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

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.
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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.
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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.

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.