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

Goal of Lesson 17
- To learn how to exercise the Pectoral muscle, to understand more about fast food and to be introduced to double (jump) kicks.

Lesson 17 Learning Objectives
After participating in Lesson 17, students will:
- Be able to locate and perform a strengthening exercise for the pectoral muscle.
- Be able to perform 13 push-ups correctly.
- Be able to perform 20 dips correctly.
- Be able to perform 140 crunches, including seven different types.
- Know more about the calories found in fast food.
- Be introduced to double kicks (also known as jump kicks).

Length of Class
50 Minutes

“Well begun is half done.” — Aristotle

Class Activities
17.1 Stretching and Warm-Up Exercises 8 minutes
17.2 Physical Exercises 8 minutes
17.3 Health Topic/Team-Building Activity 14 minutes
17.4 Martial Arts Lesson 14 minutes
17.5 Cool-Down and Class Review 6 minutes

Key Terms:
- Pectoral muscle
- Fast Food
- Double Kicks
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Teacher Preparation
- Prepare for the “Let’s Buy Lunch” activity (See Activity Spotlight)
- Be familiar with the pectoral muscle and ways to strengthen it.
- Learn more crunch styles.
- Learn and practice double kicks (aka jump kicks).

Required Materials and Equipment
- Materials for “Let’s Buy Lunch” activity. (See Activity Spotlight).
- Kicking targets
- Shields

Optional Materials
- Handouts, pictures and additional material on the pectoral muscle.
- Handouts on fast food.
- Classroom etiquette handouts.

Did You Know?
- There’s no denying that fast food tastes good. But what we don’t know about fast food can be scary: the chemicals used as ingredients, what takes place in the slaughterhouses or the high amounts of fat and sodium that the food is filled with! We should all educate ourselves a little more about what we are eating.

Tips/Suggestions
- Review all of the kicks learned to date to keep them fresh. Add new kicks and create kick combinations.
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Class Activities

17.1 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.

17.2 Physical Exercises  
8 minutes
- Demonstrate how to perform seven types of crunches and instruct students to perform a total of 140.
- Demonstrate how to properly perform a push-up, including modified push-ups, and complete 13.
- Perform 20 dips.
- Using hand weights, demonstrate exercises to strengthen the pectoral muscle.
- Incorporate medicine ball exercises.

17.3 Health Topic/Team-Building Activity  
14 minutes
- See attached Activity Spotlight — “Let’s Buy Lunch”

17.4 Martial Arts Lesson  
14 minutes
- Introduce double kicks (aka jump kicks).
  - Double kicks can be a bit more difficult. Have the students practice in the air first, then one at a time on a kicking target or shield.
- Practice double kicks to shields or kicking targets.
- Practice in a variety of formats including domino format. The domino format is to have the students stand in a single line, shoulder to shoulder, facing the instructor. The instructor moves down the line with each student executing their move in a “domino” fashion.

17.5 Cool-Down and Class Review  
6 minutes
- While maintaining a horse stance, students will perform “hands in the wind,” a mind training exercise to focus the mind and exercise the legs. Hold this stance for 60 seconds.
- During the mind training exercise, the instructor will review the key points of today’s lesson, asking students review questions if desired.
  - Double kicks
  - Pectoral muscle
  - Fast food
Activity Spotlight
Let’s Have Lunch!

Purpose: To help students learn what’s in the fast food that they are eating.

Group Size: 5 – 16 students.

Estimated Time: 15 minutes.

Props/materials: Flip chart or large sheet of paper
Markers or crayons for each student.

Instructions:

1. Begin with a five-minute informational session on what is in the fast food we eat. Give nutritional information including the amount of calories, fat, carbohydrates, salt, etc. Talk about the side effects of too much fat, salt, calories, etc. Discuss what the food lacks, including freshness, nutritional value, etc. Some key information is:
   o Fast foods are typically high in calories, fat, saturated fat, sugar, and salt.
   o The large portions encourage overeating. Fast food also tends to lack fresh fruits and vegetables.
   o British researchers from the Medical Research Council Human Nutrition Center and the London School of Hygiene and Tropical Medicine have determined that people who eat repeatedly at McDonald’s™ or KFC or Burger King™ are more likely to gain weight and become obese. This is because fast food not only contains many more calories than traditional food, but also is more likely to undermine normal appetite control systems.
   o When we eat high energy density foods, we don't reduce the portion size so we get a lot more calories than we need. Our current society possesses a weak innate ability to recognize foods with a high energy density. Food intake is assessed by the size of the portion, yet a fast food meal contains many more calories than a similar sized portion of a healthy meal. The conclusion is we are all being fooled into eating too much food. That is a major reason why fast food is contributing to the rise in obesity.
Another fact is that fast food may speed up people's risk of clogged arteries that can lead to heart attacks. And many types of fast food such as hamburgers, pizza and French fries are loaded with oxidized fat. The conclusion is fast food meals are high in saturated fat and low quality carbohydrates, white bread and lots of soda. Our bodies require fiber and more healthful types of fats. Fast food represents a dietary pattern that is the opposite of what is recommended for a healthy body.

2. Use a flip chart or post the paper on the wall and draw a vertical line down the center of it to create two columns.
3. Label one column “Good News” and label the other column “Bad News.”
4. Ask each student to choose a marker or crayon and step up to the paper. Explain that the object of this activity is to put on paper the good news and the bad news about fast food.
5. Students have five minutes to write as many things as they can on the list.
6. If the group is small, they can all work at the same time. If the group is larger, they should take turns or the instructor can divide the students into small teams.
7. Now ask the students to step back and read the good and bad news about what they eat for lunch (and perhaps breakfast and dinner too).
8. Discuss what was written.
   o Ask the students to comment on the following question: “Is the ‘good’ news worth the ‘bad’?” Meaning — is the taste, cost, etc. worth the bad news on one’s body?

**Variations:**

- Run the activity as a contest with teams of students competing to see who can come up with the most ideas.

**Notes:**

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