Tai Chi and Qigong for Children: A Summary of Benefits and Programs

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Tai Chi and Qigong for Children
A Summary of Benefits and Programs

Abstract

This paper reports on the results of a mixed method investigation into the benefits and programs of Tai Chi and Qigong (TCQ) for children. Based on a framework provided by the existing systematic reviews, we reported on the results of an in-depth systematic review of studies involved TCQ and children, ages 3 to 19, for a variety of health challenges and outcomes as the first phase, the quantitative phase, of this investigation. The second phase of the study involved a qualitative investigation. After gathering information from subjects who were deemed "experts" in the field of TCQ and children, we came to a consensus on the factors that influenced success for those programs. We also identified obstacles and strategies to overcome the obstacles to spreading the benefits of TCQ to children.

Introduction and Background

In these times of social upheaval, and technological change in the world, there appears to be an epidemic of children and teens experiencing anxiety, depression, other mental health challenges as well as metabolic syndrome and conditions related to that such as pre-diabetes, obesity, and cardiovascular disease. Global cases of pediatric CVD increased by 25% over the past thirty years, with a 40% surge in incidence among children in the early teen years. This signals a premature onset of adult-type chronic illnesses [1]. Studies also indicate a steady increase of mental health challenges among children over the past 50–70 years, with a sharp rise in recent years. By 2020, nearly 10% of children aged 3-17 had a diagnosed anxiety [2].

Research has provided evidence of Tai Chi and Qigong (TCQ) for adults over the past two decades to improve these issues. Wayne and Fuerst provided a strong foundation of scientific

evidence for TCQ in their the book *The Harvard Medical School Guide to Tai Ch* [3]. Bagalev, Pirovski, N. and Pirovski A. reviewed 600 articles in 2011 and analyzed 38 more deeply. Their investigation led them to the conclusion that Tai Chi has positive health benefits with no side effects [4]. Morgan, et al, found that mind-body practices like TCQ reduced C-Reactive Protein levels, which is linked to increased risk for metabolic syndrome, cardiovascular disease, and mental disease [5]. The list could go on and on, as a growing raft of studies find positive benefits for TCQ - among adults.

The question is; can they can help children as well?

This paper is about the journey of the co-authors to answer this question. Our journey begins with systematic reviews that included TCQ for children that provided the initial framework, moves on to an in-depth systematic review of TCQ and children, and finishes with finding and asking those experienced in providing TCQ for Children what they think; what are the benefits, obstacles, and ways to overcome those obstacles in providing benefits to children. This paper reports on the outcomes of this journey.

Systematic Reviews of TCQ and Children

There are many systematic reviews that include TCQ for children. Field (2012) included TCQ in her research of therapies for children and adolescence, and discussed ten different studies outlining benefits such as a decrease in anxiety, depression, and improved mood. Field also discussed the physical improvements due to TCQ for children, which included decreased stress hormones, improved pulmonary function, and vagal activity such as decreased heart rate as well as behavioral improvements, which included increased attentiveness, improved sleep, and decreased hyperactivity [6].

Zhang, et al, did a systematic review in 2012 of the psychological effectiveness of TCQ on different populations and discussed four studies directly related to children and teens [7]. At that time, however, the quality of the studies was still rather low. Since then, however, the quality has improved.

Herbert and Esparham discussed three studies on TCQ that improved symptoms of ADHD [8]. Sapthiang, Gordon and Shonin concluded that school-based mind-body interventions from their systematic review have a range of benefits to mental health, according to students themselves [9].

Liu, et al, did a systematic review of TCQ and the psychological well-being of adolescents. They, too, concluded that there was beneficial effect of TCQ on reducing anxiety, depression and cortisol levels [10]. It is interesting to note that they did not find sufficient evidence that TCQ positively impacted mood, stress, or self-esteem.

Kretschmer, Tebrizicik, and Dommett found in their systematic review of ADHD and mindfulness interventions that there were possible benefits on self-compassion, quality of life, wellbeing, depression, emotional dysregulation and anxiety [11]. Kretschmer, Tebrizicik, and Dommett also looked at ADHD and mindfulness interventions and concluded that ADHD symptoms, executive function, and problematic behaviors may be improved [11].

Romero-Garcia, et al, focused on Complementary and Alternative Medicine (CAM) practices for children and they found potential benefit for TCQ for children [12]. Gutierrez-Domingo, et al, also studied mindfulness-based interventions. They found TCQ may be a viable strategy to help with depression, self-efficacy, anxiety, distress, well-being, and quality of life for young people with diabetes [13].

Recent In-Depth Systematic Review Introduction

Recently Rhoads et al. conducted a review of the literature for all TCQ and children including all modalities and outcomes as part of a systematic review for children with neurodiversity [14]. They reported on the prevalence of studies, the type of outcomes, the level of quality, and drew conclusions from what they found.

Methods for Quantitative Systematic Review

The systematic review followed PRISMA 2020 guidelines and is registered on Prospero (*CRD420251114754*) and the details of the methods can be found in the original study. Some of the findings applicable to that study were not included in the original publication as the focus on the systematic review was just on children with neurodiversity. The portions of the study applicable to all TCQ studies involving children are included here, as applicable to the journey of seeking benefits from TCQ for all children.

Going into the project, the authors of this project did not expect to find many TCQ studies involving children. Much to their surprise, even using very strict criteria for the systematic review of TCQ studies involving children, they found many more than expected. While they initially expected to need to include single-case studies and non-random control studies in order to have enough to review, the studies they found were of much higher quality than expected. While there are still no large seminal studies on this topic, the volume of smaller high-quality studies show promise. They attributed this outcome to a combination of more scientific studies being done on TCQ for children and the use of newer, broader AI-based search tools as well as translation capabilities making available studies that previously existed in only one language.

Results from Quantitative Systematic Review

From 785 articles, 45 articles met the stringent criteria for quality studies on TCQ and children. While a more detailed analysis was done on ten of the studies dealing with neurodiversity, as noted, this summary will focus on the larger group of 45 studies in order to share conclusions on the benefits of all TCQ for children.

The 45 studies came from 34 different databases and 3 registers. They came from 16 different countries: China produced 29%, Portugal and the USA each had the same number (13%) as seen in Table 1. Most (64%) were Random Control Trials, ranging from 3 to 231 subjects and a large variety of durations, lengths, and frequencies with 122 different outcomes measurements.

Table 1. Countries represented by studies.

Country	Count	Country	Count	Country	Count
China	13	Australia	2	India	1
Portugal	6	Iran	2	Lithuania	1
USA	6	Argentina	1	Russia	1
Canada	4	Germany	1	Sweden	1
Taiwan	3	Hong Kong	1	Tunisia	1
				Turkey	1

The interventions themselves had a variety of descriptions, which can be seen in Table 2.

Table 2. Descriptions of TCQ interventions

Aerobics, Boxing and Dance (1)	Nei Gong (2)	White Ball Qigong (4)
Baduan Jin (8 Brocades) (2)	Peace Power Qigong (1)	Xianggong (1)
Chen 32 (1)	Qigong (no description) (1)	Yang 24 (4)
Chen Style (3)	Qigong Sensory Massage (5)	Yang Style (4)
Choy Lee Fut Hung Sing Gwoon Kung Fu (2)	Simplified Tai Chi & swimming (1)	Yang style and Strength Training (1)
Daoyin (1)	Tai chi (1)	Yi Jin Jing (1)
Karate and Dance (1)	Tai Chi & Cooperative Games (1)	Zhang Yuan Qigong (1
Laughing Qigong (1)	Tai Chi & Sports Games (1)	
Mindful Martial Arts (1)	Tai Chi, Baduan Jin, Health Qigong (1)	
Mindfulness & QG (1)	TC & QG (1)	

The types of interventions were split pretty evenly with 21 of the studies utilizing Qigong and 24 utilizing Tai Chi. The interventions ranged in duration from 3 to 72 weeks, with an average of 14 weeks. The dosage of the TCQ varied a lot as well. As can be seen in Table 3, the most common session was 60 minutes, and commonly 2 times per week. Only one study included six hours per week.

Table 3. Length and Frequency of Tai Chi and Qigong Sessions (Dosage)

Minutes	Count	Times per week	Count	Minutes per week	Count
80-90	(4)	7	(3)	300	(1)
60	(14)	5	(2)	150-180	(7)
40-50	(10)	3	(11)	105-135	(11)
20-30	(6)	2	(13)	80-90	(8)
15-18	(5)	1.5	(2)	60	(7)
5	(1)	1	(12)	40-50	(5)
				10-30	(4)

Most of the studies (all but 9) had controls, and five studies had more than one control group. The controls can be seen in Table 4.

Table 4. Descriptions of Controls

Control Description	Count
Usual Activity	19
Waitlist	6
Physical Exercise	5
Other (Progressive Muscle Relaxation, Craft, Watch Documentary)	4
Tai Chi or Qigong	4
Sham Intervention	2
Unknown	1

Table 5 shows an extensive list of all 122 outcomes from the 45 studies. As can be easily seen, there are no common standards when it comes to outcomes of Tai Chi and Qigong Studies.

Table 5. List of all outcomes from Tai Chi and Qigong studies of children

Sense and Self-Regulation Checklist (SSC) (5)
Body Mass (BM) (4)
Salivary Cortisol (4)
Behavior Rating Inventory of Executive Function (BRIEF) (3)
Blood Pressure (BP) (3)
Heart Rate (3)
Skinfold thickness (3)
Autistic Behavior Checklist (ABC) (2)
Childhood Health Assessment Questionnaire (CHAQ) (2)
Habitual Activity Estimation Scale (HAES) (2)
Heart Rate Variability (HRV) (2)
Pediatric Asthma Quality Of Life Questionnaire (PAQOL) (2)
Pervasive Developmental Disorder Behavior Inventory (PDDBI) (2)
State-Trait Anxiety Inventory for Children (STAIC) (2)
Volume of Oxygen (VO2) (2)
Wingate Anaerobic Test (2)
6 Minute Walk Test

Academic Performance Ranking (APR)
Achenbach Teachers Report Form (TRF) of Autistic Behaviors
Allergen Sensitization
Asthma Symptom Score
Athletic Ability
Auditorial Stimulus Reaction Time
Autism Parenting Stress Index (APSI)
Autism Treatment Evaluation Checklist (ATEC)
Beck Depression Inventory (BDI-II-C)
Berg Balance Scale
Body Fat (BF)
Body Weight
Bone Mineral Density (BMD) of the neck
Bunse Developmental Checklist (BDC)
Cardiorespiratory Fitness
Cardiovascular Fitness (CVF)
Cervical Curvature
Child Behavior CheckList (CBCL)
Childhood Asthma Control Test) C-Act
Childhood Depression Inventory (CDI)
Children's Color Trails Test (CCTT-T2)
Chinese Humor Scale (CHS)
Conners Teacher Rating Scale (CTRS)
Conners' Teacher Rating Scale 39 (CTR-39)
D2 Test of Attention
Delis-Kaplan Executive Function System (D-KEFS) Trail Making Test
Depression Anxiety and Stress Scale (DASS-C)
Developmental Neuropsychological Assessment (NEPPSY) Statue Task
Diagnostic and Statistical Manual of Mental Disorders (DSM-5)
Dietary intake
EEG during Go/No go task
EEG during memory recall task
Electromyography of trapezius muscle
Face Scale (FS)
Fall count
Fibromyalgia Impact Questionnair (FIQ)
Five Point Test (FPT)
Flexibility
Flow Cytometry Analysis of Treg Cells
Fractional Exhaled Nitric Oxide (FeNO)
Functional near-infrared spectroscopy (fNIRS)
Functional Reach Test (FRT)
Functional Status and Symptom Questionnaire (FSSQ)
General Stress
Gilliam Autism Rating Scale 2 (GRASS-2)
Go/No Go Task
Grip Test
Habitual Physical Activity
Hopscotch Test
HR (response to orthostasis)
Lateral Gaze Assessment
Limits of Stability (LOS)
Lung function
Medicine Ball Push
Mindful Attention and Awareness Scale (MAAS)
Movement ABC (MABC-2)
Movement Assessment Battery for Children (MATC-2).
Multidimensional Assessment of Preschool Disruptive Behavior (MAP-DB)
Muscle Endurance (ME)
Muscle Fitness (MF)
Muscle Strength (1RM) Peak Muscle Power (W)
Neck Disability Index (ND1)
One Minute Pushup Test
One Minute Situp Test
Pain Visual Analog Scale (VAS)
Parenting Stress Index (PSI)
Patient Health Questionnaire Depression Scale (PHQ-9)
Peabody Gross Motor Scaled (PGMS)
Peak Force of Knee Extensors
Pediatric Quality of Life Inventory (PedsQL)
Perceived Stress Scale-Children (CPSS)
Perceived Stress Scale (PSS)
Peripheral Serum Cytokines (BDNF)
Peripheral Serum Cytokines (IL-10)
Peripheral Serum Cytokines (TNF-α)
Physical and Neurological Examination for Subtle Signs (PANESS)
Piers-Harris Children's Self-Concept Scale (PHCSCS)
Positive Psychological Capital Questionnaire (PPQ)
Pre-menstrual Syndrome Scale (PMS)
Psychological Distress Scale (PDS)
Pulmonary Function
Pulmonary function test (PFT)
Pupil Rating Scale (PRS)
Qualitative - Changes in behavior & Whether to Continue
Quality of My Life (QOML)
Reaction Time
Rosenberg's Self-Esteem Scale (RSE)
Self-Image Test
Single-Leg Standing Test
Sit and Reach Test
Social Index
Standing Broad jump
Strengths and Weaknesses of ADHD Symptoms and Normal Behavior (SWAN)
Stress Scale (DASS)
Swanson Nolan and Pelham Rating Scale (DSNAP_HYP)
Thermograph of Hands
Tower of Londong Test - Drexel Version (TOLDX)
Turnover-Jars Test
Unipedal Stance
Vertical Jump test
Visual Analog Scales (VAS) of Quality of Life
Waste Circumference
Weiss Functional Impairment Rating Scale (WFIRS)
Well-Being at School (WBS)
Youth Self-Report (YSR)

This variety of outcomes is one of the many obstacles in TCQ research for both children and adults. Variety and lack of standards of this sort makes it very hard for researchers to aggregate data and do meta-analysis. Even a large number of studies don't strictly prove conclusive benefits about TCQ because of the variations in the treatments and outcomes. It does, however, speak to the wide range of potential benefits of TCQ for children.

Another is the perspective that it is difficult to do double-blind TCQ research, which the authors of this article dispute. A double-blind methodology can be achieved by following the guidelines published by the Asklepios Research Group [15], but few researchers are willing to follow those guidelines. Additionally, there is a bias in the medical industry against single subject research design which are typically not included in systematic reviews. However, some fields, such as Applied Behavioral Analysis, primarily utilizes single subject research design. This design could provide a rich vein of knowledge in the benefits of behavioral practices.

Despite these difficulties, the overwhelming majority of studies found a positive benefit. Of the 45 studies, 41 (91%) found a positive benefit for the children and only 4 (9%) did not find a benefit (Table 6). While these results cannot prove conclusively that TCQ is beneficial to children, it certainly provides a solid base for further research with better controls, larger sample sizes, and longer time frames so that in the future we can make such statements based on the research.

A summary of the information regarding the 46 studies can be found in Table 7 and Table 8. The number of subjects in the studies ranged from 3 to 231. There are two columns for the size of the study because some researchers reported both the initial number of participants, and then the final number after withdrawals. This is important to know because a large number of withdrawals might indicate bias and impact the results. Ages ranged from 2 to 19, though six of the studies did not give an age range, only the mean age of the participants. About a third of the

studies were found in other systematic reviews already, while two-thirds of them were not already reviewed somewhere. The earliest study was from 1979 (we did not put any time limitations on our search). The most recent was from 2025. The largest number of studies (5) was published in 2012. This information can be seen in the graph Figure 1.

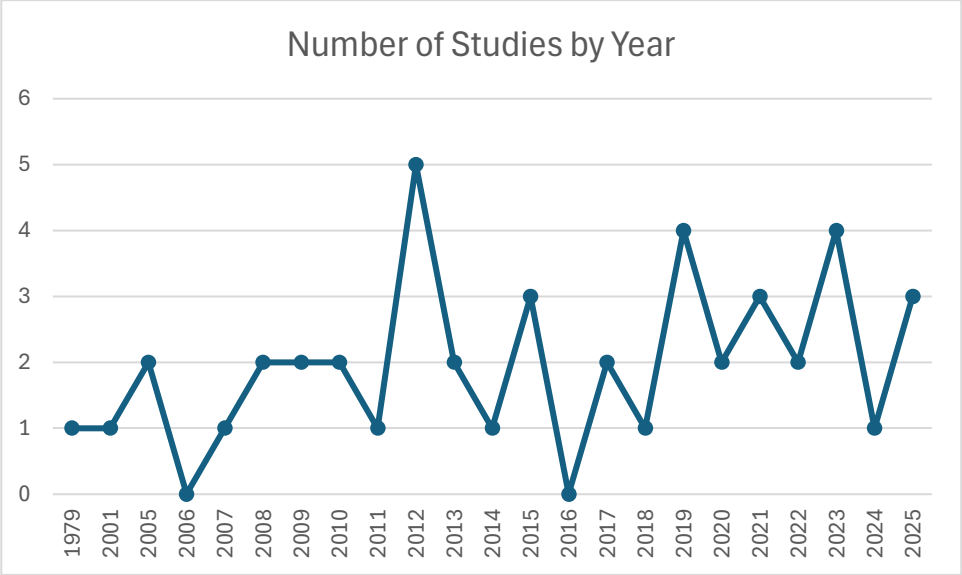


Figure 1. Graph of Studies by Year

Table 6. 45 TCQ for Children Studies (citation) with Overall Benefit

File Num	File Name (reference)	Overall positive benefit or not
1	01.Bao_2015_INREV_TC-SelfConcept.pdf [16]	Yes
2	02.Baron_2005_INREV_TC-SpecialNeeds.pdf [17]	No
3	03.Cetin_2020_TC-HearingLoss.txt [18]	Yes
4	04.Chan_2013_INREV3_QG-Autism.pdf [19]	Yes
5	05.Chan_2015_INREV3_QG-Autism.pdf [20]	Yes
6	06.Chang_2008_INREV-TC-PulmonaryFunction.txt [21]	Yes
7	07.Chang_2013_QG-Pych&Immune.pdf [22]	Yes
8	08.Cherni_2025_TC-SpecialNeeds.txt [23]	Yes
9	09.Duarte_2019_QG-Attention.pdf [24]	Yes
10	10.Fong_2022_TC-CoordinationDisorder.pdf [25]	Yes
11	11.Goncalves_2023_QG-StressReduction.pdf [26]	Yes
12	12.Guo_2023_QG-CervicalSpondylopathy.pdf [27]	Yes
13	13.Haydicky_2012_QG-ADHD_231844786.pdf [28]	No
14	14.Hernandez-Reif_2001_INREV_TC-ADHD.pdf [29]	Yes
15	15.Kong_2019_TC-SpecialNeeds_ijerph-16-01152.pdf [30]	Yes
17	17.Lee_2012_INREV2_TC-StressReduction.pdf [31]	No
18	18.Li_2024_QG-ADHD.pdf [32]	No
19	19.Liao_2019_INREV4_TC-Asthma.pdf [33]	Yes
20	20.Lin_2017_TC-Asthma.pdf [34]	Yes
21	21.Lozado_2014_INREV_TC-StressReduction.pdf [35]	Yes
22	22.Matos_2015_QG-Physiologic.pdf [36]	Yes
23	23.Min_2021_QG-MentalHealth_dnb_vol34_no1_64.pdf [37]	Yes
24	24.Rice_2023_TC-AtRisk_s12671-022-02063-7.pdf [38]	Yes
25	25.Rodrigues_2020_TC-Cothymia_PIIS1360859220302618.pdf [39]	Yes
26	26.Rodrigues_2021_QG-Anxiety.pdf [40]	Yes
28	28.Sarabzadeh_2019_TC-Autism.pdf [41]	Yes
29	29.Silva_2009_QG-Autism.pdf [42]	Yes
30	30.Silva_2011_QG-Autism.pdf [43]	Yes
31	31.Silva_2012_QG-CerebralPalsy.pdf [44]	Yes
32	32.Singh-Grewal_2007_INREV_QG-Arthritis.pdf [45]	Yes
33	33.Sousa_2012_INREV_QG-Physiological.pdf [46]	Yes
34	34.Stephens_2008_INREV_QG-Fibromyalgia.pdf [47]	Yes
35	35.Surina-Marysheva_2021_QG-AutonomicNervousSys.pdf [48]	Yes
36	36.Tabeshian_2022_TC-Autism.pdf [49]	Yes
37	37.Tal-Atzili_2017_QG-Autism.txt [50]	Yes
38	38.Tejmalji_2025_QG-PMS.txt [51]	Yes
39	39.Terjestam_2010_INREV_QG-WellBeing.pdf [52]	Yes
40	40.Tsang_2009_TC-Obesity.pdf [53]	Yes
41	41.Tsang_2010_TC-Obesity.pdf [54]	Yes
42	42.Vaicekauskaite_2012_QF-SpecialNeeds.pdf [55]	Yes
44	44.Wang_2023_TC-Autistic.txt [56]	Yes
45	45.Wang_2025_TC-SpecialNeeds.pdf [57]	Yes
46	46.Witt_2005_INREV_QG-WellBeing24968799.pdf [58]	Yes
48	48.Zhang_1979_INREV2_QG-CardioVascular_24968777.pdf [59]	Yes
49	49.Zhang_2018_INREV2_TC-Depression.pdf [60]	Yes

Summary of Information on 45 Studies

nalFileName	Year-num	Found In Review?	Pop-Cond	Country	Design	Population	Size - Initial	Size - Final	Ages Range	Mean Age	Intervention Description	TC or QG?	Duration	Session Length	Freque
ao_2015_INREV_TC-SelfConcept.pdf	2015	Yes-1	SelfConcept	China	RCT	Normal	160	142	11-12		Yang 24	TC	1 yr	60 min	5 x w
aron_2005_INREV_TC-SpecialNeeds.pdf	2005	Yes-1	SpecialNeeds	Canada	NRCT	ADHD	3	3	13-14		Yang	TC	10 wk	60 min	2 x w
etin_2020_TC-HearingLoss.txt	2020	No	HearingLoss	Turkey	RCT	Hearing Loss	39	39	10-14		Yang 24	TC	10 we	60 min	2 x w
han_2013_INREV3_QG-Autism.pdf	2013	Yes-3	Autism	China	RCT	Autism	48	40	6-17		Nei Gong	QG	4 wk	60 min	2 x w
han_2015_INREV3_QG-Autism.pdf	2015	Yes-3	Autism	China	RCT	Autism	66	48	5-17		Nei Gong	QG	4 wk	60 min	2 x w
hang_2008_INREV-TC-PulmonaryFunction.txt	2008	Yes-1	PulmonaryFunctior	Taiwan	RCT	Asthma	30	30		9	Chen 32	TC	12 wk	40 min	3 x w
hang_2013_QG-Pych&Immune.pdf	2013	No	Pych&Immune	China	RCT	Normal	67	67	12-13		Laughing Qigong	QG	8 wk	45 min	1 x w
herni_2025_TC-SpecialNeeds.txt	2025	No	SpecialNeeds	Tunisia	RCT	Down Syndrome	25	25	12-16	14	Yang stye	TC	6 wk	45 min	3 x w
uarte_2019_QG-Attention.pdf	2019	No	Attention	Portugal	NRCT	Normal	66	66	12-14		White Ball Qigong	QG	8 wk	45 min	2 x w
ong_2022_TC-CoordinationDisorder.pdf	2022	No	Development Coordination Disorder	China	RCT	Development Coordi	121	88		9.7	Yang style and Strength Training	TC	12 wk	90 min	1 x w
oncalves_2023_QG-StressReduction.pdf	2023	No	StressReduction	Portugal	RCT	Normal	44	44	12-14	13	White Ball Qigong	QG	4 wk	5 min	2 x w
uo_2023_QG-CervicalSpondylopathy.pdf	2023	No	CervicalSpondylop	China	RCT	Cerv Sp	60	60	12-19	17	Yi Jin Jing	QG	3 wk	30 min	3 x w
aydicky_2012_QG-ADHD_231844786.pdf	2012	No	ADHD	Canada	NRCT	Learning Disabled	60	60	12-18	14	Mindful Martial Arts	TC	20 wk	90 min	1 x w
ernandez-Reif_2001_INREV_TC-ADHD.pdf	2001	Yes-1	ADHD	USA	NRT Repeated Meas	ADHD	13	13	13-16	15	Tai chi	TC	5 wk	30 min	2 x w
ong_2019_TC-SpecialNeeds_ijerph-16-01152.pdf	2019	No	SpecialNeeds	China	NRT Repeated Meas	Intellectual Disability	66	56	10-18	15	Yang Style	TC	12 wk	60 min	1 x w
ee_2012_INREV2_TC-StressReduction.pdf	2012	Yes-2	StressReduction	Hong Kor	NRT Repeated Meas	Normal	69	69	11-16	13	Chen Style	TC	10 wk	80 min	1 x w
_2024_QG-ADHD.pdf	2024	No	ADHD	China	RCT	ADHD	120	120	7-17	8.4	Baduan Jin (8 Brocades)	QG	12 wk	30 min	5 x w
ao_2019_INREV4_TC-Asthma.pdf	2019	Yes-3	Asthma	Taiwan	NRCT	Asthma	40	40	6-12		Chen Style	TC	12 wk	60 min	1 x w
n_2017_TC-Asthma.pdf	2017	No	Asthma	Taiwan	NRCT	Asthma and Normal	61	61		10	Chen Style	TC	12 wk	60 min	1 x w
ozado_2014_INREV_TC-StressReduction.pdf	2014	Yes-1	StressReduction	Argentina	RCT (Random Clust	Normal	44	44	2-9		Tai Chi & Cooperative Games	TC	10 wk	60 min	1 x w
atos_2015_QG-Physiologic.pdf	2015	No	Physiologic	Portugal	NRT Repeated Meas	Normal (flute players	7	7	10-12		White Ball Qigong	QG	7 wk	30 min	2 x w
in_2021_QG-MentalHealth_dnb_vol34_no1_64.pdf	2021	No	Depression	China	RCT	Depressed	61	61	11-13		Mindfulness & QG	QG	6 wk	60 min	1-2 x
ce_2023_TC-AtRisk_s12671-022-02063-7.pdf	2023	No	AtRisk	USA	NRT Repeated Meas	Normal	38	37	7-9		TC & QG	TC	20 wk	45 min	2 x w
odrigues_2020_TC-Cothymia_PIIS1360859220302618.	2020	No	Cothymia	Portugal	NRT Repeated Meas	Cothymia (anxiety)	6	6	7-11		Baduan Jin and Five Animals	QG	30 wk	20 min	1 x w
odrigues_2021_QG-Anxiety.pdf	2021	No	Anxiety	Portugal	RCT	Normal	104	104	13-18		Daoyin	QG	6 wk	17.5 min	1 - 2
arabzadeh_2019_TC-Autism.pdf	2019	No	Autism	Iran	RCT	Autism	18	18	6-12	8.5	Yang 24	TC	6 wk	60 min	3 x w
lva_2009_QG-Autism.pdf	2009	No	Autism	USA	RCT	Autism	46	46	3-6	4.5	Qigong Sensory Massage	QG	20 wk	15 min	1 x w
lva_2011_QG-Autism.pdf	2011	No	Autism	USA	RCT	Autism	47	47	3-6		Qigong Sensory Massage	QG	16 wk	15 min	7 x w
lva_2012_QG-CerebralPalsy.pdf	2012	No	CerebralPalsy	USA	RCT	Down Syndrome, Cer	39	28	1-4	2.4	Qigong Sensory Massage	QG	20 wk	15 min	7 x w
ngh-Grewal_2007_INREV_QG-Arthritis.pdf	2007	Yes-1	Arthritis	Canada	RCT	Arthritis	80	80	8-16		Karate and Dance	TC	12 wk	50 min	3 x w
ousa_2012_INREV_QG-Physiological.pdf	2012	Yes-1	Physiological	Portugal	NRCT	Normal (flute players	16	16	10-12		White Ball Qigong	QG	7 wk	30 min	2 x w
tephens_2008_INREV_QG-Fibromyalgia.pdf	2008	Yes-1	Fibromyalgia	Canada	RCT	Fibromyalgia	30	24		13	Aerobics, Boxing and Dance	TC	12 wk	40 min	1 x w
urina-Marysheva_2021_QG-AutonomicNervousSys.pdf	2021	No	AutonomicNervous	Russia	RCT	Normal (Hockey Play	57	57	15-16		Zhang Yuan Qigong	QG	24 wk	27.5 min	3 x w
abeshian_2022_TC-Autism.pdf	2022	No	Autism	Iran	RCT	Autism	23	23	6-12	9.6	Yang Style	TC	12 wk	45 min	3 x w
al-Atzili_2017_QG-Autism.txt	2017	No	Autism	USA	NRT Repeated Meas	Autism	3	3	2-4		Qigong Sensory Massage	QG	20 wk		7 x w
ejmalji_2025_QG-PMS.txt	2025	No	PMS	India	NRT Repeated Meas	Pre-menstrual Syndro	231	231	13-17		Qigong (no description)	QG	4 wk	45 min	1 x w
erjestam_2010_INREV_QG-WellBeing.pdf	2010	Yes-1	WellBeing	Sweden	NRCT	Autism	156	119	12-13		Peace Power Qigong	QG	8 wk	25 min	2 x w
sang_2009_TC-Obesity.pdf	2009	No	Obesity	Australia	RCT	Obesity	20	20	6-12		Choy Lee Fut Hung Sing Gwoon Ku	TC	24 wk	60 min	3 x w
sang_2010_TC-Obesity.pdf	2010	No	Obesity	Australia	RCT	Obesity	20	20	6-12		Choy Lee Fut Hung Sing Gwoon Ku	TC	24 wk	60 min	3 x w
aicekauskaite_2012_QF-SpecialNeeds.pdf	2012	No	SpecialNeeds	Lithuania	NRT Repeated Meas	Autism	8	8	2-7		Qigong Sensory Massage	QG	12 wk	15 min	7 x w
Vang_2023_TC-Autistic.txt	2023	No	Autistic	China	RCT	Autism	16	16			Tai Chi & Sports Games	TC	12 wk	60 min	3 x w
Vang_2025_TC-SpecialNeeds.pdf	2025	No	Learning Disabled	China	RCT	Learning Disabled	120	72	9-11	9.8	Tai Chi, Baduan Jin, Health Qigong	TC	12 wk	45 min	3 x w
Vtt_2005_INREV_QG-WellBeing24968799.pdf	2005	Yes-1	WellBeing	Germany	NRT	Normal	140	140	10-17		Xianggong	QG	8 wk	20 min	2 x w
hang_1979_INREV2_QG-CardioVascular_24968777.pd	1979	Yes-2	CardioVascular	China	RCT						Simplified Tai Chi and swimming	TC	18 mont	30 min	5 x w
hang_2018_INREV2_TC-Depression.pdf	2018	Yes-2	Depression	China	RCT	Depression	64	64	16-19	18	Yang 24	TC	8 wk	90 min	2 x w
t	45	45	45	45	45	44	44	44	39	18	45	45	45	44	

Table 8. Controls and Outcomes measured in TCQ studies for children

File Num	OriginalFileName	Control Description	Standardized Control	Outcome Measure	Phys, Psych, Behavr	Biomarker, Other Assessed, Self-Assessed
1	01.Bao_2015_INREV_TC-SelfConcept.pdf	Gymnastics	Physical Exercise	Piers-Harris Children's Self-Concept Scale (PHCSCS)	Psych	Self-report
2	02.Baron_2005_INREV_TC-SpecialNeeds.pdf	N/A	None	State-Trait Anxiety Inventory for Children (STAIC), Conners' Teacher Rating Scale 39 (CTR-39)	Psych	Other-Assessed
3	03.Cetin_2020_TC-HearingLoss.txt	Exercises. Usual Activ	Physical Exercise, Usual A	Functional Reach Test (FRT) Bruininks-Oseretsky Test of Motor Proficiency Second Edition (BOT-2) Pediatric Balance Scale The Timed Up and Go Test The Timed Up and Down Stairs Test	Phys	Other-Assessed
4	04.Chan_2013_INREV3_QG-Autism.pdf	PMR	Progressive Muscle Relaxation	Tower of Londong Test - Drexel Version (TOLDX), Children's Color Trails Test (CCTT-T2), Five Point Test (FPT), Autism Treatment Evaluation Checklist (ATEC), EEG during Go/No go task.	Psych,	Biomarker, Other-Assessed
5	05.Chan_2015_INREV3_QG-Autism.pdf	PMR. Usual Activity	Progressive Muscle Relaxation, Usual Activity	EEG during memory recall task	Phys	Biomarker
6	06.Chang_2008_INREV-TC-PulmonaryFunction.t	Usual Activity	Usual Activity	Pulmonary function test (PFT), Asthma Sympton Score	Phys	Biomarker, Other-Assessed
7	07.Chang_2013_QG-Pych&Immune.pdf	study hall	Usual Activity	Rosenberg's Self-Esteem Scale (RSE), Chinese Humor Scale (CHS), Face Scale (FS), Saliva Corticol Sample, Blood Pressure (BP), Heart Rate Variability (HRV)	Psych,	Biomarker, Other-Assessed
8	08.Cherni_2025_TC-SpecialNeeds.txt	Usual Activity	Usual Activity	Body Mass, Standing Broad jump, Medicine Ball Push, Flexibility, Unipedal Stance, Depression, Anxiety, Stress Scale (DASS)	Phys, P	Biomarker, Other-Assessed, Self-Report
9	09.Duarte_2019_QG-Attention.pdf	Sham QG & Waiting L	Sham Intervention, Waitin	D2 Test of Attention	Psych	Other-Assessed
10	10.Fong_2022_TC-CoordinationDisorder.pdf	Usual Activity	Usual Activity	Fall count, Limits of Stability (LOS), Movement Assessment Battery for Children (MATC-2). Peak Force of Knee Extensors	Phys	Other-Assessed
11	11.Goncalves_2023_QG-StressReduction.pdf	Sham QG	Sham Intervention	Auditorial Stimulus Reaction Time	Phys	Other-Assessed
12	12.Guo_2023_QG-CervicalSpondylopathy.pdf	Brisk Walking	Physical Exercise	Neck Disability Index (ND1), Pain Visual Analog Scale (VAS), Cervical Curvature	Phys	Other-Assessed, Self-Report
13	13.Haydicky_2012_QG-ADHD_231844786.pdf	Waitlist	Waitlist	Behavior Rating Inventory of Executive Function (BRIEF), Child Behavior CheckList (CBCL), Youth Self-Report (YSR)	Psych	Other-Assessed, Self-Report
14	14.Hernandez-Reif_2001_INREV_TC-ADHD.pdf	N/A	None	Conners Teacher Rating Scale (CTRS)	Psych	Other-Assessed
15	15.Kong_2019_TC-SpecialNeeds_ijerph-16-0115	Aerobic Exc, Craft	Physical Exercise, Other	Body Mass, Skinfold thickness, Sit and Reach Test, Single-Leg Standing Test, Hopscotch Test, Turnover-Jars Test, Grip Test, Vertical Jump test, One Minute Situp Test and One Minute Pushup Test, 6 Minute Walk Test, Heart Rate	Phys	Other-Assessed
17	17.Lee_2012_INREV2_TC-StressReduction.pdf	Class work	Usual Activity	Perceived Stress Scale (PSS)	Psych	Self-report
18	18.Li_2024_QG-ADHD.pdf	Physical Exercise	Physical Exercise	Swanson, Nolan and Pelham Rating Scale (DSNAP_HYP), Behavior Rating Inventory of Executive Function (BRIEF), Weiss Functional Impairment Rating Scale (WFIRS)	Behavr	Other-Assessed
19	19.Liao_2019_INREV4_TC-Asthma.pdf	Usual Activity	Usual Activity	Pulmonary Function, Pediatric Asthma Quality Of Life Questionnaire (PAQOL), Childhood Asthma Control Test) C-Act, Allergen Sensitization, Flow Cytometry Analysis of Treg Cells	Psych,	Other-Assessed
20	20.Lin_2017_TC-Asthma.pdf	Usual Activity	Usual Activity	Fractional Exhaled Nitric Oxide (FeNO), Lung function, Pediatric Asthma Quality Of Life Questionnaire (PAQOL)	Psych,	Other-Assessed
21	21.Lozado_2014_INREV_TC-StressReduction.pdf	Usual Activity	Usual Activity	Social Index, Salivary Cortisol	Psych,	Other-Assessed
22	22.Matos_2015_QG-Physiologic.pdf	N/A	None	Thermograph of Hands	Phys	Other-Assessed
23	23.Min_2021_QG-MentalHealth_dnb_vol34_no1_64.pdf	Usual Activity	Usual Activity	Beck Depression Inventory (BDI-II-C), Diagnostic and Statistical Manual of Mental Disorders (DSM-5), Positive Psychological Capital Questionnaire (PPQ)	Psych	Other-Assessed, Self-Report
24	24.Rice_2023_TC-AtRisk_s12671-022-02063-7.p	N/A	None	Strengths and Weaknesses of ADHD Symptoms and Normal Behavior (SWAN), Multidimensional Assessment of Preschool Disruptive Behavior (MAP-DB), Physical and Neurological Examination for Subtle Signs (PANESS), Lateral Gaze Assessment, Developmental Neuropsychological Assessment (NEPPSY) Statue Task, Delis-Kaplan Executive Function System (D-KEFS) Trail Making Test, Go/No Go Task	Behavr	Other-Assessed

File Num	OriginalFileName	Control Description	Standardized Control	Outcome Measure	Phys, Psych, Behavr	Biomarker, Other Assessed, Self-Assessed
25	25.Rodrigues_2020_TC-Cothymia_PIIS13608592	N/A	None	Achenbach Teachers Report Form (TRF) of Autistic Behaviors	Behavr	Other-Assessed
26	26.Rodrigues_2021_QG-Anxiety.pdf	Usual Activity & TV do	Usual Activity, Other	State-Trait Anxiety Inventory for Children (STAIC), Salivary Cortisol	Psych,	Other-Assessed
28	28.Sarabzadeh_2019_TC-Autism.pdf	Usual Activity	Usual Activity	Movement ABC (MABC-2)	Behavr	Other-Assessed
29	29.Silva_2009_QG-Autism.pdf	Waitlist	Waitlist	Pervasive Developmental Disorder Behavior Inventory (PDDBI), Autistic Behavior Checklist (ABC), Sense and Self-Regulation Checklist (SSC)	Behavr	Other-Assessed
30	30.Silva_2011_QG-Autism.pdf	Waitlist	Waitlist	Pervasive Developmental Disorder Behavior Inventory (PDDBI), Autistic Behavior Checklist (ABC), Sense and Self-Regulation Checklist (SSC)	Behavr	Other-Assessed
31	31.Silva_2012_QG-CerebralPalsy.pdf	Waitlist	Waitlist	Sense and Self-Regulation Checklist (SSC), Peabody Gross Motor Scaled (PGMS)	Behavr	Other-Assessed
32	32.Singh-Grewal_2007_INREV_QG-Arthritis.pdf	Qigong	Qigong	Body Mass, Skinfold Thickness, Heart Rate, Volume of Oxygen (VO2), Wingate Aerobic Test, Childhood Health Assessment Questionnaire (CHAQ), Habitual Activity Estimation Scales (HAES), Visual Analog Scales (VAS) of Quality of Life	Phys	Other-Assessed
33	33.Sousa_2012_INREV_QG-Physiological.pdf	Waitlist	Waitlist	Depression, Anxiety, and Stress Scale (DASS-C), Heart Rate Variability (HRV), Blood Pressure (BP), Salivary Cortisol, Electromyography of trapezius muscle, Reaction Time	Psych,	Other-Assessed
34	34.Stephens_2008_INREV_QG-Fibromyalgia.pdf	Qigong	Qigong	Cardiorespiratory Fitness Body Mass, Skinfold Thickness, Volume of Oxygen (VO2) Wingate Anaerobic Test, Childhood Health Assessment Questionnaire (C-HAQ), Quality of My Life (QOML), Pediatric Quality of Life Inventory (PedsQL), Functional Status and Symptom Questionnaire (FSSQ), Fibromyalgia Impact Questionnair (FIQ), Childhood Depression Inventory (CDI), Habitual Activity Estimation Scale (HAES)	Psych,	Other-Assessed, Self-Report
35	35.Surina-Marysheva_2021_QG-AutonomicNervo	Usual Activity	Usual Activity	HR (response to orthostasis)	Phys	Other-Assessed
36	36.Tabeshian_2022_TC-Autism.pdf	DND	Unknown	Gilliam Autism Rating Scale 2 (GRASS-2)	Behavr	Other-Assessed
37	37.Tal-Atzili_2017_QG-Autism.txt	N/A	None	Sense and Self-Regulation Checklist (SSC), Autism Parenting Stress Index (APSI)	Behavr	Other-Assessed, Self-Report
38	38.Tejmalji_2025_QG-PMS.txt	N/A	None	Pre-menstrual Syndrome Scale (PMS)	Phys	Self-report
39	39.Terjestam_2010_INREV_QG-WellBeing.pdf	Usual Activity	Usual Activity	Well-Being at School (WBS), Psychological Distress Scale (PDS), Self-Image Test, General Stress	Psych	Self-report
40	40.Tsang_2009_TC-Obesity.pdf	Yang 24	Tai Chi	Habitual Physical Activity, Body Weight, Body Fat (BF), Body Mass (BM), Bone Mineral Density (BMD) of the neck, Waste Circumference, Dietary intake	Phys	Other-Assessed
41	41.Tsang_2010_TC-Obesity.pdf	Yang 24	Tai Chi	Cardiovascular Fitness (CVF), Muscle Fitness (MF), Muscle Strength (1RM) Peak Muscle Power (W), Muscle Endurance (ME)	Phys	Other-Assessed
42	42.Vaicekauskaite_2012_QF-SpecialNeeds.pdf	N/A	None	Parenting Stress Index (PSI), Sense and Self Regulation Checklist (SSC), Bunse Developmental Checklist (BDC)	Behavr	Other-Assessed
44	44.Wang_2023_TC-Autistic.txt	Usual Activity	Usual Activity	Athletic Ability, Berg Balance Scale, Peripheral Serum Cytokines (IL-10, TNF-α, and BDNF)	Phys	Other-Assessed
45	45.Wang_2025_TC-SpecialNeeds.pdf	Usual Activity	Usual Activity	Academic Performance Ranking (APR), Pupil Rating Scale (PRS), Behavior Rating Inventory of Executive Function (BRIEF), Functional near-infrared spectroscopy (fNIRS)	Behavr	Other-Assessed
46	46.Witt_2005_INREV_QG-WellBeing24968799.pd	N/A	None	Qualitative - Changes in behavior & Whether to Continue	Behavr	Other-Assessed
48	48.Zhang_1979_INREV2_QG-CardioVascular_249	Usual activity	Usual Activity	Heart Rate, Blood Pressure	Phys	Other-Assessed
49	49.Zhang_2018_INREV2_TC-Depression.pdf	Usual Activity	Usual Activity	Patient Health Questionnaire Depression Scale (PHQ-9), Perceived Stress Scale (CPSS), Mindful Attention and Awareness Scale (MAAS)	Psych	Self-report

Qualitative Phase of Investigation Introduction

In addition to the framework provided by the systematic reviews, the work of this paper relies upon other scientific findings. This introductory section provides information on why TCQ programs for children are important and shares some of the evidence-based components from adult TCQ programs.

Why Tai Chi and Qigong Programs for Children Are Important

TCQ has been demonstrated to be beneficial for relieving symptoms of depression and anxiety as well as stress reduction and improving sleep. It has also shown benefit for cardiovascular issues and metabolic syndrome. These are all risk factors for children as well..

Research shows that children today have high levels of stress:

- 40% of high school students feel sad or hopeless [61].
- 14% of children have anxiety [62].
- 23% of students feel academic pressure [63].

Children are Sleep-Deprived:

- 35% of kids under 14 don't get enough sleep [64].
- 60% middle school kids don't get enough sleep [65].
- 70% of high school kids don't get enough sleep [66].

Children today are taking anti-depressants due to depression and anxiety:

- 8% of children aged 5-17 are taking prescription drugs for depression and anxiety [67].
- The use of SSRI in children & adolescents has more than doubled from 2006-2023 [68].

Children today are more obese than in previous decades, leading to an increase in cardiovascular disease and metabolic syndrome.

• Global cases of pediatric CVD increased by 25% over the past thirty years,

• 40% surge in incidence among children in the early teen years.

This signals a premature onset of adult-type chronic illnesses [1].

Evidence-Based Components from Adult TCQ Programs

The Harvard Medical School Guide to Tai Chi by Wayne and Fuerst breaks down the practice into eight active, evidence-based components that promote physical and mental health [3]. These ingredients—awareness, intention, structural integration, active relaxation, strengthening, breathing, social support, and embodied spirituality—function as a holistic system to improve balance, cardiovascular health, and cognitive function. These factors influence success when working with TCQ for children:

- **Awareness of Body and Mind.** Awareness is fundamental to TCQ, fostering acute self-awareness and mindfulness, which are prerequisites for all other ingredients.
- **Focus and Attention.** Intention includes beliefs and expectations, and involves cognitive tools like visualization that alter intention and expectation, contributing significantly to the therapeutic effects of TCQ.
- **Body Coordination.** Structural Integration involves dynamic form and function, enhancing integration within and between multiple structural and physiological systems.
- **Move Slow and Relax.** Active Relaxation in TCQ involves circular, flowing motion. This helps shift the body and mind into deeper levels of relaxation, acting as a form of meditation in motion.

- **Get Strong.** Strengthening and Flexibility in TCQ provides moderate aerobic training, leading to strength training and dynamic stretching, which enhances overall flexibility.
- **Belly Breathing.** Natural, freer breathing involves deep, slow, and rhythmic breathing, often referred to as belly breathing, which is essential for healthy breathing and can be achieved through various techniques.
- **Have Fun with Others.** Social Support is an important ingredient which can enhance the therapeutic effects of the practice.

These eight factors were found repeatedly in the descriptions of the TCQ programs for children.

Methods for Qualitative Portion of Study

The next step in the journey came from a working group of selected experts on Tai Chi and Qigong (TCQ) for children. Utilizing a snowball sampling methodology, we identified 20 experts in utilizing TCQ for Children. Over a nine month period, each of these experts was asked to fill out in-depth forms about the TCQ programs for children they were involved in and provide as much information as they could including testimonials, pictures, videos, and descriptions. We were able to obtain information from 15 of the experts. We also gathered further information as necessary - contacting the subjects and filling in the blanks when necessary. The information gathered is included as an appendix of this paper.

In a series of meetings and with the aggregation of the gathered documents, the core group of ten authors (who came from the original list of 20) built upon the framework of the systematic review and documented the facts, examples, and findings from the forms and interviews to answer the question of whether TCQ is beneficial for children, and if so, what are the factors that lead to success

for those programs. The meetings were conducted using a nominal group technique in a round-robin fashion, giving every attendee the opportunity to add to the consensus [69, 70].

This paper distills all of this knowledge based on the framework of the systematic reviews into a summarized presentation that includes the in-depth systematic review and the real-life work of the experts in the field who are currently doing TCQ with children, or have done it successfully in the past.

Results of Qualitative Phase of TCQ for Children

The results of the qualitative phase include the logistics of running TCQ programs for children, the obstacles that might be encountered, and the strategies for overcoming those obstacles.

Logistics of Running Tai Chi and Qigong Programs for Children

While the benefits of TCQ for children in the research is growing, many practitioners and children are already reaping benefits from real-life programs. After reviewing the programs available and discussing various aspects of those programs with the larger group of practitioners running TCQ programs for children, several insights can be shared from the consensus meeting.

Differences Between Teaching Children And Adults

Despite the commonality identified by Wayne and Fuerst, there are several differences between teaching TCQ to children and adults, summarized in Table 9. TCQ is both kinesthetic and somatic. Adults tend to focus on the somatic side while children align more easily with the kinesthetic side. With children, the tone of voice must be light, fast, playful. With adults a deeper, slower, more reflective tone of voice is warranted in order to instill a sense of inner peace and calm. TCQ with children is more likely to utilize fantastical imagery with animals, as

well as animal stories and fairy tales. Adults, on the other hand, are more focused directly on chi, the movement of energy.

In Tai Chi, adults learn and practice forms, sometimes rather long forms, ranging from 7 to 108 moves or more. Memorizing the movements and performing them with a high level of Tai Chi principles is often the goal. Qigong moves, which are typically follow-the-leader style, are used much more often with children because trying to memorize long sequences of moves may be too difficult and therefore frustrating to children. (And sometimes adults too, which is why Qigong is more prevalent in community TCQ classes even when they are called Tai Chi.) Additionally, adult Tai Chi forms often involves weapons such as sword, staff, or fans. It may not be advantageous from a teacher's point of view to equip a class full of children with swords or staffs or even fans. Additionally, advanced Tai Chi often involves a two-person drill called Push Hands or Sensing Hands where the goal is to unbalance the other player while staying balanced yourself - all using Tai Chi principles of neutralization instead of force. TCQ with children often involve lighthearted drills focusing on cooperation, sensitivity and integration, but it would not be advised to hold Push Hands competition with children.

Table 9. Differences between TCQ with Children and Adults

Component	Kids	Adults
Mind- Body Connection	Kids learn best with movement and using all the senses. Kinesthetic.	Adults learn best through cerebral thought processes, connected to body movements. Somatic.
Tone of voice	Playful, rhythmic and sense of humor with lighter tone of voice.	Reflective, deeper, slower, sense of humor and philosophical tone of voice.
Imagery	Use of imagination like thinking about animal movements or ball movements.	Visual imagery of body/joint movements, energy or chi flow.
Books	Animal stories and fairy tales, fanciful and short.	Instructions, history, underlying principles and conceptual ideas.
Activities	Solo, partnered and whole group games. Individual postures or short series of forms. Belly breathing.	Open hand and weapon (sword, staff, fan) forms. Exercises with dowels, rulers & balls. Advanced breath work such as reverse breathing techniques.
Push/Sensing hands work.	Movements and games that explore cooperation, sensitivity, and integration.	Movements that explore tai chi principles and partner work or self defense.

Our experts have also identified that teaching children can often improve the teaching of adults for TCQ classes. The imagery that children relate to so easily helps adults as well.

Barriers for TCQ programs for Children

There are many barriers for TCQ programs for children. In our society, the overarching medical model is reductionistic and focused on drugs and surgeries. At the same time, the public's awareness and use of complementary and alternative health therapies has increased dramatically over time. (In 2016, Americans spent $30 billion in out-of-pocket costs for complementary health approaches [71]).

When dealing with the types of issues that TCQ provides the most benefit for, it is essential to focus on a more holistic model, and many doctors, teachers, and parents are not encouraged to do that in today's society, although overall, awareness of the benefits of holistic models is increasing.

Our experts report that getting grant funding for simple short term extracurricular projects is easier than securing ongoing funding for an entire year. Furthermore, getting TCQ integrated into the typical school day year after year is nearly an impossible challenge

Additionally, extracurricular programs associated with martial arts can be a tough sell. Most people don't understand the difference between the soft-neutralizing self-defense methods of TCQ and the "hitting and kicking" methods of hard martial arts such as Karate or Taekwondo, both of which are much more well-known than TCQ. The cultural roots might also interfere at times. With TCQ's Chinese origins and/or its principle based on Taoist philosophy, bias can sometimes prevent excellent programs from being implemented [72].

It is difficult for any program to get into schools these days. Our experts report that often private schools have more flexibility, as well as pre-K and trade or vo-tech schools. Between the multiple levels of approval and the resistance to new ideas, as well as the lack of extra time because of student testing, the integrating into the regular school curriculum is usually unattainable despite the benefits that could be obtained. To name one benefit, there is evidence that students who practice TCQ prior to a test do better on that test than students who either exercise or study prior to a test [73].

Another barrier is the impression that TCQ is only for old people. Most people's concept of TCQ is limited to the slow movements they've seen in commercials for arthritis medication. We believe that children and young adults are moving away from high-intensity performance-based activities in preference for those which help regulate the autonomic nervous system (vagus nerve) to decrease anxiety, and facilitate somatic release and emotional repair.

Strategies to Overcome Barriers

There are several things that people concerned with sharing the benefit of TCQ can do in order to improve the chances that these barriers will be overcome. Education and training in what TCQ is and what it can do is essential.

One of the challenges we face in getting Tai Chi into schools is fear of something different, unusual and unfamiliar. Knowledge of the scientific evidence of the health benefits for children is convincing. Once parents, teachers, therapists and administrators see the change in the classroom atmosphere and learn the facts they are usually convinced. The public needs to know that this is an exercise for the brain, the most powerful part of the body. Referring to the martial arts side of Tai Chi is also helpful in overcoming the idea that it is connected to a religion.

There is a movement called the **Global Transformation Project** started by Bill Douglas and Angela Wong Douglas (the founders of the annual *World Tai Chi and Qigong Day*) to request that the United Nations encourage all countries to include mind-body practices such as TCQ in public education. There is a petition at **www.GlobalTransformationProject.org** that can be signed to support this effort. Bill Douglas noted that their vision is to activate the global mind-body community to pay forward their own inner work benefits they receive from their own practice and teaching by joining in a larger global vision. Education and advocacy are needed to move toward an integrative approach to health that supports tai chi, qi gong and other mindful movement programs starting at a young age.

TCQ teachers could volunteer in the schools or at local hospitals and teach others to help share the benefits. Once learned by school teachers, TCQ can be easily added into physical exercise programs, recreational programs or after-school programs in an informal manner. Teachers could add "brain breaks" into classes throughout the day.

Parents can be encouraged to get involved to help make changes. They might encourage the school's Parent-Teachers Association (PTA) to offer TCQ as a program or summer camp, or encourage teachers to learn the basics from TCQ teachers in order to integrate it into the school programs. Hospital staff, physical therapy or speech therapy clinics could get involved as well. They could be encouraged to join education programs specifically designed to add movement into their treatments and include families. Once educated, therapists, psychologists and social workers in the mental health community could be encouraged to offer classes in these programs. Parents could ask pediatricians if they would be interested in an introductory class to learn TCQ to assess its usefulness as an adjunct activity for their children.

Parents could even learn TCQ themselves and share it with their children. Several online teacher directories exist, including comprehensive state by state listings from the Qigong Institute (www.qigonginstitute.org/directory), the National Qigong Institute (www.nqa.org/directory), World Tai Chi and Qigong Day School directory (www.hplconsortium.com/sl), Holistic Health Pros (holhealthpros.com/find-a-pro/) and the Institute of Integral Qigong and Tai Chi (www.instituteofintegralqigongandtaichi.org/find_a_teacher/).

One way to share more information about it is to encourage others to attend a World Tai Chi and Qi Gong day on the last Saturday in April. On that day, usually around 10:00 local time, TCQ teachers get together and offer demonstrations, workshops, and lessons in TCQ for the general public. People can find out if there is a local even by going to the WorldTaiChiDay.org website and searching the listing of all the World Tai Chi and Qigong Day events all over the world.

Conclusions

There is a great need among today's children for the kinds of benefits that TCQ has provided to adults because children's health is being impacted increasingly negatively for mental health (anxiety, depression, stress) and physical health (metabolic syndrome, cardiovascular disease). A systematic review of studies of TCQ for children reveals random control trials with generally positive benefit (91% of the studies) with no negative side effects. We conclude that TCQ programs would most likely be beneficial, though additional studies are needed with larger sample sizes to confirm the outcomes.

After seeking people with experience in TCQ programs for children, we gathered information about those programs. Based upon that information and the systematic review, we identified logistical factors that influence TCQ program for children's success, barriers to success, and

strategies to overcome those barriers. The most essential ingredient in success and overcoming barriers is information and education. People interested in learning more are encouraged to seek out TCQ teachers to find out additional information.

Appendix A

Present and Past Tai Chi and Qigong Programs for Children

Appendix A:

Jill L. Basso, Tai Chi for Children, jillbasso@earthlink.net

Jill holds a Master's degree in Special Education from Teachers College, is Nationally Certified as a Behavior Analyst, and is in the healing arts profession as a Massage Therapist and Somatic Experienced Practitioner. She has been in the field of education for 40 years working with young children, adolescents and young adults with Autism Spectrum Disorder, ADHD and other neurodivergent populations. Jill has been a Tai Chi Instructor since 1995, is a 2nd generation teacher in the Cheng Man Ching lineage. She applies educational strategies to teach tai chi and qi gong which has been beneficial to her students. Jill has taught children's programs across settings; in elementary school settings, community organizations, summer camps programs and private instruction to children and families since 2001.

Age and Number of Population: Ages 5-25
Length of Sessions: Customized individual or group sessions of 30 - 90 minutes
Dates: Ongoing and Individually Scheduled
Location (s): New York and Santa Fe, NM

Jill has developed a tai chi curriculum that teaches children how to gain the physical and meditative benefits of Tai Chi Chuan through ancient tai chi principles and movements.

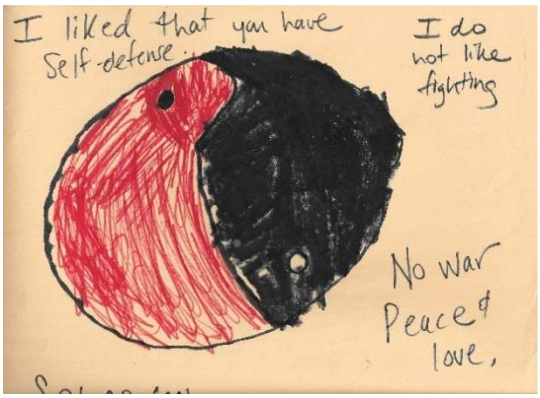
The program emphasizes slow, intentional, focused movements and how tai chi has a different feel in the body than other sports / exercises for children. Below are the program's goals and sample games for children.

Program Goals:

The program focuses on creating a positive learning environment with an engaging curriculum and establishing peer play and cooperation, via solo and partner exercises.

The movements teach children body and postural awareness, self-discipline, deep relaxation of the body, how it feels to slow down, coordination and focus in the mind-body connection.

Children learn a somatic (feeling) sense in the mind-body connection through motivational activities such as games, movement, animal postures, storytelling, sensory-based activities, sword play and creative art expression.



Sample of Tai Chi games for children:

Your Ch'i Balloon • Swim on Dry Land • Balance like a Tree • Can the wind blow you down? • Run Like a Tiger / Walk like a Cat • Wave Hands like Clouds • Animal Frolics ~ Snake Creeps Down, Dragon Plays in the Clouds, Constant Bear, Carry the Tiger, White Crane Spreads its Wings and other creative animal movements.

The pictures are Tai Chi for Children artwork – Golden Acorn Camp, Santa Fe, NM

Testimonials:

"I love T'ai Chi, it's the slowest thing I ever did." – 8 year old, 2012 Golden Acorn camper, Santa Fe, NM

"Sifu Jill is a clear and attentive instructor. Her classes are upbeat, well-paced, and attract a wonderful community of people who share in the health benefits of Tai Chi." – Patricia, PhD , 2015 Santa Fe, NM

"With great attention to detail, and a contagious smile, the joy Jill has in teaching is very obvious. Highly recommended." – DB, 2025, Santa Fe, NM

Desert Sage Tai Chi

Santa Fe, NM

www.desertsagetaichi.com

Keith Cini, Harvey Academy Tai Chi for Schoolchildren, keithcini@gmail.com

Dr. Keith Cini is a licensed Acupuncture Physician, Doctor of Oriental Medicine, and Holistic Practitioner who integrates Acupuncture, CranioSacral Therapy, and Organ Massage Therapies. He is the cofounder of Agape Healing Arts Health & Wellness Center in Jupiter, Florida, where he also offers Tai Chi, Qigong, and Meditation programs.

Age and Number of population: K-12
Dates/times: 2020/2021 School Year
Length of Sessions: 50 minutes
Frequency of Sessions: Tuesdays and Thursday mornings
Location: The Harvey Academy (Tequesta, FL) https://www.theharveyacademy.com/
Video Link: https://www.youtube.com/watch?v=BW2hVxIH6W4
Website: https://www.agapehealingarts.com/

Over the course of the school year, I was able to introduce students K–12 to this ancient Chinese treasure that Enhances Cognitive Development, Physical Vitality, and Emotional Resiliency. I've had the privilege of teaching Tai Chi and Qigong to school children at The Harvey Academy in Palm Beach county. The Harvey Academy offers a concierge education where K-12th grade students of all learning styles have the opportunity to succeed through tutoring, small group instruction, and a customized learning path. I was inspired to teach Tai Chi to schoolchildren during the COVID era, when homeschooling became a necessity for many families—including our own. My intention was to offer children practical tools to foster grounding and a sense of security, cultivate emotional balance, and develop inner calm during a time of great uncertainty and upheaval. These programs are effective because they are embodied, experiential and evidence-based. Research consistently shows that Tai Chi reduces stress, improves balance, enhances cognitive performance, and 2 helps regulate the nervous system. My own clinical experience confirms this: with regular practice, children become calmer, more centered, and more confident. Our program consisted of live classes that wove together simple breathwork sounds, three Qigong warm ups, a short Tai Chi form made up of two postures including Grasp the Bird's Tail and Wave Hands like Clouds as well as self massage techniques, thoughtfully adapted to each age group and ability level. To support continuity at home, I also shared resources such as my Qigong Basics DVD, empowering both students and parents to continue the practices independently. This work is informed by my experience as a father of four, a licensed Acupuncture Physician and Doctor of Oriental Medicine, an international gold-medal Tai Chi champion, and a holistic practitioner with over 30 years of experience in martial arts, meditation, and integrative health. Certified to teach Tai Chi programs by Dr. Paul Lam and Dr. John Cheng, M D as well as hosted Dr. Tingsen Xu at Mt. Sinai Medical Center. I've had the pleasure of teaching classes at The United Nations School, University of Michigan and Max Planck Florida Institute of Neuroscience.

Marilyn Cooper, Tai Chi Peace Games, littleriverwest@gmail.com

Grandmaster Marilyn Cooper is a renowned Kung Fu expert with over 60 years of experience in traditional Chinese Kung Fu and Tai Chi. She is a national tournament grandchampion in Northern Shaolin Kung Fu and an international gold medalist in Tai Chi. She founded the non-profit "Pushing for Peace," dedicated to using Tai Chi to prevent youth violence. The Tai Chi Peace Games are based on Tai chi, and also Northern Shaolin, Bagua, Qigong, Yi Ch'uan, and Meditation.

Age and Number of population: All ages, but generally Pre-K-College.
Dates/times: various dates and locations from 1999 to present
Length of Sessions: various lengths ranging from 10 minutes to 3 hours
Frequency of Sessions: various frequencies. Teacher training takes 3 hours. Generally 45 minute sessions. Can be taught as weekend workshops.
Location: Various countries across North America, South America, Africa, Europe and Asia
Video Link: https://www.pushingforpeace.org?wvideo=yxxqmkmq1k
Website: https://www.littleriverkf.com

The Tai Chi Peace Games evolved from a Tai Chi for Kids program for pre-K through 5th graders in 1999. Learning to move slowly was difficult for most kids, but when I turned the form into (solo, partnered and whole group) games, they all *loved* doing Tai Chi. The names of the nine Peace Games are:

- **Two Becomes One** (solo)
- **Operator** (whole group)
- **Turtle Races** (whole group)
- **Glider** (partners)
- **Follow the Leader, Lead the Follower** (partners)
- **Sword Fingers** (partners)
- **Come Here, Go Away** (partners)
- **Push the Turtle** (partners & whole group)
- **Dog Chases its Tail** (partners & whole group)

Two Becomes One is a guided, seated, Chinese meditation. This game was originally called "Be the Chair" because of the posture required while seated, the structure of which resembles a straight-backed chair.

Operator is based on "Ting Jin," (listening to energy). In the party game by that name, individuals are seated around a table, but we are standing, as if about to play "Ring Around the Rosie." Students form a circle with the teacher, measuring the distance between each other by making the arms form the letter "V."

Middle-school kids at Head Royce, MC & David Wei

Turtle Races is based on Tai Chi's core principle of slowness. The group is going to "race" in a straight path from one side of a big, empty room, or playing field, to the other.

Turtle Races, Nakivale Refugee Settlement, Kampala, Uganda

Glider is named for the relaxing porch swing that stays level as it shifts forward and back. When one person shifts the weight forward with their center of mass over their front leg, the other person shifts their weight back with their center of mass over the back leg. This back and forth shifting, like a slow rocking chair or swing, achieves a state of relaxation while in close proximity with a partner.

Follow the Leader, Lead the Follower is a game where students stay connected at the backs of their wrists while taking turns leading and following. The whole exercise is done with the eyes closed.

Sword Fingers is a game that requires a lot of space. One student points to the other with their pointer and middle finger with an out-stretched straight arm. As they stride forward, "Shield" walks backwards at the same pace. The roles switch from attack to defend constantly

Come Here, Go Away or **Traffic Cop** Students maintain constant contact with both arms as they touch each other's wrists, shift weight and turn their waists. Children learn to to accumulate energy from absorbing force from others, how to channel force from the earth up through the legs and waist and how to emit force by using proper posture and the body's connection to gravity.

Dog Chases Its Tail is a game where students simultaneously chase and are chased by one another. A music stand (or flag pole, broom, mop … or even another person) in the center of the circle helps keep the eyes focused and steady and the waist twisted as the student walk around in a circle keeping the central object in their focus while frequently doing a U-turn step. This game teaches student to initiate or follow abrupt changes in direction without losing balance or force.

David Wei, MC, 6th grade students at Head Royce

Push the Turtle uses the U-Turn step while maintaining contact via the backs of the arms. Each child places the backs of their palms on the rounded (turtle shell) back of the person in front of them, on their shoulder-blade area. They turn continuously like a system of notched gears, or a bike chain

Young students, Ahero, Kenya

Vibeke Fraling, Children's Qigong, kontakt@vibekefraling.dk

Vibeke Fraling is a former teacher in primary school in Denmark who has used Qigong as "grounding", "brain break" and "safe space" in teaching. As a certified nurse, she has also explored the science behind Qigong and its influence on both body and mind. She has learned from a variety of masters, including Taichi Qigong Shibashi from professor/grandmaster Lin Housheng and his representative Fabrice Piché . She now trains Children's Qigong instructors in her Qigong academy. It is a superstructure of the certified Qigong instructor training.

Age and Number of population: Children from age 5 - 14.
Dates/times:
Length of Sessions: 10 - 22 minutes.
Frequency of Sessions: Daily.
Location (s): It varies based on different programs.
Video: https://www.youtube.com/watch?v=9n6aVWNyhUU

Qigong in teaching promotes well-being and learning in students and creates a safe space in the classroom where empathy naturally arises. The training of Children's Qigong instructors is based on a human perspective that is about children needing to be able to find a "safe space" within in order to be able to create and maintain healthy relationships and lives. Children need to be able to master balancing energy, thoughts and emotions in a healthy way that helps them throughout their lives. This promotes well-being in each individual student and in the class and thus promotes learning.

The children are taught that moving the body loosens both the body and the mind. If they were stuck in a problem, moving the body would open the mind to help them solve a problem. Qigong movements that are particularly suited during the day to both loosen up the body, regulate breathing and tap into a focused alpha brainwave yet Kairos time-oriented focus, which helped them concentrate and learn. Qigong breathing to calm the nervous system and to tap into alpha/alpha-theta brainwaves to be able to focus and use both hemispheres of the brain for learning and creative problem solving.

Fraling trains her instructors to use sensory motor skills, metaphors, storytelling and aesthetic learning processes (Hansjorg Hohr) consciously together with the understanding of Qi and the flow of Qi to build instruc_on in exercises and structure the Qigong program in order to engage the deeper inherent understanding of the mysteries of life and establish fundamental tools for living mindfully.

Vibeke Fraling, Qigong Master samt Teacher Trainer Taichi Qigong Shibashi set 1
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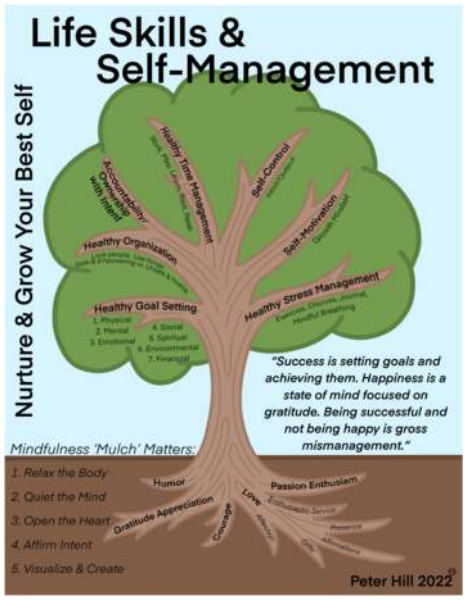
Peter Hill, Tai Chi and Life Skills, jempeh@cox.net

Peter Hill is a professional educator who taught his Tai Chi and Life Skills programs for 28 years at Sequoia Charter School, a K-12 school, in Mesa, Arizona. He started with Karate and Tai Chi Schools from 1982 until 1997. He's written three books, the most recent *Getting It Together - Life Lessons from the Dojo*.



He always used Western Science and physiology, structural integrity, kinesthetic linking and knowledge of anatomy when teaching to cover both health and self-defense elements of the Arts. He retired from teaching for the State of Arizona in 2025 but continues to teach workshops, individuals and creates content for his YouTube Channel: *Warrior Work*.

Age and Number of population: 7-12 grade.
Dates/times: Various
Length of Sessions: Various.
Frequency of Sessions: Various.
Location (s): Mesa AZ.

One of the things that made my program so successful was starting everything from a Gross motor movement and at a faster pace. As students do the Qi Gung and Tai Chi faster, their body's relax, their mind quits racing and they start slowing down naturally. Also explaining and testing the importance of engaging tendons and ligaments while keeping muscles relaxed is key.

Testimonials:

Your class on Tai Chi helped me more than you even know in the fact that not only did some of the principles help but the community that came with Tai Chi as well. My time in high-school had the normal problems of where do I fit in, what am I meant to do after, and how am I going to prepare for the future but I had even more on my plate than others realized. My father developed vascular dementia during my 9th grade year and it destroyed me. During my 10th and 11th grade year I was angry at the world and lost. You are one of the teachers who saw the frustration and depression that I could not shake off. I would be an obnoxious teen who had not an ounce of respect for anything and you would counter with a philosophy from your Tai Chi experience. A smile never leaves my face because I know that my peace doesn't come from the world and I have peace I never had in my teens. My life, I suspect, would be down a much darker path if I didn't take Tai Chi. Jack Smith, 37 years old.

In high school, I was the bad kid. Short fuse, always one thing away from losing it. But Peter Hill's class hit different. We didn't just start moving around... every single class began with breathing. Literally just standing there, slowing everything down, breathing. My brain was constantly running at full speed, so that pause actually meant something. Having to stop and breathe before anything else kind of resets me. Calmed me down before I could even get worked up. Then we'd move into the forms. Rotating arms, turning, stepping forward. I figured out that if I could control my breathing and how my body moved, I could control my temper too.

It showed me how to get through school without being on edge all the time. Tai Chi gave me a way to actually relax that worked outside of class, in real situations. It taught me staying calm was way stronger than blowing up. Those classes during school changed how I handled myself, and I still use what I learned when things get intense. I'm not exaggerating when I say Tai Chi helped me be the person I am today. Vincent Ybarra 34 Owner, Entrepreneur It Data and Website Building Services

When I was 14, I enrolled in a new school that had only been open a couple of years. I had led a difficult but very sheltered life up to that point. I'd struggled with many health problems that left me feeling isolated and lacking in self-confidence. I was physically small and weak, mentally scared and withdrawn. My upbringing was religiously devout, so I was not exposed to any other world views.

When I enrolled in tai chi and met Peter Hill he held his classes in the park near the school. He opened class with the affirmation: "Today we are here to develop some more POWER, KNOWLEDGE, HARMONY, OSS!" He taught us that OSS meant to push forward. When things felt hard or overwhelming, he empowered us to move rather than freeze. He taught us that "when you have a clear GOAL you can direct your ENERGY through the verbal and physical TECHNIQUES that best fit the situation. Use all situations to work on your INNER SKILLS. TEST IT to make sure it works for you". These lessons are now ingrained into my daily thoughts and the fabric of who I am.

My life opened for me. I attended college. I traveled. I opened a martial art school. I had children. I ran marathons. I started a consulting business teaching professionals and companies the embodied principles that have been so foundational to my life. I can't express the fullness of my gratitude for this path and the fact that it appeared in my life during such a crucial and formative time. While tai chi is typically thought of as a practice for the elderly it is incredibly powerful as a path for youth. Amanda Rogers Stradling 41 Tai Chi instructor and Senior Associate with East Valley Leader Lab

Qi Gung and Tai Chi helped me in many ways. The most important lessons I learned have stayed with me well into my adult life. It wasn't just about the physical aspect of Qi Gung or Tai Chi, though I did benefit. The biggest impact was mentally. As an adolescent I always found it hard to stay focused because I suffer from Attention-deficit/hyperactivity disorder. The discipline that was needed to comprehend the lessons was able to be applied to my education. I was lucky to have started learning at the age of 13 and continue into my twenties. Physically, Qi Gung and Tai Chi help me control a lot of my excess energy. As a child, then an adolescent, I had a lot of energy and found myself in a lot of troubled situations because of that excess energy. I was growing up and most of my fellow peers were getting arrested, joining gangs, and I was on a fast track to the same story. People who knew me as a child met me again as a teenager and could see the difference. People who thought I would not even make it to graduation, were surprised I made it to my Jr high one. Then later, those same people changed their perspective of me by the time I graduated high school. My overall behavior was a positive change, and I know without these teachings I would not be the person I am today. My occupation in creating medication whether it's in the hospital with chemotherapy or with a manufacturer in research and development, the discipline and perspective I learned has helped. Cynthia Guillen (35) Specialty CPhT

Mr. Hill taught Tai Chi, a class that was consistently in high demand and often reached maximum enrollment. His instruction went far beyond physical movement. He taught students discipline, self-love, confidence, respect for others, and personal accountability. His classroom environment encouraged open-mindedness, reflection, and personal growth. One of the most impactful outcomes we observed was a noticeable decrease in student suspensions among those enrolled in his class. The hands-on, engaging nature of his teaching created a safe and positive space where students felt valued, supported, and motivated to make better choices. Students genuinely loved Mr. Hill's class and spoke highly of his ability to connect with them. His influence extended well beyond the classroom, leaving a lasting impression on their character and development. Jevon Lewis

Sharon Infante, Mindful Based Programs in Schools, sharonmdb@gmail.com

Sharon Infante is a mind–body educator and researcher specializing in Tai Chi, Qigong, and integrative wellness. She earned her master's degree from SUNY Stony Brook, where her thesis, Tai Chi in the Workplace, explored the effects of contemplative movement on occupational well-being. She teaches diverse populations and develops training and retreats internationally, and holds advanced certifications in Medical Qigong, Tai Chi, and Taoist healing arts.

Age and Number of population: Various
Dates/times: From 2017 to present
Length of Sessions: Various.
Frequency of Sessions: Various.
Location (s): Mt. Sinai, New York

Infante has several programs specifically for children. One program was taught for Elwood School District called ***Mindful Meditation in the Schools.*** Students participated in many activities including listening, visual, reflection, small and large movement and meditation. Focused goals for activities were reinforced with open sharing of individual experiences and how it affects them and others, how we are energetically, physically, and emotionally connected to each other. This program included experiential techniques from Tai Chi, Qigong, and meditation.

Guigen Qigong for Vocal Groups was another program with Commack HS Honors Choral Ensemble. Through a workshop they learned Mandarin text of the Tao Te Ching Chapter 16 to be sung in a performance. The focus was returning to the root and covered Guigen Qigong ancient healing with 6 vocal sounds, movement and chorale presentation form the Tao Te Ching. Students learned how to tap into their inner energy to strengthen their body, mind and spirit through slow gentle flowing movement and connecting with their breath. Health, physical benefits utilizing music enabled students to discover and experience stress relief and calming techniques.

Paras Kaul, Qigong and Brainwave Music, paraskaul@gmail.com

Paras Kaul is the Chair of the Board of the National Qigong Association and has studied and practiced multiple forms of Tai chi and Qigong throughout her career. Paras is also a brainwave artist, researcher who has studied how brainwave patterns shift toward coherence after Qigong practice.

Age and Number of population: High school age students
Dates/times: In September of 2025
Length of Sessions: 90 minutes
Frequency of Sessions: Weekly.
Location (s): Camp Hill, PA

Kaul taught Qigong to students in a month-long weekly series at the Melodia Studio in Camp Hill, PA for young performing artists focused on *Finding Calm in the Chaos: Building the Young Performing Artist's Tool Belt.*

Each week taught a different sustainable well-being practice led by Rita Gigliotti and guest expert. The practices ranged from grounding body and voice to connecting brain and sound. The students gained the tools they need to sustain their artistry in high-pressure environments. The series was designed so that by the end of the series, the students would have assembled a tool belt of strategies that they could carry with them into auditions, rehearsals, and performances.

The second week focused on Qigong combining mindfulness, movement, and breath. This practice was a practical tool for managing audition anxiety and performance stress showing that calm focus is as vital to artistry as technical skill.

Wai-Ching Lee, InnerSense Rainbow Qi Gong, amaliawaichinglee@mac.com

Wai-Ching Lee was born 1957 in Malaysia to a lineage of intuitive healers originating from China on both paternal and maternal sides. Great grandfather from Canton, China was the TCM physician to the Sultan of Selangor. Other members of family were well known space clearers in Feng Shui.

Qi Gong practice started early in the temples of Malaysia and Singapore as a personal practice into an awakening in 1990 leading to the creation of Infinity Quantum Qi Gong. Associate Producer of Quantum Qi Movie, with Sharron Rose of Sacred Mysteries as Director/Executive Producer.

Awarded Qi Gong Master of the Year 2022 by the 22nd Congress of TaiChi/QiGong/TCM and Natural Healing (USA) and Humanitarian of the Year 2023 by the same Congress the Year after for my contribution to foundations, children's groups and schools. Vested Dame Rev. Dr. by the Sacred Medical Order of the Hospitellers of the Knights of Hope with a doctorate in Energy Healing especially with the work of expressing Qi Gong as Quantum Science. Certified facilitator of Energy/Vibrational/Quantum Medicine with the Medical Sector in Integrative Medicine and Functional Medicine.

Age and Number of population: 5 to 16 years.
Dates/times: From 2024 - present
Length of Sessions: 1½ to 2 hours
Frequency of Sessions: Variable
Location (s): Mallorca, Bali , Guatemala, Costa Rica, Malaysia, Singapore

Rainbow Qi Gong for Children was developed integrating colour, visualization and ideokinesis as movement. It is also integrated as preparation for extra ocular sight training where the children are reminded to see with inner vision. It is called InnerSense, and has several activities.

Wai Tang Kung practice which is spontaneous shaking loose of the physical body to create a "Soong " state of mind and body.

Nei Gong- Inner Alchemy – Wu Xi Stance and Palpation of the Rainbow Sphere We visualize the roots growing from the feet to the centre of the earth through the soil layers to the crystalline ley lines of the earth then into the laval centre of gravity of the earth to represent the grounding , rooting practice of Qi Gong. We pull in a red orange colour to emanate heat up the feet to the ankles, knees and hips. We intentionalise the Qi to rise up the spine through the cerbro spinal fluid to the brain to activate the synapses, pineal and pituitary glands. We breathe in the golden colour of the sun, the silvery strands of the moon, the diamond rainbow colours of the stars. We start with natural breathing , and later into an 8 count inspiration-expiration rate to emulate the Infinity sacred geometric energy pattern. We visualise colours of the rainbow as a way of restoring the qi in the San Bao , energy centres and meridians into the endorcrine glands and cellular structures. We palpate the Qi Ball as a multicoloured sphere of rainbow colours as well as to emanate Qi from the

hands and fingers as strands of rainbow light. According to esoteric studies the rainbow represent the full spectrum of Light into white or pearlescent light .

Wei Gong – Meditation in Movement The children visualize themselves as trees that root to the earth crust , bypassing grass , into the layers of soil, and crystalline ley lines. I ask the children what colour crystals they see. The roots beneath the feet reach down to the centre laval core of the earth to bring up the warm orange light through the centre of the feet through the "Bubbling Brook" point . The children are asked to go on tip toes and rock back on the heels to find the centre line of the feet.

Then to visualize with ideokinesis to root with strong torsos as trunks , branching out to smaller branches where the fingers end. The fingers emulate leaves in the wind, blossoming flowers into fruits, and going back to seed to the ground. They move Qi through the body in a dance with Nature and with one's own qi nature, discovering themselves in spontaneous movement whilst moving the spine as if they are trees or bamboo in the wind. The arms also emulate water and rain drops to the ground while the children move in a squat to the ground to open up the spine. They also find expressions in drawing , painting, writing and singing afterwards.

Dao Yin (tapping) is engaged to open up the energetic portals of the trigger/ acupuncture points of Bai Hui (top of the head) Forehead- Third Eye area , K27 Kidney point under the clavicle to reduce adrenal stress , CV17 Sea of Tranquility Sternum/Heart area to activate the Heart Centre. For the extra ocular sight facilitation, the children also tap around the eyes , temples and back of the occiput.

The etheric drawing Infinity orbit with the eyes are engaged to release any tension in the ocular area and to complete the holistic integration of the functions of the two spheres of the brain. The children draw, paint, recite or write the summaries as documentation.

Video Links:

- RainbowQiGong into InnerSense extraocular sight training, Bali,
- https://drive.google.com/file/d/1GMKdJUTs08qJB9anIROsgrIj4itS6A6o/view?usp=sharing 2 minute version
- https://drive.google.com/file/d/1Bm5EMMqZ3tVuCkvbPwsFwk7kBxWAgLhN/view?usp=sharing 4.47 min version
- https://drive.google.com/file/d/1Ru9HkAhojfaDR_Q9Ne_mLUEhcHOwI7Ts/view?usp=sharing InnerSenseRemoteViewingMallorca,Spain
- https://drive.google.com/file/d/10difNgV-L_SAmGZxCmwVMTnJkcJ6rFNN/view?usp=sharing
- TeacherTrainingBali
- https://drive.google.com/file/d/1rdiHDf1aQ-f2y0riV-fC-3dEJxYyL_Sx/view?usp=sharing RainbowQiGong Training
- https://drive.google.com/file/d/12UPpoeJI08ukCSbFAGAaM0_gYNwstfLu/view?usp=sharing
- Photo-AdvancedTrainingInnerSense

Testimonials:

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https://drive.google.com/file/d/1gVP8MvvpmXXYHBOhm5B1qxeJGXW68qTa/view?usp=sharing RachelTeacherTrainingResponse

Violet Li, Tai Chi for Children, violet@tadi.com

Violet Li is a 12th-generation Chen Style Tai Chi inheritor and the principal of Tai Chi & Qigong for Health. She has taught this healing art to thousands of students worldwide without counting online students and has trained numerous instructors. Violet has authored more than 800 articles on Tai Chi and Qigong and was a presenter at the inaugural 2023 Science Symposium hosted by the Osher Center. Her teaching experience spans individuals from ages 6 to 106 and from all walks of life.

Age and Number of population: 6 to 106. A few thousands in-person in total.
Dates/times: All programs have different dates/times.
Length of Sessions: 45 minutes for children under 12. 60 minutes for the rest.
Frequency of Sessions: It varies based on different programs.
Location (s): It varies based on different programs.

Violet Li has extensive experience teaching Tai Chi and Qigong programs to children. She led a year-long program at the Mathews-Dickey Boys' & Girls' Club in St. Louis, Missouri, serving more than 20 children—both boys and girls—ranging in age from 6 to 12. In addition to this program, Violet has taught numerous group and private lessons for children.

The curriculum for Violet's children's programs mirrors that of adult instruction; however, the difference lies in the teaching approach. Without dumbing down or simplifying the material, Violet skillfully adapts her delivery to suit young learners by transforming lessons into engaging, game-based experiences. She encourages children to participate actively and even take the lead, emphasizing confidence and enjoyment over perfection. To spark curiosity and sustain enthusiasm, she incorporates playful incentives such as pops, treats, gold stars, and stickers. Rather than pushing children to perform, Violet guides them to naturally discover the joy and benefits of practicing Tai Chi and Qigong, fostering a lifelong appreciation for mindful movement. Because the children's program follows the same curriculum as the adult program, no separate or special curriculum name is designated.

Testimonials:

One of Violet's longtime students, 15-year-old Mia Zhang, has studied with her for a decade and has earned multiple gold medals in a national tournament. Mia published an article titled "Breath by Breath: My Journey to Tai Chi," afterwards, in which she reflects on her personal journey and highlights the value of Tai Chi in promoting health and well-being among school children.

Another outstanding student taught by Violet is Nicole Paczkowski. Nicole began studying Tai Chi in high school alongside adult students. She won a bronze medal in a regional Tai Chi competition and participated in numerous public performances. Nicole credits Tai Chi with benefiting her both mentally and physically. After graduating from college, she became certified under Violet Li to teach Tai Chi and Qigong. She has taught at Chesterfield Montessori School for several years, where she is well liked and highly respected.

Violet Li
12th Generation Chen Tai Chi Inheritor
http://patreon.com/TaiChi_Qigong_with_Master_Violet
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314-669-4341

Nicole Paczkowski, Children's Tai Chi, Graceoverflowing@outlook.com

Nicole Paczkowski has been studying under Master Violet Li since her teenage years within the field of Tai Chi. She has been seen performing at the Art Museum, History Museum, the Lunar New Year Performances, Chinese Culture Days at Missouri Botanical Garden, and more. She won 3rd place at the St. Louis Midwest Competition under Mrs. Violet Li's instruction. Nicole has taught Children's Tai Chi at Chesterfield Montessori School for five years. She enjoys every moment of teaching the young this healing art from China.

Ages Range: Elementary School Age Primarily 9-11 Years old
Dates/times: Program started in 2021 and continues to Present. Mondays 3-4PM. 10 Week Sessions going year round (Fall-Spring)
Length of Sessions: One hour.
Frequency:of Sessions: once a week
Location: Chesterfield Montessori School, Chesterfield, Missouri

Paczkowski teaches Tai Chi to Children at the Montessori School. The program includes many aspects of Tai Chi including:

- Basic Chen Style Tai Chi fundamentals
- Warm-Up Exercises (Joint Flexion)
- 8 Sections of Brocade (Ba Duan Jin)
- 5 Animal Frolics (Wu Qin Xi)
- 4 Corners (Ba Shi Fang)
- Tapping and Easy Flow Form
- Martial Art Applications
- Kung Fu Fan & Yunshui Fan Demonstration
- Exploring Chinese Fans, Arts, & Tai Chi Fundamentals

CJ Rhoads, Pacem In Vita, cjrhoads@hplconsortium.com

Dr. CJ Rhoads has been a pillar of the Tai Chi community for many years. She started studying T'ai Chi Ch'uan (Taijiquan) more than thirty years ago, and has been involved in all aspects of the martial art and integrative health practice. Full bio at https://faculty.kutztown.edu/rhoads/CJ_TaijiBio_2024.html.

Age and Number of population: Middle School & High School, about 90 per year
Dates/times: From 2010 to 2016. Usually for 10 sessions
Length of Sessions: 1 hour
Frequency of Sessions: Daily, Bi-weekly, or Weekly
Location (s): Delaware and Pennsylvania

Pacem In Vita was a 10 week, 1 hour per week curriculum designed for grades 4 – 6. A combination of conflict resolution/life skills and Tai Chi. The program itself was a huge success. The comments from the students were extremely positive, the schools were very happy with the program, and the parents were very complimentary.

It was taught at 5 different locations in Delaware and Pennsylvania over a six year period with the peak number of students being 66 in 2013. Three teachers were trained by CJ Rhoads who continued on in the program: Bill Wheeler, Luke Jih, and Jack Sol-Church. We received grants for the funding, mostly from Arsht-Cannon Fund and Berks Community Foundation (between $4000 and 12,000 per year). Funding did not run out, but the teachers all had to stop for personal reasons, and Sally Milbury-Steen left the administration of the program to pursue her degree. Without anyone with the time to push the program at the various schools and organizations, it ended.

Adjacent to Pacem In Vita was teaching the 10-step Tai Chi form to about 60 children in the Startalk Gateway to China program for Kutztown University three years in a row. This Chinese Immersion program was a summer intensive extracurricular program for select high school students. They had a 1 hour Tai Chi lesson every morning for 2 weeks, and performed the form for parents and visitors on the last day.

Additionally, for the past three years I've taught at Daniel Boone middle school in an extracurricular program. The program rotates with various mind-body activities, and I taught the Tai Chi rotation, usually 3 times for 1 hour each every semester after school to between 12 and 15 children.

I've been running Tai Chi & Qigong programs for children for more than 15 years. I've been doing Tai Chi and Qigong for 35 years, and was a special ed teacher for the first 5 years of my career before starting my first business. I've published many articles on the benefits of Tai Chi and Qigong, along with the pain freeing mechanism of the arts. I am also currently doing a systematic review of research for Tai Chi & Qigong and Children, doing a descriptive analysis of 45 of them, and an in-depth quality assessment on the 10 involving children with neurodiversity issues.

Just as I personally benefited from Tai Chi and Qigong, I suspected children would also benefit. My experiences and the research bear that out. Over the years I have also taught dozens of "one-offs" – one-time programs for schools, organizations, and universities.

Testimonials:

"I think that the life skills was awesome, because Mr. Bill taught us how to react to something and how to control our anger. I loved how he taught us Tai Chi and not to use our force." Kiko, 2013

"We learned that there is more to life than games and playing around. You taught us about leadership and friendship. Also, how to say things without being mean." Marilyn, 2014

"I learned in the course how to solve our life problems. How to be a better person. How to get a better career." Jonny, 2014

Cari Shurman, Tai Chi for Kids, taichiforkids@gmail.com

After observing the practice of Tai Chi movements in schools in China in the 1990's I returned twice to China to learn more. After 20 years as a classroom teacher I knew it would be beneficial to integrate Tai Chi into the daily routine of class. I studied for 5 years with Master Ni Hua Ching and Master Bin Hui He in the US. After working with my own students for 2 years I published the Tai Chi for Kids© program to facilitate the practice of Tai Chi in the classroom. Full bio: https://www.taichiforkids.com/about-us/

Age and Number of population: 4 year olds to adults. Several hundred teachers have been trained over 25 years, thousands of students of all ages have practiced Tai Chi for Kids regularly with these teachers.

Dates/times: 2000-present, in hundreds schools, in person or via zoom

Length of Sessions: 20-30 minutes with students. 90 minute training with teachers who will teach it regularly in the school day.

Frequency of Sessions: Teachers are trained to use it daily in short 10 minute sessions

Locations: 200 schools in New York City, and many other locations around the US, Canada, Myanmar, Australia, South Africa, including a 2 hour session for the CapeTown SA Police Department Juvenile Division in 2013

Description of program: The program consists of videos and audios that I have used to train teachers around the world. As a classroom teacher myself, I knew that it had to be easy to incorporate in the classroom in short sessions. I saw the same wonderful concentration and calmness I had observed in schools in China with my students in the west. They relaxed, visualized and felt the inner peace. They gained self-confidence because they felt their own success.

When I shared it with classroom teachers around the country they were surprised at how Tai Chi could create time in the day by making transitions smoother, keeping the kids "on task" longer, encouraging cooperation, creativity, and self-esteem. Many had been hesitant to even try. It was different. But after just 15 minutes of Tai Chi they were astounded by the change in the classroom atmosphere, in the attitude of the children and the expressions on the children's faces. I am certain that this has changed many children's lives. One teacher did her graduate thesis on Tai Chi for Kids and her ADHD student. Tai Chi enabled him to anticipate his outbreaks and ask to do Tai Chi. It was very powerful.

After 25 years of teaching, I wrote a book with poems and pictures relating to the different moves and QR codes connecting to audios to encourage and enable more and more adults - teachers, parents, caregivers, therapists to use Tai Chi with young people. The book is *Tai Chi for Kids and The Adults* Who *Love Them.*

Testimonials:

"I love doing the Tai Chi Elephant because I had never been to Africa before." Bobby, 3rd grade NYC.

"The day you came to my high school and taught us Tai Chi was the best day of the year!" Jeremy, 16 yrs old, stopping me on the street in NYC. "

"I am going to do Tai Chi everyday so I never have any more tummy aches. I feel so much better." Raquel, 14 years old, Middle School, Miami, FL

Website & Video Link: www.taichiforkids.com (videos on home page).

Adina Riposan Taylor, Animal Frolics, Integral Qigong & Tai Chi Walk, adina.riposan@gmail.com

Adina Riposan-Taylor is a Biomedical Informatics Research Consultant for Contemplative Neurosciences in Washington DC. She is also a Certified Tai Chi, Qigong, Yoga and Meditation Teacher, as well as a Coding Teacher, STEM Math & Science Tutor. On top of all that, she is a Freelance Bilingual Journalist.

Ages Range: Ages 5 - 18.
Dates/times: During the years from 2010 to 2020
Length of Sessions: Variety of lengths
Frequency:of Sessions: Variety of frequencies
Location: Jacksonville City and Fernandine Beach, Florida

When living in Florida, Taylor taught the following programs:

- Amelia Island Montessori School, Fernandina Beach, FL (Classes for the after-school program, ages 5-10)
- Pediatric Associates of Jacksonville, Jacksonville City, FL (Classes for Autism Spectrum Disorder children and accompanying parents)
- Sanctuary on 8th Street, Jacksonville City, FL (Contributing free volunteer classes to support children and teenagers living in marginalized neighborhoods and concentrated poverty in the city, who are considered at-risk due to life circumstances; a mentorship program for homeschooled children and after-school.

There were a variety of program based upon need, but in general Taylor taught the following programs.

Animal Frolics Qigong for Children & Parents. Fun, Qi (energy) cultivation, symbiosis with nature, empathy and compassion! In this course we dynamically and interactively learn and practice the ancient Qigong forms inspired from the life of the animals (the classic Wu Qin Xi style exercises, *adapted for children*), bringing together the unlimited wisdom of Nature and traditional Chinese medicine concepts. This mind-body practice involves coordinating breathing patterns with physical postures that imitate the particular movements of the animals, to maintain health and well-being, balance and harmony, peace and serenity.

Integral Qigong for Children & Parents. This program included two different Qigong forms.

- Bu Zheng Qigong (Vitality Enhancement Method) and the 9 Phases Qigong Form . Bu Zheng Qigong: Revitalizing warming-up exercises that bring the body, mind, and breath in the optimal state – the prerequisite for a successful Tai Chi & Qigong class.
- 9 Phases Qigong Form: Qi (energy) Cultivation & Mastery, a beautiful and regenerating mind-body practice integrating an array of traditional Qigong forms and key principles of Chinese medicine, designed to develop peace and serenity, balance and harmony, health and wellbeing, and guide us to awaken our True Nature and Eternal Self.

Tai Chi Walk. This was an add-on to the Integral Qigong course, as students progressed in their practice, introducing free-style Tai Chi walk and teaching the main elements and principles of Tai Chi Walk, in preparation for more advanced forms of Tai Chi.

Jennifer Weiss, The ABChi's, taichibtown@gmail.com

Jennifer Weiss is on faculty at the Institute for Tai Chi and Qigong (IIQTC) and is an IIQTC Tai Chi Easy™ Senior Trainer, Integral Qigong and Tai Chi Instructor and certified Circle of Life Coach. Based in Bloomington, Indiana, Jennifer also holds a black belt in Kokoro Shorin Ryu Karate and is certified in Reiki. Other training includes Eden Energy Medicine, Therapeutic Touch and Healing Tao USA. In addition, Jennifer has traveled to China for immersive study in the Wudang Mountains, the birthplace of Tai Chi.

Age and Number of population: Ages 6 – 15, average of 30 students per session
Dates/times: Mondays at 2 p
Length of Sessions: 45 minutes
Frequency of Sessions: Weekly
Location (s): Bloomington Montessori School (Bloomington, IN)
Testimonials: "The students really enjoyed the ABChi's." E.C, teacher
Video Link: The ABChi's
Website: Radiance Wellness

The ABChi's are a fun and very accessible way for kids of all ages to experience qigong. The ABChi's were designed to make it as easy as possible for educators and parents to share qigong with children and students. Since everyone learns their ABC's, kids will automatically feel a familiarity with the material and a degree of confidence. The ABChi's are 9 movements that are described in a 9-stanza poem; by memorizing the poem, students automatically learn specific qualities and/or fundamentals of qigong. Each section also has a lesson plan including slides, activities, and coloring sheets. Older students are encouraged to be "assistant teachers" and help in teaching younger students. The full ABChi curriculum also includes a number of games, songs, and other ideas for how to keep students engaged and excited about learning qigong. The ABChi's have been very well received wherever they have been taught and work well both online and in person.

Monique Vacval, Mindful Moments, m_vacval@hotmail.com

Monique Vacval began teaching in 1996 and quickly discovered the power of play-based, well-being–centered learning. She earned her BEd from University of British Colombia and taught PreK–12 for over 20 years in a rural school. Her work is deeply informed by mindfulness, community-based projects, and martial arts practices including Aikido, Tai Chi, Qigong, and Muay Thai. Monique has presented internationally on well-being in education and currently teaches at an international school serving children of NATO personnel, fostering resilience, balance, and connection in a diverse global community.

Age and Number of population: Various
Dates/times: From 2017 to present
Length of Sessions: 3 - 5 minutes.
Frequency of Sessions: Daily.
Location (s): ??

Vacval has taught PreK–12 for over 20 years. Mindful Moments are short, intentional exercises give children an opportunity to settle their energy and prepare their minds for learning. Through regular practice, students become more aware of their internal states. They learn to recognize when their energy is too high or too low and begin setting personal goals related to focus, listening, sharing, and learning. Over time, this creates a relaxed, open classroom environment where students feel supported and learning unfolds more naturally.

Monique Vacval (in red top) leads children "Ten Magic Fingers"

The shared experience helps unify the classroom community. If a student resists participating, I simply ask them to sit quietly in the circle. I've observed that even when children appear to be "doing nothing," they are often still engaged, perhaps focusing on their breath or subtly mirroring the movements. I never interrupt the rhythm of the practice to shame a child or force participation, as these approaches create stress. My goal is always to foster calm and safety.

In one class of 13 students, nine came from different European countries, representing nine different languages. Our common language is energy. Mindful Moments require no spoken language—only visual cues and consistent practice. Over time, these shared experiences have built trust and a willingness among students to take risks with language and learning.

I introduce Mindful Moments using a simple visual: a jar filled with liquid and sparkles. I shake the jar and invite students to watch as the sparkles slowly settle. I explain that our minds work the same way, and that Mindful Moments help the "sparkles" inside us settle so we can think clearly.

Monique Vacval (in orange top) leads Children "Tiger Pounce"

Every morning begins with a Mindful Moment. There are visual posters for each exercise. If a child seems agitated or withdrawn—the student might be asked to select which one we will do. Each practice lasts approximately three to five minutes. They regularly reflect together on how we feel afterward, helping students build awareness of the connection between movement, breath, and emotional state. Mindful Moments are also used throughout the day, particularly after transitions such as returning from recess or lunch, during conflict resolution, or whenever classroom energy feels too high.

Examples of Mindful Moments include:

- 10 Magic Fingers or "Shi Qiaoshou", an ancient Chinese practice and
- Tai Chi Disco, a relaxation movement
- Five Animal Frolics (Wu Qin Xi), practiced one animal at a time
- Snowy Day Breath (arms form a cloud while fingers wiggle like falling snow)
- Shake! Shake! Shake! and Screw in the Lightbulbs! (for sensing and releasing energy)
- Tensing and relaxing the hands or body three times
- One-minute standing meditation
- Body scans using the mind to move areas that feel "stuck"

Appendix B: Tai Chi & Qigong Books for Children

There are several excellent books designed to introduce Tai Chi and Qigong to children. These books often use animal metaphors and storytelling to make the concepts of internal energy and mindfulness accessible and fun.

Interactive & Illustrated Books

- **Teddy Teaches Tai Chi** by Bernie Warren: This illustrated story follows a teddy bear teaching his grandson simple exercises, focusing on the bond between generations and tools for coping with stress. For children aged 1 - 12.
- **Tai Chi for Kids: Move with the Animals** by Stuart Alve Olson: Aimed at ages 4–8, this book teaches eight basic forms by encouraging children to imitate animals like tigers, monkeys, and birds. It includes step-by-step instructions and a teaching tale about the origins of the art.
- **Breathe! Tai Chi Qigong for Children** by Linda Tenenbaum: A simple, non-memorized version of Tai Chi and Qigong for children aged 4 and up. It uses nature-grounded descriptions and includes links to videos to help clarify the movements.
- **Tai Chi for Kids: and the Adults Who Love Them** by Cari Shurman: Designed for children ages 5–12, this interactive guide features playful stories and QR codes that link to audio guidance for movements like "The Elephant Drinks Water."
- **G.E.T. I.T. Together — Peter Hill Getting It Together: Life Lessons from the Dojo** by Peter Hill: The goal of this 52 week reflective series is to help young people g.e.t .i.t. together. It provides reflective insights to help them clarify g.oals, build and direct e.nergy through verbal and physical t.echniques to achieve what they WILL.
- **WAY OF THE PEACEFUL WARRIOR: A Book That Changes Lives** by Dan Millman: This classic tale, a blend of autobiographical fact and narrative fiction, told with heart and humor, speaks to the peaceful warrior in each of us. Dan, a young college student, begins a spiritual odyssey into realms of light and shadow, romance and mystery, toward a final confrontation that will deliver or destroy him

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Instructional & Comprehensive Guides

- **Inner Balance for Kids** by Dietlind Zimmermann: A detailed resource for older children and educators, featuring over 120 practice-tested exercises, including greeting rituals, sensory-motor games, and Qigong stories.
- **Tai Chi for Kids** by Jose Figueroa and Stephan Berwick: Part of a "Martial Arts for Kids" series, this book covers history, what to expect in a first class, and basic sequences for ages 5–9.
- **Tai Chi Chuan for Kids** by David Kiang: A 50-page textbook written by a teacher that introduces the history and basic techniques of Tai Chi Chuan specifically for a younger audience.

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