	Legs
3	a. Inhale	a. Bring arms up and cross at wrist ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	a. Natural Stance.
	b. Exhale	b. Arms push out and forward (elbows tightly in).	b. Transition into left front stance.
	c. Inhale	c. Raise arms above head (palms facing).	c. Natural stance.
	d. Exhale	d. Bring arms down to side (lead with pinky side). Palms in toward body.	d. Lift right knee up/parallel with floor (like a prep for a front kick) "Crunch Stomach."

#	Breathing	Arms	Legs
4	a. Inhale	a. Raise arms above head (palms facing).	a. Natural Stance.
	b. Exhale	b. Bring arms down to side (lead with pinky side). Palms in toward body.	b. Lift left knee up/parallel with floor (like a prep for a front kick) "Crunch Stomach."
	c. Inhale	c. Bring arms up and cross at wrist. ®. Arm in front, circle arms up and out and down to hips. Arms are relaxed.	c. Natural stance.
	d. Exhale	d. Arms push out/forward (elbows tightly in).	d. Natural stance (no stepping out).
	e. Inhale	e. Arms down and out to side (palm out towards front). Think "Anatomical Position."	e. Natural stance.
	f. Exhale	f. Arms return to a natural position by the side of the body.	f. Natural stance.

MOVEMENT CONCEPTS

HIGH SCHOOL (9-12)

Move to Improve: Think and work toward skill refinement.

Skill Focus: Balance and Alignment

Think about space:

- ✓ Where does your body move through space?
- ✓ How does your body move through space?
- ✓ Why is it important to think about space?

Think about movement through space:

- ✓ Location
- ✓ Direction
- ✓ Levels
- ✓ Pathways
- ✓ Extensions

Examples:

- ✓ The change of levels of the hands is important to the flow and balance of the kata performance.
- ✓ The direction of your movements (arms and legs) must be done mindfully and intentionally.

*Adapted for Tai Chi using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education.
George Graham, Shirley Ann Holt/Hale, Melissa Parker.*

MOVEMENT CONCEPTS

HIGH SCHOOL (9-12)

Move to Improve: Think and work toward skill refinement.

Skill Focus: Balance and Alignment

Think about relationships:

- ✓ Where are you positioned with respect to people and objects?
- ✓ Are you moving in unison with others in the class?
- ✓ Is the area safe for movement?
- ✓ Why is it important to think about relationships?

Think about spatial relationships:

- ✓ With your body
- ✓ With others in the class
- ✓ With objects in the activity space
- ✓ With the music

Examples:

- ✓ Work to move in unison with your classmates.
- ✓ Allow the music to set the pace of your movements. Music that is too fast will negatively impact balance, form, and alignment.

Adapted for Tai Chi using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.

MOVEMENT CONCEPTS

Move to Improve: Think and work toward skill refinement.

Skill Focus: Balance and Alignment

Think about effort:

- ✓ How does your body move through space?
- ✓ How does muscle tension impact the balance and alignment of movements?
- ✓ What factors impact the flow of the kata performance?
- ✓ Why is it important to think about effort?

Think about your effort:

- ✓ Time (Fast – Slow)
- ✓ Force (Strong – Light)
- ✓ Flow (Bound – Free)

Examples:

- ✓ Perform movements at a pace that allows for good balance and accurate alignment.
- ✓ Find muscle tension that allows your body to perform controlled and intentional movements while maintaining a smooth and graceful flow.

Adapted for Tai Chi using the Movement Analysis Wheel in Children Moving: A Reflective Approach to Teaching Physical Education. George Graham, Shirley Ann Holt/Hale, Melissa Parker.

MOVEMENT CONCEPTS: SELF ANALYSIS

HIGH SCHOOL (9-12)

**Move to Improve: Think and work toward skill refinement.
Move to Improve Self-Analysis**

Student Name: _____

Name of Activity/Learning Task: _____

List two ways that you can focus on movement in space to improve performance in Tai Chi.
Provide specific examples.

- 1. _____

- 2. _____

List two ways you can focus on spatial relationships to improve performance in this Tai Chi.
Provide specific examples.

- 1. _____

- 2. _____

List two ways you can focus on effort (time, force, flow) to improve performance in Tai Chi.
Provide specific examples. *Note: effort from a personal responsibility perspective is important for improvement, but it is a different concept.*

- 1. _____

- 2. _____

SELF-EFFICACY AND SOCIAL SUPPORT INVENTORY

Name: _____

Date: _____

Directions: Answer Yes or No to the first 8 items, then write a short response for items 9 and 10.

	YES	NO
I think I can ask an adult (teacher or family member) to help me find opportunities to practice Tai Chi or an activity like it.	<input type="checkbox"/>	<input type="checkbox"/>
I think I can ask a friend or family member to practice Tai Chi with me.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the skills I need to practice Tai Chi outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I have the knowledge I need to improve my Tai Chi practice outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think I know where to find resources to learn more about Tai Chi.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will practice Tai Chi in the future if the opportunity is available.	<input type="checkbox"/>	<input type="checkbox"/>
I think I will feel comfortable practicing Tai Chi with my peers outside of physical education class.	<input type="checkbox"/>	<input type="checkbox"/>
I think activities like Tai Chi can help me stay active and healthy in the future.	<input type="checkbox"/>	<input type="checkbox"/>

If you could choose between Tai Chi and other physical activity options, would you choose Tai Chi? Why or why not?

Did you enjoy the challenges that you faced while learning Tai Chi? Why or why not?

FITNESS PORTFOLIO

Indicate yes or no to indicate which components of fitness are improved or maintained through Tai Chi participation. Provide examples of how each component is addressed.

Health-Related Fitness

HRF Component	YES / NO ?	Examples/Rationale
Cardiovascular Endurance		
Muscular Strength		
Muscular Endurance		
Flexibility		
Body Composition		

Skill-Related Fitness

SRF Component	YES / NO ?	Examples/Rationale
Agility		
Balance		
Coordination		
Power		
Reaction Time		
Speed		

Select 1 component of health-related fitness and provide a summary of how participation in Tai Chi helped you improve or maintain your personal level of fitness for that specific component.

Select 1 component of skill-related fitness and provide a summary of how participation in Tai Chi helped you improve or maintain your personal level of fitness for that specific skill-related component.

Using a 5-point scale, circle the response that represents how relevant you believe Tai Chi will be to your long-term fitness and activity goals.

- | | | | | |
|---------------------|--------------------|-------------------|----------|--------------------|
| Not at all relevant | Minimally relevant | Somewhat relevant | Relevant | Extremely relevant |
| 1 | 2 | 3 | 4 | 5 |

TEACHER SELF-EVALUATION & REFLECTION GUIDE

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3	