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A Teaching Manual for Instructor Training in an Alternative, Water-Based Relaxation  
Exercise Program for Older Adults

Robyn Riel-Nail

A dissertation presented to the Graduate Faculty of

Middle Tennessee State University

In partial fulfillment of the requirements

For the degree Doctor of Arts in Physical Education

May 2002

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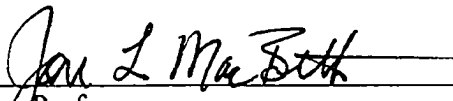
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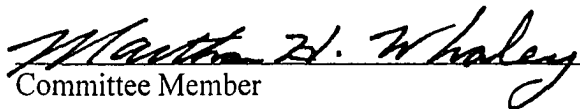


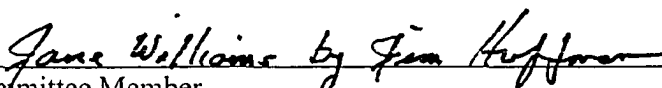
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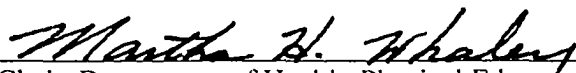
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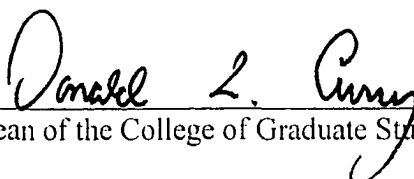
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## Abstract

### A Course Manual for Instructor Training in Kikou, a Water-Based Relaxation Exercise Program for Older Adults

Robyn Riel-Nail

A limited number of comprehensive instructional manuals exist on water-based relaxation exercise programs for the older adult population, and even fewer materials on teaching and training instructors in these programs. Success with individualized water-based programs depends on skills and knowledge of older adult educators, aquatic teachers, aqua therapy specialists and/or health and fitness instructors. Therefore, thorough training techniques are essential to successful programs.

There is a need for a manual with content materials, instruction, demonstration technique, illustrated exercise photographs and recommendations for a safe, effective, low intensity Kikou program. The Kikou training manual would serve to train instructors with providing safe exercise progressions as well promoting fitness and wellness for the older adult population.

Water Tai Chi, Ai Chi and Aquatic Yoga, water-based forms and Tai Chi Ball and Chi Kung, land-based forms were selected for this study because the foundation for the five techniques focus on diaphragmatic breathing, rhythmic body movements, visualization and relaxation concepts. The program's name was chosen for the Japanese word, "Kikou" meaning slow diaphragmatic breathing exercise.

The primary purpose of this study is to design a comprehensive course training manual for the Kikou water-based program. The manual is intended to provide the Kikou trainee with knowledge necessary to teach and demonstrate skills to conduct Kikou

exercise classes. The intent is to train new and less experienced aquatic teachers of older adults, as well as individuals from a broad range of backgrounds, as Kikou course instructors.

The Kikou program includes a series of 50 body-specific relaxation exercises designed exclusively for an aquatic environment specific to the older adult. The Kikou course training manual addresses the following: course organization and administration, safety and pool practices, demonstration techniques, practice session guidelines, relaxation technique background and exercise modification for adults with health-related problems. Also included are nine lessons illustrating 50 photographs with step-by-step instructions as well poolside instructional cue cards for lamination. The Kikou program is an excellent “stand alone” course for the older adult population and/or may be implemented in other water-based programs.

## Acknowledgments

Writing a manual or book on any subject is both a privilege and a challenge. This is true in part, because of the newness of water-based relaxation and exercise techniques in aquatic programming in the United States.

The writer wishes to acknowledge the assistance and cooperation of the following individuals whose contributions made possible the successful completion. Major professor, Dr. Jon MacBeth for his insight, guidance, valuable suggestions, judgments, constructive criticism, and support. I am grateful to committee members, Dr. Molly Whaley for her wholesome encouragement, support, positive thoughts, guidance, suggestions and understanding, and Dr. Jane Williams for her enthusiasm, guidance, creative contributions, valuable suggestions relative to composition, structure, style, and understanding of the importance and purpose of the study. I am also grateful to Dr. James Huffman for his professional help, time, assistance and cooperation, and Katherine Haynes, editor, for her experience, cooperation, positive thoughts and valuable suggestions.

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## CHAPTER 1

### Introduction

During the late 1970's and 1980's aquatic facility directors across the United States reported an increase in the number of older adults participating in water exercise programs. The late 1990's revealed a significant increase of older adults' participation in water exercise and passive exercise therapy programs. The single largest demographic consumer group in history at 81 million, adults between 55 to 100 years of age, have discovered that water is an ideal medium for relaxation, stress release and social interaction (Rikkers, 1986). Sport and exercise psychologists have begun to address the fact that a greater number of older adults than ever before are participating in regular and alternative aquatic, exercise programs. Today, adults over the age of 65 are the fastest growing segment of the United States population and the fastest growing category of pool users (Reister and Cole, 1993).

Few certifications are provided by aquatic associations foundations, guidelines, instruction, effective exercises, modifications and treatments for the older adult educator, aquatic specialist, health and fitness instructors. The main goal and objective of these associations is to provide effective and safe aquatic programs. The associations' objectives are to address accident prevention, risk management, staff training and establish aquatic exercise therapy guidelines. These goals and objectives should be a necessity for instructors when conducting any aquatic program. However, course certifications for aquatic exercise training, teaching emphasis and demonstration techniques for teachers specializing in older adult aquatic programs, fall short. Associations that currently provide limited aquatic certifications include the Aquatic

Exercise Association, the American Physical Therapy Association, (Aquatic Section), the United States Water Fitness Association, and the World Wide Aquatic BodyWork Association. However, these aquatic associations do not currently provide adequate certifications and / or materials on instructing and training aquatic teachers and instructors in the following water-based relaxation exercise techniques: Water Tai Chi, Aquatic Yoga, Ai Chi, Watsu, Jahara.

The author selected Water Tai Chi and Ai Chi, aquatic relaxation techniques in combination with Tai Chi Ball, Chi Kung and Yoga, land-based relaxation exercise techniques, for supplemental exercise activities in aquatic classes during the two-year preparation study. These techniques were chosen for the study because they incorporate similar concepts, foundations and exercises. The techniques are performed using combinations of diaphragmatic breathing, slow, flowing body movements and relaxation concepts (Hoffman, 1999). However, after careful examination during the two-year study of land based and water-based relaxation forms the author discerned a need for a lower intensity, water-based, relaxation exercise program. After successful integration, refinement and modification of techniques listed above, the author developed Kikou, a body-specific water- based relaxation exercise program that could serve as an excellent "stand alone" aquatic course suitable for the older adult population. The relaxation exercise program's name was chosen for the Japanese word, "Kikou", meaning slow diaphragmatic breathing exercise.

Success with individualized water-based techniques and relaxation programs such as Kikou depends on the skills and available training of older adult educators. aqua

therapy specialists and health and fitness instructors. Therefore, thorough training and instruction is essential to successful aquatic relaxation programs. However, the proper training, instruction, techniques and program design, which are intended to serve the needs of these individuals, fall short. There is a need for a manual with material content comprising instruction, demonstration technique, illustrated exercise photographs and recommendations for a safe, effective low intensity level Kikou program. The Kikou training manual would serve to train instructor trainees with providing safe, effective exercise progressions for a wide range of populations, even though the manual is primarily intended for promoting fitness and wellness of older adults.

Chapters six and seven of the manual comprise information which can help instructor trainees understand the underlying principles of water-based relaxation courses such as Kikou, as well as the importance for providing these relaxation exercises for the older adult. If individuals specializing in older adult aquatic programs do not have an opportunity to enroll in a course such as Kikou, a training manual with illustrated exercises, exercise descriptions, demonstration techniques and adequate information and instruction should help provide and create safe, appropriate exercises adjusted to the level of Kikou class students.

#### Significance of the Study

There is a need for a comprehensive stress management, water-based relaxation exercise course, training manual to prepare instructors in Kikou relaxation exercise programs. The training manual is a resource and should provide basic information to train and educate those individuals who wish to work with older adults in an aquatic

environment. The material content presented in this training manual should provide new and less experienced instructors with selection of appropriate relaxation exercises from which to choose. Texts presently available that deal with water-based relaxation exercises for older adults as well other populations are limited. These current resources are not designed to provide emphasis on basic information and teaching needed for instructional water-based relaxation exercise courses such as the Kikou program.

#### Purpose of the Study

The primary purpose of this study is to design a comprehensive course-training manual in Kikou water-based relaxation exercises. The manual should provide information, teaching and demonstrations necessary to help the Kikou trainee plan and conduct the Kikou program safely and effectively. The emphasis of the manual content is on the adult population between the ages of 55 to 100 years of age. The intent is to train new and less experienced individuals wishing to work with older adults in aquatic environments as instructor shihans for the purpose of conducting the Kikou water-based program. The Kikou course training manual addresses the following: course organization and administration, safety and pool practices, demonstration techniques, practice session guidelines, relaxation technique background and exercise modification for adults with health-related problems. Also included are nine lessons illustrating 50 body-specific exercise photographs with step-by-step instructions as well poolside instructional cue cards for lamination. The Kikou program should cover knowledge and skills in a logical progression for Kikou exercise skill and technique development.

### Limitations

- 1). The instructor trainees' previous aquatic and or relaxation exercise experience or lack of experience can not be controlled.
- 2). The exercise photographs included will be one-dimensional and taken from one perspective. Therefore, the exercise illustrations might skew the instructor trainees' visual perception.
- 3). The target group will be new and less experienced aquatic teachers, individuals specializing in older adult aquatic programs as well individuals from a broad range of backgrounds.
- 4). Additional, alternative water-based relaxation techniques employing exercises, stretches and massage are also addressed in chapter six of the manual. This material in no way presents all the techniques, therapies or theories associated with warm water relaxation techniques. The information provided in the manual gives a very limited overview.

## Definition of Terms

**Alternative Aquatic Programming:** Alternative aquatic programming consists of specialized aquatic classes including: Water Tai Chi, Ai Chi, Watsu, Jahara, Water Dance, arthritis classes, kickboxing, Taekwondo and sport specific (Brodsky, 2001).

**Ai Chi:** Ai Chi is a simple water exercise and relaxation program performed using a combination of deep breathing and slow, broad movements of arms, legs and torso in continual, progression patterns (Sova, 1999).

**Aqua Yoga:** A Hindu discipline aimed at training the consciousness for tranquillity. Aqua Yoga is a combination of the principles of water fitness and the slow, stretching exercises of yoga. The exercises adapt classic yoga postures for practice in the soothing medium of water. (Freedman, 2001)

**Aquatic BodyWork:** Aquatic BodyWork is a series of water-based relaxation techniques which include the styles, forms and dimensions of Water Dance, Healing Dance, Watsu, and Jahara (Meyer, 2000).

**Aquatic Passive Exercise Therapy:** Aquatic passive exercise therapy uses the basic properties of water, buoyancy and resistance. These properties are combined with warm water and then used in a rehabilitative program to decrease the effects of injury or disease (Koury, 1996).

**Bodymind Relaxation Technique:** Bodymind is a term used in relaxation techniques and therapy. It is an integration of the body and the mind allowing the body to do the work while the mind concentrates. When bodymind technique works together the individual becomes more focused in the activity (Sova and Kono, 1996).

**Chi Kung Form:** Chi Kung is a 3,000 thousand year old Chinese healing exercise. It is practiced slowly and calmly to increase energy. The exercise releases tension and relieves aches and pains. These exercises can be modified for the disabled and ill (Lam Kam Cheun, 1999).

**Diaphragmatic Breathing:** Diaphragmatic breathing involves breathing from the diaphragm while breathing in through the nose, expanding the chest and exhaling slowly through the mouth. Deep breathing exercises promote and increase relaxation (Sova, 1999).

**Kikou:** A form of active aquatic relaxation exercises modeled after the principles of Water Tai Chi, Ai Chi, Aquatic Yoga, Tai Chi Ball and Chi Kung. Kikou utilizes diaphragmatic breathing exercises, and slow flowing body movements with instructor-led visual and oral cues.

**Older Adult:** An older adult is defined in Western societies in terms of chronological age. The term "older adult" is used interchangeably with "aged", "old person", older

American", "elderly", "senior citizen", "golden-ager", and "senescent". An older adult is an individual who is 55 years of age or older (Birren, 1999)

**Relaxation Exercise:** Relaxation exercises are land-based and or water-based exercises performed using diaphragmatic breathing techniques such as slow, flowing body movements and progression patterns with instructor-led visual cues (Hoffman, 1999).

**Tai Chi Ball:** Tai Chi ball is a relaxation exercise that combines the principles of water fitness, relaxation techniques, deep breathing and graceful, flowing movements while holding a four inch diameter foam ball (Shifu Jiang Jian-Ye, 1999).

**Water-Based Exercise:** Water-based exercises are performed in water. Students performing these exercises have less stress on their joints and have the potential to improve both physical and psychological wellbeing (Midtlyng and Nelson, 1988-1992).

**Water Tai Chi:** Water Tai Chi is a combination of the principles of water fitness, relaxation techniques, deep breathing and the graceful, flowing movements of Tai Chi Chuan (Argo, 1998).



## CHAPTER 2

### Review of Related Literature

#### Introduction

This review examines the literature relating to the older adult population in aquatic programs. The review addresses the importance of aquatic involvement for maintenance of good health and prevention of debilitating health conditions in older adults. A base of support for the proposed relaxation technique course training manual for aquatic health and fitness instructors is provided.

The literature review is divided into four general categories. The first section explores the growing participation of the older adult population in aquatic exercise. The second section covers experimental designs examining the effects of participation in older adults' aquatic exercise programs on their mood states. The third section addresses alternative aquatic programming, water-based relaxation exercises and techniques, aquatic bodywork and warm water massage techniques. These techniques are used as tools for improving the enhancement of an individual's focus of the mind and concentration on the body to help promote relaxation benefits. The fourth section examines effects of passive aquatic exercise therapy to promote mental and physical relaxation and rehabilitation.

#### Aquatic Exercise Programs for Older Adults

In this section, the demands and pursuits for leisure, health and fitness aquatic programs for older adults are examined. Tanner's (1999) study revealed that older adults across the United States are shifting to swimming for benefits and rewards. Older adults are involved in aquatic exercise programs to improve and maintain health, stimulate

social interaction, minimize effects of old age and promote well being. Exercise and physical activity play a major role in the quality of life, and regular aquatic exercise can improve self-esteem and maintain physical function past the age of 65. Exercise also improves mobility and stimulates social interaction for those 85 years of age and older. Aquatic exercise can make the difference between independent living and assisted living. Recent observational studies recommended that older adults should spend at least two hours per day on bodily exercise. Research shows that 15 % to 20% of older adults swim or are active in aquatic programs.

Cruz's (2001) study indicated that aquacize is not stressful on the body of older adults. Water that is chest level supports about 50% to 75% of one's body weight. Therefore the appropriate water depth is much easier on joints and muscles. Despite gentle cushioning, water provides twelve times more resistance than air. Because water resists movement in all directions, older adults can strengthen opposing muscle groups. Water exercise benefits the entire body when done steadily. It increases aerobic endurance, improves flexibility and tones the body. Studies have shown that the water-based heart rate is 13% lower than the landbased minimum and maximum counts. Yet, participants involved in water exercises receive the same metabolic and cardiovascular benefits. Water creates an environment that is less stressful for the body and helps the body to rid itself of excess heat. Less heat in the body results in lower heart rate. Water lessens the effect of gravity on the body and it is easier for the blood to flow back to the heart. Cruz's study also highlighted the reaction of "dive reflex " in older adults when the face is submerged in water, a nerve in the nasal area is activated which helps lower heart rate and blood pressure.

Casteen (1994) revealed in his study that aquatic exercise programs are ideal for participants who desire stimulating workouts while feeling weightless. Aquatic exercise is usually performed in shallow water and provides participants with enjoyable physical conditioning programs designed to improve overall fitness. The buoyancy of water supports 70% to 80% of body mass when the body is submerged to the armpits. Movements can be performed quite easily and will firm and strengthen muscles and improve flexibility.

Simmons and Hansen's (1996) study indicated the effectiveness of water exercise on postural mobility and balance enhancement in the well elderly. Research revealed that functional, everyday life activities increased in participants almost every week. The data showed that postural capabilities in elderly persons were enhanced by the production of movement that was facilitated by water, a risk free environment that supports the participant in weightlessness and buoyancy.

White (1992) reported that water exercise promotes fitness and wellness levels through exercise itself. It allows older adults to exercise safely and free from some pain. It allows social interaction through exercise skills, promotes self-esteem, increases mobility, and encourages older adults to develop a commitment to exercise.

Clark (1994) suggested from his research that good instructors should possess specific qualities when working with this population. Instructors must reflect a caring attitude, common sense, good judgment, respect for older adults, awareness, sensitivity, open-mindedness about aging and a sense of humor. Researchers maintain that no amount of research data can motivate senior adults to participate in water-based exercise programs as much as a caring instructor who provides a supportive atmosphere. Cole

(1993) reported on the importance of standards for instructors as well as the kinds of training and skills water exercise instructors should hold. Experts questioned whether teachers without aquatic skills could take land-based aerobic exercises and adequately transfer them to water. Most experts agree that, although water-based exercises for older adults are usually in shallow water, a lifeguard should be on duty. Without certification, qualifications or training, however, misinformation, improper mechanics, and unsafe instruction can occur in senior adult water-based courses.

#### Effects of Aquatic Exercise on Older Adults' Mood States

In reported studies on the effects of aquatic exercise on the older adult population engaged in aquatic programs, variables related to older adults' mood states were either described or observed. This section is devoted to reviewing literature on this topic.

Harris (1998) investigated the relationship between health-related attitudes and health behavioral changes in the older adult population. The researchers found that those participants who believed a healthy lifestyle was important were more likely to follow through with corresponding behaviors.

Whitten's (1999) study revealed that good health in aging depends on one's attitude and self-motivated drive as well as the philosophical state of well being and selection of opportunities for exercise and fitness. Those who self-promote good health find support through exercise, which helps them achieve and maintain a personally satisfying quality of life.

Old age often begins when a person requires special health care because of frailty or chronic disease or when health creates a major limitation on the activities of everyday life (Harris, 1998). Thera-Band (2000) reported that the 1990 United States census

indicated that approximately 13% of our population is 65 years of age or older. By the year 2000, there will be 35 million senior adults in the United States, half of whom will be 75 years of age or older.

Weiss (1989) suggested that old age is a time characterized by loss. Isolation and diminishing physical capabilities contribute significantly to feelings of helplessness, lack of control, low self-esteem and increased stress. In fact, reactive depression may be the most common illness.

Berger and Owen's (1992) descriptive results of their study revealed that both males and females showed decreases in tension, fatigue and anger after yoga, aqua yoga, and swimming. The authors concluded that aerobic exercise might not be necessary to facilitate mood alterations. A multivariate analysis of variance indicated that yoga participants, aqua yoga participants, and swimmers reported decreased scores on confusion, depression, and tension than did the control students. Students with greater mood changes attended class more regularly than those who reported fewer psychological benefits. Maximizing the immediate psychological benefits of exercise might be the way to encourage older adults to be physically active.

Clark (1994) suggested that improved functional, everyday activities were associated with participation in water exercises and therapy programs. Aquatic programs are ideal for older adults who have difficulty exercising on land, particularly those with health-related problems. Clark reported that these programs offer older adult participants stimulating exercises while feeling weightless and, most importantly they promote stress-release, well being and increased self-esteem within an environment of closed social

interaction. The publication concluded that aquatic opportunities for exercise will not necessarily prolong life, but they may aid in increasing years of feeling good.

Heynemen and Premo (1994) conducted a comparative study using a "water walker's" exercise program for the elderly. A flotation device was attached around the waist of participants allowing total immersion in the water up to the shoulders. Thus, participants would stay buoyant and have full range of motion with no joint strain while receiving maximum benefits and soothing, salubrious effects from the warm water. Assessments of life satisfaction and self-confidence were measured using the Profile of Mood States Self-Report Instrument. The data revealed benefits in both physiological and psychological aspects of the aquatic program for participants for whom traditional exercise programs were inaccessible. The research demonstrated that conditioning, pain management, and social interaction effectiveness of physical activity was achieved through this type of aquatic program for the older adult population.

Kuhn 's (1995) study has demonstrated that the benefits of active lifestyles do not diminish at age 65. In fact, the physical and psychological aspects of aging make participation in aquatic exercise programs beneficial both as a physical challenge and as a social outlet for the elderly. Also provided are psychological advantages for well being, decreased incidence of stress and depression.

#### Alternative Aquatic Programming

The third section will examine aquatic relaxation programs for enhancement of bodymind focus. It will identify and support the emotional and psychological levels of increased vitality, energy and improved focus in older adults. Relaxation, stress management, sense of well being, and pain management are also addressed.

Brodsky's (2001) findings revealed that there are numerous avenues in which aquatic instructors can utilize the pool. The author suggested a partial list of current specialized aquatic programs. Water Tai Chi, Ai Chi, Watsu, Water Dance, Taekwondo, kickboxing, arthritis classes and sport specific. However, the author also examined the need for necessary certification, qualification, minimal knowledge and education for instructors to assume quality and safety in the pool. The author revealed that fitness organization certifications can be helpful, but they may not include the necessary alternative aquatic programming information necessary to conduct the class.

Sova and Kono's (1996) study revealed aquatic relaxation techniques of Ai Chi water exercise, which consist of a "mind/body" fitness approach. It embraces the belief that physical and emotional change comes when individuals engage in movement. The content movement exercises are coupled with relaxation techniques. Relaxation technique skills reduce blood pressure and workload on the heart. Relaxation in older adults conserves energy and the calming effect on the nervous system increases the ability to handle stress.

The objectives of Ai Chi aquatic workouts are to offer individuals slow contemplative movement exercises beneficial for stress sufferers. Ai Chi helps to lower blood pressure, increase oxygen consumption, induce a feeling of calm and provide a state of relaxed awareness. Results following Ai Chi aquatic exercise programs demonstrated that Ai Chi can work for everyone, but the same style, variation, or movement will not be practiced the same way by everyone. Results of the study indicated that special populations, including older adults in particular, can benefit from Ai Chi aquatic exercises. Sova. (1999).

Argo's (1999) findings revealed that the slow movements of water Tai Chi allows the older adult to develop a graceful and powerful use of the whole body while improving relaxation, decreased stress, strength, flexibility and balance. Water Tai Chi serves as a self-based activity for development and maintenance. Water Tai Chi is performed upright in chest depth water. On a psychological level, reported benefits include increased vitality, energy, improved focus, relaxation and sense of well being. The mindbody concepts combined with the gentle qualities of the water exercises attract people looking for alternative ways to de-stress and bring balance into their lives. Older adults benefit from water Tai Chi's emphasis on balance and posture.

Lobuono and Pinkwish (1999) suggested that although the benefits of moderate and intense physical activity on blood pressure are well-known, no studies have examined the effects of light exercise or so called, alternative water-based relaxation exercises, such as water Tai Chi, Ai Chi, and Chi Kung on blood pressure. They noted that elevated blood pressure is common among the elderly and that many of them do not think of themselves as exercisers. John Hopkins University investigators, Lobuono and Pinkwish, compared the effects on blood pressure during a twelve week moderate-intensity, aerobic exercise program and a light-intensity, exercise program such as Water Tai Chi. Aerobic capacity improved among the subjects and declines in systolic and diastolic blood pressures were indicated. The results confirm that a light intensity exercise such as Water Tai Chi could be recommended to older adults as a means of reducing blood pressure.

Christ (1999) indicated in her study that combined with the feeling of weightlessness, warmth and the support of the water, Watsu induces a deep state of



relaxation of mind and body. During the Watsu relaxation techniques, physical and mental tension, fear, muscle spasms, and joint restrictions dissolve. Clients find they have more flexibility and awareness. Energy utilizing movements are 25% more efficient and effectively in water than on land. Less lactic acid is produced and the body grows stronger without tension. Watsu treatments are recommended for the following conditions: chronic pain, arthritis, neuromuscular disorders, chronic headaches, chronic fatigue, hyperactivity, autism, sleep disorders, anxiety disorders, Cerebral Palsy, Multiple Sclerosis, Fibromyalgia, abuse issues, depression, addictions, and Parkinson's disease.

Gallagher (2000) reported that there are new trends in aquatic therapy. One of the newer trends is Ai Chi, synonymous with water Tai Chi and Chi Kung. Perhaps one of the reasons Ai Chi is becoming more popular has to do with the body of research on land-based Tai Chi.

Twynham (2001) examined Taekwondo application and its effects for aquatic fitness. Aquatic Taekwondo can be utilized by older adults, athletes, children or multi level classes. The water provides participants with a low to non-impact program option for safely integrating a routine of punching, kicking and partner moves, as well as, a mindbody relaxation technique. The Taekwondo aquatic workout program can be added to an existing aquatic program or utilized as a specialty workout program. Individuals who typically would not be able to participant because of pain and discomfort may be able to perform Taekwondo in the water. The study reveals that the physical and mental benefits of aquatic Taekwondo were decreased stress on joints, increased muscular strength and endurance, improved flexibility, range of motion, increased relaxation, stress management opportunities, increased self-esteem and increased social interaction.

Elliot (2000) showed that aquatic relaxation and stress management benefits can be achieved through an aquatic massage technique called Watsu (Water plus Shiatsu equals Watsu). Watsu for the elderly and special populations has been adopted and practiced worldwide. Each Watsu session includes not only massage, but also moving and stretching to create a bodywork modality generating both specific therapeutic results and healing. Meyer (2001) suggested that today's teachers and practitioners of Watsu, certified by the Worldwide Aquatic Bodywork Association, can be found both in this country and Europe, Latin America and Japan. Harold Dull created Watsu in 1980. He found that in aquatic massage, the receiver's body would glide easily into many relaxing positions impossible on land. Floating horizontally, supported by the therapist's arms and water, the spine was free from gravity. The purpose is to make the client feel relaxed but present, nurtured and connected, mindbody connected. Clients reported that they developed better sleep patterns, less tension and reduction of pain after Watsu sessions.

Meyer's (2001) study examined Watsu, an in-water BodyWork, massage, and relaxation method for infants to elders. The Watsu method combines Shiatsu BodyWork with warm water flow, and with this technique the practitioner provides holding, floating and stretching of the client. Participants enroll in Watsu sessions to deal with physical, mental and emotional problems or to help themselves recover from injury, surgery, illness or disease. Watsu is given as hydrotherapy treatments for a wide range of conditions including, neurological involvement, sleep disorders, to foster bonding for parent and infant, and conditions involving hypertension. Participants showed results after one-month participation with Watsu bodywork treatments. Several of the results

included greater mobility, decreased pain, increased relaxation, better sleep habits, improved flexibility and increased tone.

Aquatic BodyWork has been around since the 1980s and has been spreading rapidly throughout the United States. These water-based techniques are practiced in warm water, such as therapy pools, mineral springs and spas. Additionally, each technique is holistic in nature. For example the technique of Healing Dance evokes the essence of water in it's fluidity and movement for individuals. Healing Dance was created by Alexander Georgeokopoulos, a former ballet dancer and teacher, who began studying Watsu in 1990 under Harold Dull, the founder of Watsu.

It is clear from the literature reviews that a greater number of older adults are pursuing aquatic programs today. The literature indicates that the primary purposes of older adult involvement in water-based activities is to develop and maintain health, flexibility, balance, relaxation, stress release, pain management, well-being and social interaction.

#### Effects of Passive Aquatic Exercise Therapy

Ciruillo (1992) suggested that the past decade has seen a tremendous growth in passive aquatic exercise therapy for clients with chronic pain and injury in the older adult population. An entire industry has sprouted around this form of water-based therapy and exercise, with new pools designed with extra safety features, exercise equipment and machines that can be safely used in the water. In a recent study of aqua therapy, the techniques and effects were examined on both function and pain in chronic-pain older adult patients. The patients' functional abilities increased substantially, and they

improved in strength and flexibility. Aqua therapy exercises also helped with weight reduction and patients reported an improved sense of well being.

Mellveen and Robertson's (1992) study suggested that physical therapists are finding that a variety of exercises designed for deck work can be performed in water as well. Passive aquatic exercise therapy may be particularly suited for back-related rehabilitation of the elderly, according to some physical therapists. The buoyancy of water reduces gravitational loading on the spine, causing less pressure on injured muscles, discs, ligaments, and nerves. With controlled pain management in older adults with back-related health problems, aquatic exercise therapists are seeing increased changes in participants' mood states.

Munson's (1994) study indicated that postmenopausal women who engaged in water exercise at least 45 minutes each week showed an increase in spinal bone density while non-swimmers showed an average of 2% decline in bone density over the same period. Water exercise lets participants reap the benefits of resistance training while they are receiving an "easy-on-your-joints lift" from the water itself. Subjects participating in regular water exercise programs reported feelings of increased well being and decreased stress and depression.

Myer's (1994) observational study cited that the safety and efficacy of water-based aerobic exercise programs for people with arthritis showed improvement in pain, grip strength, morning stiffness, tender joints, and mood changes. Participants also reported improvements in sleeping habits, improved relaxation, performing activities of daily living and feeling better about themselves. Water exercises had psychological,

social, and physical benefits according to older adults with varying levels of disability and pain.

Selby-Silverstein, Prickett, Dougherty, Greer and Beal's 1999 study was to determine if a four week (2 sessions per week) group passive aquatic exercise therapy program would affect the gait of frail elderly people. The subjects participated in a land-based walking maintenance program and an individualized group aquatic therapy program. The instrument used for the study was a GAITRITE® system that calculated temporal spatial parameters of gait. The conclusions showed that aquatic therapy improved temporal and spatial gait parameters in this sample of frail elderly people.

Whitten's (1999) research while, not targeted specifically for older adults did find that swimming can increase bone mass in older women as much as weight bearing exercise. The author recommended that women of all ages should swim at least 30 minutes a day, three days a week for their health.

Fox's (2000) study revealed that regular aerobic and aquatic exercise can lower intraocular pressure. This pressure is the most significant risk factor to glaucoma. Not all kinds of exercise are safe for persons at risk for glaucoma, but swimming is a good sport for anyone who is at risk for this common cause of blindness.

Fox's (2000) study investigated swimming as the perfect exercise for building strong bones. Resistance from the water as swimmers pull themselves through it also puts stress on the bones, which is what helps to build and maintain them. The relationship of bone density to exercise habits among 1,300 women over age 50 was studied and researchers pointed out that swimming can increase bone mass. The result also revealed

that swimming benefits cardiovascular fitness and maintains balance, which prevents falls and broken bones.

## Chapter 3

### Process of Manual Preparation

#### *Background*

Relaxation exercises entered the author's life 25 years ago in the forms of land-based Tai Chi and Chi Kung techniques. Three years ago, the author became acquainted with Ai Chi, Flowing Aquatic Energy, a water-based relaxation exercise manual by Jun Konno and Ruth Sova. The author was also introduced to Watsu, an alternative aquatic BodyWork massage technique, as a guest of the Grove Park Inn Health Spa, in Asheville, North Carolina. After careful examination of the familiar land-based relaxation forms and the recent introduction to the water-based relaxation forms, the author realized that with modifications and integration of the two forms the exercises could serve as supplemental activities in college aquatic classes. Such a combination of the techniques, with lower intensity exercises and modifications, can also serve as an ideal class for older adults who could achieve a significant level of exercise with relaxation benefits in the supportive medium of water.

Water Tai Chi, Ai Chi and Aquatic Yoga, water-based forms and Tai Chi Ball and Chi Kung, land-based forms, were selected for this study because the foundation with the five techniques focus on breathing exercises, body movements and relaxation concepts. The relaxation exercises focus on diaphragmatic breathing, visualization, body alignment, and slow rhythmic movements. After two years of integration, refinement and course modifications from the five relaxation exercise forms the author developed Kikou, a program of fifty low intensity, body-specific, relaxation exercises designed exclusively for an aquatic environment specific to the older adult. The program's name was chosen

for the Japanese word, “Kikou”, meaning slow diaphragmatic breathing exercise. The author discerned that Kikou would be an excellent "stand alone" water based course. However, the current situation of limited teaching, training and demonstration information regarding the Kikou exercise program indicates the need for an up-to-date instructional course training manual. The manual would serve to train individuals from a broad range of backgrounds, to instruct and help educate people over the age of 55 to perform Kikou exercises for their health, fitness and wellbeing.

#### *Program Participant Definitions*

The Kikou course participants will be clarified by first providing a list of definitions regarding those who will benefit from this manual.

*Instructor shihan.* The course instructor teaching the Kikou exercise program. The instructor must hold a Kikou program-training certificate and have completed a three week series (three, one hour classes) of assisted teaching with another Kikou program instructor.

*Kikou trainee.* An individual enrolled in a Kikou exercise training program, who wishes to receive Kikou instructional training from the Kikou course manual and Kikou program instructor shihan.

*Student.* An individual participating in a Kikou water-based exercise class, who wishes to learn and apply Kikou relaxation exercises for personal use.

*Kikou Technique* Kikou is typically provided in a hands-off manner. The instructor shihan stands on the pool deck to allow visual imaging of exercise patterns by the student. The student stands in chest deep water and is orally and visually instructed by the instructor shihan to perform slow, rhythmic combinations of movements with deep



breathing. The experience of going through these exercises as a student will prepare the Kikou trainee to better teach the technique to his or her aquatic students.

#### *Preparation Study Participants*

From 1998 - 2000, the author spent two years developing the Kikou water-based program in this instruction manual by demonstrating and teaching kikou exercises to various groups. In the initial stages, the author began developing the techniques with young people at Camp Monterey Girls Camp, Monterey Tennessee, Tennessee Technological University (TTU), and Middle Tennessee State University (MTSU). In the process of working with healthy young people, the author saw the possibilities of utilizing Kikou with physically challenged populations, so she introduced the approach with adaptive activity classes at TTU and MTSU. She also used Kikou with campers at Camp Discovery, Gainsboro, Tennessee, a camp for physically challenged people of all ages. Success with the physically challenged revealed possibilities of the Kikou exercise program for the elderly.

As the review of literature shows, the elderly can benefit greatly from aquatic activities designed specifically for them. Unfortunately, the research reveals limited water-based relaxation exercise programs which meet their needs. Thus the author applied Kikou with elderly participants in the Elderhostel International Program at Standing Stone State Park, Livingston, Tennessee, Adams Place Retirement Community in Murfreesboro, Tennessee and Easter Seals Turner Center, Nashville Tennessee.

During the two-year preparation study participants were issued oral and written consent forms requesting permission to print all photographs taken of them while participating in Kikou relaxation exercise classes and private exercise sessions (See

Appendix B, Letters of Release). Participants were also asked to provide statements of their perceived feelings and benefits derived from the Kikou relaxation exercise program in which they were subjects (See Appendix C. Statements from Participation Study participants).

### *Manual Course Description*

The manual is a resource and is designed specifically to train future instructors specializing in the Kikou water-based relaxation exercise program. The course content and exercise activities will prepare Kikou trainees to teach older adult populations in need of effective, low intensity relaxation exercises that do not place excessive strain on extremities and joints. The manual provides new and less experienced aquatic teachers specializing in older adult aquatic programs as well as individuals from a broad range of backgrounds with selection of body-specific relaxation exercises from which to choose. Every attempt has been made to give clear, simple directions, instructions and demonstration techniques for each Kikou relaxation water-based exercise provided in the training manual. The manual is a resource for Kikou trainees to train, learn techniques, and demonstrate skill summaries when teaching the Kikou program. The training manual comprises eight chapters including nine lessons in chapter VIII, listing 50 exercise photographs with step-by-step instructions as well as poolside cue cards for lamination in lesson nine. The manual addresses the following:

#### Chapter I: Introduction

The manual is intended as a resource to train individuals from diverse backgrounds on the techniques and methods to teach Kikou relaxation exercise programs. Chapter one discusses course administration and organization

requirements, material packet prototype, student health and fitness forms, training procedures, planning and course schedule. The course is designed to be taught in a minimum of 30 hours.

## Chapter II : Program Safety

Chapter II addresses class safety, pool safety and the importance of safety, facility safety, risk management policies, orientation, education of class students and students screening.

## Chapter III: Pool Criteria

Chapter III identifies pool facilities and use of pool flotation equipment utilized in Kikou exercise programs. Considerations also include pool size, depth, water temperatures and appropriate swimwear.

## Chapter IV: How to Conduct Practice Sessions

Chapter IV familiarizes Kikou trainees with classroom and pool practice sessions, introduction to exercises, demonstrations, focus on objectives and instructor feedback.

## Chapter V: Course Completion Requirements and Assessments

Chapter V includes Kikou trainee criteria for course assessments, requirements, presentations, demonstrations, teaching skill checklist, evaluations and certificates.

## Chapter VI: Introduction to Relaxation Exercise Techniques

Chapter VI examines the principles behind relaxation exercise, concepts, techniques, and BodyMind relationship concepts. The following relaxation techniques are discussed; Water Tai Chi, Ai Chi, Aquatic Yoga, Tai Chi Ball and

Chi Kung. Additional alternative aquatic BodyWork relaxation techniques are discussed.

#### Chapter VII: The Fundamentals of Kikou Relaxation Exercise Technique

Chapter VII concentrates on teaching application, teaching tips, instructional cueing, visualization, recommended music selection and demonstration techniques. Also, discussed are modifications for Kikou relaxation exercises for older adults with health-related problems.

#### Chapter VIII: Introduction to Lessons

The training manual is designed to facilitate the learning and understanding of the material presented in the lessons for the Kikou trainee.

#### Lesson One: Stance and Diaphragmatic Breathing Techniques

##### Part One - Stance technique

Part one focuses on proper body positioning.

##### Part Two - Diaphragmatic Breathing

Part two focuses on relaxation, breathing patterns and technique.

#### Lesson Two - Warm-up Movements

Lesson two employs warm-up exercises to help promote student relaxation and warming of body, joints and muscles.

#### Lesson Three - Upper Body Movements

Lesson three focuses on upper body positioning, including exercise work on the arms, shoulders, chest back, and waist.

#### Lesson Four - Torso - Stability Movements

Lesson four focuses on trunk mechanics and stabilization to achieve proper body alignment with breathing and relaxation.

#### Lesson Five - Lower Body Movements

Lesson five includes exercise movements of the hips, back, legs, knees and ankles and focuses on relaxation, flexibility, stretching and range of motion.

#### Lesson Six - Full Body Coordinated Movements

Lesson six focuses on coordinating posture, breathing, upper body, torso and lower body movements. This lesson also includes flexibility stretching and range of motion exercises.

#### Lesson Seven - Cool-Down - "Quiet Stance"

Lesson seven employs cool-down exercises that provide an opportunity to perform gentle flexibility exercises and "quiet stance". Quiet stances are held from one to five minutes for relaxation benefits.

#### Lesson Eight - Assisted-Partner Stretching Exercises

Additional Jahara relaxation technique exercises

Lesson eight includes partner stretches that help students achieve a greater range of motion, extended stretching and a wider range of flexibility. Partner stretching promotes social interaction, as does Jahara relaxation technique.

## Lesson Nine - Recommended Six-Week Exercise Progression Plan

Lesson nine outlines a weekly exercise plan. The exercises include breathing technique, stance, warm-up, upper body, torso, lower body and coordinated movements. The progressions are designed for the average healthy adult, but can be modified for those with health-related problems.

Also included in lesson nine are instructional cue cards for poolside use.

### Appendices

- A. Teaching Manual
- B. Letters of Approval
- C. Letters of Release of Photographs
- D. Statements from Preparation Study Participants
- E. Course Registration Form
- F. Course Recommended Release Form
- G. Course Health and Fitness Form
- H. Physician's Permission Form
- I. Student Medic Alert Tag Form
- J. Aquatic Skill Assessment Form
- K. Recommended Questionnaire for Kikou Trainee Work with Older Adults
- L. Recommended Course Syllabus
- M. Recommended Music Selections
- N. Recommended Kikou Trainee Evaluation Form
- O. Recommended Instructor Evaluation Form
- P. Recommended Kikou Trainee Certificate

Q. Recommended Student Certificate

R. Sample Accident Report Form

S. Glossary

*Poolside Instructional Cue Cards* Provided in lesson nine are a random assortment of 34 illustrated exercises taken from each Kikou exercise category. The illustrated exercises may be detached from the training manual and laminated for instructional poolside use.

*Glossary* Glossary contains terms the Kikou trainee may encounter.

*Bibliography* The bibliography follows the glossary. All references and works used in preparation of this manual are cited.

## Appendix A

### A Teaching Manual for Instructor Training in an Alternative Water-Based Relaxation Exercise Program For Older Adults



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## Introduction

The purpose of the course manual is to train aquatic teachers and individuals from a broad range of backgrounds how to teach and conduct the Kikou relaxation exercise program. The course content and exercise activities will prepare Kikou trainees to teach older adults who are in need of effective, low intensity relaxation exercises that do not place excessive strain on extremities and joints.

### *The Kikou Program*

Kikou is a program of 50 body-specific, relaxation exercises designed exclusively for an aquatic environment, specific to the older adult population. The relaxation exercises focus on diaphragmatic breathing relaxation concepts, visualization, body alignment and slow rhythmic movements.

*Kikou Technique* Kikou is typically provided in a hands-off manner. The instructor shihan stands on the pool deck to demonstrate the exercise movement patterns. The student stands in chest deep water and is orally and visually instructed by the instructor shihan to perform slow, diaphragmatic breathing exercises with rhythmic combinations of movement patterns.

*Program Participant Definitions* The Kikou course participants will be clarified by first providing a list of definitions regarding those who will benefit from this manual.

*Instructor shihan.* The course instructor teaching the Kikou exercise program. The instructor shihan must hold Kikou program training certificate and have completed a three-week series (three, one hour classes) of assisted teaching with another Kikou program instructor.



*Kikou Trainee* An individual enrolled in a Kikou exercise training program, who wishes to receive Kikou instructional training from the Kikou course manual and Kikou program instructor shihan.

*Student* An individual participating in a Kikou water-based exercise class, who wishes to learn and apply Kikou relaxation exercises for personal use.

### *How to Use This Manual*

The manual is the basic resource for the Kikou water-based relaxation exercise instructor program. The manual has been designed to help the Kikou trainee understand the material it presents. This manual consists of eight chapters each of which include the following format.

*Objectives* Chapter I through chapter VIII include a list of objectives at the beginning of each chapter. Read these objectives carefully and refer to them from time to time as the chapter is read. The objectives describe what the Kikou trainee should know and be able to teach after reading the chapter and participating in class activities.

*Course Content Material* Chapter I through chapter VIII contains course content. The essentials of instruction are content and presentation. Content includes concepts, skills and knowledge of the subject matter which will enable the Kikou trainee to plan exercise sessions. Presentation refers to the manner in which the trainee will learn how to deliver the course material and interact with his or her class students.

*Skill Summaries* Chapter VIII is designed to facilitate learning and understanding of the Kikou relaxation exercises. Skill summaries called, "Lessons" provide the Kikou trainee with step-by-step directions for teaching and demonstrating specific exercise skills described in the nine lessons presented in Chapter VIII. Lessons one through lesson eight

contain clear, simple illustrated exercise photographs with complete instructions of Kikou exercises, positions and techniques. Lesson nine contains a six-week exercise progression chart with an additional random assortment of illustrated exercise cue cards.

*Appendices* In this manual the appendices contain all the necessary forms for conducting the Kikou program. The appendices include the following:

- A. Teaching Manual
- B. Letters of Approval
- C. Letters of Release of Photographs
- D. Statements from Preparation Study Participants
- E. Course Registration Form
- F. Course Recommended Release Form
- G. Course Health and Fitness Form
- H. Physician's Permission Form
- I. Student Medic Alert Tag Form
- J. Aquatic Skill Assessment Form
- K. Recommended Questionnaire for Kikou Trainee Work with Older Adults
- L. Recommended Course Syllabus
- M. Recommended Music Selections
- N. Recommended Kikou Trainee Evaluation Form
- O. Recommended Instructor Evaluation Form
- P. Recommended Kikou Trainee Certificate
- Q. Recommended Student Certificate
- R. Sample Accident Report Form

## S. Glossary

*Poolside Instructional Cue Cards* Provided in lesson nine are a random assortment of 34 illustrated exercises taken from each Kikou exercise category. The illustrated exercises may be detached from the training manual and laminated for instructional poolside use.

*Glossary* The glossary includes definitions of terms the Kikou trainee will encounter throughout the manual.

*Bibliography* The bibliography which follows the glossary is a list of all references and works used in preparation of this manual. Kikou trainees are encouraged to consult the sources in the bibliography.

### *Course Material Packet*

In addition to the Kikou trainee course, a supplemental course material packet will be issued to each new trainee. This packet is intended as a resource learning tool to facilitate the perception and implementation of instruction in the Kikou program. The packet includes the following:

*Kikou course training manual*

*Suggested course syllabus*

*Instructor trainee health and fitness forms*

*Relaxation music cassette tape*

*Supplementary handouts*

*Promotion Video* During the 30 hour course a ½ hour video will be made of each trainee performing Kikou relaxation exercises. On completion of the course Kikou trainees receive a copy of the video as well a Kikou course brochure. Both the video and the brochure may be used for promotional purposes.

## Chapter 1: Organization, Administration and Course Considerations

Approximate Session Length: 2 hours

Objectives: After completing chapter I the Kikou trainee should be able to:

1. Discuss course preparation, administrative procedures, health requirements, class students and course length.
2. Identify course-teaching facilities.
3. Apply suggestions and tips for preparing for his or her teaching role.

*Chart I* on the following page outlines the chapters in this manual. At the completion of the thirty-hour course the Kikou trainee will be familiar with course concepts, course format, techniques and knowledge of skill summaries. The material in these chapters will prepare and provide the new instructor shihan with appropriate selections of exercises, planning, implementing and executing the exercises, planning a six-week exercise progression, alternative aquatic relaxation techniques and instrumental poolside cue cards.

Chart I: Chapters in this Manual

Sessions		Approximate Time
Chapter I	Organization, administration and Course Considerations	2 hours
Chapter II	Program Safety	1 hour
Chapter III	Pool Criteria	1 hour
Chapter IV	How to Conduct Practice Sessions	2 hours
Chapter V	Course Completion and Final Assessment Requirements	2 hours
Chapter VI	Introduction to Relaxation and Exercises and Techniques	2 hours
Chapter VII	The Fundamentals of Kikou Relaxation Exercise Techniques	5 hours
Chapter VIII	Lessons	15 hours
	Total Time	30 hours

## Preparing for the Course

To begin the Kikou water-based exercise program an accessible pool is required. Preparation includes careful evaluation of the suitability, accessibility, availability and safety of facilities, especially when working with older adults. When possible, programs should be planned with the input of current and potential students. The instructor shihan should meet with facility personnel to discuss proposed programs as well as to work out a schedule of dates, times, potential students and cost. The instructor can improve the Kikou program by being thoroughly prepared. Careful preparation includes considering possible hazards and managing safety concerns for students before the course begins.

*Health Requirements* The instructor shihan has the responsibility to safeguard the health and safety of students enrolled in Kikou classes. An important responsibility is the protection of students from health risks. The following include potential health risks for older adult students.

1. **Limit the Risk:** Kikou exercises should be performed only when students are standing in chest deep water with legs and trunk submerged. This will help older adults maintain their balance.
2. **Limit the Risk:** Students should not perform any exercises that are particularly painful or that cause or increase joint pain. Exercises, which involve excessive stretching, should be modified.
3. **Limit the Risk:** Students who have undergone surgery should be made aware that certain exercises might be contraindicated. Exercises, which involve excessive bending, stretching and rotation, should be modified.

4. Limit the Risk: The instructor should include only exercises presented in the Kikou water-based relaxation course manual; exercises from other sources could cause injury or sudden illness.
5. Limit the Risk: Limit the risk of transmission of communicable diseases by not allowing infected students to participate in water-based exercise sessions.

*Health Safeguards* It is highly recommended that all personnel involved in teaching Kikou programs achieve certification in cardiopulmonary resuscitation, first aid and, if possible, basic lifeguarding. Students should be provided information about health requirements and safety regulations at the beginning of each course. A health and fitness history as well as assessment of the student is an important part of the instructor shihan's plan of care. The instructor should acquaint students on how to fill out the provided course forms (See Appendix G, Course Health and Fitness Form). Students should procure a letter of permission from their personal physician before participating in the Kikou exercise program (See Appendix H, Physician Permission Form). The instructor should encourage students to express any concerns before relaxation exercise classes if the students have any doubts about participating in the exercise routine. However, the instructor may wish to encourage students to try to make an effort in participating at a comfortable and safe level whenever possible during the exercise programs.

*Kikou Class Student* Potential class students may include the following: Senior citizens, special situation seniors, older adults with health-related problems, senior master swimmers, senior community-based and / or retirement home participants, aqua aerobic teachers for seniors and/or YMCA personnel. The students may represent a broad range of backgrounds and differ in levels of education and experiences. Students may be

swimmers and non-swimmers alike. There are no swimming level requirements for students however, an aquatic skill assessment is helpful in the placement of students in the pool (See Appendix J, Aquatic Skills Assessment Form). Students may be taking the Kikou course to achieve health, fitness benefits and / or personal satisfaction.

*Teacher-Student Ratio* It is highly recommended that there be a least one instructor shihan for every ten students in a class. Closer supervision is needed for older adults to keep the class safe and make the exercise session more effective for students. If the instructor 's class has adults with special needs or situations, he or she might want to make the class smaller or obtain additional assistance. Chapter VII of this manual explains health-related problems and ways to meet the needs of older adult students.

*Kikou Course Length* The length of each Kikou relaxation exercise program should be adjusted to the level of students in the instructor shihan's class. Allow enough time for lecture, demonstrations and pool practice for older adult students. (Suggested course length six - weeks with one-hour sessions per class).

#### *Course Teaching Facilities*

*Orientation to Pool and Facility Features* It is the instructor's responsibility to orient students to the pool facility for many older adults, this may be their first exposure to a pool program. The instructor should also explain the facility rules and regulations, if any. It is important to ask students to wear comfortable clothing and / or swimwear that will enable them to participate in pool sessions. Students need to be told to bring towels and warm clothing, especially if they are prone to becoming chilled. The following are important pool areas and facility features:



*Pool Areas.* This is a water-based program, conducted in an indoor heated pool. An outdoor pool may be utilized depending on whether the water and air temperatures meet minimum requirements, which are described in Chapter III.

*Deck area.* The deck area should be free of equipment, walking aids, teaching aids and pool furniture. A non-skid covering is recommended on the deck. Older adult students should be cautioned to move slowly in the deck area to keep from falling. The deck area is also used as a teaching space for instructor-led demonstrations during class time.

*Pool entry.* Older adult students should descend ladders or steps one step at a time using their weaker leg first.

*Pool exit.* Older adult students should climb out of the pool one step at a time using the stronger leg first.

*Accessibility.* Pools should provide easy accessibility. Pools that have stairs with ramps or railings make accessibility easier for older adults and adults with special needs.

*Pool size.* The pool should be of sufficient size to accommodate class students with at least a four-foot radius of space per student to facilitate student exercising.

*Pool depth.* The approximate pool depth should be suitable for students to perform functional exercises with shoulders immersed in warm water at shallow depths of three to four feet.

*Pool temperature.* Pool temperature requirements depend on the students involved in relaxation exercise programs. However, to facilitate relaxation and range-of-motion in the Kikou program the suggested temperature should be above 85 degrees Fahrenheit.

*Personnel.* It is required in most pools that there be at least one certified lifeguard, in addition to the instructor shihan in the pool area. The instructor should also be familiar with facility emergency procedures.

*Pool before and after - care.* Older adults should be advised to take lukewarm showers before and after each class. This will help remove chlorine, keep older adults from chilling and maintain body heat.

*Cautions* The instructor should caution older adults that vision can be distorted in the water during pool sessions. It may be difficult for older adults to judge distance of stairs and steps at the side of the pool. Water movement during exercise classes may also affect stability and balance. The instructor should encourage older adults to move slowly in and out of the pool as well as to sit in chairs at poolside, if necessary

#### *Facility Features*

*Dressing area.* The dressing area should be accessible from the pool and should have secured benches and \ or available chairs that do not slide. Secured pool furniture will help older adults' prevent falls.

*Showering area.* The shower area should have a non-skid surface with safety rails, hooks for hanging towels and clothes and a secured stool.

*Facility accessibility.* Aquatic facilities should be accessible both from the parking lot and through the building area.

*Parking and outdoor sites.* Paths, sidewalks and benches should be accessible from the parking area to the pool facility.

### *Classroom Area*

Lecture sessions covered in the Kikou class may require classroom space suitable for discussions. The classroom area should provide a safe, comfortable and appropriate learning environment. The room should be convenient to the pool, rest rooms and exits. Semi-circular and circular seating arrangements make students feel more at ease because they can see each other more clearly, and interact more effectively as, these arrangements help to promote socialization.

### *Teaching Suggestions*

These teaching suggestions will help the Kikou trainee to become familiar with techniques for enhancing teaching skills when conducting Kikou programs. These suggestions include the following:

1. The instructor should provide for the health and safety of all students.
2. The instructor should provide for a lifeguard to always be on duty during class time.
3. The instructor should create a non-threatening environment. This is especially important for non-swimmers.
4. The instructor should be aware of each student's abilities.
5. The instructor should be familiar with course materials and know how to use them effectively.
6. The instructor should be able to demonstrate the exercises and techniques to students.
7. The instructor should organize the class to enhance individual and group proficiency.

8. The instructor should make sure the equipment utilized in class is ready to use at poolside.
9. The instructor should make sure a procedure for registration has been established. (See Appendix E, Course Registration Form).
10. The instructor should set-up record keeping procedures, health forms, screenings and skill checklists before the course begins. (See Appendix F, Course Recommended Release Forms).
11. The instructor should focus on increasing student relaxation and energy levels.
12. The instructor should encourage self-management and responsibility.
13. The instructor should encourage students to move at a comfortable pace,
14. The instructor should allow for frequent rest periods.
15. The instructor should be prepared to answers student's questions.
16. The instructor should issue course participation certificates at the end of the course.

## Chapter II: Program Safety

Approximate Session Length- 1 hour

Objectives: After completing chapter II, the Kikou trainee should be able to:

1. Identify factors affecting injury prevention.
2. Discuss pool safety practices and define the new Kikou instructor's role in an emergency action plan.
3. Identify the facility's risk management responsibilities.

### Factors Affecting Injury Prevention

The instructor shihan has an important responsibility to make the teaching environment safe, thereby ensuring the safety of class students. Students expect a certain standard of care. In water-based programs especially, an unsafe environment, students may be afraid to participate or be at risk of injury. Some state health codes require certain standards for conducting water-based programs and instructors should be familiar with local health requirements. Also, effective injury prevention starts with the instructor's awareness of maintaining a safe environment. Safety awareness is necessary in order to correct or control unsafe conditions. Suggested safety concerns are as follows:

*Preparation* The instructor can improve program safety by being thoroughly prepared for environmental and health hazards and by managing safety concerns before the class begins.

*Class Student Screenings* Potential students in the Kikou program should be screened by the class instructor for medical history, fitness and aquatic assessment. These screenings are an important factor in injury prevention (See Appendix G, Course Health and Fitness

Form and Appendix J, Aquatic Skills Assessment Form). Students must also contract the primary physician who must give his or her permission for the student's enrollment in the Kikou class (See Appendix H, Physician's Permission Form). It is imperative to the safety and well being of each class student that the instructor provides students with the appropriate class forms. (See Appendix E, Course Registration Form, Appendix F, Course Recommended Release Form).

*Medic Alert Tag* The instructor may wish to provide medic alert tags to be worn by older adult students with health-related problems or special situations during class time (See Appendix I, Student Medic Alert Tag Form ).

*Instructor-Student Class Size* For all Kikou pool sessions there should be an appropriate instructor-student class size. Monitoring class size helps to reduce risks. Recommended class size, ten students.

*Rules and Regulations* Class students should know and follow the facility, pool and water-based program rules. The instructor should take the students on a tour of the facility and pool area at the beginning of each class.

*Monitoring Students* The instructor should carefully monitor older adult students for chilling in the pool and / or for any physical discomforts or complaints.

*Safety Equipment and Pool Teaching Aids* The instructor should know the location and types of safety equipment in the pool area. The instructor should always check teaching aids and flotation devices to ensure they are safe for student use.

*Pool Teaching Environment* The instructor should document and report any concerns or potential hazards in the pool area to the facility personnel.

*Lifeguards* A qualified lifeguard should be on duty for all Kikou classes.

### *Risk Management Responsibilities*

The facility where the instructor holds his or her classes should have its own risk management plan. It is the instructor's responsibility to become familiar with those parts of the risk management plan that are applicable. Risk management is a process of understanding and identifying those circumstances in which accidents are most likely to occur and taking appropriate steps to minimize their occurrence. Appropriate student care, instructor preparedness and knowledge of emergency procedures are essential components of good risk management. A suggested risk management plan could include the following:

1. *Identification of risks*- The instructor should be able to identify dangerous and unsafe conditions and reduce risks that can cause injuries.
2. *Selecting the methods that best address the risk* - The risk can be addressed by increasing the instructor's awareness of risks and hazards in the teaching area.
3. *Implementing procedures* - The staff of the facility are responsible for implementing the emergency plan. The instructor's responsibility is to immediately notify facility staff of any pending emergency.
4. *Pool design suitable for relaxation exercises* - Kikou water-based classes should be held in a pool with a depth of three to four feet deep.
5. *Proper pool maintenance* - Proper pool maintenance is the responsibility of the facility hosting the class.

6. *Safe changing areas* - Floors should be clean and not slippery. Shower seats and benches must be available and air temperatures made warmer for older adults.
7. *Education and orientation of class students* - Safety is based on communication. Signs should be posted covering actual and potential dangers. Students should be given specific information both written and oral about safety rules and regulations.

*Instructor's Role in an Emergency Action Plan* Part of each facility's risk management process is to develop an on site emergency action plan and implement the plan in all facility programs. The facility personnel have pre-determined the potential emergencies and or accidents that might occur in the facility's pool area. It is the lifeguard's duty to be the first to act if an emergency occurs during class. It is the instructor's duty to review the facility's emergency action plan with facility staff. A pre-planned approach to program safety can prepare all pool personnel and instructors for potential water emergencies and may help reduce the risk of accidents and / or injuries from taking place.

The following suggestions could be included in an emergency action plan:

1. *Accident-* An accident is a mishap or injury that can occur during an aquatic program.
2. *Identification of the situation* - The identification of the situation is when the accident or condition of an injured student is assessed by pool personnel.



3. *Emergency communication* - In an emergency communication the EMS should be called immediately by pool personnel if a student is unconscious, has a head injury, severe bleeding, suspected spinal injury or suspected sudden illness.
4. *Notification of administrative personnel* - Administrative personnel is notified if there is a serious injury, by pool personnel.
5. *Accident follow-up* - In accident follow-ups the pool personnel should assess pool areas for the safety of other class students.
6. *Investigation* - In an investigation a designated person interviews witnesses to the incident and then the statement is documented in writing.
7. *Records and reports* - Reports and records should always be the responsibility of the pool lifeguard in preparing an accident report.  
  
(See Appendix R, Sample Accident Form).

## Chapter III: Pool Criteria

Approximate Session Length 1-hour

Objectives: After completing chapter III, the Kikou trainee should be able to:

1. Describe appropriate pool size, depth and water temperatures.
2. Identify appropriate flotation devices and pool equipment used with Kikou cool-down exercises.
3. Discuss and identify appropriate swimwear and footwear for older adults.

### Pool Size, Depth and Water Temperatures

A pool is required for Kikou relaxation exercises, skill practice and practical exam. Kikou relaxation exercises and stress management techniques should be conducted in an indoor heated pool. The pool must have a deck to accommodate instructor-led demonstrations. Classes can be conducted in an outdoor pool when the water and air temperatures remain warm.

*Pool Size* The pool should be large enough to comfortably accommodate students. The pool should be a minimum of 30 feet wide for a class of ten students. A four-foot radius should be allowed each student. If the area is insufficient for students to exercise comfortably, the instructor conduct smaller classes or teach with an assistant.

*Depth* The shallow depth of the pool should be three to four feet deep making it suitable for students to stand comfortably with shoulders immersed below water level during exercise progressions. However, students may wish to squat slightly in shallow water in order to keep the shoulders below the surface of the water. The instructor should stress keeping the knees relaxed to minimize joint soreness or injury. A buoy rope or an

indication marker should separate the shallow area of the pool from the deeper areas of the pool.

*Water Temperatures* Warm water temperatures allow students to remain in the water longer without experiencing chilling and muscle tightness. The warmer temperatures will facilitate body and muscle relaxation and allow decreased joint pain and stiffness. Minimum water temperatures of 83 - 88° Fahrenheit is recommended; however warmer water ( 86 - 88° ) Fahrenheit creates a more relaxed environment for the students body and mind. In water below 83 degrees Fahrenheit instructor's should continually monitor students for chilling, shivering and paleness. In water over 88 ° Fahrenheit instructors should watch for signs of overheating, hyperventilation, flushed skin and drowsiness. Water above 90° Fahrenheit can be unsafe, especially for students with cardiovascular problems. Students who chill easily should be advised to wear suitable swimwear.

### *Buoyancy*

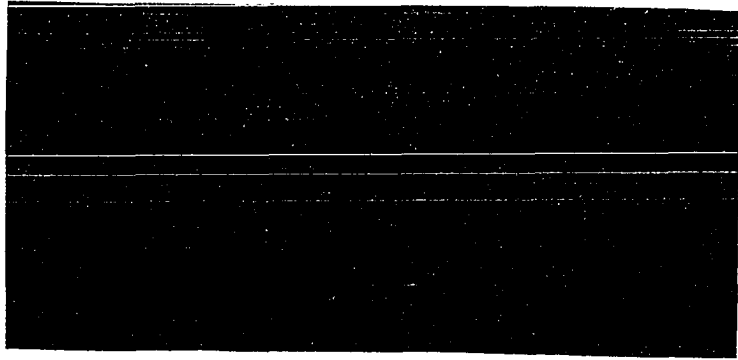
Buoyancy can help students in the pool however, it can also put them off balance. Because of buoyancy, students who have a slight body structure and/or have excessive body fat may have a difficult time maintaining balance in the pool. While students are performing exercises in the pool, the movement of the water can affect stability and balance. Students with balance problems should be placed in the shallow area of the pool close to the pool wall or provide a flotation device for support.

*Flotation Devices and Pool Equipment* The use of flotation equipment in Kikou water-based relaxation exercises can make it possible for older adults to achieve the optimum position for exercise. Flotation devices can be used to provide assistance, support and to enhance movement in water. Flotation devices can also give additional support to

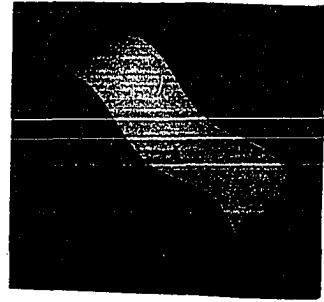
students with poor balance during standing relaxation exercises. Older adults who are unable to swim or who feel uneasy in the water may also wear flotation waist belts. In Jahara relaxation technique, "aqua noodles", flotation cuffs and waist belts are attached to the student's body to increase buoyancy. In Tai Chi Ball, "nerf balls" are added to increase range-of-motion, help maintain joint movement, especially in the hands and fingers of older adults, and provide additional flotation support (See fig. 3.1). Appropriate flotation devices and equipment should be chosen with consideration of student's special situations and limitations. The instructor should determine before each class session which type of assistance and or flotation support equipment is suitable for students and class exercises (See fig, 3.2).

*Buoyancy assistance devices.* Buoyancy assistance devices are floats that can be attached to a student's chest, neck, arms, waist, or legs. Students who may be non-swimmers or are uncomfortable in the water may wish to use equipment for flotation assistance and / or balance and support. The following includes seven types of assistance devices that could be employed in a Kikou exercise class:

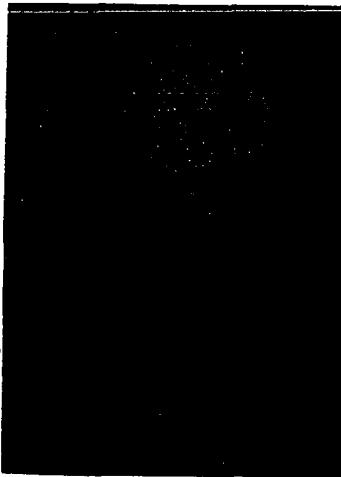
1. Extremity float
2. Swim vest
3. Flotation cuffs
4. Flotation collar
5. Leg floats
6. Flotation belts
7. Inflatable swim collars



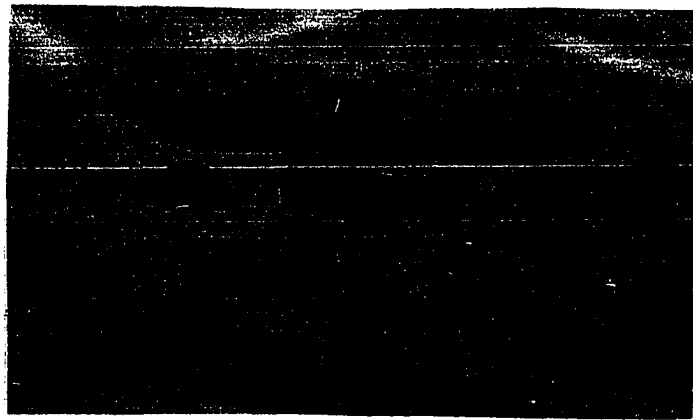
Aqua Noodles



Extremity Float



22 Inch Diameter Nerf Ball



Floatation Belt

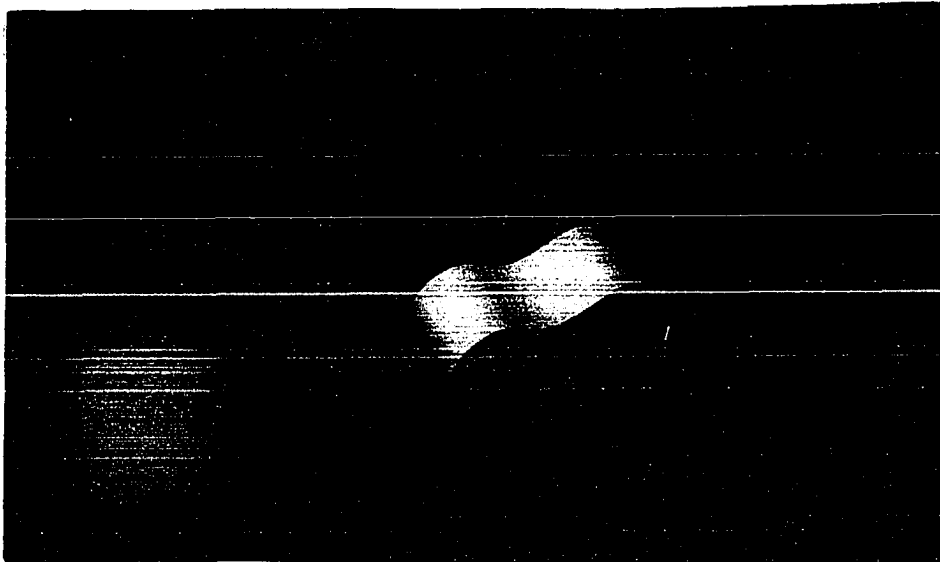


Figure 3.1 Equipment and Floatation Devices

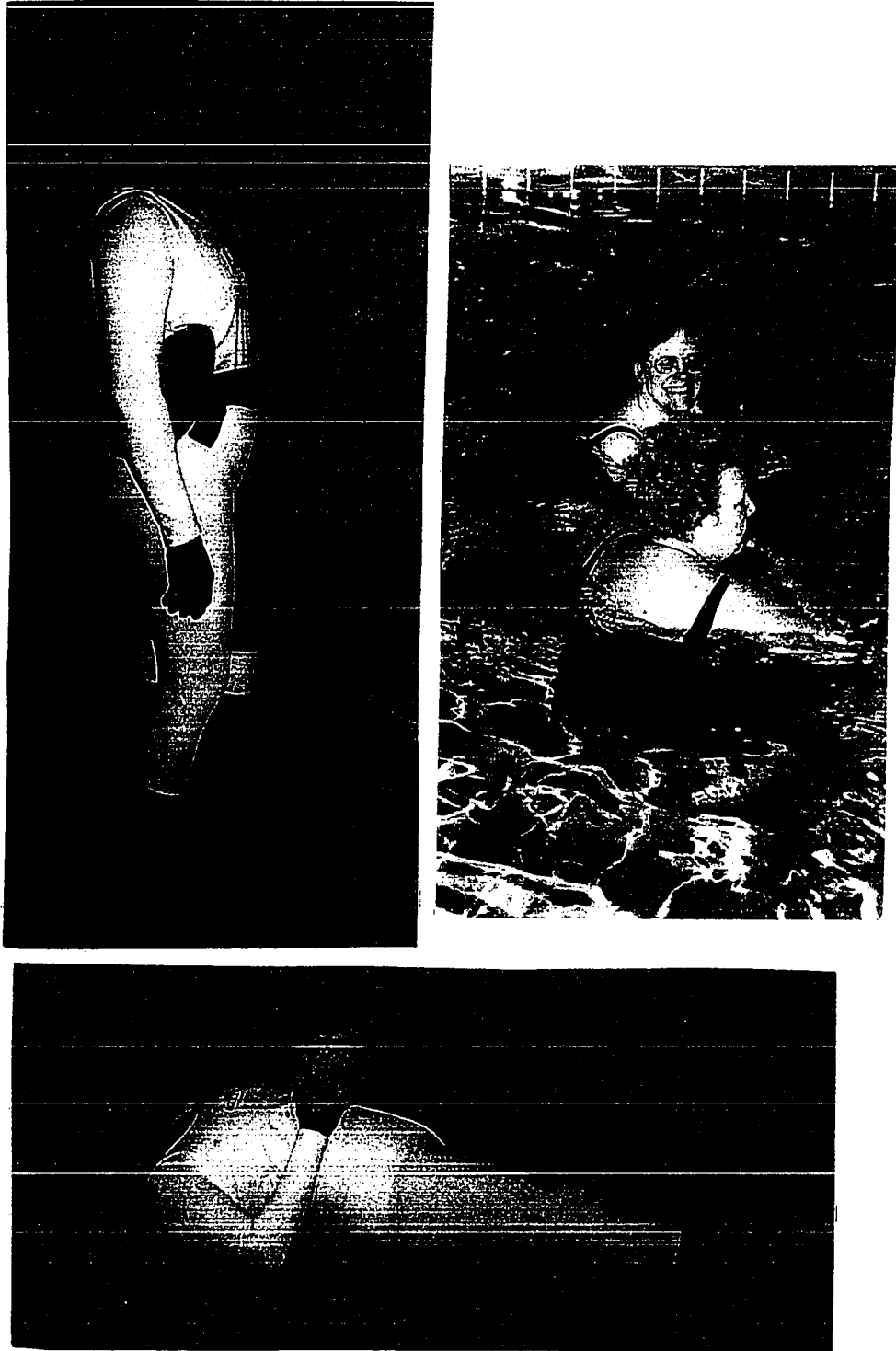


Figure 3.2 Cool Down Exercise With Flotation Devices

*Buoyancy support devices.* Buoyancy support devices are flotation devices that are not attached to the student's body. The student grips the flotation support with one or both hands for support and balance. The following includes four types of flotation support devices that could be employed in a Kikou exercise class:

1. Aqua noodles
2. Kick boards
3. Buoy bars
4. Foam dumbbells

#### *Choosing Appropriate Swimwear*

What should older adult students wear for Kikou relaxation exercises? Most pools have regulations regarding what may or may not be worn in the pool. Instructors should check with the facility staff before classes begin for appropriate pool wear. Safety, warmth and what the student feels is most comfortable wearing should also be an important consideration. For students to gain relaxation from the Kikou exercises it is important that they feel at ease in what they wear in the pool. Before class begins the instructor should encourage students never to wear wet clothing home.

*Swimwear* Swimwear may include: Typical conservative style bathing suits for older women (See fig, 3.3) and / or contemporary style bathing suits for older men (See fig, 3.4). For the older adult who prefers modesty and comfort, loose fitting shorts and a tee shirt may be sufficient attire or the shirt and shorts could be worn over the bathing suit. However, older adults who get chilled easily while exercising in the water may wish to add a layer of extra warmth by wearing fabrics which hold body heat, are flexible, and supportive. The following suggested aquatic and fitness wear includes:



Figure 3.3 Conservative Swimwear for Women “Aqua Dames”  
Aquatic Exercise Group, New Orleans, Louisiana

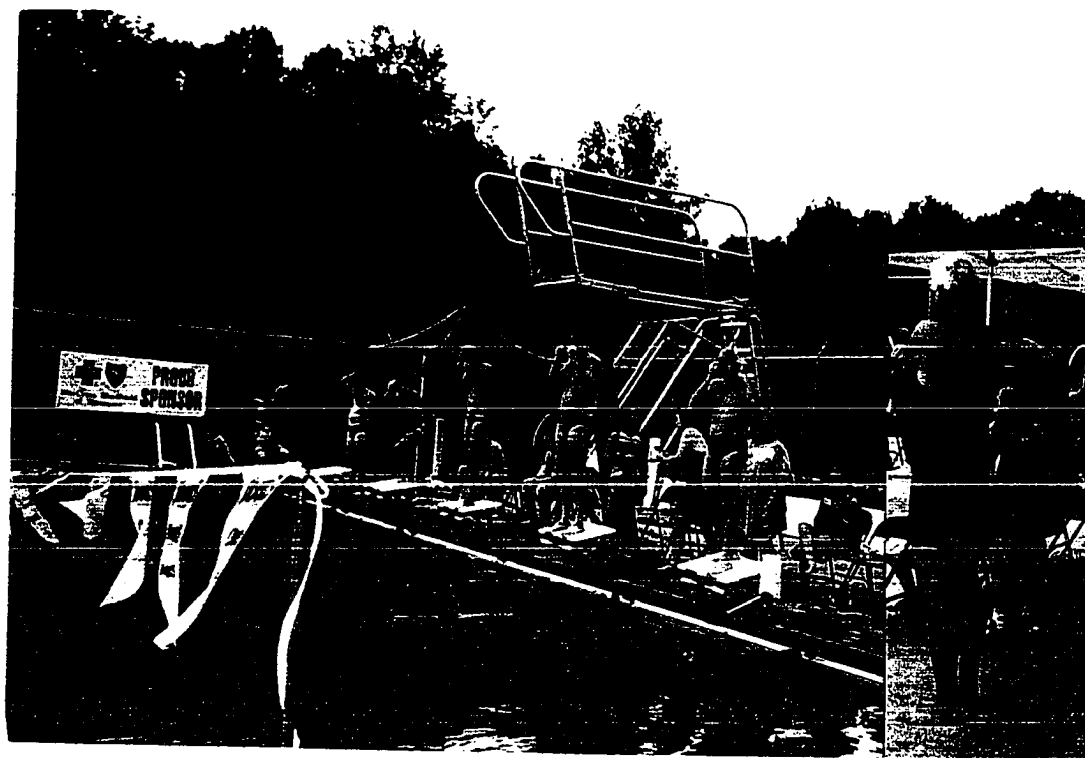


Figure 3.4 Contemporary Swimwear for Men  
1999 Senior Olympic Games, Clarksville, Tennessee



1. Lycra bodysuit (for warmth)
2. Tights (for warmth)
3. Long-sleeved leotard (for warmth)
4. Full body suit (for warmth)
5. Water shirt (for warmth)
6. Wet warp (for warmth)
7. Exercise tights (for warmth)
8. Bathing cap
9. Shower cap
10. Latex gloves (for warmth)

*Footwear* In aquatic programs older adults may have difficulty moving about on wet surfaces and this may increase the chances for falling. Aquatic shoes add significant traction and protect the feet from rough pool bottoms and decks. Aquatic fitness instructor's report, that rubber sole aqua shoes appear to decrease pain and absorb jarring during pool exercise as well, the shoes aid students with grounding and balance during stance positions and stabilization exercises. The following include footwear examples:

1. Aqua socks
2. Aqua skin socks
3. Aqua shoes
4. Aqua fitness shoes
5. Massage sandals

## Chapter IV: How to Conduct Program Sessions

Approximate Session Length-2 hours

Objectives: After completing chapter IV, the Kikou trainee should be able to:

1. Explain the elements necessary to conduct relaxation exercise program sessions.
2. Explain and discuss each segment of the instructor, trainee and assisted-partner demonstration practice sessions.
3. Discuss the importance of student feedback.

### *Elements of the Practice Sessions*

It is the instructor's responsibility to design the program and the practice sessions for course students. Throughout the practice session's students will learn and develop relaxation exercise techniques. Practice sessions should include the following:

*Pre-Class Preparation* The instructor should make a lesson plan for each class session.

*Demonstration of Skill Summaries* The instructor should tell students in advance what details of the demonstration they should notice. Demonstrate the individual skills step-by-step and explain the purpose.

*Instruction* Teaching is a form of communication that requires the teacher to share the learning experience with the class.

*Practice Time* Allow students additional time to practice on their own. Acknowledge efforts and success.

*Reinforcement from the Instructor*

Give positive reinforcement by using verbal cues as well as non-verbal cues.

### *Teaching Technique*

At the very beginning of the pool phase the instructor should familiarize students with the practice sessions. The sessions should include; direction, instruction, practice time and feedback. This will familiarize students to get started more quickly learning the techniques, thereby making practice sessions more productive. The following are guidelines that should help the instructor conduct successful sessions:

1. Greet the course students.
2. Take attendance.
3. Explain the exercises and techniques.
4. Explain at the start of the first class session that it is not necessary to be able to swim. The instructor should make it clear that the exercises students will learn are very basic and will be performed in shallow water.
5. In order for students to gain the most benefits from the class, it is important that they attend each session.
6. Explain to students that if particular exercises are uncomfortable or difficult to perform, students need not perform them.
7. Tell students to slow their pace down if they start getting tired while moving and / or performing exercises in the water.
8. Inform students of the best way to enter and exit into the pool and assist those who may need help.
9. Emphasize correct body positioning and posture to help students avoid joint strain and injury.

10. Describe what the students are doing throughout each demonstration of exercises and techniques.
11. Speak loudly enough for students exercising in the water to hear.
12. The instructor should demonstrate exercises at a slow pace.
13. Use only the Kikou relaxation exercises that are in the course manual.
14. Keep an eye on each student in the pool for signs of any health problems.
15. At the end of the class bring the students together for a question and answer session. This will help to encourage social interaction among older students.

#### *Focus on Objectives*

The instructor should carefully plan each relaxation exercise session around lesson objectives and should focus on the abilities needed to successfully complete the objectives for each of the nine exercise lessons, instead of expecting the students to perfect each exercise. Students who may be unfamiliar with the Kikou relaxation exercises techniques may require more time to meet the lesson objectives, slow down the pace and may require one-on-one instruction. To help establish a positive atmosphere for present and future sessions the instructor should praise and encourage student improvements. Suggested techniques for teaching Kikou exercises:

1. Students, especially older adults, may have difficulty coordinating the movements when they first learn.
2. Students need to have the exercises demonstrated by the instructor more than once. Relaxation exercises are mastered through continued student practice.

3. The Kikou relaxation exercises and techniques are presented in the manual in lesson progressions. Students should follow the exercise progressions for best results and benefits.
4. Students learn at different rates and pace. Some exercises take longer to learn than others. The instructor should take individual differences into account.
5. Students, especially older adults, may easily forget how to perform the relaxation exercises. Continued practice sessions with adequate demonstrations will help them retain the exercise techniques.

### *Feedback*

A positive teaching and learning environment is vital to the success of Kikou relaxation exercise classes. Throughout each exercise class the instructor should point-out for each student what he or she is doing both correctly and incorrectly in the exercise progression. The following feedback is recommended for Kikou relaxation exercise classes:

*Positive Feedback* Positive feedback is the instructor informing students that the exercises are being performed correctly. The instructor needs to be aware that his or her gestures (example: smiling or nodding cues) as well as verbal cues (example: “good relaxation effort”) may have a dramatic effect on providing encouragement and nurturing to students.

*Corrective Feedback* Corrective feedback is the instructor informing students that the exercises are being performed incorrectly. The instructor should give specific corrective feedback and explain directly and positively how to correct the exercise movements. The instructor may have to assist individual students to point out what they are doing and

explain to students why and how they should perform each step. The instructor should lead students through each exercise step if they have ongoing problems with technique, positioning and comprehension.

### *Demonstrations*

Demonstrations are presentations where students observe the performance of a task or procedure that shows what is to be done and / or how to perform it. The following include instructor-led and student-led demonstration techniques:

*Instructor-led Practice* When the instructor leads the practice sessions he or she should position the students so everyone can see the instructor and the instructor can see everyone. Instructor-led practice is best used to introduce new techniques and exercises to build on previously learned movements. Instructor-led practice increases the exercise learning time. Instructors should walk students through each step of the exercise.

Students should perform each step together as a group or the instructor can divide the class into partners or small groups of three or four to help encourage social interaction and reinforcement. During each class additional time should be allowed for students to practice on their own.

*Student-led Practice* Students should be given an opportunity to lead an exercise progression after the instructor has demonstrated the exercise. This will help individual students to improve performance. First, the instructor should give exact instructions for performing the exercises and or techniques the correct way. Then the student leader should repeat the steps back to the instructor to ensure that he or she is performing the steps correctly. Finally, the student leader demonstrates the exercise steps on deck. The

rest of the students perform the exercise movements in the water. Student-led practice sessions help to build self-esteem and confidence in the student leader.

*Practice Session With Partners* Older adults should be given the opportunity to practice with partners because partner exercises help to stimulate enthusiasm for program participation and socialization. Practice sessions should include both individual and partner exercise progressions. Practice with a partner is a progression of partner-stretching exercises (See fig, 4.1).

The instructor should assign partners or ask students to choose their partner. Practice with a partner provides assisted stretching with gentle force, which helps to increase a wider range-of-motion and improve flexibility. Partners should move slowly into and out of the stretching exercises to give themselves time to feel relaxed, move properly and perform proper body mechanics (alignment and posture). Students should breathe slowly in a relaxed manner while performing the partner-stretching exercises (See chapter VIII, lesson number eight, illustrated assisted-partner stretching exercises).

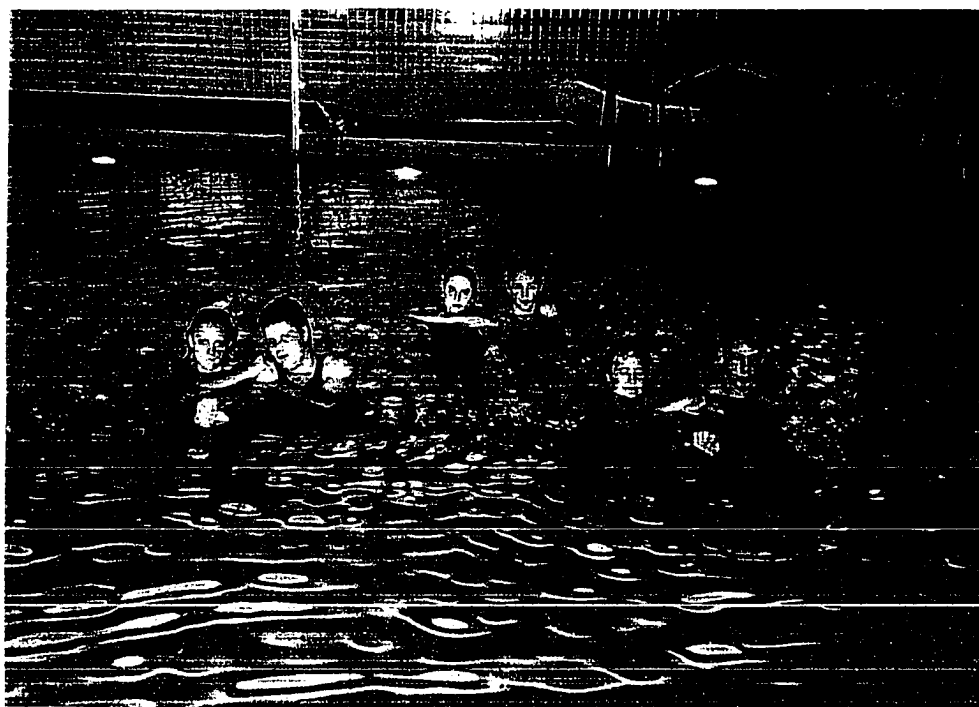
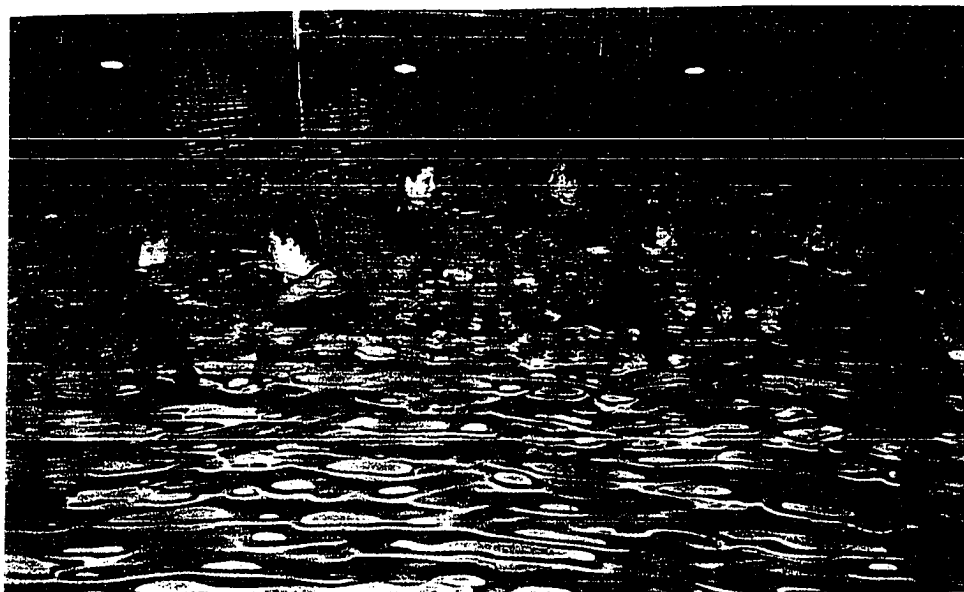


Figure 4.1 Assisted-Partner Relaxation Technique  
Tennessee Technological University Swimming Class  
Cookeville, Tennessee



## Chapter V: Course Completion Requirements and Assessments

Approximates Session Length – 2 hours

Objectives: After completing chapter V, the Kikou trainee should be able to:

1. Explain basic criteria for course completion requirements.
2. Identify evaluation criteria.
3. Discuss preparation, presentation and demonstration of Kikou trainee required projects.
4. Describe the Kikou exercise skill checklist and practical exam.
5. Identify criteria for awarding certificates.

### Criteria for Course Completion

The Kikou trainee should be told the course requirements when he or she enrolls for the course and again during the course introduction. On successful completion of the Kikou relaxation exercise instructor-training course, the Kikou trainee will receive a course training certificate.

*Attendance Requirements* The following requirements each Kikou trainee should successfully meet:

1. *Attendance.* Kikou trainees are expected to attend all course sessions included in the 30-hour program. (Make –up session, at the instructor’s discretion.)
2. *Positive Attitude.* Kikou trainees are expected to maintain a positive attitude toward the course, instructor shihan and fellow students.
3. *Participation.* Kikou trainees are expected to participate in all required course work.

4. *Demonstrations.* Kikou trainees are expected to be proficient in demonstrating Kikou exercises.

*Performance Requirements* The Kikou trainee assessment should include the following criteria:

1. Trainee assessment.
2. Exercise routine presentation and demonstration.
3. Assisted-partner exercise presentation and demonstration.
4. Teaching skill checklist with practical exam.

*Trainee Assessment.* The trainee assessment should include the following:

1. The Kikou trainees' ability to acquire knowledge and skill level of Kikou relaxation exercise techniques.
2. The Kikou trainees' ability to perform a broad range of postures, positioning movements, breathing techniques and full body coordinated exercises.
3. The Kikou trainees' ability to develop improved posture, coordination, grace and motor skills.
4. The Kikou trainees' ability to execute diaphragmatic breathing exercises with rhythmic movements.
5. The Kikou trainees' application of basic water safety knowledge.
6. The Kikou trainees' ability to develop lifetime fitness skills and relaxation techniques.
7. The Kikou trainees' confidence to perform appropriate movement patterns with combined progression exercises.

8. The Kikou trainees' ability to prepare, present and demonstrate relaxation exercise routines.
9. The Kikou trainees' ability to prepare, present and demonstrate assisted-partner stretching routines.
10. The Kikou trainees' ability to complete teaching skill checklists with practical exam.

*Exercise routine presentation and demonstration.* The Kikou exercise routine should include the following:

1. Each Kikou trainee will prepare a 30-minute presentation of progressive relaxation exercises and techniques.
2. Each exercise routine will consist of exercise categories A through H. The trainee should select one exercise from each category.
3. Each Kikou trainee will present clear objectives for each Kikou relaxation exercise category.
4. Each Kikou trainee will demonstrate step-by-step individual skills from each selected exercise. After the trainee has demonstrated each exercise, the exercise will then be practiced by other members of the class.

*Assisted-partner exercise presentation and demonstration.* The assisted-partner exercises should include the following:

1. Each Kikou trainee will prepare a fifteen-minute presentation of partner stretching relaxation exercises.
2. Each exercise routine will consist of six partner stretching exercises.
3. Each Kikou trainee will present clear objectives from category I.

4. Each Kikou trainee will discuss the added benefits for range-of-motion and flexibility for each assisted-partner exercise.
5. Each Kikou trainee will demonstrate the individual steps and positions, step-by-step, for each exercise and then each exercise will be practiced with partners in the class.

*Teaching skill checklist with practical exam.* Teaching skill checklist and practical exam should include the following:

1. Positioning techniques.
2. Posture techniques.
3. Balance techniques.
4. Breathing techniques.
5. Movement techniques.
6. Warm-up exercise techniques
7. Upper body movement techniques.
8. Torso-stability movement techniques.
9. Lower body movement techniques.
10. Full body coordinated movement techniques.
11. Cool-down exercise technique.
12. Partner-assisted stretching techniques.
13. Jahara aquatic BodyWork technique.
14. Preparation of a six-week selected relaxation exercise progression teaching plan.

## Course Evaluations

*Kikou trainee.* Evaluating the progress of the Kikou trainee is very important. The trainee can appreciate and value his or her achievement through instructor feedback. Through trainee evaluations the instructor can determine if the trainee learned well enough to put his or her knowledge, exercise skills and techniques into practice after course completion (See Appendix N, Recommended Kikou Trainee Evaluation Form)

*Kikou Instructor* For the instructor shihan to continue to improve on Kikou water-based relaxation courses it is important to receive feedback from the Kikou trainee in the form of evaluations. Trainees should have the opportunity to express what they thought about the course as well as the instructor shihan. This information gives the instructor useful feedback about the course and his or her instruction (See Appendix O, Recommended Instructor Evaluation Form).

*Suggested Grading Scale* The following suggests a non-credit Kikou program grading scale for Kikou trainees:

*Non-credit.*

1. Satisfactory A grade for the Kikou trainee who has passed all course requirements.
2. Unsatisfactory A grade for the Kikou trainee who has not passed all course requirements.
3. Incomplete A grade for the Kikou trainee who could not complete the course.

4. *College credit.* The grading for a Kikou "stand alone" college aquatic class would need to meet criteria for a college credit course (See Appendix L, Recommended Course Syllabus).

*Course Log Book* A course log book is suggested for the Kikou trainee who intends to teach or enroll in other water-based relaxation technique courses and / or aquatic BodyWork courses . After each course the trainee should summarize all the courses he or she has taken and enter the information in the log. It is important that the trainee specify that he or she was auditing, interning, assisting or participating as an instructor trainee. The course information is valuable for trainees who desire to become specialized in other water-based technique programs and the log presents documentation of the trainees completed course work and could be relevant for future certifications.

### *Certificates*

*Awarding Kikou training certificate.* On successful completion of the final course criteria, the Kikou trainee will receive a training participation certificate. To receive the training certificate the trainee must demonstrate competency in each of required areas (See Appendix P, Recommended Kikou Trainee Certificate).

*Student certificate.* Awarding student progress is also an important aspect when teaching a Kikou class. On successful participation in the Kikou relaxation exercise class the instructor should award certificates of participation to class students.

Awards and recognition for accomplishment are important aspects of water-based classes for helping to improve older adults' self-esteem. Kikou class students should receive appropriate participation certificates for their efforts in an informal awards ceremony (See Appendix Q, Recommended Student Certificate).

*Suggested student award ceremony.* A suggested awards ceremony for older adults meets one of the objectives for the Kikou water-based exercise class in that it promotes and increases the attainment of social interaction goals for the class students. (See figure 5.1). The instructor can host a social hour after the participation certificates have been awarded. The social hour could include; green tea, fortune cookies and relaxation music to help set the mood.

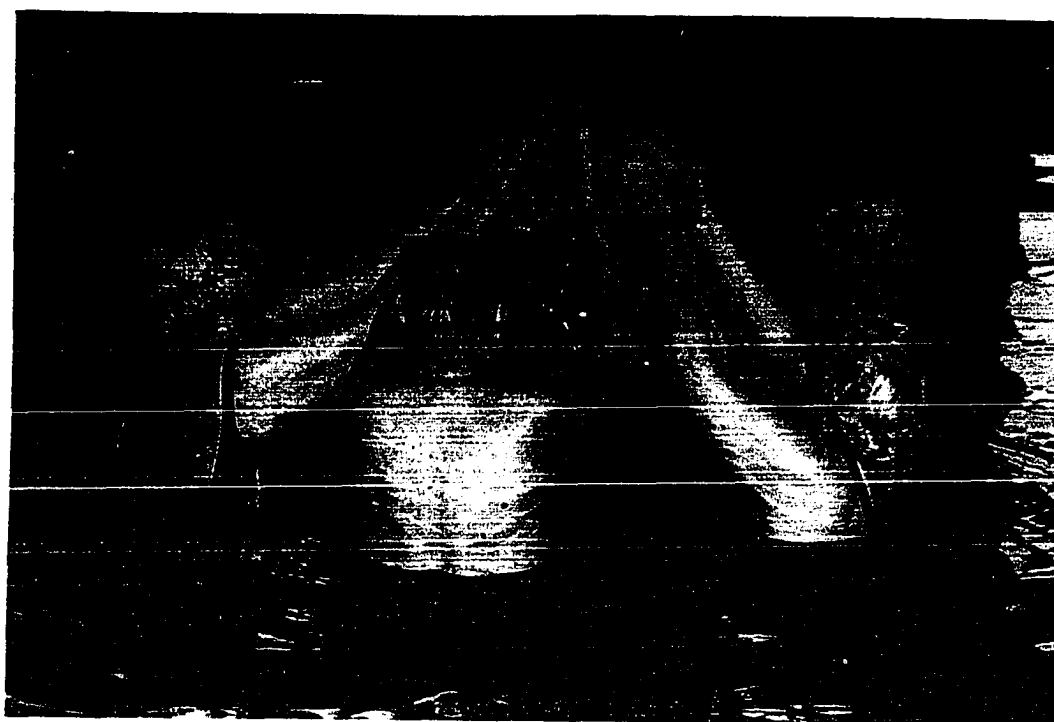


Figure 5.1 Tai Chi Ball Techniques: Social Interaction  
Adam's Place Retirement Community  
Murfreesboro, Tennessee



## Chapter VI: Introduction to Relaxation Exercise Techniques

Approximate Session Length – 2 hours

Objectives: After completing chapter VI, the Kikou trainee will be able to:

1. Discuss the background of each of the following; Tai Chi, Tai Chi Ball, Chi Kung, aquatic Yoga, Ai Chi as well other relaxation techniques.
2. Identify the basic concepts of relaxation exercise techniques.
3. Explain BodyMind Work as it relates to relaxation techniques:
4. Identify additional alternative aquatic Bodywork relaxation techniques.

### Part One: Relaxation Exercise Techniques

#### Introduction

The inspiration for Kikou water-based relaxation exercise technique developed, from the author observing and performing Chinese and Japanese land-based relaxation techniques. The land-based techniques make use of exercise movements executed in slow but deliberate yet gentle flowing sequences. The relaxation techniques are performed utilizing diaphragmatic breathing with low intensity exercises that provide numerous physical, mental, health and social benefits.

Harold Dull created Watsu technique in the early 80s at Harbin Springs, California with this technique serving as one of the first relaxation techniques to be adapted to water. Watsu brought shiatsu massage technique, warm water, practitioner and client together. Participants liked the idea of moving slowly through the water, while exercising, but individuals were not comfortable with the one-to-one setting and close body contact of the practitioner. Therefore, other relaxation techniques were developed and considered for adaptation to the water.

In the early 1990s, land-based relaxation exercise techniques including; Tai Chi, Tai Chi Ball, Chi Kung and Aqua Yoga, were selected by aquatic therapists as the most appropriate and effective relaxation techniques to adapt to water-based programs. Ai Chi technique, also created in the 1990s, was intentionally designed for water-based relaxation exercise programs. These forms and techniques are all performed using a combination of diaphragmatic breathing techniques with slow, broad movements of the legs, arms and torso in flowing, rhythmic patterns. These particular relaxation techniques were chosen because they can be implemented in water-based exercises, relaxation and stress management programs. Individuals of all ages enroll in aquatic relaxation programs for improving physical, mental and emotional health-related problems (See fig., 6.1). Active older adults desiring a way to maintain the quality of every day life can benefit as well frail older adults with special situations and / or health-related conditions.

The five relaxation exercise techniques mentioned in the paragraph above have come into use in aquatic programs around the world. Water-based relaxation exercise technique programs are being implemented throughout the United States in public, private, community and university pools as well country clubs, health spas, hot springs, senior centers and YMCA's.

### *Background*

The following descriptions include the five selected relaxation exercise techniques, examined for the course manual preparation study:

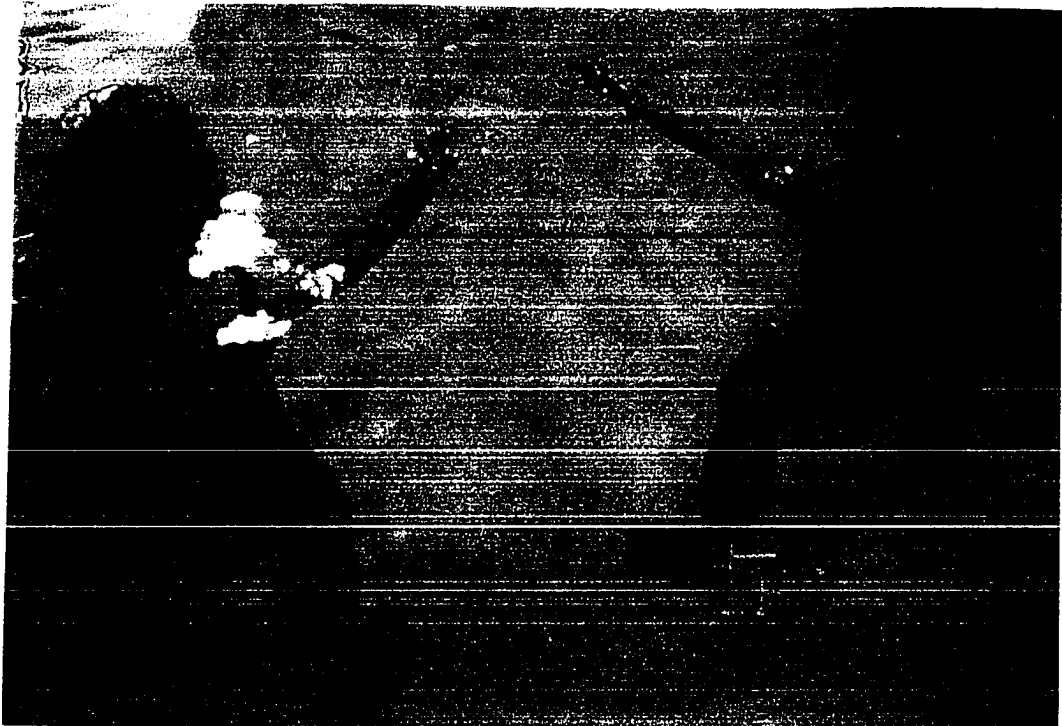


Figure 6.1 Relaxation Exercise Class  
Easter Seals Turner Family Center

*Tai Chi Technique* Land-based Tai Chi was discovered by Chang San-Feng between the 12th and 13th centuries (Lam Kam Cheun, 1999). It was adapted to water in the early 1990s. Tai Chi exercises are a slow, gentle movement system. Water-based Tai Chi blends beautiful, flowing, graceful movements of land-based Tai Chi with the relaxing properties of moving water (See fig., 6.2).

*Tai Chi Ball Technique* Tai Chi ball was created by the Chen family in the 1920s (Shifu Jiang Jian-Ye, 1999). Tai Chi ball was adapted to water in the early 1990s. A softball is held in the participant's hand or hands, depending on the exercises performed. Incorporating the ball with Tai Chi movement exercises helps older adults to move their whole body and work through all their joints. It is especially beneficial for older adults with arthritis (See fig., 6.3).

*Ai Chi Technique* Ai Chi was developed in Japan in the early 1990s by Jun Konno who is Japan's most respected authority on aquatics (Sova and Konno, 1996). Konno based the Ai Chi water-based relaxation program on Eastern thought. Ai Chi was created solely as a water-based relaxation technique and not as a land-based technique. Ai Chi is a flowing progression of exercises with circular, continual movements combined with deep breathing techniques and slow, broad movements of the arms, legs and torso (See fig., 6.4).

*Chi Kung Technique* Chi Kung is an ancient Chinese way of healing. The founder of Chi Kung was Great Grand Master Wang Xiang Zhai Lam. Chi Kung means internal energy exercise and consists of free flowing patterns (Kam Chuen, 1999). Chi Kung was adapted to water in the early 1990s. The movements are designed to help participants of all ages focus the mind and the body through concentration on the

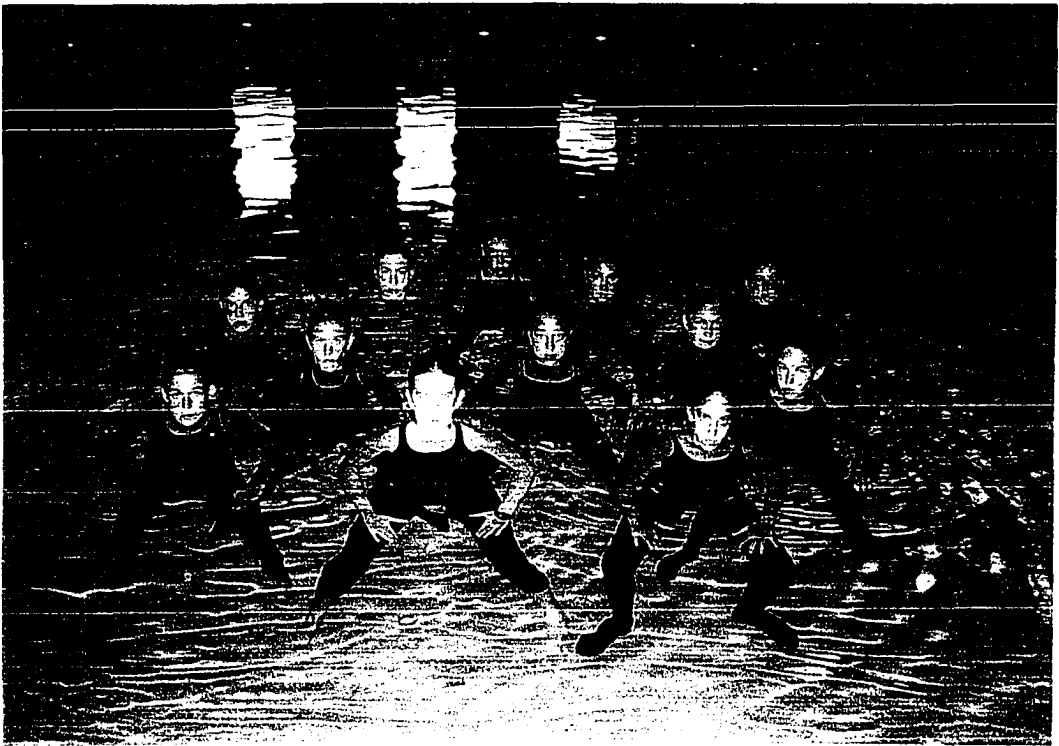


Figure 6.2 Water Tai Chi Relaxation Techniques  
Camp Monterey for Girls  
Monterey, Tennessee

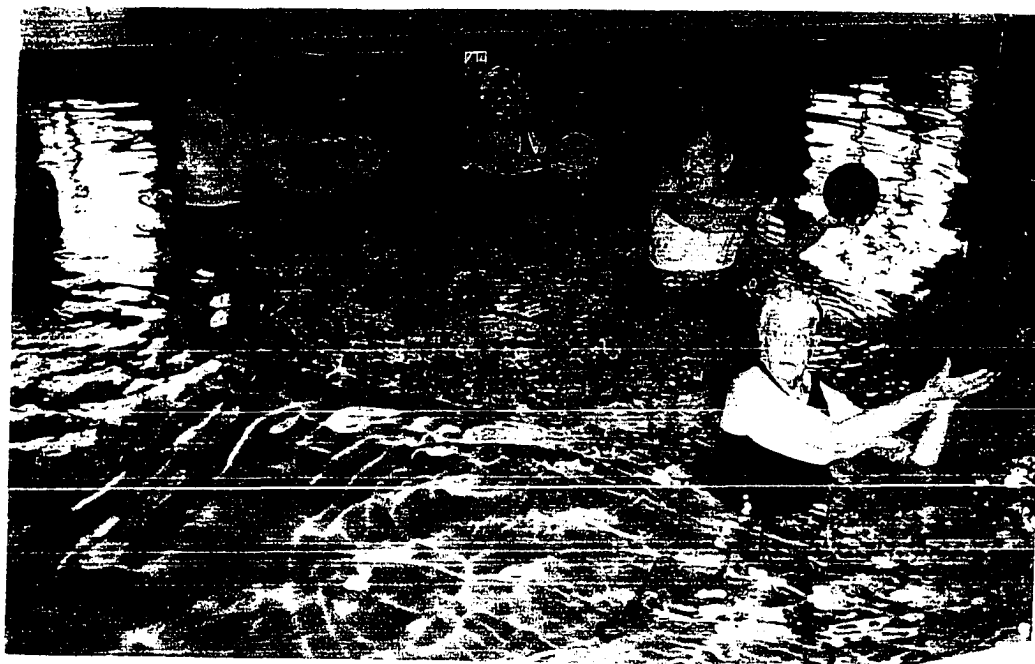


Figure 6.3 Tai Chi Ball Techniques  
Adam's Place Retirement Center

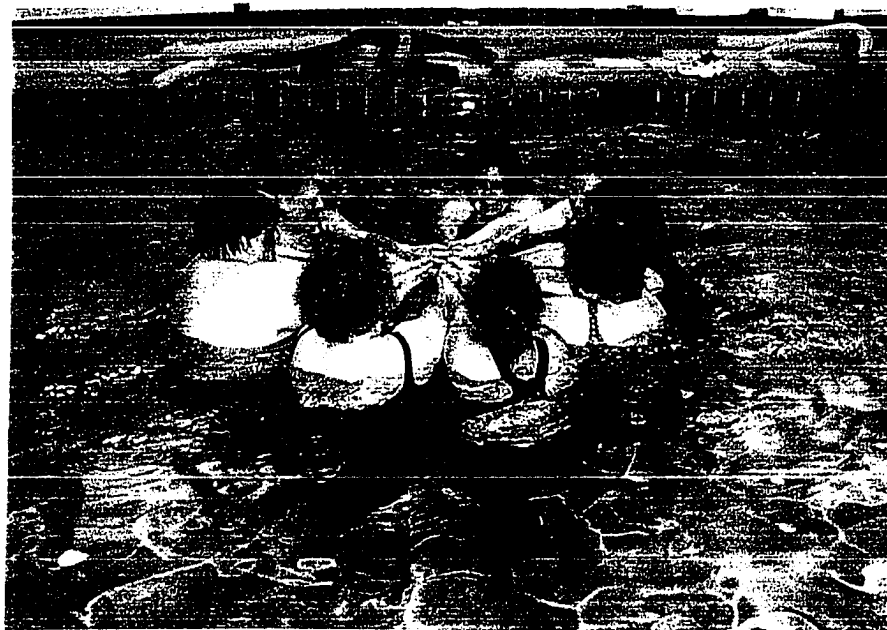


Figure 6.4 Ai Chi Relaxation Techniques: Social Interaction  
Easter Seals Turner Family Center

exercises. It is practiced slowly, calmly and with a system of movements. It incorporates diaphragmatic breathing techniques and visualizations. Energy exercises affect the entire being using the "total approach" (BodyMind). Some of the exercises involve no movement at all ("quiet stance"), a position is simply held and concentration is employed (See fig., 6.5).

*Aqua Yoga Technique* Aqua Yoga is Hindu discipline aimed at training the consciousness for tranquillity. A system of exercises practiced to promote control of the body and mind. Aqua yoga is a combination of the principles of water fitness and the slow, stretching exercises of yoga. The exercises adapt classic yoga postures, for practice in the soothing, medium of water (Freedman, 2001).

#### *Relaxation Technique Concepts*

Tai Chi, Tai Chi Ball, Ai Chi, Chi Kung and Aqua Yoga techniques all have relaxation technique concepts in common. The techniques focus on alignment, visualization and use of diaphragmatic breathing. Exercises from each technique are performed with flowing, rhythmic progression of exercises, rounded, slow, broad movements and inward directed focus (concentration). The following are examples of relaxation technique concepts:

1. The exercise movements should flow with equal force and speed throughout the Kikou exercise progressions.
2. The student should maintain awareness and concentration on the exercise movements.
3. When students relax completely this should give the whole body a chance to rest and at the same time conserve energy.





Figure 6.5 Chi Kung Technique

4. The student's mind needs to be fully engaged in the practice to achieve internal relaxation.
5. Relaxation in water-based exercise positions is one of the secrets that give students maximum benefit from the practice.
6. The more the student relaxes into the position and the longer the practice, the more sensitive he or she becomes to the surrounding environment.
7. Students should be aware of the spaciousness surrounding them in the pool, and feel the space in front of their hands and around the body.
8. Water-based exercise should be a physical and mental experience and for the student to focus and combine the two, should yield a better practice.
9. It is important for the student to learn to establish a connection with breathing while in the water and to maintain a continuing flow of breathing, exercise movements and positions throughout the progressions.
10. The student's posture and exercise movements should be practiced in rhythm with diaphragmatic breathing techniques.
11. In relaxation exercises the student should not strive for the precision and rigidity of traditional exercises but should relax and be calm.
12. The purpose is to exercise the body while relaxing the mind in a Kikou relaxation exercise program.

#### *MindBody Work Concepts*

MindBody is a relaxation therapy concept created by Dr. Candace Pert in 1998, at the National Institute for Mental Health. Her "energy work" studies showed a direct correlation and connection between body and mind allowing participants relaxation and

stress reduction benefits from water-based relaxation exercise programs. The following are BodyMind relaxation therapy program concepts:

1. In water-based relaxation exercises students should experience a physical and mental relaxation.
2. "Mental centering" is the mind being aware of what the body is doing in the exercise movements and is the focus of what is here and now for students during an exercise session.
3. The student should be more in-tune with the body's movements and more balanced in the relaxation exercise experience during an exercise session.
4. The student should maintain awareness and concentrate on the exercise movements during an exercise session.
5. The student needs body and mind balance to achieve good health. With BodyMind work a level of relaxation is the most important aspect for each student.
6. In BodyMind technique the student learns how to achieve calmness in action and concentration in mind during the exercise session.

#### Part Two: Additional Alternative Aquatic Relaxation Programming

##### Introduction

The regenerative powers of healing waters have brought older adults to hot springs, spas and sacred pools since earliest record history. The warm mineral waters aided in healing physical ailments, promoted emotional, mental well-being and relaxation as well as during the 80s Aquatic Wellness Centers were being built at popular hot springs in Europe, Australia, India, Canada and the United States. Also, in the 80s in the United

States the World Wide Aquatic BodyWork Association was founded with the headquarters located in Middletown, California. The purpose of the program is to study, practice and teach aquatic BodyWork techniques around the world as well to share information and the association's profound purpose. Students participating in aquatic BodyWork programs recognize the potential to reduce stress and fatigue, increase personal growth and provide a way for trauma release (See fig. 6.6).

Physical therapists are discovering that aquatic BodyWork modalities are a viable therapy for older adults with chronic pain and special situation health problems. It is also beneficial for increasing range-of-motion and flexibility in the older adult population. Aquatic BodyWork has been documented since the 1980s and has been spreading rapidly in the United States. It has reached new heights in style, technique and dimension. What the techniques of aquatic BodyWork have in common is that they are practiced in warm water, in the shallow end of the therapy pools, mineral springs, spas, retirement center pools, health clubs, hospitals and Arthritis Foundation classes. Each technique is of a holistic nature wherein, holistic medicine acknowledges that participants are not only receiving physical benefits but emotional and energetic as well, providing medicine for the body and soul (See fig., 6.7).

Alternative techniques appear to be a compliment to traditional aquatic therapy techniques and programs. The various techniques can be integrated in water-based relaxation exercise programs for older adults. The demand for these techniques has grown immensely with the increase of water-based programs and facilities offering additional courses for the older adult population. The following four techniques are a



Figure 6.6 Adaptive Physical Activity Class  
Middle Tennessee State University  
Aquatic Relaxation Exercises

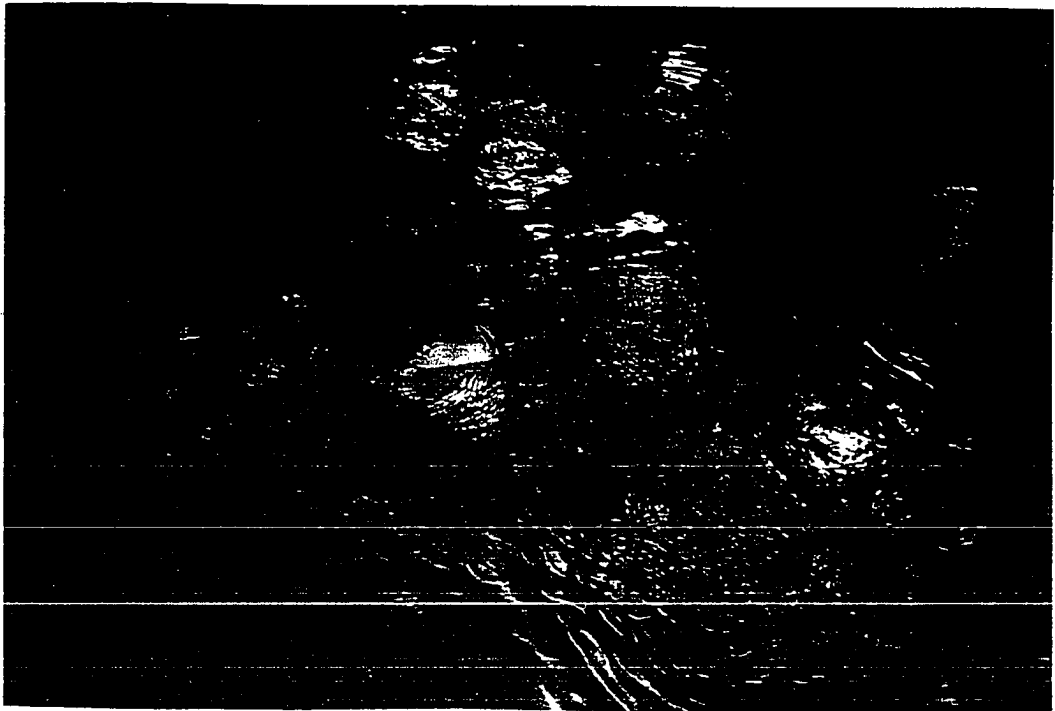
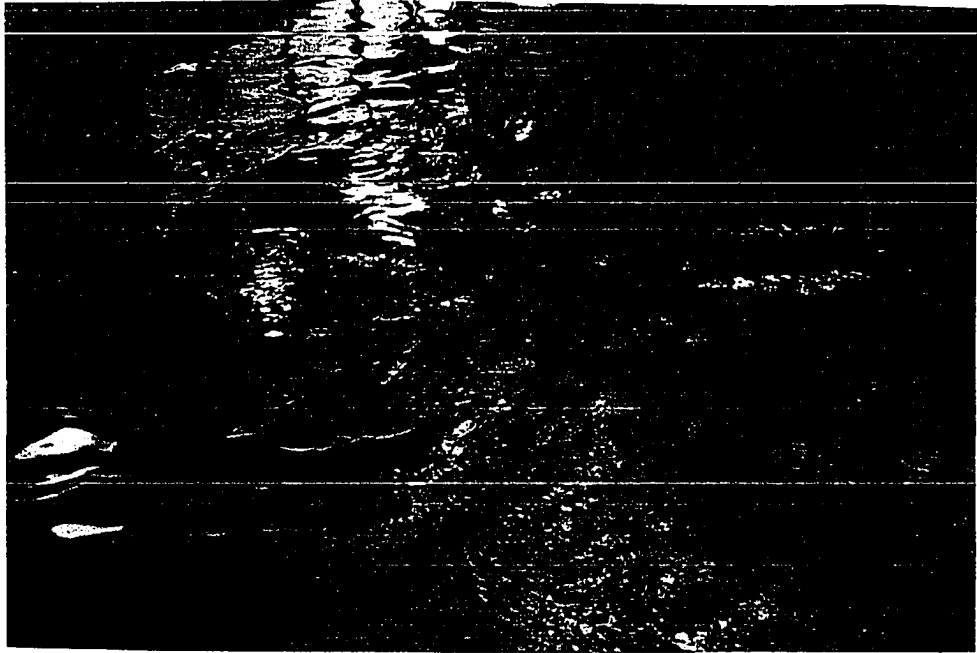


Figure 6.7 Ai Chi Relaxation Techniques  
Centennial Hospital Rehabilitation Center

good addition to alternative relaxation water modalities that the Kikou instructor may encounter:

*Watsu* Watsu is a gentle, nurturing therapy practiced in warm water, combining movement, stretches and cradling. Harold Dull developed Watsu in the early 80s. Watsu is considered by many practitioners, as the most significant advance in water-based BodyWork. Most modalities are based on touch, whereas, Watsu creates a connection through the practitioner cradling the participant while performing massage in warm water. Cradling technique helps the participant to create trust with the effects of warm water, Watsu moves stretches and the practitioner. This technique creates a water-based modality for relaxation and decreased stress for the participant.

The word "Watsu", comes from two elements of the therapy; water and Shiatsu massage. Harold Dull studied Zen Shiatsu in Japan and developed the idea of using Shiatsu techniques in water. Zen Shiatsu is based on the concept of applying gentle pressure and stretching to release blockages along the meridians of the body.

Watsu is performed while the participant is floating and supported in warm water. Weightlessness creates little pressure on the spine and less stress on the joints. This technique allows the participant's body to become deeply relaxed and maneuvered by the practitioner while in the water (See fig., 6.8). A Watsu session pool is usually ten feet in diameter allowing the practitioner to move the participant freely. The recommended temperatures are 88 to 90 degrees Fahrenheit providing warmth that enhances the participant's experience of floating with relaxation. A Watsu session comprises specifically designed transitions and sequence movements. There are adaptations for older adults with restrictions or specific limitations who can benefit

*Speak with my hands when I touch you  
Of things I have never seen  
Yet know that love is an art  
That hangs in the gallery of the Gods  
And the entire universe is waiting in line  
To catch a glimpse of the creation  
That flows from the brush of my hands  
On you skin in the water.  
P. J. Sierraville, 1998*



Figure 6.8 Watsu Relaxation Techniques  
“Watsu With Wendy”  
Nashville, Tennessee



from modified Watsu techniques. Practitioners can draw on a variety of techniques and approaches including a strict sequence of moves and positions and flow levels that can be followed for each participant (See fig., 6.9, fig. 6.10, fig., 6.11).

*Watsu CQ* (Close Quarters) Watsu CQ is performed in small spas and / or hot tubs. The practitioner sits on the seat in the spa or hot tub and uses all four of his or her limbs to massage the participant's body. This allows for much stronger stretches than are possible in an open pool. This technique is not recommended for participants who feel uncomfortable with close body contact from the Watsu practitioner. This technique can also be taught to older adults who wish to employ these methods, exercises and stretches in their own personal hot tubs and / or spas in the comfort of their homes.

*Jahara* Jahara was developed in the 90s by Mario Jahara. This technique utilizes flexible floatation devices, which support the body and give a sense of freedom to both practitioner and participant. Jahara technique is rooted in understanding two fundamental elements: body mechanics and physical properties of water. The instructor uses the elements, concepts, principles and practices to create the movements of Jahara. Jahara's basic concepts are a stress free atmosphere, technical fundamentals and integrated freedom with support. Jahara technique is primarily used with participants who do not feel comfortable with the close body contact of Watsu. The primary focus with Jahara technique is on spinal alignment, gentle BodyWork and muscular release.

The backbone of the technique is the aqua noodle floatation device support (called the "third arm"). The third arm is particularly useful for aquatic therapists who need more support than their arms. When applying Jahara techniques, any body type is easy to maneuver in the water because for the flowing movements create an alignment of the

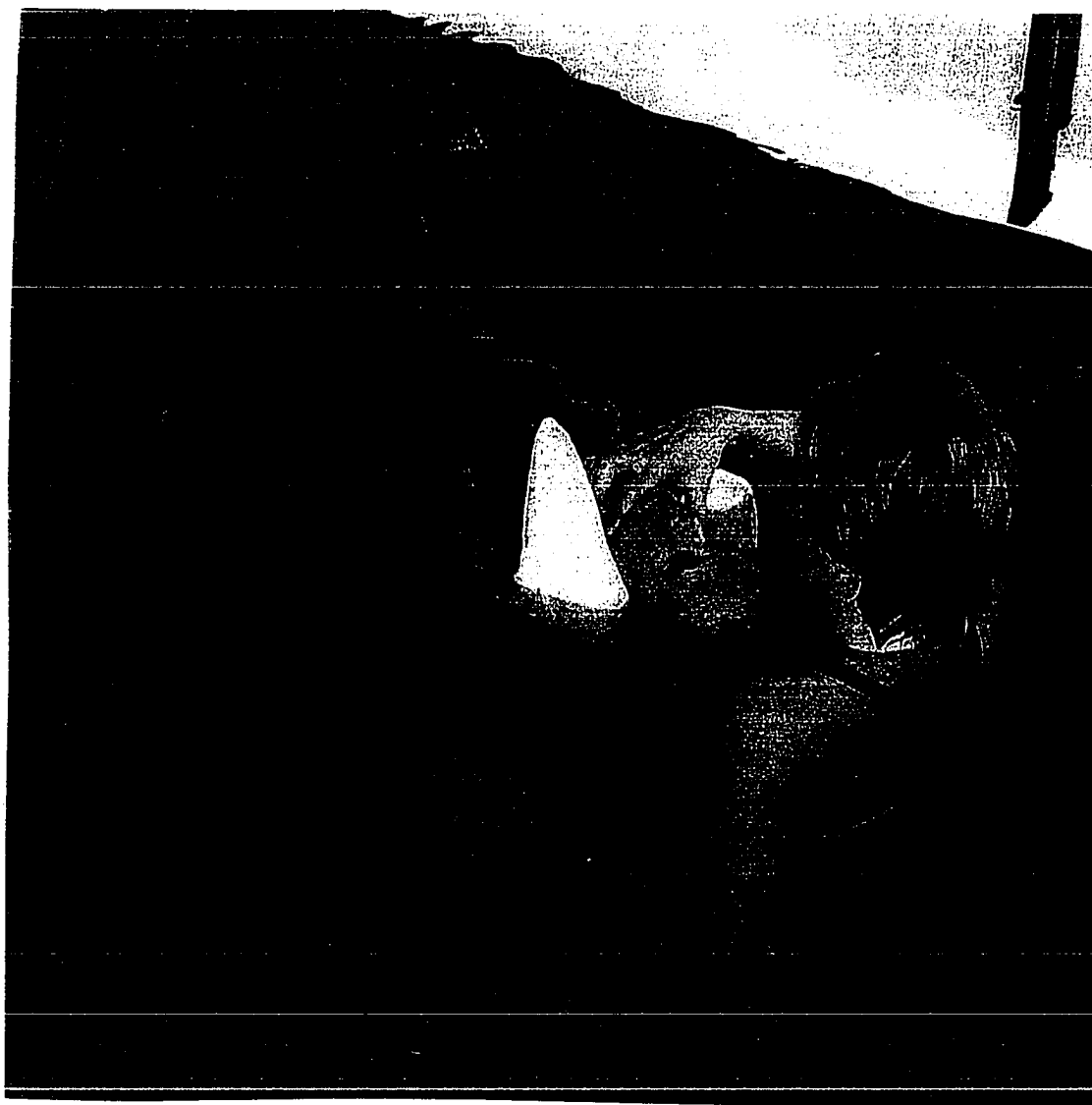


Figure 6.9 Watsu Facial-Cranial Work



Figure 6.10 Watsu Head Cradle Position



Figure 6.11 Watsu Wall Work

muscular-skeletal structure of the body. The instructor blends the flotation device smoothly with the techniques and exercises with the device becoming invisible to the participant. The instructor works without effort and relies on his or her skill, not on physical strength to keep participants afloat during the pool session (See fig., 6.12).

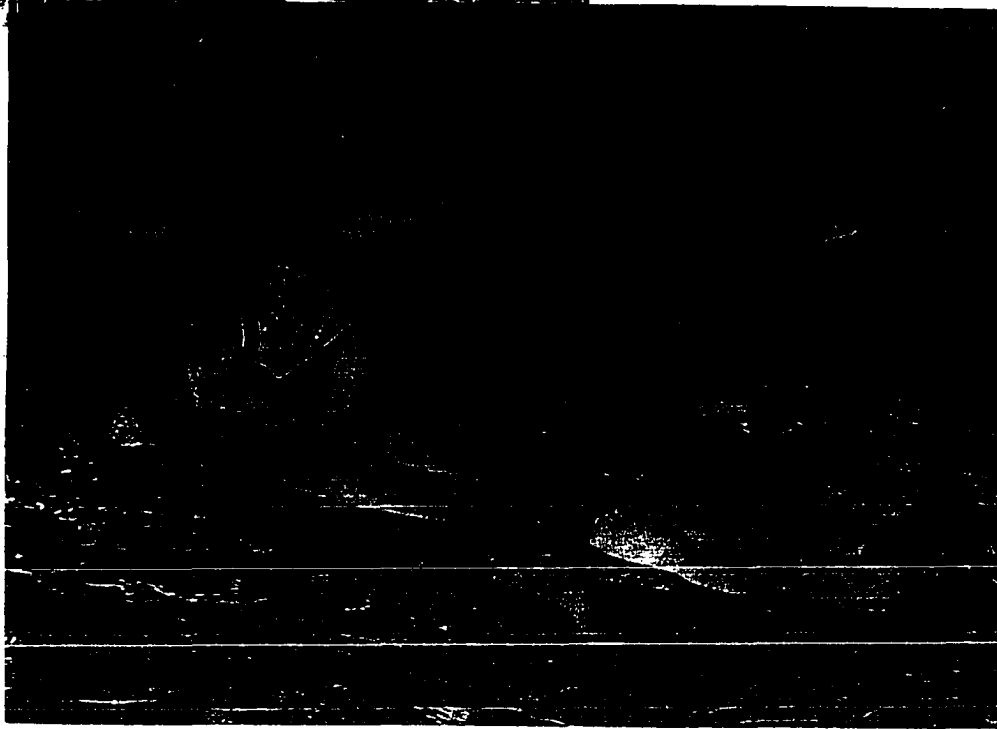
*Healing Water Dance* Healing dance is an aquatic BodyWork technique developed in 1993 by Alexander Georgeokopoulos, a former ballet dancer and teacher. The guiding philosophy of this technique is that movement is healing and the experience of dance is a natural healing process of the body. In Healing Water Dance the participant is floated in a supine position, and supported by the practitioner's arms, which are placed behind the neck and under the sacrum.

In phase one, surface work is introduced to help relax the participant and create trust with his or her practitioner. In phase two, the participant, wearing a nose clip, is turned face up by the practitioner then submerged below water level. In phase three, the practitioner takes the participant above and below the water's surface with stretching movements that are carried throughout all the sequences. The movements incorporate massage with Akido, rolls and somersaults creating rhythmic flow with the freedom of spatial moves, waves, spirals, circles and figure eight's. A pattern of flow is created by the practitioner who enables all body types to move through the water with security, graceful flow and ease of movement exercises. Some of the moves combine closeness and / or total release while others offer dynamic extended stretches for the participant.

Healing water Dance is suitable for therapeutic modalities as well water-based BodyWork programs. This technique is not recommended for older adults with health-



Figure 6.12a  
Jahara Technique  
Easter Seals Turner Center



Jahara Technique  
Adam's Place Retirement Community

Figure 6.12 B Jahara Technique

related problems. Participants who wish to participate in this technique should procure permission from the physician.

## Chapter VII: The Fundamentals of Water-Based Relaxation Exercises and Techniques

Approximate Session Length – 5 hours

Objectives: After completing chapter VII, the Kikou trainee should be able to:

1. Identify the Kikou teaching program.
2. Describe benefits and general information regarding the use of appropriate music during class sessions.
3. Demonstrate instructional cueing techniques, both verbal and visual.
4. Describe the benefits of visualization and guided imagery.
5. Become familiar with modified teaching tips.
6. Demonstrate and explain the above techniques.
7. Identify modifications and considerations for Kikou relaxation exercises for older adults with health-related problems.

### Part One: Fundamentals

#### Introduction

Teaching is communication. The instructor should share information as well, the learning experience with his or her students. Information is best shared in small portions and experienced then applied by the students. The instructor should breakdown and explain techniques and concepts a few at a time so students have time to assimilate the information. The instructor should incorporate understanding into his or her lectures and then increase course information through instruction as students learn the basics and progress through the exercise progressions.

*Teaching Application*

*Instructional Techniques* A vital part of good teaching practices is good cueing techniques. The instructor should cue correctly, clearly and effectively before each exercise movement begins. The instructor's voice should be loud enough to be heard by all students in the pool. If the instructor's voice is too quiet the students will not respond well and relaxation will be harder to achieve. The instructor should use cueing to keep the rhythm of the class flowing and to help students understand how the body is supposed to be moving. Cueing can enhance the students learning experience and create an environment of relaxation and reduced stress. The following identify four types of cueing used in Kikou water-based relaxation exercise techniques:

*Verbal Cueing* The instructor should create a visual image for his or her students to help enhance the learning experience. The following are suggested examples:

Aware.

Floating.

Flowing.

Gathering.

Harmony.

Integrate.

Reflecting.

Relax.



Rhythmic.

Soothing.

(*Cue example:* The instructor may say, “Students let your arms easily float down”).

*Non-Verbal Cueing* The instructor should give non-verbal techniques to allow each student time to learn in his or her own way. Students usually respond with a more positive attitude with non-verbal cueing. The following are suggested examples;

Gestures.

Eye to eye contact.

Hand signals.

Smile.

Nodding.

Pointing.

(*Cue example:* The instructor may, “Smile at a student when he or she performs the exercise correctly”).

*Directional Verbal Cueing* The instructor should clarify movement patterns with directional cueing during exercise movement instruction.

Left.

Right.

Forward.

Back.

Side.

Up.

Down.

(*Cue example:* The instructor may say, “Turn to the right with palm of left hand turned up”).

*Breathing Verbal Cueing* The instructor should stress inhale and exhale where appropriate in each exercise. The following are suggested examples:

1. Inhale through your nose.
2. *Exhale through your mouth.*

(*Cue example:* The instructor may say, “Inhale through your mouth and feel your body expand like a large balloon”).

### *Teaching Tips*

*Communicating* It is important for the instructor to know his or her students, listen to what they have to say and encourage questions before, during, and after the classes. Communication is imperative to good teaching. The following suggested teaching tips are for communicating class information to students.

1. The instructor should give simple and direct directions.
2. The instructor should be more personal.
3. The instructor should repeat words as needed.
4. The instructor should use verbal imagery.
5. The instructor should explain what part of the body should initiate the exercise movement.
6. The instructor should alter the pitch and tone of his or her voice.
7. The instructor should use eye contact with each student.
8. The instructor should address students by student's names.
9. The instructor should use positive reinforcement with specific information.

10. The instructor should encourage questions.
11. The instructor should not expect older adults to keep up with each movement.
12. The instructor should avoid complicated terminology and use functions of every day living such as; “This may help you button your shirt”.
13. The instructor should use feedback for students one-to-one and / or with the entire group.
14. The instructor should be aware how the water is affecting the students.
15. The instructor should be aware how the students are moving in the water.
16. The instructor should be aware of student emotions.
17. The instructor should address any of the student's concerns.
18. The instructor should work one-on-one with those who are having difficulty.
19. The instructor should speak loudly for all class students to hear.

*Enhancing Kikou Class Participation* The following are suggested teaching tips for enhancing class participation:

1. The instructor should use judgment when scheduling an overlapping course.
2. The instructor should schedule sessions at times that appeal to older adults.  
*Late mornings and early afternoons are more appropriate.*
3. Research indicates that older adults identify strongly with water-based instructors.  
The same instructor should try to teach each session , so older adults do not feel letdown.

4. The instructor should have each student select a "buddy" in order to stimulate social interaction for the Kikou program. When student's work with a "buddy" they may keep a check on each other with encouragement to attend class sessions.

*Visualization and Guided Imagery* Visualization, positive thinking and affirmation are various forms of meditation which Holistic Health approaches have proven are critical to good health, fitness and longevity. Visualization helps the subconscious mind come into play to achieve goals and generally experience a happier, healthier and meaningful life.

Visualization, when used in Kikou water-based relaxation exercises creates mental pictures for the students. According to Larson, these mental pictures can promote changes, improvements and goals in student's lives. To enhance visualization it is important for students to have clear, specific pictures by thinking and visualizing the goal then, it will be easier for the student to achieve the goal.

In water-based relaxation exercise techniques visualization becomes an integration of what the body is performing in the water and how the mind is allowing the body to relax into the movements. When the student and or the instructor repeats the visualization words aloud they have a way of affecting the mind and the body. Visualization helps students feel rested which gives a greater sense of peace, less anxiety and more relaxation.

To achieve a good physical, mental and beneficial relaxation session Larson suggests, that words can help. The following suggestions are for visualization and guided imagery techniques:

*Rhythm.* The following words will to help maintain a rhythm with diaphragmatic breathing during the exercises:

1. Be calm.
2. At peace.
3. Relax.
4. Open the flower.
5. Drifting like a cloud.
6. Floating like a feather.
7. Expanding like a balloon.
8. Making the sound out loud " AAH" as the student exhales.

*Nurture.* The following words will help to encourage nurture or feel better.

1. I am focused.
2. I am full of energy.
3. I am full of life.
4. I am very happy.
5. I am stronger.

*Movement flow.* The following words will help to maintain a movement flow during the exercises:

1. Floating your body on the water.
2. Uplifting the entire body towards the sky.
3. Gather the sun and the moon in your arms.
4. Free yourself of all your stress.
5. Accept each experience.
6. Encircle your body with grace.

*Focus and motivation.* The following words will help keep students focused and motivated.

1. Words help to set goals and achieve them.
2. I love life. I do not plan to grow old!
3. I feel better than ever!
4. I can improve my health!
5. Today is a great day to be in the pool!
6. I love doing water exercises with my friends. It makes me feel needed!

#### *Appropriate Music Selections*

Water movements in combination with music may give a greater sense of relaxation and calm to the body and mind. During relaxation exercise classes, relaxation and mood music may add another layer of soothing enjoyment. Water, movement and music are often used to help decrease stress and to encourage a relaxed state of awareness in students in water-based exercise class. Music can be used in a positive manner in Kikou water-based relaxation exercise programs to create relaxed moods and establish soothing environments. Relaxation and / or mood music should help students want to move their bodies in a relaxed manner with a rhythmic, flowing pattern during the exercises. The music should be soothing and should create a harmony with the participant and the water. The music should never be distracting or too "busy" because students will have a difficult time relaxing.

The manual lists' music CD's and cassette tapes that are best suited for Kikou water-based relaxation exercise programs (See Appendix M. Recommended Suggested Music Selections).

### *Demonstrations*

Poolside demonstrations are prepared, presentations, by the instructor, where students view the performance of an exercise which in turn shows students how to do the movements. Instructor demonstrations should be a presentation of each exercise category component. It is important for students to observe the breakdown of each skill summary movement because this technique shows students how to perform the exercises, as they are being lead by the instructor through the correct progressions. The instructor should focus on the complete exercise "total picture" as the movements are broken down. The following are suggested demonstration techniques the instructor should include for each class session:

#### *Demonstration Techniques*

1. Perform exercises slowly.
2. Demonstrate all exercises in the same manner.
3. Break down exercise components.
4. Accompany demonstrations with oral explanations.
5. Accompany demonstrations with visual explanations.
6. Accompany demonstrations with exercise illustrations.
7. Accompany demonstrations with questions.
8. Explain the purpose of each exercise before demonstration.
9. Explain exercise movements step-by-step.
10. Allow time for participant practice because practice improves skill and retention.
11. Relate information to the exercise.

12. Explain to students what details of the demonstration are important.
13. Instructors should explain that progressions of the exercises should be less difficult first then most difficult last.
14. Instructor should encourage students to build confidence during exercise sessions.

### *Demonstration Tips*

The following are suggested demonstration tips the instructor should include for each class session:

1. Call students by name and use eye contact.
2. Encourage questions.
3. Use more personal words.
4. Use verbal and non-verbal cues.
5. Encourage body awareness “this enhances range-of-motion”.
6. Change the tone of in the voice.
7. Appear relaxed during exercise demonstrations.
8. Add relaxation music to each section.
9. Give positive feedback a smile or nod to class students.
10. Encourage resting and pacing during the exercise session.
11. Avoid use of medical terminology in class instructions.
12. Allow sufficient practice time after each demonstration for students
13. Praise student's efforts, accomplishments and progress.



Part Two: Modifications and Considerations of Kikou Relaxation Exercises for Older  
Adults with Health-Related Problems

Introduction

Water-based relaxation exercise programs are ideal for older adults, particularly those with health problems. Relaxation exercises are ideal conditioning for the heart and lungs and the exercises may provide strength to major muscle groups. Water-based relaxation exercises may benefit both the active and the frail older adult. Frail elderly may wish to take water-based relaxation exercise classes that are less strenuous and specifically designed for relaxation and social interaction. For older adults who have difficulty exercising on land, the buoyancy of water relaxation exercises allows for safer exercise classes. Older adults may move more easily in water than on land and exercising in water can benefit the healthy older adult, overweight and those with other health problems. Water-based relaxation exercises can meet the needs of older adults 55 to 100 years of age. Water-based exercises are an excellent way to rehabilitate older adults with chronic medical problems, those recovering from surgery and / or accidents.

Water is a good equalizer where older adults can exercise safely and swimming skills are not necessary to provide most of the benefits. Water exercise helps students regain levels of mobility needs, strength, endurance and flexibility in joint and impaired body parts. Regular physical exercise which incorporates water-based exercise programs may promote active healthy lifestyles for older adults (See fig., 7.1).

*Health and Safety Considerations*

*Indications* Knowledge of older adults with health problems and those with limitations should be the guiding factor in establishing guidelines for enrollment in a Kikou exercise

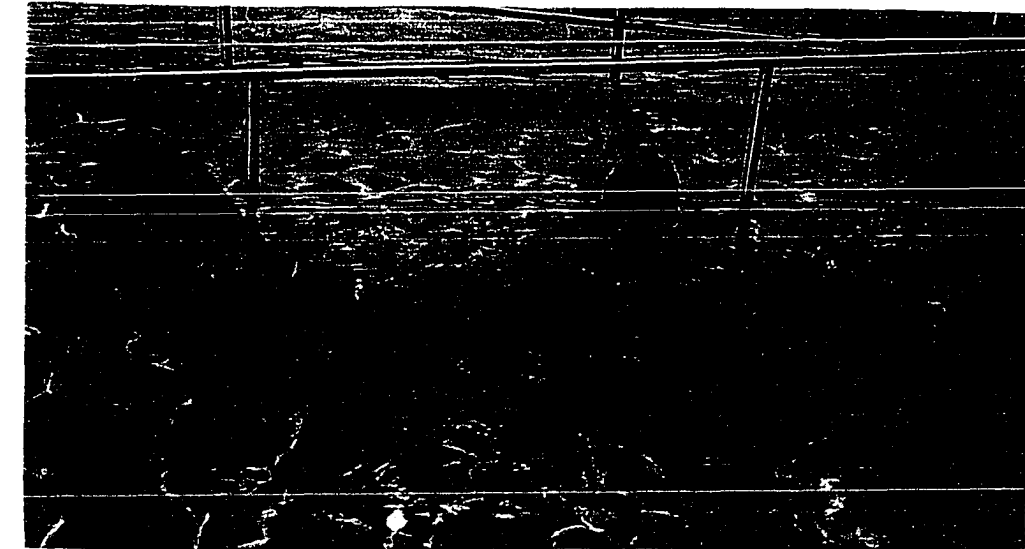


Figure 7.1 Relaxation Exercises Techniques  
Camp Discovery for the Physically Challenged  
Gainsboro, Tennessee

program. Older adults with health-related problems may have more than normal needs in water-based exercise programs. Older adults may have become part of special situation groups due to illness, accident, temporary loss and or impairment of their ability to function. Older adults with health-related problems may require extra help to establish active healthy lifestyles. Water-based relaxation exercise technique courses can potentially benefit a wide range of special needs older adults. Once, the instructor has established, that the older adult may benefit from a Kikou water-based program, a thorough health assessment form, physician's permission form and fitness screening form, should be completed and placed in the instructor's files (See Appendix G, Course Health Fitness Forms, Appendix H., Physician's Permission Form, Appendix I, Student Medic Alert Tag Form).

To work with special adult populations the instructor should learn as much as possible about older adults as well various health-related problems. (See Appendix K, Recommended Questionnaire). Some older adults with health-related problems require no modifications in the class, while others do require exercise movement modifications. Kikou water-based relaxation exercise technique classes can be designed to meet individual students' needs because each older adult, whether well or frail, will perform the exercises in a different way depending on ability and determination.

Instructors can guide and assist older adults by modifying each Kikou program and with these modifications, will help older adults achieve success. Each older adult's needs must be considered individually and adjustments with modifications can be made on an individual basis after examination of the older adults with health problems and / or needs.

### *Movement Exploration*

Encourage older adult students with health-related problems to become familiar with movement exploration at the beginning of each relaxation exercise session to avoid falls. The following identify seven exploration techniques:

1. Older adults should be encouraged to adjust to water temperatures and depth.
2. Older adults should be provided long periods of warm-up exercises.
3. Older adults should be allowed ample time for diaphragmatic breathing techniques in the water.
4. Older adults should be given an opportunity to walk and move around the shallow end of the pool at the beginning of each class.
5. Older adults should explore movement positions in the water.
6. Older adults should be allowed time to focus on space an awareness.
7. Older adults should be provided "quiet stance", relaxation, rest time with long periods of cool-down exercises.

The correct amount of exercise progressions varies for each older adult. It is important to discuss how older adults feel about the energy level and level of fatigue at the end of each class. Begin with Kikou relaxation exercises older adults can successfully perform. Then gradually introduce other Kikou progressions based on each older adult student's personal ability.

*Contraindications* It is vitally important that the instructor be familiar with contraindicated medical conditions as well indicated physical conditions. Older adults whose medical history reveals a severe or profound health condition may need to be excluded from a Kikou exercise program for safety precautions. The instructor should

also be aware of any older adult student taking prescription medications. Medications may affect heart rate, blood pressure, respiratory function and mood while the student is involved in water-based exercise classes.

*Signs to Watch for* The following identify eight physical and / or health problems that could occur during a Kikou relaxation exercise session with older adults:

1. Undue fatigue during exercising.
2. Difficulty in breathing during exercising.
3. Dizziness during exercising.
4. Tightness in the chest during exercising.
5. Loss of normal coordination during exercising.
6. Clenched teeth or jaw during exercising.
7. Upper back pain during exercising.
8. Musculoskeletal problems during exercising.

#### *Modification Guidelines*

The following are suggested modification guidelines the instructor may choose to include with his or her program.

1. The instructor should perform slow stretches in Kikou warm-up exercises.
2. The instructor should caution older adults to avoid bouncing movements to help reduce injury.
3. The instructor should not induce pain in older adult students.
4. The instructor should help older students feel comfortable and confident in the water.

5. The instructor should help older students create ways to regulate exercise pace.
6. The instructor should encourage older adults to alter the speed to slow, flowing and rhythmic movements.
7. The instructor should encourage older adults to perform range-of-motion with small circles with arms and legs.
8. The instructor should encourage older adults to keep movements near the surface of the water to create less resistance.
10. The instructor should encourage older adults to keep moving movements to a minimum, to decrease resistance.
11. The instructor should encourage older students to utilize energy techniques to avoid fatigue.
12. The instructor should use positive terms and words when addressing an older adult's health problem.
13. The instructor should adapt his or her choice of exercises to particular health problems.
14. The instructor should have older adults with back injuries assume a bent-knee, rounded position while exercising to avoid injury and joint stress.
15. The instructor should encourage older students to maintain a moderate pace.
16. The instructor should watch for signs of overexertion.
17. The instructor should adjust classes for daily and seasonal differences in temperatures.

*Suggested Modified Teaching Tips* The following are suggested modified teaching tips

the instructor may wish to include in his or her program:

1. The instructor should be positive.
2. The instructor should be friendly and understanding.
3. The instructor should be sensitive.
4. The instructor should be calm, yet concerned about older adult's health problems.
5. The instructor should learn his or her older adult student's limitations.
6. The instructor should learn his or her older adult student's abilities.
7. The instructor should learn about the characteristics of the student's condition.
8. The instructor should be aware of the older adult's activity guidelines as recommended by his or her physician.
9. The instructor should be considerate.
10. The instructor should allow enough time to finish an exercise.
11. The instructor should teach basic movements but adapt movements, to each older student.
12. The instructor should speak slowly for those who have difficulty hearing.
13. The instructor should use gestures.
14. The instructor should be enthusiastic and praise older students.
15. The instructor should allow older students to keep walking aids nearby, if necessary.
16. The instructor should incorporate success experiences in each exercise.

17. The instructor should ask older adults how best to assist, make it easier and more comfortable for them.
18. The instructor should be aware of any unusual situations.
19. The instructor should maintain strict confidentiality about medical records and personal information.
20. Instructors teaching older adults in water-based courses should take a training course in CPR and first aid.



## Chapter VIII: Lessons

### Introduction

Kikou water-based relaxation exercise techniques are intended to provide individuals with relaxation, rhythmic breathing benefits and muscular and joint activity. Water is a gentle medium that lends support to the body and relaxation to the mind and body. Kikou relaxation exercises all are performed with slow, fluid movements combined with controlled breathing patterns and basic stance positions. Kikou exercises are low-impact, slow, graceful maneuvers strung together in flowing motions and forms. The Kikou lessons introduce 50 body-specific exercises through step-by-step text with accompanying illustrated exercise photographs. These exercises are designed to increase range-of-motion, flexibility and improve muscular strength. They are geared toward parts of the body commonly affected in the older adult population. Kikou exercises are provided for the neck, torso, shoulders, elbows wrists, fingers, hips, knees and ankles.

For students to achieve a desirable level of relaxation for the mind and body while performing Kikou exercises the instructor should have students strive for the six “R’s”:  
*Relax, Refresh, Recollect, Regroup, Replenish and Reinvigorate.*

Kikou water-based relaxation exercises can be solitary exercises giving students privacy while exercising without, distraction hindering the students’ concentration. The exercises allow more energy to be spent on contemplation and this in turn may provide a form of relaxation. On the other hand, when assisted partner-stretching exercises are included at the end of a class session the exercise benefits become more supportive, nurturing and may provide social interaction among students.

*Chart II* on the following page outlines the lessons in this manual. At the completion of the 15-hour Kikou course lessons the Kikou trainee will be familiar with exercise objectives, techniques, points to remember, exercise guide and knowledge of the skill summaries. The material in these lessons will provide the new instructor with appropriate selections for class relaxation exercises, exercise progression plans and sample instructional poolside cue cards.

## Chart II: Lessons in this Manual

Lessons	Lessons Length May Vary Per Lesson
Introduction	
Overview of Kikou Exercises	
Index of Kikou Exercises by Category	
Lesson One	
Part one – Stance Technique	2 Hours
Part Two – Diaphragmatic Breathing Techniques	1 Hour
Lesson Two - Warm-up Movements	1 Hour
Lesson Three - Upper Body Movements	1 Hour
Lesson Four - Torso-Stability Movements	2 Hours
Lesson Five - Lower Body Movements	1 Hour
Lesson Six - Full Body Coordinated Movements	3 Hours
Lesson Seven - Cool Down – “Quiet Stance”	1 Hour
Lesson Eight - Assisted Partner Stretching Exercises	3 Hours
Jahara Relaxation Techniques	
Lesson Nine - Suggested Six-week Progression Plan	1 Hour
Sample Poolside Cue Card Exercise Session	Per Session
Approximate Time	15 Hours

## An Overview of Kikou Exercises

The long-term goals of the Kikou relaxation exercise program include the following physiological and psychosocial benefits:

1. Improved mobility.
2. Improved flexibility.
3. Improved coordination.
4. Improved range-of-motion.
5. Improved socialization.
6. Improved sense of isolation.
7. Improved depression.
8. Improved reduction of stress.

The following Kikou exercise program is indexed by categories. Each of the categories of exercises and the number of the various exercises within each category are shown in chart III on the following pages and coincide with the exercise descriptions beginning with lesson one through lesson nine. The author has appended to lesson nine, category J, a random assortment of illustrated exercise photographs. The exercise photographs demonstrate the basic principles involved when sequencing a Kikou relaxation exercise progression. A well-rounded Kikou program should include at least one exercise from each category. These categories are listed below with the Kikou exercise number(s) in parentheses.

*Category A.* Stance Technique (1-4)

*Category B.* Diaphragmatic Breathing (5-10)

*Category C.* Warm Up Movements (11-16)

*Category D.* Upper Body Movements (17-22)

*Category E.* Torso-Stability Movements (23-27)

*Category F.* Lower Body Movements (28-33)

*Category G.* Full Body Coordinated Movements (34-38)

*Category H.* Cool-Down – “Quite Stance” Movements (39-44)

*Category I.* Assisted – Partner Stretching Exercises (45-50)

*Category J.* Sample Poolside Cue Cards Exercise Session (Random Assortment  
of Exercises)

## CHART III: Index of Kikou Exercises by Category

<i>A. Stance Technique</i>	<i>B. Diaphragmatic Breathing</i>	<i>C. Warm Up Movements</i>
1. Rooting Stance 2. Clasp Butterfly Stance  3. Embrace Earth Stance  4. Horse Stance	5. Rooting with Ball 6. Embrace Earth with Ball  7. Open Lotus  8. Welcome Tranquility  9. Falcon Spreads Wings 10. Sun and Moon With Ball	11. Enhance Flame 12. Draw Silk From Cocoon 13. Hands Hold Clouds 14. Surrounding Golden Sphere 15. Gather Serenity 16. Embrace Earth
<i>D. Upper Body Movements</i>	<i>E. Torso-Stability Movements</i>	<i>F. Lower Body Movements</i>
17. Gathering Mists in Hands  18. Crane Flies 19. Gathering Stars  20. Sweeping Clouds  21. Moth Awakens  22. Rotate Golden Sphere	23. Looking Back at Moon  24. Heron Spreads Wings 25. Release Dragonfly  26. Calming Komodo  27. Sweeping Galaxy	28. Egret Stepping Over Mountain  29. Ride Waves 30. Grasp Earth-Take to Mountain 31. Blue Heron Stands on One Leg 32. Pheasant Lifts Leg to Sky 33. Kick Earth to Moon

## Chart III: Index of Kikou Exercises by Category (continued)

<i>G. Full Body Coordinated Movements</i>	<i>H. Cool-Down Movements</i>	<i>I. Assisted-Partner Stretching Movements</i>
34. Cross Hands Hold Grasshopper	39. Horizon Sun	45. Fairy Weaving
35. Draw Moon From Sky	40. Sun and Moon Hang From Sky	46. Damsel in Flight
36. Rotate Fire Sun	41. Moon in a Dew Drop	47. Cormorants Dance
37. Dragon Holds Up Earth	42. Earth Descends	48. Ride the Tiger
38. Cloud Dancer	43. Stars Fall in River	49. Royal Tern Stands on One Leg
	44. Sun and Moon Reflect	50. Wave Arms in Clouds
Random Assortment of Exercises		

*J. Sample Poolside Cue Card  
Exercise Session*

<i>Category A</i>	<i>Category B</i>	<i>Category C</i>
1. Rooting	7. Push Down Earth	14. Surrounding Golden Sphere
3. Embrace Earth	8. Welcome Tranquility	
10. Sun and Moon		
<i>Category D</i>	<i>Category E</i>	<i>Category F</i>
17. Gathering Mist in Hands	24. Heron Spreads Wings	28. Egret Stepping Over Mountain
	25. Release Dragonfly	29. Ride Waves
<i>Category G</i>	<i>Category H</i>	<i>Category I</i>
35. Draw Moon From Sky	39. Horizon Sun	45. Fairy Weaving
37. Dragon Holds Up Earth	42. Earth Descends	46. Damsel in Flight
		47. Cormorants Dance

## Lesson One: Stance and Diaphragmatic Breathing Technique

## Quick Reference Snapshot

## Chart IV:

<p>Part One: Stance Technique</p> <p>Objectives</p> <p>Introduction</p> <p>Points to Remember</p> <p>Proper Stance</p> <p>Stance positioning</p> <p>Category A Exercise Guide</p> <ol style="list-style-type: none"> <li>1. Rooting</li> <li>2. Clasp Butterfly Stance</li> <li>3. Embrace Earth Stance</li> <li>4. Horse Stance</li> </ol> <p>Illustrated Exercise Photographs with Complete Instructions</p> <p>Part Two: Diaphragmatic Breathing Technique</p> <p>Objectives</p> <p>Introduction</p> <p>Points to Remember</p> <p>Basic Diaphragmatic Breathing Techniques</p> <p>Category B Exercise Guide</p> <ol style="list-style-type: none"> <li>5. Rooting With Ball</li> <li>6. Embrace Earth With Ball</li> <li>7. Open Lotus</li> <li>8. Welcome Tranquility</li> <li>9. Falcon Spreads Wings</li> <li>10. Sun and Moon With Ball</li> </ol> <p>Illustrated Exercise Photographs With Complete Instructions</p>
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*In The Water – WATSU*

*The body, held in buoyancy, by gentle cradling arms returns to lost memories of love without uncertainty. The soul soars experiencing the freedom of a body surrendered to the water – in search of higher plains but it's separation that occurs, rather, the ecstasies of Oneness. Inside the floating body the soul is free to sing and the body having defeated gravity and all materials ties free from all bondage returns to being essence in your arms.*

*By Alma Flor Ada*



## Lesson One: Stance and Diaphragmatic Breathing Techniques

### Part One: Stance Techniques

Objectives: After completing part one, the Kikou trainee should be able to:

1. Describe techniques for maintaining posture and "rooting" for proper stances.
2. Demonstrate the above techniques.

### Introduction

Stance, positioning and learning the physical movement patterns are the first steps to benefiting from the Kikou program, the next step is application. The trainee should use the physical concepts for each exercise to experience a safe Kikou exercise program. This lesson will take the trainee through specific physical techniques to include: stance, positioning, balance, body mechanics and movement techniques that will apply to all Kikou movement exercises. Once positioning is achieved with good body mechanics and balance the trainee will be ready for the movement exercises that follow.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. Relaxation exercise movements should never be forced, but relaxed. It is not necessary to experience pain and strain to achieve successful benefit in the Kikou exercise progressions.
2. When beginning exercise movements students should not be asked by the instructor to perform more exercises or repetitions than what is comfortable for the students.

3. When older adults are beginning relaxation exercises they should never perform any exercises that are particularly painful or cause joint pain.
4. While performing relaxation exercises students should attempt to achieve full range-of-motion but should not force the motions.
5. Relaxation during exercises should give students maximum benefits from the practice.
6. All relaxation exercises assume the student is in the basic stance, posture and position.
7. One of the most important points to remember is that the student must be in a relaxed manner in stance to achieve success and achieve maximum benefits from the practice.

*Proper Stance Posture* To help place the student's body, proper attention to posture, rooting and breathing in combination with visualization and imagery of upright stance positions should be emphasized by the instructor. Rooting is the essence of stance and originates at the feet. The feet are placed firmly on the bottom of the pool with the legs separated and the knees slightly bent into a relaxed position. From the student's feet relaxation should issue throughout the rest of the body. The essence of stance training is to have the legs strong and stable, yet light and mobile. All Kikou relaxation exercises assume the student is in the basic stance position and posture before beginning the exercise program. The stance postures and movement techniques are practiced rhythmically, repeating the movement in rhythm with diaphragmatic breathing. The student can give the entire body a chance to rest and at the same time conserve energy by relaxing completely in stance. The more the student relaxes into stance, postures and

positions, and the longer the practice, the more sensitive the student will become to the surrounding environment in the pool. When the student has learned the basic stances he or she can then put them together into a complete sequence of exercise progressions.

*Stance Technique* Students will achieve the proper posture if they will do the following:

*Students should begin by imagining they are marionettes being held upright lightly by a piece of string. The back should be straight, yet loose and relaxed. Weight should be distributed over both feet with the feet slightly apart and knees slightly bent into a relaxed position. Shoulders should be rounded and immersed below water level with arms slightly rounded and hanging at both sides. Students should keep the eyes wide open but not focusing on anything in particular and the breathing pattern should include inhaling through the nose and exhaling through the mouth.*

*Stance Positioning* Students will achieve proper positioning if they include the following:

To ensure proper alignment students should raise the chest, keep the back straight, relax the shoulders, unlock the knees and hold the head in a comfortable position. In Kikou relaxation exercises body mechanics incorporates positioning, balance and posture working together to create correct alignment. Students should build up the exercise progressions gradually always remembering the importance of relaxing into the positions. Kikou relaxation stance positions may make a greater demand on the muscles of the legs and arms when practicing the exercises. While students are in stance positions they should be aware of surrounding spaciousness and when the arms are extended forward students' should feel space in front of the open hands. Stance positions are important in order for the student to achieve a relaxation period at the beginning of each exercise

lesson. It is also important for the student's mind to focus attention on the exercises to be fully engaged in the exercise practice. Stance positions should be held for one minute, then increased from three to five minutes. This procedure will enhance relaxation and prepare the student for the exercises in this lesson.

## Category A Exercise Guide

The student should assume that all Kikou relaxation exercises begin in a starting stance position unless otherwise noted. All of the exercises in category A are appropriate for the stance lesson.

### Category A

#### Stance Technique Exercises

1. *Rooting Stance*
2. *Clasp Butterfly Stance*
3. *Embrace Earth Stance*
4. *Horse Stance*

Duration: 1 Hour

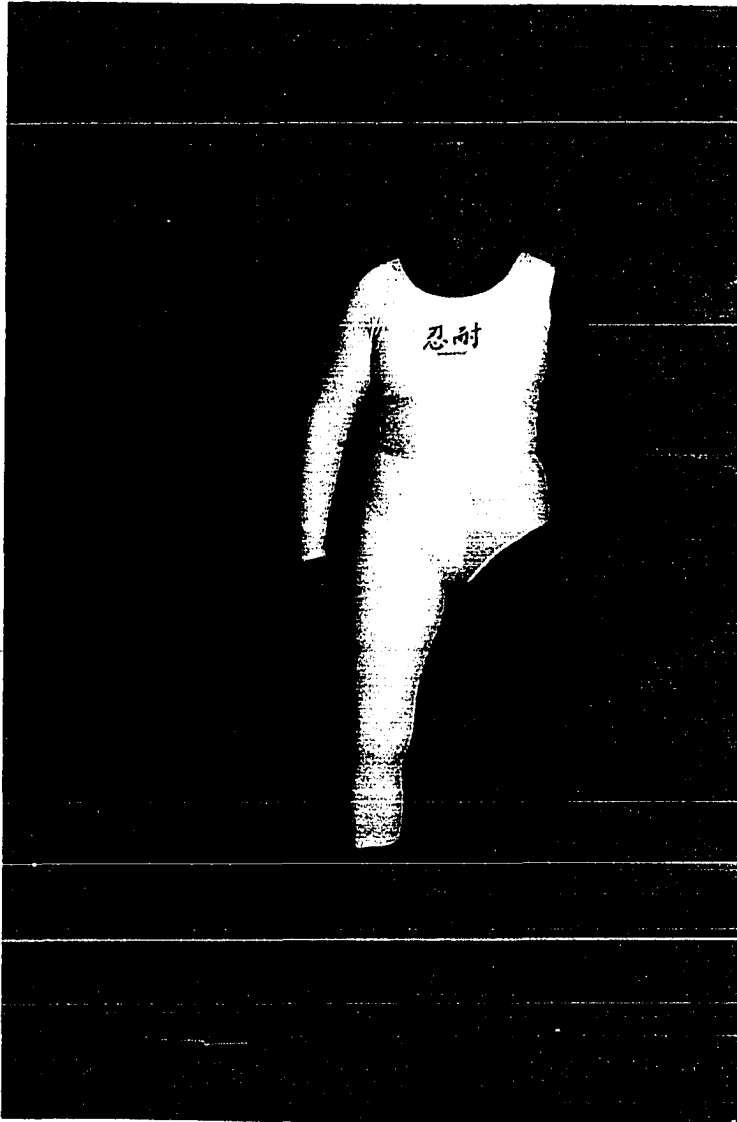
Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*



## STANCE TECHNIQUES

### "Rooting Stance"



**Step 1:** Evenly distribute weight over both feet. Place feet shoulder width apart. Knees slightly bent. Relax knees.

**Step 2:** Back straight, shoulders rounded, yet loose and relaxed.

**Step Three:** Let arms hang loosely at sides.

**Step 4:** Look forward.

**Step 5:** Release tension - Relax. Hold stance 1 minute then increase to 3 minutes.

**Note:** *Feel your feet bearing the full weight of your body. You are now rooted to the earth like a tree.*

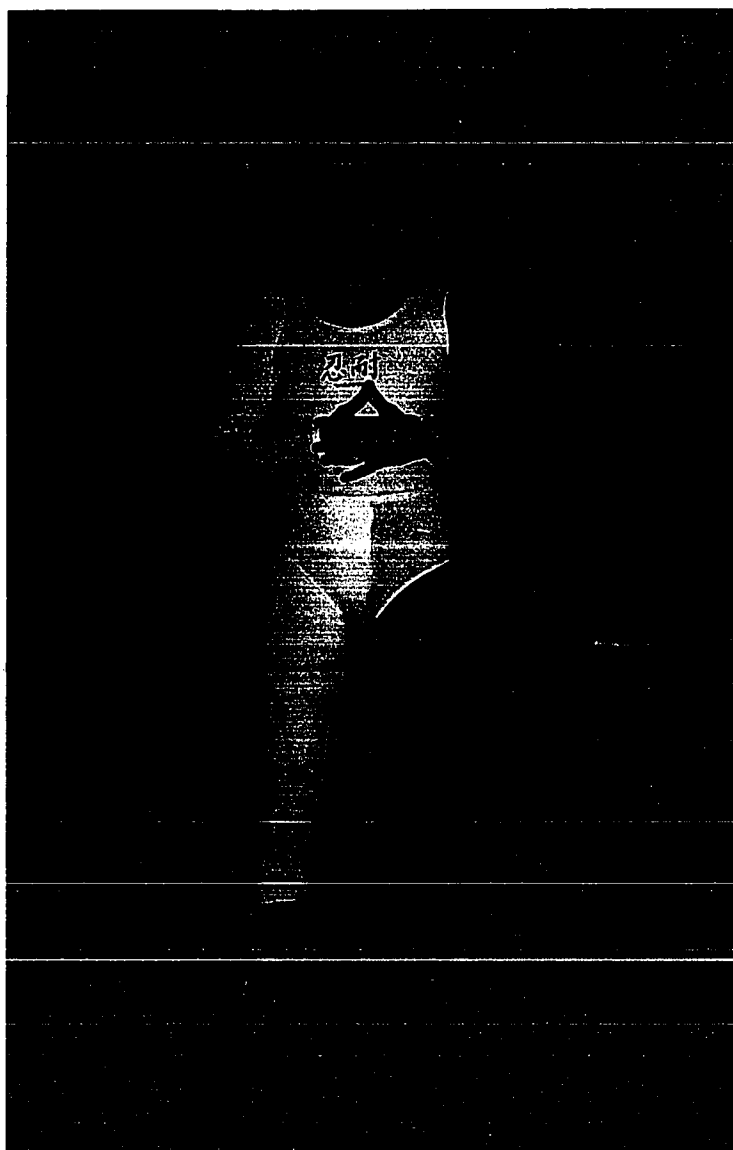
# LESSON I

Part One

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## STANCE TECHNIQUES

### "Clasp Butterfly Stance"



**Step 1:** Evenly distribute weight over both feet. Place feet shoulder width apart. Feet turned out. Knees relaxed.

**Step 2:** Back straight, shoulders rounded, yet loose and relaxed.

**Step Three:** Place hands in front of waist, elbows bent. Place left hand in front of right, fingers spread apart. Thumbs form triangle. Relax arms.

**Step 4:** Look forward.

**Step 5:** Release tension - Relax. Hold stance 1 minute then increase to 3 minutes.

Lesson 1 - Part One: Stance



# LESSON I

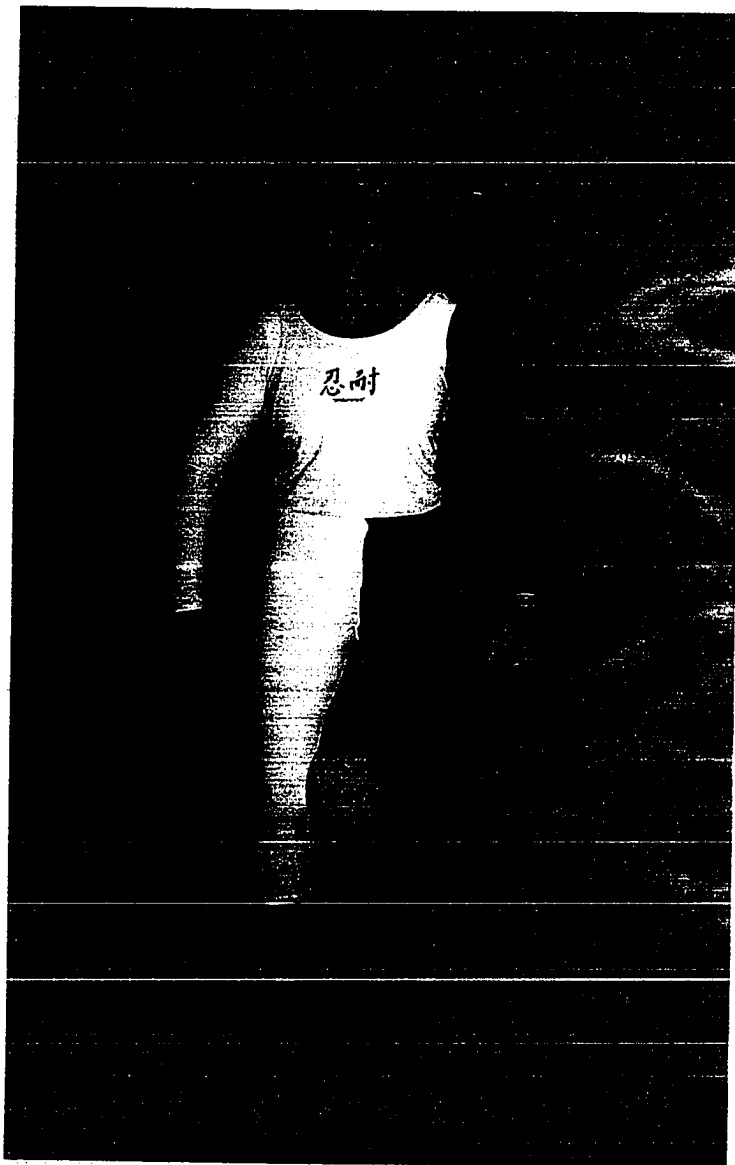
Part One

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## STANCE TECHNIQUES

### *"Embrace Earth"*

(Ball Stance)



**Step 1:** Evenly distribute weight over both feet. Place feet shoulder width apart. Place ball between knees. Relax knees.

**Step 2:** Back straight, yet loose and relaxed.

**Step Three:** Arms rounded, yet hanging loosely from sides.

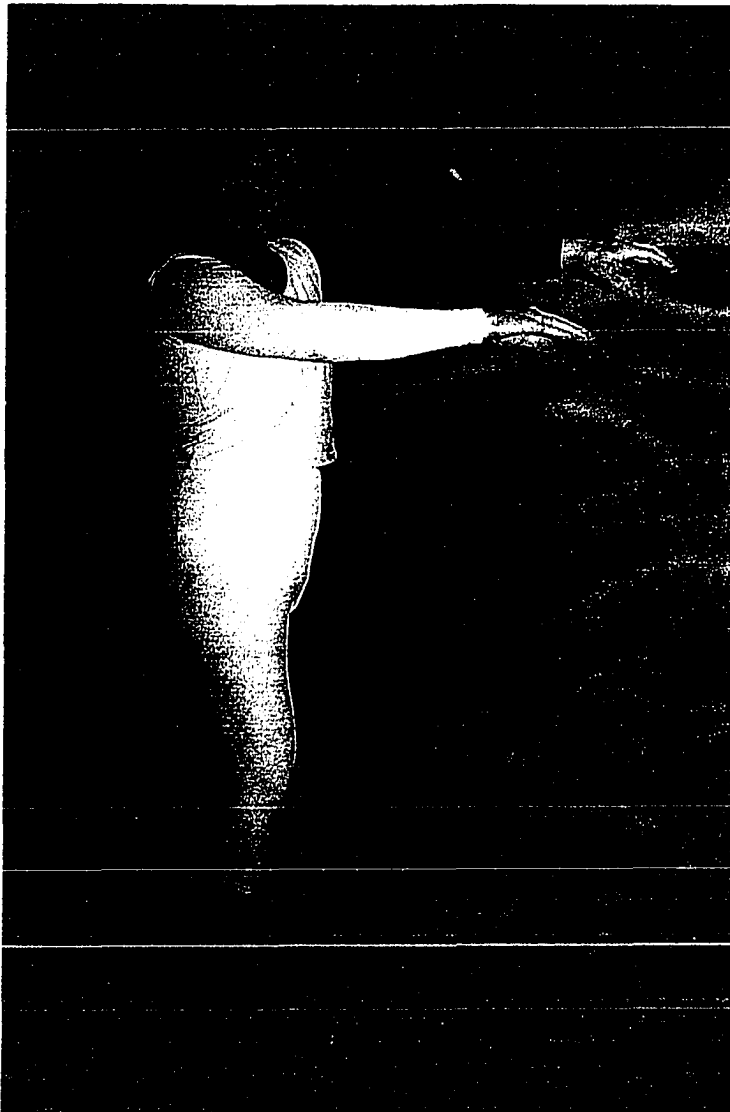
**Step 4:** Look forward.

**Step 5:** Release tension - Relax. Hold stance 1 minute then increase to 3 minutes.

*Lesson 1 - Part One: Stance*

**STANCE TECHNIQUES**

*"Horse Stance"*



**Step 1:** Place feet shoulder width apart, extend left heel forward. Place weight on right foot. Slightly bend knees. Relax knees.

**Step 2:** Back straight, shoulders rounded, yet loose and relaxed.

**Step Three:** Extend arms forward, palms down. Relax arms.

**Step 4:** Look forward.

**Step 5:** Release tension - Relax. Hold stance 1 minute then increase to 3 minutes.

## Lesson One: Stance and Diaphragmatic Breathing Techniques

### Part Two: Diaphragmatic Breathing Techniques

Objectives: After completing part two, the Kikou trainee should be able to:

1. Explain diaphragmatic breathing technique.
2. Identify three techniques that can be employed while inhaling and exhaling during the breathing exercises.
3. Demonstrate the above techniques.

### Introduction

All relaxation movement exercises begin in the abdominal area with breathing. Diaphragmatic breathing technique is associated with all the selected water-based relaxation exercise techniques chosen for inclusion in the Kikou training manual preparation study. The selected techniques include Water Tai Chi, Tai Chi Ball, Ai Chi, Chi Kung and Aqua Yoga as well the technique is employed in the Kikou relaxation exercise program.

During the diaphragmatic breathing technique, the diaphragmatic muscles apply pressure on the lungs to facilitate respiration. The lungs assume a passive role as they function under the pressure of the diaphragm. Breathing provides the internal organs with an opportunity to be massaged. In the United States and European exercise programs, physical exercising is more limited to movements of the external body parts with little concentration on internal breathing techniques. In Kikou as well other forms of relaxation techniques, relaxation exercises take care of the internal organs and external body parts. The rhythmic breathing technique is a contribution of major importance in relaxation exercise techniques. Relaxation is one of the primary steps involved in the

Kikou relaxation exercise program. Lesson one combines comfortable stances with awareness of breathing that takes the Kikou trainee to the next step in the exercise progression, application. In part two relaxation and breath control are covered. The breathing pattern is more important than the movement pattern because most of the benefits of stress reduction and relaxation are a result of deep breathing. Deep relaxation can only occur when the student feels stable in the water and confident in his or her ability to follow the exercise progressions. Stability and confidence are achieved through repetition.

#### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class.

1. Diaphragmatic breathing is considered a controlled breathing pattern and when students focus attention on the body and the exercises it is easier for students to control breathing.
2. The postures and or movements practiced by students in the exercises should be in rhythm with the breathing.
3. In relaxation techniques it is of particular importance that a student gain a sense of relaxation through the required breathing technique.
4. With the combination of movement work and diaphragmatic breathing the student will gradually develop stability and relaxation while moving calmly and effortlessly.

5. The student should learn a connection with breathing while exercising in water and maintain the connection in a continuous flow throughout the exercise movements and positions.
6. When students take in more oxygen, circulation is increased and this may help improve physical and mental health.
7. In rhythmic breathing, increased oxygen intake combined with exercising and stretching, helps to relax the student.

*Basic Diaphragmatic Breathing Techniques* All breathing exercises assume the student is in a basic stance and posture. Included are three basic techniques that can be employed while inhaling through the nose. The student should chose only one technique per exercise.

#### *Inhaling*

Technique a. The palms of the student's hands should be turned upward.

Technique b. The student's arms should be rounded, hanging loose on both sides and relaxed.

Technique c. A nerf ball may be placed between the student's hands and the ball is then squeezed each time the student inhales. A nerf ball is the best type of ball suited for older adults. Older adults can work joints, wrists and fingers of their hands by squeezing the soft foam material of the ball. ( Recommended size: 22 inch diameter nerf ball ).

Included are three basic techniques that can be employed while exhaling through the mouth. The student should chose only one technique per exercise.

*Exhaling*

Technique a. The palms of the student's hands should be turned downward.

Technique b. The student's rounded arms should be straightened while dropping to the sides, yet hanging loose and relaxed.

Technique c. The student should release pressure on the nerf ball between their hands while they exhale through the mouth.

*Teaching tip.* For an added benefit have students try expressing a subdued sigh of "Ahh" from the mouth each time they exhale. This will expel more air from the body and may give students a greater sense of tranquillity and relaxation.

## Category B Exercise Guide

Kikou movement patterns must all begin with diaphragmatic breathing technique and continue throughout each exercise and exercise progression. All of the exercises in category B are appropriate for the diaphragmatic breathing lesson

## Category B

## Diaphragmatic Breathing Exercises

5. *Rooting with Ball Stance*
6. *Embrace Earth with Ball Stance*
7. *Open Lotus*
8. *Welcome Tranquility*
9. *Falcon Spreads Wings*
10. *Sun and Moon with Ball*

Duration: 1 Hour

Intensity: Low

*See Examples of illustrated exercise photographs with complete instructions on the following pages.*





DIAPHRAGMATIC  
TECHNIQUES

"Rooting"

(Ball Stance)



**Step 1:** *Beginning Position:*  
Assume "Rooting" Stance.

**Step 2:** Inhale through nose.  
Apply pressure to ball from  
both hands.

**Step Three:** Relax pressure on  
ball.

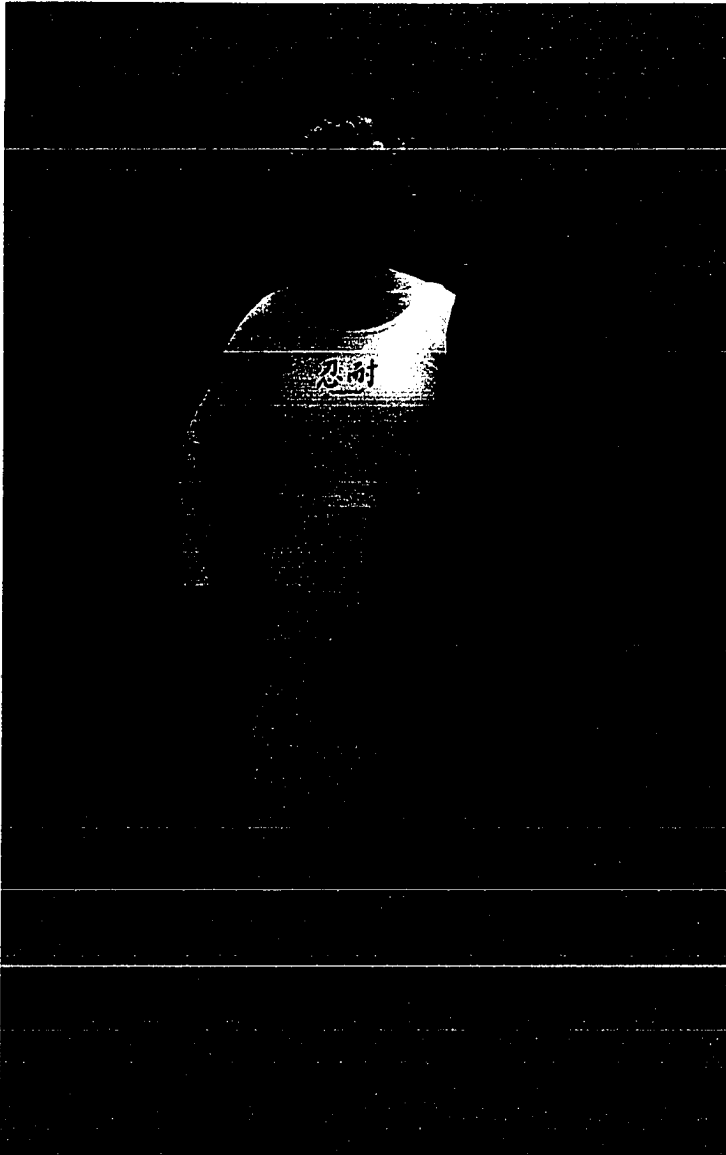
**Step 4:** Hold one minute.

Repetitions: 8.

DIAPHRAGMATIC  
TECHNIQUES

*"Embrace Earth"*

(Ball Stance)



**Step 1: Beginning Position:**  
Assume "Embrace Earth"  
Stance.

**Step 2:** Inhale through nose.  
Apply pressure to ball from  
both knees.

**Step Three:** Exhale through  
mouth

**Step 4:** Relax pressure on ball.  
Hold one minute.

Repetitions: 8.

DIAPHRAGMATIC  
TECHNIQUES

*"Open Lotus"*



Position 1

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

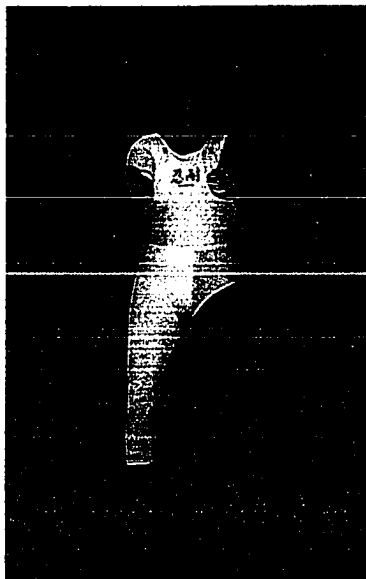
**Step 2:** Place arms hanging loosely in front of thighs. Arms and hands relaxed. Palms facing in.

**Step Three:** Inhale through nose.

**Step 4:** Raise hands to hips. Elbows bent, hands hanging loosely, fingers spread. Arms and hands relaxed. Palms facing down.

**Step 5:** Exhale through mouth. Return to beginning position. Hold one minute.

Repetitions: 8.



Position 2

*Lesson 1 - Part 2: Diaphragmatic Breathing*

*DIAPHRAGMATIC  
TECHNIQUES*

*"Welcome Tranquility"*



Position 1

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Extend arms forward in front of chest, palms facing up.

**Step Three:** Inhale through nose.

**Step 4:** Exhale through mouth, and turn palms facing down.

**Step 5:** Return to beginning position. Hold one minute.

Repetitions: 8.



Position 2

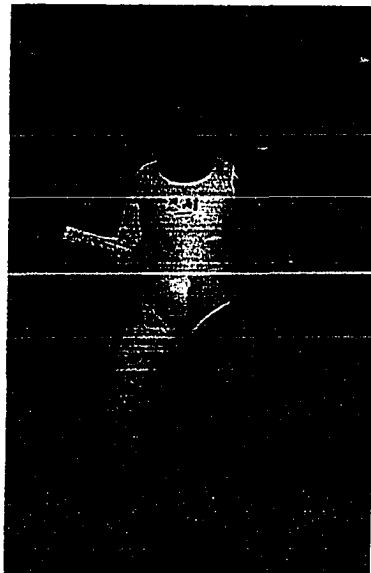
*Lesson 1 - Part 2: Diaphragmatic Breathing*

## DIAPHRAGMATIC TECHNIQUES

### *"Falcon Spreads Wings"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Raise elbows upward with elbows bent. Extend hands forward at hip level, palms facing down. Relax arms.

**Step Three:** Inhale through nose.

**Step 4:** Extend arms out and away from sides, elbows slightly bent, palms facing up. Exhale through mouth.

**Step 5:** Return to beginning position. Hold one minute.

Repetitions: 8.

*Lesson 1 - 1 - Part Two: Breathing  
Part 2:*

# LESSON I

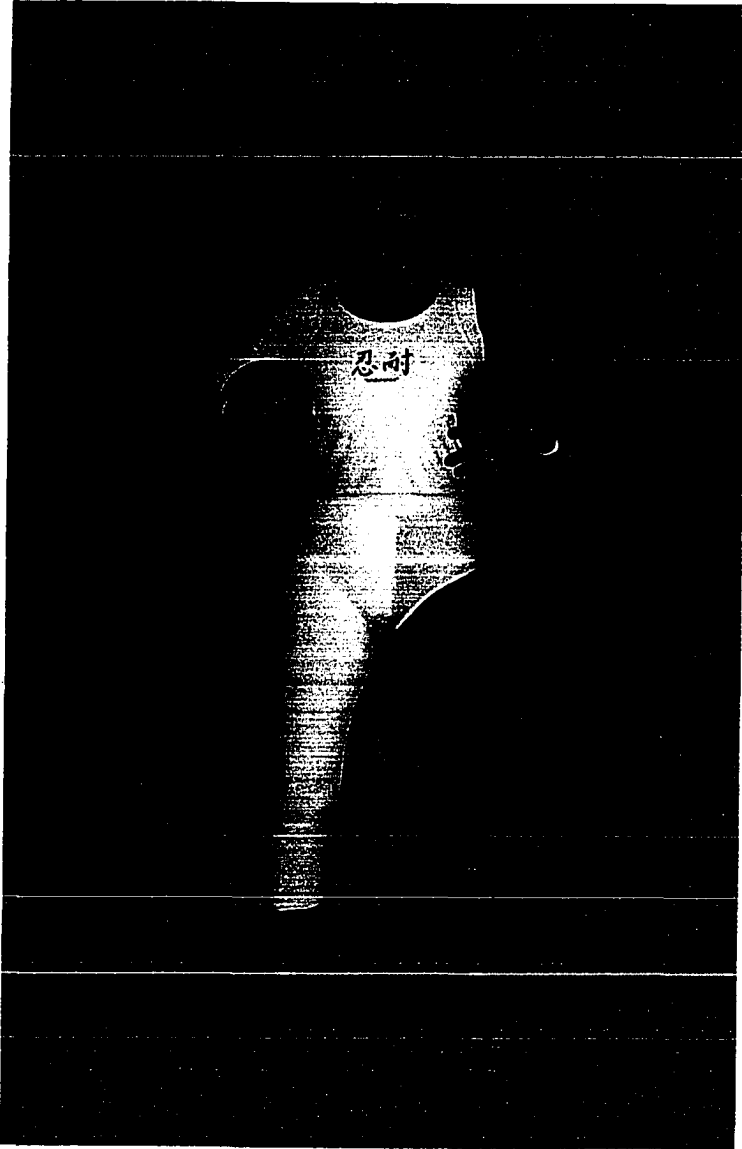
Part Two

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## DIAPHRAGMATIC TECHNIQUES

### "Sun & Moon"

(Ball Stance)



**Step 1:** *Beginning Position:*  
Assume "Sun and Moon"  
Stance.

**Step 2:** Inhale through nose.  
Apply pressure to balls from  
upper arms.

**Step Three:** Exhale through  
mouth. Relax upper arms -  
release pressure on balls.

**Step 4:** Return to beginning  
position. Hold one minute.

Repetitions: 8.

Lesson 1 - Part 2: **Diaphragmatic Breathing**

## Lesson Two: Warm-up Movements

## Quick Reference Snapshot

Chart V:

Lesson Two: Warm-up
Objectives
Introduction
Points to Remember
Category C Exercise Guide
11. Enhance Flame
12. Draw Silk From Cocoon
13. Hands Hold Clouds
14. Surrounding Golden Sphere
15. Gather Serenity
16. Embrace Energy
Illustrated Exercise Photographs with Complete Instructions

*A FIRST WATSU*

*I am floating on water, my head cradled on an arm so lightly; I feel only the water's buoyancy. I keep my eyes open, trying to take in this experience. My mind, trained not to lose a detail, takes in the deep blue sky amidst the dark bay leaves, the shadows of the fig leaves on the shining water. My body falls and rises, falls and rises, each time inking deeper, returning lighter to the surface. . In spite of my resistance to let o of the images surrounding the pool, an inner force calls me inside. I close my eyes. . . .*

*By Elaine Marie*

## Lesson Two: Warm - Up Movements

**Objectives:** After completing lesson two, the Kikou trainee should be able to:

1. Discuss the components of stretching, flexibility and range-of-motion in exercises in warm-up exercise routines.
2. Introduce warm-up exercises that help reduce injury and strain to muscles and joints of older adult students.
3. Demonstrate warm-up exercises.

### Introduction

The warm-up component is a physiological body warm-up to help increase heart rate, blood flow, joint lubrication and, warm body muscles, especially with older adult students. A warm-up period is necessary to prepare the body and mind of older students for the relaxation exercise techniques that will follow. A warm-up will help to reduce injury to muscles and joints. The warm-up exercises should always include stretching, flexibility and range-of-motion movements. Another good technique for pre-warm-up is to have students walk forward across the shallow end of the pool in chest deep water, then return walking backward across the pool. Both the warm-up and cool-down exercises should be for safety and relaxation purposes. The warm-up movements should be performed in a slow tempo.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. For older adult students a longer warm-up period should be introduced at



the beginning of each session. This will allow more time for older adults to get into a relaxed state. (Recommended time: 15 to 20 minutes).

2. Students should perform slow, long stretches.
3. Students should not induce pain during the exercise session.
4. Students should not overstretch joints during exercise sessions.
5. Students should avoid jarring movements to joint and limbs during exercise sessions.

## Category C Exercise Guide

Warm-up Exercises should include multidirectional stretches. All of the exercises included in category C are appropriate for the warm-up lesson.

## Category C

## Warm-Up Exercises

11. *Enhance Flame*
12. *Draw Silk from Cocoon*
13. *Hands Hold Clouds*
14. *Surrounding Golden Sphere*
15. *Gather Serenity*
16. *Embrace Flame*

Duration: 1 hour

Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*

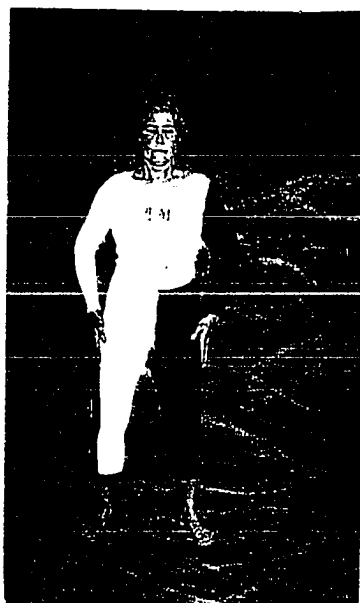


## *"Enhance Flame"*

(With or without ball)



Position 3



Position 4

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Move arms away from sides, arms should hang loosely and relaxed by sides - palms facing in. Inhale through nose.

**Step 3:** Slap your hips gently and slowly, at a comfortable pace, 5 times. Exhale through your mouth making the sound of "Aaaah" 5 consecutive times or one long "Aaaah" sound.

**Step 4:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

**Lesson 2 : Warm-Up/Breathing**

## "Draw Silk from Cocoon"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Move arms in front of your body - hands should be level with thighs, fingers slightly spread apart. Palms facing down, angle finger tips downward. Arms and hands relaxed.

**Step Three:** Raise arms slowly to shoulder level. Extend hands forward, thumbs touching. Palms facing down. Inhale through nose.

**Step 4:** Complete the movement by slowly lowering your arms to waist level. Fingertips point upward. Palms facing down. Relax fingers and wrists. Exhale through mouth.

**Step 5:** Return to beginning position. Hold position for one minute.

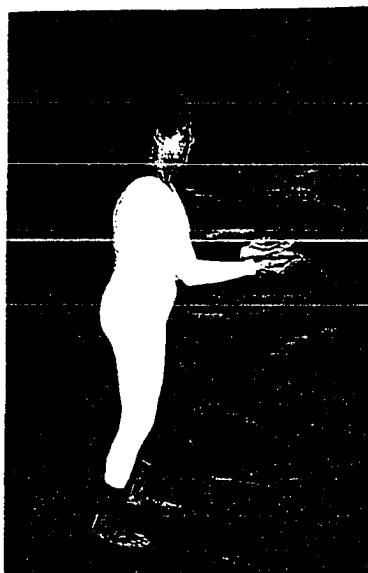
Repetitions: 8.

**Lesson 2 : Warm-Up/Breathing**

## "Hands Hold Clouds"



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Horse" Stance.

**Step 2:** Lower left toes to floor. Evenly distribute balance over both feet. Slightly bend knees. Relax knees.

**Step 3:** Slightly lean forward and press arms forward slowly. Hands and fingertips facing upward. Elbows slightly bent. Palms facing down. Inhale through nose.

**Step 4:** Exhale through mouth and turn palms up.

**Step 5:** Repeat exercise movements on right side, with breathing.

**Step 6:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

**Lesson 2 : Warm-Up/Breathing**

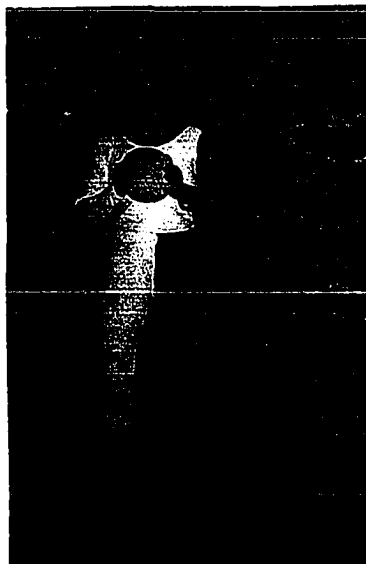
# LESSON 2

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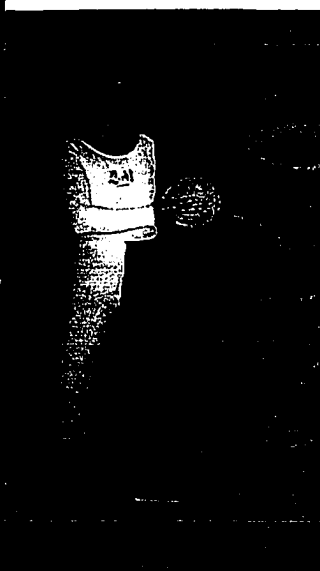
## WARM-UP MOVEMENTS/ BREATHING TECHNIQUES

### *"Surrounding Golden Sphere"*

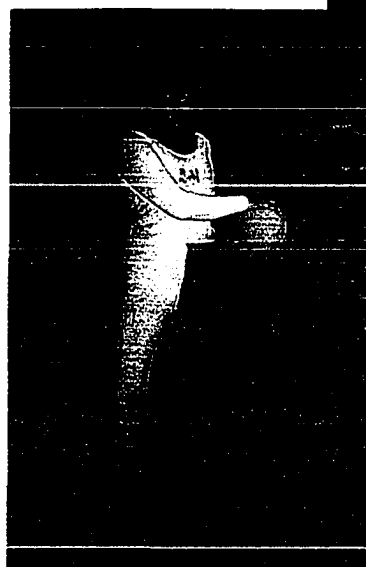
(With or without ball)



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume Ball Stance "Push  
Down Earth".

**Step 2:** Inhale through your  
nose. Pivot your body from the  
waist to your left side. Rotate  
the ball so that your right hand  
is on top of the ball and left  
hand is on bottom of ball.

**Step 3:** Continue pivoting as  
far to the left as possible.  
Exhale through mouth during  
Steps 2 & 3.

**Step 4:** Return to beginning  
position. Inhale through nose.

**Step 5:** Repeat movements on  
right side with breathing.

**Step 6:** Return to beginning  
position. Hold position for one  
minute.

Repetitions: 8.

**Lesson 2 : Warm-Up/Breathing**

# LESSON 2

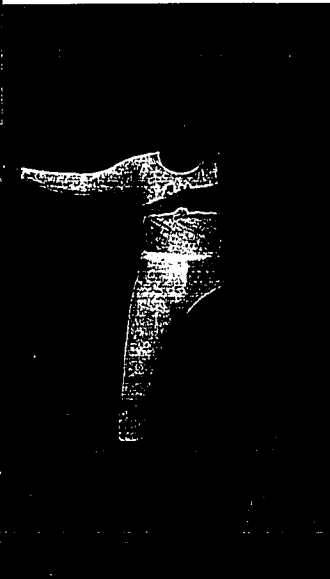
## WARM-UP MOVEMENTS/ BREATHING TECHNIQUES

### *"Gather Serenity"*

(With or without ball)



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Raise arms away from sides to a horizontal position. Palms facing up. Inhale through nose.

**Step 3:** Bring both arms forward. Swing both arms to the left. Palms facing down - shift weight to the left leg. Exhale through mouth.

**Step 4:** Swing arms halfway back to center. Bring arms and hands close to body as if holding a serving tray. Palms facing up - shift weight back to both feet. Inhale through nose.

**Step 5:** Repeat movements on right side with breathing.

**Step 6:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

**Lesson 2 : Warm-Up/Breathing**



## *"Embrace Energy"*



Position 1

**Step 1: Beginning Position:**  
Assume "Ball" Stance, without ball. Raise hands to water level. (All movements will be performed at water level).



Position 2

**Step 2:** Clap hands 8 times. On counts 1-4, Inhale through nose. On counts 5-8, exhale through mouth.

*Lesson 2 : Warm-Up/Breathing*

# LESSON 2

WARM-UP MOVEMENTS/  
BREATHING TECHNIQUES

*"Embrace Energy"*



Position 3

**Step 3:** Rub palms rapidly together 8 times.

**Step 4:** "Wash" your head and face with your hands using circular movements, 8 times.

**Step 5:** Return to beginning position. Hold position for one minute.

Repetitions: 8.



Position 4

Lesson 2 : Warm-Up/Breathing

## Lesson Three: Upper Body Movements

## Quick Reference Snapshot

## Chart VI

Lesson Three: Upper Body Movements
Objectives
Introduction
Points to Remember
Category D Exercise Guide
17. Gather Mist in Hands
18. Crane Flies
19. Gathering Stars
20. Sweeping Clouds
21. Moth Awakens
22. Rotate Golden Sphere
Illustrated Exercise Photographs With Complete Instructions

*Relation To Water*

*The sage's way, is the way of water  
 There must be water for life to be,  
 And it can flow wherever.  
 And water, being true to being water, is true  
 Like water, people need to accept where they find  
 Themselves and that may often be where water goes.  
 And that may be to the lower places, and that is right,  
 Like a lake  
 The heart must be calm and quiet,  
 Having great depth beneath it.  
 The sage rules with the compassion and his work  
 Needs to be trusted,  
 The sage needs to know like water,  
 How to flow around the blocks  
 And how to find the way through without violence.  
 Like water, the sage should wait for the moment to ripens and be wait,  
 For the moment to ripen and be right,  
 Water, you know new fights,  
 In flows around without blame, without harm. . . .*

*By Thomas E. Duckworth*

### Lesson Three: Upper Body Movements

Objectives: After completing lesson three, the Kikou trainee should be able to:

1. Introduce relaxation exercises and techniques that benefit the upper body to include: arms, chest, shoulders, back, neck, elbows, wrists and fingers.
2. Demonstrate the upper body movements.

#### Introduction

Upper body movement exercises help to maintain joint movement, range-of-motion and flexibility of the arms, chest, shoulders, back, neck, elbows, wrists and fingers. Kikou upper body movements are a safe and effective way for increasing joint and muscle activity. Upper body physical movement practiced in the Kikou program may assist the older adult with normal daily chores.

#### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. Kikou upper body movements should be performed in a slow tempo.
2. Upper body movements should flow with equal force and slow speed throughout the entire exercise progression for students to achieve relaxation benefits.
3. Students should be aware of the spaciousness surrounding them and feel the space in front of their open hands and arms while executing the exercises.

4. In upper body movement exercises older adults should be careful not to hunch shoulders or to lock elbows or wrists because this can cause injury to the joints.
5. Upper body exercise movements should never be forced, but relaxed. It is not necessary for older adults to experience pain and strain to be successful in these exercises.
6. In upper body movement's students will achieve the proper way to focus attention and concentration on the exercises by following their left hand with the eyes.

## Category D Upper Body Exercise Guide

Upper body movement exercises should help to improve joint flexibility and range-of-motion in older adults. All of the exercises in category D are appropriate for the upper body movement lesson

## Category D

## Upper Body Exercises

17. *Gather Mist in hands*

18. *Crane Flies*

19. *Gather Stars*

20. *Sweep Clouds*

21. *Moth Awakens*

22. *Rotate Golden Sphere*

Duration: 1 Hour

Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*



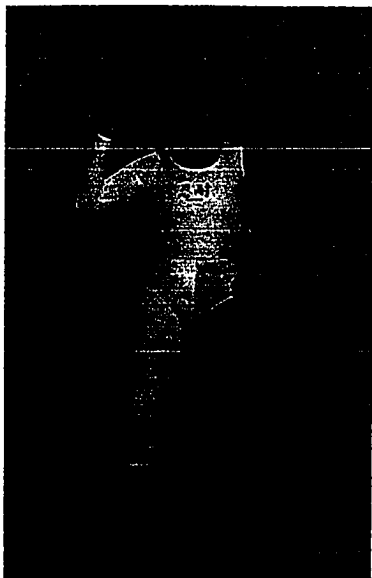
# LESSON 3

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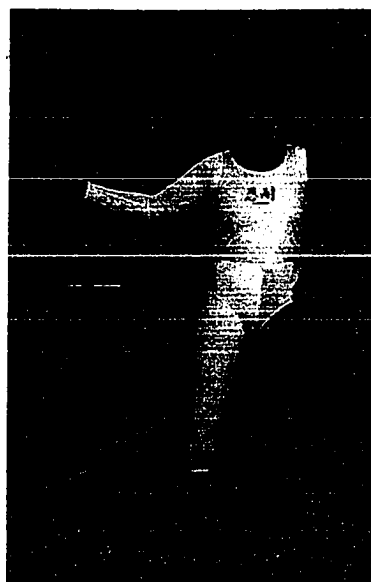
## UPPER BODY MOVEMENTS

### "Gathering Mist in Hands"

(With or without ball)



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Hold right hand up beside head, palm facing out. Left hand on waist, palm facing in. Inhale through nose.

**Step 3:** Roll your right arm gently away from your face to a horizontal position. Palm facing out. Exhale through mouth.

**Step 4:** With palm leading downward movement, bring right hand to rest in front of thigh. Palm facing your body. Inhale through nose.

*Lesson 3: Upper Body*

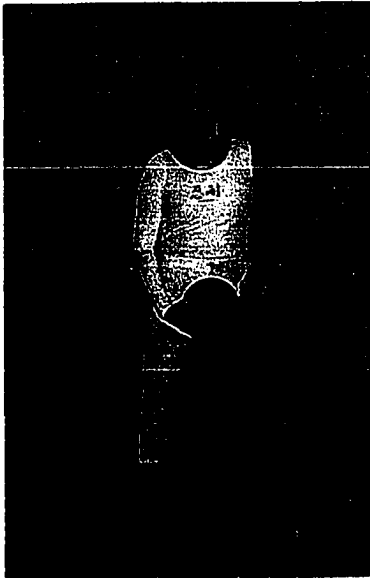


# LESSON 3

## UPPER BODY MOVEMENTS

### "Gathering Mist in Hands"

(With or without ball)



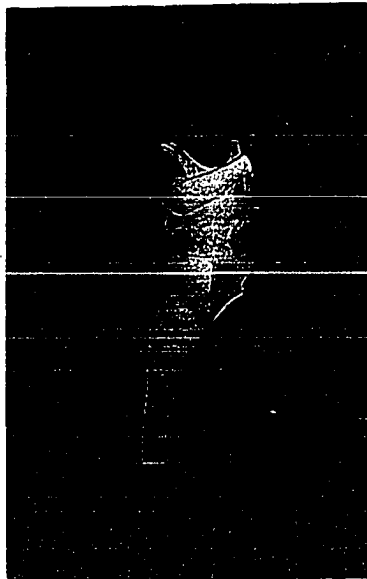
Position 3

**Step 5:** Continue the circular movement and bring right hand to rest on left shoulder. Exhale through mouth

**Step 6:** Repeat movement on left side with breathing.

**Step 7:** Return to beginning position. Hold position for one minute.

Repetitions: 8



Position 4

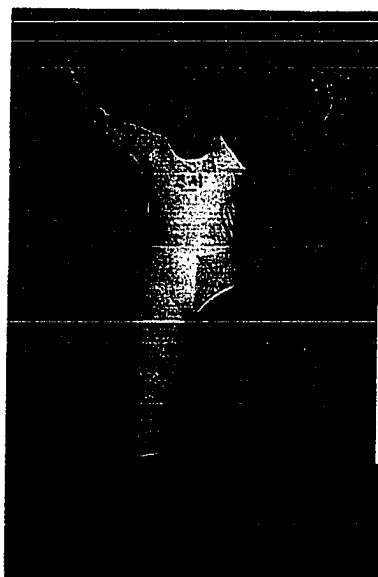
*Lesson 3: Upper Body*

# LESSON 3

127

## UPPER BODY MOVEMENTS

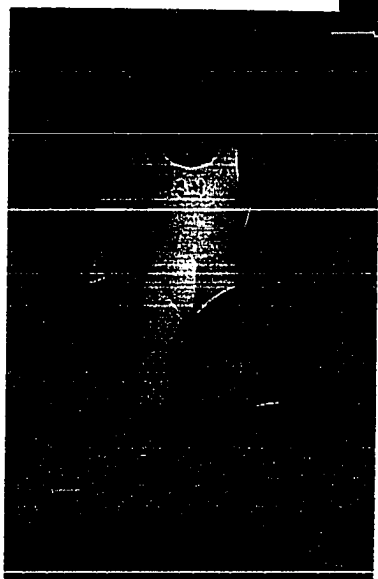
### "Crane Flies"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Swing both arms loosely forward like a pendulum, hands resting at level of your head, fingers spread apart, fingers and wrists relaxed. Palms facing down. Inhale through nose.

**Step 3:** Swing both arms loosely backward like a pendulum stopping at a comfortable position, arms away from sides. Palms facing up, exhale through mouth.

**Step 4:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

Lesson 3: **Upper Body**

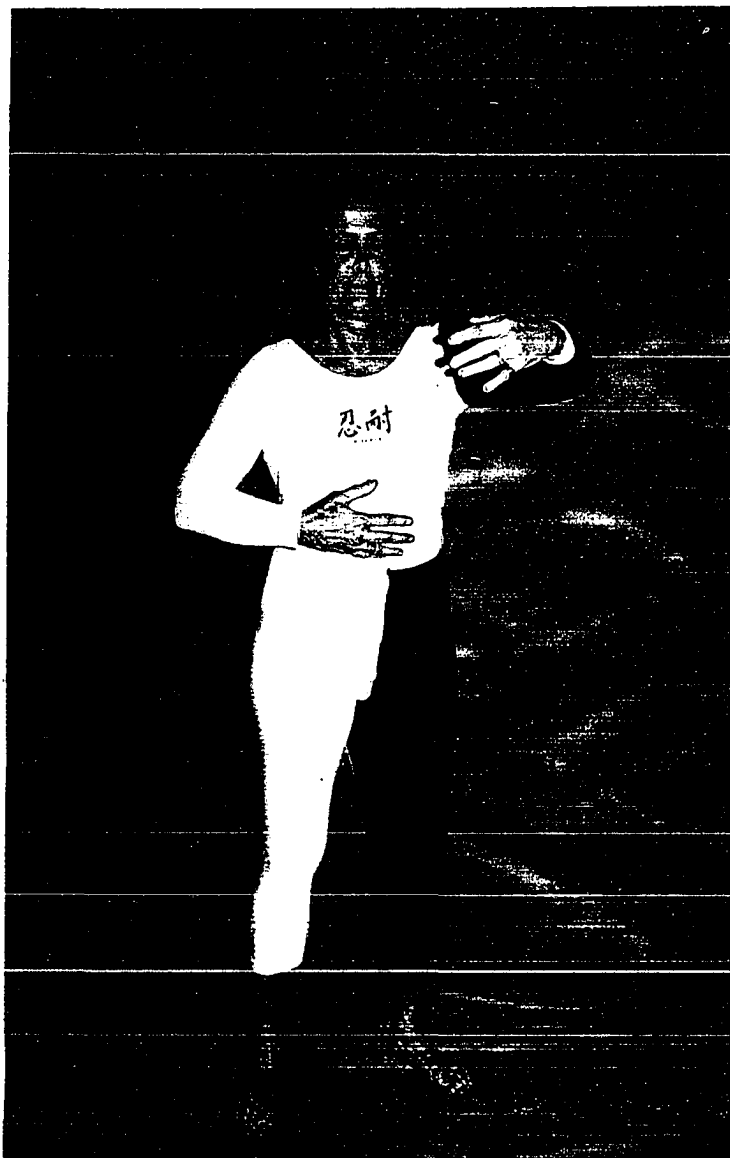
# LESSON 3

128

## UPPER BODY MOVEMENTS

### "Gathering Stars"

(With or without ball)



**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Raise left hand in front of your chest. Raise right hand in front of stomach. Fingers spread apart. Relax arms and shoulders. Palms facing in. Inhale through nose.

**Step 3:** Wave hands in a circular pattern. Lower left hand and raise right hand, palms facing in. Each hand should make a full circle. Rotate 3 cycles. Exhale through mouth.

**Step 4:** Repeat movements with opposite hands, with breathing

**Step 5:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

**Lesson 3: Upper Body**

## UPPER BODY MOVEMENTS

### *"Sweep the Clouds"*



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Horse" Stance.

**Step 2:** Lower toes to floor.  
Balance weight on both feet.

**Step 3:** Raise right arm level  
with your head, palm facing  
inside. Lower left arm to waist,  
elbow bent, palm facing down.  
Follow right hand with eyes.  
Swing both arms across to the  
other side.

**Step 4:** Turn right palm facing  
down. Raise left arm up with  
hand above right arm. Palm  
facing up. Follow right hand  
with eyes.

**Step 5:** Extend left arm to side  
with fingertips pointing upward,  
palm facing up. Raise right arm  
to chest level, palm facing  
inward.

**Step 6:** Repeat movement on  
opposite side, with breathing.

**Step 7:** Return to beginning  
position. Hold position for one  
minute.

Repetitions: 8.

**Lesson 3: Upper Body**

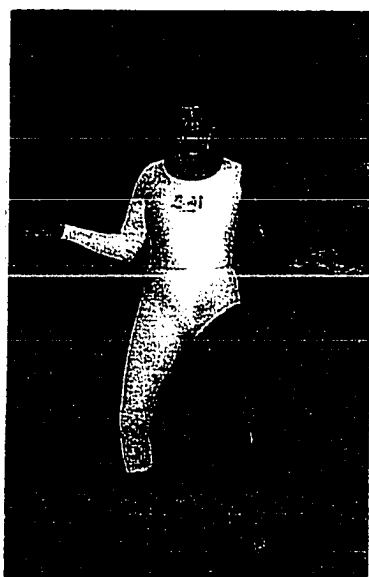
# LESSON 3

## UPPER BODY MOVEMENTS

### *"Moth Awakens"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Cross both arms in front of waist. Palms facing back. Inhale through nose.

**Step 3:** Uncross arms. Extend arms to sides, elbows bent with elbows close to sides. Palms facing up. Exhale through mouth.

**Step 4:** Repeat movement with breathing. Reverse top and bottom of crossed arm.

**Step 5:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

*Lesson 3: Upper Body*

# LESSON 3

## UPPER BODY MOVEMENTS

### "Rotate Golden Sphere"

(Ball Stance)



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
(Ball) Stance.

**Step 2:** Hands are on each  
side of ball. Rotate ball so that  
left hand is on top and right  
hand is underneath. Inhale  
through nose.

**Step 3:** Rotate ball the other  
direction so that right hand is  
on top and left hand is under-  
neath. Exhale through mouth.

**Step 4:** Return to beginning  
position. Hold position for one  
minute.

Repetitions: 8.

**Lesson 3: Upper Body**

## Lesson Four: Torso-Stability Movements

## Quick Reference Snapshot

## Chart VII

Lesson Four: Torso-Stability Movements
Objectives
Introduction
Points to Remember
Category E Exercise Guide
23. Looking Back at Moon
24. Heron spreads Wings
25. Release Dragonfly
26. Calming Komodo
27. Sweeping Galaxy
Illustrated Exercise Photographs With Complete Instructions

*Water Ritual*  
*Rocked, but not in slumber,*  
*By the moving hungry waves;*  
*Fascinated by their bubbles,*  
*Tiny pockets of my life*  
*Covered, enveloped, surrounded*  
*By the chlorinated sea*  
*A present I give*  
*My early morning muscles and me. . . . .*

*unknown*

## Lesson Four: Torso - Stability Movements

Objectives: After completing lesson four, the Kikou trainee should be able to:

1. Discuss correct posture with proper body alignment in torso-stability movements.
2. Describe the appropriate relaxation exercises that improve flexibility and range-of-motion in the torso area of older adult student.
3. Demonstrate torso-stability exercises.

### Introduction

Proper body alignment and posture is extremely important in maintaining breathing and balance in water-based relaxation exercises. It is especially important in torso-stability movement exercises for older adults to place their body weight and balance over both feet throughout the exercise. This will help to maintain correct posture and stance, prevent falling and minimize injury to muscles, joints and back. Correct posture also allows the airway to remain open while performing diaphragmatic breathing exercises.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class.

1. Students should try to relax and release tension in the lower back while performing torso-stability exercises.
2. Students should perform torso movements in a slow tempo that flows with equal force and slow speed throughout the movements of the exercise progression.



3. Torso and stability exercises should never be forced but relaxed and it is not necessary for older adults to experience pain and strain to be successful in these exercises.
4. Students should try to keep all movements in the waist and control movements strictly from the waist to prevent injury to the back and hips.

## Category E Exercise Guide

Correct stance and posture are several of the first steps to benefiting from the Kikou program. If the body is in good alignment there is less likelihood of strain on the joints and balance will be easier to maintain for older adults' performing torso-stability movement patterns. All of the exercises in category E are appropriate for the torso-stability lesson.

## Category E

## Torso-Stability Exercises

23. *Looking Back at the Moon*
24. *Heron Spreads Wings*
25. *Release Dragonfly*
26. *Calming Komodo*
27. *Sweep Galaxy*

Duration: 2 Hours

Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*



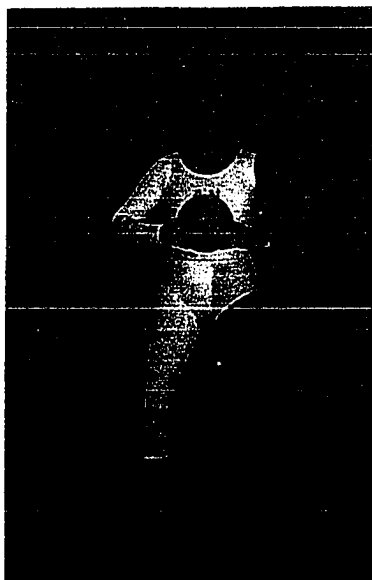
# LESSON 4

137

## TORSO & STABILITY MOVEMENTS

### "Looking Back at Moon"

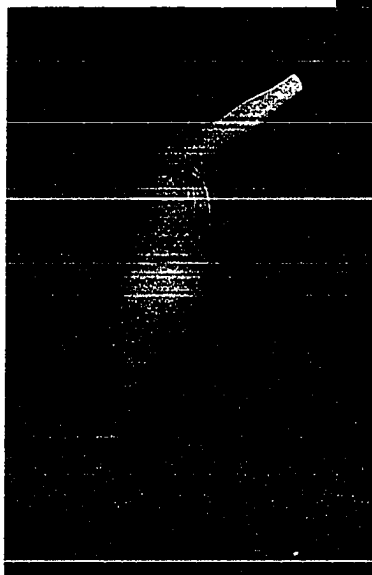
(With or without ball)



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Hold ball in both hands or hold an imaginary ball. Raise the ball in front of you so that ball is at shoulder level. Inhale through nose.

**Step 3:** Slowly turn your whole upper body, from your waist, to the left side. Turn as far as you are comfortable.

**Step 4:** As you turn to the left, raise your arms with the ball above your head. Exhale through mouth.

**Step 4:** Hold this position and count to five.

**Step 6:** Repeat movement with the breathing on the opposite side.

**Step 7:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

*Lesson 4: Torso & Stability*

# LESSON 4

138

## TORSO & STABILITY MOVEMENTS

### "Heron Spreads Wings"



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Horse" Stance.

**Step 2:** Lower right toes to floor, raise up on ball of left foot.

**Step 3:** Bend elbow of right arm - palm up - and extend left arm above right arm - palm down. Inhale through nose.

**Step 4:** Step forward with left foot - bend knee. Place weight on left foot. Raise up on ball of right foot, at same time that left foot swings forward.

**Step 5:** Swing left arm back. Palm facing out. Right arm stays in place, palm facing up. Exhale through mouth. Return to beginning position. Hold one minute.

**Step 6:** Repeat movement with breathing with opposite arm and leg.

Repetitions: 8.

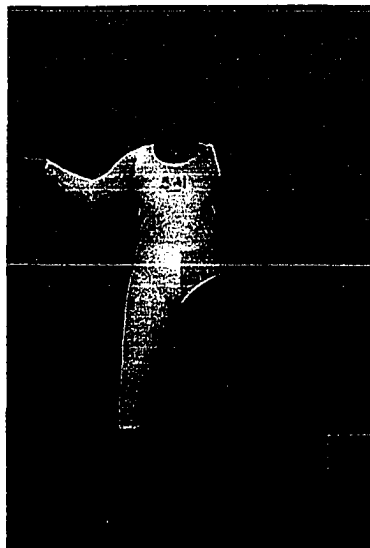
*Lesson 4: Torso & Stability*

# LESSON 4

139

## TORSO & STABILITY MOVEMENTS

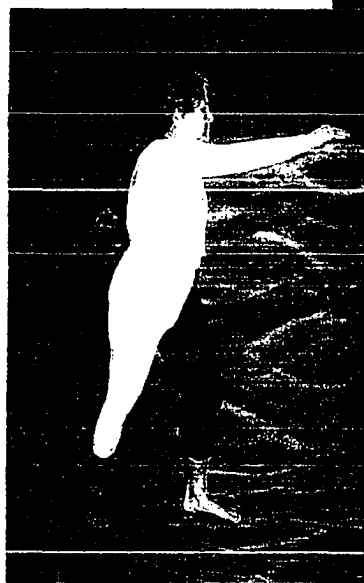
### "Release Dragonfly"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Raise arms to shoulder level, elbows bent, palms facing down. Relax arms.

**Step 3:** Twist body to your left. Raise up on ball of right foot. Place weight on left foot.

**Step 4:** At same time you twist your body, bring right arm across chest to above left arm, palms facing. Inhale through nose.

**Step 5:** Swing right arm forward and left arm backward - palms facing down - as you twist your body to the right. Exhale through mouth.

**Step 6:** Repeat movements with opposite leg and arm, with breathing.

**Step 7:** Return to beginning position. Hold one minute.

Repetitions: 8

*Lesson 4: Torso & Stability*

# LESSON 4

140

## TORSO & STABILITY MOVEMENTS

### "Calming Komodo"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Horse" Stance.

**Step 2:** Lower left toes to floor-bend left knee. Lean forward over left leg. distribute balance over both feet.

**Step 3:** Lower arms to just above left knee, palms facing down. Hold position - count to five. Inhale through nose.

**Step 4:** Rock back on right foot and swing left leg forward and up (raise leg only as high as comfortable for you). At same time swing both arms backward (only as far as comfortable for you). Palms facing up. Exhale through mouth.

**Step 5:** Repeat movement on the opposite leg, with breathing.

**Step 6:** Return to beginning position. Hold position for one minute.

Repetitions: 8.

*Lesson 4: Torso & Stability*

# LESSON 4

141

## TORSO & STABILITY MOVEMENTS

### "Sweep Galaxy"

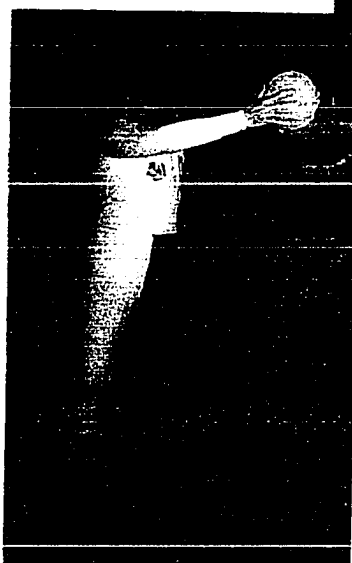
(With or without ball)



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume Ball Stance "Push  
Down Earth" .

**Step 2:** Swing your body  
slightly towards the left and  
raise arms with ball to face  
level. Inhale through nose.

**Step 3:** Extend both arms for-  
ward. Keep arms slightly  
rounded and relaxed. Exhale  
through mouth.

**Step 4:** Lower arms to waist  
level and twist your body to the  
far left. Inhale through nose.

Repetitions: 8.

*Lesson 4: Torso & Stability*

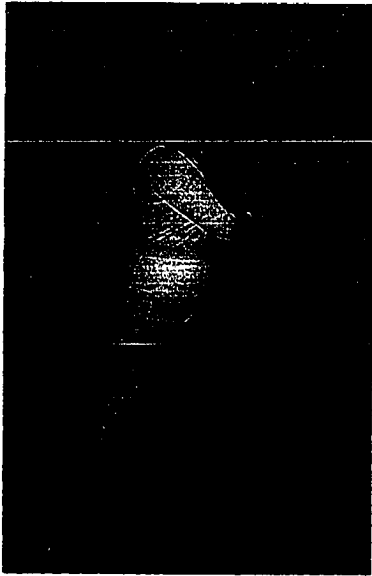


# LESSON 4

## TORSO & STABILITY MOVEMENTS

### *"Sweep Galaxy"*

(With or without ball)



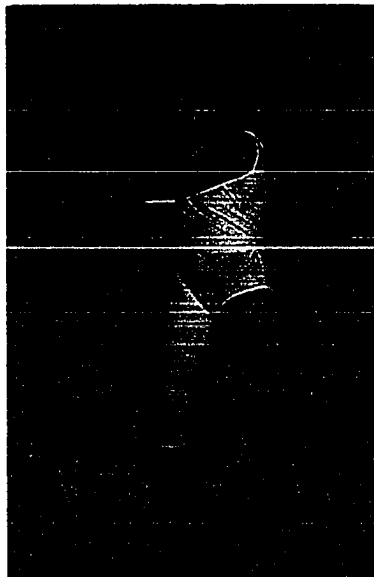
Position 4

**Step 5:** Twist your body to the far right and extend both arms forward. Keep arms slightly rounded and relaxed. Exhale through mouth.

**Step 6:** Repeat movements on opposite side with breathing.

**Step 7:** Return to beginning position. Hold one minute.

Repetitions: 8



Position 5

*Lesson 4: Torso & Stability*

## Lesson Five: Lower Body Movements

## Quick Reference Snapshot

## Chart VIII

## Lesson Five: Lower Body Movements

Objectives

Introduction

Points to Remember

Category F Exercise Guide

28. Egret Stepping Over mountain

29. Ride Waves

30. Grasp Earth – Take to Mountain

31. Blue Heron Stands on One Leg

32. Pheasant Lifts Leg to Sly

33. Kick Earth to Moon

Illustrated Exercise Photographs With Complete Instructions

*Hearts, hourglasses, esses  
Art moves the water,  
The forms don't exist  
Moving, they're gone  
Yet the still water waits. . . .*

*Unknown*

## Lesson Five: Lower Body Movements

Objectives: After completing lesson five, the Kikou trainee should be able to:

1. Discuss lower body movement exercises that help increase flexibility in hips, knees, ankles and feet of the older adult.
2. Identify lower body movement exercises that help improve range-of-motion in hips, knees, ankles and ankles of older adults.
3. Demonstrate the lower body movements.

### Introduction

Lower body movement exercises help to maintain balance and coordination, which are a major risk factor for, falls with older adults. The lower extremity exercises will also provide improvement in hip, knee and ankle flexion in older adult students. It is important for older adults performing lower body movements to maintain balance. Students can become very unstable, due to their buoyancy, while exercising in the pool, therefore, the instructor should encourage students, when raising a foot off the pool bottom, to center weight and balance over the foot remaining on the bottom. Centering weight and maintaining balance will help prevent older adults from falling under the water. Older adults with lower back problems should only raise the knee very slightly, and only as far as they are comfortable.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. Lower body movement exercises should be performed in a slow tempo to maintain balance and relaxation.

2. Lower body movements should flow with equal force and slow speed throughout the movements and exercise progressions.
3. Lower body movements should never be forced, but relaxed and it should not be necessary for older adults to experience pain and strain to be successful in these exercises.
4. Older adult students should move in slow motion for each new position change to avoid falling.

## Category F Exercise Guide

With frequent practice the balance and stability of older adult students should improve in water after performing lower body movement exercises. All of the exercises in category F are appropriate for the lower body lesson.

## Category F

## Lower body Exercises

28. *Egret Stepping Over Mountain*
29. *Ride Waves*
30. *Grasp Earth-Take to mountain*
31. *Blue heron Stands on One Leg*
32. *Pheasant Lifts Leg to Sky*
33. *Kick Earth to Moon*

Duration: 1 Hour

Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*

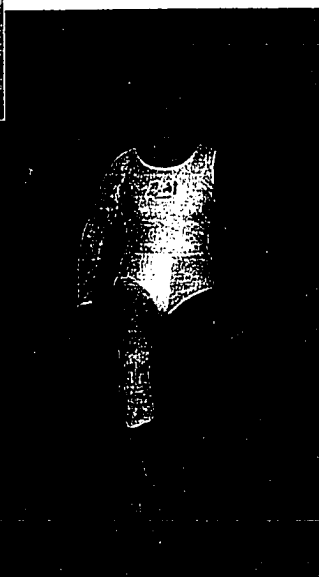


## LOWER BODY MOVEMENTS

### "Egret Stepping Over Mountains"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
Stance.

**Step 2:** Relax upper body.  
Look straight ahead. Shift  
weight onto left foot.

**Step 3:** Gently lift right foot  
until knee is level with your hip.  
This should create a right  
angle. Sole of foot should be  
parallel to floor. Inhale through  
nose.

**Step 4:** Gently lower right foot  
to floor. Exhale through mouth.

**Step 5:** Repeat opposite foot  
and leg.

**Step 5:** Return to beginning  
position. Hold one minute.

Repetitions: 8.

*Note: This exercise should  
resemble marching.*

**Lesson 5: Lower Body**

## LOWER BODY MOVEMENTS

### *"Ride Waves"*



**Step 1: Beginning Position:**  
Assume "Rooting" Stance.  
Hold. Inhale through nose.

**Step 2:** Slowly sink down.  
Imagine that a very large ball is  
behind you on which you feel  
you are sitting.

**Step 3:** Keep your back  
upright. Keep weight evenly  
spread over your feet. Bend  
knees only as far as you are  
comfortable.

**Step 4:** Relax knees and  
spine. Exhale through mouth.

**Step 5:** Return to beginning  
position. Hold one minute.

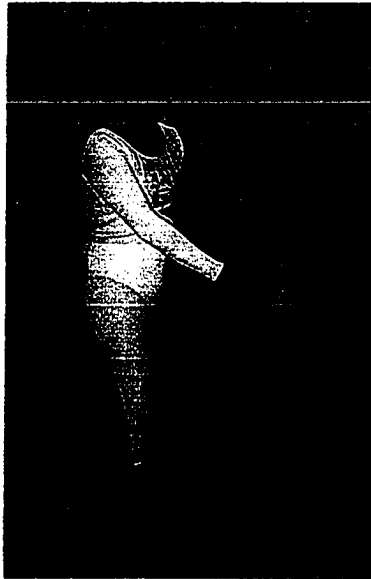
Repetitions: 4.

*Lesson 5: Lower Body*



## LOWER BODY MOVEMENTS

### "Grasp Earth, Take to Mountain"



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
Stance.

**Step 2:** Center weight and balance on right foot. Raise left knee level with your hip, form a right angle, foot parallel to floor. At same time, extend both arms forward and touch ball to left knee.

**Step 3:** Place left foot on floor, center weight and balance of left foot. Raise right knee level with your hip, form a right angle, foot parallel to floor. At same time extend both arms forward and touch ball to right knee.

**Step 4:** Place right foot on floor, center weight and balance of right foot. Raise left knee level with your hip, form a right angle, foot parallel to floor. At same time extend both arms downward and hold ball in hands under left knee.

*Lesson 5: Lower Body*

# LESSON 5

## LOWER BODY MOVEMENTS

### *"Grasp Earth, Take to Mountain"*

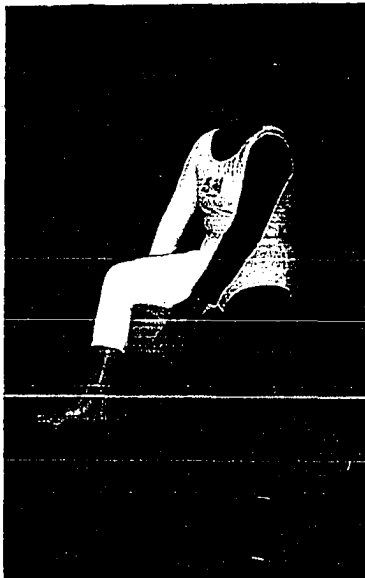


Position 3

**Step 5:** Place left foot on floor, center weight and balance of left foot. Raise right knee level with your hip, form a right angle, foot parallel to floor. At same time extend both arms downward and hold ball in hands under right knee.

**Step 6:** Return to beginning position. Hold for one minute.

Repetitions: 4



Position 4

*Lesson 5: Lower Body*

## LOWER BODY MOVEMENTS

### *"Blue Heron Standing on One Leg"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
Stance.

**Step 2:** Lower body and slightly bend knees. Relax knees. Shift weight to right foot and balance as you swing left leg forward. (Only swing leg as high as you are comfortable).

**Step 3:** At the same time as you swing your left leg forward, swing both arms forward, upward and horizontal to floor. Palms facing down. Inhale through nose.

**Step 4:** Keep maintaining balance on right foot as you swing left leg backward. Place weight on ball of left foot. Distribute weight and balance over both feet.

*Lesson 5: Lower Body*

## LOWER BODY MOVEMENTS

### "Blue Heron Standing on One Leg"



Position 3

**Step 5:** At the same time, swing both arms backward. (Only swing arms as high as you are comfortable). Palms facing up. Exhale through mouth

**Step 6:** Repeat movements with breathing with opposite leg.

**Step 7:** Return to beginning position. Hold one minute.

Repetitions: 4.

## LOWER BODY MOVEMENTS

### "Pheasant Lifts Leg to Sky"



Position 1

**Step 1: Beginning Position:**  
Assume "Horse" Stance.  
Hold. Inhale through nose.

**Step 2:** Lower ball of left leg to floor as you swing both arms backward. (Only as far as you are comfortable). Palms facing out. Exhale through mouth.

**Step 3:** Shift weight and balance to left foot. Straighten right leg and balance on ball of foot. Lean slightly forward. At same time, swing both arms forward and upward, horizontal with floor. Palms facing down. Inhale through nose.



Position 2

*Lesson 5: Lower Body*

## LOWER BODY MOVEMENTS

### *"Pheasant Lifts Leg to Sky"*



Position 3

**Step 4:** Shift weight and balance onto left foot as you swing right leg forward and up. (Only swing leg as much as you are comfortable). At the same time, bring both arms down to sides. Palms facing in. Exhale through mouth.

**Step 5:** Return to beginning position. Hold one minute.

Repetitions: 4.

## LOWER BODY MOVEMENTS

### *"Kick Earth to Moon"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Center weight on left foot and balance as you swing right leg forward and up. Bend knee, knee should be waist high, sole of foot parallel to floor. Relax knees.

**Step 3:** At the same time swing both arms forward and up. Arms should be shoulder level. Palms facing down.

**Step 4:** Continue to hold weight and balance on left foot as you swing right foot backward. Foot should be off of floor, toes pointing down. Arms remain in same position. Lean body slightly forward.

*Lesson 5: Lower Body*

## LOWER BODY MOVEMENTS

### *"Kick Earth to Moon"*



Position 3

**Step 5:** Continue to hold weight and balance on left foot. Swing right leg forward and up. Bend knee, knee should be waist high. Sole of foot parallel to floor. Relax knees. At same time turn arms over. Palms facing up

**Step 6:** Return to beginning position. Hold one minute.

**Step 7:** Repeat movements with breathing on opposite side.

Repetitions: 4.



## Lesson Six: Full Body Coordinated Movements

## Quick Reference Snapshot

## Chart IX

## Lesson Six: Full Body Coordinated Movements

Objectives

Introduction

Points to Remember

Category G Exercise Guide

34. Cross hands-Hold Grasshopper

35. Draw Moon from Sky

36. Rotate Fire Sun

37. Dragon Holds Up Earth

38. Cloud Dancer

Illustrated Exercise Photographs With Complete Instructions

*Water Is  
The  
Palace  
Of The  
True  
Dragon.*

*-Dogen  
Mountain & River*

## Lesson Six: Full Body Coordinated Movements

Objectives: After completing lesson six, the Kikou trainee should be able to:

1. Demonstrate appropriate exercises for total body coordinated positions and movements.
2. Discuss the purpose and benefits for performing full body movement exercises.

### Introduction

The purpose of performing full body coordinated movement exercises is for students to achieve improvement in balance, strength and endurance. Full body exercises are a coordinated combination of stance, diaphragmatic breathing, upper body, lower body and torso-stability movements. Full body exercises may be more physically demanding for some older adults to perform because of the increased duration of time for maintaining stance, balance, alignment, coordinated breathing, movement turns and keeping shoulders immersed. The amount of time spent on each full body coordinated exercise should vary according to the abilities and stamina of class students. The Kikou instructor may wish to spend the shortest class time on coordinated movements as compared to warm-ups, lower body, upper body, torso-stability and cool-down especially, with special situation students and / or older adults with health-related problems.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class.

1. Full-body movement exercises should flow with equal force and slow speed through the movements and exercise progressions.

2. Full-body movement exercises should be performed in a slow tempo to achieve balance and relaxation.
3. To avoid injury older adults should be careful not to hunch their shoulders and waist, or to lock elbows, wrists, knees and hips.
4. Full-body exercises should never be forced, but relaxed and it should not be necessary for older adults to experience pain and strain to be successful in full-body exercises.
5. Students should perform full-body coordinated movements with continuous motion to complete proper form and exercise progressions.
6. Older adults should perform all exercise movements from the waist, and not from the lower back area.

## Category G Exercise Guide

Instructors should allow sufficient class time for older adult students to practice full body coordinated movement exercises. This will help students achieve satisfaction and sustain safe and appropriate levels of exertion. All of the exercises in category G are appropriate for the full body coordinated movement lesson.

## Category G

## Full body Coordinated Exercises

34. *Cross Hands-hold Grasshopper*

35. *Draw Moon from Sky*

36. *Rotate Fire Sun*

37. *Dragon Holds Up Earth*

38. *Cloud Dancer*

Duration: 3 hours

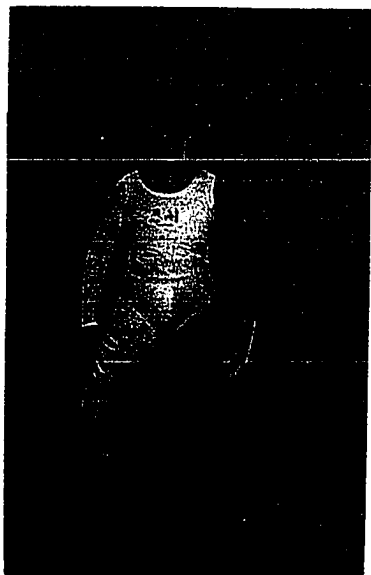
Intensity: Low to Moderate

*See examples of illustrated exercise photographs with complete instructions on the following pages.*

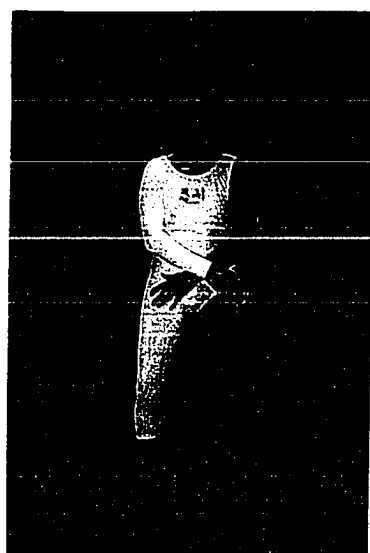
*NOTES*

**FULL BODY  
COORDINATED MOVEMENTS**

*"Cross Hands-Hold Grasshopper"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Rooting" Stance.

**Step 2:** Inhale through nose. Lower body and bend knees as far as you are comfortable. Place hands on thighs. Exhale through mouth.

**Step 3:** Raise shoulders up. Keep shoulders rounded and relaxed. Straighten legs. Keep knees slightly bent and relaxed. At the same time, swing right arm across and in front of left arm. Relax arms and wrists. Spread fingers out in a relaxed manner. Palms face your body. Inhale through nose.

**Step 4:** Keep your body in the same position as you swing both arms up and out to the sides, arms should be shoulder level. Bend both wrists, let hands hang down. Relax arms and hands. Palms facing back. Exhale through mouth.

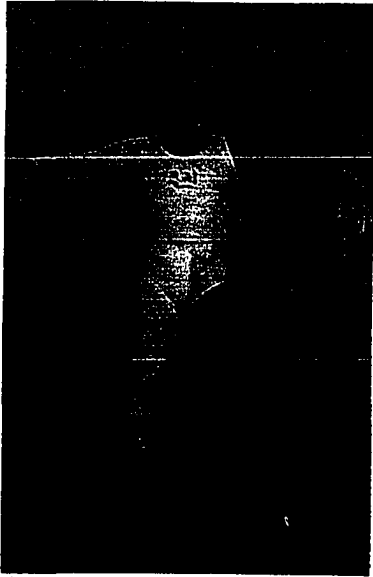
*Lesson 6: Full Body Coordinated*

# LESSON 6

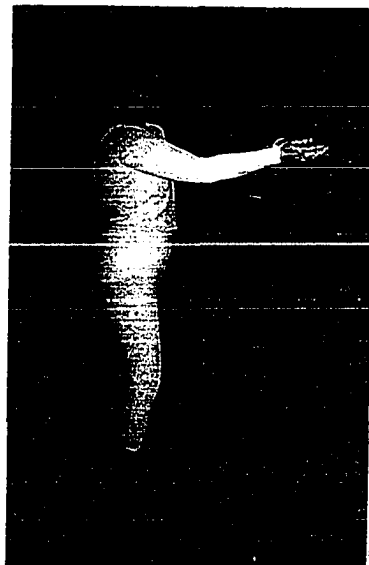
164

## FULL BODY COORDINATED MOVEMENTS

### "Cross Hands-Hold Grasshopper"



Position 3



Position 4

**Step 5:** Pivot on right foot. Pick left foot off of floor. At same time, turn and twist your body towards your left. Keep feet apart - knees slightly bent and relaxed. Balance weight over both feet. At the same time, swing both arms in front of you to shoulder level. Keep elbows slightly bent. Palms facing up. Inhale through nose - Exhale through mouth.

**Step 6:** Repeat movements, with breathing, on opposite side.

**Step 7:** Return to beginning position. Hold one minute.

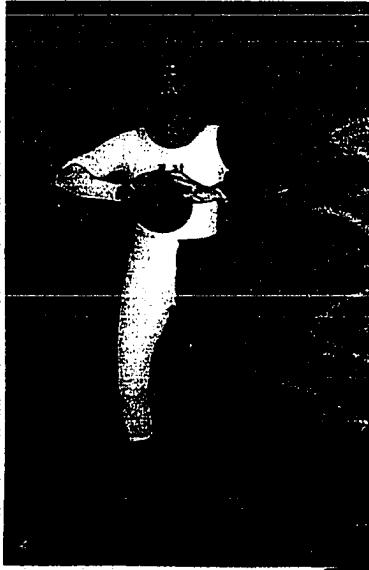
Repetitions: 4.

*Lesson 6: Full Body Coordinated*

# LESSON 6

## FULL BODY COORDINATED MOVEMENTS

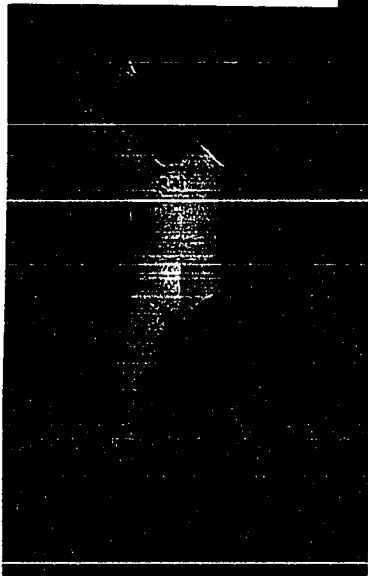
### "Draw Moon from Sky"



Position 1



Position 2



Position 3

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
Stance.

**Step 2:** Inhale through nose.  
Raise arms with ball. Hold ball  
close to chest, elbows pointing  
out. Palms and ball facing  
down.

**Step 3:** Exhale through mouth.  
Lower ball in front of thighs.  
Spread legs apart - feet point-  
ing out. Bend knees as far as  
you are comfortable. Relax  
knees and back. Palms facing  
ball.

**Step 4:** Inhale through nose.  
Raise both arms with ball over  
your head, keeping elbows  
bent and pointing out.  
Straighten legs, keep knees  
slightly bent, palms facing ball.

Lesson 6: Full Body Coordinated



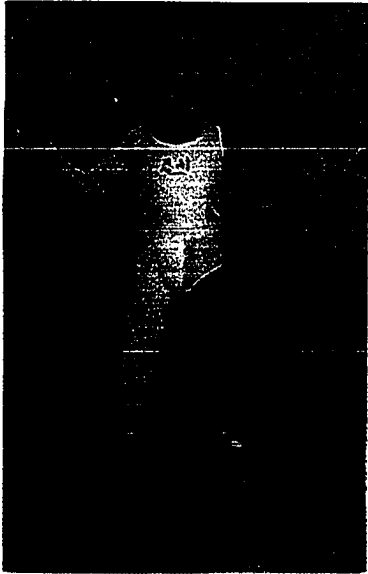
# LESSON 6

166

## FULL BODY COORDINATED MOVEMENTS

### "Draw Moon from Sky"

(With ball)



Position 4



Position 5

**Step 5:** Exhale through mouth. Lower both arms, hands should be at shoulder level. Keep elbows bent and relaxed. Transfer ball to left hand as arms are lowered, palms facing up.

**Step 6:** Inhale through nose. Swing both arms with ball in front of stomach, left hand on top of ball, palm facing down. Right hand underneath ball, palm facing up. Knees slightly bent. Relax body. Exhale through mouth.

**Step 7:** Repeat movements on opposite side with breathing.

**Step 8:** Return to beginning position. Hold for one minute.

*Lesson 6: Full Body Coordinated*

# LESSON 6

167

## FULL BODY COORDINATED MOVEMENTS

### "Rotating Fire Sun"

(With ball)

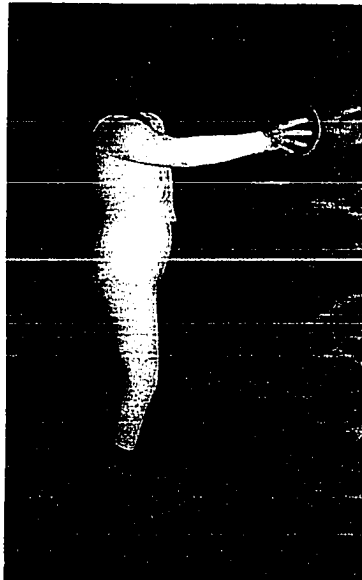


Position 1

**Step 1: Beginning Position:**  
Assume "Push Down Earth"  
Stance.

**Step 2:** Raise ball to chest level. Hold ball close to chest elbows pointing out. Inhale through nose.

**Step 3:** Extend arms with ball forward at same time slightly bend knees. Relax knees. Palms facing in. Exhale through mouth.



Position 2

*Lesson 6: Full Body Coordinated*

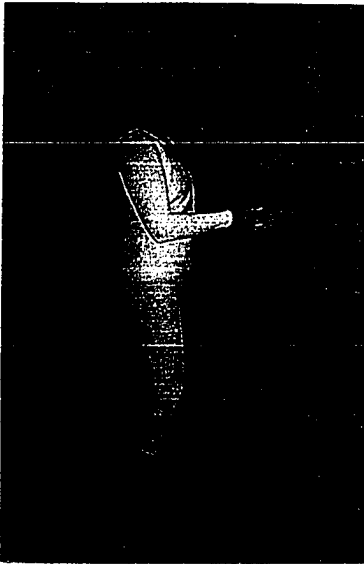
# LESSON 6

168

## FULL BODY COORDINATED MOVEMENTS

### "Rotating Fire Sun"

(With ball)



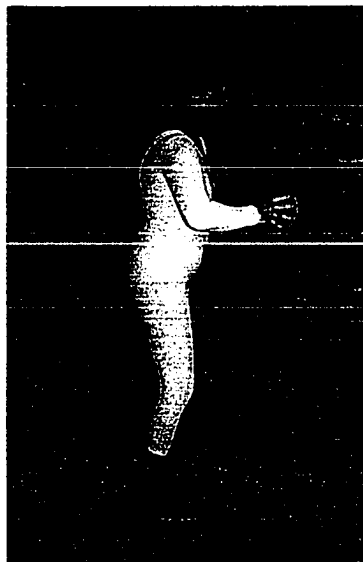
Position 3

**Step 4:** Lower arms with ball to waist level with elbows pointing out. Keep knees slightly bent and relaxed. Palms facing up. Inhale through nose.

**Step 5:** Pull arms with ball towards waist, elbows pointing out. Palms facing in. Keep knees slightly bent and relaxed. Exhale through mouth.

**Step 6:** Return to beginning position. Hold one minute

Repetitions: 8.



Position 4

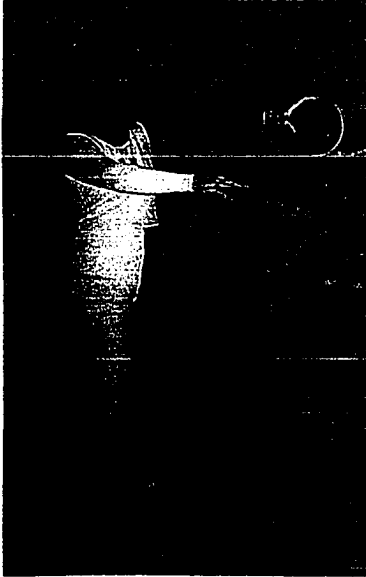
*Lesson 6: Full Body Coordinated*

# LESSON 6

**FULL BODY  
COORDINATED MOVEMENTS**

"Dragon Holds Up Earth"

(With ball)



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Horse Stance".

**Step 2:** Hold ball in left hand.  
Palm and ball facing down.  
Relax knees and back. Inhale  
through nose.

**Step 3:** Place weight over both  
feet. At same time swing both  
arms backward. Hold ball in  
hands, palms facing up. Exhale  
through mouth.

**Step 4:** Repeat movement on  
opposite side with breathing.

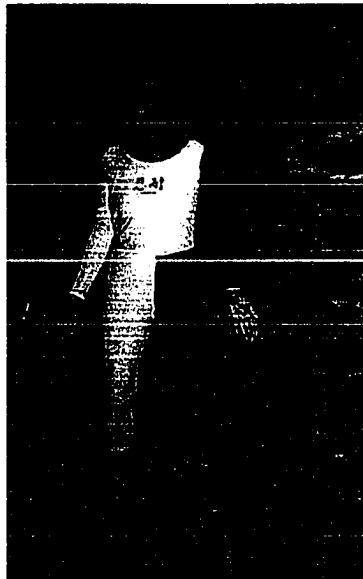
**Step 5:** Return to beginning  
position. Hold for one minute.

Repetitions: 8.

*Lesson 6: Full Body Coordinated*

*"Cloud Dancer"*

Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Horse Stance".

**Step 2:** Lower ball of left foot to floor. Keep knees slightly bent and relaxed. Inhale through nose.

**Step 3:** Twist body as you pivot on both feet to face forward, centering weight over both feet. At the same time, swing both arms down to your sides, palms facing forward. Keep knees slightly bent and relaxed. Exhale through mouth.

**Step 4:** Step with right foot across and in front of left foot. Place weight on right foot as you raise up on ball of foot. Keep balanced and at the same time cross right arm in front of left arm. Keep fingers spread out, palms facing back. Inhale through nose.

*Lesson 6: Full Body Coordinated*

# LESSON 6

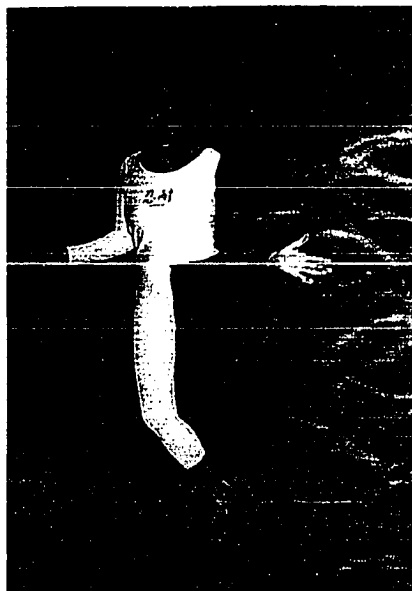
171

*FULL BODY  
COORDINATED MOVEMENTS*

## *"Cloud Dancer"*



Position 3



Position 4

**Step 5:** Transfer weight from right foot to left foot. Raise up on ball of right foot. Center weight and balance over both feet. Keep knees slightly bent and relaxed. At the same time, swing both arms out to sides. Keep elbows as close to your body as you are comfortable. Palms face forward, fingers relaxed. Loosen up body and relax. Exhale through mouth.

**Step 6:** Repeat movement, with breathing, on opposite side.

**Step 7:** Return to beginning position. Hold for one minute.

Repetitions: 4

*Lesson 6: Full Body Coordinated*

## Lesson Seven: Cool-Down – “Quiet Stance”

## Quick Reference Snapshots

## Chart X

## Lesson Seven: Cool-Down – “Quiet Stance”

Objectives

Introduction

Points to Remember

Cool water Modified Cool-Down Exercises

Exercise 1

Exercise 2

Category H Exercise Guide

39. Horizon Sun

40. Sun and Moon Hang From Sky

41. Moon in Dew Drop

42. Earth Descends

43. Stars Fall in River

44. Sun and moon Reflect

Illustrated Exercise Photographs With Complete Instructions

*In morning ray  
 The water lily  
 Opens  
 And sways  
 A white cloud  
 Above the water  
 A flower that takes  
 Decay  
 From under the river  
 Up to light.*

*Unknown*

## Lesson Seven: Cool-Down and "Quiet Stance" Exercises with Breathing Techniques

Objectives: After completing lesson seven, the Kikou trainee should be able to:

1. Properly perform "quiet stance" and cool-down exercises while incorporating diaphragmatic breathing techniques.
2. Integrate the components of gentle flexibility movements while performing cool-down exercises.
3. Demonstrate the cool-down exercises.

### Introduction

Cool-down exercises allow the body to gradually return to a resting level. Gentle stretching of joints and muscles help reduce soreness in older adults and the cool-down should provide the opportunity for students to perform quiet, gentle, resting exercise movements. Slow stretches, flexing of joints and relaxing are the most important components of cool-down exercises during the cool-down phase. The instructor may wish to include individual "float time" with the addition of flotation devices as well, Jahara technique, in the cool-down segment of the class. (See Fig. 8.1, Fig. 8.3, fig 8.4). For older adults longer cool-down periods may be needed than are needed for younger students and by extending these periods this will allow more time for older adults to stay in a relaxed state both, mentally and physically at the end of the exercise session. (Recommended cool-down segment, 15 to 20 minutes).

### *Points to Remember*

1. The transition for students from range-of-motion exercises to the cool-down phase, should be a gradual progression with low intensity, flexibility exercises.



- 2.. "Quiet stance", involves no movement at all. The student simply holds the position making only slight adjustments in balance and extremities. During quiet stance inner work (focusing mental attention), the student must stand still in the same position for several minutes at a time. Quiet stance begins with one-minute holds, then increases to five-minute holds. The student remains relaxed and motionless during quiet stance exercises.
3. Cool-down movements should be performed in a very slow tempo in a relaxed state.

*Modified Cool-Down Exercises for Cool Water* If the pool temperature is too cold students begin to chill, then the instructor should keep the cool-down movements brief. The following are two modified cool-down exercises to be performed under these conditions.

*Exercise 1*

The student places the left hand over the right hand behind his or her head. Weight is centered over both feet. Have the student slowly rock forward and backward and stretch the back and neck during the rocking motion.

*Exercise 2*

Have the student extend his or her left arm out to the left side, palm facing down. With right hand, rub top of left shoulder with a slow, wide circular motion, five times. Slowly slide the right hand, palm-facing down, along the top of the left arm, shoulder to finger tips. Repeat movements on opposite side. Repetitions: 6

## Category H Exercise Guide

Cool-down exercises should be performed as the last phase of Kikou relaxation exercise session. This will help older adult students relax the body and mind. All of the exercises in category H are appropriate for the cool-down lesson.

### Category H

#### Cool-Down “Quiet-Stance” Exercises

39. *Horizon Sun*
40. *Sun and Moon Hang from Sky*
41. *Moon in Dew Drop*
42. *Earth Descends*
43. *Stars Fall in River*
44. *Sun and Moon Reflect*

Duration: 1 hour

Intensity: Low

*See examples of illustrated exercise photographs with complete instructions on the following pages.*

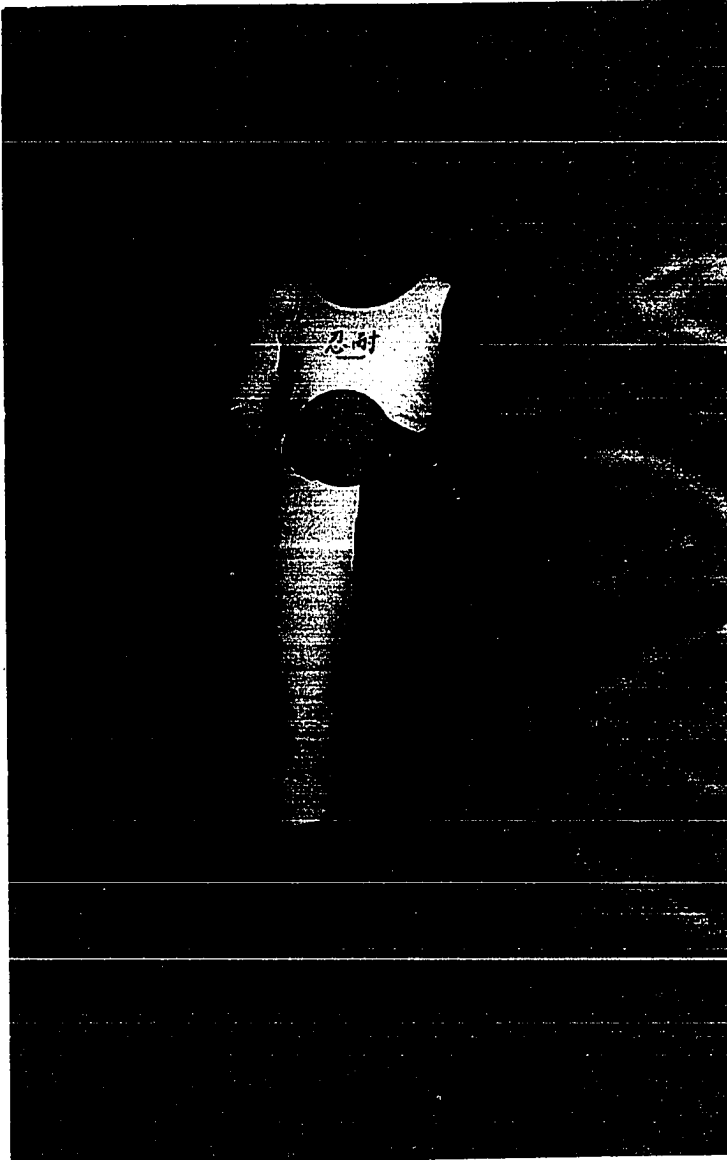
## NOTES

# LESSON 7

177

"QUIET STANCE" COOL-DOWN  
EXERCISES W/ BREATHING TECHNIQUES

## "HORIZON SUN"



**Step 1: Beginning Position:** Lie in a supine position (on back). Place water noodle under your neck. Place ball on stomach. Hold ball with both hands.

**Step 2:** Squeeze ball - inhale through nose - count to three.

**Step 3:** Relax hold on ball - exhale through mouth - count to three.

Repetitions: 10.

*Note: Float in supine position for 10 minutes with eyes closed.*

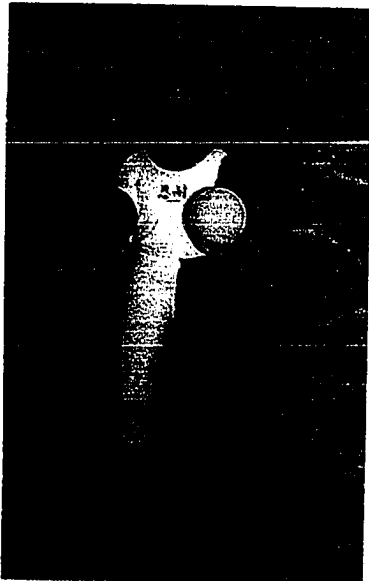
Lesson 7: "Quiet Stance" Cool-Down

# LESSON 7

178

*"QUIETSTANCE" COOL-DOWN  
EXERCISES W/ BREATHING TECHNIQUES*

## *"Sun & Moon Hang from Sky"*



Position 1

**Step 1: Beginning Position:**  
Assume "Sun and Moon"  
Stance.

**Step 2:** Place balls in both  
hands - palms facing up. Inhale  
through nose.

**Step 3:** Turn balls upside  
down. Palms facing down.  
Exhale through mouth.

Repetitions: 10.



Position 2

*Lesson 7: "Quiet Stance" Cool-Down*

# LESSON 7

179

*"QUIET STANCE" COOL-DOWN*  
*EXERCISES W/ BREATHING TECHNIQUES*

## "Moon in Dew Drop"

(With balls)



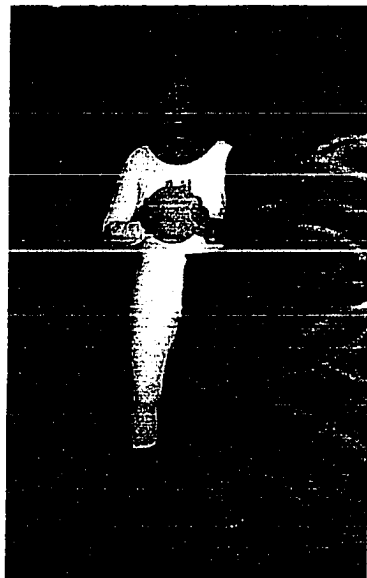
Position 1

**Step 1:** *Beginning Position:*  
"Push Down Earth" Stance.

**Step 2:** Squeeze ball with both hands. Inhale through nose.

**Step 3:** Raise ball to chest level. Relax hold on ball. Exhale through mouth.

Repetitions: 10.



Position 2

*Lesson 7: "Quiet Stance" Cool-Down*

# LESSON 7

180

"QUIET STANCE" COOL-DOWN  
EXERCISES W/ BREATHING TECHNIQUES

## "Earth Descends"



**Step 1: Beginning Position:**  
Assume "Horse" Stance

**Step 2:** Hold ball in left hand, arm extended forward - palm and ball facing down. Right arm lowered slightly below left arm - palm facing down.

**Step 3:** Squeeze ball - inhale through nose.

**Step 4:** Relax hold on ball. Exhale through mouth.

Repetitions: 10.

Lesson 7: "Quiet Stance" Cool-Down

*"Stars Fall in River"*



Position 1

**Step 1:** *Beginning Position:*  
"Rooting" Stance.

**Step 2:** Raise arms to shoulder level. Elbows bent, fingers almost touching. Palms face down.

**Step 3:** Slowly lower hands to sides. Elbows slightly bent - fingers spread out. Palms facing out. Relax from shoulder to fingertips.

Repetitions: 10.



Position 2

*Lesson 7: "Quiet Stance" Cool-Down*

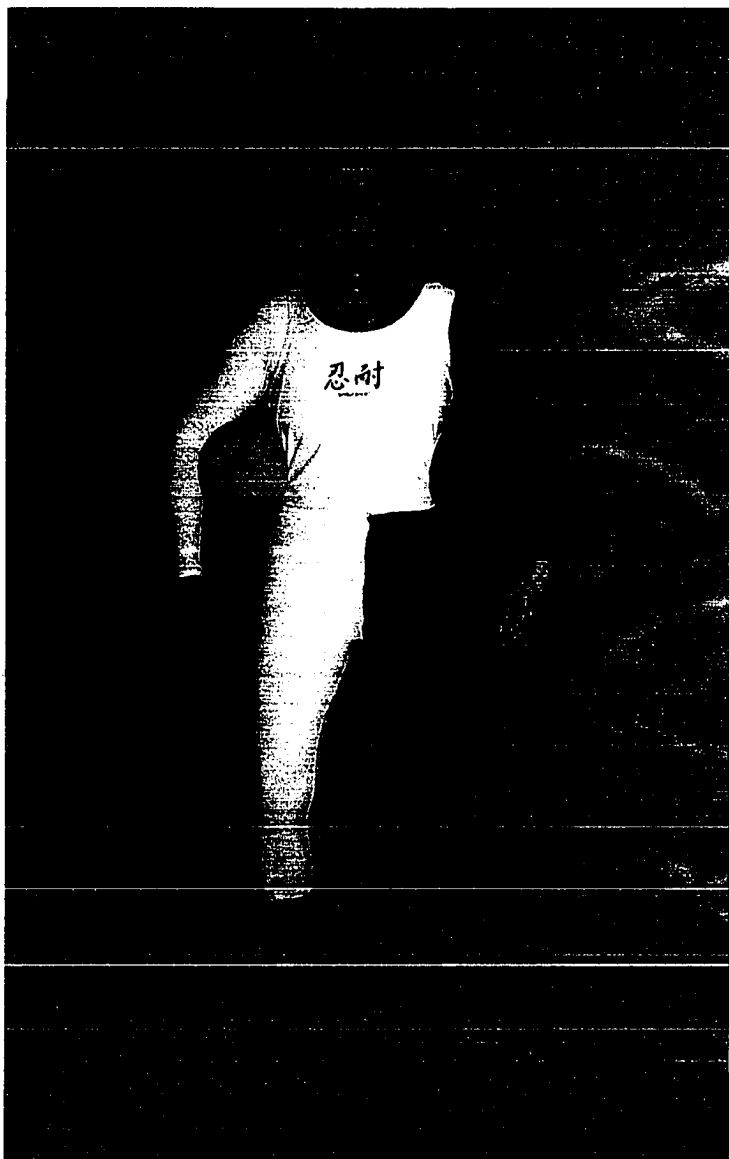


# LESSON 7

182

*"QUIET STANCE" COOL-DOWN  
EXERCISES W/ BREATHING TECHNIQUES*

## "Sun and Moon Reflect"



**Step 1:** *Beginning Position:*  
"Sun and Moon" Stance.

**Step 2:** Squeeze balls. Inhale through nose - count to three.

**Step 3:** Relax holds on balls. Exhale through mouth- slowly make sound of "Aaaah"!

**Step 4:** Return to beginning position. Hold position for three minutes.

Repetitions: 10.

*Lesson 7: "Quiet Stance" Cool-Down*

## Lesson Eight: Assisted-Partner Stretching Exercises

## Quick Reference Snapshot

## Chart XI

Lesson Eight: Assisted-Partner Stretching Exercises
Objectives
Introduction
Points to Remember
Category I Exercise Guide
45. Fairy Weaving
46. Damsel by Spreads Wings
47. Cormorants Dance
48. Ride the Tiger
49. Royal Tern Stands on One Leg
50. Wave Arms in Clouds
Illustrated Exercise Photographs With Complete Instructions
Jahara Partner Technique
Introduction
Illustrated Exercise Photographs With Complete Instructions

*Pulling against  
A resistant medium  
Timed coordination  
Of parts  
A moment's glide  
In freedom  
.....water Tai Chi*

*unknown*

## Lesson Eight: Assisted- Partner Stretching Exercises

Objectives: After completing lesson eight, the Kikou trainee should be able to:

1. Demonstrate appropriate assisted-partner stretches.
2. Identify additional benefits received through assisted-partner stretching exercises.
3. Demonstrate and discuss the purpose and practice of Jahara technique exercises.

### Introduction

Assisted-stretching when exercising with partners adds a new dimension, social interaction to the Kikou program. In order for a Kikou water-based exercise program to be effective as well as relaxing, it must also be enjoyable for student's enrolled in the class. Older adults can gain both physically and mentally by sharing relaxation exercises with other students in the class. The pool is a great place to meet interesting people and older people feel the same camaraderie as they get to know individuals on a more personal basis. Partners tend to motivate each other toward a better effort to perform and continue the exercise sessions. When students are working with their partners they should observe clearly and think carefully on the basic moves that they are performing. These observations will help to avoid injury and strain to both partners.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. The instructor may wish to have each class member select a partner. Partners should introduce one another and share information before beginning partner stretching exercises.

2. Partners should be in constant touch as they are executing the assisted exercise movements.
3. Each partner should be guided by the sense of touch of his or her partner.
4. During the exercises each partner should detect the other partner's movements.
5. During assisted-exercises most movements employ using both hands of each partner.
6. To avoid injury or strain assisted-partner movements should flow with equal force and speed, throughout the movements and exercise progressions.
7. All assisted-partner exercises should be performed in a slow tempo and pace.
8. Partners should have little resistance to each other and every response in their moves should be a gentle one.
9. Assisted-partner exercises should never be forced, but relaxed. It is not necessary for older adults to experience pain and strain with a partner to be successful in these particular joint exercises.
10. Performing these exercises in the water with partners provides a very supportive, nurturing atmosphere and encourages social interaction.

## Category I Exercise Guide

Partner stretching exercises work well in water because of the lessened effect of gravity on the joints of older adults. Partners provide a greater range-of-motion through gentle force and resistance. All of the exercises in category I are appropriate for the assisted-partner movement lesson.

## Category I

## Assisted-partner Stretching Exercises

45. *Fairy Weaving*
46. *Damselfly in flight*
47. *Cormorants Dance*
48. *Riding the Tiger*
49. *Royal Tern Stands on One Leg*
50. *Wave Arms in Clouds*

Duration: 3 hours

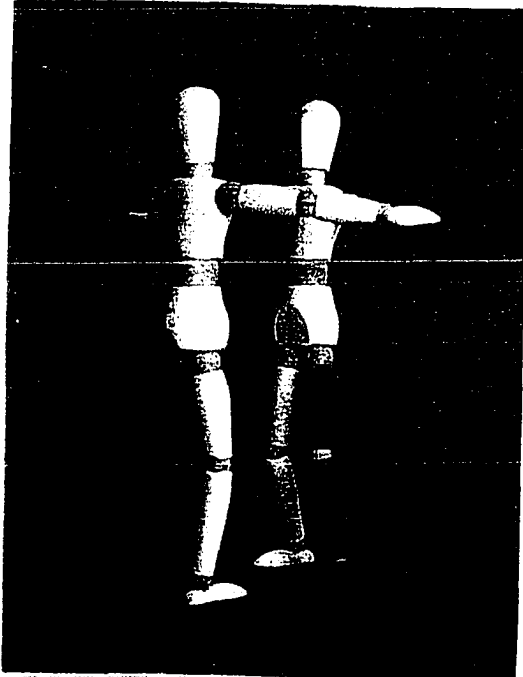
Intensity: Low to Moderate

*See Examples of illustrated exercise photographs with complete instructions on the following pages.*

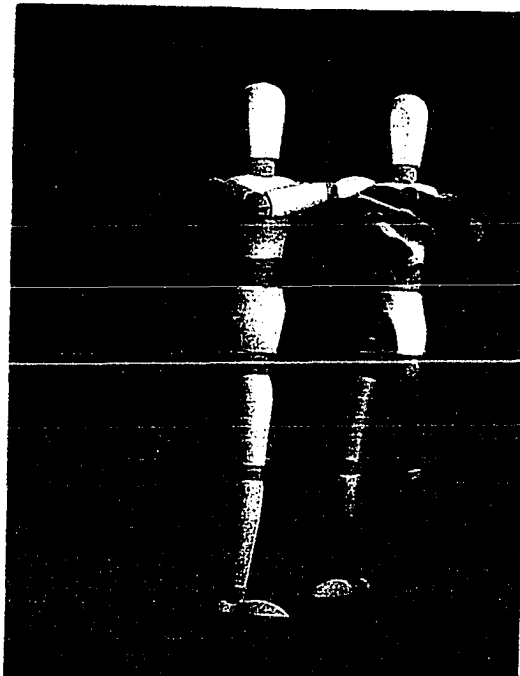
NOTES

## ASSISTED PARTNER

### *"Fairy Weaving"*



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Partner" Stance.

**Step 2:** Inhale through nose. Fig. 1 and 2 extend both arms out to sides to shoulder level. Exhale through mouth.

**Step 3:** Fig. 1 twists body to right side and shifts weight to right foot. Fig. 2 twists body to left and shifts weight to left foot. At same time, Fig. 1's left arm and Fig. 2's right arm are pulled together and between their bodies (as far as both are comfortable to twist). Inhale through nose.

**Step 4:** At same time, Fig. 1's right arm and Fig. 2's left arm are pulled to the shoulders above the outstretched arms (as far as both are comfortable to bend their elbows). Exhale through mouth.

**Step 5:** Return to beginning "Partner" position. Hold for one minute.

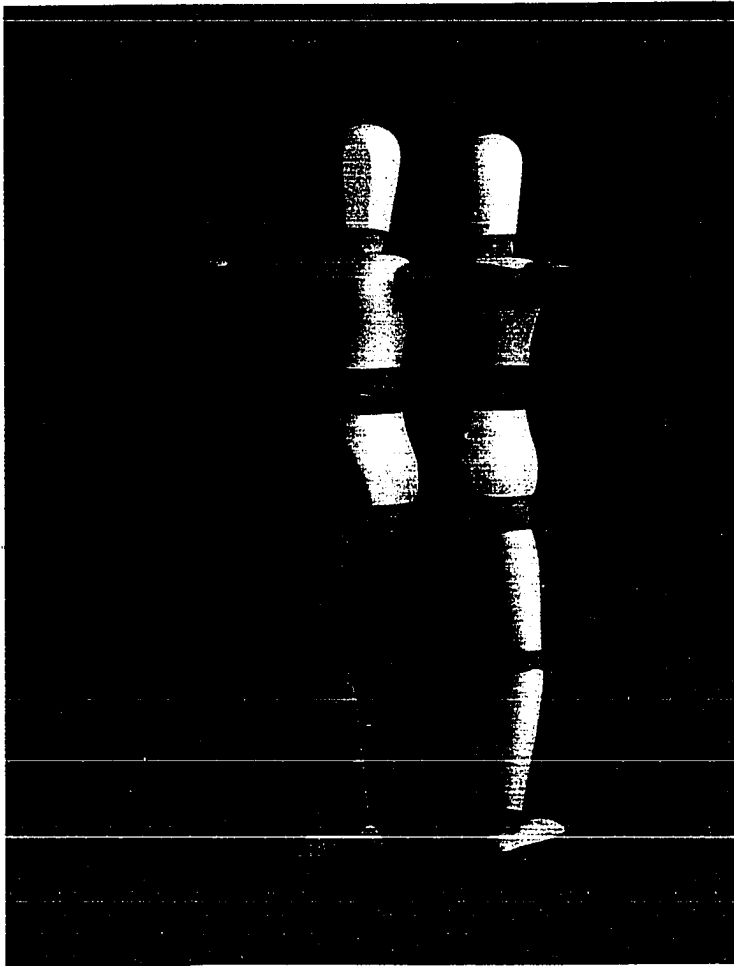
**Step 6:** Repeat movements with breathing on opposite side.

Repetitions: 5.

*Lesson 8: Assisted Partner*

## ASSISTED PARTNER

### *"Damsel fly Spreads Wings"*



**Step 1: Beginning Position:**  
Assume "Partner" Stance.  
Inhale through nose.

**Step 2:** Fig. 1 releases right hand and swings it out to the side at shoulder level. At the same time, Fig. 2 releases left hand and swings it out to the side at shoulder level. Exhale through mouth.

**Step 3:** Fig. 1 and Fig. 2 pull the hands they are holding between them. At the same time, Fig.s 1 and 2 turn and back around, taking small steps as they turn. Inhale through nose.

**Step 4:** Fig.s 1 and 2 should now be back to back. Extend both arms out to sides to shoulder level. Palms facing down. Exhale through mouth.

*Note:* Fig's 1 and 2 can have hands or shoulders touching.

**Step 5:** Swing back around and return to beginning position. Hold for one minute.

**Step 6:** Repeat movements with breathing on opposite sides. Repetitions: 5.

*Lesson 8: Assisted Partner*

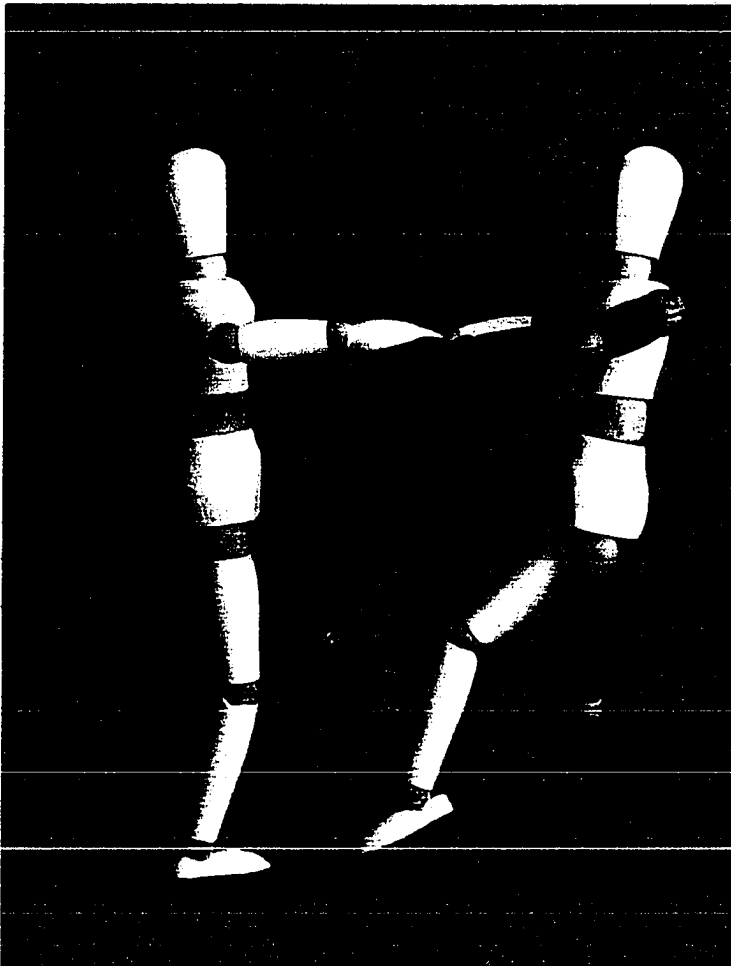


# LESSON 8

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## ASSISTED PARTNER

### "Commorants Dance"



**Step 1: Beginning Position:**  
Assume "Partner" Stance.  
Inhale through nose.

**Step 2:** Fig. 1 releases left hand and swings arm out to side. Fig. 2 releases right hand and swings arm out to side. At the same time Fig. 1 swings left leg forward and to center. Fig. 2 swings right leg forward and to center. Fig.'s 1 and 2 balance against each other's feet while maintaining weight over foot on floor. Both Fig.'s lean back slightly. Exhale through mouth.

**Step 3:** Return to beginning position. Hold for one minute.

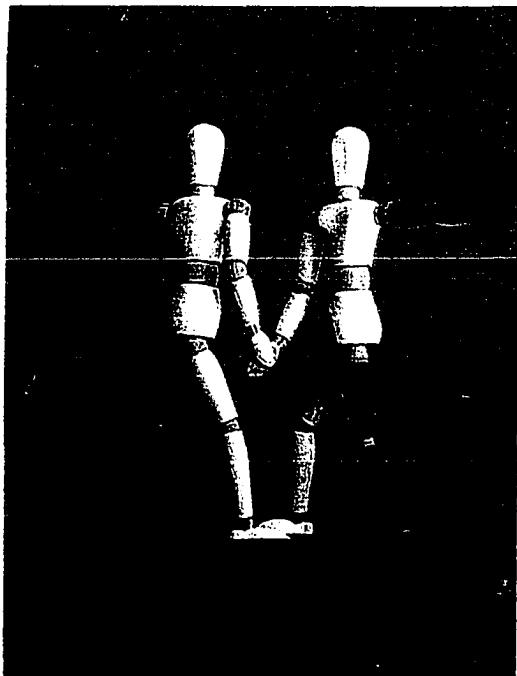
**Step 4:** Repeat movement with breathing on opposite side.

Repetitions: 5.

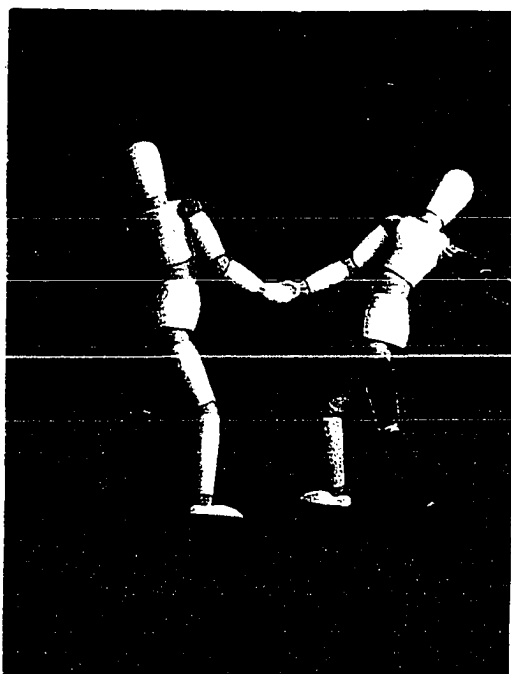
*Lesson 8: Assisted Partner*

## ASSISTED PARTNER

### "Riding Tiger"



Position 1



Position 2

**Step 1: Beginning Position:**  
Assume "Partner" Stance.  
Inhale through nose.

**Step 2:** Release both hands. Fig.'s 1 and 2 both step forward with right feet. Insteps of both right feet should be touching. Bend right knees - left legs are straightened - knees slightly bent. Relax knees. Center weight and balance over left and right feet.

**Step 3:** At same time Fig.'s 1 and 2 swing right arms downward and touch palms of each others right hands. Extend left arms out to shoulder level - palms facing out. Exhale through mouth.

**Step 4:** Both Fig.'s 1 and 2 twist (as far as is comfortable) towards each other's left arms. Inhale through nose.

**Step 5:** Return to beginning position. Hold for one minute. Exhale through mouth.

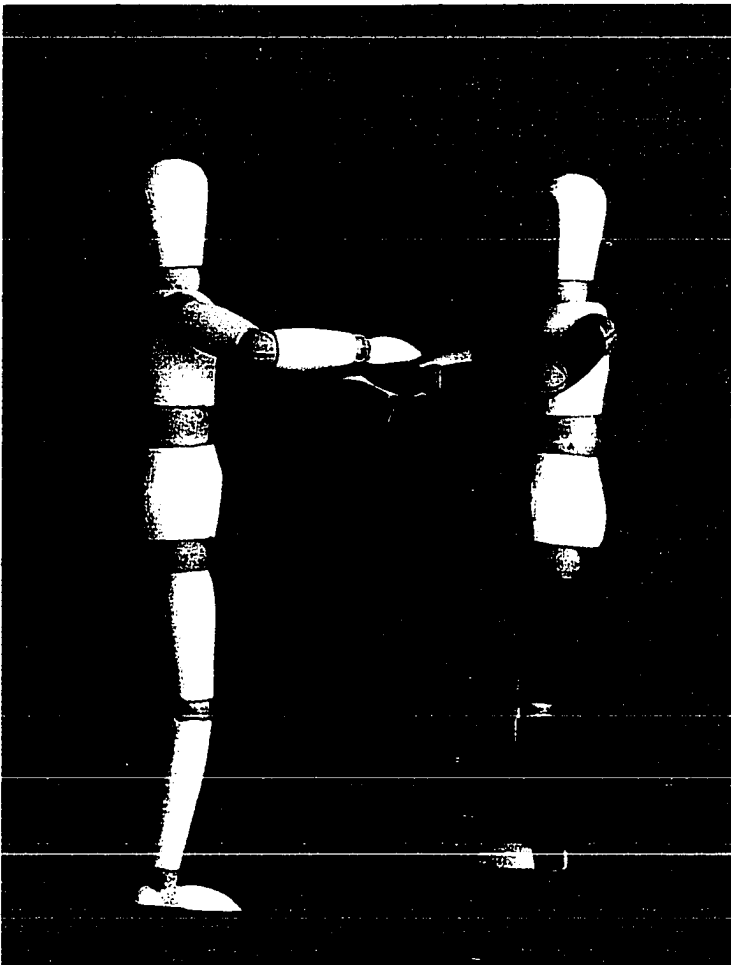
**Step 4:** Repeat movements with breathing on opposite side.

Repetitions: 5.

*Lesson 8: Assisted Partner*

## ASSISTED PARTNER

### "Royal Tern Stands on One Leg"



**Step 1: Beginning Position:**  
Assume "Partner" Stance.

**Step 2:** Fig. 1 swings right leg out to side. Fig. 2 swings left leg out to side. Inhale through nose.

**Step 3:** Return to partner position. Exhale through mouth.

**Step 4:** Fig. 1 swings left leg out to side. Fig. 2 swings right leg out to side. Inhale through nose.

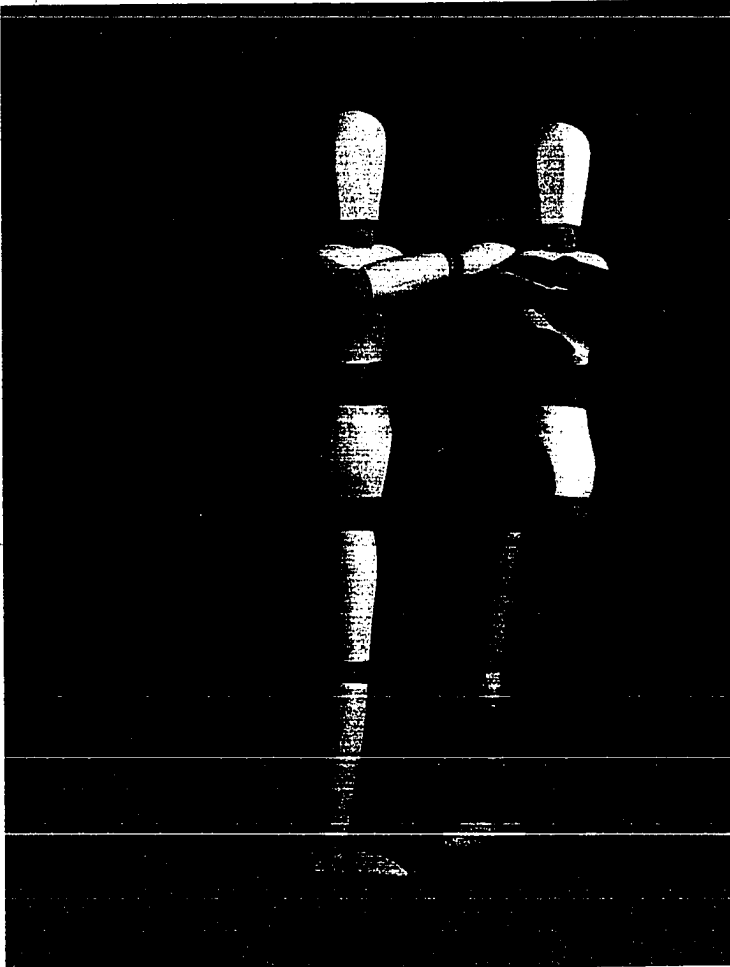
**Step 5:** Return to partner position. Exhale through mouth. Hold position one minute.

Repetitions: 5.

*Lesson 8: Assisted Partner*

## ASSISTED PARTNER

### "Wave Arms in Clouds"



*Note: Partner Position Stance- Figure 1 faces Figure 2, hold both hands, look in each others eyes.*

**Step 1: Beginning Position:**  
Assume "Partner" Stance.

**Step 2:** Fig. 1 and Fig. 2 lean and shift their weight to Fig. 1's right side. At the same time, Fig. 1 and Fig. 2 swing their arms to Fig. 1's left side. Inhale through nose.

**Step 3:** Return to partner position. Exhale through mouth.

**Step 4:** Repeat movements with breathing on Fig. 1's opposite side. Inhale through nose.

**Step 5:** Return to partner position. Exhale through mouth. Hold for one minute.

Repetitions: 5.

## Lesson Eight: Jahara Partner Technique Exercises

### Introduction

Jahara was developed by Mario Jahara in the mid 90's for implementation in relaxation therapy and health spa programs. Jahara is a series of movements or relaxation patterns performed by one partner while the other partner is positioned horizontally, supported with flexible flotation devices and remains passive while in the water. The movement techniques combine the qualities of the water with rhythmic flow patterns. These patterns may be performed passively for flexibility and relaxation during cool-down exercises or may serve as a "stand alone" partner exercise session.

### *Jahara Exercise Guide*

The Jahara partner technique is appropriate for the assisted-partner stretching exercise lesson and may be implemented in the cool-down relaxation phase for individual "float time".

Duration: 1 hour

Intensity: Low

*See examples of Jahara technique illustrated exercise photographs with complete instructions on the following pages. (See Fig. 8.1, Fig 8.2, Fig 8.3, and Fig 8.4 ).*

NOTES



Figure 8.1 Cool Down Exercises with Aqua Noodles  
Easter Seals Turner Family Center

Jahara technique comprises two fundamental elements:

1. Body mechanics – Alignment, balance positioning
2. Physical properties of water – Warmth and buoyancy

This technique utilizes a flexible flotation device called an “aqua noodle”. The flotation device offers precise support to the receiver’s body. This allows the giver to work without effort, not relying on physical strength, to float and maneuver his or her partner (receiver) in the water.

Jahara Technique Includes the Following Three Levels:

1. Jahara basic
2. Jahara Expansion
3. Jahara underwater

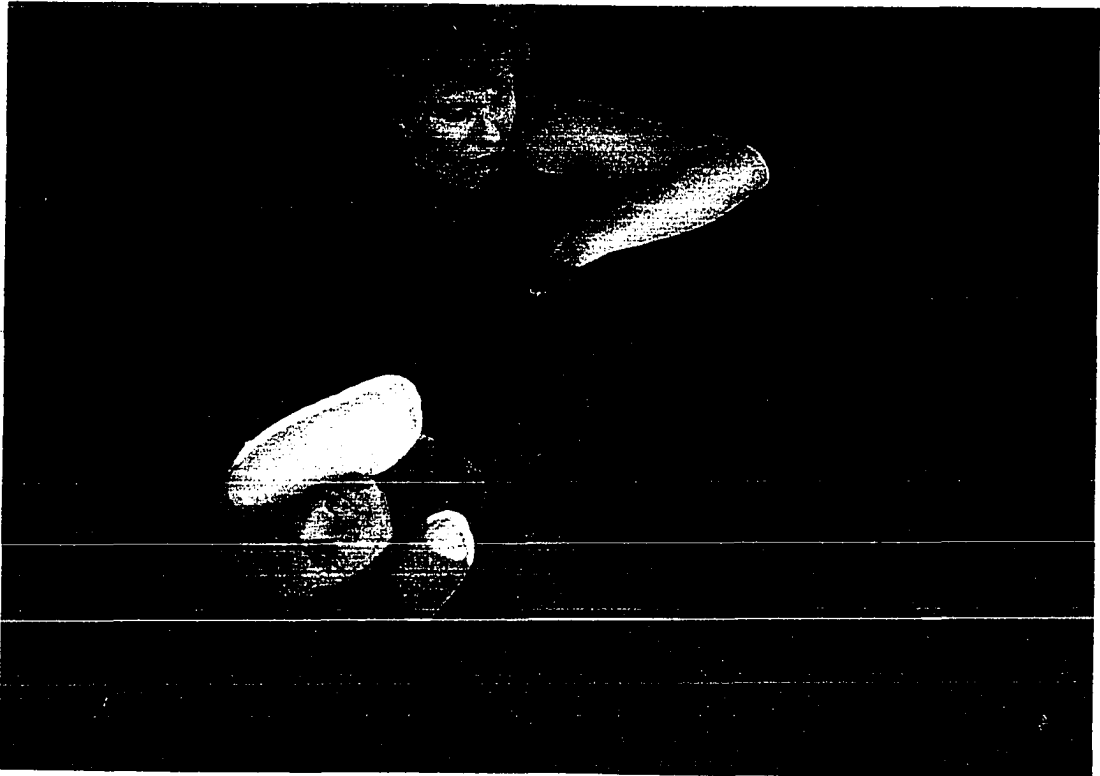
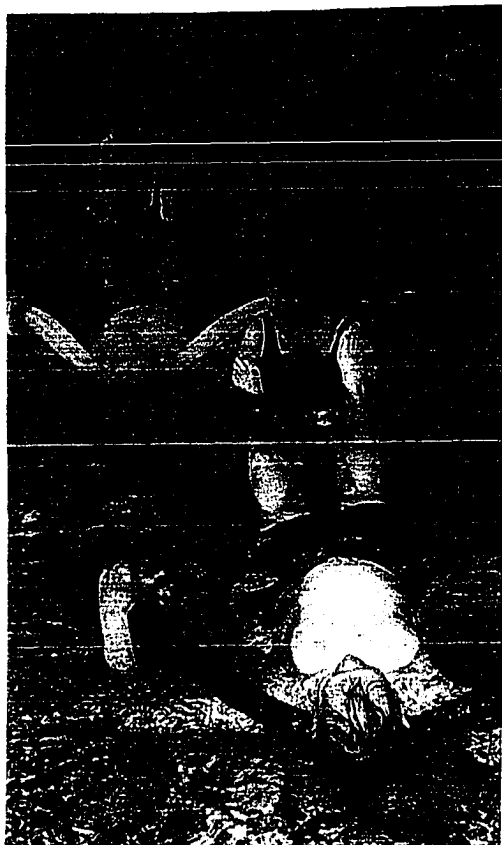


Figure 8.2 Jahara Technique  
Performed with neck and head flotation device and aqua noodle.





Step 1 – Beginning position—“Horizon Sun”.

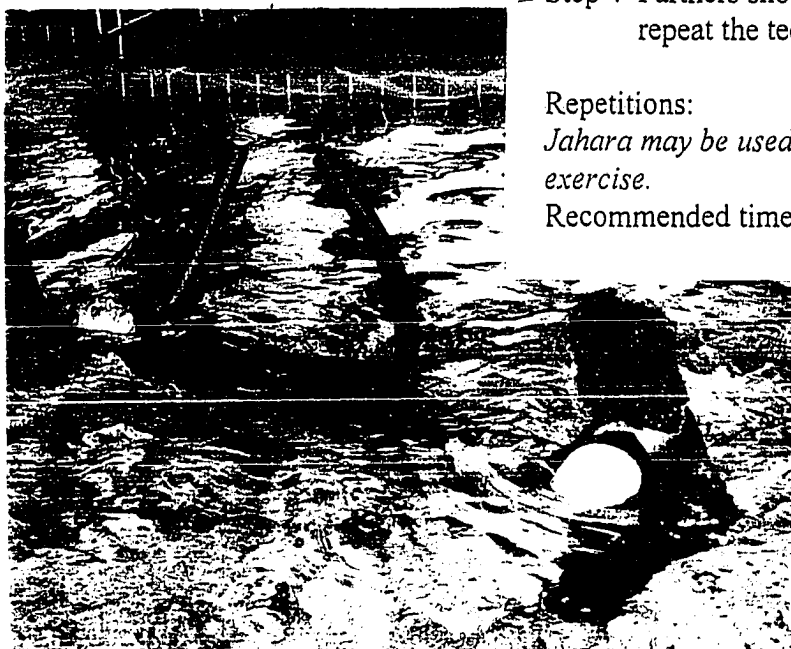
Step 2 - The giver places one aqua noodle under his or her partner’s (receivers) neck. A second noodle is placed under the partner’s knees.

\*\* *The receiver should keep the eyes closed and release tension in the body. It is important to inhale through the nose and exhale through the mouth. This technique will provide full relaxation benefits.*

Step 3- The giver holds on to his or her partner’s feet and gently, slowly pulls the partner in a wide circular pattern around the shallow end of the pool

\*\* The giver can create his or her own rhythmic movement patterns.

Step 4- Partners should change places and repeat the technique.



Repetitions:

*Jahara may be used as a cool-down exercise.*

Recommended time: 10 to 15 minutes.

Figure 8.3 Jahara Basic Technique

*Note: These exercises are always performed with partners.*

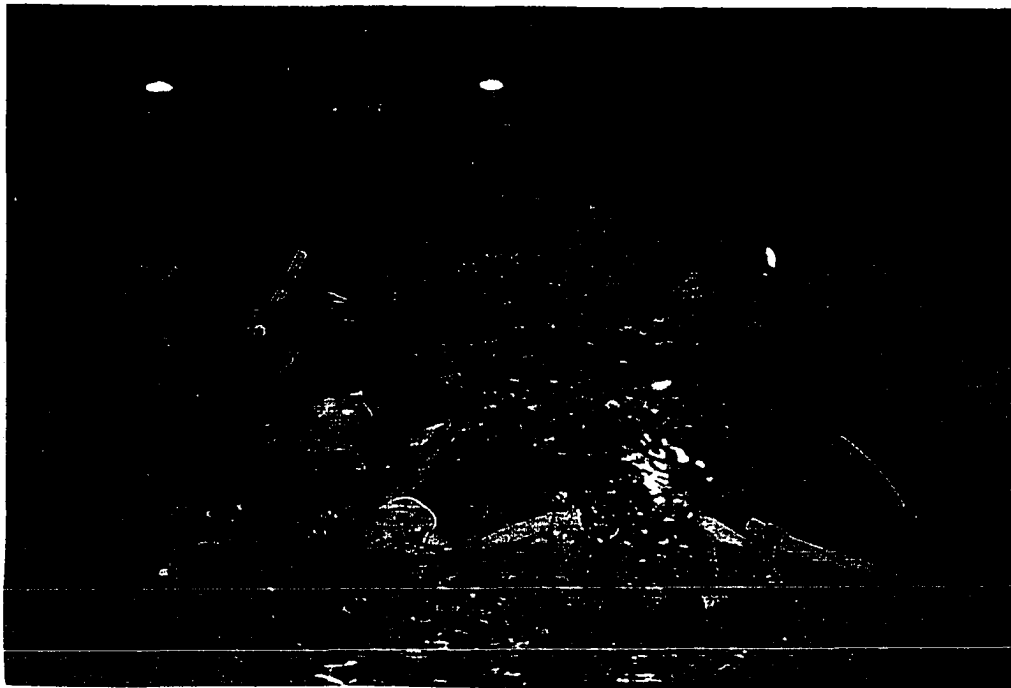
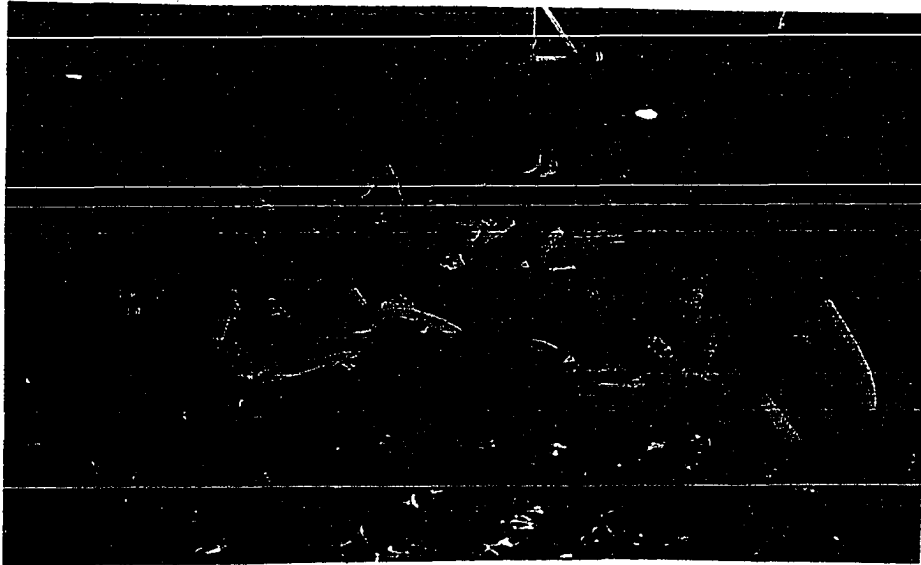


Figure 8.4 "Jahara Circle"  
Aquatic Relaxation Group Exercise  
Modified Seasonal Sport's Class  
Tennessee Technological University  
Cookeville, Tennessee

## Lesson Nine: Suggested Six-week Progression Plan

## Quick Reference Snapshot

## Chart XII

## Lesson Nine: Suggest Six-week Progression Plan

Objectives

Introduction

Points to Remember

Exercise Cautions For Older Adults

Sample Six-week Exercise Guide

Progression Plan Chart XIII

Instructional poolside Cue Cards

Introduction

Sample Poolside Cue Card Exercise Session

Chart XIV Index of Kikou Poolside Cue Card Exercises

Poolside Cue Card Exercises by Category, Lesson and Figures

One Dimensional Illustrated Exercise Photographs

*Water is shape changing,  
The still pond is beautiful  
The river is beautiful  
Water yields  
Gives way.  
Surrounds whatever it enters  
And allows it to move through.*

*Unknown*

## Lesson Nine: Suggested Six-Week Progression Plan

Objectives: After completing lesson nine, the Kikou trainee should be able to:

1. Provide a water-based exercise lesson progression that emphasizes Kikou relaxation techniques.
2. Demonstrate relaxation exercises appropriate for older adults.
3. Prepare a six-week exercise progression chart.

### Introduction

In lesson nine, the flow of exercise progressions is designed to give students an overall feeling of relaxation, invigoration and focus. The exercise progressions emphasize breathing with stance and movement. The student will learn how to use his or her breath control in combination with the breathing exercises to promote a balanced relaxed energy and a focused concentration during the exercise progressions. The exercise progressions can be adapted to fit the needs of older adults with health-related problems as well, the exercise progressions are suitable for almost any healthy older adult. For older adults who take advantage of the six-week exercise progression plan the exercises can provide the older adults with a short relaxation exercise program that will help them to stretch, be more flexible and may help to prepare for an active healthy lifestyle.

### *Points to Remember*

The following points the Kikou trainee should remember when teaching his or her class:

1. Progressions should begin with stance, breathing, warm-ups, upper body, torso, lower body, and full body coordinated and cool downs.

2. Practicing regularly makes a great difference for older adults and it is far better to do five minutes per day, day after day and slowly build-up the length of time. It is not good to spend one day doing excessive practice as compensation for a week lost, doing nothing!
3. Ample time should be allowed each session in order to go through sequences in the most relaxed manner.
4. The most important point to remember is for students to be in a relaxed manner for success with Kikou exercises.
5. Each daily routine should begin with stance and breathing.
6. It is best to learn one movement at a time. Students may check for improvements in their movements by looking in a mirror at home or in the pool dressing room.
7. Students should try to be precise, when becoming familiar with a movement, aim to make it as graceful as possible, without jerks and in a flowing rhythmic motion.
8. Kikou movements should flow with equal force and slow speed.
9. Kikou movements should be performed in slow tempo.
10. Kikou exercise progressions should never be forced, but relaxed. It is not necessary to experience pain and strain to be successful in progressions.
11. Students should not try to digest the movements all at one time.
12. Kikou exercises are usually more difficult when the body part being exercised is held out of the water. The exercises should be performed with the shoulders submerged.

13. Students should not be asked to perform more exercises or repetitions than the number that is comfortable for them.
14. The instructor should include in the progressions only exercises that are listed in the Kikou manual.
15. Exercises for new progressions should begin with three repetitions and slowly increase from eight to twelve repetitions in succeeding sessions.
16. Older adults can build on basic relaxation exercise progressions and then make gentle transitions from one progression to the next over the six-week session.
17. The exercise sequences combine the positions and exercises for a complete well-rounded Kikou workout. Some adults will emphasize stretching and flexibility, while others may focus on quiet relaxation time.

*Exercise Cautions* Older adults should not perform any exercises that are particularly painful or that cause or increase joint, muscle and back pain when beginning exercise progressions. Older students should attempt to achieve full range-of-motion, but should not force motion. Older adults can help avoid injury by assuming all Kikou exercises begin in a basic stance and posture. Students should perform only the exercises with which they are comfortable.

Kikou exercise progressions for newcomers should begin with one repetition. If student's experience increased joint pain or muscle pain during the progression session they should stop. If pain persists they should seek medical advice. Older adults should perform the exercise movements slowly and should not increase speed or the number of repetitions.

### Six-Week Progression Plan Exercise Guide

Each of the following progression plan charts is set up by exercise category, exercise name and number of repetitions. The exercise progressions have been formulated for the physically active, healthy, older adult student. However, adjustments in exercise movement patterns, pace, technique and repetitions may need to be modified for older adults with health-related problems (See chapter seven for suggested modifications).

#### Week One:

Tuesday and Thursday

The student should concentrate on stance and breathing technique. Students should visualize performing as marionettes in a puppet show. Stance is held for one minute with breathing exercise repetitions one time. Warm-up, lower body, torso, upper body, coordinated movements and cool-down exercises all are repeated three times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

#### Week Two:

Monday and Wednesday

Stance is held for two minutes with breathing exercise repetitions two times. Students should continue to work on stance and breathing. Warm-up, lower body, torso, upper body, coordinated movements and cool-down exercises are all repeated five times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

Week Three:

## Tuesday and Thursday

If the student experiences no problems from week one and two then he or she should continue with week three. Stance is held for three minutes with breathing exercise repetitions eight times. The student should continue to work on stance and breathing. Warm-up, lower body, torso, upper body, coordinated movements and cool-down exercises are all repeated eight times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

Week Four:

## Monday and Wednesday

Now that the student is familiar with the exercise categories and stances it is time to coordinate breathing, balance and posture with the movement exercises. Stance is held for three minutes with breathing exercise repetitions eight times. Warm-up, lower body, torso, upper body, coordinated movements and cool-down exercises are all repeated eight times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

Week Five:

## Tuesday and Thursday

If the student experiences no problems from week one, two, three or four then he or she should continue with week five. Stance is held for five minutes with breathing exercise repetitions ten times. It is important by week five for students to spend time working on coordinating upper body, torso, and lower body exercises with movement turns. Warm-up, lower body, torso, upper body, coordinated movements and cool-down



exercises are all repeated ten times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

Week Six:

Monday and Wednesday

Week six will be more physically demanding and more difficult for older adults to maintain balance, posture, breathing and shoulders immersed. If the student experiences no problem from week one, two, three, four or five then he or she should continue. Stance is held for five minutes with breathing exercise repetitions 12 times. The student should work step-by-step and modify any movement exercises or repetitions that become too demanding. Warm-up, lower body, torso, upper body, coordinated movements and cool-down exercises are all repeated twelve times. Each exercise category should be performed with gentle, broad movements and slow, steady pace with shoulders immersed.

Week One Through Six: Partner Program Session

Partner exercising should be beneficial as well as enjoyable for older adults. The partner stretching exercises may be performed before or after each weekly progression or as a “stand alone” partner exercise session. Often older adults prefer to exercise with friends instead of performing the weekly sessions individually. Exercising with company encourages self-esteem and social interaction.

*All of the following exercise categories are appropriate for a six-week exercise progression plan.*

Chart XIII: Sample Six-week Exercise Progression Plan

Single Program Session		Approximate Length 1-Hour	
	Exercise Category	Exercise Name	Repetitions
Week One Tues.-Thurs.	Stance	Rooting – Horse Stance	Hold 1 min.
	Breathing	Welcome Tranquility- Open Lotus	1 rep.
	Warm-up	Enhance Flame – Draw Silk	3 rep.
	Lower Body	Ride Waves – Kick Earth to Moon	3 rep.
	Torso	Release Dragonfly – Looking Back at Moon	3 rep.
	Upper Body	Rotate Golden Sphere – Gathering Mist in Hands	3 rep.
	Coordinated	Cloud Dancer – Sweep Galaxy	3 rep.
	Cool-Down	Horizon Sun – Moon in a Drew Drop	3 rep.
Single Program Session		Approximate Length 1-Hour	
Week Two Mon.-Wed.	Stance	Horse Stance – Rooting	Hold 2 min.
	Breathing	Embrace Earth – Clasp Butterfly	2 rep.
	Warm-up	Gather Serenity	5 rep.
	Lower Body	Ergret Stepping Over Mt. – Blue Heron Stands on One Leg	5 rep.
	Torso	Release Dragonfly – Sweeping Galaxy	5 rep.
	Upper Body	Gather Stars – Crane Flies	5 rep.
	Coordinated	Cross Hands – Hold Grasshopper	5 rep.
	Cool-Down	Earth Descends – Push down Earth	5 rep.

Chart XIII: Sample Six-week Exercise Progression Plan (continued)

Single Program Session		Approximate Length 1-Hour	
	Exercise Category	Exercise Name	Repetitions
Week Three Tues.-Thurs.	Stance	Horse Stance-Clasp Butterfly	Hold 3 min.
	Breathing	Falcon Spreads Wings, Welcome Tranquility	8 rep.
	Warm-up	Hands Hold Clouds-Draw Silk	8 rep.
	Lower Body	Grasp Earth-Pheasant Left Leg to Sky	8 rep.
	Torso	Blue Heron Standing on One Leg-Grasp Earth	8 rep.
	Upper Body	Rotate Golden Sphere, Sweep Clouds	8 rep.
	Coordinated	Rotate Fire Sun-Cloud Dancer	8 rep.
	Cool-Down	Horizon Sun-Push Down Earth	8 rep.
Single Program Session		Approximate Length 1-Hour	
Week Four Mon.-Wed.	Stance	Clasp Butterfly-Push Down Earth	Hold 3 min.
	Breathing	Open Lotus-Rooting	8 rep.
	Warm-up	Gather Serenity	8 rep.
	Lower Body	Wide Waves-Grasp Earth	8 rep.
	Torso	Looking Back At Moon	8 rep.
	Upper Body	Moth Awakens-Gather Mist in Hands	8 rep.
	Coordinated	Cross Hands Hold Grasshopper-Cloud Dancer	8 rep.
	Cool-Down	Stars Falling-Earth Descends	8 rep.

Chart XIII: Sample Six-week Exercise progression Plan (continued)

Single Program Session		Approximate Length 1-Hour	
	Exercise Category	Exercise Name	Repetitions
Week Five Tues.-Thurs.	Stance	Rooting-Embrace Earth	Hold 5 min.
	Breathing	Sun & Moon-Horse Stance	10 rep.
	Warm-up	Embrace Energy-Enhance Flame	10 rep.
	Lower Body	Wide Waves, Kick Earth to Moon	10 rep.
	Torso	Looking Back at Moon-Sweep Galaxy	10 rep.
	Upper Body	Sweep Cloud-Moth Awakens	10 rep.
	Coordinated	Draw Moon From Sky-Rotate Fire Sun	10 rep.
	Cool-Down	Moon in Dew Drop-Stars Falling	10 rep.
Single Program Session			
Single Program Session		Approximate Length 1-Hour	
Week Six Mon.-Wed.	Stance	Horse Stance-Clasp Butterfly	Hold 5 min.
	Breathing	Welcome Tranquility-Flacon Spreads Wings	12 rep.
	Warm-up	Hands Hold Clouds- Surrounding Golden Sphere	12 rep.
	Lower Body	Erget Stepping Over Mt.- Grasp Earth Take to Mt.	12 rep.
	Torso	Release Dragon Fly-Calming Komodo	12 rep.
	Upper Body	Gather Stars- Moth Awakens	12 rep.
	Coordinated	Dragon Holds Up Earth-Cross Hands Hold Grasshoppers	12 rep.
	Cool-Down	Horizon Sun-Push Down Earth	12 rep.

Chart XIII: Sample Six-week Exercise Progress (continued)

Partner Program Session	Approximate Length-1 Hour		
	Exercise Category	Exercise Name	Repetitions
Partner exercises may be performed before or after each Kikou weekly exercise session or as a "stand alone" partner session.	Assisted-Partner Stretching Exercises	Fairy Weaving	5-8 rep.
	Assisted-Partner Stretching Exercises	Damsfly In Flight	5-8 rep.
	Assisted-Partner Stretching Exercises	Cormorants Dance	5-8 rep.
	Jahara partner Technique	Jahara	Recommended Time: 15 min. Per Partner

Chart XIII: Kikou exercise Progression (continued)

Class Planner Worksheet

	Exercise Category	Exercise Name	Repetitions
Week One			

	Exercise Category	Exercise Name	Repetitions
Week Two			

Chart XIII: Kikou exercise Progression (continued)

## Class Planner Worksheet

	Exercise Category	Exercise Name	Repetitions
Week Three			





## Lesson Nine: Instructional Poolside Cue Cards

### Introduction

The author has appended to lesson nine a random assortment of illustrated exercise photographs. The exercise photographs on the following pages demonstrate the basic principles involved when sequencing a Kikou water-based relaxation exercise progression. The various forms of postures and positions that the learner will assume in his or her progress from one stage to another are also illustrated.

### *Laminated Cards*

The exercise photographs are recommended for poolside instructional cue cards. The instructor may choose to detach the manual pages and laminate the exercise cue cards.

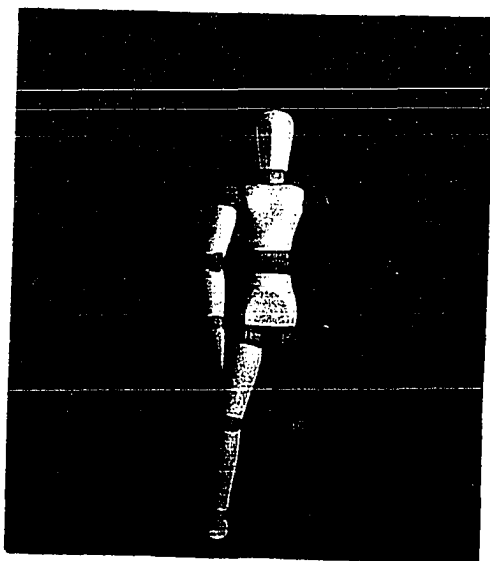
*Sample Poolside Cue Card Exercise Session* Chart XIV, on the following page, lists 34 assorted exercises from each exercise category for single program and partner program sessions. The poolside card exercises are referenced by the category and the number of the poolside card figure for quick reference.

*See a random assortment of poolside cue card exercises on the following pages.*

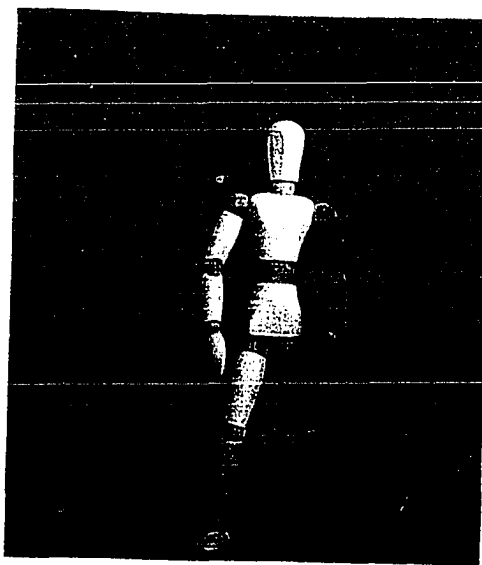
Chart XIV: Index of Kikou Poolside Cue Cards by Lessons, Category, and Figures

Lesson One: Part One	Lesson One: Part Two	Lesson Two
A. Stance Technique	B. Diaphragmatic Breathing	C. Warm-Ups
1. Rooting Fig. 1, A.1	7. Push down Earth Fig. 4. Fig. 5 , 8.4, 8,5 B.4, B.5	14. Surrounding Golden Sphere, Fig.8, Fig. 9, Fig. 10, C.8, C.9, C.10
3. Embrace Earth Fig. 2, A.2	8. Welcome Tranquility Fig. 6, Fig. 7, B.6, B.7	
10. Sun and Moon Fig. 3, A.3		
Lesson Three	Lesson Four	Lesson Five
D. Upper Body Movements	E. Torso-Stability Movements	F. Lower Body Movements
17. Gathering Mist In Hands  Fig. 11, Fig. 12, Fig. 13 D.11, D.12, D.13	24. Heron Spreads Wings Fig. 14, Fig. 15, E.14 E.15 25. Release Dragonfly Fig. 16, Fig. 17, Fig. 18 E.16, E.17, E.18	28. Egret Stepping Fig. 19, Fig. 20, Fig. 21 F.19, F.20,F.21
Lesson Six	Lesson Seven	Lesson Eight
G. Full Body Coordinated Movements	H. Cool-Down Movements	I. Assisted-Partner Stretching Ex.
35. Draw Moon From Sky Fig. 23, 24, 25, 26 G.23, G.24, G.25, G.26	39. Horizon Sun Fig. 29, H.29	45. Fairy Weaving Fig. 32, I.32
37. Dragon Holds up Earth Fig. 27, Fig. 28 G.27, G.28	42. Earth Descends Fig. 30. Fig. 31 H.30, H.31	46. Damselfly In Flight Fig. 33, I.33  47. Cormorants Dance Fig. 34, I.34

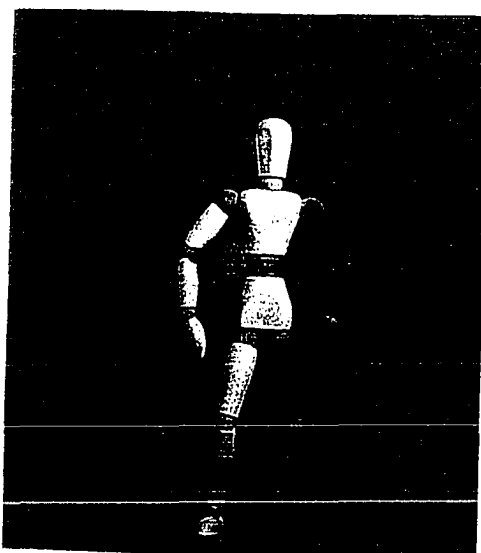




*"Rooting"*  
Figure A.1  
P. 92



*"Embrace Earth"*  
Figure A.2  
P. 94



*"Sun & Moon"*  
Figure A.3  
P. 107

**Lesson One-Part One - CATEGORY A - Stance**

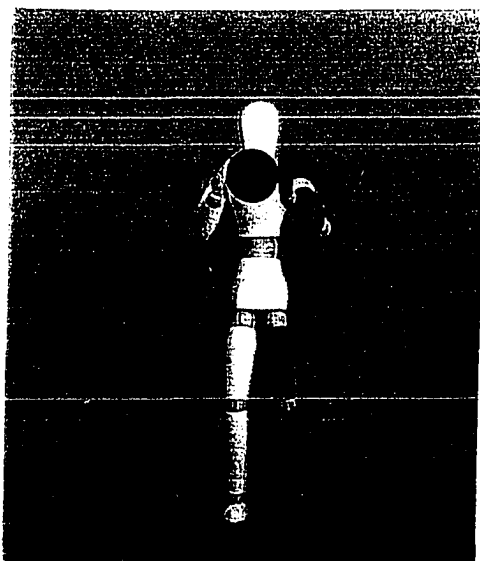


Figure B.4  
P. 103

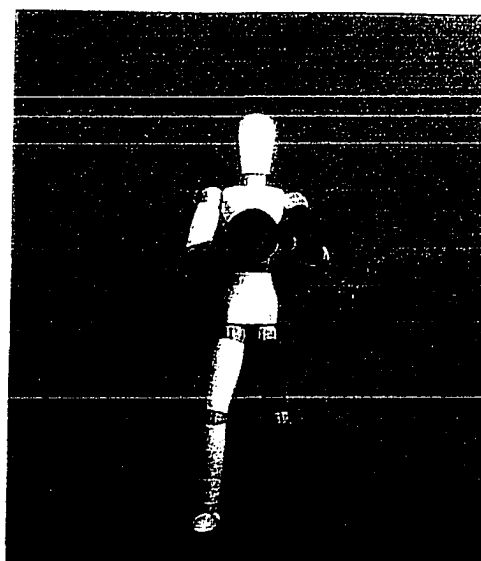


Figure B.5  
P. 103

*"Push Down Earth"*

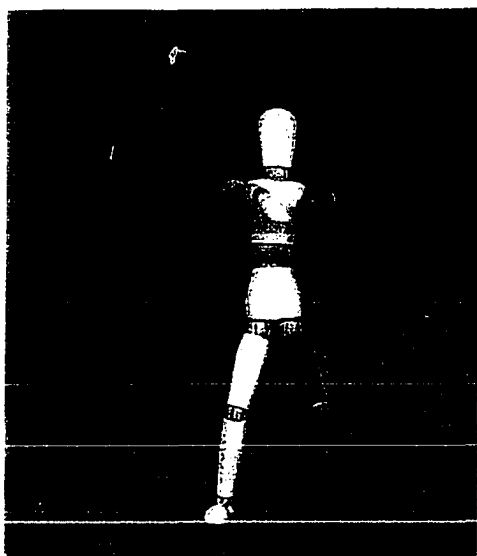


Figure B.6  
P. 105

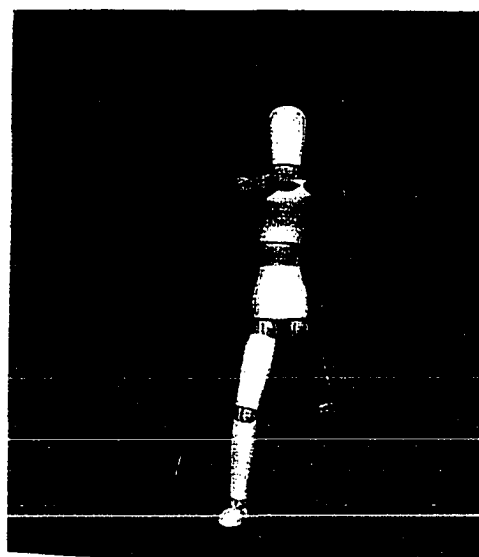
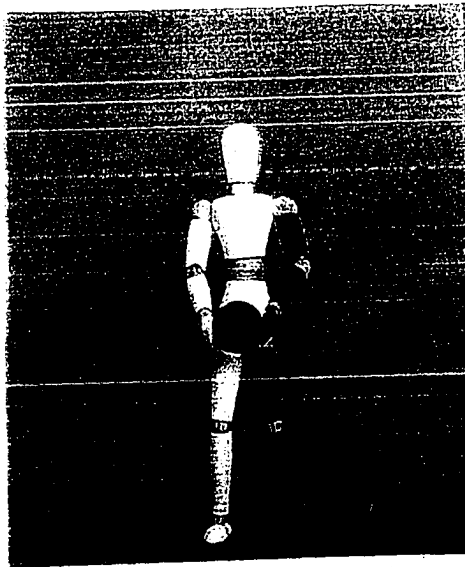


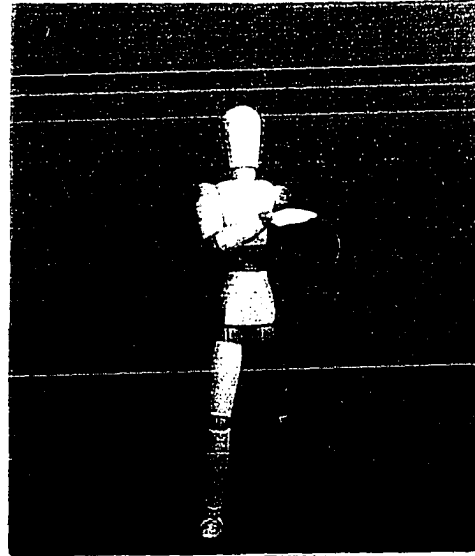
Figure B.7  
P. 105

*"Welcome Tranquility"*

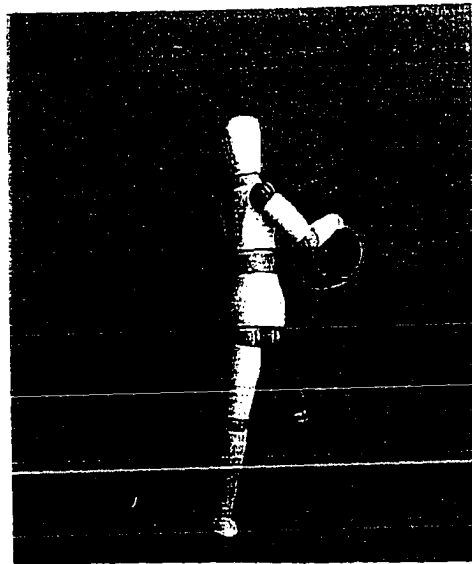
**Lesson One-Part Two - CATEGORY B - Breathing**



*Figure C.8*  
P. 116

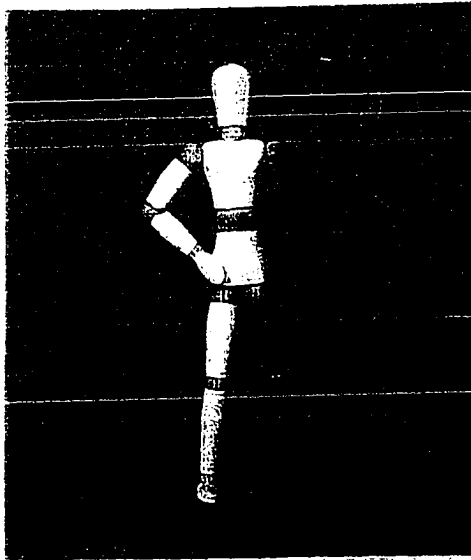


*Figure C.9*  
P. 116

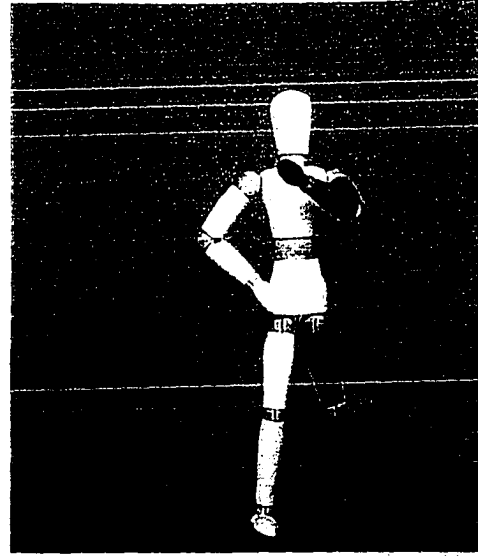


*Figure C.10*  
P. 116

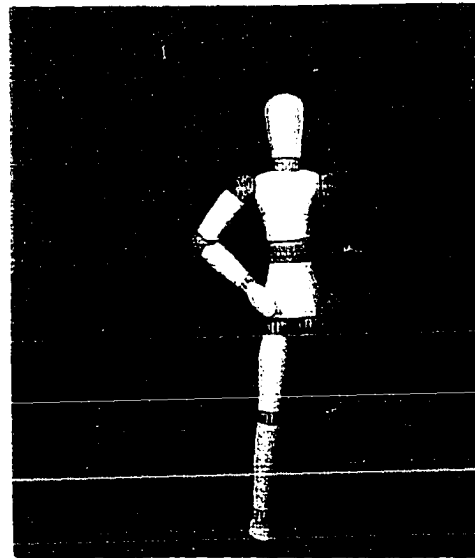
**L E S S O N   T W O - C A T E G O R Y   C - W a r m - u p**



*Figure D.11*  
P. 125

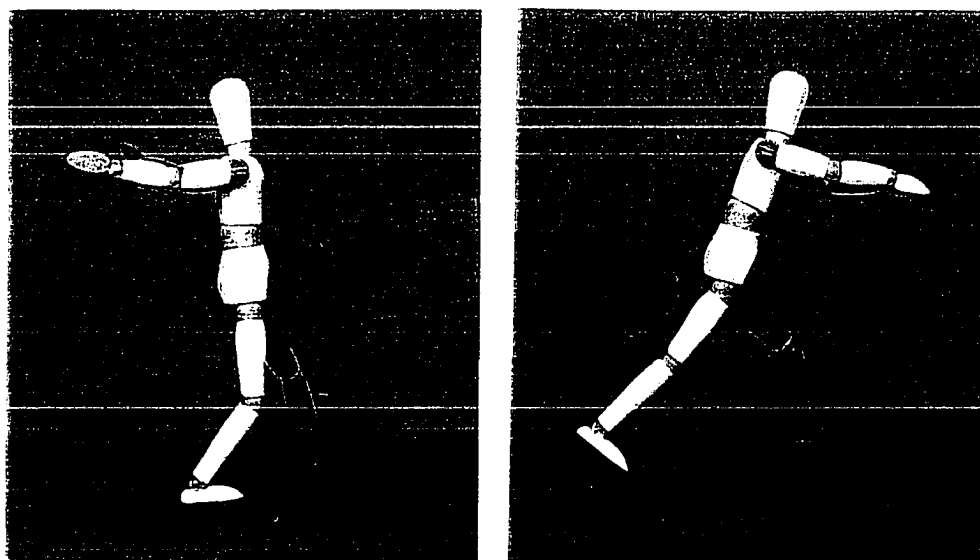


*Figure D.12*  
P. 126



*Figure D.13*  
P. 126

**L e s s o n   T h r e e - C A T E G O R Y D - U p p e r B o d y**



*Figure E.14*  
P. 138

*"Heron Spreads Wings"*

*Figure E.15*  
P. 138

**L E S S O N F O U R - C A T E G O R Y E - T O R S O**



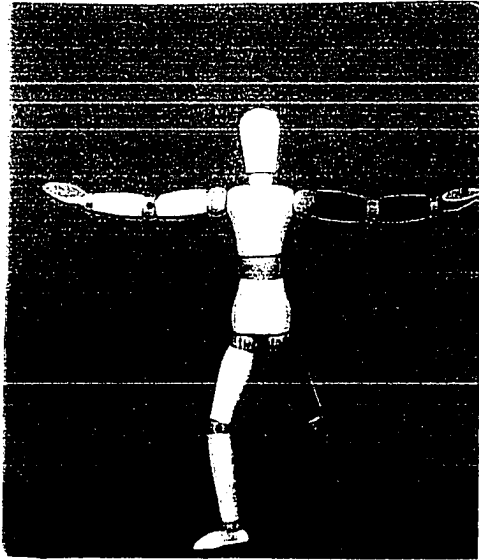


Figure E.16  
P. 139

*“Release Dragonfly”*

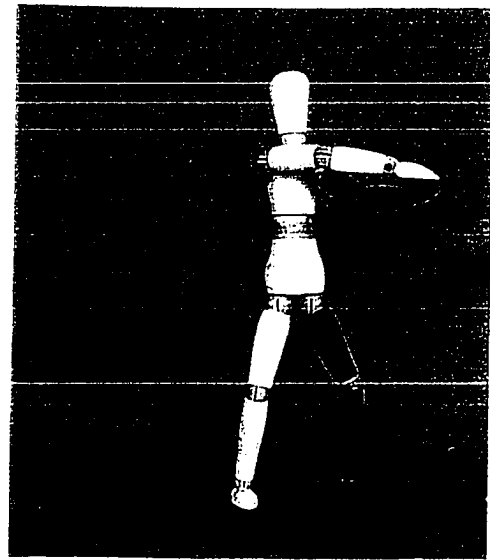


Figure E.17  
P. 139

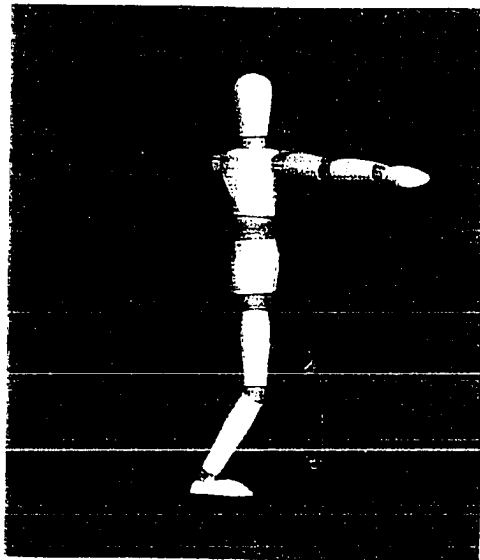
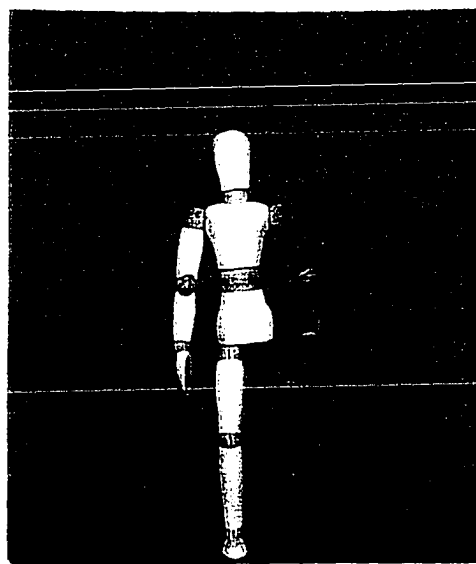
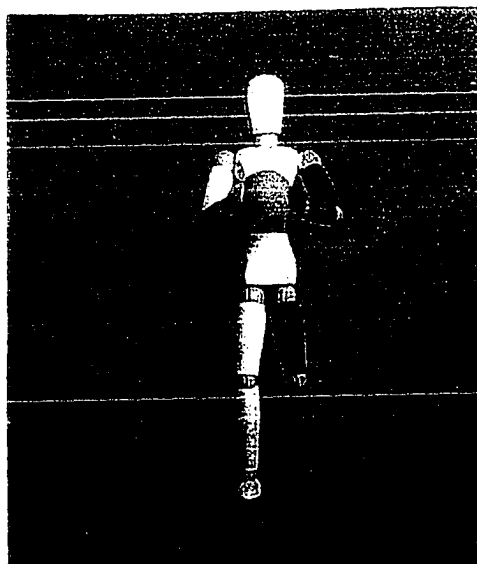


Figure E.18  
P. 139

**LESSON FOUR - CATEGORY E - TORSO**



*“Egret Stepping Over Mountain”*  
Figure F.19  
P. 148

Figure F.20  
P. 148

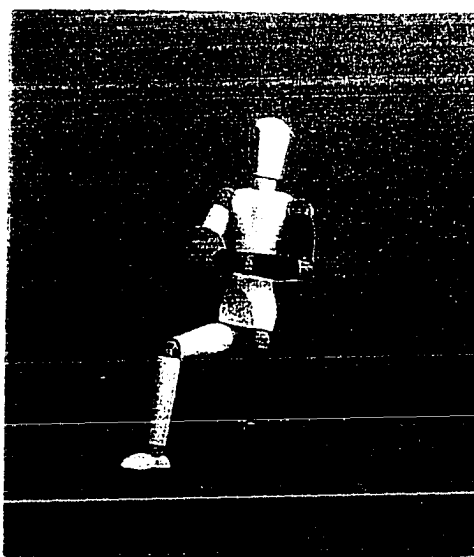
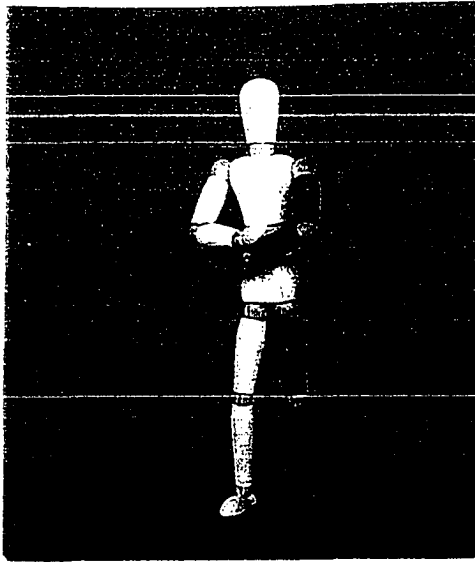
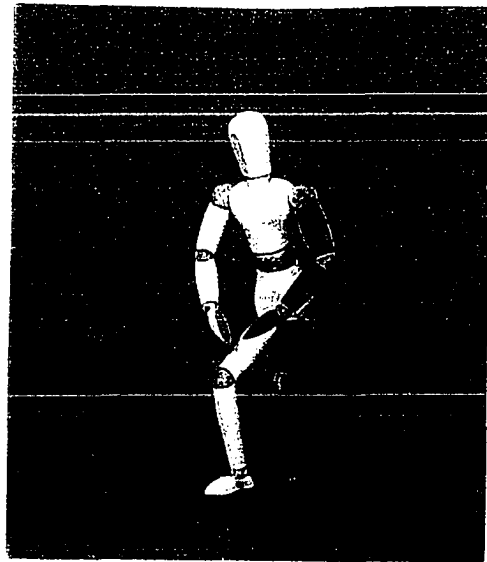


Figure F.21  
P. 148

**L E S S O N F I V E - C A T E G O R Y F - L o w e r B o d y**

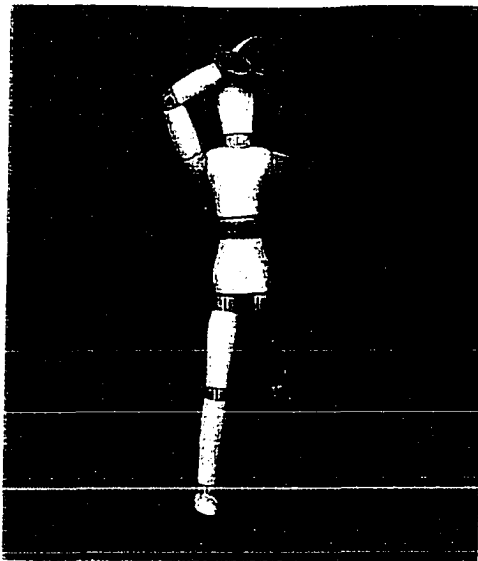


*Figure G.23*  
P. 165

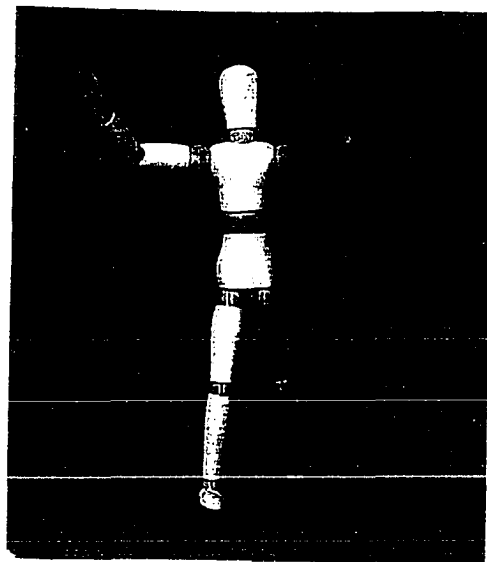


*Figure G.24*  
P. 165

*"Draw Moon from Sky"*

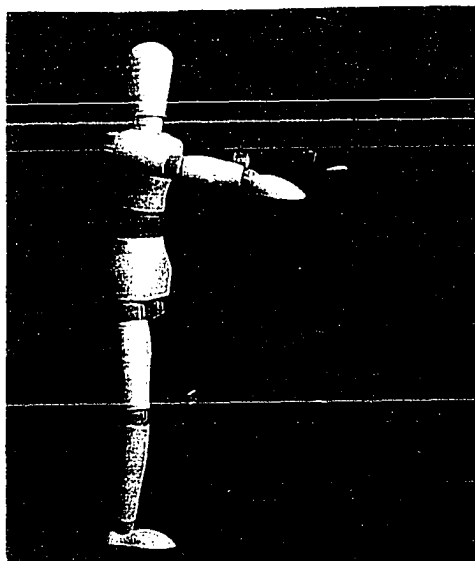


*Figure G.25*  
P. 165

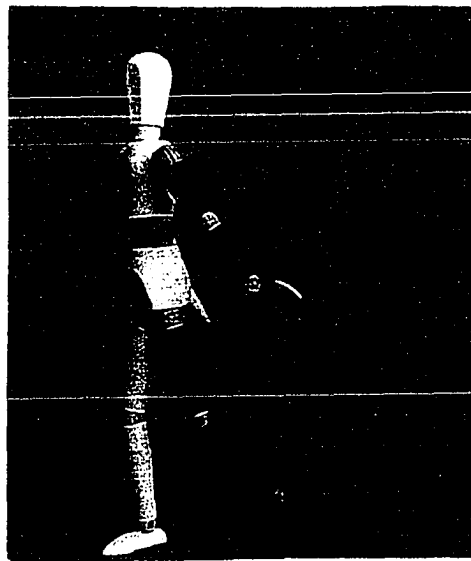


*Figure G.26*  
P. 166

**L E S S O N   S I X - C A T E G O R Y G - F u l l B o d y**



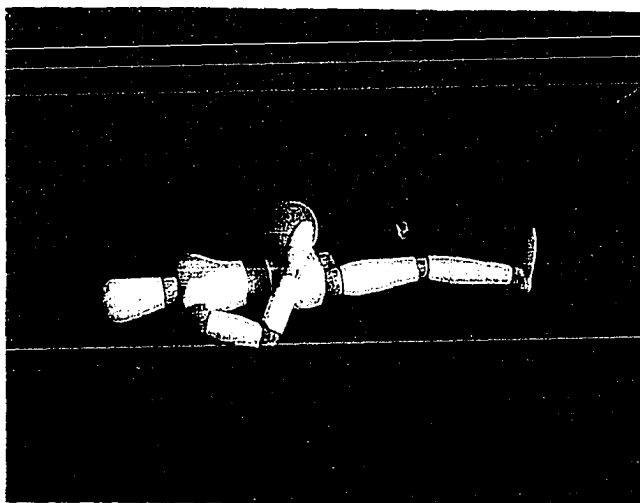
*Figure 27*  
P. 169



*Figure 28*  
P. 169

*"Dragon Holds Up Earth"*

**L e s s o n   S i x - C A T E G O R Y G - F u l l B o d y**



*"Horizon Sun"*  
Figure H.29  
P. 177

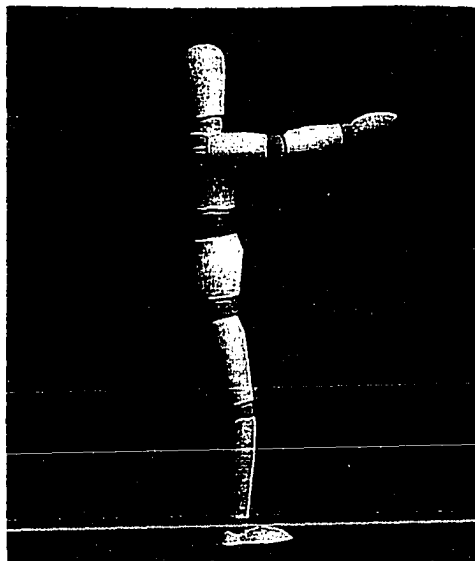


Figure H.30  
P. 180

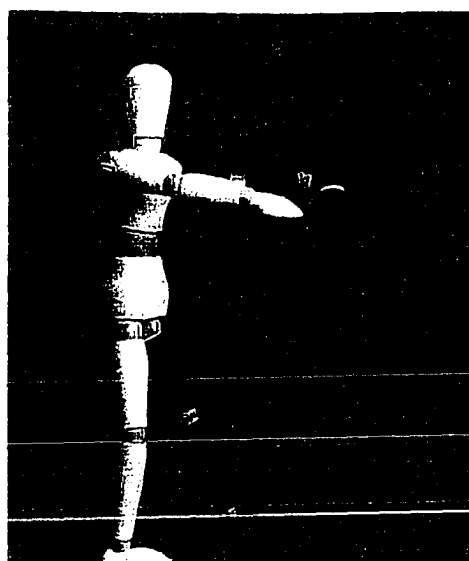
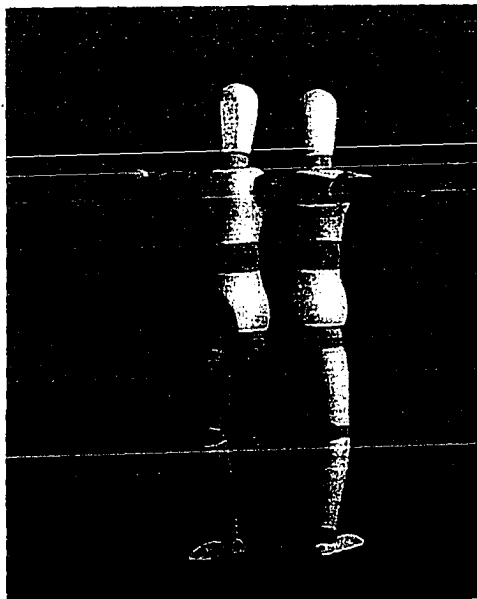


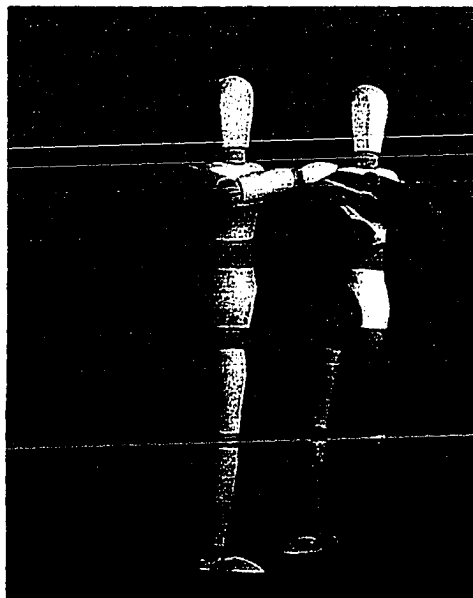
Figure H.31  
P. 180

*"Earth Descends"*

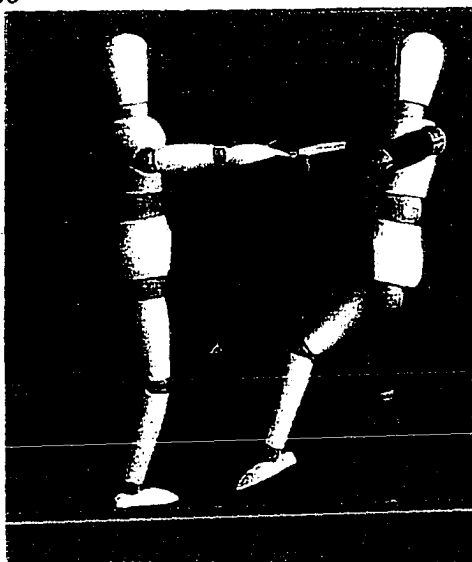
**L E S S O N   S E V E N - C A T E G O R Y H - C o o l D o w n**



*"Fairy Weaving"*  
Figure I.32  
P. 188



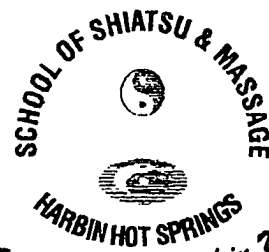
*"Damsel in Flight"*  
Figure I.33  
P. 189



*"Cormorants Dance"*  
Figure I.34  
P. 190

**L E S S O N   E I G H T - C A T E G O R Y I - A S S I S T E D P A R T N E R**

Appendix B  
Letters of Approval



P. O. Box 889  
Middletown CA 95461  
Tel (707) 987-3801  
Fax (707) 987-9638  
Harold Dull, Director

229

June 4, 2001

Woods Edge Works  
Robyn Riel-Nail  
RRT 2  
Box 10388  
Beech Grove Road  
Sparta, TN 38583

Re: Watsu® and Dissertation

Dear Ms. Riel-Nail,

Thank you for your letter dated May 15, 2001.

We give permission to re-print the poem on pg. 94. However, we should also contact the author Dr. Alma Flor Ada. We have forwarded your request to her for response.

Please let me know if you have any further questions.

Sincerely,

Pavana Dull





P. O. Box 889  
Middleton CA 95461  
Tel (707) 987-3801  
Fax (707) 987-9688  
Harold Dull, Director

230

*Where East meets West on Land and in Water*

June 15, 2001

Alma Flor Ada  
1459 18<sup>th</sup> Street, No. 138  
San Francisco, CA 94107

Re: Permission to re-print poem on pg. 94 of 'Watsu-Freeing the Body in Water'

Dear Alma,

Unfortunately, I do not have your current e-mail address in our database. Please e-mail me at [info@waba.edu](mailto:info@waba.edu) with your current telephone and address.

We have been contacted a Robyn Riel-Nail who requested permission to re-print your poem for his dissertation.

Please let us or Robyn Riel-Nail, RRT 2 Box 10388, Beech Grove Road, Sparta, TN 38583 know as soon as possible if you give permission to re-print the poem.

Sincerely yours,

Pavana Dull

Yes, I'm delighted to grant permission to reprint the poem.

I would very much like to see a copy of the study.

My email : [almaflorada@yahoo.com](mailto:almaflorada@yahoo.com) ✓  
my web site : [almaflorada.net](http://almaflorada.net) ✕

Best wishes to Robyn and to you. Always

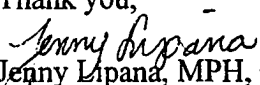
Dr. Robyn Riel-Nail  
WoodsEdge Works  
RRT. 2 Box 10388  
Beech Grove Road  
Sparta, TN 38583

January 4, 2001

Dear Dr. Riel-Nail:

Enclosed you will find a bibliography of published research in the area of aquatic exercise. I have also enclosed an article for your reference. Unfortunately, we do not have most of the information you have requested. The Aquatic Resources Network has published summaries of aquatic therapy research. To obtain additional information or the most recent copy of the published summaries, you could contact Andrea Poteat, MS, PT at 612.653.3757 or [ARNetwork@aol.com](mailto:ARNetwork@aol.com). The Web site address is <http://www.aquaticnet.com/media.htm>. I have enclosed a copy of additional information about their fax on demand service that you may find useful as you prepare your doctoral dissertation.

I'm sorry that we could not provide all of the information you have requested and hope that you will find the enclosed materials helpful. Please do not hesitate to contact me should you have additional questions. I can be reached at 404.965.7554 or [jlipana@arthritis.org](mailto:jlipana@arthritis.org).

Thank you,  
  
Jenny Lipana, MPH, CHES  
Director, Educational Program Development



P.O. Box 8584  
Spokane WA 99203-0584

January 16, 2001

Dr. Robyn Riel-Nail  
Woods Edge Works  
RRt 2 Box 10388  
Beech Grove Rd.  
Sparta, Tennessee 38583

Dear Dr. Riel-Nail:

I received an email from Donna Hoppens, CPO of Aquatic Fitness Professional Assoc. – Int'l indicating you are looking for information on aquatic relaxation techniques. I am a certified Ai Chi instructor and teach introductory courses in WATSU. You may find out more about me on my website [www.constellate.com](http://www.constellate.com).

If I can be of assistance to you, please do not hesitate to contact me. I would be happy to refer you to the resources you need and to answer your specific questions.

Sincerely,

D. Laree Shanda, CTRS  
Principal

(425) 444-2720 (Western Washington)  
(509) 747-2874 (Eastern Washington)  
Fax: (509) 747-8278

Email: [DLshanda@aol.com](mailto:DLshanda@aol.com)  
[www.constellate.com](http://www.constellate.com)

January 30, 2001

Dear Dr. Riel-Nail;

I am writing in response to your January 7th letter.

1. RE: Statistical information about involvement of older adults in aquatic programming. I have enclosed the January issue of our Aquatic Resources Network newsletter in which we reprint some information from the Aquatic Exercise Association on aquatic fitness statistics. There is no information available on aquatic therapy statistics. You can obtain information about both aquatic fitness and swimming statistics from American Sport Data. They commissioned a survey (entitled the **"Survey of Sports Participation: Volume I: Fitness Activities Report"** which examined the US population' participation in 102 sports/activities (including several pages on aquatic exercise and swimming, but nothing on aquatic therapy). The report includes:


- raw numbers and percentages of the US population who participated from 1987-present;
- demographic characteristics;
- attitudinal and behavioral dimensions (including days per year, years of participation, venue, cross-participation, core market profiles, etc.).

To order the SuperStudy (cost \$275.00), call American Sports Data at (914) 328-8877 or order online at [www.americansportsdata.com](http://www.americansportsdata.com). I spoke with American Sport Data. They will not sell part of the report. You must buy the entire study.

2. RE: Specialty techniques in aquatics. To find contact information for all the individuals who founded Ai Chi, Watsu, etc, log onto our website at [www.aquaticnet.com/techniques.htm](http://www.aquaticnet.com/techniques.htm)

3. RE: Your research. To simplify the literature search for your doctoral dissertation, I would strongly recommend ordering the Aquatic Therapy Research Bibliography (\$45) from the Aquatic Resources Network. There is an order form enclosed inside the issue of the newsletter which I am sending. This bibliography will save you all the time it takes to gather references for research article. There are over 2000 references (categorized by topic) in the bibliography.

Hope this helps,



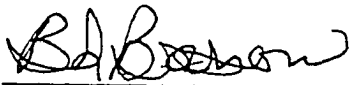
Andrea Pofeat Salzman, MS, PT  
Aquatic Resources Network

**Aquatic Resources Network • 302 160th Street • Suite 200 • Amery, WI 54001 USA  
Phone 715/248-7258 • Fax 715/248-3065 • Web [www.aquaticnet.com](http://www.aquaticnet.com)**

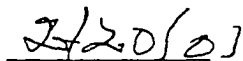
Appendix C  
Letters of Release of Photographs

## INDIVIDUAL RELEASE FOR PHOTOGRAPHS

I give Robyn Riel-Nail written and verbal consent to use all photographs taken of me while participating in aquatic relaxation techniques and exercises. I understand that these photographs will be used in her dissertation and defense. I also give Robyn Riel-Nail permission to use the photographs of me as an educational tool in any future publications.



SIGNATURE




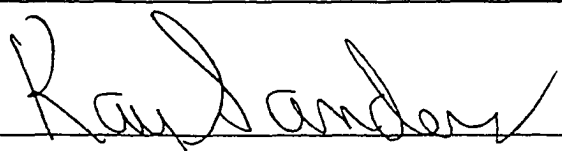
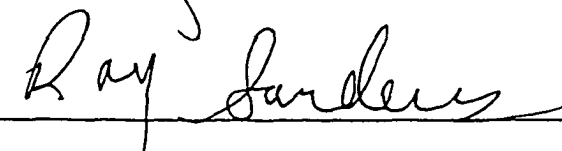
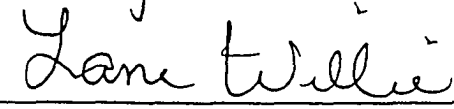
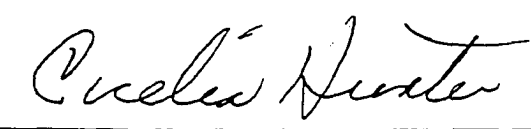
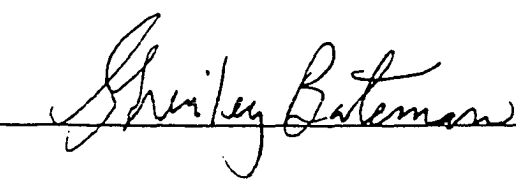
DATES

GROUP RELEASE OF PHOTOGRAPHS

I give Robyn Riel-Nail written and verbal consent to use all photographs taken of me while participating in aquatic relaxation techniques and exercises. I understand that these photographs will be used in her dissertation and defense. I also give Robyn Riel-Nail permission to use the photographs of me as an educational tool in any future publications.

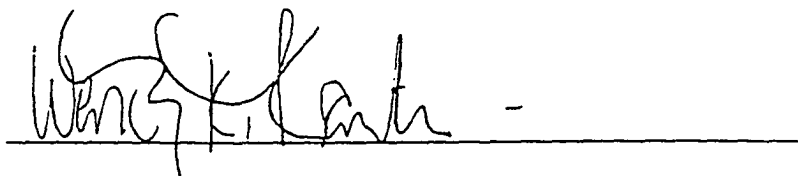
SIGNATURES:

DATES:

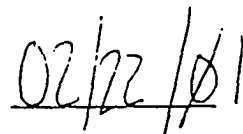
<u></u>	<u>2-20-01</u>
<u></u>	<u>2-20-01</u>
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<u></u>	<u>2-20-01</u>
<u></u>	<u>2-20-01</u>
<u></u>	<u>2-20-01</u>

## INDIVIDUAL RELEASE FOR PHOTOGRAPHS

I give Robyn Riel-Nail written and verbal consent to use all photographs taken of me while participating in aquatic relaxation techniques and exercises. I understand that these photographs will be used in her dissertation and defense. I also give Robyn Riel-Nail permission to use the photographs of me as an educational tool in any future publications.

A handwritten signature in cursive script, appearing to read "Wendy Kilenth", written above a horizontal line.

SIGNATURE

A handwritten date "02/22/01" written above a horizontal line.

DATES



GROUP RELEASE OF PHOTOGRAPHS

I give Robyn Riel-Nail written and verbal consent to use all photographs taken of me while participating in aquatic relaxation techniques and exercises. I understand that these photographs will be used in her dissertation and defense. I also give Robyn Riel-Nail permission to use the photographs of me as an educational tool in any future publications.

SIGNATURES:

DATES:

<u>Barbie Howell</u>	<u>2-20-01</u>
<u>Hazel Coleman</u>	<u>2-21-01</u>
<u>Kenneth Blumring</u>	<u>2-22-01</u>
<u>Mary Ellen Williamson</u>	<u>2-22-01</u>
<u>Maryedith McFadin</u>	<u>2/22-01</u>
<u>Jean Enochs</u>	<u>2/22/01</u>
<u>Maya Bayne</u>	<u>2/22/01</u>

I give Robyn Riel-Nail written and verbal consent to use all photographs taken of me while participating in aquatic relaxation techniques and exercises. I understand that these photographs will be used in her dissertation and defense. I also give Robyn Riel-Nail permission to use the photographs of me as an educational tool in any future publications.

SIGNATURES:

DATES:

<u>Lela S. Morrow</u>	<u>March 21, 2001</u>
<u>Mary H. Cummins</u>	<u>March 26, 2001</u>
<u>Larise A. Ewen</u>	<u>March 26, 2001</u>
<u>Ethel S. Thompson</u>	<u>March 26, 2001</u>
<u>Marguerita King</u>	<u>March 26, 2001</u>
<u>Jane K. Barksding</u>	<u>March 28, 2001</u>

## Appendix D

### Statement From Preparation Study Participants

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**Date:** Wed, 07 Feb 2001 19:43:48 PST

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**From:** "Barb Batson" <barbatson@earthlink.net> [\[Add to Address Book\]](#)

**To:** "Robyn Nail" <rangerrobyn@excite.com> [\[Add to Address Book\]](#)

**Cc:** "Wendy Kantor" <mbitn@aol.com> [\[Add to Address Book\]](#)

**Subject:** RE: Watsu and Dissertation

Robyn - What is the subject of your dissertation? I would be honored to assist you. I have just been notified of layoff from my day job so should have time to work w/you. I use water relaxation techniques (ai chi) in several of my class formats (water temp permitting) and also something I call Watsu 101 which is a partner relaxation technique. Give me a call and I will be glad to discuss further and also to make arrangements for you to observe or participate in my classes and get feedback from the participants.

Barb  
615 789 3544  
Barbara L Batson  
388 Brock Rd.  
Charlotte, TN 37036

-----Original Message-----

**From:** Robyn Nail [mailto:rangerrobyn@excite.com]

**Sent:** Wednesday, February 07, 2001 1:16 AM

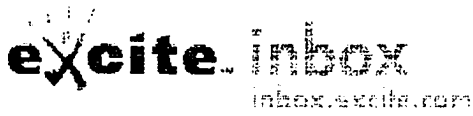
**To:** mbitn@aol.com

**Subject:** Watsu and Dissertation

Hello Wendy,

Thanks so much for returning my call last night. I am very excited about meeting with you and experiencing a watsu session. I am also excited to receive input from you regarding aquatic relaxation bodyworks. I think my dissertation will be exciting for both of us!!!

http://inbox.excite.com/ExciteMail/message/15-040/1,an-194851D1,CK-20555.../1270.htm 02/08/2001



Date: Thu, 15 Feb 2001 12:32:38 PST
From: "Barb Batson" <barbatson@earthlink.net>
To: <rangerrobyn@excite.com>
Subject: 2/20 aqua class

Robyn - I have permission for you to participate in my class at Easter Seals Tuesday 2/20 from 5:30 to 6:15 and to bring your photographer. The pool opens at 5pm so if you can be there then, that would be great.

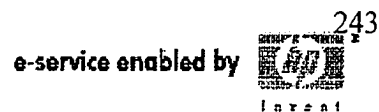
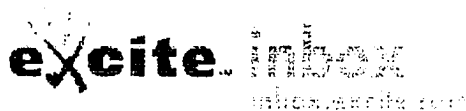
Please respond to confirm you are coming.

Did you reach Eileen?
Barb
615 789 3544
Barbara L Batson
388 Brock Rd.
Charlotte, TN 37036

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Date: Tue, 20 Feb 2001 19:15:13 PST

From: "Barb Batson" <barbatson@earthlink.net>

To: <koesywood4@yahoo.com>

Subject: aqua

Eileen - thanks for being willing to teach my 5:30 Thursday class.

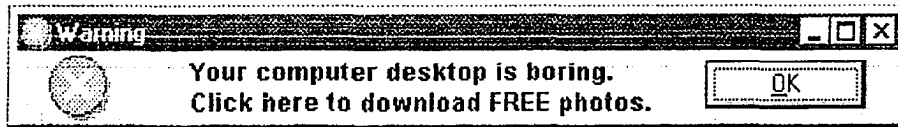
I met Robyn tonight and we had a delightful class for her to observe and include in her publication. I know seeing you do the entire ai chi will be a very valuable experience to be included in this extraordinary document. With your permission, I would like to be one of your ai chi participants when she observes you in action. Please let me know the day and time; I know it must be soon since she is very 'into' the info gathering right now and will begin putting it all together soon to be finished on target.

Barb  
615 789 3544  
Barbara L Batson  
388 Brock Rd.  
Charlotte, TN 37036

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From: "Eileen Koesy-Wood" <koesywood4@yahoo.com> [\[Add to Address Book\]](#)

To: "Robyn Nail" <rangerrobyn@excite.com> [\[Add to Address Book\]](#)

Subject: Re: Information about Ai Chi

Robyn,

Just wanted to keep in touch about my latest attempts to resume Ai Chi.

Just finished setting up a new Arthritis Aquatics class starting next week, and getting my re-certification this week, so that's shared my time.

As I "speak", my pc is being worked on so I am still the gypsy emailer, travelling to friend's houses to communicate. I try to check daily or at least every couple days right now.

I'm in touch with 2 different facilities in Lebanon who have asked that I come to check out their warm water pools, one of which is looking for an Ai Chi instructor. Since I haven't found a warm water pool closer yet, I have recently responded to them that I would like to visit their facilities soon. I sent my resume to one of them. I haven't given up on Easter Seals yet, but I'm working on other ways to deal with that...

I talked with one of my regular Ai Chi students last night (young woman in her mid-30's with RA) and we both agreed that we've noticed how we've felt more stress in our week since we've missed Ai Chi, and she added that her legs, especially feet, have been declining. She's interested in coming all the way to Lebanon with me, at least occasionally, until we can find something closer, even though she lives even further out in Cheatham County.

The aquatic relaxation classes are held each week at the Turner Center for adults with various health problems. The following individuals with these existing conditions, attended class on Tuesday, February 20, 2001.

*Health Conditions*

Fibromyalgia

Stroke

Arthritis

Cardiac Conditions

MS

Depression

*Class Participant Statements:*

Ceil

"When you come here you feel half crazy but, when you leave, you fell relaxed and sleep well".

Kathy

"Like Hawaii at the beach".

Shirley

"Stressed during the day, coming in smelling the water, it loosens me up".

Barb

"There are not many ways to relax and this is the best"!

Ray

"My wife and I do this together and we look forward to coming here".

Anne

More energy after these sessions, more sense of well-being here".

Barb

"I am always enthusiastic to be in the water"!




**Date:** Mon, 26 Feb 2001 11:00:51 PST  
**From:** "Barb Batson" <barbatson@earthlink.net>  
**To:** "Robyn Nail" <rangerrobyn@excite.com>  
**Cc:** "CPBrownie@aol.com" <CPBrownie@aol.com>  
**Subject:** followup

Robyn - thanks for coming to class Tuesday. I appreciate your interest in what's happening for people who take advantage of aqua relaxation techniques. I did email Eileen and she says she wants to meet w/you and is 'working on it' and that I can come along when she makes the arrangements. Please be certain to include me in the distribution of the finished product.

Barb  
615 789 3544  
Barbara L Batson  
388 Brock Rd.  
Charlotte, TN 37036

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**Date:** Mon, 30 Apr 2001 21:15:51 PDT

**From:** Eileen Koesy-Wood <koesywood4@yahoo.com>

**To:** rangerrobyn@excite.com

**Subject:** Ai Chi update

Robyn,

It's the 30th, so I'll give you what I've got so far. As you can imagine right now, it feels like the tip of the iceberg.

I'll try to focus on the "alteration of mood states, not just the physical exercise aspects". A massage therapist student..very aware of the meridians & flow of energy...was amazed at how her left hand (after only 2 classes) had "been released/opened up" (recovering tendonitis), as well as some "emotional blocks from a shoulder injury when I was 3...starting to let go". Also, when we performed the "crosswalk" (I use it as a warm-up/focus" where the upper body is open, palms up when the lower body is crossed, then opposites, this came very, very easily for her (compared to everyone else, including me) and she explained she was Dyslexic and that her brain/nerve/muscle connection was "opposite".

My husband who came for the first time today was wondering if it (crosswalk) could help him "patterning for his ADD". (It was difficult for him to learn, but he was interested in pursuing it.

Besides frequent reports of relaxation "lasting a few days"; better sleep; better focus, I'm also hearing (documented)less med (RA); more regular intestinal/colonic mvt.(Fibro. & RA), along with the usual improved flexibility, balance, lung capacity, etc.

Some of us were talking about using St. John's Wort and how it's benefits were sooooo subtle, perhaps the effects were "placebo" (not to mention the side-effects of higher risk of Cataracts and the warning to wear wrap-around sun-glasses). And how the relaxation experienced in even 1 Ai Chi class weekly was very obvious to us.

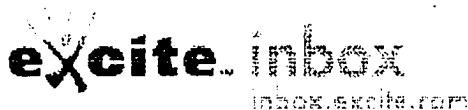
The last I heard from my Channel 4 contact "we'll be getting back in touch very soon...can see a 2-min. story on some Sun. night".

More students dribbling in. Starting next week Mon. will be Beg. and Thurs. Advanced. Wish I could justify starting a second Beg. class (Wed. noon),but I'll have to get more students first.

Looking forward to Ai Chi'n with you again soon.

Everyone seems very open to your research. Best of luck. Eileen

[http://inbox.excite.com/excite/mail/prim/1S-25242.../1415.num?\\_npprima-start&\\_npaid-42](http://inbox.excite.com/excite/mail/prim/1S-25242.../1415.num?_npprima-start&_npaid-42) 05/02/2001



Date: Sun, 10 Jun 2001 03:56:38 PDT

From: "Barb Batson" <barbatson@earthlink.net>

To: "Robyn Nail" <rangerrobyn@excite.com>

Subject: RE: can not open document!

Robyn - I am so sorry that the doc would not open - I checked on the email in my 'sent' box and could open it but I sent something to someone else who told me the same thing. I am attaching it again in case this time it will open and also sending you a cut/paste version below. I am not certain how 'pretty' the result will be. Please let me know that you got it ok this time.

AQUA MEMO

DATE: 6/8/01

TO: ROBYN NAIL

FROM: BARB BATSON

RE: STATEMENT OF EIFICACY - AQUA RELEAXATION

As an instructor of aquatic exercise since 1994, I have observed that even in classes not designed for the purpose of relaxation, relaxation results for most participants in a way that is not possible on land. Some possible reasons for this:

- \* Water creates a buffer for the body, protecting it from the assaults of the world. While in the water there is no possible interruption from cell phone, or pager and a minimum of likely interruption from other sources. .
- \* Special preparations must be made for water work - changing from the 'uniform' acceptable for land work to one mutually exclusive to water. Aqua wear, by design, allows the water to contact the body almost as if there were no garment between the water and the exerciser. The fabric is light, smooth fitting and the coverage is minimal.
- \* Once in the water the stigma of body image issues and pomposity of social class are obliterated. Everyone looks the same - the body is submerged to chest or shoulder. Designer clothes, fancy jewelry and perfect makeup vanish in this setting. Soon even the meticulously arranged coiffure is surrendered to the water. What is left is a group equalized - unadorned and free to enjoy the moment.
- \* The water buoyancy gently lifts the body, in part or in total and as the body lifts the spirit also lifts. Whether the body or spirit lifts first is a debate for another time and the order of little consequence - the point is the levitation of both is very apparent even to the clinically untrained. Even in my earliest classes, before a relaxation component was included by design, a transition was made to soothing music for the cool down as a bridge to the stretching portion of the workout session. The freedom of moving vigorously in the water set the stage for another wonderful more flowing experience and allowed people to enjoy more consciously the feel of the water as it gently caressed and supported the body through the stretch portion of the workout.

The relaxation component is now a very important part of each of my class formats. Should one of the other class portions extend and steal away the time planned for the relaxation portion, the participants request, no - insist, that class time be extended to include the relaxation segment. In all but the Fibromyalgia and pregnancy classes the part of the class

[http://inbox.excite.com/Excite/mail/primary/15-58770.../1485.html?\\_npprimit-start&\\_npaid=42](http://inbox.excite.com/Excite/mail/primary/15-58770.../1485.html?_npprimit-start&_npaid=42) 06/11/2001

focusing on relaxation is at the end. But the relaxation begins for many participants as soon as they enter the pool-for some as soon as they enter the building. Recently I have had several indicate that they begin to 'feel better' as soon as they 'smell the water'. Their driving need to tell of this feeling reminds me of the release nursing mothers feel when baby signals ready to feed by cry and mothers' body responds by releasing milk. I currently lead classes serving the following populations:

- \* General populations - including all ages and fitness levels - a vigorous workout
- \* Arthritis/Fibromyalgia populations
- \* Expectant Mothers
- \* Multiple Sclerosis
- \* Pulmonary and Cardiac Rehab
- \* Hip and Knee Replacement

All the groups seek and benefit from water relaxation. None have so vivid a desire or craving for the benefits of relaxation like the pregnancy and the Fibromyalgia participants. In these classes I introduce the relaxation component early in the class. Both begin with warm-up then some form of socialization that initializes the relaxation process. This also allows the group to unite in the awareness of one another's needs and allows me to modify the relaxation segment to meet those needs. An example of the next step for these populations is similar. The noodles are used and the participants are invited to make their way to the deep water. The Fibromyalgia participants are asked allow the body to 'hang' totally releasing it from all impact except for the noodle/body contact site and to think pleasant thoughts and close eyes - when the smiles appear (2 or 3 minutes) the group moves shallow with pain reduced. Once deep, the expectants are encouraged to join a discussion relating to preparation for the new arrival - nursery décor, for example, while engaging in gentle lower extremity movement - when moving back to shallow, a feeling of well being is expressed and some of the ladies observe a miraculous minimization of edema. I am enamored of the results of aquatic relaxation and could elaborate on the many other approaches my class has shown me they appreciate but I will simply list to pique the imagination and invite you to participate in my classes to experience in an instant what takes so many words to describe.

Ai chi Partner floating

Lullaby Guided imagery

Games Partner vocalization

Partner eye contact Circle floating

I would welcome the opportunity to discuss this subject further and urge you to freely share my name with anyone who would like to explore with me.

BLB

Barb

615 789 3544

Barbara L Batson

388 Brock Rd.

Charlotte, TN 37036

-----Original Message-----

From: Robyn Nail [mailto:rangerrobyn@excite.com]

Sent: Saturday, June 09, 2001 9:21 PM

To: Barb Batson

Subject: Re: can not open document!

Barb.

[http://inbox.excite.com/Excite/mail/print/15-58770.../1485.html?\\_npprint=stat&\\_npaid=42](http://inbox.excite.com/Excite/mail/print/15-58770.../1485.html?_npprint=stat&_npaid=42) 06/11/2001

Appendix E  
Course Registration Form

**COURSE REGISTRATION FORM**

**Course Fee Paid** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Name of Student** \_\_\_\_\_

**Age** \_\_\_\_\_ **Sex** \_\_\_\_\_ **Date of Birth** \_\_\_\_\_

**Home Address** \_\_\_\_\_

**Home Phone Number** \_\_\_\_\_

**Emergency Phone Number** \_\_\_\_\_

**Has Student Ever Been in Water?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

\_\_\_\_\_ **Pool** \_\_\_\_\_ **Lake** \_\_\_\_\_ **Other**

**Does Student Swim?** \_\_\_\_\_ **Yes** \_\_\_\_\_ **No**

**Special Problems – Situations or Limitations**

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**Information or suggestions to assist instructor in working with class student.**

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Appendix F  
Course Recommended Release Form

**KIKOU WATER-BASED EXERCISE PROGRAM****STUDENT RELEASE FORM**

I understand that there are risks associated with any water-based exercise program. I am aware and have been made aware of these risks and I agree that my active participation is of my own choosing and at my own risk.

I understand that if there is any exercise that has been contraindicated for me by my doctor or specialist, I am advised to avoid participating in the exercise or exercises.

I assume all responsibility and liability for any bodily injury during or resulting from my participation in the water-based exercise program. I do not hold the (name of facility) nor the instructor (name of instructor) responsible or liable.

---

**(SIGNATURE)**

---

**(DATE)**



Appendix G  
Course Health and Fitness Form

### Personal Health Form

Date \_\_\_\_\_

Name \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

Phone Number (Home) \_\_\_\_\_

Emergency Information (Name and phone number of person to contact.)  
\_\_\_\_\_

Primary Care Physician \_\_\_\_\_

Phone Number \_\_\_\_\_

\*\* Please provide a letter from your primary care physician giving permission to take part in this course.

A. Have you ever had or currently have any of the following medical conditions?

Allergies	___ Y ___ N	Hypertension	___ Y ___ N
Anemia	___ Y ___ N	Irregular Heartbeat	___ Y ___ N
Angina	___ Y ___ N	Kidney Disease	___ Y ___ N
Aneurism	___ Y ___ N	Orthopedic Problems	___ Y ___ N
Arthritis	___ Y ___ N	Osteoporosis	___ Y ___ N
Asthma	___ Y ___ N	Respiratory Infection	___ Y ___ N
Skin Infection	___ Y ___ N	Thombophlebitis	___ Y ___ N
Stroke	___ Y ___ N	Thyroid Condition	___ Y ___ N
Emphysema	___ Y ___ N	Tuberculosis	___ Y ___ N
Heart Attack	___ Y ___ N	Value Disease	___ Y ___ N
Hepatitis	___ Y ___ N	Viral Infection	___ Y ___ N
Hypoglycemia	___ Y ___ N		

B. Have you ever had an abnormal electrocardiogram? (ECG, EKG)  
 Yes  No If yes, when? \_\_\_\_\_

C. Has your primary care physician ever advised you against exercise?  
 Yes  No If yes, when? \_\_\_\_\_

D. Do you ever have dizzy or tainting spells?  Yes  No

E. Are you presently taking any medication on a regular basis?  
 Yes  No If yes, please list names of medications.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

F. Do you take painkillers or any type of sleep aid?  Yes  No

G. Do you take mood changer medications?  Yes  No

H. Do you currently smoke?  Yes  No

I. Are you on a special diet?  Yes  No

Please describe. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

J. When was your last general physical exam? \_\_\_\_\_

K. Are you presently under a physician's care?  Yes  No

Why? \_\_\_\_\_  
 \_\_\_\_\_

L. Are you tired or fatigued most of the day?  Yes  No

M. Are you hearing or sight impaired?  Yes  No

B. Have you ever had an abnormal electrocardiogram? (ECG, EKG)  
 Yes  No If yes, when? \_\_\_\_\_

C. Has your primary care physician ever advised you against exercise?  
 Yes  No If yes, when? \_\_\_\_\_

D. Do you ever have dizzy or tainting spells?  Yes  No

E. Are you presently taking any medication on a regular basis?  
 Yes  No If yes, please list names of medications.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

F. Do you take painkillers or any type of sleep aid?  Yes  No

G. Do you take mood changer medications?  Yes  No

H. Do you currently smoke?  Yes  No

I. Are you on a special diet?  Yes  No

Please describe. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

J. When was your last general physical exam? \_\_\_\_\_

K. Are you presently under a physician's care?  Yes  No

Why? \_\_\_\_\_  
 \_\_\_\_\_

L. Are you tired or fatigued most of the day?  Yes  No

M. Are you hearing or sight impaired?  Yes  No

Appendix H  
Physician Permission Form

**PHYSICIAN'S PERMISSION FORM**

1. The student has my permission to participate in Kikou exercise program.

\_\_\_\_\_ Yes \_\_\_\_\_ No

2. Physician's Name \_\_\_\_\_

3. Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Phone Number: \_\_\_\_\_

5. I give my permission for medical treatment, if I cannot be reached.

\_\_\_\_\_ Yes \_\_\_\_\_ No

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

Appendix I  
Student Medic Alert Tag Form

**MEDIC ALERT TAG FORM**

This form must be kept with instructor during all teaching sessions. All students with medial condition should wear tags for easy identification in case of emergencies.

**Name of Students** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Telephone Number** \_\_\_\_\_

**In case of emergency notify** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Phone Number** \_\_\_\_\_

**Contact Physician** \_\_\_\_\_

**Address** \_\_\_\_\_

\_\_\_\_\_

**Telephone Number** \_\_\_\_\_

**Special Situations:**

**Conditions** \_\_\_\_\_

\_\_\_\_\_

**Allergies** \_\_\_\_\_

\_\_\_\_\_

**List all medications** \_\_\_\_\_

\_\_\_\_\_

**Additional Information** \_\_\_\_\_

\_\_\_\_\_



Appendix J  
Aquatic Skills Assessment Form

## AQUATIC SKILLS CHECKLIST

1. Do you enjoy water-based activities? \_\_\_\_\_ Yes \_\_\_\_\_ No
2. Which water-based activities do you participate in? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Have you ever had swimming instructions? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Do you swim the rhythmic breathing? \_\_\_\_\_ Yes \_\_\_\_\_ No
5. Are you comfortable in shoulder-deep water? \_\_\_\_\_ Yes \_\_\_\_\_ No
6. Can you stand upright from a horizontal floating position?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No
7. Can you float? Face up: \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Face Down \_\_\_\_\_ Yes \_\_\_\_\_ No
8. Can you enter and exit a pool on your own? \_\_\_\_\_ Yes \_\_\_\_\_ No
9. Do you have a fear of deep water? \_\_\_\_\_ Yes \_\_\_\_\_ No
10. Have you ever used a floatation device? \_\_\_\_\_ Yes \_\_\_\_\_ No
11. How would you rate your gait, balance and coordination levels.  
 \_\_\_\_\_ Very Poor \_\_\_\_\_ Poor \_\_\_\_\_ Fair \_\_\_\_\_ Good \_\_\_\_\_ Excellent
12. Are you willing to participate in a water-based program?  
 \_\_\_\_\_ Yes \_\_\_\_\_ No

Appendix K  
Recommended Questionnaire

**Recommended Questionnaire for Kikou Trainee Work With Older Adults**

1. How old is "old"?
2. What one word would you use to describe the elderly?
3. What one word would you use to describe your generation?
4. How long do you think you will live?
5. How long do you want to live?
6. Have you ever thought about working with the elderly?
7. How do you feel about the elderly?
8. How often do you converse with an elderly person?
9. How do you feel about growing older?
10. How do you feel about a career working with the elderly?
11. If you could be any age for all of eternity, what age would you wish to be? Why?

Appendix L  
Recommended Course Syllabus

Suggested  
Course Syllabus

Course: *A Teaching Manual for Instructor Training in an Alternative  
Water-Based Relaxation Exercise Program for Older Adults*

Instructor: Dr. Aqua Body

Office Location: Natatorium

Office Hours: Floating In Ecstasy In a Relaxed State

I. Objective Of The Course:

- A. Skill and knowledge of water-based relaxation techniques and exercises.
- B. To develop the ability to perform a broad range of stances, postures, positioning movements, breathing techniques and full-body coordinated movements.
- C. To execute the exercises so that rhythmic movements, diaphragmatic breathing and timing are accurate.
- D. To develop enough skill to enjoy the benefits from the relaxation – stress management techniques and exercises.
- E. To acquire a better understanding and appreciation for the cultural heritage of water-based relaxation techniques.
- F. To develop better posture, coordination, grace, and motor skills through water-based relaxation techniques and exercises.
- G. To develop safety and risk management practices.
- H. To develop lifetime fitness and relaxation techniques.

II. Personal Objectives:

- A. To promote relaxation.
- B. To promote wellness and fitness.
- C. To promote mobility and flexibility.
- D. To promote decreased stress.

III. Social Objectives:

- A. To get acquainted with others while participating in the Kikou relaxation technique class.
- B. To interact with other instructor trainees during partner exercises.

## IV. Required Text:

“A Course Manual for Instructor Training in Kikou, a Water-Based Relaxation Exercise Program For Older Adults”

## V. Length of Course: 36 Hours

## VI. Topics To Be Covered:

- A. History of Aquatic: Bodywork Techniques
- B. Introduction To Kikou Water Relaxation and Exercise Techniques for Older Adults
- C. Stance, Positioning, posture and Balance Techniques
- D. Breathing Movement Exercises and Techniques
- E. Upper Body Positioning Movements
- F. Trunk Positioning and Stability Movements
- G. Lower Body Positioning Movements
- H. Full Body Coordinated Positioning Movements
- I. Exercise Lesson Plans and Exercise Progressions
- J. Water Healing Health-related Problems of Older Adults
- K. Aquatic Bodywork Techniques
- L. Guidelines For Safety and Risk Management
- M. Incorporating Water Equipment to Facilitate Exercise Techniques. Choosing Proper Clothing

## VII. Requirements

- A. Each Kikou trainee will begin with stage one (stance) and progresses through stage six (full body coordinated positioning movements).
- B. Each Kikou trainee will participate in the progressive relaxation techniques and exercises.
- C. Each Kikou trainee will keep a portfolio of required projects. The portfolio will be submitted at the end of the course.
  - 1. Prepare a relaxation exercise routine incorporating 6-8 movements that you learned in class.
  - 2. Locate three aquatic bodywork technique websites – print information
  - 3. Design and exercise routine using Ai Chi Ne partner exercises. Incorporate 6-8 techniques and exercises.

## VIII. Suggested Dress

- A. Bathing Suit
- B. Lycra Bodysuit

- C. Tights
- D. Long-sleeved Leotard
- E. Optional: Aqua Shoes

IX. Attendance Policy

Attendance is mandatory. All absences must be cleared through the instructor shihan.

XI. Suggested Grading Scale for a College Credit Course

XII. Evaluation Procedure

Attendance	50 points
Attitude	50 points
Participation	50 points
Projects	50 points
Final Skills Test	200 points

XIII. Grading Scales

360 - 400 points	= A
320 - 359 points	= B
280 - 319 points	= C
240 - 299 points	= D
<239 points	= F

XIV, Suggested Grading Scale for a Non-Credit Course

Satisfactory  
Non-satisfactory

XIV. Awarding of Course Certificate of Participation



Appendix M  
Recommended Music Selections

## Recommended Music Selections

Music to accompany the flowing aquatic relaxation movements. To create a tranquil environment and to enhance the student's relaxed mood and experience.

Available in CD

Average cost of CD: \$ 17.95

- \*\* 1). Bells In The Evening From An Ancient Temple  
1991 Nanjing Dynasty Orchestra
- 2). Chinese Han Music, Above the Cloud's Zheng  
1997 John Matarazzo
- 3). Music for Calming Emotions, Naraa Group  
1998 Narada Production Co.
- \*\* 4). Qigong Massage Music  
1996 Shanghai Chinese Traditional Orchestra
- \*\* 5 ). Qigong Melody, Shaolin Temple  
1996 Shanghi Chinese traditional Orchestra
- \*\* 6). Quiet Heart/Spirit Wind, Richard Warner  
1996 Enso Records
- 7). " Return to Simplicity, " Tai Chi Way Regimen Music  
Wind Records
- 8). T'ai Chi Healing, Serenity Series  
1996 Dorcet and Plaisance Allegro Corportation
- \*\* 9). Tai Chi Melody  
Nanjing Dynasty; Orchestra Music in China Publishing Co.
- \*\*10). Tortoise (Water), Feng Shi  
1995 Nanjing Dynasty Orchestra Music in China Publishing Co.
- \*\*11). Yi-Ching (Water ), Shanghai Chinese Orchestra  
1994 Shanghai Chinese Orchestra
- 12). " Yoga Zone, " Windam Hill Collection  
The Windham Group BMG Entertainment

## AVAILABLE IN CASSETTE

(Average Cost Of Cassette - \$9.95)

- \*\* 1). Blue Ocean, Carol Argo  
1999 Artistic Enterprises  
2000
- \*\* 2). Dancing on the Moon, Carol Argo  
1998 Artistic Enterprises
- \*\* 3). Music for Calming Emotions,  
Russell Paul  
1999 The Relaxation Co.
- \*\* 4). Qigong Massage Music,  
1995 Shanghai Chinese  
Traditional Orchestra
- \*\* 5). Tai Chi Healing, Serenity Series  
1997 Musician China Publishing Company
- \*\* 6). Tai Chi Melody, Nanjing Dynasty Orchestra  
1994 Musician China Publishing Company
- \*\* 7). Tranquility, Wind Records  
1994 Shanghai Chinese Traditional Orchestra  
Music in China Publishing Company
- \*\* 8). Yin Music, Zhan-Zhauang Gong  
1997 Central Chines Music College Orchestra
- \*\* 9). Yin and Yang, Berry Anthony 1999

\*\* The author's source for these listed CD's:

Wayfarer Publications  
P.O. Box 39938  
Los Angeles, CA 90039

For all other music sources consult with your preferred music retailer.

Appendix N  
Recommended Evaluation Form  
Kikou Trainee

**Recommended  
Kikou Trainee Evaluation**

Agree >>>>>>>>>Disagree

1. The instructor trainee was well informed. 1 2 3 4 5
2. The instructor trainee was clear and understandable when teaching instructor trainee-led practice sessions. 1 2 3 4 5
3. The instructor training manual was useful in providing guidance for evaluation of participants. 1 2 3 4 5
4. The instructor trainee has a good attitude. 1 2 3 4 5.
5. The instructor trainee has the empathy, sensitivity and respect needed to teach senior adults. 1 2 3 4 5
6. The instructor trainee made effective use of class time. 1 2 3 4 5
7. The instructor trainee got along well with others in the class. 1 2 3 4 5
8. The instructor trainee showed competence in his/her teaching abilities. 1 2 3 4 5
9. Was the instructor trainee able to complete the course within the number of hours indicated in the training manual? \_\_\_\_\_Yes \_\_\_\_\_No
10. Was the instructor trainee able to complete skill practice sessions within the suggested allotted time for skill practice? \_\_\_\_\_Yes \_\_\_\_\_No
11. Did the instructor trainee master the appropriate progression of selected relaxation exercises.? \_\_\_\_\_Yes \_\_\_\_\_No
12. How satisfied are you that your course trainees learned enough to put their knowledge and skills into practice.  
 \_\_\_Very satisfied \_\_\_satisfied \_\_\_dissatisfied \_\_\_very dissatisfied
13. If the instructor trainee failed the course what was the most common reason for failure?  
 \_\_\_Unable to complete tasks \_\_\_final test requirements \_\_\_inadequate attendance

## Appendix O

### Recommended Instructor Shihan Evaluation Form

### Recommended Instructor Evaluation

Please take a few moments to tell us how well the instructor shiham met your expectations.

Please mark 1, 2 3, 4 or 5 to show how much you agree or disagree.

Evaluation:	Agree >> >>>>>>>>> Disagree				
1). Instructor was well prepared and professional.	1	2	3	4	5
2). Instructor was clear and understandable.	1	2	3	4	5
3). Instructor was helpful during practice sessions.	1	2	3	4	5
4). Instructor shows up late.	1	2	3	4	5
5). The instructor smiles and makes eye contact.	1	2	3	4	5
6). The instructor uses participant's name.	1	2	3	4	5
7). The instructor explains why exercises are being done.	1	2	3	4	5
8). The instructor criticizes participant's performance in class.	1	2	3	4	5
9). The instructor shows exasperation when participants do not succeed.	1	2	3	4	5
10). The instructor can motivate participants.	1	2	3	4	5
11). The instructor can create a modified program for senior adults with health related problems.	1	2	3	4	5
12). The instructor has good leadership.	1	2	3	4	5
13). The instructor promotes goals	1	2	3	4	5
14). The instructor makes use of effective class time	1	2	3	4	5
15). The instructor uses instructional cueing.	1	2	3	4	5
16). The instructor uses effective teaching.	1	2	3	4	5

17). How satisfied are you with the training provided?

\_\_\_\_\_ Very satisfied \_\_\_\_\_ Satisfied \_\_\_\_\_ Dissatisfied \_\_\_\_\_ Very Dissatisfied

18). How did you find out about this course? \_\_\_\_\_

\_\_\_\_\_

19). Why did you decide to take this course? \_\_\_\_\_

\_\_\_\_\_

20). What do you intend to do with this course? \_\_\_\_\_

\_\_\_\_\_

21). How satisfied are you that you learned enough to put these selected water-based exercises and techniques into practice?

\_\_\_\_\_ Very Satisfied \_\_\_\_\_ Satisfied \_\_\_\_\_ Dissatisfied \_\_\_\_\_ Very Dissatisfied



**Appendix P**

**Recommended Kikou Trainee Certificate**

# TRAINING CERTIFICATE PRESENTED TO

\_\_\_\_\_ Has successfully completed a training course for

\_\_\_\_\_ at

Presented this \_\_\_\_\_ day of \_\_\_\_\_

Signed \_\_\_\_\_

Appendix Q  
Recommended Student Certificate

# **CERTIFICATE OF PARTICIPATION**



*In recognition of outstanding performance*

*is hereby presented with this certificate of outstanding achievement in *Ki Kou*  
water-based relaxation techniques and exercise.*

*Date*

*Instructor*

Appendix R  
Sample Accident Form

**Sample  
Accident Report Form**

Fill out and duplicate: Original in pool record's file, copy to administrators and a copy in the course instructor's file.

1. Injured Person (Personal Information)

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Sex \_\_\_\_\_ Social Security # \_\_\_\_\_

Home Address: \_\_\_\_\_

2. Previous medical history: \_\_\_\_\_

3. Pool accident occurred at: (Facility Name) \_\_\_\_\_

4. Date of accident \_\_\_\_\_

5. Time of accident \_\_\_\_\_

6. Water-based activity at time of accident \_\_\_\_\_

7. Part of the body injured \_\_\_\_\_

8. Detailed description of the accident \_\_\_\_\_

9. Was there a lifeguard on duty at the time of the accident \_\_\_\_\_ Yes \_\_\_\_\_ No

10. What first aid was administered \_\_\_\_\_ CPR \_\_\_\_\_

11. If applicable, were the police \_\_\_ emergency personnel \_\_\_ or physician called? \_\_\_\_\_

12. Did a physician arrive on the scene? \_\_\_\_\_ Yes \_\_\_\_\_ No

13. Was the injured person removed from the pool area? \_\_\_\_\_ Yes \_\_\_\_\_ No
14. Witnesses: \_\_\_\_\_  
\_\_\_\_\_
15. Was the injured person referred to a hospital? \_\_\_\_\_ Yes \_\_\_\_\_ No
16. Was closest relative or persons notified of the accident? \_\_\_\_\_ Yes \_\_\_\_\_ No
17. Give any additional information that may be important to this case.

## Appendix S

### Glossary



## GLOSSARY

**Active Old:** Those in later life who are relatively able and have the resources to engage consistently in activity. Those ages 55 to 74 could be labeled active-old because many kinds of activities have no decline until over 75 years which are more likely to entail limitations.

**Ai Chi:** Ai Chi is a simple water exercise and relaxation program performed using a combination of deep breathing and slow, broad movements of the arms, legs, and torso in flowing, continual patterns.

**Alternative Aquatic Programming:** Alternative aquatic programming consists of specialized aquatic classes including: Water Tai Chi, Ai Chi, Watsu, Jahara, Water Dance, arthritis classes, kickboxing, Taekwondo and sport specific (Brodsky, 2001).

**Aqua Yoga:** A Hindu discipline aimed at training the consciousness for tranquillity. Aqua Yoga is a combination of the principles of water fitness and the slow, stretching exercises of yoga. The exercises adapt classic yoga postures, for practice in the soothing medium of water. (Freedman, 2001)

**Alignment** – Arrangement of the body or a position in a straight line. Correct posture of the spine.

**Aqua Aerobics:** Aqua aerobic provides the same training benefits as low-impact aerobics done on land. The water exercises are non-stressful on the body.

**Aquatic BodyWork :** Aquatic Bodywork includes the style, techniques and dimensions of Waterbreath Dance, Healing Dance, and Presence of Being, Watsu and Ai Chi.

**Aquatic Passive Exercise Therapy:** Aquatic passive exercise therapy uses the basic properties of water, buoyancy and resistance. These properties are combined with warm water and then used in a rehabilitative program to decrease the effects of injury or disease (Koury, 1996).

**Aquatic Therapy:** Aquatic therapy uses the basic properties of water, buoyancy and resistance, combined with warmth, and then used in a rehabilitative program to decrease the effects of injury or disease.

**Arthritis:** An inflammation of a joint or joints.

**Awareness:** Be aware of the environment surrounding you in the water.

**Balance:** The concentration of the mind's awareness of the exercise movements. To create relaxation inside and outside the body. Stabilization of the body's equilibrium.

**Baseline:** The level of ability or function before exercise begun.

**BodyMind Work:** BodyMind is a term used in relaxation techniques and therapy. It is an integration of the body and the mind focusing attention while performing exercises to help promote relaxation.

**Buoyancy:** The capacity of an individual to float.

**Cardiovascular Conditions:** A condition and or disease related to the heart and its blood vessels.

**Centering:** Positioning the body over the feet for balance.

**Chi:** Internal energy work. Relaxing the mind.

**Chi Kung:** A 3,000-thousand year Chinese healing exercise. Practiced calmly and slowly to increase energy. Release tensions and relieves aches and pains.

These exercises can be modified for the disabled and ill.

**Circular movement:** Movements that create a roundness that help lessen strain on the muscles.

**Circulatory system:** The system by which blood is circulated throughout that body.

**Contemplating:** Inhaling through the nose and exhaling through the mouth.

**Contraindications:** Individuals with illness, alignments or diseases who should not participate in water-based relaxation exercise courses.

**Cueing:** To prompt participants to keep the rhythm and flow of the exercise progressions as well as to help them understand the movements.

**Diaphragmatic Breathing:** This involves breathing from the diaphragm while breathing in through the nose, expanding the chest and exhaling slowly through the mouth. Breathing is deep and relaxation increases.

**Disability:** An important or impairments that limit the execution of some skills or performance of some activities.

**Exhale:** Releasing air slowly through the mouth.

**Extension:** The process of straightening a flexed part of the body.

**Flexibility:** The ability to bend.

**Flowing:** As the exercise movements are performed the body is lifted from the waist and breathing is continuous the length of the spine.

**Flotation Device:** Equipment used to help float and stabilize the body.

**Gathering:** A visualization technique. While the participant is performing arm movements they are told to gather in tranquility and release stress and anxiety.

**Healing:** To restore health through relaxation exercise techniques.

**Healing Dance :** Healing dance evokes the essence of water in fluidity and movement.

It is a complementary technique to Watsu and Water Dance.

**Health-Related:** Participants functioning with a disease alignment or abnormality.

**Indications:** A participant with an illness, alignment or disease who can participate in water-based relaxation courses.

**Inhale:** Breathing air in slowly through the mouth.

**Integration:** To bring the body and the mind together to work as a whole for promoting relaxation in water-based exercises.

**Jahara :** Techniques utilizing a flexible, styrofoam flotation device to offer precise support to the body and a sense of freedom. The flowing movements create alignment of the muscular-skeletal structure of the body.

**Kikou:** A form of active aquatic relaxation exercises modeled after the principle of Water Tai Chi, Ai Chi, Aquatic Yoga, Tai Chi Ball and Chi Kung. Kikou utilizes diaphragmatic breathing exercises, and slow flowing body movements with instructor-lead visual and verbal cues.

**Kinesthetic Awareness:** The ability to perceive the extent, direction and kinn of movement of one`s body.

**Lateral Flexion:** Bending away from the body.

**Marionette:** A jointed puppet manipulated by strings which are attached to the arms and legs.

**Massage:** The kneading of parts of the body to help relax the muscles and aid circulation.

**Medial:** Near or toward the midline of the body.

**Modifying For Special Populations:** Modification for older adults with a very low tolerance for exercise may be started with intermittent. Exercise periods of the body.

**Muscle Tone:** The degree of tension in muscle when the muscle is in a resting state.

**Nerfball:** A soft, squeezable foam rubber material used for balls.

**Nurturing:** Through diaphragmatic breathing tension, stress and anxieties which are held in the body are released. This helps to make participants feel comfortable and relaxed.

**Old-Adult :** An individual who is 55 or holder. An older adult is defined in Western societies in terms of chronological age. The term “older adult” is used interchangeably with aged, old person, older American, elderly, senior citizen, senior, golden-ager and senescent.

**Oldest-Old :** Persons aged 85 and over.

**Orthopedic:** Having to do with deformities and diseases of the joints and bones.

**Overexertion:** Too much strenuous effort is placed on the body while exercising.

**Pelvic Mechanics:** Proper body alignments, positioning, balance and posture.

**Physical Therapy:** The branch of medicine concerned with the treatment of disease by physical and mechanical means, such as massage. Regulated exercise, hydrotherapy, light and heat.

**Physiological:** Pertaining to a study of the function of the body and the parts of the Body of a living organism..

**Psychological:** Pertaining to the study of the mind and behavior.

**Positioning:** The proper form of stance to get the participant into positions ready for movement exercises.

**Posture:** See alignment.

**Preparing:** The first portion of the exercise that connects the mind and the body together into a relaxed state.

**Progression:** Moving or progressing from one movement pattern, technique and or exercise to the next.

**Psychomotor:** Physical activity associated with mental process.

**Presence of Being :** Designed to help the individual to explore the grace of presence: embracing the continuous unfolding of body, mind and breath.

**Proximal:** Closer to the trunk of the body.

**Range of Motion:** Extent and degree of possible movement.

**Rehabilitation:** Restoration of a disabled or injured person to the fullest possible functioning.

**Reflecting:** A visualization technique. Having the participant look at the past and the future of good things in their lives. Then incorporating ways they can help heal the body through relaxation and good thoughts.

**Relaxation:** Relaxation exercises are land-based and or water-based exercises performed using diaphragmatic breathing techniques, slow, flowing body movements, progression patterns with instructor-lead visual cues (Hoffman, 1999).

**Repetition:** Repeating the same movement or action.

**Risk Management:** The process of understanding and identifying circumstances in which accidents are most likely to occur and informing the facility and the instructor as to what appropriate steps to take.

**Rooting:** Distribution of weight over both feet, keeping back straight, eyes focused forward breathing through the nose. (Connecting to the earth.)

**Rotation:** Recurrent turning of a part of the body.

**Rounding:** In rounding technique the back rounds and the shoulders fall forward to create a relaxation of the body.

**Self-image:** A person's concept of himself or beliefs about himself.

**Spatial:** The comprehension of one's position in space, both with reference to location and in relation to objects.

**Special Population:** Individuals whose therapeutic needs are different because of their limitations.

**Stress:** The strain and disruption that disquiets and upsets the body and mind.

- Stretching:** To lengthen, widen or distend muscles.
- Tactile:** Having to do with the sense of touch. Something which is perceptible to the touch.
- Tai Chi Ball:** A combination of the principles of water fitness, relaxation techniques, deep breathing and graceful flowing movements while holding a ball.
- Therapeutic Recreation:** Leisure time activities structured to be of assistance in the physical, intellectual, emotional and social rehabilitative process.
- Therapy:** Therapy is the treatment of illness or disability. These are therapy modules for which training and certification are available. Physical swimming, music, play, speed. Therapy may refer to any specific intervention modality that will improve the ability of the individual to learn.
- Tranquility:** To be calm and serene. To relax.
- Unity:** To unify, to bring together movements and consciousness throughout the exercise progression.
- Visualization:** To form a mental picture, image or vision through the use of verbal and visual cues.
- Water-Based Exercises :** These exercises have the potential to improve both physical and psychological well-being for participants.
- Waterbreath Dance -Wassertanzen :** This technique takes the flow of Watsu and moves it to the underwater. It is more active and participatory for the receiver and is, also considered an advanced aquatic technique, which



incorporates elements of Akido, dolphin movements rolls, inversions, massage and dance.

**Water Dance :** The receiver is moved in warm water above and below the surface and brought into 3 dimensionalities with the freedom of suspended gravity.

**Water Depth:** In water-based relaxation exercise classes the participant should be standing in should level water.

**Water Temperature:** In water-based relaxation exercise classes water temperature must be warmer than average to promote relaxation. 88 to 96 degrees are the ideal temperature range.

**Watsu CQ:** Watsu CQ is a relaxation technique in which the participant is cradled in the arms of the practitioner, stretched and massaged in warm water.

**Water Tai Chi :** Water tai Chi is a combination of the principles of water fitness, relaxation techniques, deep breathing and the graceful flowing movements of Tai Chi Chuan.

**Watsu :** Watsu, while floating in warm water, a shiatsu massage is given by the practitioner as well as, stretching the body.

**United States Masters Swimmers:** This Association was begun in 1970 and has grown to over 38,000 men and women from age 19 to over 100 and is organized in 53 geographical areas of the U.S. Fitness swimmers and competitive swimmers are divided into 10 age groups.

**Young-Old:** Generally used for persons who are 55 to 74 years of age.

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