Black Tiger Academy’s Martial Arts Fitness

Teaching and Inspiring Students to Pursue Lifelong Fitness and Wellness

By Sifu Lori Mullen with Steve Bean

20 Lesson Plans
Lesson Plans include a variety of activities and exercises to improve the fitness of a student’s body, mind and spirit.
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Black Tiger Academy’s Martial Arts Fitness
Teaching and inspiring students to pursue lifelong fitness and wellness.

Introduction

Black Tiger Academy’s Martial Arts Fitness is a program designed to teach students how to pursue a lifelong fitness and wellness program and to inspire them to do so. The program provides students with the fundamentals of fitness, as well as an introduction to the martial arts. Through a variety of activities and exercises, students will improve the fitness of their body, mind and spirit, most notably:

- By learning and participating in stretching, strengthening and conditioning exercises, students will learn about the importance of physical fitness in their lives.
- By learning martial arts stances, kicks and blocks, students will learn basic self-defense and increase their self-confidence.
- By participating in team-building exercises, students will create a supportive learning community within the class and learn about cooperation, compromise and negotiation.
- By reflecting on the ethical teachings and parables of the martial arts, students will develop positive character traits and improved social skills.
- By learning about basic nutrition, students will build a strong foundation for lifelong wellness.

Goal of the Program

The goal of Black Tiger Academy’s Martial Arts Fitness program is to improve students’ physical fitness and “whole health” and to provide an experience that will build their character. Martial Arts Fitness also seeks to develop the self-discipline and confidence that will help them achieve academic and social success.

How to Use this Program

Black Tiger Academy’s Martial Arts Fitness is a physical education course specifically designed for “at-risk” secondary students in alternative education programs (community day schools, charter schools for “at-risk” youth, schools in juvenile justice facilities, et al). However, the program can be used with a variety of populations including students in conventional high schools or teens and young adults in other programs and settings such as after-school programs like Boys and Girls Club.

The course is designed for use by trained martial arts instructors who currently work, or plan to be working with secondary school students and who would like to supplement their martial arts instruction with content-driven instruction in nutrition, fitness and “whole health.” The course also offers the martial arts instructor a complement of “get-to-know-you” activities that the instructor may not
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have seen used in the martial arts studio/dojo. These activities are great for building a familiar and comfortable classroom community. Many of these activities also incorporate physical fitness or health content knowledge.

The curriculum presented here contains lesson plans for 20 class sessions, each one 50 minutes long (not including time for students to change clothes). Because each class builds upon the preceding lesson, it is recommended that the classes be taught in the order presented. Lessons 5, 10, 15 and 20 are meant to be used as “review lessons” that review the knowledge and skills students have been acquiring in order to assess and cement it.

The program is highly adaptable and can be modified in a number of ways. For example:

- Classes can be taught in a variety of ways: once a week for 20 consecutive weeks, twice a week for 10 consecutive weeks, or twice a week for 20 consecutive weeks with basic lessons repeated. The repetition will reinforce student learning, and repeated activities can be modified to maintain a varied experience for students.
- The difficulty level of activities and exercises can be increased or decreased using the tips and suggestions provided.
- The material and activities in the lesson plans can be modified to meet the needs of students of different ages and abilities.
- Classes can be shortened or lengthened to accommodate different time frames. By shortening or lengthening individual activities, the instructor can adjust the overall length of the class.

The curriculum provides easy-to-follow lesson plans with step-by-step instructions, convenient checklists and detailed information to help instructors teach each lesson with ease. Each lesson plan includes:

- A general goal for each lesson
- Specific learning objectives for each lesson
- Detailed activities including: exercises, games and martial arts lessons
- Teacher preparation checklist
- Required materials checklist
- Optional materials checklist
- Key terms used in the lesson
- Insightful quotes
- Tips, suggestions for modifications and other helpful information
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Each lesson plan is organized around five elements of fitness for the body, mind and spirit. These elements are color coded for easy reference and include:

1. **Stretching and Warm-Up Exercises** (in yellow) for improved flexibility and balance.
2. **Physical Exercises** (in red) for strengthening and conditioning.
3. **Team-Building Activities** (in green) to teach the health and wellness topic of the day.
4. **Martial Arts Lessons** (in gray) to teach specific physical skills, general coordination, self defense, and character traits such as self-confidence, self-respect and respect for others.
5. **Cool-Down and Class-Review Activities** (in blue) that may include breathing exercises, meditation and/or stretching along with a review of the material learned.

**Course Objectives**

By the end of this course, the students will:

- Understand the importance of stretching, flexibility and balance.
- Show improved flexibility.
- Show improved balance.
- Understand the importance of strengthening exercises.
- Be able to demonstrate strengthening exercises.
- Be able to demonstrate the following exercises:
  - Crunches
  - Push-ups
  - Lunges
  - Dips
- Be able to demonstrate at least one exercise to strengthen the following specific muscle groups:
  - Biceps
  - Triceps
  - Hamstrings
  - Quadriceps
  - Deltoids
  - Trapezius
  - Rhomboids
  - Pectorals
  - Latissimus Dorsi
- Be able to demonstrate the following martial arts stances:
  - Crane
  - Cat
  - Forward
  - Horse
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- Be able to demonstrate the following martial arts kicks:
  - Snap
  - Thrust
  - Round house
  - Side kick
  - Double kick

- Be able to demonstrate the following martial arts blocks:
  - Back Lion block
  - Down block
  - Upward Block

- Demonstrate increased mental focus and concentration.
- Demonstrate knowledge of, and ability to follow classroom etiquette.
- Understand the importance of cardiovascular exercise.
- Be able to name at least two different martial arts styles.
- Be able to describe at least two principles of teamwork.
- Demonstrate increased levels of self-discipline.
- Demonstrate cooperation skills while participating on a team.
- Know how to read food nutrition labels.
- Know about portion controls.
- Be familiar with, and able to participate in guided meditation.
- Understand more about where one finds “hidden sugar” in one’s diet.
- Understand more about diabetes.
- Know the different kinds of fats found in common diets.
- Understand how many calories we should consume each day.
- Know more about the dangers of fast food.
- Be more familiar with positive character traits.
- Be able to set both short and long term goals.
- Be able to give positive recognition to others.

Equipment Needed:
- Floor mats (suitable for martial arts practice and with sufficient coverage for your class size.)
- Medicine ball
- Resistance bands
- Jump ropes
- Hand weights
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- Kicking shields and targets
- Foam blockers
- Materials and supplies for Health Topic/Teambuilding activities. Listed in the description for each activity.

Sources:
The author would like to acknowledge the following works as influential on her practice as an educator and martial arts and fitness instructor. By extension they have had an influence on the design of this course.

- Complete Idiot’s Guide to Martial Arts by Borkowski & Manzo
  ISBN 0-02-862947-7
- Kung Fu Basics by Paul Eng
  ISBN 0-8048-3494-6
- Nutrition for Dummies
- Strength Training Anatomy by Frederic Delavier
  ISBN 0-7360-4185-0
- Team-Building Activities for Every Group by Alanna Jones
  ISBN 0-9662341-6-2
- The Everything Meditation Book by Rosemary Clark
  ISBN 1-58062-665-3
- 201 Icebreakers by Edie West
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Goal of Lesson 1
- To build unity in the classroom by getting to know each other, and to introduce students to stretching and physical exercises.

Lesson 1 Learning Objectives
After participating in Lesson 1, students will:

- Begin to understand the importance of stretching and flexibility.
- Be more familiar with the biceps and triceps muscles.
- Be able to demonstrate medicine ball exercises to strengthen the biceps or triceps muscle.
- Be more familiar with classmate’s names.
- Begin to understand the classroom etiquette in the Martial Arts Fitness program.
- Be familiar with the cat and crane stances.
- Be familiar with the snap kick.

Length of Class
50 Minutes

Class Activities

1.1 Stretching and Warm-Up Exercises  8 minutes
1.2 Physical Exercises  8 minutes
1.3 Health Topic/Team-Building Activity  14 minutes
1.4 Martial Arts Lesson  14 minutes
1.5 Cool-Down and Class Review  6 minutes

Hard work spotlights the character of people: some turn up their sleeves, some turn up their noses, and some don't turn up at all. — Sam Ewing

Key Terms
- Biceps
- Push-ups
- Cat stance
- Triceps
- Medicine ball
- Crane stance
Teacher Preparation

- Review general information on the biceps and triceps muscles
- Review cat and crane stances
- Review snap kick

Required Materials and Equipment

- Medicine ball
- Kicking shield

Did You Know?

- A medicine ball (also known as an exercise ball, med ball, or fitness ball) is a heavy ball, roughly the size of a volleyball or a basketball. Often used for rehabilitation and strength training, it serves an important role in the field of sports medicine.
- Medicine balls are usually sold as 5–15 lb. balls. Athletes use medicine balls to increase their core strength. One common activity is to have athletes hold the ball against their chests and thrust it at other athletes, who catch it against their chests. This strengthens arm, chest, and leg muscles.
- Medicine balls are also used extensively by secondary schools as a fitness aid. Example exercises include: lifting the ball or performing different exercises (such as sit-ups and leg raises) with the ball in order to increase the strain on a particular muscle.
- A medicine ball is also commonly used by athletes who have sustained an injury and seek rehabilitation, in conjunction with a trainer or physical therapist.
- More information on the medicine ball and exercises can be found at www.medicineball.com

Tips/Suggestions

- A good rule of thumb is to start a workout with a five-minute cardio warm-up, stretch gently, do the workout and follow with more serious stretching.
- Flexibility exercises, when done after a workout or at least after a brief cardio warm-up, help maintain circulation around the joints, keeping muscles healthy where they’re most apt to get injured.
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- Muscles begin to shorten as they fatigue. Stretching during or after a workout keeps muscles elongated.
- Stretching is a great way to connect your mind and body.

Valuable Information for Students

- Don’t bounce when stretching. Using momentum to increase your stretch can activate the body’s protective reflex, causing the muscles to contract instead of stretch, which can lead to small tears.
- Don’t stretch to the point of pain. While you may experience a little discomfort in an area that is tight, actual pain is your body’s way of letting you know something is wrong.
- Don’t forget to breathe. Not only is oxygen exchange necessary for the muscle to respond in a beneficial way to a stretch, but holding your breath may temporarily increase blood pressure. Focus on inhaling as you get in position for the stretch and exhaling as you move into it. Keep your breathing slow and regular.

Organizing Students in the Classroom Space

- Place students in a circle when kicking the shields.
- For variety, place students in lines when kicking the shields.

Class Activities

1.1 Stretching and Warm-Up Exercises 8 minutes

- Begin class with a short period of low-intensity cardio exercises to warm the body — jumping jacks, windmills, moving around the room or moving in place.
- Using the hamstring stretch, assess students’ flexibility and record the numerical assessment on the Pre-assessment Chart. (See attached).
- Following the hamstring stretch, go through a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

1.2 Physical Exercises 8 minutes

- Assess students’ strength. Have each student complete as many push-ups as he/she is able and count the number of satisfactory push-ups completed. Record the number on the Pre-assessment Chart.
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- Following the pre-assessment, demonstrate proper push-up form and give tips to doing them successfully. Have students attempt to do eight acceptable push-ups.
- Following the push-ups:
  o Introduce the biceps and triceps muscles.
  o Conduct medicine ball exercises

1.3 Health Topic/Team-Building Activity

- 14 minutes

- See attached Activity Spotlight — “Medicine Ball Name Game”

1.4 Martial Arts Lesson

- 14 minutes

- Assess students’ balance by demonstrating the crane stance (standing on one foot). Have students attempt to stand in, and hold, a crane stance. Count the time that a student is able to maintain his/her balance and record the time on the Pre-assessment Chart.
- Following the pre-assessment:
  o Explain the importance of balance in martial arts.
  o Perform activities to improve balance.
  o Introduce the cat stance.
  o Introduce snap kicks.
- After demonstrating the snap kicks, have students perform right snap kicks and left snap kicks on a shield held by the instructor.
- For variety, have students throw two consecutive snap kicks.
- If time permits, arrange students in different formations and repeat the snap kick drills. For example, arrange students in a circle facing in, and move from student to student, asking them to execute one snap kick (or more) onto the shield.
- Next, ask the students to form a line, facing you with the shield. Students will move forward, one at a time, execute the kick to the shield and then return to the back of the line.

1.5 Cool-Down and Class Review

- 6 minutes

- Even though it is often ignored, the cool-down is as important as the warm-up. Abruptly stopping an activity may cause the blood to pool and slow the removal of waste products in the body. It may also cause cramps, soreness and other problems. The cool-down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session. The cool-down is also a good time to review the material presented
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during the lesson. To cool down and stretch the muscles used, complete the following static stretches and hold for 20 to 30 seconds each.
  o  Biceps stretch
  o  Triceps stretch
  o  Quadriceps stretch
  o  Hamstring stretch
Activity Spotlight

Medicine Ball Name Game

Purpose: To help students get to know each other’s names and learn other information about participants in their group.

Group Size: Works for most any size group. However, if the group is larger than 10, divide the group into smaller groups.

Estimated Time: A minimum of 14 minutes. This activity can be modified with additional questions (see variations) to make the activity as long as desired.

Props/Materials: 6–10 pound medicine ball

Instructions:
1. Arrange students in a circle.
2. Instructor stands in the center to begin the activity and to demonstrate.
3. Instructor should explain the rules of the activity:
   ▪ The purpose of this activity is to learn each other’s names, and learn something about each other.
   ▪ Repeating a name or something we are trying to learn helps us to remember it.
   ▪ This activity will also be working our biceps and triceps, located in the arm, as we toss this ___ pound medicine ball at each other.
4. During the first “pass” around the circle, the person in the center of the circle states his/her own name then passes the medicine ball to a person in the circle. This person then states his/her own name and passes the ball back to the person in the center. This continues until the ball has been passed in a clockwise fashion completely around the circle. On the second pass, the person in the center calls the person’s name as she/he passes the ball to him/her. The person whose name has been called catches the ball, states the name of the person passing the ball and passes it to the person on his/her left. The activity continues until the ball has been passed in a clockwise fashion completely around the circle.
5. Once the ball has been passed once around the circle, switch places with the person in the center, and repeat, this time having students pass to the right to complete a counter-clockwise circuit.

6. Continue until all participants have had a chance to be in the center.

Variations:

- Once students have learned each other’s names, have them pick a name at random and toss the medicine ball to that person.
- To increase the difficulty of the biceps/triceps exercise, ask the students in the circle to kneel, with the person in the center still standing. Tossing the medicine ball upwards increases the difficulty of the exercise.
- Instead of a circle format, use a line format. Repeat each name in order. First student states name, second student states his/her own plus the first student’s name, third students states all three names in order, etc. In this way, the game gets progressively harder. Change the topic from name to:
  - Month of birth
  - Pet’s name
  - Favorite food
  - Favorite movie
- Switch up the exercise portion of this activity for variations. For example:
  - While standing, toss the ball upward like a basketball.
  - Stand backward and toss between the legs.
  - Twist at waist and hand off medicine ball.
  - For more medicine ball exercises, go to www.medicineball.com.
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Skills Assessment Chart

Instructor: ___________________ Lesson/Session: ___________________

School: ___________________ Class day/time: ___________________

**Flexibility (Hamstring Stretch):** 0 = can’t touch ground; 1 = touch ground; 2 = hands flat on ground; 3 = grab behind ankles

**Strength (Pushups):** Rate student on completion of pushups with good form using a 0-5 rating scale; lower a student’s rating by 1 for completing pushups but without good form.

**Balance (Quad Stretch):** 0 = can’t balance/won’t try; 1 = lots of wobbles; 2 = some wobbles; 3 = rock solid

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Class Etiquette and Classroom Rules

- Students should enter the classroom in a quiet, respectful manner.
- Students must actively participate in the lessons and activities presented.
- Students must not chew gum, candy or any other foods while the class is in session, unless provided by the instructor.
- Students must not wear jewelry or other sharp objects when working out, for the protection of themselves, others and the equipment.
- Students must not engage in idle talk while class is in session and should remain attentive at all times.
- Students must always be courteous, helpful and respectful towards each other.
- Students should **never** use their skills, except in a self-defense situation.
- Equipment is not to be kicked, punched or used unless instructed to do so, and only under supervision.
- Making fun of other students, teasing or any other disruptive behavior is not permitted.

- Absolutely no horseplay!!!

*We are here to build confidence, instill discipline and offer support.*

*Helping one another is the Martial Arts Way!*
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Goal of Lesson 2
- For students to become more familiar with one another, for them to become familiar with the biceps and triceps muscles, and for them to learn and practice basic martial arts kicks.

Lesson 2 Learning Objectives
After participating in Lesson 2, students will:
- Begin to understand the importance of stretching and flexibility.
- Be able to locate the biceps and triceps muscles.
- Be able to practice a resistance band exercise to strengthen the Biceps and/or Triceps muscle.
- Be more familiar with classmates’ names.
- Know a little more about their classmates
- Know more about classroom etiquette.
- Be introduced to a kicking shield and how to hold it safely.
- Be more familiar with snap and thrust kicks.

Length of Class
50 Minutes

If you think you can, you can. And if you think you can't, you're right. —Henry Ford

Class Activities

2.1 Stretching and Warm-Up Exercises 8 minutes
2.2 Physical Exercises 8 minutes
2.3 Health Topic/Team-Building Activity 14 minutes
2.4 Martial Arts Lesson 14 minutes
2.5 Cool-Down and Class Review 6 minutes

Key Terms
✓ Biceps ✓ Triceps
✓ Push-ups ✓ Medicine ball
✓ Cat stance ✓ Crane stance
✓ Resistance bands ✓ Kicking shield
✓ Snap & Thrust kicks (aka front kick)
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Teacher Preparation

- Review specific stretches for the Biceps and Triceps muscles.
- Practice using resistance bands for upper body exercises.
- Be familiar with the kicking shield.
- Review stances and kicks from Lesson 1.

Required Materials and Equipment

- Resistance bands
- Ball of yarn
  - Kicking shield
  - Question Sheet

Optional Materials

- Handouts, pictures and supplemental material on biceps and triceps muscles.
- Handouts and information on resistance bands.
- Classroom etiquette handouts.

Did You Know?

- Resistance bands come in different strengths:
  - Green – Light
  - Red – Medium
  - Blue – Heavy
- The easier bands can be made more difficult by having students position their feet in a wider stance.

Tips/Suggestions

- Address a new classroom etiquette lesson each day.
- With the resistance bands, start students out easy and have them progress to more difficult bands as they get stronger.
Organizing Students in the Classroom Space

- Try arranging students in different ways for conditioning exercises and martial arts skill practice. For example, you can begin in a circle then move to lines for kicking drills.

Activities

2.1 Stretching and Warm-Up Exercises 8 minutes

- Begin class with a short period of low-intensity cardio exercises to warm the body: jumping jacks, windmills, moving around the room or moving in place.
- Assess the flexibility for those students who were not assessed in Lesson 1 using the hamstring stretch.
- Lead a general stretching session to facilitate blood flow to the large muscle groups and prepare the body for exercise.
- Review biceps and triceps stretches.

2.2 Physical Exercises 8 minutes

- Resistance band exercises for biceps and triceps.
- Additional upper body exercises.
- Push-ups and dips.

2.3 Health Topic/Team-Building Activity 14 minutes

- See attached Activity Spotlight – “Get Connected”

2.4 Martial Arts Lesson 14 minutes

- Assess flexibility for those students who were not assessed in Lesson 1 using the crane stance. For each student assessed, record the time he/she was able to maintain the balance on the pre-assessment chart.
- Review cat stance.
- Review snap kick.
- Introduce thrust kicks.
- Teach students how to safely hold a shield.
- Practice kicks to shield in a line with the instructor holding the shield.

2.5 Cool-Down and Class Review 6 minutes
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- Lead students in stretching all the major muscle groups that have been used during class.
- Stretch each muscle group for 20 to 30 seconds, up to 2 to 3 times.
- Review the key points of today’s lesson:
  - Biceps and Triceps muscles.
  - Cat and crane stances.
  - Snap and thrust kicks.
Activity Spotlight
Get Connected

Purpose: To help students get to know each other better.

Group Size: Best for groups of 5 to 10 students. If there are more than 10, divide the group into smaller groups.

Estimated Time: This activity can be modified with additional questions (see variations) to make the activity as long as desired.

Props/Materials: Ball of yarn
Question Sheet

Instructions:
1. Arrange students in a circle, standing, sitting on chairs or sitting on the floor.
2. Explain the rules of the activity:
   The purpose of this activity is to learn more about each other.
   “We will pass this ball of yarn randomly around the circle and answer questions about ourselves. I will begin. The first question is…”
   Hold the ball of yarn in one hand and the end of the string in the other. Ask the first question (samples follow), answer the question and then toss the ball of yarn to another person in the circle, making sure to hold tightly onto the loose end of the yarn. The person who catches the yarn ball answers the question, holds tightly to a part of the yarn string and tosses it to another student.
   Play is continued until everyone has answered the first question, and then the ball of yarn is passed back to the group leader for the second question to be asked. Questions progress from simple to more personal questions and can be tailored to meet the needs of the group.
   Possible questions include: What is your name?
   ▪ Where were you born?
   ▪ What is your birth order in your family?
   ▪ What is your favorite dessert?
   ▪ What is your favorite fruit?
   ▪ What is your favorite vegetable?
   ▪ What is your favorite musical group?
   ▪ What was the highpoint of your week last week?
   ▪ What was the low point of your week last week?
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- If you could change one thing about your life right now, what would it be?
- What is one goal in your life right now?

3. See attached question cards.
4. The group will create a ‘connecting pattern’ with each new answer and toss of the ball of yarn. To create the pattern, players continue to hold on to the string of yarn after each question is answered and the ball of yarn is passed to the next person.

Variations:
- Have students come up with the questions.
- Make the questions more, or less, personal.
- Have the questions be centered on an educational topic that the students are studying.

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Question Sheet

What is your name?

Where were you born?

What is your birth order in your family?

What is your favorite dessert?

What is your favorite fruit?

What is your favorite vegetable?

What is your favorite musical group?

What was the highpoint of your week last week?

What was the low point of your week last week?

What is a goal in your life right now?

If you could change one thing about your life right now, what would it be?
Goal of Lesson 3

- To learn the importance of cardiovascular exercise, to study the hamstring muscle and to practice basic martial arts kicks.

Lesson 3 Learning Objectives

- After participating in Lesson 3, students will:
  - Understand the importance of cardiovascular exercise.
  - Be able to correctly exercise using a jump rope.
  - Be able to locate the hamstring muscle.
  - Be able to perform push-ups correctly.
  - Be able to perform one of several types of crunches correctly.
  - Be able to perform 20 crunches.
  - Be able to recite one classroom rule of the Martial Arts Fitness program.
  - Be able to demonstrate how to hold a kicking shield safely.
  - Be able to demonstrate snap and thrust kicks.

Length of Class

50 Minutes

“A good exercise for the heart is to bend down and help another up.”

Class Activities

3.1 Stretching and Warm-Up Exercises 8 minutes

3.2 Physical Exercises 8 minutes

3.3 Health Topic/Team-Building Activity 14 minutes

3.4 Martial Arts Lesson 14 minutes

3.5 Cool-Down and Class Review 6 minutes

Key Terms
- Cardiovascular
- Hamstring muscle
- Push-ups
- Snap kick
- Cat stance
- Crane stance
- Crunch
- Thrust kick
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Teacher Preparation
- Have music ready for cardiovascular exercises.
- Understand cardiovascular exercise.
- Know how to teach push-ups correctly, including “modified” push-ups.
- Get to know the jump rope! Know different jump rope techniques.
- Review kicks from lesson 2.

Required Materials and Equipment
- A jump rope for each student. (If you do not have enough jump ropes for each student, they can share, taking a rest between activities.)
- Kicking shield

Optional Materials
- Handouts, pictures and additional material on hamstring muscle.
- Handouts on how to use a jump rope properly.
- Handouts and materials on how to perform crunches properly.
- Handouts and materials on how to perform push-ups properly.
- Classroom etiquette handouts.

Did You Know?
- Jump rope activity can be traced back to 1600 A.D. when the Egyptians used vines for jumping.

Tips/Suggestions
- Deliver a new classroom etiquette lesson each day.
- Set up jump rope competitions to make the cardio component of the lesson more fun.

Organizing Students in the Classroom Space
- Make sure you have lots of room when jumping rope.
- 🎶 Upbeat music helps with jump roping. Consider playing:
  - "Jump” by Van Halen
  - “Jump (for My Love)” by the Pointer Sisters
Class Activities

3.1 Stretching and Warm-Up exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Introduce the hamstring muscle and demonstrate ways to stretch it.
- Following the hamstring stretch, lead a general stretch of the body to facilitate blood flow to the large muscle groups and to have students prepare their bodies for exercising.

3.2 Physical Exercises 8 minutes
- Demonstrate how to exercise the hamstring muscle.
- Demonstrate how to properly perform a push-up, including modified push-ups.
- Demonstrate how to perform one type of crunch and have students perform 20.
- Introduce the jump rope and demonstrate how to use it. Include samples of jump rope exercises. Begin talking about cardiovascular exercise. Have students practice jump roping to music.

3.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Relays”

3.4 Martial Arts Lesson 14 minutes
- Review cat stance
- Review snap and thrust kick.
- Have students demonstrate how to hold a kicking shield safely and properly.
- With a partner, have students practice snap and thrust kicks on a shield.
  o Have students move across the room while kicking the shield. Begin with instructor and/or designated students holding the shield and backing up while the student is kicking.

3.5 Cool-Down and Class Review 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Review the key points of today’s lesson:
  o Hamstring muscle
  o Snap and thrust kicks
  o Cardiovascular exercise/the importance of cardiovascular health.
Activity Spotlight

Relays

Purpose: To help students raise their heart rate while learning about cardiovascular health and while having fun!

Group Size: As many as you like. Participants should be divided into equal teams, with teams competing against each other.

Estimated Time: 10 to 15 minutes.

Props/Materials: Miscellaneous Race Props: Balloons, bean bags, spoons, dried beans, books, medicine balls, jump ropes

Obstacle Course Props: Orange cones or chairs, hula hoops or rope loops laid out in “circles” (to jump in), medicine balls, basket balls, jump ropes, hockey sticks, bean bags, etc.

Instructions:

1. **Miscellaneous Relay Races**
   Team members run back and forth between a designated start and finish line and tag the next team member when they have finished the course. Team members sit down when they are finished to help the instructor see when the race is finished. Possible relays include:
   - Running forwards
   - Running backwards
   - Running to end while jumping rope
   - Jumping with two feet
   - Hopping on one foot
   - Balancing a book on the head - use 1 book per team.
   - Balancing a bean bag on foot - place bean bag on foot while walking
   - Carrying a balloon between the knees (Tip: Have some spare balloons in case any of them break!)
   - Carrying dried beans on a spoon
   - Crab walk
   - Medicine ball carry
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- Medicine ball toss (Student tosses ball to himself or herself while completing the leg of the course).
- Cross the course using a series of lunges
- Be creative!

2. Obstacle Course
Create an obstacle course out of the materials listed on the Props/Materials list. Teams race each other relay-style to see which team can complete the course first. Below is an example of a typical obstacle course:

- Weave through a set of orange cones
- Pick up a jump rope and jump 10 times
- Tunnel under the chairs
- Jump into the hula hoops
- Toss the medicine ball
- Drop down and do push-ups, dips, sit ups, etc.
- Toss three bean bags into a hula hoop target
- Dribble a basketball back through the pylons
- Use a hockey stick and take 3 shots on a goal
- Do jumping jacks

Variations:
- Use different props
- Divide the teams into boy/girl teams.
- Time each student rather than compete as teams
- If you are outside, use relays that use water (carrying the water in a cup across the course, etc.)

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21
Goal of Lesson 4

- To learn about different martial arts styles, their origins and the history of the martial arts, and to practice kicking combinations.

Lesson 4 Learning Objectives

After participating in Lesson 4, students will:

- Be able to locate the hamstring muscle.
- Be able to perform push-ups correctly.
- Be able to perform 6 push-ups.
- Be introduced to a new type of crunch, and then be able to perform two different types of crunches correctly.
- Be able to perform 20 crunches.
- Be able to identify 2-5 martial arts styles by name.
- Be able to identify two different styles of martial arts.
- Be able to recite two classroom rules of the Martial Arts Fitness Program.
- Be able to demonstrate the “mini salute”.
- Be able to demonstrate how to hold a kicking shield safely.
- Be able to demonstrate snap and thrust kicks.

Length of Class

50 Minutes

Class Activities

4.1 Stretching and Warm-Up Exercises 8 minutes
4.2 Physical Exercises 8 minutes
4.3 Health Topic/Team-Building Activity 14 minutes
4.4 Martial Arts Lesson 14 minutes
4.5 Cool-Down and Class Review 6 minutes

Key Terms:

- Gung Fu/Kung Fu
- Jiu-jitsu
- Karate
- Tai Chi Chuan
- Hamstrings muscle
- Aikido
- Judo
- Tae Kwon Do
- Respect
- Crunch vs. sit up

“Human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.” — William James
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Teacher Preparation
- Copy blank bingo cards
- Prepare a poster of the Martial Arts Bingo words (see Activity Spotlight) or copy the words onto a chalkboard, erasable board or flip chart.
- Prepare Bingo questions.
- Get to know more crunch styles.
- Become familiar with the hamstring muscle and know appropriate exercises.
- Learn the mini salute.

Required Materials and Equipment
- Martial Arts Bingo cards and materials
- Foam blocker

Optional Materials
- Handouts and materials on how to perform crunches properly.
- Handouts and materials on how to perform push-ups properly.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.

Did You Know?
- It is appropriate to use a salute when entering or leaving a Chinese martial arts school? It is also appropriate to give the salute to the instructor(s) and other students. Learn the salute, and use it at the beginning and end of each class.

Tips/Suggestions
- Add timed crunches to the workout.
- Make the workout component of the class a competition.
- Read more about a favorite martial art and share it with the students.
- Recognize positive behaviors from the students and encourage those behaviors. This is far better than giving attention to the negative behaviors!
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Organizing Students in the Classroom Space
- Mix up the formats for activities! Use line drills, drills in circles, drills with partners, etc.

Class Activities

4.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow up the cardio with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare students’ bodies for exercising.
- Review the hamstring muscle and ways to stretch it.

4.2 Physical Exercises 8 minutes
- Demonstrate how to exercise the hamstring muscle.
  - Perform stationary lunges.
  - Perform lunges across the room.
  - Lead other hamstring exercises.
- Demonstrate how to properly perform a push-up, including modified push-ups, and have students complete at least six.
- Demonstrate how to perform two types of crunches and instruct students to perform 15 of each for a total of 30.

4.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Martial Arts Bingo”

4.4 Martial Arts Lesson 14 minutes
1. Introduction to the mini salute.
   - Place the right fist in the palm of the left hand, holding the two hands in front of the chest, and inclining the head and upper body slightly in the direction of the person being saluted. Once the students have mastered this, add a right cat stance to the salute.
   - First have students perform kicking combinations in the air.
   - Then have students deliver kicks to a shield held by the instructor.
   - Then have students deliver kicks to a shield held by a student partner.
   - Additional drills:
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- Students performing kicking combinations while moving across the room while the instructor holds the shield.
- Students perform kicking combinations while moving across the room while a student partner holds the shield.

4.5 Cool-Down and Class Review 6 minutes

- Lead students in stretching all of the major muscle groups that have been used during class.
- Stretch each muscle group for 20 to 30 seconds, up to 2 to 3 times.
- Review the key points of today’s lesson:
  - Hamstring muscle
  - Lunges
  - Gung Fu/Kung Fu
  - Jiu-jitsu
  - Karate
  - Tai Chi
  - Aikido
  - Judo
  - Tae Kwon Do
  - Respect
Activity Spotlight
Martial Arts Bingo

Purpose: To teach students about the different Martial Arts and their origins.

Group Size: As many as you like, as long as you have enough Bingo cards. If not, work in teams.

Estimated Time: 15 minutes

Props/Materials: Blank bingo cards, markers for bingo card (See attached)

Instructions:
1. Write the key words (bolded below) onto a chalkboard, dry erase board or flip chart where all students can see.
2. Give a five-minute lecture on the history of the following Martial Arts including the following information:

Kung Fu
- Also known as Gung Fu
- Means “skill,” “great effort”
- Originated in China
- Can be traced back thousands of years
- Uses strikes and kicks

Aikido
- Japanese Martial Art
- Means “the way of harmonious spirit”
- Relies on redirecting and controlling an attacker’s force using unbalancing and joint manipulating techniques

Jiu-jitsu
- Developed in Japan
- Uses strikes coupled with throwing and grappling techniques
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**Judo**
- Originated in Japan
- Teaches how to use leverage to throw an opponent of any size
- Highly combative system

**Karate**
- Means “empty hand”
- Originated in Okinawa
- Offers a balance of upper and lower body defensive techniques

**Tae Kwon Do**
- Means “foot hand way”
- Originated in Korea
- Uses strikes and kicks, but emphasizes kicks
- Is a competitive sport and can be seen in the Olympic Games

**Tai Chi Chuan**
- An ancient system developed in China.
- Based on circular, flowing movements
- Techniques are practiced slowly, but it is also a combat system

**Respect**
- A willingness to show consideration or appreciation to others
- Showing high regard for an authority, other people, self and country
- Treating others as you would want to be treated. Understanding that all people have value as human beings
- Respect enables people to work together in a complimentary fashion, instead of each person having to understand or even agree with every detail of another's method

3. Give each student a blank 25-space Martial Arts Bingo Card (See attached) and a marker to mark the boxes.
4. Ask students to write “free space” in the center of their card.
5. Ask the students to place one of the following words in eight of the boxes in a random order.
   - Kung Fu
   - Karate
   - Aikido
   - Tae Kwon Do
   - Jiu-jitsu
   - Tai Chi Chuan
   - Judo
   - Respect
6. Ask the students to write each of the eight words again in an empty box.

7. Repeat one more time. (Each word will be written three times.)

8. Ask questions about the information just reviewed. Prepare at least three questions on each martial Art style. For example:
   - “What is a Martial Art style that originated in China and means ‘great effort’?” (Kung Fu)
   - “What is a competitive martial art that originated in Korea?” (Tae Kwon Do)

9. Students will mark the answers on their Bingo cards.

10. Put the question cards you read in a separate pile after you read them. Once a student yells “Bingo,” have her/him tell you the words they marked. Use this report to double check against the question cards in the pile to see if she/he correctly completed her/his card. This is a great opportunity to review the material as well.

11. Give prizes as appropriate.

12. Repeat the game as desired or as time allows.

Variations:
- Have students work in teams.
- Display ALL of the information provided today on a foam board for all of the students to see. Halfway through the game remove the board so that students have to recall the information.
- Display the names of the martial arts ONLY, not the particulars on each art. Keep this information in view the entire game or remove this information halfway through the game.
- Add additional material.
- Make questions harder or easier depending on the student population.

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Martial Arts Bingo
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Goal of Lesson 5
- To learn how to work as a team, and to review the muscles, exercises and martial arts techniques learned to date.

Lesson 5 Learning Objectives
After participating in Lessons 1-5, students will, cumulatively:
- Be able to identify at least one benefit of cardiovascular activity.
- Be able to identify the importance of stretching and flexibility.
- Be able to locate, and then demonstrate exercises for the bicep, tricep and hamstring muscles.
- Be able to understand how to perform push-ups correctly.
- Be able to perform six push-ups.
- Be able to understand how to perform two types of crunches correctly.
- Be able to perform 40 crunches.
- Be able to identify two different kinds of Martial Arts.
- Be able to recite two classroom rules of the Martial Arts Fitness program.
- Be able to demonstrate the “mini salute.”
- Be able to demonstrate the cat and crane stances.
- Be able to demonstrate how to hold a kicking shield safely.
- Be able to demonstrate snap and thrust kicks.

Length of Class
50 Minutes

Class Activities

5.1 Stretching and Warm-Up Exercises 8 minutes
5.2 Physical Exercises 8 minutes
5.3 Health Topic/Team-Building Activity 14 minutes
5.4 Martial Arts Lesson 14 minutes
5.5 Cool-Down and Class Review 6 minutes

Key Terms
- Biceps
- Respect
- Blocker
- Karate
- Quadriceps
- Kicking Shield
- Tae Kwon Do
- Push-ups
- Jiu-jitsu
- Gung Fu/Kung Fu

People will forget what you said, people will forget what you did, but people will never forget how you made them feel."
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Teacher Preparation

- Review Lessons 1 – 4 in order to be able to conduct a review with students.
- Gather materials for Activity Spotlight.

Required Materials and Equipment

- Materials for Team Tower activity (See Activity Spotlight)
- Resistance bands
- Foam blocker
- Kicking shield
- Jump rope for each student.

Optional Materials

- Handouts, pictures and additional material on biceps, triceps and hamstring muscles.
- Handouts on how to perform crunches and push-ups properly.
- Handouts and materials on various styles of martial arts.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.

Tips/Suggestions

- Ask students to lead a resistance bands exercise as a way of reviewing the muscles learned to date.
- Ask a student to lead crunches and a different student to lead push-ups.

Valuable Information for Students

- By repeating movements over and over again and focusing on what is going on internally (mentally and emotionally) as well as physically, individuals can reach a higher level of awareness of their self and the world around them.

Organizing Students in the Classroom Space

- Use different methods of dividing the group into teams. For example, ask them to stand in order of height, and then count off into teams.
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Class Activities

5.1 **Stretching and Warm-Up Exercises** 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.
- Review stretches for the bicep, tricep and hamstring muscles.

5.2 **Physical Exercises** 8 minutes
- Using the resistance bands, complete exercises for the bicep, tricep and hamstring muscles.
- Demonstrate how to perform two types of crunches and instruct students to perform 20 of each, for a total of 40 crunches.
- Demonstrate how to properly perform a push-up, including modified push-ups, and instruct students to complete six.
- If time permits, include jump rope exercises.

5.3 **Health Topic/Team-Building Activity** 14 minutes
- See attached Activity Spotlight — “Team Tower”

5.4 **Martial Arts Lesson** 14 minutes
- Review the mini salute.
- Review cat and crane stances.
- Review snap and thrust kicks.
- Review how to hold a kicking shield safely and properly.
- Have students practice snap and thrust kick combinations against a shield held by a partner.

5.5 **Cool-Down and Class Review** 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, up to two to three times.
- Review the key points of today’s lesson:
  - Biceps and triceps and hamstring muscles.
  - Cat and crane stances
  - Snap and thrust kicks.
Activity Spotlight
Team Tower

Purpose: To help students learn to work as a team and accomplish a task together.

Group Size: Two or more students. Divide a large group of students into groups of two to six.

Estimated Time: 10 to 15 minutes.

Props/materials: Raw spaghetti and marshmallows or Gum drops and toothpicks or Paper cups and a pack of chewing gum or Plastic straws and a length of masking tape or Other materials that could be used to make a tall, tabletop, tower-like structure

Instructions:
1. Divide students into groups of two to six.
2. Give each group a pile of the supplies.
3. Challenge them to build the tallest tower they can using only the supplies given to them.
4. Give the group a time limit.
5. At the end of the allotted time, ask the groups to show their creation to the rest of the groups.
6. Discuss how the activity went, including:
   - How did you start the project?
   - Was getting started harder or easier than actually building the structure?
   - Did you have a plan or did everyone just start building?
   - Was your group successful with the strategy that you chose?
   - Did anyone in your group emerge as a leader? If so, how did you feel about this? If not, do you wish that someone had?
   - What were the benefits of doing this activity as part of a team?
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Variations:
- Use different materials.
- Change the discussion questions.
- Divide the teams into boy/girl teams.

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Goal of Lesson 6

- To learn about the quadriceps muscle, understand more about self-discipline and be introduced to martial arts blocks.

Lesson 6 Learning Objectives

After participating in Lesson 6, students will:

- Be able to locate the quadriceps muscle.
- Be able to perform 7 push-ups correctly.
- Be introduced to a new type of crunch, and then be able to perform three different types of crunches correctly.
- Be able to perform 50 crunches.
- Begin to understand the concepts involved with self-discipline.
- Be able to recite three classroom rules from the Martial Arts Fitness Program.
- Be able to demonstrate a forward stance.
- Be able to perform an upward block.
- Be able to demonstrate the “mini salute”.

Length of Class

50 Minutes

“Everyone thinks of changing the world, but no one thinks of changing himself.”
— Leo Tolstoy

Class Activities

6.1 Stretching and Warm-Up Exercises 8 minutes
6.2 Physical Exercises 8 minutes
6.3 Health Topic/Team-Building Activity 14 minutes
6.4 Martial Arts Lesson 14 minutes
6.5 Cool-Down and Class Review 6 minutes

Key Terms:

- Quadriceps
- Blocker
- Crunches
- Self discipline
- Push-ups
- Forward stance
- Kicking shield
- Upward block
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Teacher Preparation

- Purchase Skittles candy for Activity Spotlight.
- Review concepts of self-discipline.
- Review exercises for the quadriceps muscle.
- Practice upward blocks
- Practice how to teach forward stances.

Required Materials and Equipment

- Materials for “Candy Gets Kids Talking” activity (See Activity Spotlight)
- Resistance bands
- Foam blocker
- Kicking shield

Optional Materials

- Handouts, pictures and additional material on quadriceps muscle.
- Handouts on how to perform crunches and push-ups properly.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.

Tips/Suggestions

- Ask students to demonstrate the muscle stretches they have learned to date.
- Ask students to lead crunches and push-ups.

Valuable Information for Students

- Some strengthening exercises are “isolation” techniques. This means that they require a single muscle to do the work. Others, like push-ups and squats are “compound” exercises, which incorporate several muscles and joints.

Organizing Students in the Classroom Space

- Assign student partners, then after a specified amount of time, rotate partners until everyone has worked with everyone else.
Class Activities

6.1 Stretching and Warm-Up Exercises  8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Introduce quadriceps muscle and demonstrate ways to stretch it.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

6.2 Physical Exercises  8 minutes
- Using the resistance bands, complete exercises for the bicep, tricep, hamstring and quadriceps muscles.
- Demonstrate how to do additional exercises for the quadriceps, i.e. lunges.
- Demonstrate how to perform three types of crunches and instruct students to perform a total of 50. (i.e. 20, 20 and 10).
- Demonstrate how to properly perform a push-up, including modified push-ups, and instruct students to complete seven.

6.3 Health Topic/Team-Building Activity  14 minutes
- See attached Activity Spotlight — “Candy Gets Kids Talking”

6.4 Martial Arts Lesson  14 minutes
- Introduce upward blocks. With the instructor holding the blocker, simulate a strike overhead and ask the students to block upward.
- Have students form a circle and ask each student to perform an upward block with instructor holding the blocker.
- Demonstrate to students how to hold a blocker correctly.
- Have each student practice holding the blocker while the instructor performs a block.
- Place students in partnerships, and practice upward blocks.
- Count how many upward blocks a student can perform in 10 seconds.
- As time permits, practice cat and crane stances, and kicks to shields.

6.5 Cool-Down and Class Review  6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, up to two to three times.
- Review:
  - Self Discipline: ask students to give examples of what self-discipline is.
  - Mini-salute (First taught in Lesson Activity 4.4.)
Activity Spotlight
Candy Gets Kids Talking!

Purpose: To teach students about self-discipline and will power. To encourage them to acknowledge their bad habits, and how with will power and identifiable goals they can make positive changes in their lives.

Group Size: Up to 12 students. For larger groups, divide into smaller groups.

Estimated Time: 10 to 15 minutes.

Props/materials: Two ounces of Skittles candy for every 3-4 students. (FYI: There are approximately 25 Skittles per ounce, and they come in 2 ounce, 4 ounce and larger sizes.) Skittles Color Chart (See attached) Very small cups or containers.

Instructions:
1. Divide students into groups of no more than about 12 students.
2. Ask students to sit in a circle: at their desks, in chairs or on the floor.
3. Begin talking about the definition of the terms “self-discipline” and “will power,” below. Point out that we all have bad habits, like laziness and procrastination. We should work towards breaking these bad habits in order to meet goals and aspirations that we would like to achieve. To be a healthier individual, we must strengthen our will power and self-discipline.
   - **Will power** is the ability to control unnecessary and harmful impulses. It is the ability to overcome laziness and procrastination. It is the ability to make a decision and follow through with it.
   - **Self-discipline** is the ability to apply will power consistently over time and thus is the companion of will power. It is the ability to reject immediate satisfaction in order to achieve something better later on. It enables us to persevere in whatever we do. It helps us to withstand hardships and difficulties, whether physical, mental or emotional.
4. Ask the students to think about what habits they would like to overcome, or what they wish to do with their lives or things that they would like to accomplish.

5. Next give each student a very small cup or container to hold a few Skittles. (Students can also use their hands to hold the Skittles, but this can be messy as the coating can come off and stain their hands.)

6. Pass the bags (or bowl) of Skittles around the circle, and tell each student to take as many as they like up to about 10. Bring out the Skittles Color Chart.

7. Begin with any student, and ask them to blindly take a Skittle from their container, and answer the appropriate question.

8. Encourage the students to give the question serious thought, and share an appropriate answer.

9. Students are welcome to eat the Skittle after they have answered their questions.

10. The students taking more Skittles will end up answering more questions! This teaches the “covetous” students that more is not always better.

11. Left over Skittles should be collected or eaten.

Variations:

- Ask each student to take a certain number of Skittles, so that each student answers the same number of questions.

- You will find that the game moves quickly and that the students will answer the questions rather briefly. You can monitor this by asking for a lengthier answer or by asking for a three-sentence answer, etc.

- With short answers, five students can easily answer a question every minute. That means with five students, ten questions could be answered in a ten-minute game; with ten students, five questions could be answered in a ten-minute game, etc.

- Adjust the number of Skittles the students take according to the time you have allotted for it. Based on Sifu Mullen’s experience, a group of 12 students will take 3-4 minutes for each round of questions.

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Orange – A habit that you know you should break.

Green – A job or career that you would like to have one day.

Red – A change in your exercise habits that you know you should do.
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Purple – Something amazing that you would like to do one day.

Yellow – A change in your diet that you know you should do.
Goal of Lesson 7

- To learn how to exercise the quadriceps muscle, to understand more about the ingredients of self-discipline, and be introduced to round house kicks.

Lesson 7 Learning Objectives

After participating in Lesson 7, students will:

- Be able to locate the quadriceps muscle.
- Be able to perform eight push-ups.
- Be able to understand how to perform three types of crunches correctly.
- Be able to perform 60 crunches, including three different types.
- Begin to understand some of the ingredients of self-discipline.
- Be able to recite three classroom rules of the Martial Arts Fitness Program.
- Be able to demonstrate the “mini salute”.
- Be able to perform an upward block.
- Be more familiar with round-house kicks.

Length of Class

50 Minutes

"Talent without discipline is like an octopus on roller skates. There's plenty of movement, but you never know if it's going to be forward, backwards, or sideways." — H. Jackson Brown, Jr

Class Activities

7.1 Stretching and Warm-Up Exercises 8 minutes
7.2 Physical Exercises 8 minutes
7.3 Health Topic/Team-Building Activity 14 minutes
7.4 Martial Arts Lesson 14 minutes
7.5 Cool-Down and Class Review 6 minutes

Key Terms:

- Quadriceps
- Blocker
- Crunches
- Self discipline
- Push-ups
- Forward stance
- Kicking shield
- Upward block
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Teacher Preparation
- Prepare Tic-Tac-Toe game (See Activity Spotlight).
- Practice round-house kicks.

Required Materials and Equipment
- Materials for “Tic-Tac-Toe” (See Activity Spotlight)
- Resistance bands
- Foam blocker
- Kicking target (AKA clapper or paddle)
- Jump ropes

Optional Materials
- Handouts, pictures and additional material on quadriceps muscle.
- Handouts on how to perform crunches and push-ups correctly.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.

Tips/Suggestions
- Ask students to demonstrate stretches of muscles that they have learned to date.
- Ask individual student(s) to lead crunches and push-ups.

Valuable Information for Students
- If a student wants to develop high, powerful kicks, his/her regimen must include drills designed to stretch and strengthen the legs. Progressive stretching exercises, coupled with weight training or resistance drills can result in impressive gains.

Organizing Students in the Classroom Space
- Rotate student partners.
- Offer competitions involving round house kicks. Have students compete against each other to see who can do the most correctly in a fixed amount of time, or have students compete against the clock by trying to increase the number kicks performed correctly in a fixed amount of time.
Class Activities

7.1 Stretching and Warm-Up Exercises  8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

7.2 Physical Exercises  8 minutes
- Using the resistance bands, complete exercises for the bicep, tricep, hamstring and quadriceps muscles.
- Demonstrate how to perform three types of crunches and instruct students to perform a total of 60. (i.e. 20, 20 and 20).
- Demonstrate how to properly perform a push-up, including modified push-ups, and have students complete eight correctly.
- Practice jumping rope!

7.3 Health Topic/Team-Building Activity  14 minutes
- See attached Activity Spotlight — “Tic-Tac-Toe”

7.4 Martial Arts Lesson  14 minutes
- Introduce round house kicks. With the instructor holding the kicking target, students practice round house kicks.
- If there are enough kicking targets, have students partner up and work together. See how many kicks a student can perform in a specified amount of time. Invent other competitions!
- As time permits, practice cat and crane stances, upward blocks and kicks to shields.

7.5 Cool-Down and Class Review  6 minutes
- Stretch all the major muscle groups that you have used during class.
  - Stretch each muscle group for 20 to 30 seconds, up to two to three times.
  - Review the key point of today’s lesson:
    o The ingredients of self-discipline
    o Round house kicks
Activity Spotlight
Tic-Tac-Toe

Purpose: To help students learn about “the ingredients of self-discipline.”

Group Size: 4 – 20 students.

Estimated Time: 10 to 15 minutes.

Props/materials: Flip chart and markers

Instructions:
1. Give a five-minute introduction to “the ingredients of self-discipline.” Give appropriate examples of what each of these ingredients means in the lives of the students.
   - **Self-Control** — The act of controlling our emotions, actions, thoughts, words and personal direction.
   - **Motivation** — The “fire inside” that fuels our efforts and makes accomplishments worth achieving.
   - **Persistence** — The ability to continue through adversity. The ability to brush off failure and stay focused on our goals.
   - **Goals** — Those tangible achievements that breed motivation and form our definitions of happiness and success.
2. Create a Tic-Toe-Toe game board on a large flip chart and place it so that everyone can see it.
3. Organize students into two teams.
4. Determine which team will go first (flip a coin?).
5. Explain that you are going to read questions about “the ingredients of self-discipline,” and each team will score points for every correct answer given when it is their team’s turn. (See attached for questions.)
6. Explain the rules of the game:
   - The first team will choose a square and then listen to a question.
   - The first team has ____ seconds to answer the question. The first response counts, so the team should consider carefully before calling out their answer.
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- If the answer is correct, a representative from the first team places an X in the square chosen by the team. If the answer is incorrect, give the second team a chance to answer. However, they do not get an O if their answer is correct. Each team can only score on their own turn.
- The second team then selects a square and responds to a question.
- The game will continue with teams alternating turns until one team gets three in a row or all of the squares are filled.
- The winner is the team that gets three in a row. If neither team gets three in a row, the winner is the team with the most squares.

Variations:
- Make the objective to get the most squares rather than three in a row.
- Use a board with more or fewer squares.

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“The Ingredients of Self-Discipline” Tic Tac Toe Questions

1. What is another word for our “fire inside”? (A: motivation)
2. The act of controlling our emotions is? (A: self-control)
3. These are tangible achievements that we work for. (A: goals)
4. This gives us the drive to keep doing something. (A: motivation)
5. What would you call the ability to continue through adversity? (A: persistence)
6. The act of controlling our thoughts is? (A: self-control)
7. What fuels our efforts and makes accomplishments worth achieving? (A: motivation)
8. With this ingredient we have the ability to brush off failures and stay focused on our goals. (A: persistence)
9. When we put these in writing, we are more likely to achieve them. (A: goals)
10. If you “bite your tongue,” you are showing? (A: self-control)
11. Keeping at something, although difficult is called? (A: persistence)
12. We set these and they form our definitions of happiness and success. (A: goals)
13. Learning to say NO to our destructive feelings and our unhealthy cravings is an example of? (A: self-control)
14. Planning to never give up, no matter how long it takes is an example of this. (A: persistence)
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Goal of Lesson 8
- To learn about the deltoid muscles, to practice cooperation skills while participating in a team project, and to practice martial arts blocks.

Lesson 8 Learning Objectives
After participating in Lesson 8, students will:
- Be able to locate the deltoid muscles.
- Be able to perform nine push-ups correctly.
- Be introduced to a new type of crunch, and then be able to perform four different types of crunches correctly.
- Be able to perform 70 crunches correctly.
- Begin to understand concepts around self-discipline.
- Be able to recite four classroom rules of the Martial Arts Fitness Program.
- Be able to demonstrate the “mini salute.”
- Be able to perform an upward block.
- Begin to understand the concepts of cooperation and working as a team.

Length of Class
50 Minutes

“Never look down on anybody unless you’re helping him up.” — Jesse Jackson

Class Activities

8.1 Stretching and Warm-Up Exercises 8 minutes
8.2 Physical Exercises 8 minutes
8.3 Health Topic/Team-Building Activity 14 minutes
8.4 Martial Arts Lesson 14 minutes
8.5 Cool-Down and Class Review 6 minutes

Key Terms:
- Deltoid
- Hand weights
- Kicking target
- Upward block
- Etiquette
- Cooperation
- Forward stance
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Teacher Preparation
- Read the rules of the Traffic Jam game (See Activity Spotlight).
- Research new ways to do crunches.

Required Materials and Equipment
- Materials for “Traffic Jam” (see Activity Spotlight)
- Resistance bands.
- Hand weights or other weighted objects.
- Kicking target (aka clapper or paddle).

Optional Materials
- Handouts, pictures and additional material on deltoid muscles.
- Handouts on how to perform crunches and push-ups properly.
- Handouts and materials on various styles of martial arts.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.

Tips/Suggestions
- Ask students what objects they have that could be used as weights for completing workouts at home.
- Encourage students to practice the exercises and martial arts moves at home to show more improvement.

Valuable Information for Students
- If you don’t have hand weights, consider using 16 oz (or other) filled water bottles. 16 ounces equals one pound!

Organizing Students in the Classroom Space
- If the group is too large for everyone to participate all at once, have students watch the other teams complete the “Traffic Jam” activity.
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Class Activities

8.1 **Stretching and Warm-Up Exercises** 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

8.2 **Physical Exercises** 8 minutes
- Demonstrate how to perform four types of crunch and instruct students to perform a total of 70. (i.e. 20, 20, 20 and 10).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete nine correctly.
- Perform deltoid exercises with hand weights.

8.3 **Health Topic/Team-Building Activity** 14 minutes
- See attached Activity Spotlight — “Traffic Jam”

8.4 **Martial Arts Lesson** 14 minutes
- Practice upward blocks using the foam blocker, first with the instructor, then with a partner.
- Practice round house kicks.
- Have students practice putting together block/kick combinations.
- As time permits, practice cat and crane stances, and kicks to shields.

8.5 **Cool-Down and Class Review** 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, up to two to three times.
- Review the key points of today’s lesson:
  - Cooperation
  - Self-discipline (Ask students to state one way in which having better self-discipline would improve their lives.)
  - Working as a team
  - Deltoid muscles
Activity Spotlight
Traffic Jam

Purpose: To help students learn to cooperate and develop problem solving skills while moving from one side of a set of marked boxes to the other side.

Group Size: Works for most size groups; however, the groups need to be in even numbers of six, eight, etc. If there are an odd number of students, have the extra person help facilitate the activity and then participate during the next round. If the group is larger than 12, divide the group into equal parts, and have the teams not participating, stand back and observe the groups that are working.

Estimated Time: 10 to 15 minutes

Props/Materials: Marked squares, circles or taped Xs on the floor, large enough for a person to stand on.

Instructions:
1. Place the marked squares, circles or taped Xs on the floor. There should be one more marker than the number of people in the group.
2. The markers on the floor need to be in a straight line.
3. Have each person stand on a marker, leaving the center marker open. The two teams of students face each other.
4. For example with eight players, the teams would look like this:

   ►►►► X ◄◄◄◄

5. The challenge is for the teams on either side of the center unmarked square to completely change to the other side, moving one at a time, like a game of checkers.
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6. The players may move into the vacant spot in front of them.
7. The players may jump a player only on the opposite team.

8. The players can NOT jump a player from their own team.
9. Players may NOT move backwards.
10. Two players can NOT move at once.
11. Count the number of moves it takes to complete the task.
12. Play the game again and see if they can improve their score by having fewer moves.

Variations:

- Appoint a student as facilitator and have him or her observe the group during round one. Have that student facilitate the group’s strategizing in between rounds to help the group improve their score.
- Have boy vs. girl teams.
- Watch to see who emerges as a leader.
- If time allows, conduct a discussion about the group dynamics students experienced and what they can learn from their experience to improve their cooperation skills.

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Goal of Lesson 9
- To learn how to exercise the deltoid muscles, to learn about food labels and to practice kicking combinations.

Lesson 9 Learning Objectives
After participating in Lesson 9, students will:
- Be able to locate the deltoid muscle and perform an exercise for strengthening it.
- Be able to perform 10 push-ups, correctly.
- Be able to perform 80 crunches, including four different types.
- Be able to identify at least 3 parts of a food nutrition label.
- Be able to recite four classroom rules of the Martial Arts Fitness program.
- Be able to execute a round house kick correctly.

Length of Class
50 Minutes

- Stretching and Warm-Up Exercises 8 minutes
- Physical Exercises 8 minutes
- Health Topic/Team-Building Activity 14 minutes
- Martial Arts Lesson 14 minutes
- Cool-Down and Class Review 6 minutes

Key Terms:
- Deltoids
- Calories
- Serving
- Saturated fat
- Protein
- Cholesterol
- Sodium
- Carbohydrate
- Fiber
- Calcium

Education is the most powerful weapon which you can use to change the world. — "Nelson Mandela"
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Teacher Preparation

☐ Review nutrition labels.
☐ Prepare materials for “Crack the Code” (See Activity Spotlight).
☐ Research new ways to do crunches.
☐ Prepare kick combination drills.
☐ Practice upward blocks

Required Materials and Equipment

- Materials for “Crack the Code” (See Activity Spotlight)
- Resistance bands
- Foam blocker
- Kicking shield
- Jump rope for each student.

Optional Materials

- Handouts, pictures and additional material on deltoid muscles.
- Handouts on how to perform crunches and push-ups properly.
- Handouts on how to perform the mini salute correctly.
- Classroom etiquette handouts.
- Handouts on reading nutrition labels.

Tips/Suggestions

- Ask students to bring in nutrition labels from foods they eat.
- Collect labels for demonstration and exploration.

Valuable Information for Students

- A diet high in calories and low in key nutrients can lead to obesity and increase a person’s risk for cancer, stroke and osteoporosis (a condition characterized by weak and breakable bones).
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Organizing Students in the Classroom Space
- Review techniques for holding shields and kicking targets.
- Ask the students in the group who have shown good leadership skills and/or a strong, positive influence on peers to hold the shields and kicking targets, and line the other students up and observe them performing kicks. This way, you can watch the students do the kicks and correct as necessary.

Class Activities

<table>
<thead>
<tr>
<th>9.1 Stretching and Warm-Up Exercises</th>
<th>8 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.</td>
<td></td>
</tr>
<tr>
<td>Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.</td>
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<table>
<thead>
<tr>
<th>9.2 Physical Exercises</th>
<th>8 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate how to perform four types of crunches and instruct students to perform a total of 80. (i.e. 20, 20, 20 and 20).</td>
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<tr>
<td>Demonstrate how to properly perform a push-up, including modified push-ups, and complete 10.</td>
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<tr>
<td>Ask students to lead deltoid exercises with hand weights.</td>
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</tbody>
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<thead>
<tr>
<th>9.3 Health Topic/Team-Building Activity</th>
<th>14 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>See attached Activity Spotlight — “Crack the Code”</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>9.4 Martial Arts Lesson</th>
<th>14 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice round-house kicks, first with the instructor, then with a partner.</td>
<td></td>
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<tr>
<td>Put together kick combinations using kicks learned to date.</td>
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<tr>
<td>o Snap/round house</td>
<td></td>
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<tr>
<td>o Thrust/round house</td>
<td></td>
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<tr>
<td>o Use both the shield and the kicking targets for variety.</td>
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<tr>
<td>As time permits, practice cat and crane stances, and kicks to shields.</td>
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<tr>
<th>9.5 Cool-Down and Class Review</th>
<th>6 minutes</th>
</tr>
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<tbody>
<tr>
<td>Stretch all the major muscle groups that you have used during class.</td>
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<tr>
<td>Stretch each muscle group for 20 to 30 seconds, 2 to 3 times.</td>
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<tr>
<td>Review the key points of today's lesson:</td>
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<tr>
<td>o Nutrition labels and related key words and concepts.</td>
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Activity Spotlight
Crack the Code

Purpose: To help students learn to understand nutrition labels.

Group Size: Two or more students.

Estimated Time: 10 to 15 minutes.

Props/materials: Blank “nutrition facts” labels for students to fill in.
Large format label on the board or projected via LCD for students to view during instruction.
Copy real nutrition labels from snack foods, candy, beverages, etc.
Erase one of the following facts from each label before making copies for the students:
 Servings per container
 Calories per serving
 Sugars
Copy the altered nutrition labels and make one for each student.

Instructions:
1. Identify and describe each piece of nutritional information found on a nutrition label, particularly:
   - Serving size
   - Servings per Container
   - Calories
   - Total Fat
   - Saturated Fat
   - Trans Fat
   - Cholesterol
   - Sodium
   - Total Carbohydrate
   - Dietary Fiber
   - Sugars
   - Protein

2. Give each student a blank label, and have them follow along using an example that you have prepared on a flip chart or other visual aid.
   - Ask them to fill in the amounts on their blank label as you move through the prepared label.
   - Point out what each of these terms mean.
3. Next, give each student copies of the altered labels.
   - Ask them to try and figure out what should be placed in the erased areas. For example, there are three servings in a “grab bag” of “cheese puff” snacks, like “Cheetos.” Many students do not realize that the bag is meant to be shared with two others! With the servings per container missing, what does a student fill in?
   - Try and make this an “eye-opening” exercise using snack items that the students consume on a regular basis.

Variations:
- Have the students work in partners or teams

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Goal of Lesson 10

- To learn about portion controls, and to review the muscles, exercises and martial arts techniques learned to date.

Lesson 10 Learning Objectives

After participating in Lessons 6 – 10, students will, cumulatively:

- Be able to locate and perform a strengthening exercise for the quadriceps and deltoid muscles.
- Be able to perform 10 push-ups.
- Be able to perform 80 crunches, including four different types.
- Begin to understand the concepts about self-discipline cooperation and working as a team.
- Be more familiar with nutrition labels and portion controls.
- Be able to recite four classroom rules of the Martial Arts Fitness Program.
- Be able to perform an upward block.
- Be able to demonstrate the cat, crane and forward stances.
- Be able to execute a round house kick, “snap” and “thrust” kicks.

Length of Class

50 Minutes

“To succeed, we must first believe that we can.” — Michael Korda

Class Activities

10.1 Stretching and Warm-Up Exercises 8 minutes
10.2 Physical Exercises 8 minutes
10.3 Health Topic/Team-Building Activity 14 minutes
10.4 Martial Arts Lesson 14 minutes
10.5 Cool-Down and Class Review 6 minutes

Key Terms:
- Deltoids
- Calories
- Serving
- Fiber
- Round-house kicks
- Cholesterol
- Sodium
- Carbohydrate
- Protein
- Quadriceps
- Blocks
- Saturated Fat
- Calcium
- Round-house kicks
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Teacher Preparation

- Review “Portion Controls” (See Activity Spotlight).
- Review lessons 6 – 9 in order to be able to conduct a review with students.

Required Materials and Equipment

- Materials for “Portion Distortion Scramble” (See Activity Spotlight)
- Resistance bands
- Foam blocker
- Kicking shield
- Jump rope for each student.

Optional Materials

- Handouts, pictures and additional material on quadriceps and deltoid muscles.
- Handouts on how to read nutrition labels.
- Handouts on portion controls.
- Classroom etiquette handouts.

Tips/Suggestions

- Use actual items to simulate portion control sizes
- Play question and answer games to review material from lesson 6 - 9.

Valuable Information for Students

- The size of common foods like bagels and muffins has grown freakishly large in recent years! Your grandmother ate a bagel three inches across that had 150 calories. Today most bagels average four to five inches across and pack 300-400 calories.

Organizing Students in the Classroom Space

- Review techniques for holding shields and kicking targets.
- Ask the students in the group who have shown good leadership skills and/or a strong, positive influence on peers to hold the shields and kicking targets, and
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line the other students up and observe them performing kicks. This way you can watch the students do the kicks and correct as necessary.

Class Activities

10.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

10.2 Physical Exercises 8 minutes
- Demonstrate how to perform four types of crunches and instruct students to perform a total of 80. (i.e. 20, 20, 20 and 20).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 10.
- Perform exercises to strengthen the quadriceps (lunges) and deltoid muscles.

10.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Portion Distortion”

10.4 Martial Arts Lesson 14 minutes
- Practice round house kicks.
- Put together kick combinations using the kicks students have learned to date.
- Practice upward blocks.
- As time permits, practice cat, crane and horse stances.

10.5 Cool-Down and Class Review 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, two to three times.
- Review the key points of today’s lesson:
  - Concepts related to portion control and everyday items used to measure portion sizes.
Activity Spotlight
Portion Distortion Scramble

Purpose: To teach students about food portion sizes and help them understand some of the common misconceptions about portions. These misconceptions are one of the leading causes of obesity today.

Group Size: Two or more students. Divide a large group of students into smaller groups if the room does not allow for a large group of students moving around quickly.

Estimated Time: 15 minutes.

Props/materials:
- Food Cards (See attached)
- CDs (2 or 3)
- Cassette tapes
- Bars of soap
- Plastic eggs
- Dice
- Decks of cards
- Blank checkbooks
- Checkbook registers
- Baseballs
- Tennis balls
- Ping pong balls
- Thin paperback books
- Computer mouse
- Hockey puck
- Small paper plates
- Measuring spoons
- Assorted measuring cups
- Ice cream scooper
- Small paper or Styrofoam cups
- Dominoes
- 9 volt batteries
- Shoeboxes or similar

Instructions:
1. Explain to the students that they are going to learn about food portion sizes. When the Food Guide Pyramid or other recommendations say one serving or one portion of a particular food, people are often unclear about what size this should be. This lesson will help with the confusion.

2. Spend about five minutes explaining what portion sizes typically look like in people’s homes or at popular restaurants. Describe how people commonly heap food on their plates and how restaurants provide large servings of food to make sure customers feel that they are getting their money’s worth. Tell them that over the years, food portions in restaurants and people’s homes have increased.
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a lot in size. Explain how nowadays, what most people think of as a normal meal is actually enough food for at least two people.

3. Explain to them what real measures of food, in terms of volume, are, and what a “real” portion or serving looks like, giving visual examples using the props. These include:

- 1 oz of meat is the size of a matchbox.
- 3 oz of meat is the size of a deck of cards or bar of soap. (3 oz. is the recommended portion for a meal!)
- 8 oz (over two portions) of meat is the size of a 200 page paperback book.
- 3 oz of fish is the dimensions of a checkbook or checkbook register.
- 1 oz of cheese is the size of 4 dice, one 9 volt battery or three dominoes.
- A medium potato (one portion size) should be the size of a computer mouse.
- 2 tablespoons of peanut butter is equal to the size of a ping pong ball.
- 1 cup of pasta is the size of a tennis ball.
- A bagel should be the size of a hockey puck.
- A cup of cereal is equal in volume to a baseball.
- A pancake should be the same size across as a CD
- A slice of bread should be the size of a cassette tape.
- A piece of cornbread should be the size of a bar of soap.
- ½ cup of ice cream is ½ of a baseball.
- A teaspoon of butter or other spread is the size of one die
- A medium fruit is the size of a baseball.
- ¼ cup of raisins (a serving) is the size of a large egg.
- A serving of vegetables is a tightly packed ¾ cup or ½ of a baseball
- A serving of raw leafy vegetables (i.e. lettuce) is one cup, tightly packed.
- A serving of dried fruit is the size of a golf ball.
- A serving of nut is 1/3 cup or a level handful.
- A tortilla is the size of a small salad plate.
- A muffin serving is the size of a large egg.
- A serving of rice is ½ cup or an ice cream scoopful or half the size of a tennis ball.
- A serving of juice is a small paper or Styrofoam cup.
- 2 tablespoons salad dressing is equal to the volume of one ping pong ball.
4. Explain to students that now that they have had a visual introduction to what actual portion sizes look like, you are going to have them cement what they’ve learned by playing a physically active game involving the portion size props and a set of cards representing common food items.

5. Show students examples of the food cards (See attached).

6. Give each student a shoebox or other designated area to place their “food portion matches.”

7. Place the props (except the Food Cards) on a table in a second location of the classroom, and

8. Place the Food Cards in a third location. (Depending on the size of the group you may want to make two or more copies of the Food Cards). All of the three locations should be as far apart as the space allows.

9. Explain to the students that they are first to pick up only one food card, run to the table with the props, find the prop that they think represents a serving of the food on their card and then place this “food portion match” in their shoebox or designated area.

10. Tell students that they can only work on matching one food card at a time.

11. Give the students a designated amount of time (three, four or five minutes) to come up with as many matches as possible.

12. When the competition is over, ask each student to share her/his results, and check to see if their matches are correct.

13. Give points or praise for correct matches. Have students work as a group to correct mismatched sets.

Variations:
- Divide group into partners or small teams.
- Use pictures of food rather than the food cards.

Notes:

________________________________________________________________________
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# Food Cards

<table>
<thead>
<tr>
<th>1 serving juice</th>
<th>2 Tablespoons salad dressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 serving (3 ounces) of meat</td>
<td>1 serving rice</td>
</tr>
<tr>
<td>8 ounces (2 ½ servings) meat</td>
<td>1 serving nuts</td>
</tr>
<tr>
<td>3 ounces of fish</td>
<td>1 serving dried fruit</td>
</tr>
<tr>
<td>1 serving (1 ounce) of cheese</td>
<td>1 serving raw leafy vegetables</td>
</tr>
<tr>
<td>1 serving of potato</td>
<td>1 serving ice cream</td>
</tr>
<tr>
<td>1 serving (1 cup) cereal</td>
<td>1 serving raisins</td>
</tr>
<tr>
<td>1 serving peanut butter</td>
<td>1 pancake</td>
</tr>
<tr>
<td>1 serving pasta</td>
<td>1 serving of a bagel</td>
</tr>
</tbody>
</table>
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Goal of Lesson 11
- To learn about the trapezius muscle, to understand more about meditation and to be introduced to downward blocks.

Lesson 11 Learning Objectives
After participating in Lesson 11, students will:
- Be able to locate the trapezius muscle.
- Be able to perform 11 push-ups.
- Be able to perform a “dip” exercise correctly to strengthen the triceps muscle.
- Be able to perform 15 dips.
- Be introduced to a new type of crunch, and then be able to perform five different types of crunches correctly.
- Be able to perform 90 crunches.
- Be able to demonstrate a “cleansing breath.”
- Be able to identify two benefits of meditation.
- Be able to recite five classroom rules of the Martial Arts Fitness Program.
- Be introduced to the horse stance.
- Be introduced to down blocks.

Length of Class
50 Minutes

Class Activities

| 11.1 Stretching and Warm-Up exercises | 8 minutes |
| 11.2 Physical Exercises | 8 minutes |
| 11.3 Health Topic/Team-Building Activity | 14 minutes |
| 11.4 Martial Arts Lesson | 14 minutes |
| 11.5 Cool-Down and Class Review | 6 minutes |

“Mastering others is strength. Mastering yourself is true power.” — Lao Tzu

Key Terms:
- Trapezius
- Down blocks
Teacher Preparation

- Review “Guided Meditation.” (See Activity Spotlight)
- Learn how to teach a “dip” correctly.
- Practice horse stances.
- Practice down blocks.
- Learn about “hands in the wind.”

Required Materials and Equipment

- Materials for “Guided Meditation” activity (see Activity Spotlight).
- Resistance bands
- Foam blocker

Optional Materials

- Handouts, pictures and additional material on trapezius muscle.
- Handouts on meditation.
- Classroom etiquette handouts.

Tips/Suggestions

- Play soothing background music during the guided meditation practice.
- Create your own guided meditation script. Be comfortable and natural in your speech when reading from the script.

Valuable Information for Students

- Stress arises from emotions such as fear, anger and frustration that get in the way of us achieving our goals. Such emotions can create conflict over whether those goals are worth pursuing relative to taking an easier path. In this way, stress may contribute to us not being able to fulfill our responsibilities or achieve our goals.

Organizing Students in the Classroom Space

- Have students work as partners, and rotate partners regularly.
- Use a timer to make partner rotations regular and consistent.
Class Activities

11.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

11.2 Physical Exercises 8 minutes
- Demonstrate how to perform five types of crunches and instruct students to perform a total of 90. (Using the following repetitions, or “reps;” 20, 20, 20, 20 and 10. Give students an appropriate amount of rest in between repetitions).
- Demonstrate how to properly perform a push-up, including modified push-ups, and instruct students to complete 11 correctly.
- Introduce the exercise: “dips” to strengthen the triceps muscle, and instruct students to perform 15.
- Lead students in resistance band exercises to strengthen the trapezius muscle.

11.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Guided Meditation”

11.4 Martial Arts Lesson 14 minutes
- Review how to hold and use the foam blockers correctly.
- Introduce downward blocks. Use the foam blocker to simulate a kick to the student’s groin area (The foam blocker is acting as a kicking leg.) The student practices the block downward.
- Have students stand in horse stance.
- Ask them to use one hand to block, then both hands.
- Time how long they can maintain the horse stance.
- As time permits, practice cat and crane stances, and kicks to shields.

11.5 Cool-Down and Class Review 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, two to three times.
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 30 seconds.
Activity Spotlight
Guided Meditation

Purpose: To teach students about meditation, to help them relax and focus their minds.

Group Size: Any size group, as long as they can hear you.

Estimated Time: 10 to 15 minutes.

Props/materials: Mats (if lying or sitting on the floor).

Instructions:
1. Ask the students to find a comfortable place lying on the floor. (This can also be done while sitting on the floor or sitting on a chair or at a desk.)
2. Begin by asking the students to close their eyes and take deep, cleansing breaths, inhaling and exhaling.
3. Continue using the Guided Meditation Script (See attached).
4. Follow up: Discuss how the exercise felt to the students.

Variations:
- Try the exercise in a sitting position.
- Change the script.

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Guided Meditation Script

For the next couple of minutes, just concentrate on your breathing. To the best of your ability, see your lungs ... focus on how they feel while they're completely expanded, and then how they feel after you exhale.

Be aware that there's no right way and no wrong way to do what you're doing now ... that whatever results you get are perfect results, and that if all you do is relax, that's wonderful.

This is not a time to be worrying about any of the things that are happening in your day-to-day life. This is a time only for you. For this period of time, you can give yourself permission to relax completely. You will not be out of control. You can feel completely secure.

Again, concentrate on your lungs. Picture them in your mind’s eye. Try to see them filled ... try to imagine them after you relax. And if your mind drifts away, and you want to, just bring it slowly back to where you are or where you want it to be. You are doing nothing wrong, and anything you do will be a success. And if you hear my voice, that’ll be fine...and if you don't, that’s fine, too. You can be absolutely sure that your subconscious is hearing every word I say.

Inhale deeply through your nose. Slowly and gently allow your exhalation to be longer than your inhalation.

Let your next inhalation and exhalation to occur naturally.

Again, inhale deeply through your nose. Slowly and gently allow your exhalation to be longer than your inhalation.

Again, let your next inhalation and exhalation to occur naturally.

One last time, inhale deeply through your nose. Slowly and gently allow your exhalation to be longer than your inhalation.

Now survey your body.

Now pay attention to your left foot, and the toes on your left foot, and your ankle, and let them all relax ... and all the cares and tensions of the day just drain down into the floor. Consciously let them relax ... and any noise you hear will only serve to deepen your relaxation.
And now pay attention to your right shoulder. All the muscles of your right shoulder completely relax. All the cares of the day drain away and leave you. And consciously check your right shoulder to see if there's any tension there. Think about it.

And now all of the muscles and tendons of your right foot, and the toes of your right foot, and the ankle — just let them relax.

And now the calf of your right leg, let it relax. And for this short time, in your mind's eye, perhaps you can see that wonderfully long bone running from your ankle to your knee in your right leg ... see how wonderfully straight and long and solid it is — what a wonderful feat of construction. Let it relax ... let all the muscles just relax ... and let the muscles of your left calf relax.

Imagine yourself relaxing far, far into the future, and way, way back into the past.

Remember that this is a process ... just like when you were a very, very little person and you didn't know how to ride a bicycle, or tell time, or read. When you were out learning to ride a bicycle, you couldn't even tell how long you were out there because you couldn't tell time, and you didn't know whether there was a difference between writing and printing ... and this is also a learning process ... learning to relax ... learning to be at ease. Just breathe and relax.

And now let all the muscles of your left shoulder completely relax. Let it just droop toward the ground and rest comfortably against the seat you're in. Let it relax.

And now the muscles of your stomach ... Let your stomach just hang out ... let it just be relaxed.

Once again, it's like when you were a very, very little person, just learning how to do all of the things you had to do, like telling time and reading...

And now the muscles of your left thigh ... This is a time for relaxation and you don't have to go to sleep ... but if you do, that's fine ... and if my
voice drifts away, that’s fine ... and if your mind drifts away, that’s fine, too. Whatever you do is wonderful. Completely relax.

And now all the muscles of the right thigh ... just let them relax. All the tensions of the day just drain out of them into the seat below you. And there’s that word RELAX. Conscious in your mind is the word RELAX, way, way back in the past ... just in the past. .. and right behind your forehead.

Relax all the muscles of your face now ... the muscles of your lips, your cheeks, and your forehead — just let them fall toward the ground.

And your stomach.

And your chest ... once again, your chest is relaxed.

Now you’re back ...

And your entire right arm and the fingers of your right hand. And if there’s any part of your body that’s not completely relaxed already, it soon will be.

You may be surprised to see how relaxed you are already. That may come as a surprise to you ... and as I said, if there’s any part of your body that’s not yet relaxed, it soon will be. And if there’s any part of your body that’s not feeling as comfortable as it might, concentrate on that part of the body for the next few seconds ... just think of it ... and send all the endorphins* of the brain down in that area.

Consciously be aware of any part of your body that’s not as comfortable as it might be. Breathe. Relax.

And now let all the muscles and sinews and tendons of your left arm and your left hand and the fingers of your left hand completely relax.

And let all the muscles of your neck and your shoulders and your chest and your buttocks and the whole pelvic area relax now ...

Think about the whole pelvic area ... return once again to relaxing your face ... and your head ... And if my voice drifts away, that’s fine, just as
And now, see yourself at the top of a flight of ten steps, going down.

You’ve been at the top of stairs before, and you will be again. So this is completely familiar to you. This is a time when you can just put your trust in the world. You will never be out of control in any way.

You can trust ... like you did when you were a very, very little person. And everything is going to turn out exactly as you want it to.

We’re going to walk down these steps together, if you want to, and with every step down you take, you’re going to relax just a little bit more.

And now take the first step down ... and you’ve taken one step down, and you have nine to go. And with every step down, you relax just a little bit more. And any noise you hear will serve to relax you just a little bit more.

And far, far out in the future, and way, way back in the past and right behind your forehead is that word: RELAX.

And now, you take another step down. And with every step down, you relax just a little bit more, and now you have taken two steps down, and you have eight steps to go ... and take another step down ... relaxing just a little bit more with every step you go down.

And feel that relaxation in your body ... you may be surprised at how relaxed you feel already. And now take another step down, and that’s four steps down, and you have six to go.

This is a time for relaxation.

It’s not necessary for you to go to sleep, but if you want to, that’s fine. If it happens, that’s fine; or if your mind drifts away, that’s fine. Nothing that you do is wrong.

Take one more step down. And now you’re halfway down the stairs ... You have five more steps to go ... and you take another step down. And see yourself, consciously see yourself, on the sixth step down, and think
about how comfortable you feel, and how secure you feel, and how trusting you feel.

And now another step down ... and now you’ve taken seven steps down and you have three to go. And there’s that word RELAX shining way, way out in the heavens and behind your forehead at the same time ...

And you take another step down ... and you’ve taken eight steps and you have two more to go.

And now take one more step ... and you’ve taken nine steps down and you have one to go ...

And now take that last step down, and you’re all the way down to the bottom of the stairs. And you may be surprised at how relaxed you really are.

And now, if you want to, and it’s easy for you to do ... perhaps you can see yourself on a lovely, lovely, warm, comfortable beach. And way out in front of you is a calm, calm, very blue ocean. Very calm and very blue.

And see if you can smell what the ocean smells like. Really try to smell it. Be there. And the sun is just beating down on your body in a way that can’t hurt you under any circumstances ... and feel the cool breeze over your body and how comfortable that feels.

And hear the ocean lapping on the shore. Listen to what it sounds like. And underneath your feet is the warm sand, just the right temperature, the way you like it best. And behind you is an enormous beach, friendly and protective and just wonderful.

And now, while you’re standing there, perhaps you can see yourself as a very, very little person at a time when you were very happy, very content, and very secure.

And feel that happiness, and feel that security, and feel that carefree feeling, and know that that’s you ... And remember that any noise you hear will just relax you further.
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And you can call back this feeling of happiness and contentment any time you want to ... it’s your feeling and it’s your memory. The only one in the world who has that memory is you.

And now, if you want to, see yourself standing on the beach once again, as an adult ...

And now, if you want to, knowing that there’s a large, comfortable beach towel on the beach to guard your head, see yourself lie down on your back and feel how secure the ground is under you.

And now, I’m going to be quiet for a minute or two, and while I’m quiet, perhaps you’ll want to continue to relax and focus, and think about doing all the things that you want to do with your future.

Visualize yourself as a successful, happy, dynamic individual.

Visualize the person that you want to be.

[Pause 60 seconds]

And now, see yourself at the bottom of the same flight of stairs you just came down, and we’ll walk up those stairs together. When you reach the top of the stairs, you will be back at a place where you started, feeling completely alert, at least as well as you felt when we started, and most likely much better.

And take the first step up. And now the second step up [speak slowly here] ...and the third, and the fourth, and the fifth... and you’re halfway up...

And when you reach the tenth step, you’ll be back in the place where you started, feeling completely alert and at least as well as you felt when you started and, perhaps and most likely, much better.

And now, take the next step up, and you’re back at the place where you started ... feeling completely alert and at least as well as you felt when you started, and most likely much better... and you can open your eyes at any time.
Goal of Lesson 12

- To learn how to exercise the trapezius muscle, to understand more about where you can find the sugar hidden in common foods and to be introduced to the stepping side kick.

Lesson 12 Learning Objectives

After participating in Lesson 12, students will:

- Be able to locate and perform a strengthening exercise for the trapezius muscle.
- Be able to perform 11 push-ups correctly.
- Be able to perform 15 dips correctly.
- Be able to perform 100 crunches correctly, including five different types.
- Know more about the sources of sugar in our diet, and where one can find sugar that is “hidden” in foods where you might not expect it.
- Be able to recite five classroom rules of the Martial Arts Fitness Program.
- Be able to perform a horse stance.
- Be introduced to stepping side kicks.

Length of Class

50 Minutes

Class Activities

12.1 Stretching and Warm-Up Exercises 8 minutes
12.2 Physical Exercises 8 minutes
12.3 Health Topic/Team-Building Activity 14 minutes
12.4 Martial Arts Lesson 14 minutes
12.5 Cool-Down and Class Review 6 minutes

Key Terms:

✓ Trapezius
✓ Stepping side kicks
(aka leaping side kicks)

We are what we repeatedly do. Excellence therefore is not an act, it is a habit. — Aristotle
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Teacher Preparation
- Review the Sugar Scavenger Hunt Activity (See Activity Spotlight).
- Practice stepping side kicks.

Required Materials and Equipment
- Materials for “Sugar Scavenger Hunt” (See Activity Spotlight)
- Resistance bands
- Kicking shields
- Medicine balls.

Optional Materials
- Handouts, pictures and additional material on trapezius muscle.
- Handouts on sugar and sugar sources.
- Classroom etiquette handouts.

Tips/Suggestions
- Add more items to the Sugar Scavenger Hunt to make it more fun and last longer!
- Point out that many food items have more than one form of sugar in them.

Valuable Information for Students
- The best known “empty calorie” foods are table sugar and ethanol. On their own, sugar and ethanol give you energy, but no nutrients. Hence the name “empty calories.”

Organizing Students in the Classroom Space
- Review how to hold and use the blockers.
- Have students work as partners, and rotate partners regularly.
- Using a timer helps keep the rotations consistent.
Class Activities

12.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

12.2 Physical Exercises 8 minutes
- Demonstrate how to perform five types of crunches and instruct students to perform a total of 100. (in sets of 20 repetitions, or “reps.” Give students an appropriate amount of time to rest in between repetitions).
- Demonstrate how to properly perform a push-up, including modified push-ups, and instruct students to complete 11.
- Demonstrate the “dip” exercise to strengthen the Triceps muscle, and instruct students to perform 15.
- Lead students in medicine ball exercises.

12.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Sugar Scavenger Hunt.”

12.4 Martial Arts Lesson 14 minutes
- Introduce stepping side kicks.
- Have students perform kicks on a shield held by the instructor.
- Have students perform a kick to one shield, turn and kick a second shield, simulating a second attacker.
  - Practice downward blocks.
  - As time permits, practice other kicks to shields.

12.5 Cool-Down and Class Review 6 minutes
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 45 seconds
  - While holding horse stance, review key points of today’s lesson:
    - Sugar sources.
    - Sugar names, etc
Activity Spotlight
Sugar Scavenger Hunt

Purpose: To find out how much sugar is in many of the foods we eat.

Group Size: Works for most any size group.

Estimated Time: 15 minutes, or as desired.

Props/materials: Note cards with sugar content information, “Where can you find the sugar” fill-in form and answer sheet (See attached).

Instructions:
1. Give each student a “Where can you find the sugar” fill-in form, and a food item card with its sugar content (See attached).
2. Students move about the room, first introducing themselves to each other and then asking that person what they are “serving” and how much sugar is in it. The object of the game is to fill in all of the blanks on their “Where can you find the sugar?” fill-in form.
3. When students complete the form go over the answers, have students identify information they find surprising,
4. Present the following “Q&A:” What is considered to be a moderate amount of added sugar in the diet? Answer: 6 teaspoons for a 1600 calorie diet 12 teaspoons for a 2200 calorie diet 18 teaspoons for a 2800 calorie diet Ask: Are you surprised by the amount of sugar found in some of the examples in the Scavenger Hunt? Which ones?
5. Tell the students that if you divide the grams of sugar in a food item by four, you will get the amount of teaspoons of sugar the food has in it.
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Variations:
- Add more food items to the list
- Work in pairs
- Make it a competition

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Sugar Scavenger Hunt
Where Can You Find the Sugar?

1 Teaspoon

3 Teaspoons

4 Teaspoons

5 Teaspoons

7 Teaspoons

8 Teaspoons

9 Teaspoons

10 Teaspoons

11 Teaspoons

12 Teaspoons

13 Teaspoons

17 Teaspoons

21 Teaspoons

25 Teaspoons

29 Teaspoons

50 Teaspoons
Sugar Scavenger Hunt

Answer Sheet

1 Teaspoon ½ cup 1% milk, 1 Tablespoon ketchup
3 Teaspoons 1 Fruit Roll up, granola bar, 2 large marshmallows
4 Teaspoons 1 cup Fruit Loops or Frosted Flakes
5 Teaspoons ½ cup of Jello, 1 cupcake
7 Teaspoons one container sweetened yogurt, 1 cup ice cream, 8 ounce juice box
8 Teaspoons 2 ounce snickers bar
9 Teaspoons 2 Pop Tarts, 20 ounce Gatorade
10 Teaspoons 12 ounce Coke
11 Teaspoons 12 oz. Starbucks Frappucino, 2 ounce pack of Skittles
12 Teaspoons 16 ounce Snapple
13 Teaspoons 12 ounce Orange soda, 12 ounce Sunny D
17 Teaspoons Ice Cream bar
21 Teaspoons McDonald’s™ Chocolate Shake, Med (16 oz)
25 Teaspoons 32 ounce “super sized” soda
29 Teaspoons Starbucks Venti Strawberries & Creme Blended Frappuccino
50 Teaspoons 64 ounce “super sized” soda
<table>
<thead>
<tr>
<th>Food Item Card</th>
<th>Sugar Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ cup 1% milk</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>1 tablespoon ketchup</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>1 fruit roll up</td>
<td>3 teaspoons</td>
</tr>
<tr>
<td>1 granola bar</td>
<td>3 teaspoons</td>
</tr>
<tr>
<td>2 large marshmallows</td>
<td>3 teaspoons</td>
</tr>
<tr>
<td>1 cup Fruit Loops</td>
<td>4 teaspoons</td>
</tr>
<tr>
<td>1 cup Frosted Flakes</td>
<td>4 teaspoons</td>
</tr>
<tr>
<td>½ cup of Jello</td>
<td>5 teaspoons</td>
</tr>
<tr>
<td>1 cupcake</td>
<td>5 teaspoons</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Item</th>
<th>Sugar Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 container sweetened yogurt</td>
<td>7 teaspoons</td>
</tr>
<tr>
<td>1 cup ice cream</td>
<td>7 teaspoons</td>
</tr>
<tr>
<td>8 ounce juice box</td>
<td>7 teaspoons</td>
</tr>
<tr>
<td>2 ounce Snickers bar</td>
<td>8 teaspoons</td>
</tr>
<tr>
<td>2 Pop Tarts</td>
<td>9 teaspoons</td>
</tr>
<tr>
<td>20 ounce Gatorade</td>
<td>9 teaspoons</td>
</tr>
<tr>
<td>12 ounce Coke</td>
<td>10 teaspoons</td>
</tr>
<tr>
<td>12 oz. Starbucks Frappucino</td>
<td>11 teaspoons</td>
</tr>
<tr>
<td>2 ounce pack of Skittles</td>
<td>11 teaspoons</td>
</tr>
<tr>
<td>16 ounce Snapple</td>
<td>12 teaspoons</td>
</tr>
<tr>
<td>12 ounce orange soda</td>
<td>13 teaspoons</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Beverage</th>
<th>Sugar Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 ounce Sunny D</td>
<td>13 teaspoons sugar</td>
</tr>
<tr>
<td>Ice cream bar</td>
<td>17 teaspoons sugar</td>
</tr>
<tr>
<td>McDonald's™ chocolate shake, med (16 oz)</td>
<td>17 teaspoons sugar</td>
</tr>
<tr>
<td>32 ounce “super sized” soda</td>
<td>25 teaspoons sugar</td>
</tr>
<tr>
<td>Starbucks Venti strawberries &amp; creme blended Frappuccino</td>
<td>29 teaspoons sugar</td>
</tr>
<tr>
<td>64 ounce “super sized” soda</td>
<td>50 teaspoons sugar</td>
</tr>
</tbody>
</table>
Goal of Lesson 13

- To learn about the rhomboids muscle, to understand more about diabetes and to practice downward blocks.

Lesson 13 Learning Objectives

After participating in Lesson 13, students will:

- Be able to locate the rhomboids muscle.
- Be able to perform 12 push-ups correctly.
- Be able to perform 18 dips correctly.
- Be introduced to a new type of crunch, and then be able to perform six different types of crunches correctly.
- Be able to perform 110 crunches.
- Be familiar with the causes and effects of diabetes.
- Be able to recite six classroom rules of the Martial Arts Fitness Program.
- Be familiar with downward blocks and be able to demonstrate their use.

Length of Class

50 Minutes

"You can never conquer the mountain. You can only conquer yourself."
— Jim Whittaker

Class Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 Stretching and Warm-Up Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>13.2 Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>13.3 Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>13.4 Martial Arts Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>13.5 Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

Key Terms:

- Rhomboids
- Diabetes
- Stepping side kicks
  (aka Leaping side kicks)
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☐ Teacher Preparation
☐ Review the “You Said It” activity. (See Activity Spotlight)
☐ Read about diabetes, its causes and side effects.
☐ Practice downward blocks.
☐ Practice stepping side kicks.

Required Materials and Equipment
- Materials for “You Said It” activity (see attached).
- Resistance bands
- Foam blocker

Optional Materials
- Handouts, pictures and additional material on rhomboids muscle.
- Handouts on diabetes prevention.
- Classroom etiquette handouts.

 Decorating Sugggestions
- As an additional lesson, bring in a guest speaker with Type 2 diabetes and let that person share his/her story. How has his/her life been affected by the disease? What are the side effects? What could he/she have done differently in the hopes of preventing it, etc?

Valuable Information for Students
- People with diabetes have the inability to produce enough insulin, the hormone your body uses to metabolize carbohydrates. Diabetes can sometimes be managed with diet alone. At other times, a patient needs to administer insulin, usually as an injection.

Organizing Students in the Classroom Space
- Have students practice stepping side kicks with two attackers.
- Position shield holders on opposite sides of each other, and the kicker will move back and forth between the shields.
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Class Activities

13.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

13.2 Physical Exercises 8 minutes
- Demonstrate how to perform five types of crunches and instruct students to perform a total of 110. (i.e. 20, 20, 20, 20, 20 and 10).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 12.
- Perform 18 dips.
- Perform resistant band exercises to strengthen the rhomboid muscle.
- Perform lunges and squats to strengthen legs.

13.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “You Said It!”

13.4 Martial Arts Lesson 14 minutes
- Practice upward and down blocks.
  - Divide into groups and practice with partners.
  - Have students form a line and move with the blocker quickly, from one student to another.
- As time permits, practice other kicks to shields.

13.5 Cool-Down and Class Review 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, up to two to three times.
- While stretching, review the key points of today’s lesson:
  - Diabetes
  - Causes
  - Prevention
  - Symptoms
Activity Spotlight
You Said It!

Purpose: To encourage listening skills while presenting information.

Group Size: Works for most size groups

Estimated Time: 10 to 15 minutes

Props/materials: Word cards, (one per student) prizes

Instructions:
1. Give each student a note card with a word from the presentation. Explain that the word pertains to the content of the session, and not to tell anyone else what the word is. Word suggestions include:
   - Blood sugar
   - Insulin
   - Obesity
   - Pancreas
   - Exercise
   - Thirst
   - Fatigue
   - Depression
   - Weight lifting
   - Eye disease
   - Kidney disease
   - Nerve disease
   - Stroke
   - Heart attack
   - Amputation

2. Explain the rules to the group:
   Each word was given out twice, so the two people who have the same word are in competition with one another.
   Each person should listen to the speaker, waiting to hear the word. When they hear it, they should call out “You said it!”
   You can only call out “you said it” if the person who speaks the word is not answering a question from you. (Therefore you can’t coerce that person into saying the word).

3. Give an interesting lecture on diabetes, its causes, its symptoms and its debilitating side effects, using the words that are on the note cards.

4. Watch the fun interactions and competitions.

5. Give prizes as you see fit.
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6. Students stay awake during this presentation because the activity is about “committed listening.”

Variations:

- Have students keep a paper, and write down how many times the word is said. This could be done quietly or in addition to calling it out.
- For a small group, use only one person per word.
- Work in teams with a number of words per team.
- Have boy vs. girl teams.
- Give each student two or more words.

Notes:

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Goal of Lesson 14

- To learn how to exercise the rhomboids muscle, to understand more about fats in the diet and to practice stepping side kicks.

Lesson 14 Learning Objectives

After participating in Lesson 14, students will:

- Be able to locate and perform a strengthening exercise for the rhomboids muscle.
- Be able to perform 12 push-ups.
- Be able to perform 18 dips.
- Be able to perform 120 crunches, including 6 different types.
- Be more familiar with the sources of fat in our diet, and begin to understand the difference between “good” and “bad” fat.
- Be able to recite six classroom rules of the Martial Arts Fitness Program.
- Be able to perform a horse stance.
- Be familiar with the stepping side kick and be able to demonstrate one.

Length of Class

50 Minutes

“Rule your mind or it will rule you.” — Horace

Class Activities

14.1 Stretching and Warm-Up Exercises 8 minutes
14.2 Physical Exercises 8 minutes
14.3 Health Topic/Team-Building Activity 14 minutes
14.4 Martial Arts Lesson 14 minutes
14.5 Cool-Down and Class Review 6 minutes

Key Terms:
- Rhomboids
- Stepping side kicks
- Trans Fat
- Saturated Fat
- Unsaturated Fat
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Teacher Preparation
- Review the “The Question is Fat” activity (See Activity Spotlight).
- Read about the different kinds of fat that we eat.
- Practice down blocks.
- Practice stepping side kicks.

Required Materials and Equipment
- Materials for “The Question is Fat” activity (see Activity Spotlight).
- Medicine balls
- Foam blocker
- Kicking target

Optional Materials
- Handouts, pictures and additional material on rhomboids muscle.
- Handouts on fats.
- Classroom etiquette handouts.

Tips/Suggestions
- Bring in food samples showing different kinds of fat.

Valuable Information for Students
- According to the expert report from the American Institute for Cancer Research, a diet high in fat possibly increases the risk of lung, colorectal, breast and prostate cancers. A high fat diet is also high in cholesterol and contributes to heart disease.

Organizing Students in the Classroom Space
- Ask your student “leaders” to lead exercises, hold equipment, and demonstrate techniques.
- When a student teaches another student a skill, it reinforces the skill in the student teaching it.
Class Activities

14.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

14.2 Physical Exercises 8 minutes
- Demonstrate how to perform five types of crunches and instruct students to perform a total of 120. (i.e. 20, 20, 20, 20, 20 and 20).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 12.
- Perform 18 dips.
- Incorporate medicine ball exercises and activities.

14.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “The Question is Fat”

14.4 Martial Arts Lesson 14 minutes
- Practice upward and down blocks.
- Practice round house kicks with partners and in a line in a “domino fashion.”
- Have students compete to see how many round house kicks they can do in 15 seconds.
- Add additional competitions.

14.5 Cool-Down and Class Review 6 minutes
- Hold a horse stance for one minute.
- While holding the horse stance, review the key points of today’s lesson:
  - Fats, including
  - Types
  - Sources
  - The good and the bad!
- Stretch the major muscle groups.
Activity Spotlight
The Question is Fat!

Purpose: To help students learn more about fat in the diet.

Group Size: Two or more students. Divide students into groups of two to six students per group.

Estimated Time: 10 to 15 minutes.

Props/materials: Question and answer sheets, 10 or more per group. Envelopes for the Question and Answer sheets.

Instructions:
1. Create ten or more sets of the Question and Answer cards. (See attached for examples.)
2. Divide students into groups of two to six per group, and arrange each group in an area of the room.
3. Give each group an envelope with 10 questions and the corresponding answer cards.
4. Instruct students to distribute the cards among the group members.
5. Explain that each group has question cards and answer cards, and must put the correct answers with the questions. They have ___ minutes to complete the task. (1, 2, 3 or 4 minutes, depending on the number of questions.)
6. At the end of the allotted time, ask the groups to show their questions and answers to the rest of the class.
7. Discuss how the activity went, including:
   o Did they get the answers right? If not, what is the correct answer?
   o How did you start the project?
   o What were the benefits of doing this activity as part of a team?
   o What were the difficulties?
   o If there were a lot of mistakes, you may want to mix the groups up and try again.
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Variations:
- Use the same questions and answers for each group, and then compare.
- Use different questions and answers for each group.
- Change the questions and answers.
- Divide the teams into boy/girl teams.

Notes:

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fat found in beef and pork is:</td>
<td>Saturated Fat</td>
</tr>
<tr>
<td>The fat found in olive oil is:</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Trans fat is also called...</td>
<td>Partially hydrogenated oil</td>
</tr>
<tr>
<td>Omega 3 oils are a type of...</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Peanuts are a type of...</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Doughnuts are a type of...</td>
<td>Trans fat</td>
</tr>
<tr>
<td>The type of fat found in margarine is...</td>
<td>Trans fat</td>
</tr>
<tr>
<td>A type of saturated fat is:</td>
<td>Lamb and pork</td>
</tr>
<tr>
<td>A type of unsaturated fat is:</td>
<td>Almonds and avocados</td>
</tr>
<tr>
<td>A type of trans fat is:</td>
<td>Shortening &amp; margarine</td>
</tr>
<tr>
<td>Omega 3s are found in...</td>
<td>Salmon and tuna</td>
</tr>
</tbody>
</table>
Goal of Lesson 15

- To learn about character, and to review the muscles, exercises and martial arts techniques learned to date.

Lesson 15 Learning Objectives

After participating in Lessons 11-15, students will, cumulatively:

- Be able to locate and perform a strengthening exercise for the trapezius and rhomboids muscles.
- Be able to perform 12 push-ups.
- Be able to perform 18 dips.
- Be able to perform 120 crunches, including six different types.
- Be more aware of the positive character traits that are in each one of us.
- Be able to recite six classroom rules of the Martial Arts Fitness Program.
- Be able to demonstrate the “mini salute.”
- Be able to demonstrate the cat, crane, forward and horse stances.
- Be able to execute a round house kick, snap, thrust and stepping side kicks.
- Be able to demonstrate upward and down blocks.

Length of Class
50 Minutes

“A man without decision of character can never be said to belong to himself … He belongs to whatever can make captive of him.”
— John Foster, Author

Class Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.1 Stretching and Warm-Up Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>15.2 Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>15.3 Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>15.4 Martial Art Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>15.5 Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

Key Terms:

- Rhomboids
- Saturated Fat
- Trans Fat
- Meditation
- Stepping side kicks
- Diabetes
- Trapezius
- Unsaturated Fat
- Insulin
Teachers are expected to:

- Review lessons 11-14 in order to conduct a review with students.
- Prepare for the “M&M™ Game” (See Activity Spotlight).

**Required Materials and Equipment**

- Materials for “M&M™ Game” (See Activity Spotlight)
- Resistance bands
- Medicine balls
- Foam blocker
- Kicking target

**Optional Materials**

- Handouts, pictures, and additional material on rhomboids muscle.
- Handouts on meditation, sugar, diabetes, and fat.
- Classroom etiquette handouts.

**Valuable Information for Students**

- According to the expert report from the American Institute for Cancer Research, a diet high in fat possibly increases the risk of lung, colorectal, breast, and prostate cancers. A high fat diet is also high in cholesterol and contributes to heart disease.

**Organizing Students in the Classroom Space**

- On review of lessons 5, 10, 15, and 20, have games, extra competitions, prizes and other special events to motivate the kids to participate and remember what they learned.
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Class Activities

15.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

15.2 Physical Exercises 8 minutes
- Demonstrate how to perform six types of crunches and instruct students to perform a total of 120. (i.e. 20, 20, 20, 20, 20 and 20).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 12.
- Perform 18 dips.
- Incorporate medicine ball exercises and activities.
- Ask students to lead resistance band exercises.

15.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “M&M™ Game”

15.4 Martial Arts Lesson 14 minutes
- Review all stances, kicks and blocks learned to date.
- Have students perform these in varied formats, i.e. in a circle, in a line, with partners, etc.

15.5 Cool-Down and Class Review 6 minutes
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 60 seconds.
Activity Spotlight
M&M Game

Purpose: To teach students about positive character traits and ways to develop them.

Group Size: Up to 12 students. For larger groups, divide into smaller groups.

Estimated Time: 10 to 15 minutes.

Props/materials: At least one small bag of original M&Ms™ brand candy for every 3-4 students.
M&Ms™ Color Chart (See attached)
Very small cups or containers.

Instructions:
1. Divide students into groups of no more than about 12 students.
2. Ask students to sit in a circle: in desks, on chairs or on the floor.
3. Begin talking about positive character traits including the following:
   o **Responsibility**: Being accountable in word and deed. Having a sense of duty to fulfill tasks with reliability, dependability and commitment
   o **Perseverance**: Pursuing worthy objectives with determination and patience while exhibiting fortitude when confronted with failure.
   o **Caring**: Showing understanding of others by treating them with kindness, compassion, generosity and a forgiving spirit.
   o **Self-discipline**: Demonstrating hard work controlling your emotions, words, actions, impulses and desires. Giving your best in all situations. It is the ability to apply will power consistently over time and thus is the companion of will power. It is the ability to reject immediate satisfaction in order to achieve something better later on. It enables us to persevere in whatever we do. It helps us to withstand hardships and difficulties, whether physical, mental or emotional.
   o **Citizenship**: Being law abiding and involved in service to school, community and country.
   o **Honesty**: Telling the truth, admitting wrongdoing. Being trustworthy and acting with integrity.
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- **Courage**: Doing the right thing in face of difficulty and following your conscience instead of the crowd.
- **Fairness**: Practicing justice, equity and equality. Cooperating with one another. Recognizing the uniqueness and value of each individual within our diverse society.
- **Respect**: A willingness to show consideration or appreciation to others. Showing high regard for an authority, other people, self and country. Treating others as you would want to be treated. Understanding that all people have value as human beings. Respect enables people to work together in a complimentary fashion, instead of each person having to understand or even agree with every detail of another’s method.
- **Integrity**: A firm adherence to a code of especially moral or artistic values. Being honest, trustworthy and incorruptible

4. Next give each student a very small cup or container to hold a few M&Ms™. (Students can also use their hands but M&Ms™ can be messy.)
5. Pass the bags (or bowl) of M&Ms™ around the circle, and tell each student to take as many as they like, up to about 10. (The more they take, the longer the activity will take.) Tell them NOT to eat them just yet!
6. Bring out the M&Ms™ Color Chart.
7. Begin with any student, and ask them to blindly take an M&Ms™ candy from their container, and answer the appropriate question. They can eat the M&Ms™ candy after they answer the question.
8. Encourage the students to give the question serious thought, and share an appropriate answer.
9. Did You Know? The average distribution of colors in a bag of M&Ms™ is: 13% Brown, 13% red, 14% yellow, 16% green, 20% orange and 24% blue.

**Notes:**

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
## Character Color Chart

**Brown ―** Talk about a positive character trait that you would like to achieve, or improve, and why you want to focus on it.

**Red ―** Talk about someone in your life who is a role model for one of the positive character traits on our list.

**Yellow ―** Share a personal story about a time when a friend demonstrated a negative character trait.
Green —  Give an example of a trait (positive or negative) that is significant in your life right now.

Orange —  Pick any character trait from our list and give an example of how you have used it in a negative way in your life.

Blue —  Pick any character trait from our list and give an example of how you have used it in a positive way in your life.
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Goal of Lesson 16
- To learn about the Pectoral muscle, to understand more about a person’s “calorie salary” and to be introduced to back lion blocks.

Lesson 16 Learning Objectives
After participating in Lesson 16, students will:
- Be able to locate the pectoral, also known as “pecs” muscle.
- Be able to perform 13 push-ups correctly.
- Be able to perform 20 dips correctly.
- Be introduced to a new type of crunch, and then be able to perform seven different types of crunches correctly.
- Be able to perform 130 crunches.
- Understand what a “calorie” is, and what our “calorie salary” is.
- Recognize a back lion block.

Length of Class
50 Minutes

Class Activities

<table>
<thead>
<tr>
<th></th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1</td>
<td>Stretching and Warm-Up Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>16.2</td>
<td>Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>16.3</td>
<td>Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>16.4</td>
<td>Martial Arts Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>16.5</td>
<td>Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

“The person who really wants to do something finds a way; the other person finds an excuse.”
— Author Unknown

Key Terms:
- Pectoralis muscle
- Calorie
- Back Lion block
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Teacher Preparation
- Prepare for the “Calorie Salary” game (See Activity Spotlight).
- Copy preferably in a large format, McDonalds and Burger King™ Calorie Charts (See attached).
- Be familiar with the pectoral muscle and ways to strengthen it.
- Learn and practice the back lion block.

Required Materials and Equipment
- Materials for “Calorie Salary” game (See Activity Spotlight).
- Hand weights
- Foam blocker
- Shields

Optional Materials
- Handouts, pictures and additional material on the pectoral muscle.
- Handouts on calories.
- Classroom etiquette handouts.

Did You Know?
- A flour tortilla has 115 calories. After consuming three tortillas (345 calories), a person would have to bicycle for 45 minutes to burn them off.
- If a person ate three Hershey Kisses per day in addition to their normal diet, and without doing any additional exercise, they would gain 10 extra pounds a year!

Tips/Suggestions
- Review Martial Arts materials for additional blocks. Check Kung Fu (or Gung Fu) information to learn how to properly teach the back lion block.

Organizing Students in the Classroom Space
- Have student work in small teams, and see which team can do the most back lion blocks.
- Do the same with kicks to shields.
Class Activities

16.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

16.2 Physical Exercises 8 minutes
- Demonstrate how to perform seven types of crunches and instruct students to perform a total of 130. (i.e. 20, 20, 20, 20, 20, 20 and 10).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 13.
- Perform 20 dips.
- Using hand weights, demonstrate exercises to strengthen the pectoral muscle.

16.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Calorie Salary”

16.4 Martial Arts Lesson 14 minutes
- Introduce the back lion blocks.
- Review all stances.
- Review all blocks learned to date.
- Practice the above in a variety of formats.

16.5 Cool-Down and Class Review 6 minutes
- Stretch all the major muscle groups that you have used during class.
- Stretch each muscle group for 20 to 30 seconds, two to three times.
- While stretching, review the key points of today’s lesson:
  - Back lion blocks
  - Pectoral muscle
  - “Calorie salary”
Activity Spotlight
Calorie Salary

Purpose: To help students learn how many calories they should consume each day and where their calories are coming from.

Group Size: Two or more students.

Estimated Time: 15 minutes

Props/materials: Calorie Consumption Chart:
Photo copy the Average Calorie Consumption Chart for Teens (See attached) OR
Make individual calorie calculations per student using Rough Calorie Estimates
Monopoly™ money
Large copy of “Burger King™ Calorie Menu” and “McDonald’s™ Calorie Menu” with calorie information (See attached).
Copies of “Burger King™ Menu” and McDonald’s™ Menu without calorie information (See attached).

Instructions:

1. Before class, make a large copy of the fast food menus with the calories. Make a separate set of copies of the menus that do not include the calories.
2. When you start the lesson, explain to the students that you are going to discuss “calories,” what they are, how many a person should consume each day, and surprisingly how many we consume in a fast food lunch!
3. Give them this analogy: when we receive a “salary” from a job, we receive a certain amount of money, and we must budget our spending to live within that amount. Similarly, depending on our gender, size and activity level, we are also allotted only a certain amount of calories each day. If we want to maintain our weight, we must “budget” our food, and stay within that “Calorie Salary.
4. Post the Average Calorie Consumption Chart or ask the students to use their math skills and make individual calorie calculations using rough calorie estimates:
   o Women — Multiply your weight (in pounds) by 12
   o Men — Multiply your weight (in pounds) by 14
5. Give a short lecture on calories. For example:
   o The official definition of a calorie is "... the amount of heat needed to raise the temperature of a liter of water 1 degree)." But if that’s a little too scientific for you, think of it this way...
     A calorie isn’t actually a tangible thing; it’s a unit of measurement.
     A calorie measures the energy in food and beverages we take in. We all need that energy to live. Everything we do relies on the energy that our body obtains from food, which we measure as heat energy, or calories.
   o When we say a Snickers™ candy bar has X calories, we are saying that it has the *potential* energy equal to an amount of heat that could raise the temperature of 1 liter of water X degrees. When you eat a Snickers™ candy bar, your body will convert some, or all, of the candy bar to energy to use to fuel itself. It will store any unused energy, in the form of fat, for use later, if needed.
   o When we say “food” we mean anything you ingest, including drinks. Drinks also contain calories.
   o You will often hear people talk about certain foods containing “empty calories.” Empty calories are calories from substances, usually sugars that, while they do provide fuel for your body, it is “cheap” or “low grade” fuel — it is expended quickly and doesn’t contain much else in the way of important nutrients such as vitamins. Sodas, for example, are often referred to as "empty calories" meaning they have little nutritional value. Keep in mind though, that the calories in “empty calorie” foods definitely still count — if your body doesn’t use them as fuel, they will be converted to fat and stored.
   o Understanding caloric needs is an integral part of weight loss. Research over the years has proven — whether diets focus on fat or carbohydrates — that calories still count. Why? Regardless of what diet you’re following, if you take in more calories than you need, you gain weight.
   o The daily recommended caloric intake for the average American maintaining their weight is 2,000 calories, give or take a few: Men can eat a little more, women less. Your specific, individual calorie needs depend on several factors such as your activity level and metabolism.

6. Now, distribute monopoly money. If a student needs 1800 calories per day, give them $1800, 2200 per day $2200. Use different denominations of money.

7. Give students copies of the “McDonald’s™ Menu” and “Burger King™ Menu” (without calorie information). Have them choose the items they would typically order as a meal from one of the restaurants.
8. Ask the students to come up to you, the instructor, as if you were the cashier of a fast food restaurant standing behind the counter. (The instructor will have the large copy of the menus with the calories.) Have them order their fast food meal, and pay for the calories with their dollars. For example, a Whopper™ would cost $640; a Quarter Pounder™ with cheese would cost $530, etc. While the students are waiting in line, ask them to fill in the calorie amounts of what they are choosing by making an educated guess as to how many calories a food item has and then add up the total.

9. After everyone has “purchased” their lunch, sit down and see how much they spent, and how much is left.

10. Discuss:
    - Can you eat two additional meals with what you have left?
    - What happens when you take in more calories each day than you need?
    - What can you do to give yourself a raise, or a larger “calorie salary”?

Notes:

________________________________________________________________________
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________________________________________________________________________
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## Average Calorie Consumption Chart for Teens

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 13-15 (boys)</td>
<td>2000 - 2500</td>
</tr>
<tr>
<td>Ages 13-15 (girls)</td>
<td>1800 - 2200</td>
</tr>
<tr>
<td>Ages 16-18 (boys)</td>
<td>2300 - 3000</td>
</tr>
<tr>
<td>Ages 16-18 (girls)</td>
<td>1800 - 2200</td>
</tr>
</tbody>
</table>
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“McDonald’s™ Calorie Menu”

<table>
<thead>
<tr>
<th>Item</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>250</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>300</td>
</tr>
<tr>
<td>Quarter Pounder®</td>
<td>420</td>
</tr>
<tr>
<td>Quarter Pounder w/cheese®</td>
<td>510</td>
</tr>
<tr>
<td>Double Quarter Pounder w/cheese®</td>
<td>740</td>
</tr>
<tr>
<td>Big Mac®</td>
<td>540</td>
</tr>
<tr>
<td>Filet of Fish</td>
<td>380</td>
</tr>
<tr>
<td>Premium Crispy Chicken Classic Sandwich®</td>
<td>500</td>
</tr>
<tr>
<td>Premium Grilled Chicken Classic Sandwich®</td>
<td>420</td>
</tr>
<tr>
<td>McChicken®</td>
<td>360</td>
</tr>
<tr>
<td>Premium Crispy Chicken Classic Sandwich®</td>
<td>320</td>
</tr>
<tr>
<td>Chicken McNuggets® (4 piece)</td>
<td>170</td>
</tr>
<tr>
<td>Chicken McNuggets® (6 piece)</td>
<td>250</td>
</tr>
<tr>
<td>Chicken McNuggets® (10 piece)</td>
<td>420</td>
</tr>
<tr>
<td>Chicken Selects® Premium Breast Strips (3 pc)</td>
<td>380</td>
</tr>
<tr>
<td>Chicken Selects® Premium Breast Strips (5 pc)</td>
<td>630</td>
</tr>
<tr>
<td>Dipping Sauce</td>
<td>50</td>
</tr>
<tr>
<td>Small French Fries</td>
<td>250</td>
</tr>
<tr>
<td>Medium French Fries</td>
<td>380</td>
</tr>
<tr>
<td>Large French Fries</td>
<td>580</td>
</tr>
<tr>
<td>Triple Thick® Shake (12 oz)</td>
<td>440</td>
</tr>
<tr>
<td>Triple Thick® Shake (16 oz)</td>
<td>580</td>
</tr>
<tr>
<td>Triple Thick® Shake (21 oz)</td>
<td>770</td>
</tr>
<tr>
<td>Triple Thick® Shake (32 oz)</td>
<td>1160</td>
</tr>
<tr>
<td>Small (16 oz) soda</td>
<td>150</td>
</tr>
<tr>
<td>Medium (21 oz) soda</td>
<td>210</td>
</tr>
<tr>
<td>Large (32 oz) soda</td>
<td>310</td>
</tr>
</tbody>
</table>
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“Burger King™ Calorie Menu”

<table>
<thead>
<tr>
<th>Item</th>
<th>Calories</th>
<th>Item</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>290</td>
<td>Sweet &amp; Sour Dipping Sauce</td>
<td>45</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>330</td>
<td>Ranch Dipping Sauce</td>
<td>140</td>
</tr>
<tr>
<td>Double Hamburger</td>
<td>410</td>
<td>Small French Fries</td>
<td>230</td>
</tr>
<tr>
<td>Double Cheeseburger</td>
<td>500</td>
<td>Medium French Fries</td>
<td>360</td>
</tr>
<tr>
<td>Whopper Junior®</td>
<td>370</td>
<td>Large French Fries</td>
<td>500</td>
</tr>
<tr>
<td>Whopper Jr w/cheese®</td>
<td>410</td>
<td>King French Fries</td>
<td>600</td>
</tr>
<tr>
<td>Whopper®</td>
<td>670</td>
<td>Onion Rings Small</td>
<td>140</td>
</tr>
<tr>
<td>Whopper w/cheese®</td>
<td>760</td>
<td>Onion Rings Medium</td>
<td>310</td>
</tr>
<tr>
<td>Double Whopper®</td>
<td>900</td>
<td>Onion Rings Large</td>
<td>440</td>
</tr>
<tr>
<td>Dble Whopper w/cheese®</td>
<td>990</td>
<td>Onion Rings King</td>
<td>500</td>
</tr>
<tr>
<td>Original Chicken Sandwich®</td>
<td>660</td>
<td>Vanilla Shake Small</td>
<td>400</td>
</tr>
<tr>
<td>BK Big Fish Sandwich®</td>
<td>640</td>
<td>Vanilla Shake Medium</td>
<td>560</td>
</tr>
<tr>
<td>TenderGrill Chicken Sandwich®</td>
<td>510</td>
<td>Vanilla Shake Large</td>
<td>820</td>
</tr>
<tr>
<td>TenderCrisp Chicken Sandwich®</td>
<td>790</td>
<td>Chocolate Shake Small</td>
<td>470</td>
</tr>
<tr>
<td>Chicken Tenders® (5 piece)</td>
<td>210</td>
<td>Chocolate Shake Medium</td>
<td>690</td>
</tr>
<tr>
<td>Chicken Tenders® (8 piece)</td>
<td>340</td>
<td>Chocolate Shake Large</td>
<td>950</td>
</tr>
<tr>
<td>BBQ Dipping Sauce</td>
<td>40</td>
<td>Small (16 oz) soda</td>
<td>150</td>
</tr>
<tr>
<td>Honey Mustard Dipping Sauce</td>
<td>90</td>
<td>Medium (21 oz) soda</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large (32 oz) soda</td>
<td>310</td>
</tr>
</tbody>
</table>
“McDonald’s™ Menu”

Students, please circle your choices. Please order what you would typically order when you visit McDonald’s™.

Hamburger
Cheeseburger
Quarter Pounder®
Quarter Pounder w/cheese®
Double Quarter Pounder w/cheese®
Big Mac®
Filet of Fish
Premium Crispy Chicken Classic Sandwich®
Premium Grilled Chicken Classic Sandwich®
McChicken®
Premium Crispy Chicken Classic Sandwich®
Chicken McNuggets® (4 piece)
Chicken McNuggets® (6 piece)
Chicken McNuggets® (10 piece)

Chicken Selects® Premium Breast Strips (3 pc)
Chicken Selects® Premium Breast Strips (5 pc)
Dipping Sauce
Small French Fries
Medium French Fries
Large French Fries
Triple Thick® Shake (12 oz)
Triple Thick® Shake (16 oz)
Triple Thick® Shake (21 oz)
Triple Thick® Shake (32 oz)
Small (16 oz) soda
Medium (21 oz) soda
Large (32 oz) soda
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"Burger King™ Menu"

*Please circle your choices. Order what you would typically order when you visit Burger King™.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>Small French Fries</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>Medium French Fries</td>
</tr>
<tr>
<td>Double Hamburger</td>
<td>Large French Fries</td>
</tr>
<tr>
<td>Double Cheeseburger</td>
<td>King French Fries</td>
</tr>
<tr>
<td>Whopper Junior®</td>
<td>Onion Rings Small</td>
</tr>
<tr>
<td>Whopper Jr w/cheese®</td>
<td>Onion Rings Medium</td>
</tr>
<tr>
<td>Whopper®</td>
<td>Onion Rings Large</td>
</tr>
<tr>
<td>Whopper w/cheese®</td>
<td>Onion Rings King</td>
</tr>
<tr>
<td>Double Whopper®</td>
<td>Vanilla Shake Small</td>
</tr>
<tr>
<td>Dble Whopper w/cheese®</td>
<td>Vanilla Shake Medium</td>
</tr>
<tr>
<td>Original Chicken Sandwich®</td>
<td>Vanilla Shake Large</td>
</tr>
<tr>
<td>BK Big Fish Sandwich®</td>
<td>Chocolate Shake Small</td>
</tr>
<tr>
<td>TenderGrill Chicken Sandwich®</td>
<td>Chocolate Shake Medium</td>
</tr>
<tr>
<td>TenderCrisp Chicken Sandwich®</td>
<td>Chocolate Shake Large</td>
</tr>
<tr>
<td>Chicken Tenders® (5 piece)</td>
<td>Small (16 oz) soda</td>
</tr>
<tr>
<td>Chicken Tenders® (8 piece)</td>
<td>Medium (21 oz) soda</td>
</tr>
<tr>
<td>BBQ Dipping Sauce</td>
<td>Large (32 oz) soda</td>
</tr>
<tr>
<td>Honey Mustard Dipping Sauce</td>
<td></td>
</tr>
<tr>
<td>Sweet &amp; Sour Dipping Sauce</td>
<td></td>
</tr>
<tr>
<td>Ranch Dipping Sauce</td>
<td></td>
</tr>
</tbody>
</table>
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Goal of Lesson 17

- To learn how to exercise the Pectoral muscle, to understand more about fast food and to be introduced to double (jump) kicks.

Lesson 17 Learning Objectives

After participating in Lesson 17, students will:
- Be able to locate and perform a strengthening exercise for the pectoral muscle.
- Be able to perform 13 push-ups correctly.
- Be able to perform 20 dips correctly.
- Be able to perform 140 crunches, including seven different types.
- Know more about the calories found in fast food.
- Be introduced to double kicks (also known as jump kicks).

Length of Class

50 Minutes

“Well begun is half done.” — Aristotle

Class Activities

<table>
<thead>
<tr>
<th>17.1</th>
<th>Stretching and Warm-Up Exercises</th>
<th>8 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.2</td>
<td>Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>17.3</td>
<td>Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>17.4</td>
<td>Martial Arts Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>17.5</td>
<td>Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

Key Terms:
- Pectoral muscle
- Fast Food
- Double Kicks
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Teacher Preparation
- Prepare for the “Let’s Buy Lunch” activity (See Activity Spotlight)
- Be familiar with the pectoral muscle and ways to strengthen it.
- Learn more crunch styles.
- Learn and practice double kicks (aka jump kicks).

Required Materials and Equipment
- Materials for “Let’s Buy Lunch” activity. (See Activity Spotlight).
- Kicking targets
- Shields

Optional Materials
- Handouts, pictures and additional material on the pectoral muscle.
- Handouts on fast food.
- Classroom etiquette handouts.

Did You Know?
- There’s no denying that fast food tastes good. But what we don’t know about fast food can be scary: the chemicals used as ingredients, what takes place in the slaughterhouses or the high amounts of fat and sodium that the food is filled with! We should all educate ourselves a little more about what we are eating.

Tips/Suggestions
- Review all of the kicks learned to date to keep them fresh. Add new kicks and create kick combinations.
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Class Activities

17.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

17.2 Physical Exercises 8 minutes
- Demonstrate how to perform seven types of crunches and instruct students to perform a total of 140.
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 13.
- Perform 20 dips.
- Using hand weights, demonstrate exercises to strengthen the pectoral muscle.
- Incorporate medicine ball exercises.

17.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Let’s Buy Lunch”

17.4 Martial Arts Lesson 14 minutes
- Introduce double kicks (aka jump kicks).
  - Double kicks can be a bit more difficult. Have the students practice in the air first, then one at a time on a kicking target or shield.
- Practice double kicks to shields or kicking targets.
- Practice in a variety of formats including domino format. The domino format is to have the students stand in a single line, shoulder to shoulder, facing the instructor. The instructor moves down the line with each student executing their move in a “domino” fashion.

17.5 Cool-Down and Class Review 6 minutes
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 60 seconds.
- During the mind training exercise, the instructor will review the key points of today’s lesson, asking students review questions if desired.
  - Double kicks
  - Pectoral muscle
  - Fast food
Activity Spotlight
Let’s Have Lunch!

Purpose: To help students learn what’s in the fast food that they are eating.

Group Size: 5 – 16 students.

Estimated Time: 15 minutes.

Props/materials: Flip chart or large sheet of paper
Markers or crayons for each student.

Instructions:

1. Begin with a five-minute informational session on what is in the fast food we eat. Give nutritional information including the amount of calories, fat, carbohydrates, salt, etc. Talk about the side effects of too much fat, salt, calories, etc. Discuss what the food lacks, including freshness, nutritional value, etc. Some key information is:
   o Fast foods are typically high in calories, fat, saturated fat, sugar, and salt.
   o The large portions encourage overeating. Fast food also tends to lack fresh fruits and vegetables.
   o British researchers from the Medical Research Council Human Nutrition Center and the London School of Hygiene and Tropical Medicine have determined that people who eat repeatedly at McDonald's™ or KFC or Burger King™ are more likely to gain weight and become obese. This is because fast food not only contains many more calories than traditional food, but also is more likely to undermine normal appetite control systems.
   o When we eat high energy density foods, we don't reduce the portion size so we get a lot more calories than we need. Our current society possesses a weak innate ability to recognize foods with a high energy density. Food intake is assessed by the size of the portion, yet a fast food meal contains many more calories than a similar sized portion of a healthy meal. The conclusion is we are all being fooled into eating too much food. That is a major reason why fast food is contributing to the rise in obesity.
Another fact is that fast food may speed up people's risk of clogged arteries that can lead to heart attacks. And many types of fast food such as hamburgers, pizza and French fries are loaded with oxidized fat. The conclusion is fast food meals are high in saturated fat and low quality carbohydrates, white bread and lots of soda. Our bodies require fiber and more healthful types of fats. Fast food represents a dietary pattern that is the opposite of what is recommended for a healthy body.

2. Use a flip chart or post the paper on the wall and draw a vertical line down the center of it to create two columns.

3. Label one column “Good News” and label the other column “Bad News.”

4. Ask each student to choose a marker or crayon and step up to the paper. Explain that the object of this activity is to put on paper the good news and the bad news about fast food.

5. Students have five minutes to write as many things as they can on the list.

6. If the group is small, they can all work at the same time. If the group is larger, they should take turns or the instructor can divide the students into small teams.

7. Now ask the students to step back and read the good and bad news about what they eat for lunch (and perhaps breakfast and dinner too).

8. Discuss what was written.
   o Ask the students to comment on the following question: “Is the ‘good’ news worth the ‘bad’?” Meaning — is the taste, cost, etc. worth the bad news on one’s body?

Variations:
- Run the activity as a contest with teams of students competing to see who can come up with the most ideas.

Notes:
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__________________________________________________________________________________________________________________________
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__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
Goal of Lesson 18

- To learn about the latissimus dorsi muscle, to understand more about goal setting, and to practice back lion blocks.

Lesson 18 Learning Objectives

After participating in Lesson 18, students will:
- Be able to locate the latissimus dorsi, also known as “lats” muscle.
- Be able to perform 14 push-ups.
- Be able to perform 22 dips.
- Be introduced to a new type of crunch, and then be able to perform eight different types of crunches correctly.
- Be able to perform 150 crunches.
- Be able to discuss the benefits of goal setting.
- Be familiar with double kicks (aka jump kicks).
- Be able to demonstrate a back lion block.

Length of Class

50 Minutes

“There are no short cuts to any place worth going.” — Beverly Sills

Class Activities

18.1 Stretching and Warm-Up Exercises 8 minutes
18.2 Physical Exercises 8 minutes
18.3 Health Topic/Team-Building Activity 14 minutes
18.4 Martial Arts Lesson 14 minutes
18.5 Cool-Down and Class Review 6 minutes

Key Terms:
- Latissimus Dorsi muscle
- Goal setting
- Back lion blocks
- Double kicks
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Teacher Preparation
- Prepare for “Stringing Together Conversation” activity (See Activity Spotlight).
- Be familiar with the latissimus dorsi muscle and ways to strengthen it.
- Learn new styles of crunches.
- Practice double kicks and back lion blocks.

Required Materials and Equipment
- Materials for “Stringing Together Conversation” activity. (See Activity Spotlight).
- Kicking targets
- Shields

Optional Materials
- Handouts, pictures and additional material on latissimus dorsi muscle.
- Handouts on goals.
- Classroom etiquette handouts.

Tips/Suggestions
- Review all of the blocks learned to date and practice, practice, practice!

Valuable Information for Students
- What are your dreams? How can you realize your dreams? A goal is a “dream with a deadline.” Achieving goals requires writing them down, breaking the goals into achievable pieces, developing strategies for achievement and making a plan to accomplish each piece using those strategies.

Organizing Students in the Classroom Space
- When students are kicking shields or targets while moving around the room or moving in a line, you may want to have only half of the students working at once. This will allow you to supervise the action and give feedback to the students about their kicks, as well as to the students holding the kicking targets.
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Class Activities

18.1 Stretching and Warm-Up Exercises
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

18.2 Physical Exercises
- Demonstrate how to perform seven types of crunches and instruct students to perform a total of 150.
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 14.
- Perform 22 dips.
- Using resistant bands review muscles learned to date, practicing saying muscle names while doing the exercises.

18.3 Health Topic/Team-Building Activity
- See attached Activity Spotlight — “Stringing Together Conversation”

18.4 Martial Arts Lesson
- Practice back lion blocks with partners.
- Practice all the kicks learned to date while moving across room, using both shields and kicking targets.

18.5 Cool-Down and Class Review
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 75 seconds.
- During this mind training exercise, review the key points of today’s lesson, asking students review questions if desired.
Activity Spotlight
Stringing Together Conversation

Purpose: To help students learn to understand goal setting, and begin to set short and long term goals.

Group Size: Two or more students. If the group is a large size, divide into smaller groups.

Estimated Time: 10 to 15 minutes.

Props/materials: Paper and pencils

Instructions:
1. Have students sit in a circle. Deliver a five-minute mini-lecture.
2. First talk about goals. Define a goal as a “dream with a deadline.”
3. Next discuss the difference between short-term and long-term goals.
4. Share the steps needed to make goals succeed:
   o writing them down,
   o breaking the goals into achievable pieces,
   o developing strategies for achievement, and
   o making a plan to accomplish each piece using those strategies.
5. Once your five minute mini-lecture is complete, explain that the group will do an activity focused on setting short and long term goals.
6. Give instructions for the activity:
   o Each person will state a goal. (Give an example of a goal, such as “My short term goal is to wake up on time for school in the morning.”)
   o We will move around the group, and “string a conversation together” about how the person who stated a goal can achieve this goal.
   o The person to the left of the person who stated the goal will repeat the stated goal and attach an idea for how to achieve the goal. For example, he or she might say: “The goal is to wake up on time for school in the morning and they can do this by setting the alarm the night before.”
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- The next person will continue to “string together” the ideas for strategies that are adding up to reach the goal. For example, he or she might say: “The goal is to wake up on time for school in the morning and they can do this by setting the alarm the night before (idea #1) **and** put the alarm clock across the room.”

- If a student cannot come up with a strategy, the instructor can make a suggestion, or ask another student to make a suggestion.

- Continue until everyone has had a turn stating a goal.

7. Pick a volunteer to start the activity.

8. If time allows, give an example of a long-term goal and repeat the activity using students’ long-term goals.

Variations:

- Write the goals down first.
- Don’t require students to repeat the entire “string” of ideas if this is too challenging.

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Goal of Lesson 19

- To learn about the latissimus dorsi muscle and to practice double (jump) kicks. To learn how to recognize other people for their unique qualities and give positive recognition to them.

Lesson 19 Learning Objectives

After participating in Lesson 19, students will:
- Be able to locate and perform a strengthening exercise for the latissimus dorsi muscle.
- Be able to perform 14 push-ups.
- Be able to perform 22 dips.
- Be able to perform 160 crunches, including eight different types.
- Be able to give positive recognition to other students.
- Be able to demonstrate double kicks (aka jump kicks).
- Be able to demonstrate a back lion block.

Length of Class

50 Minutes

Class Activities

| 19.1 Stretching and Warm-Up Exercises | 8 minutes |
| 19.2 Physical Exercises | 8 minutes |
| 19.3 Health Topic/Team-Building Activity | 14 minutes |
| 19.4 Martial Arts Lesson | 14 minutes |
| 19.5 Cool-Down and Class Review | 6 minutes |

Key Terms:
- Latissimus Dorsi muscle
- Recognition
- Back lion blocks
- Double kicks

A candle loses nothing by lighting another candle. — Father James Keller
Teacher Preparation
- Prepare for the “Pay Day” activity (See Activity Spotlight).
- Be familiar with the Latissimus Dorsi muscle and ways to strengthen it.
- Learn more crunch styles.
- Practice double kicks and back lion blocks.
- Practice more ways of giving recognition to the students.

Required Materials and Equipment
- Materials for “Pay Day” activity. (See Activity Spotlight).
- Kicking targets
- Shields
- Foam blockers

Optional Materials
- Handouts, pictures and additional material on latissimus dorsi muscle.
- Handouts on recognition.
- Classroom etiquette handouts.

Tips/Suggestions
- Give lots of encouragement and recognition to all of the students. Everyone does something right some of the time!

Valuable Information for Students
- Recognition is defined as attention or favorable notice. It is the act of showing appreciation, usually publicly. Recognition is most often given in the presence of one’s peers in the form of either sincere words of appreciation or some kind of award.

Organizing Students in the Classroom Space
- Mix up the activities formats and the way you hold your class. If you normally face one direction, face another, make some changes to keep things different and exciting.
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Class Activities

19.1 Stretching and Warm-Up Exercises 8 minutes
- Begin class with a short period of low-intensity cardio exercises to warm the body; jumping jacks, windmills, moving around the room or moving in place.
- Follow with a general stretch of the body to facilitate blood flow to the large muscle groups and prepare the body for exercise.

19.2 Physical Exercises 8 minutes
- Demonstrate how to perform eight types of crunches and instruct students to perform a total of 160.
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 14.
- Perform 22 dips.
- Pass medicine balls back and forth, randomly stating muscle names for review.
  - Have one student kneel on the floor, and the partner standing, and pass the medicine ball back and forth.

19.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Pay Day”

19.4 Martial Arts Lesson 14 minutes
- Play Simon Says to review all stances, blocks, kicks and other material learned to date.
  - Create ways to not eliminate students from the game.
  - Give prizes to the students left standing.

19.5 Cool-Down and Class Review 6 minutes
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 75 seconds.
- During the mind training exercise, play calming music and ask the students to meditate.
Activity Spotlight
Pay Day!

Purpose: To help students learn how to recognize others for their unique qualities and give positive recognition to them.

Group Size: Any size, but would work best with a group from 6 – 20.

Estimated Time: 10 to 15 minutes.

Props/materials: Play money (Monopoly® money works great)
2 envelopes per person, one marked “To Give” and the other “Recognition.”
Place an equal amount of play money in each student’s “To Give” envelope. There should be lots of different dollar amounts.
Prizes or healthy snacks

Instructions:

1. Students should enjoy recognizing each other’s qualities and contributions. Begin class with a talk on the importance of recognizing each other, and having the ability to give compliments to each other.
2. Pass out a full “To Give” envelope and an empty “Recognition” envelope to each student.
3. Instruct them to use all of the money to reward one another for their contributions to the class, their great ideas and for their unique qualities. Give examples. Take a few moments for the students to reflect on the activities to date, and remember the qualities and contributions that each student gave. (You may need to remind students of some of the activities and lessons to date.)
4. Have them move about the room, talking to each other, and giving everyone at least one compliment and/or recognition. Tell them to give some “money” to each student after recognizing them (the amount is up to them). Have them take the money from the “To Give” envelope, and put the money they receive in the “Recognition” envelope.
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5. At the end of the class, you may want to provide an opportunity for students to “purchase” prizes (or healthy snacks, etc) with the money they earned in their “Recognition” envelope.

Variations:

- Use chips rather than dollars.
- Have a pile of “money” on the table, and ask them to take from the pile to reward others.

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Goal of Lesson 20

- To review all of the muscles and their names learned to date, and to practice the exercises and martial arts techniques learned to date.

Lesson 20 Learning Objectives

After participating in Lessons 16 - 20, students will, cumulatively:
- Be able to locate and perform a strengthening exercise for the latissimus dorsi and pectorals muscles.
- Be able to perform 15 push-ups.
- Be able to perform 25 dips.
- Be able to perform 160 crunches, including 8 different types.
- Be able to recite six classroom rules of the Martial Arts Fitness Program.
- Be able to actively participate in the “Hit the Deck” activity.
- Be able to demonstrate the “mini salute”.
- Be able to demonstrate the cat, crane, forward and horse stances.
- Be able to execute a round house, “snap,” “thrust,” stepping side and double kick.
- Be able to demonstrate back lion, upward and down blocks.

Length of Class

50 Minutes

A primary reason for communication is to reach UNDERSTANDING — not necessarily AGREEMENT.

Class Activities

<table>
<thead>
<tr>
<th>20.1</th>
<th>Stretching and Warm-Up Exercises</th>
<th>8 minutes</th>
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</thead>
<tbody>
<tr>
<td>20.2</td>
<td>Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>20.3</td>
<td>Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>20.4</td>
<td>Martial Arts Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>20.5</td>
<td>Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

Key Terms:

✓ All terms from Lessons 1 - 19
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Teacher Preparation
- Select and learn a set of new warm-up exercises
- Prepare for the “Hit the Deck!” activity (See Activity Spotlight).
- Review ALL material taught to date.
- Bring refreshments, prizes for the final day.

Required Materials and Equipment
- Materials for “Hit the Deck!” activity (See Activity Spotlight).
- Kicking targets
- Shields
- Foam blockers
- Medicine balls
- Hand weights
- Resistance bands

Optional Materials
- Handouts, pictures and additional material on muscles learned to date.
- Handouts on Health/Team-Building activities for lessons 1 – 19.
- Classroom etiquette handouts.

Tips/Suggestions
- Have fun during this final class. Encourage answers to questions as you review the material learned in lessons 1-19. Encourage questions and interactions.
- Consider giving certificates of completion and saying something positive to each student during the final class. Mention their strengths and how they can continue using their strengths and the lessons learned in this class to create a more fulfilling life.

Organizing Students in the Classroom Space
- Encourage positive interactions during this festive final class.
- Discuss future participation in the Martial Arts or other fitness activities.
- Encourage students to make fitness and a healthy lifestyle a priority.
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Class Activities

20.1 Stretching and Warm-Up Exercises 8 minutes
- Select your own warm-up activity.

20.2 Physical Exercises 8 minutes
- Have a “crunch contest” to see who can do the most crunches, have students work in teams or partners.
- Do a similar activity with push-ups and dips.
- Have students lead exercises. Let them choose a piece of equipment, and lead an exercise with it.

20.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “Hit the Deck!”

20.4 Martial Arts Lesson 14 minutes
- Play review games to go over kicks and martial arts techniques learned. Have students lead the demonstrations.

20.5 Cool-Down and Class Review 6 minutes
- While maintaining a horse stance, ask students to perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 90 seconds.
- Finish the class on a high note!
Activity Spotlight
Hit the Deck!

Purpose: To review muscle names and other material learned in the Martial Arts Fitness Program, to work as a team and to have fun!

Group Size: 6-20 minutes

Estimated Time: 10 to 15 minutes.

Props/materials: Flip chart paper or large pad of paper
Decks of cards (shuffled)
Magic marker
Questions and answers
Prizes

Instructions:

1. Organize students into groups of four to six.
2. Arrange each group so that they are standing around a table (each group at their own table).
3. Place a shuffled deck of cards in the middle of each table.
4. Set up the flip chart and, label it “score sheet”, add each team’s name, number or someway to identify them to a column.
5. Ask each group to select one person from the group to be the “Hitter.”
6. Explain the rules of the game:
   o Teams will compete to correctly answer the questions.
   o The instructor will read the questions aloud. Participants should discuss possible answers with their group members.
   o When the group has an answer, the “Hitter” should reach into the middle of the table and “hit the deck.” The instructor will acknowledge the first person to “hit the deck” and will give that person a chance to give their group’s response.
   o If the answer is right, the “Hitter” gets to draw the top card from the deck. That group receives the value of the card on the score sheet. (Aces equal 15 points, face cards equal 10 points, and other cards equal face
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value. Face card values can also be set as desired by the instructor before hand.)
  o If the first group to “hit the deck” gives the wrong answer, the second group to “hit the deck” gets to give that group’s answer.
  o After a desired number of rounds, ask the groups to tally their scores.
  o Give a prize to each person in the group that has the most points, or as desired.

Variations:
  ▪ People at the tables could have their own competitions.
  ▪ Each table could be given their own question first, and if they cannot answer, it could be opened up to the other groups to see who could “hit the deck” first and answer the question.

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