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| Equipment | Screen and access to the internet (optional) |
| Learning Outcome | Identify the connection between the mind and body and participate in an exercise to practice mind-body harmony. |
| COVID-19 Safety Precautions | Remind students to keep a safe physical distance from each other. |

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students introducing qigong. Share that qigong is an ancient Chinese practice that utilize slow and deliberate movements, meditation and breathing exercises. Invite students to practice breathing in through their nose, holding their breath for a few seconds, and then slowly exhaling. As they do this, ask them to focus in on their body and what they are feeling. If comfortable, students can close their eyes to do this and maintain a comfortable position for a few minutes while practicing this breathing.



Activity Description

Note: The relationship between qigong and physical activity is somewhat problematic. The term physical activity is not a traditional or historical Chinese concept. Qigong is a type of meditative practice that involves more mental activities. It is important to approach this activity with sensitivity and respect. Be sure to share with students that qigong is intended to support overall health and well-being.

Introduce qigong (pronounced CHEE-gung) to students, sharing that it is an ancient Chinese practice that utilizes slow and deliberate movements, meditation and breathing exercises. If utilizing a flipped classroom strategy, discuss with students how they felt when practicing their breathing in advance of the activity. If not utilizing a flipped classroom, invite students to practice breathing in through their nose, holding their breath for a few seconds, and then slowly exhaling. As they do this, ask them to focus in on their body and what they are feeling.

Share the following main concepts with students:

- Qi 气 is the vital energy flow for life
- Gong 功 is the effort and discipline it takes to practice
- Dantian 丹田 is where the vital energy is reserved in the body located four fingers below the navel

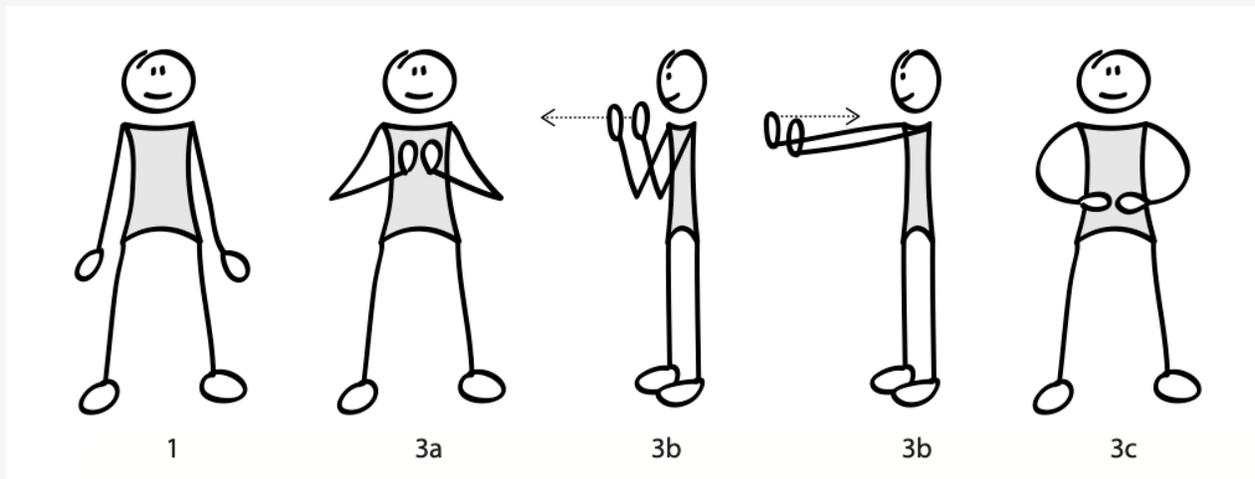
Find a quiet, calm space and invite students to spread out at a safe distance from each other. Practice the qigong exercise below or play one of the videos below for students to follow.

Sample Qigong Exercise – Natural Qigong

For a demonstration, please see the steps and figure below or [click here](#).

1. Preparation: Facing south (for more yang qi), stand/sit/lie down with shoulder's apart, bending knees, chest and chin in slightly, closing teeth, and tongue against hard palate.
2. Adjustments:
 - a. Adjust body: move and relax head, shoulders, arms, trunk, knees, and feet
 - b. Adjust breath: inhale and exhale slowly and deeply
 - c. Adjust mind: focus on your breathing
3. Collecting qi (close eyes if feeling comfortable; breath follows natural movements):
 - a. Palms face south (front);
 - b. Collect good qi back for 6, 12, 18, or 24 times;
 - c. Hold an imaginary ball in front of navel and pour qi from the palms into dantian (i.e., central middle abdomen);
4. Closure: Dry-wash hands while walking around quietly for a few seconds.

Activity Description



Other Qigong videos:

[Wu Qin Xi – Five Animals Qigong](#)

[5 Element Qi Gong](#)

[Eight Pieces of Brocade / Ba Duan Jin / 八段锦 Qigong](#)

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- How did your mind feel while you participated in the activity? Body?
- When could you use these types of calming exercises?



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

| S Space | T Task | E Equipment | P People |
|---|---|---|---|
| Complete the activity in a space with minimal distractions. | Replace qigong practice with yoga practice. | Students use the required equipment for them to complete the activity successfully. | Provide students with verbal cues and gestures. |

Observing Learning Outcomes

Consider the following when observing student learning.

- Does the student demonstrate a willingness to try connecting their mind and body by through relaxation techniques and deep breathing?
- Is the student able to successfully participate in the activity by following the different movements?
- Does the student demonstrate respect by remaining quiet throughout the activity?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

Gratitude Attitude