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A Qualitative Exploration of a Kung Fu Character-Based Intervention and Third-Grade Students'
Perceptions

by
Kameron Shook

A thesis submitted to the faculty of The University of Mississippi in partial fulfillment of the
requirements of the Sally McDonnell Barksdale Honors College.

Oxford
April 2020

Approved by

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Dedication

This manuscript is dedicated to my sifu, Trey Crake, and all of the teachers who inspired me to follow in their footsteps.

Acknowledgements

First and foremost, I could not have accomplished this thesis or handled its many curveballs without the support and guidance of my advisor, Dr. Alicia Stapp.

I sincerely thank you for your patience and direction throughout this process. I also want to thank you for introducing me to the active classroom and my passion for children's mental and physical health. I am so grateful to have had the opportunity to work on such a unique project that is so close to my heart with you as my advisor.

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Lastly, I would like to thank the professors I have had the opportunity of learning from throughout my time at the University of Mississippi. I will be forever grateful for what I have gained from the experience.

ABSTRACT

KAMERON SHOOK: A Qualitative Exploration of a Kung Fu Character-Based Intervention and Third-Grade Students' Perceptions (Under the direction of Dr. Alicia Stapp)

Students are experiencing higher levels of stress in and out of the twenty-first century classroom. Stress can affect a student's ability to interact with their peers, interact with their teacher, and interact with the material they are learning. Different interventions involving physical activities related to martial arts have been successful in improving student empathy and confidence in an anti-bullying intervention (Law, 2004; Rajan, 2015; Twemlow et al., 2008). However, few studies have addressed utilizing physically active standards-based lessons rooted in martial arts alongside focus vocabulary words as a means of developing the whole child, inclusive of the social, emotional, physical, and cognitive domains. Therefore, this study examined the impact of a kung fu character-based intervention through a qualitative research approach. Third grade students at an elementary school in Northeast Mississippi were interviewed pre- and post-intervention. Three themes emerged from the interviews and were placed into the following categories: (a) improved self-performance scores; (b) shift in motivational reasoning from "my" to "I"; and (c) impactful student recall and application. These findings suggest the potential use of a kung fu character-based program to develop executive functioning skills, such as self-regulation, as well as social and emotional skills related to self-efficacy, based on the positive anecdotal evidence that emerged from this study.

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Introduction

Children entering today's education system in the United States encounter a number of obstacles and challenges they must learn to navigate in order to become successful students. Those who are unable to effectively navigate these obstacles and challenges can have more difficulty succeeding academically and may fail to meet the social expectations required for the classroom as well as at home (Pelco & Reed-Victor, 2007). One of these obstacles and challenges stems from the educational accountability movement that has proliferated throughout the United States school system over the past several decades and has influenced government policies like the No Child Left Behind Act of 2001, which increased the prevalence and importance of standardized tests in students' educational careers (Segool et al., 2013). The No Child Left Behind Act was succeeded by the educational reform, Every Student Succeeds Act of 2015. This act was passed with the intention of improving the role each state plays in public education but did not further increase or decrease the emphasis placed on standardized testing (Fusarelli & Ayscue, 2019).

The growing number of standardized tests demanding proficiency in ever larger content volume beginning in third grade has prompted districts to enact rigorous curricula to meet the necessary standards. As a result of these curricula and the pressure to perform, schools are implementing more instructional time by reducing or eliminating periods of activity deemed less important such as recess and free play time (Martin et al., 2018). Without having physical activity time throughout the day for students to relieve stress, students could experience negative physical, psychological, and emotional effects. Perez et al. (2019) defined this as how a person's body physically responds to triggers, changes, or mental demands which students could experience. The combination of a more challenging course load being taught at a rapid pace in

addition to the reduction of free time and play during the school day has resulted in increased degrees of stress among young children, considerable rises in extreme, aggressive behaviors, and more expulsion (Wisner & Starzec, 2015). According to Pistorova and Slutsky (2017) “These are physical manifestations of the increased pressure placed upon young children to meet developmentally inappropriate expectations” (p. 496).

The Impact of Stress at Home on Students at School

Although students are challenged with higher expectations at school, multiple factors within the home also contribute to an increase in children’s stress levels. High divorce rates and other life events that cause changes in the home, financial strain on the family affecting housing quality and food insecurity, and a manifestation of parental stress and distressing world news can all play a part in a child experiencing stress outside of the school setting (Brown & Patton, 2017; Hardy, 2003; Humphrey, 2004). As students struggle to balance academic challenges with living in possibly tumultuous homelife situations (Reising et al., 2013), their mental health can begin to deteriorate which may affect their learning or behavior within the classroom (Brice et al., 2015). This notion is supported by Perez et al. (2019), who summarize the conditions students face when they become stressed as a balancing act between academic expectations, extracurricular activities, social interactions, and personal interests, “...the balance may be tipped, resulting in a disequilibrium and thus stress...prolonged exposure to stress [can cause] health concerns such as depression or anxiety” (Perez et al., 2019, p. 29). As the pressures of these components may combine to negatively affect a student’s life, clinically elevated levels of internalized and externalized behaviors are being displayed in elementary classrooms which, if left unchecked, could lead to seriously destructive behaviors such as social withdrawal, future alcohol and drug use, underachievement in multiple aspects, and physical harm to oneself or others (Abry et al.,

2017; Brown & Patton, 2017; Humphrey, 2004; Lutzman et al., 2011; McClelland & Cameron 2011).

Navigating Elementary School Life with Stressors

Regardless of whether students experience additional stressors at home, school presents a new set of physical, social, and emotional challenges that must be met. Sotardi (2016) states that the role of a student is routinized during the early elementary school years when young students are met with new responsibilities that call for self-regulation skills. Bruhn et al. (2016) characterizes self-regulation as a set of metacognitive processes that aid an individual to monitor and adjust their own behavior through reflections of one's experiences and the planning and execution of short and long term personal goals. Within the first few years of elementary school, children are exposed to new experiences and situations that require social and emotional skill development and build upon the concepts of "self-awareness, self-management, social awareness, goal-directed behavior, relationship skills, and responsible decision-making" (Valosek et al., 2019, p. 29).

However, during middle childhood, ages 7 to 11, many students struggle to form the necessary skills to be successful at school in a social context (Sotardi, 2016). Failure to develop these skills in combination with stress caused inside and outside of school may result in an imbalance in cognitive processes leading to low self-esteem and a lack of confidence among peers (Humphrey, 2004; Sotardi, 2016). This stress causes social anxiety for approximately one in every seven students (Brice et al., 2015). This is supported by Escobar et al. (2013), who explained that "school children who have positive social relationships show lower levels of stressors than do those with problems of social adaptations" (p. 228).

Manifestation of Stress in School

Anxiety. In addition to a lack of self-regulation, Kiselica et al. (1994) identified anxieties that may manifest as children navigate the daily stressors of school and homelife. These anxiety types include separation anxiety disorder, overanxious condition, and avoidant disorder. Such disorders, in particular, may manifest into behaviors such as attention difficulties, shyness, and oppositional behavior. Further, worsening social anxiety can induce depression and substance abuse (Brice et al., 2015). Kiselica et al. (1994) indicated that the school environment is a significant source of the anxiety issues experienced by children and adolescents so much so that school-related anxiety was severe enough to interfere with academic performance.

Behavior. Aggressive-disruptive behaviors are another way stress may manifest in students at school. Causes may include a lack of parental involvement, ineffective parental discipline, and family conflict outside of the school setting (Thomas et al., 2008). When stress impairs a student's ability to react to mental obstacles in the classroom, their resulting actions and behaviors reflect this. Kiselica et al. (1994) found that, "highly anxious youths were found to engage in more problematic behavior, were disliked by peers, had poorer self-concepts, and were lower in school achievement and school aptitude" (p. 335). According to Thomas et al. (2008), these aggressive-disruptive behaviors will continuously impact a student's social interactions with teachers and peers, leading to further escalations in children's levels of aggression within the classroom.

Depression. In addition to aggressive behaviors and depression, the symptoms of mental health disorders are becoming more prevalent in adolescents (Ogundele, 2018). According to the American Academy of Child and Adolescent Psychiatry (2007), the blanket term of depression, which represents both major depressive disorder and dysthymic disorder, impairs an individual's

ability to function in one or more significant areas of life such as academic performance, family relationships, and peer interactions. Among adolescents, depression affects the development of a child or young person's emotional, cognitive, and social skills (Reising et al., 2013). Due to this understanding that depression and depressive symptoms negatively impact the development of adolescents' cognitive, emotional, and social development, it is predictive of future implications and negative outcomes that may result in a student's inability to healthfully express internalized and externalized behaviors (Abry et al., 2017; Rothon et al., 2009; Wante et al., 2017).

Moreover, evidence supports that a child's mental capacities are still malleable in adolescence and can be improved by proper training and through the fostering of adaptive, goal-driven behaviors to support executive functioning (Garon et al., 2008; Wante et al., 2017).

Importance of Self-Regulation and Executive Functioning

Because of the impact strong cognitive skills such as self-regulation, goal-setting, and self-monitoring have on a student's academic and behavioral success, teachers play a vital role in ensuring those skills are being bolstered in their students on a daily basis. There are extensive variants when it comes to the definition of self-regulation, but for the context of self-regulation in the classroom, they all emphasize several distinct pieces that constitute how a student uses self-regulation. Wells et al. (2017) contends that self-regulation is a process that requires a student to be able to resist instinctual responses and exhibit appropriate actions, ignore distractions when on task, and persevere through activities that are undesirable due to difficulty or lack of interest. Additionally, Carlson et al. (2018) examined delayed gratification wherein the same idea of a student's ability to make himself or herself do something or stop doing something regardless of whether he or she wants to do something was addressed. In addition to controlling impulses, children with strong self-regulation skills comprehend delayed gratification and are

able to make decisions based on desired consequences (Carlson et al., 2018). This is exemplified in the marshmallow test where children were given a marshmallow and told they could eat the marshmallow immediately or wait a certain amount of time and be rewarded with an additional marshmallow to eat (Watts et al., 2018). The results of the study indicated a positive correlation between the length of time a child had attended school and their capacity to delay gratification. The study has been performed in various capacities since the initial run in the 1960s and has provided insight on how strong a child's self-regulation skills need to be in order to wait to receive the additional marshmallow (Carlson et al., 2018). In addition to displaying self-control, the marshmallow test exhibits another part of self-regulation: executive function.

Carlson et al. (2018) defined executive function as the goal-directed mindful regulation of actions, thoughts, and emotions, and also includes the metacognitive mental processes consisting of mental flexibility, inhibition, and working memory. For the children in the study to not immediately eat the marshmallow in front of them, they had to mentally picture the goal of waiting until the time was up to be rewarded with additional marshmallows. Students with established executive functioning skills can set goals for themselves based on their own reasoning for why they want to achieve their goals. The aspects of executive function coalesce with the main objectives of self-regulation and build upon each other to strengthen an individual's social and cognitive skills which, in turn, can make it easier and more likely for that individual to be healthier mentally and physically. Therefore, executive function is crucial in practicing self-regulation skills as it enhances a child's ability to handle various unique or difficult situations through critical thinking which can reduce negative behaviors associated with a lack of self-control.

In summary, self-regulation is a set of different skills students use to make decisions about their behaviors and actions. This set of skills can be stronger or weaker in students based on a student's background, experiences, and the relationships they have with parents, caregivers, and teachers. Students with weaker self-regulation skills struggle more with behavioral issues for reasons pertaining to their stress levels, insecurities interacting with peers or the teacher, or any developmental issues that would affect the way a student learns (Bruhn et al., 2016). These maladaptive behaviors can present themselves in the form of aggressive or potentially violent outbursts, instances where a lack of empathy is observed, classroom distractions, and various degrees of disruptions caused by a lack of effortful control. However, Lakes and Hoyt (2004) suggests that, "[self-regulation] is linked to empathy, aggression, and conscience, thus making it a key issue in child socialization" (p. 284). This is applicable to children learning in a social setting such as the school classroom. For students struggling with self-regulation due to stressors faced both at home and school, certain activities can be useful in strengthening cognitive and social skills.

Interventions for Negative Behaviors

Traditional forms of addressing negative behaviors within the classroom such as suspension or expulsion lack any form of rehabilitation for troubled students who require the facilitation of aggression reducing techniques (Twemlow et al., 2008). One behavioral intervention that is designed to improve emotional health while targeting self-regulation skills utilizes the practice of meditation. The Quiet Time intervention program is an example of this style of behavioral intervention that asks students to practice meditation techniques with the intention of improving those critical metacognitive processes as well as "stress management, emotional and behavioral coping skills, resilience, and self-actualization" (Valosek et al., 2019,

p. 112). The same study defines a term to encompass the various cognitive and social skills that determine a child's ability to process stress as social-emotional learning [SEL]. Some SEL competencies of note are self-awareness, self-regulation, social engagement, and problem-solving skills which are necessary for the management of stress and its impacts on students (Valosek et al., 2019).

Another behavioral intervention program focused on reducing aggression and bullying through traditional martial arts is the Gentle Warrior Program (Twemlow et al., 2008). This intervention also utilizes periods of meditation and relaxing breathing exercises within their program. Findings of the study indicated that boys who participated in the program showed a significantly lower frequency of aggressive behaviors and a higher frequency of helpful by standing in regard to helping those who were being bullied. Twemlow et al. (2008), surmises the impact of behavioral intervention programs centered on developing SEL concepts by practicing traditional martial arts, such as in the Gentle Warrior Program, is a structurally sound method to explore to address negative behaviors such as aggression and bullying.

Martial Arts

The term "martial arts" has historically represented a myriad of different systems of combat — both aggressive and non-aggressive — techniques that have evolved over centuries from various countries throughout Asia (Tsang et al., 2008; Winkle & Ozmun, 2003). There are two distinct variations of martial arts taught today which are traditional martial arts and modern martial arts, the latter of which is characterized by a focus on techniques of aggressive forms and competition while the former emphasizes the spiritual and psychological aspects of the art being practiced (Lawler, 2003; Twemlow et al., 2008).

Martial Arts in the Community

Both modern martial arts and traditional martial arts have grown in popularity in the United States throughout the decades leading to influxes of private martial arts schools and the introduction of kickboxing and mixed martial arts [MMA], to fitness centers and communities all over the country (Lawler, 2003; Winkle & Ozmun, 2003). Unlike modern martial arts, traditional martial arts practices more than physical movements typical of a general kickboxing class at one's local gym. Traditional martial arts are built upon the concept of training the mental capabilities of the student through physical postures and sets of movements as well as breathing techniques and stretches that strengthen the body and mind (Tsang et al., 2008; Twemlow et al., 2008).

Benefits of Martial Arts

The benefits of practicing a traditional martial art on the psychological and cognitive level are well established. Cipra and Hall (2019) asserted the positive benefits of traditional martial arts training on multiple social and emotional skills, “such as higher self-esteem, emotional stability, assertiveness, and self-control” (p. 4). Law (2004) concluded that “students in a traditional Taekwondo program improved in anxiety, responsibility, self-esteem, social adroitness, tolerance and value orthodoxy” (p. 14). Additionally, Twemlow et al. (2008) noted that an anti-bullying martial arts program positively influenced the students who participated in the program. The results showed an increase in empathy among male students and, alternatively, an increase in assertiveness and self-esteem in female students over the course of the three-year study during which the students attended 3rd to 5th grade (Twemlow et al., 2008).

Rajan (2015) found positive results when offering a Japanese-based martial art, karate, to the community. Results of the study indicated that “the use of karate exercises as a community

intervention has also shown numerous promising results, such as improved social, emotional and motor development and attention skills” (p. 31). Cipra and Hall (2019) also provide evidence of martial arts training to improve students’ cognitive, social, and emotional development in their study, to include, “higher self-esteem, emotional stability, assertiveness, self-confidence, increased concentration and awareness, and improved executive function” (p. 3). In addition to improving psychological skills, traditional martial arts can also be used as a form of therapy for individuals with aggressive tendencies by practicing core values such as restraint and control as forms of meditation (Nosanchuk & MacNeil, 1989; Twemlow et al., 2008; Zivin et al., 2001).

Due to the number of studies revealing the positive impacts of traditional martial arts programs on aggressive adolescent students, the benefits are overwhelmingly supported; however, few studies examine the history of what makes martial arts so beneficial for the body and mind. Naves-Bittencourt et al. (2015) suggest that interventions which build upon mindfulness, such as the aforementioned meditation programs, are useful in the promotion of health for clinical disorders involving stress, anxiety, and depression. Additionally, Naves-Bittencourt et al. (2015) stated that regular physical exercise has various benefits for health, specifically, techniques that integrate physiological and psychological engagement. The combination of meditation and mental and physical connections integrated into a traditional martial arts practice as a form of exercise exemplifies the possible benefits for students who are experiencing the negative effects of stress. There is expanding research on Taekwondo, a Korean-based traditional martial art, that supports evidence for the “physical, motor, and cognitive and behavioral benefits” of children and adolescents who practice it (Lakes et al., 2013, p. 2). Practicing a form of traditional martial arts can lead to elevated levels of mindfulness

in an individual which may be reflected in an improved ability to manage stress and thus have a less stressful, improved quality of life (Naves-Bittencourt et al., 2015).

Kung Fu

Although there are ample studies aimed at determining the impact of martial arts on students' stress levels and behaviors, minimal studies have examined the impact of the martial art form of kung fu on students' social, emotional, and cognitive domains in the school setting. Kung fu has been described as one of, if not the oldest, known forms of martial arts originating from Asia. This art form is believed to have been created by monks of the Shaolin Temple of Henan, China near the middle of the sixth century as a way for the monks to strengthen their health, fitness, and mental concentration (Tsang et al., 2008; Zivin et al., 2001). Over centuries, the art has evolved and splintered, resulting in numerous variations of techniques, postures, and their names within the art.

Additionally, Tsang et al. (2008), described the foundation of kung fu to be grounded in Taoism, an ancient Chinese philosophy that centers on the idea of balance among nature. In addition to the practice of stances and techniques that are inspired by nature, kung fu connects to the Taoist guidelines of promoting peace in one's life. This is demonstrated through the various breathing techniques and meditative postures that constitute the practice (Schwartz, 2015).

Benefits of Kung Fu

The physical benefits of practicing kung fu techniques are supported in what limited literature is available in the research. Tsang et al. (2008) conducted a study to assess the effects on one's health from the practice of kung fu and found evidence which revealed that those who practiced various kung fu styles are associated with less body fat in females, increased bone mineral mass, and moderation of the acute stress response to mental and physical stimuli. These

health benefits are indicative of an activity linked to muscular and aerobic fitness. In addition to the health benefits, the advantages of practicing martial arts include increased agility, coordination, and strength. Practicing a form of martial arts enables individuals to improve their balance, flexibility, and coordination through the controlled postures and techniques (Tsang et al., 2013). Unlike other forms of activity that may emphasize the importance of speed or strength, the teaching of kung fu is centered mostly on skill and appropriate posture of an individual's body (Schwartz, 2015).

Beyond these various health and physical benefits associated with kung fu, there are countless benefits to an individual's SEL skills and executive functioning processes (Cipra & Hall, 2019). Similar to most forms of traditional martial arts, meditation is an integral part of the practice of kung fu. In combination with the importance placed on proper form, meditation works in tandem with achieving and maintaining difficult postures. The Quiet Time program utilized similar breathing techniques and meditative postures as a way to successfully improve the factors linked with SEL skills, coping mechanisms for stress, and resilience in students (Valosek et al., 2019). It is reasonable to suggest that a similar program utilizing distinctly kung fu-related meditative postures and breathing techniques would produce similar improvements to SEL skills for children.

Statement of the Problem

Students are experiencing higher levels of stress inside and out of the modern classroom (Pistorova & Slutsky, 2017; Soltardi, 2016). Stress can affect a student's ability to interact with their peers, interact with their teacher, and interact with the material they are learning. Different interventions involving martial arts have been successful in improving student empathy and confidence in an anti-bullying intervention. However, few studies have addressed utilizing

physically active standards-based lessons rooted in the martial art form of kung fu alongside character-based vocabulary words as a means of developing and improving students' social, emotional, physical, and cognitive domains.

Study Aims

Given the plethora of psychological and physical benefits associated with kung fu practice in adults, additional research is necessary to connect these benefits to youth who practice. One study on a children's program based in Taekwondo, a traditional martial art similar to kung fu that originated from Korea, states the intentions and concepts regarding the practice as, "children develop stronger, healthier bodies with a minimum risk of personal injury [through] exercises designed to improve participants' strength, endurance, flexibility and reflexes" (Law, 2004, p. 17). It is difficult to determine if any interventions examined in the research that use the term martial arts are referring to the specific style of kung fu. Therefore, an intervention program designed using specific kung fu style-breathing techniques and strength-building postures may produce results comparable to the few other martial arts based interventions done with children mentioned previously in the literature review. Thus, the purpose of this study was to explore the impact of a kung fu character-based intervention on students' perceptions of school and their classroom behavior prior to and after the intervention. The following questions were explored during the present study:

1. Do skills taught during the intervention sessions transfer to the classroom setting?
If so, how?
2. What are students' perceptions of school prior to and after a kung fu character-based intervention?

Methodology

The present study examined the impact of a kung fu character-based intervention on third-grade students' perceptions of school. It also addressed how students navigate the classroom. The study was conducted in an elementary school in Northwest Mississippi. Participants of the study were recruited based on the principal investigator's student teaching placement, resulting in the use of a convenience sample. Originally, twenty-four third-grade students, with an age range of 9-11, obtained consent from their parents to participate. These participants included sixteen female students (66.67%) and eight male students (33.33%). The students participated in the intervention as a whole group in the school's gymnasium during Fall 2019 for a duration of six weeks, twice a week. However, throughout the study, students requested to withdraw from the program due to various reasons, with the largest factor being the intervention took place during the class's designated recess period. Participants were not forced to complete the study, but were informed that choosing to not attend an intervention session would result in the completion of their participation in the study.

Upon completion of the last intervention session, there were ten out of the original twenty-four participants who had their post-interview recorded, which consisted of six female students (60.00%) and four male students (40.00%). Reflecting on the demographics of the students who initially began the intervention in contrast to the students who finished the program, six female students committed to the full set of lessons which, when compared to the sixteen female students who were initially invested in the intervention, means 37.5% of the girls successfully completed the intervention. For the male students, eight began the program while four completed the program through the post-intervention interview resulting in the male

students having a 50% success rate for the completion of the intervention. Of the six female participants who completed the intervention, five identified as white (83.33%) and one identified as Latina (16.67%). The male demographics mirrored that of the female participants with three of the four students identifying as white (75.00%) and one identifying as Latino (25.00%).

Procedures

Following the approval of the study by the University of Mississippi's Institutional Review Board, parental consent was obtained in addition to student assent to the participation of the study. These consent forms were sent home with the students on the 14th of October 2019. An informational session regarding the study was held in the students' homeroom classroom on the 18th of October, 2019, for parents to attend; the last day consent forms were accepted for participation was also on the 18th of October. Participating students' assent was obtained the following Monday, October 21st. Upon student assent being obtained, the principal investigator conducted a pre-intervention, one-on-one interview with each student. This process occurred in a conference room of the school office over a two-day period, October 21st and October 23rd, to interview all twenty-four participants.

The duration of the present study was Monday, October 21st, 2019 through Monday, December 16th, 2019. After the interview process was completed, the intervention phase proceeded with the first intervention session being conducted on the 28th of October. Interventions took place for thirty minutes during the time designated for recess (12:30 p.m.-1:00 p.m.) over the course of six weeks on Mondays and Wednesdays. The interventions consisted of twelve kung fu lessons that were self-created by the principal investigator and involved a series of warm-ups, strength-building postures, meditative postures, character vocabulary words, breathing techniques, and a physical activity game (See Appendix A). Each week focused on a

different vocabulary “word of power” that is used in kung fu but also applies to everyday life. For example, the first week of the intervention, the students learned about the importance of respect in kung fu by bowing to each other and the instructor and having discussions about the meaning of respect for oneself, others, and the world. The Principal Investigator began each lesson by engaging in conversation with the participants about the word being taught that week, followed by a few stretches and warm-up squats. This was followed by the demonstration and instruction of what was to be taught during that session. The last activity for the students was the physical activity relating to the word of the week followed by a short cooldown meditation before ending the session. Each session began and ended with the instructor and students bowing to each other. The final session was taught on Wednesday, December 4th, and the following week was spent conducting and recording the post-intervention interviews of the students who participated in every session.

There were a total of ten students who completed all of the intervention sessions. Post-intervention, the final interviews were conducted in one of the conference rooms of the school’s front office in a one-on-one setting, Friday, December 13th, concluding the study. The final interview consisted of questions that were identical to the pre-intervention interview with additional questions about the intervention process.

Instruments

Interviews. This study utilized a qualitative research approach wherein data was collected to garner the impact of the kung fu character-based intervention from the viewpoint of the participants. Prior to the initiation of the interventions, one-on-one pre-interviews were conducted with the participants. Additionally, post-interviews were conducted at the conclusion of the interventions. Qualitative data were imperative to understanding the benefits, if any, of

kung fu as an intervention. The interview questions for both interviews included questions regarding how participants felt about different aspects of the classroom, with the students providing an answer in the form of a rating between 1-10 with 10 representing the highest rating the student could give about something, as well as an explanation for the rating provided (See Appendix B). Participants were encouraged to elaborate on their thought process for their scores and provide narrative responses to justify their ratings. The intention of the interview process was to compare the ratings the students gave to the various prompts before the intervention with the ratings the students gave after the intervention as well as their reasoning for their answers in the form of narrative responses.

Data Analysis

The pre- and post-interviews were audio-recorded and transcribed verbatim with the participants' permission. Participants were informed that upon the completion of the transcription of their interview, the recording of their voice would be deleted. The transcribed interviews were organized into sets for each participant who completed the interview. A coding process was utilized for the pre-interviews to determine common themes among the participants' pre-intervention. This analysis of qualitative data is known as coding wherein the data is examined to find patterns, themes or categories that have emerged (Lodico et al., 2010). The first step in the process of analyzing the data involved open coding. Open coding consists of identifying initial categories that were formed by studying the information received during the data collection (Creswell, 2007). In the case of the study documented in this thesis, many different words and phrases were identified from the data that were used as initial codes. Creswell (2007) notes that similar codes need to be aggregated together into five to seven themes. Therefore, after the codes in this research study had been established and categorized,

they were developed further to create specific themes. These themes incorporated the major categories of the previous levels of coding. The same process was then conducted on each of the post-intervention interviews to find common themes among the participants who completed the intervention program and connections to themes discovered in the pre-intervention set of interviews. Additionally, the sets of pre- and post-interviews were compared to analyze the differences in students' responses to interview questions before and after the intervention. These interview sets were also compared for any striking similarities or differences in how the students' responses changed from pre-interview to post-interview.

Results

A detailed analysis of the pre- and post-interviews of each participant who completed the study was conducted to investigate any variance in responses including student reasoning and verbiage used. In addition to the analysis of each set of interviews, the post-interviews were analyzed as a set to pinpoint any commonalities between the participants' responses after completing the intervention phase. This was facilitated through a coding process that established a set of themes that emerged and were categorized as follows: (a) improved self-performance evaluation scores; (b) a shift in motivational reasoning from “my” to “I”; and (c) impactful student recall and application.

Improved Self-Performance Evaluation Scores

A majority of the students followed a similar pattern when responding to the interview question asking them to rate themselves as a student. Eighty percent of the students voted near the middle — on a scale of 1-10 — for the pre-intervention interview and provided comparative reasoning for both a higher -than -average rating and a lower than average rating. The post-intervention interview revealed an overall increase in how the participants perceived their executive functioning skills within the classroom indicating a positive correlation between the participants and their overall ability as a student based on their personally individualized criteria. One student gave herself a 5 with an explanation pertaining to behavior as opposed to grades, “cause sometimes I get in trouble and sometimes I do good.”

One student gave herself a slightly lower score and provided more negative reasoning than positive reasoning in her pre-intervention interview:

Student: [out of 10] a 4, because I make bad grades, and then I'll be off the roof, and then I'll go bad again and then somewhere in the middle.

Interviewer: Do you like having that score?

Student: Whenever it's over the roof and in the middle I do, but when it's at the bottom like F's and D's, that's when I kinda like it and I kinda don't like it. Like, I'm doing extra credit for [reading class] right now.

Another student also compared his ability as a student between his homeroom teacher's math class and his second teacher's English class, and ranked himself a 6 as a student in his pre-intervention interview, "I'm doing good in here [math class], but my grades are going down in reading class...I've got a 68 and a 64." When asked how those grades made him feel he responded in a curt manner, "Not good." His response to this question during his post-interview saw more positive statements. The following segment is an excerpt from the discussion over this question:

Interviewer: How do you feel you perform in class. If you gave yourself a score for being a student, what score would you give yourself?

Student: I say about a 7 to 9, something like that.

Interviewer: And why do you want to give yourself that score?

Student: Because I'm doing really good. I've got A-B's, and all of that. I've got A-B's in every one of them right now. I feel like I'm doing good. If I can get to where I'm like 3 A's I would give myself a 10.

Another student made distinct differences in how and why she ranked herself between her pre- and post-interview. In her initial interview, she described herself as "in the middle" and when asked why, she revealed her fear of testing and how that affects her in the conversation, "cause like the [state] test it's a little hard and it gets me... like the night before it, it makes me not able to sleep thinking about how long that test is gonna be." She did not give herself a

numerical score in her pre-intervention interview, but in her post-intervention interview she shared, “10, because I try my best.” These responses could be a testament to the vocabulary focused on during the intervention and the positive discussions held around those character-building words, as evidenced in how the student was able to recall and apply respect in its context as a word of power when asked about meaningful moments from the intervention in her interview. The teaching of respect as a word of power includes a segment where the students created examples of how one can show respect in different ways for each of the three types of respect. When exploring respect for oneself, the students practiced thinking and saying motivational phrases and positive affirmations. The verbiage the student used for her post-intervention in contrast to the verbiage the student used in her pre-intervention interview indicates a potentially significant growth in self-esteem and/or confidence. Another student followed a very similar pattern in her answer choices. She gave herself a grade of 80% instead of a rating for her personal score in her pre-intervention interview and said, “sometimes I try my hardest but I don’t get it right, and it's just a thing.” Her response changed drastically in her post-intervention interview when asked to score herself the interaction below took place;

Interviewer: How do you feel you perform in class as a student. Could you give me a score for that?

Student: Maybe like a 10?

Interviewer: Okay, why do you want to give yourself that score?

Student: I know it's important to try your best [and] take your time.

This interaction also features verbiage that is distinctly different from the verbiage found in the student’s pre-intervention interview. Her response changes from a resistance to take accountability to a comprehension of some necessary attributes to be a successful student which

was achieved by the student's use of personal pronouns which express a stronger sense of self-autonomy as well.

This increase in justification scores is important to take into consideration in determining how students view their own efficacy related to how they perform in class as it indicates potential growth in executive functioning and social and emotional learning skills; thus, improving the participants' ability to accomplish daily student tasks, respond to challenging situations, and build relationships through social interactions (Menzies & Lane , 2011).

Shift in Motivational Reasoning from “My” to “I”

When comparing and contrasting students' answers to identical questions, one theme emerged around what students gave as their motivation to obtain a good score or to be a good student. Many students in their pre-and post-interviews referenced “punishment” or “disappointment” in some form from an adult as a consequence for missing questions on a test. One student confided when asked about how she feels when she makes low scores, “sometimes, I'm really upset [when I get a bad grade] cause my mom tells me to try and make 100 and if I don't then she will be really upset.” On the contrary, one student's response, when asked how she felt when she missed questions on a test, did not reflect feelings toward herself, but an emotion she felt based on past experiences when she had received bad grades, “Like I'm gonna get a whoopin? Or, uhm, we're gonna get in trouble...”. This student was not the only one that commented about possibly being punished for bad grades in their pre-intervention interview. One student also shared her concern over a bad mark on a test, “I'd feel bad... because when our report cards come out, I have to show my Nana and she will have to give me a whoopin.”

In one student's post interview, she shared how she feels when she does make a good score on her test, when asked about how she felt about her grades, and connected that to her

parents as well. She explained, “Yeah, [I enjoy when I make a good grade] because my parents are proud... but I only live with one parent, so she’s proud.”

In addition to referencing parental figures and family, one student connected another adult authoritative figure as a motivation for why he would prefer to have better grades in his post-interview, “[if I miss questions on a test I’d be] embarrassed because if it wound up in the school, well in the grade book, [The principal] would have to look at it and see the bad score.” Beyond how an important adult would react to his bad grade, this student also provided in his post-interview a future goal that motivates him to have higher scores, “Cause I wanna go to college and I’m saving up for it.” Another student when asked referenced her head teacher, “I can grow [in state testing] higher than last time to impress Ms., Teacher”

Finally, there were a handful of responses that contained personal pronouns and reflections on the student’s actions. For instance, one student when asked in the pre-intervention interview why she felt she deserved a low score as a student shared an example of, “when I make a 20 or a 30 [as a grade], I’m upset. I don’t like getting bad grades.” Another student also shared how upset she would be to miss a lot of questions. When asked why, she simply responded with “I want to have higher grades.”

A few students provided self-reflections in their responses regarding bad marks on an assignment. In a post interview one student shared, “[I’d be] disappointed, because I know I could try harder.”

When another student was asked in her post-intervention interview about how she felt specifically when receiving a bad grade, she also provided a reflective answer, “[I would be] disappointed... because I made a bad grade when I did not work that hard then I made a bad grade.” These responses reflect a shift in student accountability and personal motivation. The

students' perceptions of the task of being a student changed from fearing authority and avoiding punishment to perform well to reflective thinking on how to be a good student. This growth in self-accountability is indicative of potential executive function growth (Cipra & Hall, 2019).

Impactful Student Recall and Application

As with any intervention, it is the hope that what is learned is both applicable and transferable into the real world. When asked about any instances where the students recognized or used something that had been discussed or taught within the intervention there were multiple commonalities in what items were recalled by students. Many students presented a word of power as their response. One student described how learning about respect was her favorite part of the intervention, “[I loved the part] about respecting others... and yourself and other people’s stuff.” One student also recalled the type of respect for others when she said, “I always remember that one, because you always have to respect your teachers.” Another student was also able to recall the three types of respect discussed in the intervention when he was asked about what had stuck with him throughout the intervention, and then when asked, he provided an example of how he practiced respect in the classroom in this conversation:

Interviewer: Do you remember the three parts of respect that we talked about?

Student: Respect yourself, respect others, respect things- your things and other people’s things.

Interviewer: So, are there any times that you have been in class and something about kung fu has popped into your head or something that was talked about in the lessons?

Student: Sometimes.

Interviewer: Like what?

Student: Like the respect and...

Interviewer: Can you give me an example?

Student: Let me think... say you were teaching and like there is someone talking and stuff [at the same time teacher is teaching]. To me, I don't need to say anything because then I'd be interrupting you. Because if I say something back [at them] to like be quiet, I might get in trouble too.

Another student was able to recall respect and an additional word, coordination. He connected our discussion of the word in the kung fu interventions to his physical education class. When asked about words he recognizes in the classroom that were discussed in the interventions he shared, "Respect...and like hand eye coordination? I've noticed that like in P.E., [the coach] says hand eye coordination too."

Of note, students also were able to, in addition to recalling any words from the intervention, recall their favorite postures from the intervention program. Three students were able to recall "tiger squats" as their favorite technique and stance they learned, while one student recalled the "mantis lunge" as his favorite learned technique. The participants' positive recall of content from the program supports a confirmed engagement in the participants of the study. One of the final questions of the post-intervention interview asked the students if they would continue the kung fu lessons if possible, which was affirmed unanimously by the ten students who completed the intervention. One student, when asked in their post-intervention interview why someone might continue training in martial arts, shared the following:

Because they want to get stronger, they want to get more fast, they want to get more flexible, they want to get courage and they want to get... they want to be somebody, unless you're already somebody, you just want to know that you are somebody.

This verbiage is striking and implies high executive functioning skills. The student's reference to self-efficacy, "has been considered as a key motivational component," in the results of similar studies, "because of its validity in predicting students' task choices as well as the quantity and the quality of students' effort expenditure" (Metallidou & Vlachou, 2007, p. 3). A few students recalled the activities that took place in the interventions that they liked most from what they learned. The class minigame, "Jungle Run", was identified as some students' favorite part of the lessons for different reasons such as, "I liked thinking of the animals" when referring to the imaginary animals the students were interacting with in the game, and "It's teaching about exercise" when referencing how they moved during the game.

The facilitator of the intervention lessons interacted on a regular basis with the students partaking in the study and noticed in her general observations and interactions with the students the addition of the bowing gesture taught and performed as a sign of respect to peers and instructors at the beginning of every class to initiate the lesson. These references to content explored within the intervention as recalled and expanded upon within the students' post-intervention responses indicate information was both retained and enacted by the students within the context of the classroom.

Discussion

As revealed in the literature review, the limited research on martial arts-based interventions for the adolescent age group places a strong emphasis on decreasing the aggressive behaviors observed in children within the general age range that encompasses the grade levels from lower elementary through middle school (Law, 2004; Twemlow et al., 2008; Zivin et al., 2001). These studies focused predominantly, but not exclusively, on male students exhibiting such negative behaviors within the classroom. Also of note, a majority of these studies were conducted utilizing exclusively quantitative measures.

In alignment with a majority of the research focused on martial arts as an intervention for school children, the present research study has established the possibility of the numerous potential psychological and social-emotional benefits that can arise when a martial art is utilized as an intervention. In addition to previous research, this study adds to the breadth of research in that kung fu was utilized as the martial art intervention with children, as opposed to a general form of traditional martial arts or other specific styles such as Taekwondo used in previous studies. Moreover, this study employed a character-based training intervention program designed with the intention of building a foundation for positive cognitive thought processes and development of self-regulation skills, as opposed to focusing on the outcome of a reduction in aggressive behaviors. The Principal Investigator explored the potential positive benefits of social and emotional growth and self-regulation in participants through the analysis of anecdotal evidence produced by the participants in their pre-and post-intervention interviews. This section will further investigate and explain the significance of the aforementioned themes found in the results section, limitations involved with the present study and the possible implications, and future ideas and concepts to explore through further research.

One major finding that emerged from the data aligns with results from similar studies in relation to the increase or improvement of SEL skills. This was summarized by Lakes and Hoyt (2004) in their findings: “martial arts classes proved to be a context conducive to teaching self-regulation” (p. 296). This is demonstrated through the qualitative data that emerged and coincides with the results of comparable studies supporting an increase in self-esteem, self-regulation, self-confidence, and perceptions regarding behavioral conduct in participants who completed the intervention program (Twemlow et al., 2008).

As noted within the literature review, self-regulation is characterized by Bruhn et al. (2016) as a set of metacognitive processes that aid an individual in regulating their own behavior through the internal reflection on one’s own past experiences and the planning and execution of short- and long-term personal goals. This was discernible in the way some students audibly processed through a metacognitive reflection during their interview. One particular student’s post-interview response to the student rating question included the use of personal pronouns and provided an audible reflection of her past actions and their probable consequences that she had experienced as a student. After claiming a student rating of a 5 she noted the following: “I make bad grades, probably because I’m not paying attention. But, sometimes I make good grades.” This anecdote presents evidence of recognizing personal areas for improvement through metacognition.

Another theme that emerged from the data analysis was meaningful recall and application of intervention content. This is significant due to its connections to strong and supportive, pre-existing evidence from similar studies. Particularly, a study conducted by Lakes et al. (2013) that compared how students performed before and after a set of general physical education lessons to the performance of students who were trained in the martial art of Taekwondo for the same

duration of time. The study examined whether the addition of a character building or training curriculum to physical education via a traditional martial art, Taekwondo, would enhance the development and improvement of executive functions skills in adolescents (Lakes et al., 2013). Findings indicated that not only was there a significant increase in the executive functioning among the students who participated in the Taekwondo program, but the improvements to behavioral control. According to Lakes, et al. (2013),“ improvements promoted in Taekwondo training generalized to other contexts” (p. 9). In alignment with this study, the meaningful crossover into other contexts was exhibited multiple times in the students’ responses when asked if they had heard or used one of the words of power from the program. This is also exhibited within the anecdotal data of the present study provided by the students which affirmed a positive development of executive functioning skills through the described reflections of one’s actions, a shift to autonomous verbiage, and the overall increase of the students' self perceptions as a student.

Although there were a lot of similarities to the current literature on martial arts interventions as it pertains to the findings of the present study, this study is significant in that it was specific to the art form of kung fu. As noted in the results, students were able to recall and explain multiple character-building words, such as respect, explored in the kung fu program in their post-intervention interviews. Additionally, the results suggest the potential use of a kung fu character-based building program to develop executive functioning skills, such as self-regulation, as well as social and emotional skills, such as self-efficacy, based on the positive and transformational anecdotal evidence.

Limitations

Throughout the reflection process of the present study, multiple limitations and suggested amendments have emerged. One of the limitations involves the production and conduction of the pre- and post-intervention interviews. The initial set of interview questions was intended to provide a rating system to create a baseline for the participant responses and open-ended questions for the participants to provide as much detail as they felt comfortable with in the interview process. There were multiple instances within the interview that a further set of questions could have been asked to gather significantly more data. These opportunities were not available due to the wording of the generic questions and the abrupt changes in topic that did not facilitate a flow of the interviewees' thoughts.

Another limiting factor was that the Principal Investigator had to conduct the present study without disrupting instructional time within the classroom which led to the intervention taking place during the same time allotted to the students for recess. This ultimately led to the large number of participants who quit over the course of the study. Additional limitations of this study include the demographics of the participants who completed the study. Certain constraints limited the sample size from which the participants were asked to volunteer to participate. Lastly, the population size and location of the intervention within a small elementary school in rural Northeast Mississippi, is not conclusive in regards to how the general population may experience the intervention.

Future Research

The study took careful consideration when designing the twelve lessons of the kung fu intervention program so as not to make any references to violence. The self-defense aspect of the traditional martial art of kung fu was omitted from this initial program to place a further

emphasis on the meditative intentions put forth in the strength and balance-building postures that are the foundations for the practice. Even with the ardent measures in place to separate any thoughts of offensive and defensive actions from the peaceful postures, there was some interest in the self-defense attribute to the practice. For the third-grade students participating in the study, a focus was placed on the fundamentals of kung fu stances and meditative practices with the intention of improving social and emotional learning and executive functioning skills. However, a further study utilizing a curriculum consisting of the comprehensive instruction of kung fu as a martial art to practice safely as a form of self-defense and exercise could have additional benefits for participants in the form of improved self-confidence. This notion is hinted at in Twemlow et al.'s. 2008 study which included a self-defense aspect to the program and found increased self confidence in the female participants of the study.

Further studies could potentially gather significantly more data on the benefits of the current intervention if a larger selection of participants could be involved in, the study, inclusive of an intervention and control group within one or multiple schools. This sentiment is expressed by Twemlow et al. (2008) as well as Viglas and Perlman (2017) who also attest to future research which facilitates the entire school's involvement in the study programs. Also of note, the current study's interventions were held in the school's gym as opposed to the classroom. A study conducted by Ma et al. (2015) explored the impact on one type of executive function, selective attention, through the inclusion of brief physical activity breaks within third- through fifth-grade classrooms. Their findings indicated an improvement in selective attention suggesting that FUNtervals, "which are easily implemented in primary school classrooms, may also improve the in-class learning environment" (p. 4).

Possibly of interest in the development of a further kung fu specific or other traditional martial art program is the impact of the training on students over time. An important aspect of the long-term training of traditional martial arts involves the building upon learned techniques. A longitudinal study could potentially provide additional benefits as well as an increase in strengthening of students' executive functioning skills from a traditional martial art or kung fu specific program.

Conclusion

The findings of this study suggest the potential benefits of a kung fu character-based building program. These findings, in conjunction with the comparable research of various other similar traditional martial arts based programs, support the validity and further utilization and development of these programs to address negative behaviors presented within the classroom setting. As well as addressing negative behaviors, evidence from the present study also supports the potential positive impact these programs could have on students' executive functioning skills and SEL development via the various meditation practices, strengthening postures, and character-building discussions. The gravity of this study lies in the potential impact strengthening these skills has on a student's ability to navigate challenges and succeed in a complex school and home environment. Further research is required using larger sample sizes in various communities in addition to comprehensive traditional martial arts programs taught over longer time periods to further establish the potential benefits of a kung fu character-based building program.

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Appendix A

Building Social, Emotional, Physical, and Cognitive Skills Through Physical Activity and Vocabulary Focus Words

Focus Words

Week 1: Respect (2 days)

Week 2: Balance (2 days)

Week 3: Coordination (2 days)

Week 4: Focus (2 days)

Week 5: Teamwork (2 days)

Week 6: Discipline (2 days)

Summary of Lessons

The twelve lessons developed for this honors thesis research project will be divided into six weeks (2 lessons per week). Each week has a focus word that is seamlessly interwoven into all components of the lesson and built within each subsequent lesson. The overarching goal of each 30-minute lesson is to develop children's social, emotional, physical, and cognitive skills through standards-based lessons that are aligned with the national health and physical education standards. Although the lessons do not include academic standards, the student teacher will articulate through guided discussion how the focus words and activities completed during each lesson connects to learning and success in the classroom (academics) and outside of the classroom.

The format of each week's lessons and the sequence of lessons encompass a scaffolded design wherein each lesson begins with discussion in the opening set around the focus word of the week. Next, the lesson moves into the learning and practice phase of individual movements, stances, and physical activities that reinforce the focus word of the week. Next, all skills, including social-emotional (communication) skills are practiced in the lesson through mini-games, small group activities, and/or performances as students are asked to reinforce the focus word(s) through physical activity. Lastly, a closure ties everything back to the objectives that are met throughout the lesson.

Standards-Based Lessons

All of the lessons developed for this research project are aligned with the national health and physical education outcomes for grade-level 3. Please see the national standards at the links below.

- Physical Education
 - <https://www.shapeamerica.org/standards/pe/upload/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf>
- Health
 - <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

Week 1: Respect (Lessons 1 and 2)

Physical Education National Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns
 - S1.E7 Nonlocomotor* (stability) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E3 Accepting feedback
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
 - S5.E2 Challenge - Discusses the challenge that comes from learning a new activity (S5.E2.3)
 - S5.E4 - Social interaction positive social interactions that come when engaged with others in physical activity. (S5.E4.3)

Health Education Standards

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Objectives

Students will:

- Define and discuss respect of self, others, and the world around them
- Participate in physical activities that demonstrate respect to their bodies (tiger squat, leg raises, butterfly stretch, horse stance, praying mantis stance, crane wing pose)
- Perform physical activity movements with proper technique (balance)
- Participate in a circle game, demonstrating cooperation and respect for self and others

Day 1

Opening Set:

Hello Class! You are here because you have been approved to be part of my honors thesis research study! Over the next six weeks we will be learning and participating in some strength building postures, stances (balances), physical activities, games, and performances. While you participate in all of this I will also be asking you to define and identify some key vocabulary focus words that we will then connect with our movement-based activities. Part of the physical activities that we will be learning are related to the martial arts form known as Kung Fu. Some of you have probably seen Kung Fu in the movies, however, that is not what we will be practicing. Everything that we will accomplish is non-defensive, meaning that we will not come in contact with each other. Rather, we will be working on non-defensive skills which will allow you to build strength within yourselves (socially, emotionally, physically, and cognitively) by learning new vocabulary and participating in different physical activities. We call this connecting our brain with our body or the brain-body connection. My goal for you is for you to be the best YOU that you can be as a person and friend to others and as a student, which is why I have developed and will be teaching you these lessons. The type of physical activities that we will be learning over the next six weeks revolve around nature, and more specifically animals. As we all know, different animals have different postures and stances that they hold as they move through nature. These postures require balance, coordination, respect, focus, teamwork, and discipline, all of which we will learn about during our lessons. These words are very important in Kung fu, but they can also be used in our day to day lives which means we can use it in the classroom and at home as a way to build positive strength with both our mind and our body!

Procedures:

1. Now for the very first class, I want us to start by learning our very first focus word! This word is **Respect!** Does anyone want to tell me what they think respect means? I want you all to take a moment to think about what respect might mean in the classroom? What about at home? (let children respond)* Treating someone or something with dignity. What is dignity? In the martial arts form of Kung fu that I studied for many years, respect is one of the most important things for people to practice. Respect isn't just listening to your parents or your teacher. There are three important pieces to respect. We will focus on two pieces of respect today and one in our next lesson. The first is one of the most important! It is **respect for yourself**. But how can you respect yourself? Does anyone have any guesses? Respecting yourself means loving yourself, and doing things that can make you happy and healthy. Physical activity can be a way you show respect for yourself.
2. Let's start with our first physical activity, a tiger squat. The teacher will show correct positioning of a tiger squat (indicating the proper levels and base of support for stability/balance) and ask students how we would feel holding a squat for a long time. The teacher will ask them why they would feel that way. The teacher will explain that holding a position like a squat for a period of time can begin to tire one's legs but holding the position longer each time helps to build leg muscles that make your legs stronger and allows you to hold the position longer. This builds both mental and physical strength.

The teacher will ask the students what they would need strong legs for, and why they think it might be important to have strong muscles. The students will respond. The teacher will ask the students to perform their tiger squat while modeling it with them and hold it to 5 (tiger squat is a wide leg squat where each time you move in a downward motion you add a number. First squat count to 1, raise up, squat back down and count to 2, until you reach the number 5). The teacher will emphasize the importance of practicing positions in the correct stance that make one stronger to have a healthier body.

3. Next we are going to focus on **treating others with respect!** The teacher will ask why it is important to treat others with respect and ask for some examples of how to treat others with respect. Students will work collaboratively together, following the teacher's instructions to participate in a mini game. Students will make two circles for the game, an inner circle and an outer circle. Students will rotate around the inner circle bowing to each peer. The children on the outer circle will then introduce themselves and ask to shake hands with the student they are facing in the inner circle. The teacher will explain that it is okay if the student in the inner circle does not want to shake hands, they can just wave instead. The student on the outer circle will then give the student in the inner circle a compliment. The student in the inner circle will reciprocate the bow, handshake/wave, and compliment. The students will rotate around the circle until it is complete. The teacher will ask the students how it felt to receive a compliment from a fellow student. The teacher will let the students respond for a moment. The teacher will emphasize that while it was part of the activity to come up with a compliment for your partners, one can compliment a peer or a stranger at any time.
4. The teacher will then ask the students if there are any ways that someone could show disrespect to someone. The teacher will let the students respond. The teacher will then ask if the students would rather be respected or disrespected by their peers, let the students respond. The teacher will emphasize why it is important to think about your actions and how we can positively demonstrate **respect** to your peers, teachers, and parents through your actions.

Closure:

The teacher will then explain that over the course of the lessons, the students will be learning a set of movements and postures or stances called a form that they will all perform together at the end of the lessons. A stance can be described as a pose or position that requires you to use the skill of balance. The teacher will then have the students sit and watch as she demonstrates the form of movements and postures. After finishing the form, the teacher will ask if the students are excited to begin learning more movements in the next lesson. The teacher will let the students respond. The teacher will then ask the students to summarize what **respect** means and how we can model/show it in everyday life based on what we talked about today. The teacher will call on students to respond. TTW ask the students to place their hands palm facing up on their lap or knees if sitting crossed legged. TTW explain that after doing physical activity of any kind, it is important to take deep breaths and rest for a few moments to prepare your body and mind for your next activity. It is like putting the period at the end of a sentence to get ready to move to the next sentence or activity. TTW walk the students through a breathing exercise where they

breath in through their nose while counting to four and breathing out of their mouths while counting to four. TTW ask the students to close their eyes and think of something they feel is calming. TTW explain that she thinks of an empty beach while breathing to help her calm down. TTW walk the students through the breathing technique for a few moments. After any final questions or comments on respect, the teacher will end the lesson by bowing to the students and explaining that bowing is a way for the teacher to show her students respect, and that the student should bow to show respect back to the teacher.

Day 2

Opening Set:

Welcome back students! Let's bow to each other to **respectfully** greet each other and begin the lesson. Now, let's start today's lesson in a cross legged position. The teacher will have the students sit in a circle facing each other. Today we are going to continue talking about what **respect** means and begin learning a couple postures we will be using in our form.

First, who can remind me what we talked about last time about what respect means? The teacher will let the students respond. The teacher will explain, we talked about two pieces of what respect means; respect for one's self and respect for others. Today we are going to talk about the last piece of respect which is **respect for the world around us**. Does anyone want to raise their hand and explain what they think I might mean by respect for the world around us? The teacher will let the students respond. The teacher will explain that we interact with the world around us everyday. When we wake up in the morning we interact with the things in our homes to get dressed, brush our teeth, when we try to make our beds sometimes, we might use a plate or bowl when eating breakfast, we carry our backpacks on our backs on our way to the bus stop or to your parent's car. You use some kind of vehicle to get to school. And at school you use a pencil when writing and working on classwork. I could keep going, but the point is we interact with lots of things at every point of the day, and I have a feeling that it has probably never crossed your mind where these items came from or why you are using them. Let's pick an item and try to figure out where it came from. How about the shirt you are currently wearing. Where did you get that shirt? Maybe you were given the shirt by a parent or family member, but where did they get it from? They might have gotten it from a store, or maybe it's a hand-me-down from a neighbor, or maybe it was bought online and delivered to your house. No matter what, that shirt you are wearing has been on a journey since it was created and is now in your possession. But shirts don't just grow on trees like apples right? Your shirt was probably made in some sort of factory that makes clothes from all kinds of materials, and those materials could have come from places all over the world, and inside the factory there were probably machines and people working together to create the shirt, and then the shirt was packed with other shirts and transported using more machines and people to make it where it is today. All of these things happened for you to be wearing your shirt right now. *The reason why I am explaining this to you all today is because everything on this earth including each of you is on a journey, and you interact with things constantly everyday.* **And there are ways you can show respect to the things you interact with that will help keep them healthy in their own way similar to how we interact with other people.**

Let me give you an example. If I gave you a writing assignment and you were angry, because you did not want to write, and you threw your pencil to the ground in front of me. Throwing that pencil might break it making it unusable. The journey that pencil went on to be created, packaged, shipped, bought by your parents, and brought to school by you would be pointless, because you broke it. Someone else in need of that pencil could have happily used it, but now no one will ever be able to use it again. If you threw your pencil to the ground in response to me asking you to write something, not only would you disrespect the pencil but also me. It might seem kind of silly to talk about disrespecting a pencil, but the reason I am explaining this to you all is because it is easy to forget how special everyday objects and the people around us are. A long time ago, if you wanted a new shirt, you would have to use a very old wooden machine to spin yarn from some type of hair like sheep's wool, then you'd have to somehow knit the shirt. A very long, difficult process just to produce one shirt.

Now I want to hear from you all, what are some ways we can show respect to our belongings and the things we interact with everyday? The teacher will let the students respond. After talking for about 5 more minutes the teacher will begin teaching the postures and movements.

Procedures:

1. TTW ask the students to stand and get ready to learn some stances/postures. TTW explain that before we learn any new postures we need to warm up with our tiger squats, would anyone like to help me lead them today? TTW pick a student to stand next to her and help lead the tiger squats to 10 instead of 5 this time. The teacher will remind the students the proper squatting technique. TTW explain, today we will be working on stances with our legs, so we want to make sure they are nice and warmed up, so now we will do some leg raises.
2. TTW walk them through ten leg raises with the left leg and ten leg raises with the right. If a student is wearing clothing that does not allow for that, they can do a normal toe touch instead to stretch their legs.
3. TTW begin teaching the first stance. TTW start by showing the students what the stance looks like. The first stance we will be learning today is called the horse stance. It is called that because of the way we hold our hands when holding this stance. We start in a similar squat to the tiger squat, but this time we will hold the squat and place our hands at our hips with our elbows facing behind us. TTW demonstrate how to create a dragon claw hand for the students. In this position we will keep our hands in dragon claw position with our thumbs facing upwards. We will keep our hands with an open palm, but leave the fingers folded in on themselves. Your thumbs are on top of your fingers and facing up. This makes us look like we are riding a horse and holding the horse's reins in our hands. I want you to make sure your shoulders are back and you are lifting your body up tall and strong. TTW walk around and assist any student struggling to hold the posture correctly. The teacher will explain that this is one of the strongest postures, because your hips are square and your center of gravity is closer to the ground which means it is harder to fall over.

4. TTW then show the students a poor horse stance. The teacher will ask the students to name what is wrong with the teachers stance. The teacher will purposefully lose her balance to show how the improper technique made her stance weak and lose her balance.
5. TTW then ask the students to participate in a competition to see who can balance in their horse stance the longest. TTW allow the students to get into the stance and then start a timer. When a student moves out of their horse stance, the teacher will congratulate the student on holding the posture for as long as they did. As each student stops holding the stance, the teacher will encourage the students to clap for each student for succeeding in holding the stance. Thus, students will recognize that they are all at different levels in their strength but that they can show **respect** for each through their interactions. In this case, it will be through clapping and positively supporting one another as they complete their stances. Upon one student remaining, the teacher will applaud for everyone and explain that everyone has their own best that can always be improved upon. With practice and determination, any student can build up stamina to hold a horse stance for (however long the last student held their stance). Just like with learning to read. When you first started reading you couldn't read very long passages, but now that you have been reading for a few years now your stamina has improved and you are able to read for longer periods of time and perform at a higher level on your assessments. *If this exercise goes longer than a few minutes, the teacher will stop at 3 minutes and congratulate those still holding the stance.* TTW explain that stronger leg muscles will let them hold the stances longer and make them even stronger.
6. TTW then show the students their next stance called praying mantis lunge. In Kung-fu, almost every posture and action has a technical name and a nature name. This stance's technical name is simply a forward stance; however, we will call it by its nature name which is praying mantis stance or mantis stance. In this posture, your legs will be as far apart as they are for the horse stance, but the student's body will pivot to face the front. There is a left mantis stance when the left leg is your front leg and a right mantis when your right leg is the front leg. You are going to shift your body and lift your back heel off of the ground as you bend the front knee to a 90 degree angle. TTW go around helping struggling students with correct positioning. The teacher will then show the students how to create the mantis hands, by bending the elbow and elongating the hand to the tips of their fingers. The teacher will explain that the students should keep their shoulders back and to keep their heads tall to help balance and create a stable base of support.
7. TTW show the students how to easily transition from a right forward/mantis stance to a left forward/mantis stance. TTW walk the students through the transitions to help the students feel comfortable in the stance.
8. After some practice time together, TTW watch the students rotate between the left mantis and right mantis without teacher modelling. TTW encourage students with high fives throughout the process and also encourage each other to provide compliments to one another.
9. TTW then demonstrate the crane wing technique for the students. TTW stand in a horse stance with hands in dragon claw position. TTW lift her right arm upwards over her head so that her palm is facing upwards and her wrist is bent to create a roof like shape with

her hand over forehead. TTW explain this can be used in horse stance. TTW have the students demonstrate crane wing with the right hand while in horse stance a few times followed by crane wing with the left hand.

Closure:

To close, the teacher will have the students circle up, and wrap up by asking a student to summarize the discussion about respecting the world around us at the beginning of the lesson while sitting cross legged. TTW call on students to provide a few more examples of items we use everyday and how we can make a conscious effort to respect the things we interact with on a daily basis. TTW ask the students which stance they enjoyed learning more about today, what stances were learned that day, and end with any final questions and bowing to the students.

Week 2: Balance (Lessons 3 and 4)

Physical Education National Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns
 - S1.E7 Nonlocomotor* (stability) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.E4 Fitness knowledge – Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
 - S5.E2 Challenge - Discusses the challenge that comes from learning a new activity (S5.E2.3)

Health Education Standards

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Objectives

Students will:

- Define balance and discuss how it relates to movement-based kung fu activities, the classroom, and real-life scenarios
- Participate in non-locomotive physical activities that demonstrate balance and extensions of different body parts (donkey leg pose, eagle pose, and praying mantis pose)
- Perform physical activities (stances) with proper technique (balance)
- Participate in balance games that will enhance their understanding of both balancing as a physical activity and an everyday life skill

Day 3

Opening Set:

TTW open the lesson by bowing to the students. TTW explain the new focus word of the week is **balance**. TTW ask the students what they think balance means in the normal sense and then create a bigger picture for balancing things they may not think they are balancing. TTW ask the students what the first thing is that they think of when they think of balance. TTW explain that balancing a book on your head may be one form of balance, but being able to do your math homework, English homework, and remembering to study for your next vocabulary word quiz is something they as students are learning to balance. TTW ask if sometimes trying to do all of the assigned homework and any extra activities like little league or cheerleading or basketball is hard. TTW say that being able to spend time doing things you need to do in order to succeed at school while also doing things you want to do to have fun can get out of balance. If you spend all of your time doing school work and never doing anything you wanted to do at home like play with friends or watch your favorite show, would you be happy? You might have the best grades in the class, but you'd probably get tired of doing school work all day everyday after a while of that, right? What if I reversed it and said you spend all of your time playing on the computer or hanging out with your friends and you never got any homework done? Do you think you would be happy if you had bad grades because you never turned your homework in? Do you think your teacher or your parents would be happy with you? It's important to find a balance in doing things you want to do and things that make you happy while also making sure to do the things you need to do in order to succeed at school while showing **respect** to yourself and your teachers as well. Can anyone think of another way that **respect** plays a part in how you **balance** your time? TTW let the students respond. TTW let the students know that during this week of lessons they will be putting some of the stances they have learned together to start practicing their form that was shown to them by the teacher during the first week. TTW have the students stand and warm up.

Procedures:

1. TTW ask a student to lead the class through the tiger squat warm up to 10. TTW ask a student to give the name of one of the stances that has been taught to practice.
2. TTW walk the students through practicing the horse stance and the left and right praying mantis stance a few times to refresh the students on the stances.
3. TTW explain that due to these next new poses focusing so much on **balance**, we will start by holding a balance competition to see who can hold a knee raise the longest. TTW demonstrate a right knee raise where the knee is bent at a 90 degree angle while holding her arms out to balance herself. TTW have the students copy her pose to get a feel for how to hold the posture. TTW then start a timer and begin the mini-game competition to see who can hold the pose. As students drop the pose, TTW congratulate them on holding the pose for as long as they did. After the competition ends TTW explain the poses they will be learning during the lesson.
4. TTW start with the eagle pose by demonstrating the posture. TTW explain this pose involves two different steps and requires a more challenging degree of **balance** than some of the other stances they have learned. The first part of eagle pose involves the

teacher or student placing their arms crossed across their chest with their fingers spread wide and slightly bent. TTW then open her arms and explain that her shoulders are back and her right leg will be bent in front of the left leg, but her foot is not resting on the knee but on the calf of her leg. TTW express the importance of proper form and engagement of the muscles to make sure we keep our joints safe. TTW remind the students the difference between joints and muscles.

5. Before asking students to attempt the complete pose, TTW will have them cross their arms and lift their right leg up at a 90 degree angle to practice opening their arms into eagle pose while **balancing** on one leg (modification - students can just cross the upper body and not the lower body or students can cross the lower body midline, but keep both feet on the floor). TTW lead them through that motion multiple times for the students to practice placing their weight on their left leg, finding their center of gravity by engaging their core muscles and finding an ocular focus to assist them with their balance.
6. After demonstrating eagle closed and open posed again, TTW walk the students through the pose and assist any students that need help with the pose. TTW explain how important **balance** is for this pose as they stand on one leg, and allow the students to practice the complete eagle pose. TTW give the students time to practice on their own for a few moments. As the teacher walks around helping students, TTW explain how powerful the students should feel with their arms stretched out. TTW ask the students to picture how an eagle looks as they hold the posture. TTW also give tips to the students about how to maintain their balance by looking for an object in front of them to focus on as they maintain the stance.
7. After the students have practiced the eagle pose a few times for the teacher, TTW introduce the next balance pose, donkey leg. TTW demonstrate this pose by starting with her right leg lifted and the knee at a 90 degree angle just as she started the eagle pose. TTW slowly extend the leg backwards so that the heel is facing upward and the toes are facing downward while still keeping her torso, chest, and head in an upright position. TTW extend her arms forward parallel to the ground with flat hands and fingers pointing forwards. TTW explain as she maintains the pose the importance of slowly moving her leg and arms to keep maintain her **balance**. TTW also explain that as she extends her leg backwards, her hip bones are both pointing down in the same direction which is called squaring the hips. TTW explain that this posture is strengthening her left leg and back muscles as she keeps her right leg up behind her. TTW ask the students if they can see why this pose is called the donkey pose. TTW then walk the students through the posture by having them all start with their right leg in a 90 degree lifted angle and their forearms lifted with their fingers facing the sky. TTW allow the students to slowly begin moving their right leg backward as they send their fingers forward. TTW assist any students struggling and give the students a few moments to practice these movements.
8. After practicing, TSW demonstrate both the donkey pose and the eagle closed to open pose for the teacher. TTW ask if any of the students would like to perform the poses for the entire class, and allow students to do the poses on their own while the teacher and peers watch.

9. TTW then have the students sit on the floor in a butterfly stretch to stretch the legs and discuss what was learned during the lesson. TTW demonstrate a standard butterfly stretch for the students to follow. TTW bounce her knees to loosen up her leg muscles and have the students follow along. TTW explain the importance of stretching after exercising movements and reiterate the importance of warming up and cooling down after partaking in any physical activity. After butterfly stretching for a few moments, TTW have the students sit cross legged or on their knees for the final moments of the lesson. TTW explain that keeping her hands open and palms facing up while breathing in through her nose and out of her mouth help to cool her body down after working hard. TTW encourage the students to follow along in the breathing exercise to calm the body and brain down after completing their physical activities.

Closure:

TTW ask the students to give feedback about their favorite things they have learned during the lessons so far. TTW ask the students what has been the easiest stance for them as well as the hardest. TTW make a point to call on different students each time and encourage more quiet students to answer. TTW end the lesson by bowing out to the students.

Day 4

Opening Set:

TTW begin the lesson by welcoming and bowing to the students. TTW ask the students to recap what we have learned so far. TTW call on students and have a short discussion about the three pieces of **respect** as a review of what has been learned during the sequence of the past three lessons and also review horse stance, praying mantis stance, eagle stance, donkey stance, tiger squat, and butterfly stretch. TTW explain how **respect and balance** work together especially when thinking about the piece of respect that involves respecting one's self. When we balance our everyday life we are showing respect for ourselves. TTW tell the students that they will be learning the first 5 stances of the form today after the students are warmed up. TTW run students through a quick warm up of butterfly stretch, tiger squat to 10, and 10 leg raises on each side.

Procedures:

1. TTW begin by having the students demonstrate each of the stances taught so far starting with horse stance and then horse stance with right crane wing, followed by raising right leg with eagle closed to open eagle stance, then donkey stance. After the students demonstrate proficiency, TTW demonstrate the first five moves of the form.
2. TTW then slowly walk through each movement describing which stance is being performed during the first 5 moves. The form begins with the teacher's legs together and hands at her sides. TTW then steps out with her left leg into a horse stance with her left hand in dragon claw at her waist and her right hand in crane wing. TTW hold this posture for the students to see proper positioning and balance. TTW then move her right leg to meet her left and then step backwards with her right leg into a left forward mantis stance. TTW bring her left hand up into a left crane wing while in the left forward mantis stance.

TTW then release her crane wing and transition her left forward mantis stance into a right forward mantis stance. TTW then demonstrate a right crane wing while facing the opposite direction. TTW then transition back to the original left mantis stance and then move her right leg to meet her left and stop.

3. TTW then have the students join her in slowly walking through each movement while counting off each movement and reminding the students the names of each movement and stance while reinforcing proper **balance and respect** for self and others around you in the physical activity space. TTW repeat this process multiple times until the students have begun to sequence the stances and are making few mistakes.
4. TTW then have the students partner up and practice in front of each other. If the students are not ready to move to this step, TTW continue to perform the set of stances for reference.
5. After a few minutes of practice, TTW ask the students to perform the set of stances with her all together. TTW watch as the students do the set of movements on their own. TTW applaud the students and then break up the group of students into two halves. TTW ask a group to sit and observe their peers performing the set of stances.
6. As one group watches, the other group of students will perform the set of movements slowly once and then one more time slightly faster. TTW then have that group sit down and the other group to repeat the process.
7. TTW then congratulate the students and have the students compliment and congratulate each other on learning the first part of their first form! They will get to play a game of simon says, changed to sifu says as sifu is the title of an instructor in kung-fu. This will be a normal game of simon says; however, during a later lesson, the sifu-says game will involve using the postures they have learned and be more challenging. This game will reinforce the concepts of **respect** (listening/watching others) and **balance** (mentally and physically), as students are asked to watch, listen, and physically complete what sifu asks them to do.
8. After a few rounds of sifu-says, TTW have the students run the first part of the form they learned again with the teacher demonstrating one time through followed by them performing the set of stances while the teacher watches. TTW have the students perform the set of stances one more time while counting very quickly to see who can keep up with the faster pace. TTW then initiate the cool down phase of the lesson.

Closure:

TTW have the students meet her in butterfly stretch as they discuss what they learned during the lesson. TTW ask a student to remind her again what **balance** means and how it can be applied to our everyday life. TTW lead a short discussion on balance and ask the students a few more questions about respect to reiterate earlier conversation about the three pieces of respect. TTW ask if anyone has any questions or comments about the form or anything they have learned so far. TTW lead the students through the cool down breathing activity and explain that they need to cool off and refocus for the rest of the school day. TTW give students a few moments to breathe in through their nose and out of their mouths with their eyes closed. TTW remind the students that at any point during the day if they feel stressed or frustrated to try our cool down breathing and see if that makes them feel better.

TTW explain that the next two sessions they will learn a few more moves of the form as well as some new arm movements and a new vocabulary word. If the students wish, TTW perform the full form one more time before closing the lesson and bowing out to the students.

Week 3: Coordination (Lessons 5 and 6)

Physical Education National Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 - S1.E6 Locomotor - Performed a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 - S2.E1 Movement concepts - movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)

Health Education Standards

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Objectives

Students will:

- Define coordination and discuss how coordination is used in both physical activity and everyday life skills
- Participate in physical activities that demonstrate coordination (sunrise sunset movement and crescent moon movement, monkey scratches shoulder and monkey rubs ear)
- Participate in games and activities that enhance the development of coordination skills.

Day 5

Opening Set:

TTW begin the lesson by bowing to the class and welcoming them to the third week of lessons. TTW explain the new word of the week which is **coordination**. TTW ask the students if anyone knows what coordination means. TTW take a few guesses before giving her definition. TTW explain, I want you all to think of coordination as how your body parts work together to let you do things. Let me give an example. If I am playing basketball with some friends and I want to pass the ball to my friend, my body is doing a lot more than simply tossing the ball in the

direction of my friend. My feet could be moving if we are moving around on the basketball court, my hands would be dribbling the ball, while my eyes are watching my friend and the other team's players who are also trying to get the ball. My body has to use the information my eyes are seeing and work with my legs and arms to accurately send the ball in the direction of my friend. Another way I bet you all may not know you are using coordination in is when you are typing on a keyboard or playing a game on your computer. You are looking at the computer screen with your eyes, which means your brain is having to tell your fingers where to go without you looking at the keys. If you don't have strong hand-eye coordination, you probably won't be able to type very fast since you'd have to constantly be looking at the keyboard in order to type. And lastly, when you are practicing your writing skills in class you are using coordination skills. As you start making lines, your eyes send information to the brain to tell it where the hand is at on the paper. Using this information, the brain tells the hand how to move in order to create the appropriate lines and shapes. This results in our writing skills and why it is so important to practice skills that help us develop **coordination**. When we learned those first few stances of the form last week, we were using **coordination** in order to move our legs and arms into the postures we were creating for each stance. You had to use both your upper body and lower body at the same time to properly place yourself into those stances. As we practiced those stances and the form, I could tell you were getting more **coordinated** and using your **balance** as you flowed through each stance. This week we will be learning a few new arm movements that will test our **coordination** as we piece them together with leg movements. So lets start warming up.

Procedures:

1. TTW will choose a student to assist in leading the warm up. This week we are adding to our tiger squats and going to 15 instead of 10. In addition to tiger squats and 15 leg raises on each side, today we will be doing sets of 10 small and large arms circles forwards and backwards for a total of 40 arm circles to warm up our arms.
2. TTW have the students get into a left mantis stance to learn the first monkey palm hand raise. TTW raise her hand and demonstrate how to create a monkey palm by cupping her hand slightly with her fingers pressed together. TTW ask the students to hold up their hands and demonstrate a monkey palm. TTW then ask the students to watch as she proceeds into a mirrored mantis stance and demonstrates the technique monkey rubs ear. TTW raise her hand in an upward motion to her ear stretching her arm back so her elbow is facing upward. TTW have the students try to replicate the posture while maintaining balance with correct posture. TTW correct any students who need help. TTW explain that monkey rubs ear can only be done on the side of the body that is facing forward when in a mantis stance. TTW face the same direction as the students and get into a right mantis stance and demonstrate a right monkey rubs ear. TTW ask the students to switch to the right side and continue with the same monkey rubs ear with the right side. TTW explain, now we are going to create the movement by starting with our feet together and as we step backwards into a left mantis stance we will simultaneously lift our left arm up into the monkey rubs ear position. TTW demonstrate a few times as the students follow along and then TTW walk around as the students practice.

3. After practice, TTW begin teaching the next monkey palm technique. TTW explain that the posture we just learned used the arm and leg on one side of the body. The next technique uses the opposite arm and leg. TTW demonstrate monkey scratches shoulder. TTW explain, as I step backwards into a left mantis stance, my right arm and monkey palm come across my body to scratch my left shoulder. This move is called monkey scratches shoulder. TTW demonstrate again and then have the students practice in partner groups for a few moments. TTW then bring the group back together and ask them to listen to her call out which mantis pose and which monkey palm she wants to see. TTW lead the students through a short mini game as she calls out the postures at an increasing pace.
4. TTW then introduce the jungle run mini game. TTW explain the rules of the game as such; we are going to go on a trip through the jungle and will be encountering different obstacles during our trip. When we encounter these different obstacles, we have to react to each one appropriately or we can't get through the jungle. TTW will remind students that they will be using locomotor movements to get through the jungle that require **balance, coordination, and respect** of each other's space. When we run into a log, we have to jump over it. TTW demonstrate jumping over the log. When we run into the vines, we have to crouch very low as we run to get under them, TTW demonstrate this. When we encounter the sleeping bear, we have to tip toe on our feet as quietly as possible, TTW demonstrate. When we encounter the tiger we have to roar at it in order to scare it off, TTW demonstrate. Those are just a few things we can encounter in the jungle, are we ready to play?
5. TTW lead the students through a few rounds of jungle run. After finishing, TTW ask the students how they used **balance, coordination, and respect** to get through the jungle when they encountered the different obstacles.
6. TTW ask the students to practice the 5 moves of the form with teacher demonstrating and once without teacher demonstrating.
7. TTW wrap up the class with the cool down.

Closure:

As the students are seated in a butterfly stretch, TTW ask some summarizing questions about what we learned today. TTW lead a discussion in how the students are feeling about what they have learned so far. TTW ask the students to list the three pieces of respect. TSW call and respond. TTW have the students chant it out a few times. TTW ask if anyone has noticed another way they see how balance plays a role in their lives in and outside of school. TTW prompt the students if needed. TTW ask if anyone else can think of any amazing examples of coordination and to define coordination again. TTW close with the breathing exercise and cool down. TTW bow out the class.

Day 6

Opening Set:

TTW welcome the class and let the class know that today we will be learning some arm movements as well as review what we learned during the last lesson. TTW ask the students what they recall from the previous lesson. TTW call on students to answer and recall the meaning of **coordination**. TTW choose a student to help lead the warm up for the lesson. The warm up will include the tiger squats to 15, leg raises 15 on each side, and arm circles the same as last lesson.

Procedures:

1. TTW start with a game of the jungle run for an additional warm up. TTW lead the game 2 times to jog the students memory of the different obstacles and employ the difference locomotor movements with **balance, coordination, and respect** of self and others in their movement space. .
2. TTW ask the students to perform the 5 moves of the form without teacher guidance for the first run to see how many students have it. TTW then do the five moves with the students and watch one more time.
3. TTW ask the students to demonstrate the monkey palms from the previous lesson including the right mantis with right monkey rubs ear stance and right mantis left monkey scratches shoulder. TTW ask to see the left mantis left monkey rubs ear stance and the left mantis right monkey scratches shoulder. After fully reviewing TTW prepare the students for the new stances that will be learned during the lesson.
4. TTW explain that today we will be learning a traveling stance that will involve students in practicing their **balance and coordination** skills again with **respect** to self and others as they move within their movement space. In this stance, students will move their legs and arms in a downward sweeping motion at the same time as they are moving. TTW demonstrate the technique and explain it as crescent moon stance. TTW show the students a few times pointing out each time how she moves her arms, what her hands look like, and how her feet move. As she demonstrates, the teacher explains, I begin in a horse stance with my hands in dragon claw, I will start by crossing my right leg behind my left leg and as I do so I am going to take my hands and lift my arms up in front of me with my palms facing away from me. As I plant my right leg and begin to lift my left leg up to open my leg back out into another horse stance, I swing my arms in a circular motion to the right down in a clockwise motion so that my palms begin to scoop upwards to the left. When I open my left leg back up to be back at a horse stance, my palms are now at the bottom of the crescent moon I have traced with my hands. TTW explain a crescent moon looks like a crescent roll or similar to the smile of a happy face. TTW explain that this movement is supposed to make you travel far, so you must use your feet to propel you to the left. TTW demonstrate one more time before allowing the students to practice breaking it down with her. TTW walk them through that practice for a few moments and then let them practice in partner pairs as she walks around helping anyone struggling.

5. TTW bring the group back and ask to see everyone perform the movement. TTW demonstrate as the whole group performs the movement. TTW then watch the students perform the movement without her assistance. TTW give reassurance to anyone struggling and praise to everyone for working hard.
6. TTW explain there is one more arm movement to learn which is the sunrise sunset salutation. TTW ask what a salutation is and let the students respond. A salutation is what you learned when you wrote your friendly letters in second grade and used a formal heading such as "Dear Mr. or Dear Mrs." We also use formal salutations in everyday life when we greet each other. TTW ask students to give examples of salutations they use everyday and then ask students to say hello to each other as an example of a salutation. Saluting someone is a way to show **respect** people you see in everyday life.
7. TTW explain that the phrase of movements and stances they are going to learn is performed at the beginning of every form when it is presented. TTW explain that they will be learning it to start their form when it is completely learned. TTW demonstrate the sunrise sunset salutation. TTW start with her legs together and her arms in dragon claw at their waist. TTW start with her right arm lifting in front of her chest and over her head in a clockwise motion. When her right hand passes by her head, her left hand lifts up and follows the same path the right hand took. Her right hand will return to her right side in dragon claw followed by her left hand following out the circular motion and returning to her left side in dragon claw. As her hands both return to their position, the teacher performs a slight bow with her head and slightly bends her knees. TTW demonstrate this motion a few times and then break it down into pieces and have the students follow her cues. TTW start with just the right hand first and then add the left hand and finally add the bow at the end. TTW then watch the students try it and ask them to perform it slowly at first to ensure they are focusing. TTW assist struggling students. TTW ask the students to perform the crescent moon one more time followed by the sunrise sunset salutation one more time.
8. TTW ask the students to perform the form with the new sunrise sunset salutation at the beginning. TTW demonstrate as the students perform and then watch the second time.

Closure:

TTW close the lesson by having the students sit cross legged and their hands at their waist in a circle. TTW ask the students to try to do the sunrise sunset salutation while sitting. TTW and TSW perform the sunrise sunset salutation while sitting in a circle. TTW ask if what anyone thinks of the new skills they learned today. TTW let the students discuss for a moment the movements and any difficulties they had today. TTW ask how **coordination, balance, and respect** relates to the movements and stances we learned today. TTW choose students to answer this. TTW finally end the lesson with the cooling breathing practice and have the students close their eyes and think of either a sunrise or sunset. TTW end the lesson by bowing-out.

Week 4: Focus (Lessons 7 and 8)

Physical Education National Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns
 - S1.E7 Nonlocomotor* (stability) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.E4 Fitness knowledge – Recognizes the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction
 - S5.E2 Challenge - Discusses the challenge that comes from learning a new activity (S5.E2.3)

Health Education Standards

- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
 - 6.5.2 Identify resources to assist in achieving a personal health goal.

Objectives:

Students will:

- Define focus and discuss how it can be used in the classroom and everyday life.
- Participate in physical activities that demonstrate focus via previously learned stances and movements in addition to a new set of movements (monkey palm movements)

Day 7

Opening Set:

TTW welcome the class with a bow-in and have the students stand in a circle to begin the lesson. TTW have the students review the previous words we have learned so far (**respect, balance, and coordination**), before naming the new word of the week, **focus**. TTW ask the students to define what focus means to them. TTW let the students respond before giving her definition. Normally when we talk about the term focus, we are referring to something we are paying attention to or an action we may be doing. I'm sure you all have heard your teacher

during school reminding you to focus on your test if you get distracted, right? Or, to make sure you are focused in on a specific activity. When we focus on something, the more likely we are to be successful at it. In kung-fu, focus doesn't just mean to pay attention to what you are doing. I want you to picture you are trying to stay balanced while demonstrating an eagle stance. I gave you all the tip to **focus** on something in front of you to help you keep your balance, but you weren't simply focusing on a point in front of you, your entire body was **focused** on performing the eagle stance correctly. Similar to **coordination** which means (TTW let students call out what coordination means) your whole body working together, each part of your body was **focusing** on performing an action to create that stance. That's an impressive accomplishment! Staying focused means maintaining a particular action without being distracted by any outside or inside forces. This is important in the classroom when we are completing work or learning a new academic skills. And, staying **focused** when doing anything can be difficult if you have distractions going on around you. However, the more we practice **focus** the more likely we are to obtain our goals. TTW ask do any of you have any goals that you are **focused** on for yourself this year? Do you have any goals related to your health? TTW say when you are participating in these lessons with me you are helping to improve your own personal health. The students will respond and TTW prompt students to reply with how they intend to accomplish the goals they described by staying **focused**. Now when it comes to staying focused during our physical activities ...for example, if you were trying to hold eagle pose and I started asking you questions, do you think it would be easy for you to hold the posture and answer me at the same time? Let's test it out and practice using our skill of **focus** in our stances!

Procedures:

1. TTW explain that quickly before the activity that the students must still warm up to make sure their muscles are ready to practice the stances during the lesson. TTW complete a warm up with the students that will include 15 tiger squats, 15 leg raises each side, and 10 small and large arm circles forwards and backwards to warm up.
2. TTW ask the students to demonstrate an open eagle pose learned during week two. TTW then begin the activity by asking the students to pick something ahead of them to **focus** on. TTW then ask the students to keep a straight face for as long as possible while holding the eagle pose. We call this a singular focus or only focusing on one particular place or on one particular thing. TTW begin making different animal noises while walking around the students. If any student laughs or drops the eagle pose they must sit down. TTW do this exercise one time through as a practice round for the students to understand how the activity works. TTW run this exercise making silly faces or making remarks such as, "Whoa what's that over there!" and pointing to try to distract the students. TTW ask the students to complete this exercise a few times until the students improve at staying **focused**.
3. TTW have a short discussion with the students about the activity, if it was difficult or easy, which things were easier to ignore and which things were easy to be distracted by. TTW discuss how in life and even in the classroom we will constantly have distractions around us and that practicing skills that help us develop **focus** like holding stances or in the classroom working on individual seat work for part of a lesson. TTW remind students that will focus is important to success, so too is **balancing** our focus and then taking a

mental and physical break in between to let our bodies regain the energy needed to go back to focus. TTW ask students to think of ways or strategies that they use during breaks to then move back into focus mode and describe them during a discussion.

4. TTW transition from the activity to learning the new stances for the lesson. TTW begin with the last two monkey palm techniques. TTW start by asking the students to prepare themselves to **focus** and then TTW review the left mantis left monkey rubs ear and right scratches shoulder as well as the right mantis right monkey rubs ear and left scratches shoulder. TTW have the students demonstrate a horse stance with hands in dragon claw at waist. TTW then ask the students to watch as she demonstrates the newest technique, monkey inspects palm. TTW simply open her hand into monkey palm and look down at it. TTW explain that this is the final position for monkey inspects palm. TTW ask the students what inspects means. TTW have the students open their hands into monkey palm and practice the movement of opening their hand into the correct position while looking down towards it. TTW then show the students the starting position for monkey inspects palm. TTW stand with legs together and explain that whichever hand will be opening is the side that she will step out into a horse stance with. TTW then demonstrate a right monkey inspects palm. TTW transition from standing with legs together and arms at her side to stepping out with her right leg while moving her right arm into the monkey inspects palm position and her left arm into a dragon claw to her left waist. TTW finish in the horse stance looking down at her right monkey palm. TTW perform this movement a few times from standing up with legs together to the final position. TTW ask the students to follow along with her a few times to get a feel for how the technique feels while maintaining proper posture for balance. TTW then demonstrate the monkey inspects palm on the left side stepping out to the left and looking at the left monkey palm a few times. TTW run the students through this exercise a few times calling out right and left to have them practice resetting the movement and stepping into both sides multiple times.
5. TTW then explain the last monkey palm, monkey grabs vine. TTW demonstrate this moving stance by starting in a left mantis lunge. TTW explain that it is similar to monkey scratches shoulder where whichever leg is forward the opposite arm will be in the monkey palm. TTW stand in left mantis lunge and raise her right arm up with the monkey palm facing out. TTW ask the students to imagine they are reaching for a vine similar to tarzan or a monkey in the jungle swinging from a tree vine. TTW then twist her hand and send her right arm down so that her arm is now at a 90 degree angle bend and her palm is now facing her. TTW repeat this motion a few times to show the students. TTW have the students begin to practice this motion. TTW then ask the students to start with legs together and hands by their sides. TTW demonstrate monkey grabs vine from a standing position. TTW step forward with her left leg while lifting her right arm up palm facing out and as she sinks down into left mantis pull her arm down twisting her palm to face her. TTW perform this movement a few times for the students to see. TTW then have the students follow along with her a few times followed by partner practice. TTW walk around encouraging and assisting students. TTW call the students back and watch them all perform right monkey grabs vine. TTW then teach monkey grabs vine using the right

mantis pose using the same process as before. TTW let the students practice left monkey grabs vine for a few moments.

6. TTW give students a break from focusing on the stances and movements by having them complete a game of jungle run. TTW will review the expectations of practicing **balance**, using **coordination**, and **respecting** one's body and **respect** of others in the movement space. TTW also add to think about **focusing** on each movement during the jungle run to perform it to the best of your ability.
7. TTW ask the students to run through the first part of the form without teacher demonstrations. TTW ask the students to run through twice. TTW then begin the cool down.

Closure:

TTW ask the students to sit butterfly and review what we learned during today's lesson. TTW review the two new monkey palms, focus, and ask the students how they can practice their focus during school and at home. TTW run students through the cooling breath exercise and bow out the class.

Day 8

Opening Set:

TTW bow in the class and welcome them to their next lesson. TTW ask the students about the word of the week, **focus**. TTW ask the students to define what focus means both in the classroom and in the physical activity setting and how we can practice the word focus in both places. TTW explain that we will be reviewing all of the things we have learned so far in our first seven lessons and then play a game using the stances and techniques we have learned. TTW ask the students to name the different stances we have learned in order. TTW give the students time to think and will remind the students to **focus** on the stances we have learned. TTW call on students to list the stances in order. TTW choose a student to assist in leading the warm up.

Procedures:

1. TTW with a helper will lead the students through the warm up, adding 5 more to the tiger squats for a total of 20 tiger squats, 20 leg raises each side, and 10 arm circles forward and backward small and large circles.
2. After the warm-up, TTW start by asking the students to prepare to run through every movement learned so far by thinking about their focus words of **respect, balance, coordination, and focus**. TTW say that these words will help you to perform your stances and if you think about and practice them in the classroom and home they could also help you in those environments.
3. TTW begin by asking the students to step into a horse stance with dragon claw. While in horse stance, TTW ask the students to demonstrate a right crane wing followed by resetting and then a left crane wing.
4. TTW ask the students to release horse stance and step back to legs together. TTW ask the students to demonstrate a left mantis stance. TTW ask the students to transition to a right mantis stance and then transition back on teachers call.

5. TTW ask the students to reset and prepare an eagle closed stance. On teachers call, TSW demonstrate open eagle stance. TTW have students hold eagle stance for 20 seconds and remind students to **focus** on something ahead of them to maintain their **balance**.
6. TTW ask students to release from eagle stance and ask them to prepare a donkey stance by raising their right leg into a knee lift.
7. TTW ask students to demonstrate a donkey stance and walk around slowly as students **balance** in their stance reminding students to make sure their hips are square facing down and their arms are in line with their shoulders while holding the stance. TTW have students hold stance for 20 seconds. TTW congratulate the students for holding both balancing stances for the intended time.
8. TTW ask the students to prepare to demonstrate a left mantis left monkey rubs ear stance. TTW call students to demonstrate stance. TTW ask students to reset and demonstrate the same posture again. TSW on teacher's call perform the monkey palm and mantis stance. TTW ask the students to prepare the right mantis right monkey rubs ear stance. TSW on teacher's call perform the other monkey palm and mantis stance two times resetting after the first demonstration.
9. TTW ask the students to prepare a left mantis right monkey scratches shoulder. TSW perform the stance on teacher's call, reset, and demonstrate the stance and monkey palm again on teacher's call.
10. TTW ask the students to prepare to demonstrate a crescent moon step by stepping into a horse stance. TSW perform a crescent moon step on teachers call ending in horse stance with hands at bottom of crescent moon. TTW ask the students to reset to demonstrate crescent moon one more time.
11. TTW ask the students to prepare to demonstrate a sunrise sunset salutation. TSW perform sunrise sunset salutation on teachers call twice resetting between demonstrations. TTW encourage students they are almost finished with their review!
12. TTW ask students to prepare a right monkey inspects palm stance. TSW on teacher's call demonstrate right monkey inspects palm by stepping with the right leg into a horse stance and looking down at right monkey palm. TTW repeat this process to observe students performing left monkey inspects palm
13. TTW ask the students to reset and prepare to demonstrate a left mantis stance right monkey grabs vine. TSW on teacher's call step forward with left leg into mantis and demonstrate monkey grabs vine. TTW ask students to reset and perform the movement again. TTW repeat the process to view students demonstrating right mantis left monkey grabs vine.
14. TTW congratulate the students on learning all of the techniques and stances so far. TTW announce the students have learned all of the stances and techniques and in the last lessons the students will be learning the rest of the form and practicing these movements.
15. TTW introduce Sifu-Says (Simon says) and start playing the game by starting with normal call outs such as, "sifu says raise your arms, sifu says touch your nose with one finger, sifu says jump up and down, etc." After getting the students used to the game, TTW begin introducing stances such as "sifu says left mantis! Switch to right mantis!

Anyone who moves sit down, because sifu didn't say, etc." TTW have students run through the game a couple times depending on time.

Closure:

TTW express how proud she is of every student for working so hard and remaining focused while demonstrating all of the stances and techniques we have learned so far. TTW ask the students how **focus, respect for the teacher, balance, and coordination** plays a part in the sifu-says game. TTW walk the students through butterfly stretch and cool down breathing. TTW bow-out students.

Week 5: Teamwork (Lessons 9 and 10)

Physical Education Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 - S1.E7 Nonlocomotor* (stability) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
 - S1.E6 Locomotor - Performed a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 - S2.E1 Movement concepts - movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)
 - S4.E5 Rules & etiquette - Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)

Health Education Standards

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
 - 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Objectives

The students will:

- Define teamwork and provide and explore examples of how teamwork is used in kung-fu, at school, and in everyday life
- Demonstrate knowledge of stances and movements through performing a large portion of the form
- Participate in team building exercises throughout the week's lessons to demonstrate the skill of teamwork and collaboration

Day 9

Opening Set:

TTW open the lesson by welcoming students and bowing-in. TTW have students start in a circle in a seated position to discuss the new word of the week. TTW introduce the new word, **teamwork**. TTW ask the students to define in their own words what teamwork means and how the students may use teamwork in an everyday setting. TTW lead a short discussion about teamwork and how using **teamwork** makes a team or group stronger when the team's players are exercising **respect** for themselves and each other. TTW ask students to give examples of good teamwork and non-examples of teamwork and explore why good teamwork is what the students should always be working to achieve. If a football team isn't working together, are they going to win the game? If small groups in a classroom at their center tables are not using the equipment/materials properly, following the directions, and/or focusing on the task at hand are they going to learn or perform well on their assessments? TTW explain that while kung-fu is individualized, there are many ways to use teamwork when practicing the art, just like you as an individual in the classroom or at home have your particular role as part of a "team" to make you and others around you successful. TTW explain that the students have already been using **teamwork** when working in partner pairs to improve each other's stances. TTW have students stand and prepare to warm up for the day's activities.

Procedures

1. TTW begin by choosing a new student to help lead warm up exercises, 20 tiger squats, 20 leg lifts each side, 10 arm circles forward and backward and small and large for 40 total arm circles. TTW then have the students participate in a jungle run game played in previous lessons to continue warming up students.
2. TTW explain that they will have a **teamwork** challenge at the end of the day's lesson, but they will be learning the next set of moves for their form first.
3. TTW have the students perform the beginning set of stances of the form.
4. TTW show the students the next set of stances of the form. TTW explain they will be learning the next 5 moves of the form. TTW explain each stance and movement to enter each stance as she enters each stance of the form
5. TTW begin where the first set leaves off in a horse stance. TTW explain that as the students enter this horse stance they will demonstrate a right monkey inspects palm and demonstrate herself the monkey inspects palm, TTW then step her legs together, lift her right leg into a knee lift at 90 degrees and slowly extend her leg into a donkey leg stance. TTW remind students she is **focusing** on each body part as she settles into the stance to make sure her foot is in the right position, her hips are square and facing toward the ground, and her eyes are looking forward at something (**focused**) ahead of her to help her maintain her **balance**. TTW hold this position for a moment and then set the right leg down directly into a left mantis stance while reaching up palm out into the beginning of monkey grabs vine, as the teacher sets her right leg down into the mantis stance, she pulls her hand down and rotates into the final position of monkey grabs vine where her palm is facing her. TTW then sends her right leg forward past her left leg into a right mantis stance. After the foot is placed on the ground, she will send her left arm

forward and perform a left monkey grabs vine while remaining still and **balanced** with her legs. TTW then send her left leg to meet her right leg and step out with her left leg into a horse stance while demonstrating a left monkey inspects palm.

6. TTW perform this three times, explaining the steps each time, then have the students follow along and try out the steps themselves as she demonstrates. TTW continue doing this multiple times while observing the students to see who is getting it and who is in need of further assistance. TTW then pair up students into groups of four to practice together. TTW walk around assisting students and encouraging communication between partners.
7. TTW call students together to perform the new set of movements starting at the horse stance. TTW perform it once with the students and then watch once. TTW then introduce the team-building game.
8. TTW use manipulatives to create a closed shape using a jump rope like item. TTW explain that everyone must stand inside the circle. TTW give students a few minutes to step into the circle. The circle will be large enough for all of the students to fit comfortably. TTW then ask the students to step out and she will make the circle smaller. TTW make it so that the students will not be able to simply step into the circle. TTW explain that the students must be in the circle, the students can ask the teacher yes or no questions, and they only have one minute to figure out how to get into the circle. TTW give hints if the students are in need of assistance. The point of this exercise is for the students to communicate with each other to ask the teacher the correct questions to figure out they only have to have a finger in the circle to count as being in the circle. This is a standard **team building** exercise.

Closure:

TTW have students circle up and begin butterfly stretches while discussing the **teamwork** activity they just finished. TTW facilitate a discussion asking if anyone got frustrated with their peers, if the students had fun figuring out the challenge, why respecting your peers is important when working together. TTW remind students how **respect** is important in **teamwork**, and encourage students to think about your class as a team in the classroom. Even though each student is working on their own work, everyone is working on a common goal which is being the best student they can be. Ask your peers if they need help, work together when possible to accomplish classroom goals, encourage each other just how I encourage you all when we are learning our form. TTW end class with cool down breathing and bow out the class.

Day 10

Opening Set:

TTW welcome class and bow in. TTW begin by asking students to remember **teamwork** from last lesson. TTW ask students if anyone noticed anywhere that **teamwork** played a part in the classroom after our initial discussion. TTW have short discussion about this. TTW explain, today we are going to practice the set of moves we learned last lesson and practice putting them together with the first set of move we learned of the form. TTW begin warm up.

Procedures:

1. TTW begin warm up with student assisting in leading the same warm up set as last lesson including the tiger squats, leg raises, and arm circles. TTW have students play a game of sifu says to warm up remembering the different stances, “sifu says horse stance left monkey inspects palm, etc” After warm up, TTW ask students to prepare to do first set of form.
2. TTW have students perform first set of form including horse stance with right crane arm into L shape movement into left mantis and left crane wing, rotate to right mantis right crane wing, and finally rotate back with L shape leg movement back to horse stance.
3. TTW explain that this is where we will add on the next set of movements. TTW have students watch as teacher performs the next set of movements taught during previous lesson. TTW slowly walk through each step reminding the students of each motion, which side she has forward. TTW ask students to join her at horse stance and practice the new set with her a few times. TTW then watch the students perform the new set on their own.
4. TTW group up students again into groups of three to four, and ask them to practice running through the set together so that each peer is in sync with their partners. TTW walk around assisting students and encouraging **respect, teamwork, balance, coordination, and focus** during their paired peer performances.
5. After some practice time, TTW ask students to sit and have each group perform the new set for the rest of the students. TTW perform the set with each individual group one time and then watch the group perform the set on their own. TTW encourage the students who are sitting to applaud and cheer on the group that is performing. Each group will go in this fashion. After each group finishes, TTW ask the students to think of their favorite part of each group’s performance. TTW model this by giving an example such as, “I love how this group was so in sync when performing each movement. They moved through each stance very gracefully.”
6. TTW ask the groups to practice from the very beginning putting the two sets together into one fluid set. TTW give groups more practice time. TTW walk around each group assisting and encouraging.
7. TTW call students back and repeat the process again where each group performs twice, the first time with the teacher demonstrating the entire set, and once while the teacher observes. Each group will go this way. TTW call group together to close.

Closure:

As students and the teacher complete the butterfly stretch, TTW ask the students if anyone was nervous to perform in front of their peers. TTW have a short discussion with students about how it is okay to be nervous when performing in front of others, but we know we had our partners in our group to help stay on track and support us, and all of us have the same goal to learn the same form, so this class is a safe environment to be able to make mistakes. When we **respect** our peers, we let them know we will never laugh or make fun of someone for making a mistake, because we wouldn’t want someone to laugh at us if we made a mistake of our own. You want to work as a **team** trying to meet that common goal and cheer on your peers to succeed and

they will cheer you on too! TTW close with cool down breathing with open palms and bow-out students.

Week 6: Discipline (Lessons 11 and 12)

Physical Education Standards

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 - S1.E7 Nonlocomotor* (stability) - Balances on different bases of support, demonstrating muscular tension and extensions of free body parts. (S1.E7.3)
 - S1.E6 Locomotor - Performed a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 - S2.E1 Movement concepts - movement concepts (direction, levels, force, time) with skills as directed by the teacher. (S2.E3.3)
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 - S4.E1 Personal responsibility - Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)
 - S4.E4 Working with others - Works cooperatively with others. (S4.E4.3a)
 - S4.E5 Rules & etiquette - Works independently and **safely** in physical activity settings. (S4.E6.3)
 - S4.E5 Rules & etiquette - Recognizes the role of rules and etiquette in physical activity with peers. (S4.E5.3)

Health Education Standards

- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
 - 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

Objectives

The students will:

- Define discipline and provide examples of how teamwork is used in kung-fu, at school, and in everyday life
- Demonstrate knowledge of stances and movements through performing a large portion of the form
- Participate in physical activities throughout the week's lessons to demonstrate the skill of discipline

Day 11

Opening Set:

TTW begin the lesson by welcoming students to their last week of lessons, and asking students to reflect for a moment on all of the things we have talked about so far during our lessons. TTW ask students the different focus words and have a discussion on how learning these words have impacted the students over the course of the lesson.

TTW introduce the last word, **discipline**. TTW ask the students what they think discipline means. TTW let the students respond with their ideas, and then respond with her definition. TTW start by asking the students if they have ever been in a situation where they have a task they know they need to do, but they don't really want to do it even though they know they would get in trouble if they didn't do it? TTW give the example of making the bed in the morning, or cleaning up after yourself at school or at home. I know there have been days when I didn't want to do something but I knew I really needed to do it. That voice inside you telling you that you need to do what you are supposed to is called **discipline**. Sometimes that voice is louder than others, especially if the teacher or your parent is echoing it, but **discipline** is something inside of you that helps you to be the best person you can be. If you practice self-discipline, you are developing positive habits that will help you well after our lessons are over here. Let's think about how we can use discipline at school. When we are working on our fact fluency, or IXL and we know we have a list of problems to get through but we let ourselves lose **focus** and get behind, we are not practicing self-discipline. Your teacher might get frustrated with you and take away part of recess, all because you didn't stay focused on your work. You can see this when we talk about homework as well. After a long day at school, doing homework doesn't sound like that much fun, but you know if you don't do your homework not only will you let your teacher down, but you will also be behind all of your classmates who did do their homework. They will understand the things being learned in class better than you because you didn't practice at home. Does that sound like being the best student you can be? From this example, did you think of any other of our weekly words that could have come into play? TTW let students respond. TTW can guide, we talked about being able to **balance** fun things with things we need to do to be successful, we can talk about **teamwork**, because if you get behind in class that means the class's overall scores on the common assessment will go down because you didn't practice self-**discipline**. Is that fair to your peers or teacher? If your mom is upset with you every day for not making your bed in the morning, but you start making your bed before she becomes upset, do you think she would be mad or happy about that? Do we want our parents to be proud of us? Do you want to be proud of yourself and model **respect**? What about at school, when we leave the cafeteria a mess after lunch, we get in trouble right? But if we all work together to clean up after ourselves, not only would we be **respecting** the cafeteria, and our teacher, but we would not get in trouble for leaving the cafeteria a mess. Who can think of another way we can practice self-discipline at school or at home? TTW let students discuss for a moment.

TTW end conversation by saying, we practice self-discipline in kung-fu by making our bodies stronger by holding those difficult postures. Holding a tiger squat all the way to 20 starts to get

hard right? But I have been very impressed with y'all's ability to persevere even when it gets hard, because you are making your body stronger by practicing self-discipline. We've been doing that since the very first lesson! Now we have one more set of movements to learn and then we will have the entire kung-fu form memorized! Let's get started!

Procedures:

1. TTW start with a warm up and choose a new student to help lead the same warm up as the previous lessons. TTW explain during this workout how the students are practicing **self-discipline** as they transition from tiger squats to leg raises and finally arm circles.
2. TTW have students group up into different groups for this day's lesson. TTW have students perform as a whole group the first two sets of the form once with the teacher and once without the teacher. TTW then have students stand still as teacher performs the last set of movements.
3. TTW begin at the end of the second set in horse stance. TTW explain as she performs each movement. TTW begin a crescent moon step, stepping behind her left leg with her right while lifting her arms and swinging them in a clockwise motion as she steps back out into a horse stance with her left leg. TTW then send that left leg to meet right leg and step back into a right mantis while bringing right arm into right monkey rubs ear. TTW then transition into a left mantis facing backwards with a left monkey rubs ear. TTW then rotate back to right mantis and bring legs together. TTW raise right leg up and fold arms in closed eagle pose. TTW then open up her arms into an open eagle pose to end the form. TTW then fold her arms back, set her leg to the ground, and end with legs together and arms in dragon claw at waist. TTW announce that is the end of the form, and then demonstrate the last set of movements two more times and point out how she is moving her legs and arms through each movement. TTW have students follow along with her a few times as she continues through the set repeatedly. TTW have the students follow along a few times before breaking them into their new groups to practice. TTW ask the students to perform by themselves for their group partners. TTW walk around helping where needed and encouraging students.
4. After some time to practice, TTW ask the students to all come together and perform the set as a whole group once with the teacher and once without the teacher. TTW then give the students an activity break and allow them to vote on jungle run or sifu says. TTW then run the students through either activity a few times to give them a break from practicing the form.
5. TTW have the whole group try to slowly walk through the entire form piecing the three parts together. TTW break the students back into their groups to practice the entire form and slowly increasing the speed at which the form is performed.
6. If there is time, TTW have each group perform for the rest of the students, or the whole group will perform once with teacher and once while teacher watches.

Closure:

TTW have students meet in butterfly stretch to talk about the lesson. TTW commend the students for learning a full form in only a few lessons, and check in with students on if they are

enjoying the lessons, and have enjoyed learning the form. TTW ask the students to name the easiest, hardest, and most fun thing they have learned. TTW reiterate the importance of **self-discipline** and how self-discipline makes you a better team player, helps you respect others, and helps keep your life in **balance**. TTW explain how much **focus** it takes to practice self-discipline. TTW end with the cool down breathing and bow-out the students.

Day 12

Opening Set:

TTW welcome students to their last lesson and bow-in students. TTW explain that today they will be reviewing the form a few times as a group, a few times as little groups, and then each student is going to perform the form alone for the rest of the students. TTW begin the warm up.

Procedures:

1. TTW chose a student to help lead the last warm up, this time the warm up will be raised to 25 tiger squats, 15 leg raises on each side, and same arm circles for 40 total. TTW remind the students that they are practicing their **self-discipline** by staying **focused** and using their **balance, coordination, respect and teamwork** to all get through their tiger squats together.
2. TTW have students warm up with jungle run activity.
3. TTW then prepare students to practice the form. TTW ask the students to demonstrate a few different postures to quickly recap the horse stance, eagle stance, donkey stance, crescent moon movement, sunrise sunset salutation, and monkey palms on one side.
4. TTW then demonstrate with students participating the full form beginning with the sunrise sunset salutation. TTW walk the students through the form a few times, increasing the speed each time slightly. TTW then give the students a few minutes to group up and practice for each other.
5. As an assessment of the form learned throughout the sequence of the lessons TTW ask each student to demonstrate the form alone. After each student finishes, the students and teacher will applaud and congratulate the student for succeeding. If a student gets stuck, the teacher will assist to get them going again. TTW will remind the students that it is okay if you make a mistake because we are all a team and support each other and are cheering each other on.
6. After each student completes the form, TTW congratulate the students with a small dance party. TTW play a happy song for the students to dance for a few moments.

Closure:

TTW end the lesson by bringing the students together and having a short discussion asking the students to summarize the most important things they have learned throughout the course of the lessons. TTW ask the students which word we focused on was most important and let the student respond by explaining there is no wrong answer and that all of the words are equally important as they live their lives from day to day. TTW have the students end the lesson with the cool down breathing and bow-out the students for the last time.

Appendix B

Pre- and Post-Interview Script and Questions

[Good morning or afternoon] I am going to begin the interview now. This interview will be recorded so I can write down details of our conversation later. You aren't going to be graded for your answers, this is just for a study and your name will not be connected with anything you say. It will be completely confidential. So please try your best to answer as honestly as possible. I am going to ask a series of questions that you will answer by ranking how much you enjoy or dislike it. I want to start with a practice question first. Q. On a scale of 1 to 10, with 1 being you absolutely hate it and 10 meaning you absolutely love it, how would you rate the food they serve in the cafeteria? I will give you a few moments to think about what score you would give, and then I want you to think of a few reasons why you want to give that score. The more reasons you can give to support your score the better for this interview process. For some of the questions, the 1 may mean you don't agree at all, while a 10 means you do agree with what the question is. If I asked, 'On a scale from 1 to 10, the math skills we are going over are difficult.' If you agree that the math skills are difficult to you then you would rate that question high and then give a few reasons as to why it is difficult to you. Does anyone have any questions? After I give you time to think of a score, we will go down the line and I will give you time to provide your answers. Please speak as clearly as possible.

Pre-Interview Questions

1. On a scale of one to ten how do you feel about school? Why do you feel that way?
2. What is your favorite thing about Mrs. Gayes's classroom?
3. Do you feel like you have a lot of friends in class? Or just a few?

4. Do you enjoy working with your classmates?
 5. How do you feel you perform in class? What examples can you provide to support your thoughts?
 6. How do you feel about what you are learning in class this year? What do you like most/least?
 7. If you miss a lot of questions on a test how would you feel? Why would you feel that way?
 8. Do you like participating in active things like playing on the playground or going to PE?
- Okay, now switching gears I want to ask you some questions about what we will be learning about during our lessons over the next six weeks.-
9. What do you know about martial arts?
 10. Why might someone practice martial arts?
 11. What about Kung fu? Do you have any ideas about it?
 12. Would you be interested in learning more about martial arts and Kung fu?

Post-Interview Questions

1. On a scale of one to ten how do you feel about school? Why do you feel that way?
2. What is your favorite thing about Mrs. Gayes's classroom?
3. Do you feel like you have a lot of friends in class? Or just a few?
4. Do you enjoy working with your classmates?
5. How do you feel you perform in class? What examples can you provide to support your thoughts?
6. How do you feel about what you are learning in class this year? What do you like most/least?
7. If you miss a lot of questions on a test how would you feel? Why would you feel that way?
8. Do you like participating in active things like playing on the playground or going to PE?

-Okay, now switching gears I want to ask you some questions about what we learned about the past six weeks.-

9. What do you know about martial arts?

10. Why might someone practice martial arts?

11. Did you enjoy learning about martial arts? What did you like most? Why?

12. Are there any times you have used something we learned during regular class time? Have you seen anyone else using something we learned?

13. Would you want to learn more about martial arts and Kung-Fu in the future if you could?