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:

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►►►► X ◄◄◄◄
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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.
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.

**Notes:**

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