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

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

<table>
<thead>
<tr>
<th>Class Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Stretching and Warm-Up Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>10.2 Physical Exercises</td>
<td>8 minutes</td>
</tr>
<tr>
<td>10.3 Health Topic/Team-Building Activity</td>
<td>14 minutes</td>
</tr>
<tr>
<td>10.4 Martial Arts Lesson</td>
<td>14 minutes</td>
</tr>
<tr>
<td>10.5 Cool-Down and Class Review</td>
<td>6 minutes</td>
</tr>
</tbody>
</table>

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
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  
- 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  
- 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  
- See attached Activity Spotlight — “Portion Distortion”

10.4 Martial Arts Lesson  
- 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  
- 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.
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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 ½ 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>