Black Tiger Academy’s Martial Arts Fitness
Teaching and inspiring students to pursue lifelong fitness and wellness.

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.
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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.
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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.

Notes:
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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?