CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-05-54

NEW: October/2002

TITLE: PHYSICAL FITNESS, FOR OLDER ADULTS/PRINCIPLES OF CHI GONG/TAI CHI

DEPARTMENT: Programs for Older Adults

CREDITS: 0*

HOURS: 60

APPORTIONMENT NO.: 08.085.501

COURSE DESCRIPTION:
This competency-based course is designed for the older adult and offers instruction in the principles of chi gong and tai chi to maintain and increase flexibility, muscle tone, breathing capacity, and enhance coordination and balance. This course provides exercises that are flowing, smooth and gentle on the body and contribute to sound physical, mental and emotional well-being. This course outline contains a SCANS related instructional lesson plan.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.
THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There all information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division’s Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to produce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services
Course Outline: Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction, and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52504. Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508[b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student’s acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.
Course Outline Components

UNITs OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION Of STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Appreciation is expressed to JEANNE NAKANO, JEANETTE SHELBOURNE and ARLENE TORLUEMKE for their expertise and work in writing this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

BARBARA LEVIN
Specialist
Programs for Older Adults

DOLORES DIAZ CARREY
Director
Instructional Services Unit

APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education

(52-05-54)
CBE  
Competency-Based Education  

COMPETENCY-BASED COMPONENTS  
for the Physical Fitness, For Older Adults/Principles of Chi Gong/Tai Chi Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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</thead>
<tbody>
<tr>
<td>A. INTRODUCTION</td>
<td>1. Discuss the history of chi gong/tai chi and its relevance to today's world.</td>
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<td></td>
<td>2. Discuss control and transformation of energy as a goal of chi gong/tai chi.</td>
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<td>3. Discuss improving balance and coordination as a goal of a chi gong/tai chi program.</td>
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<td>4. Discuss improving flexibility as a goal of a chi gong/tai chi program.</td>
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<td>5. Discuss greater mobility as a goal of a chi gong/tai chi program.</td>
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<td>6. Discuss improved health as a goal of a chi gong/tai chi program.</td>
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<td>7. Discuss how a holistic approach to physical, mental and emotional well-being can be a long-term goal of a chi gong/tai chi program.</td>
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<td>8. Define the meaning of “chi” (energy) in chi gong/tai chi.</td>
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<td>9. Discuss unique terms used to describe chi gong.</td>
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<td></td>
<td>10. Discuss unique terms used to describe tai chi.</td>
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<td></td>
<td>11. Discuss improved muscular strength as a goal of a chi gong/tai chi program.</td>
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<td>12. Discuss the positive aspects of a chi gong/tai chi program for older adults.</td>
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<td>13. Discuss student responsibility for attaining medical clearance before enrolling in the class.</td>
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<td></td>
<td>14. Discuss improving concentration and focus as a goal of chi gong/tai chi.</td>
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COMPETENCIES
Resources: Allocates Time
Interpersonal: Participates as Member of a Team
Information: Acquires and Evaluates Information/ Interprets and Communicates Information
Systems: Understands Systems

FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/ Self-Management

(6 hours)
**B. HEALTH AND CHI GONG/TAI CHI**

Understand the relationship between health and chi gong/tai chi.

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<tbody>
<tr>
<td>1.</td>
<td>Describe how chi gong/tai chi can assist the mind and body to relax.</td>
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<td>2.</td>
<td>Describe how a healthy body and calm mind creates a sense of well-being.</td>
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<tr>
<td>3.</td>
<td>Describe how self-esteem is improved through chi gong/tai chi.</td>
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<tr>
<td>4.</td>
<td>Describe how the mind and body are balanced and energized through chi gong/tai chi.</td>
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<tr>
<td>5.</td>
<td>Describe the risks of inactivity.</td>
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<td>6.</td>
<td>Describe how tension, anxiety and depression can be countered through chi gong/tai chi.</td>
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<tr>
<td>7.</td>
<td>Describe how regular participation in a chi gong/tai chi program can improve digestion and elimination.</td>
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<td>8.</td>
<td>Describe how regular participation in a chi gong/tai chi program can lower blood sugar levels.</td>
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<td>9.</td>
<td>Describe how chi gong/tai chi can promote lean body mass while burning fat, and lower overall blood cholesterol.</td>
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<td>10.</td>
<td>Describe how chi gong/tai chi can prevent bone loss.</td>
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<td>11.</td>
<td>Practice chi gong/tai chi to improve circulation.</td>
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<td>12.</td>
<td>Practice chi gong/tai chi to improve pulmonary capacity.</td>
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<tr>
<td>13.</td>
<td>Practice chi gong/tai chi to control weight.</td>
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<tr>
<td>14.</td>
<td>Practice chi gong/tai chi to increase kinesthetic awareness.</td>
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<tr>
<td>15.</td>
<td>Practice chi gong/tai chi to increase coordination.</td>
</tr>
<tr>
<td>17.</td>
<td>Practice chi gong/tai chi to lower blood pressure.</td>
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<tr>
<td>18.</td>
<td>Practice chi gong/tai chi to eliminate insomnia.</td>
</tr>
<tr>
<td>19.</td>
<td>Practice chi gong/tai chi to strengthen immune system.</td>
</tr>
<tr>
<td>20.</td>
<td>Practice chi gong/tai chi to improve grace and flow of movement.</td>
</tr>
<tr>
<td>21.</td>
<td>Practice chi gong/tai chi to increase vitality.</td>
</tr>
<tr>
<td>22.</td>
<td>Practice chi gong/tai chi to promote self-healing.</td>
</tr>
<tr>
<td>23.</td>
<td>Practice chi gong/tai chi to improve efficiency of lungs and respiratory system.</td>
</tr>
<tr>
<td>24.</td>
<td>Practice chi gong/tai chi to improve balance.</td>
</tr>
<tr>
<td>25.</td>
<td>Practice chi gong/tai chi to mitigate effects of osteoporosis.</td>
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</tbody>
</table>

**COMPETENCIES**

| Resources: Allocates Time/ Allocates Human Resources |
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| Systems: Understands Systems/ Monitors and Corrects Performance |

**FOUNDATION**

Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/ Self-Management/ Self-esteem

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**C. SAFETY FACTORS**

Understand the importance of designing a safe and effective chi gong/tai chi program.

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<tbody>
<tr>
<td>1.</td>
<td>Describe one’s own physical capabilities and limitations.</td>
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<tr>
<td>2.</td>
<td>Discuss the importance of doctor’s approval or recommendation prior to beginning a chi gong/tai chi program.</td>
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<tr>
<td>3.</td>
<td>Discuss the importance of proper hydration.</td>
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<tr>
<td>4.</td>
<td>Identify movements that might be injurious to older adults.</td>
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<tr>
<td>5.</td>
<td>Discuss ways to modify movements to meet individual need.</td>
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<tr>
<td>6.</td>
<td>Discuss the importance of mastering the movement at your own pace.</td>
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</tbody>
</table>

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7. Discuss the importance of proper room ventilation when practicing chi gong/tai chi.
8. Discuss the importance of wearing loose clothing.
10. Emphasize the importance of increasing the intensity and duration of the chi gong/tai chi program gradually.
11. Describe the importance of warm-up and cool-down exercises.

COMPETENCIES
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FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/ Self-Management/ Self-esteem

(14 hours)

D. PRINCIPLES OF CHI GONG

Understand the components of a sound chi gong/tai chi program.

1. Describe the progression from simple to complex movements as a component of a sound chi gong/tai chi program.
2. Describe increased repetitions of movement as a component of a sound chi gong/tai chi program.
3. Describe breath control methods used in chi gong/tai chi.
4. Describe how breath, mind and form are emphasized in chi gong/tai chi.
5. Discuss "natural, flowing movements" as one of the goals of chi gong/tai chi.
6. Describe chi gong/tai chi as a non-competitive practice.
7. Discuss chi gong/tai chi as a practice that promotes improved concentration and self-awareness through breathing exercises, visualization and guided imagery.
8. Discuss the role of chi gong/tai chi in encouraging self-responsibility.
9. Demonstrate props to use in individual modifications (e.g. rolling up a towel under the knees for kneeling poses, doing poses in chairs, using the wall, pillows, etc.).
10. Describe chi gong/tai chi as a practice that emphasizes "integrating the body, mind and spirit".
11. Describe the primary benefits of chi gong/tai chi as vitality, balance, strength in the immune system, flexibility, alignment, breathing and stress reduction.

COMPETENCIES
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FOUNDATION
Basic Skills: Listening/ Speaking
Thinking Skills: Decision Making
Personal Qualities: Sociability/ Self-Management/ Self-esteem

(12 hours)

(52-05-54)
E. **APPLICATION OF PRINCIPLES OF CHI GONG/TAI CHI**

Recognize the major types of flowing movements that may be included in a chi gong/tai chi program.

| 1. | Describe warm-ups and cool down as part of a comprehensive chi gong/tai chi program. |
| 2. | Describe stretches as part of a comprehensive chi gong/tai chi program. |
| 3. | Describe breathing techniques as part of a comprehensive chi gong/tai chi program (i.e., breathing is continuous; breath is not held; placement of tongue for proper breathing). |
| 4. | Discuss relaxation as an integral part of a chi gong/tai chi program. |
| 5. | Describe various techniques of relaxation, such as deep breathing, standing form meditations, basic stretches, visualization and imagery. |
| 7. | Describe modified movements as a part of safe chi gong/tai chi program. |
| 8. | Discuss the need to modify movements to meet individual need. |
| 9. | Identify how to apply the principles of chi (proper alignment, breathing, stress reduction and relaxation techniques) to daily life movements and activities. |
| 10. | Demonstrate a version of the following chi movements (described and pictured in *The Healing Art of Qi Gong* and *The Eight Treasures: Energy Enhancement Exercise*):
| a. | Standing Relaxation/ Natural Standing Form |
| b. | Weeping Willow Tree Shivers in Early Morning Breeze |
| c. | Completion Series |
| d. | The Golden Eight |
| e. | Reach for Happiness |
| f. | The Archer |
| g. | Between Heaven and Earth |
| h. | Lock Back and Let Go |
| i. | Twist and Release |
| j. | Bending for Health |
| k. | Energy Punch |
| l. | Energy Jump |
| 11. | Demonstrate a version (modified as needed) from the Tai Chi Long Form. |

**COMPETENCIES**

- Resources: Allocates Time/ Allocates Human Resources
- Interpersonal: Participates as Member of a Team
- Information: Acquires and Evaluates Information/ Interprets and Communicates Information
- Systems: Understands Systems/ Monitors and Corrects Performance

**FOUNDATION**

- Basic Skills: Listening/ Speaking
- Thinking Skills: Decision Making
- Personal Qualities: Sociability/ Self-Management/ Self-Esteem

(22 hours)
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data; acquires data or creates data sources; evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies, or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customer: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

Technology
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.
Definitions of SCANS Foundation Skills

**Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents— including manuals, graphs, and schedules—to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

**Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

**Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
## CBE Competency-Based Education

### CAREER PREPARATION STANDARDS/SCANS SKILLS

for the Physical Fitness, For Older Adults/Principles of Chi Gong/Tai Chi Course

<table>
<thead>
<tr>
<th>CAREER PREPARATION STANDARDS</th>
<th>EXPECTED STUDENT PROFICIENCIES</th>
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<tbody>
<tr>
<td><strong>1. PERSONAL SKILLS</strong></td>
<td>1. Demonstrate an understanding of classroom policies and procedures.</td>
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<tr>
<td>Understand how personal skill development— including positive attitude, honesty, self-confidence, time management, and other positive traits— affect employability.</td>
<td>2. Discuss importance of the following personal skills in the classroom environment:</td>
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<td>a. positive attitude</td>
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<td>b. self-confidence</td>
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<td>c. honesty</td>
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<td>d. perseverance</td>
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<td>e. self-management/work ethic</td>
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<td>f. pride in product/work</td>
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<td>g. dependability</td>
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<td>3. Establish goals for self-improvement and further education/training.</td>
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<td>4. Prioritize tasks and meet deadlines.</td>
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<tr>
<td><strong>2. INTERPERSONAL SKILLS</strong></td>
<td>1. Identify and discuss behaviors of an effective team.</td>
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<tr>
<td>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</td>
<td>2. Explain the central importance of mutual respect in interpersonal relations.</td>
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<td>3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.</td>
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<td>4. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</td>
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<td>5. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</td>
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<td><strong>3. THINKING and PROBLEM-SOLVING</strong></td>
<td>1. Read, write, and give directions.</td>
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<tr>
<td>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</td>
<td>2. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.</td>
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<tr>
<td></td>
<td>a. Work as a team member in solving problems.</td>
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<tr>
<td></td>
<td>b. Diagnose the problem, its urgency, and its causes.</td>
</tr>
<tr>
<td></td>
<td>c. Identify alternatives and their consequences.</td>
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<tr>
<td></td>
<td>d. Explore possible solutions.</td>
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<tr>
<td></td>
<td>e. Compare/contrast the advantages and disadvantages of alternatives.</td>
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<td></td>
<td>f. Determine appropriate action(s).</td>
</tr>
<tr>
<td></td>
<td>g. Implement action(s).</td>
</tr>
<tr>
<td></td>
<td>h. Evaluate results of action(s) taken.</td>
</tr>
</tbody>
</table>
| COMMUNICATION SKILLS | 1. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.  
| Understand principles of effective communication. | 2. Demonstrate active listening through oral and written feedback.  
| | 3. Give and receive feedback. |
# Sample Lesson Plan for the Physical Fitness, For Older Adults/Principles of Chi Gong/Tai Chi Course

<table>
<thead>
<tr>
<th>Competency Area and Topic</th>
<th>Minimal Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Application of Principles of Chi Gong/Tai Chi</td>
<td>1. Describe warm-ups and cool down as part of a comprehensive chi gong/tai chi program. 2. Practice chi gong/tai chi to improve grace and flow of movement.</td>
</tr>
</tbody>
</table>

## Sample Lesson Plan

**Length of Lesson:** 3 hours

**Lesson Objective:** Students will be able to demonstrate proper warm-up and cool down techniques.

**Equipment and Materials Needed:** Tape recorder and music.

## Scans Focus

**Foundation**
- Basic Skills: Listening/Speaking
- Thinking Skills: Decision Making/Knowing How to Learn/Reasoning

**Personal Qualities:**
- Responsibility/Self-Esteem
- Social/Self-Management

**Competencies**
- Resources: Allocates Time/Allocates Material and Facilities/Allocates Human Resources
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Interpersonal: Participates as a Member of a Team
<table>
<thead>
<tr>
<th>STAGE OF LESSON</th>
<th>STEPS</th>
</tr>
</thead>
</table>
| WARM UP         | 1. Students will participate in a brief review of last week's topic: "Chi Gong as the Grandfather of Tai Chi".  
2. Teacher will introduce the topic of the day: Warming up properly following Chi Gong principles (movements are never forced nor pushed). |
| INTRODUCTION    | 1. Teacher will demonstrate proper warm-up technique: Begin with standing relaxation to calm the body, mind, and spirit and generate energy to all parts of body.  
2. Stand with feet shoulder width apart. Using hands, begin tapping trunk, arms, shoulders, legs and hips.  
3. Swing arms back and up (good for hypertension).  
4. Loosening and opening up the joints (rotations).  
5. Gentle bounces to loosen spine (keep feet planted on ground). |
| PRESENTATION    | 1. Teacher will give a mini-lecture on the history and purpose of the "Golden Eight" Chi Gong movements.  
2. Students will be asked to identify any safety concerns they may have with regard to the Golden Eight.  
3. Teach will demonstrate appropriate modifications in response to student inquiry. |
| COMPREHENSION CHECK | 1. Teacher will evaluate comprehension by observing students' demonstration of the Chi Gong movements. |
| GUIDED PRACTICE | 1. Teacher will lead students in performing the Golden Eight, repeating each three times. |
| EXTENDED PRACTICE | 1. Teacher will describe the purpose/meaning of a Completion Series.  
2. Teacher will give a brief demonstration of a Completion Series.  
3. Stand in Standing Form to ground and contain Chi/energy. Visualize yourself fully charged with chi.  
4. Rub palms of hands together and then lightly massage face and neck.  
5. Place hands over Dantien (center of body). Women place right hand on bottom; men place left hand on bottom, with other hand on top. Hold and breathe naturally.  
6. Students will participate in performing the Completion Series as their cool-down exercises. |
### SAMPLE LESSON PLAN
for the Physical Fitness, For Older Adults/Principles of Chi Gong/Tai Chi Course

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>1. Teacher will ask students: “What differences can you observe in your pre/post exercise energy?”</th>
</tr>
</thead>
</table>
| APPLICATION | 1. Student will be asked to describe how they believe today's lesson may influence their health.  
2. Teacher will explain the benefits of repeating the Golden Eight at home since their benefit is optimal when performed one to two times daily. |
TEXTBOOKS


Ni, Hua-Ching. *Attune Your Body With Dao-In.* Seven Star Communications. CA.


VIDEOS

Jackson, Marjorie. *Tiger Mountain Tai Chi Kung.* Contact: Marjorie Jackson 1901 E. Villa Street Pasadena, CA 91107. (626) 449-5082 or e-mail: Marjorie@heartjourneys.com.

Jackson, Marjorie. *Yang Long Form 1st Section.* Contact: Marjorie Jackson 1901 E. Villa Street Pasadena, CA 91107. (626) 449-5082 or e-mail: Marjorie@heartjourneys.com.


Ni, Maoshing, Ph.D. *Taoist Eight Treasures.* Seven Star Communications. Santa Monica, CA. 1986.

Ni, Hua-Ching. *Dac-In Attune Your Body.* Seven Star Communication. Santa Monica, CA.
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

MUSIC


RESOURCE PERSONS

Subject Specialist

Mentor Teachers
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES
A. Lecture and discussion
B. Demonstration and participation
C. Individualized instruction
D. Interactive activities
E. Guest presenters
F. Multi-sensory presentation

EVALUATION
A. The student will be measured by completing a program of exercise based upon his/her capabilities.
B. Students will be capable of maintaining their own individualized fitness program.

Statement for Civil Rights
All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.