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

Goal of Lesson 14

- To learn how to exercise the rhomboids muscle, to understand more about fats in the diet and to practice stepping side kicks.

Lesson 14 Learning Objectives

After participating in Lesson 14, students will:

- Be able to locate and perform a strengthening exercise for the rhomboids muscle.
- Be able to perform 12 push-ups.
- Be able to perform 18 dips.
- Be able to perform 120 crunches, including 6 different types.
- Be more familiar with the sources of fat in our diet, and begin to understand the difference between “good” and “bad” fat.
- Be able to recite six classroom rules of the Martial Arts Fitness Program.
- Be able to perform a horse stance.
- Be familiar with the stepping side kick and be able to demonstrate one.

Length of Class

50 Minutes

“Rule your mind or it will rule you.”
— Horace

Class Activities

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Key Terms:

- Rhomboids
- Stepping side kicks
- Trans Fat
- Saturated Fat
- Unsaturated Fat
- Trans Fat
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Teacher Preparation
☐ Review the “The Question is Fat” activity (See Activity Spotlight).
☐ Read about the different kinds of fat that we eat.
☐ Practice down blocks.
☐ Practice stepping side kicks.

Required Materials and Equipment
- Materials for “The Question is Fat” activity (see Activity Spotlight).
- Medicine balls
- Foam blocker
- Kicking target

Optional Materials
- Handouts, pictures and additional material on rhomboids muscle.
- Handouts on fats.
- Classroom etiquette handouts.

Tips/Suggestions
- Bring in food samples showing different kinds of fat.

Valuable Information for Students
- According to the expert report from the American Institute for Cancer Research, a diet high in fat possibly increases the risk of lung, colorectal, breast and prostate cancers. A high fat diet is also high in cholesterol and contributes to heart disease.

Organizing Students in the Classroom Space
- Ask your student “leaders” to lead exercises, hold equipment, and demonstrate techniques.
- When a student teaches another student a skill, it reinforces the skill in the student teaching it..
Class Activities

14.1 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.

14.2 Physical Exercises 8 minutes
- Demonstrate how to perform five types of crunches and instruct students to perform a total of 120. (i.e. 20, 20, 20, 20, 20 and 20).
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 12.
- Perform 18 dips.
- Incorporate medicine ball exercises and activities.

14.3 Health Topic/Team-Building Activity 14 minutes
- See attached Activity Spotlight — “The Question is Fat”

14.4 Martial Arts Lesson 14 minutes
- Practice upward and down blocks.
- Practice round house kicks with partners and in a line in a “domino fashion.”
- Have students compete to see how many round house kicks they can do in 15 seconds.
- Add additional competitions.

14.5 Cool-Down and Class Review 6 minutes
- Hold a horse stance for one minute.
- While holding the horse stance, review the key points of today’s lesson:
  o Fats, including
  o Types
  o Sources
  o The good and the bad!
- Stretch the major muscle groups.
Activity Spotlight
The Question is Fat!

Purpose: To help students learn more about fat in the diet.

Group Size: Two or more students. Divide students into groups of two to six students per group.

Estimated Time: 10 to 15 minutes.

Props/materials: Question and answer sheets, 10 or more per group. Envelopes for the Question and Answer sheets.

Instructions:
1. Create ten or more sets of the Question and Answer cards. (See attached for examples.)
2. Divide students into groups of two to six per group, and arrange each group in an area of the room.
3. Give each group an envelope with 10 questions and the corresponding answer cards.
4. Instruct students to distribute the cards among the group members.
5. Explain that each group has question cards and answer cards, and must put the correct answers with the questions. They have ____ minutes to complete the task. (1, 2, 3 or 4 minutes, depending on the number of questions.)
6. At the end of the allotted time, ask the groups to show their questions and answers to the rest of the class.
7. Discuss how the activity went, including:
   o Did they get the answers right? If not, what s the correct answer?
   o How did you start the project?
   o What were the benefits of doing this activity as part of a team?
   o What were the difficulties?
   o If there were a lot of mistakes, you may want to mix the groups up and try again.
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Variations:

- Use the same questions and answers for each group, and then compare.
- Use different questions and answers for each group.
- Change the questions and answers.
- Divide the teams into boy/girl teams.

Notes:

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The Question is Fat!

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>The fat found in beef and pork is:</td>
<td>Saturated Fat</td>
</tr>
<tr>
<td>The fat found in olive oil is:</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Trans fat is also called...</td>
<td>Partially hydrogenated oil</td>
</tr>
<tr>
<td>Omega 3 oils are a type of...</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Peanuts are a type of...</td>
<td>Unsaturated fat</td>
</tr>
<tr>
<td>Doughnuts are a type of...</td>
<td>Trans fat</td>
</tr>
<tr>
<td>The type of fat found in margarine is...</td>
<td>Trans fat</td>
</tr>
<tr>
<td>A type of saturated fat is:</td>
<td>Lamb and pork</td>
</tr>
<tr>
<td>A type of unsaturated fat is:</td>
<td>Almonds and avocados</td>
</tr>
<tr>
<td>A type of trans fat is:</td>
<td>Shortening &amp; margarine</td>
</tr>
<tr>
<td>Omega 3s are found in...</td>
<td>Salmon and tuna</td>
</tr>
</tbody>
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