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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1.1 Stretching and Warm-Up Exercises</td>
<td>8 minutes</td>
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<tr>
<td>1.2 Physical Exercises</td>
<td>8 minutes</td>
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<tr>
<td>1.3 Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
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<tr>
<td>1.4 Martial Arts Lesson</td>
<td>14 minutes</td>
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<tr>
<td>1.5 Cool-Down and Class Review</td>
<td>6 minutes</td>
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</table>

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
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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.

File: 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:
  - Introduce the biceps and triceps muscles.
  - 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:
  - Explain the importance of balance in martial arts.
  - Perform activities to improve balance.
  - Introduce the cat stance.
  - 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.

- Biceps stretch
- Triceps stretch
- Quadriceps stretch
- 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.
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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.

Notes: ________________________________________________________________
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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!*