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| **Student Name:** XXX | **Student Application ID #:** 00000 |
| **Subject:** Health and Wellness: Category: Physical and Heath Education | Subcategory: Health Education | Subject: Human Anatomy and Physiology | EEID: EE000252. Self-Defense/ Martial Arts | |
| **Scope / Overview of Class:**  Health and Wellness: Recognize the importance of taking care of the body through exercise, nutrition, sufficient sleep, and proper hygiene. Develop this understanding by learning about healthy lifestyle practices and their benefits. Health and wellness knowledge relating to fitness and exercise is essential for disease prevention and maintaining overall well-being. This curriculum combines principles from various areas to understand how the body moves and how it can be optimized for health and performance through martial arts training to teach these principles, including:   * Human anatomy: Gain in-depth knowledge of the body's structure and function and learn how different systems work together to make the body move. * Exercise physiology: Discover how exercise, health, and sports impact the body. * Biomechanics: Know why the body moves the way it does * Neuromotor control: Understand how the brain develops and controls the body's movements, as well as the psychological factors that influence physical activity. * Sport and exercise psychology: Study how thoughts, feelings, and behaviors impact physical activity and sports. * Sport sociology: Grasp how various communities impact, and are impacted by, sport participation | |
| **Sequence / Method of Teaching / Lessons:**  Students will learn in a group setting as they learn new Katas and Techniques consistent with their individual level of experience. They will also work with partners and small groups. Students will occasionally work independently to practice self-discipline. Learner-centered design implemented through community engagement with reflection, and effective role models as leaders and educators: Applied through scaffolding and hierarchal sequencing the following high impact methods of learning (Fink, 2016):  Active Learning designed to increase engagement. These include low-stakes strategies like pausing for clarification up to more involved strategies such as problem-based learning (PBL) or classroom response systems (CRSs). Research generally supports the efficacy of active learning strategies, though impact varies widely based on context (Prince, 2004).  Cooperative or Collaborative Learning includes approaches in which groups work together to complete tasks, solve problems, or create products, reaping collective benefits (Johnson & Johnson, 2009). Strategies range from one-time activities such as "jigsaw" discussions to ongoing processes such as formalized team-based learning (TBL).  And;  Experiential or Service Learning (SL) refers to participation in authentic or semi-authentic experiences as opposed to traditional classroom learning. It often incorporates emotional investment along with reflection and can be effective for a range of audiences (Cantor,1995). SL is also a designation from the University identifying course sections that combine social, active, experiential, and problem-based methods to foster deeper understanding of course concepts and potential applications.  1) academic instruction; 2) Hands on section; 3) skills demonstration; 4) Environmental application:  **Lesson Plan:**  *Warm-up (10 minutes):* Start the lesson with a dynamic warm-up to prepare the body for physical activity. Include exercises such as jogging in place, jumping jacks, and dynamic stretches to loosen up muscles and increase heart rate.  *2a. Kata practice:* Demonstrate a traditional martial arts kata and guide students through the movements step by step. Encourage students to focus on proper form, breathing, and fluidity of movement. Have students practice the kata individually and provide feedback on their technique.  *2b. Sparring drills (20 minutes):* Pair students up and have them put on sparring gear. Demonstrate basic sparring techniques such as footwork, blocking, and striking. Allow students to practice these techniques in controlled sparring drills, emphasizing safety and control. Rotate  partners to give students the opportunity to practice with different partners.  *2c. Self-defense techniques (15 minutes):* Introduce basic self-defense techniques such as wrist grabs, chokeholds, and escapes. Demonstrate each technique and  have students practice with a partner. Emphasize the importance of using technique and leverage rather than brute strength  in self-defense situations.  *2d. Practice weapons training (10 minutes):* Introduce practice weapons such as wooden swords or staffs. Demonstrate basic techniques for handling the weapons safely and effectively. Have students practice basic strikes and blocks with the weapons under supervision.  *Conclusion:* Wrap up the lesson by reviewing key takeaways from the kata, sparring, self-defense, or weapons training segments. Emphasize the importance of consistent practice and dedication in improving martial arts skills. Encourage students to continue practicing at home and set goals for their progress in future lessons. | |
| **Supplemental Materials Needed:**  Books: Reference materials, textbooks, anatomy and physiology type, as well as martial arts specific to the intended training. Scholarly researched based reference material will be required for the foundation of this course;  Required Uniform: White Karate Uniform (aka: Gi). Consisting of a lightweight two-piece white garment traditionally worn in martial arts. A *“gi*” typically consists of loose-fitting pants and a jacket that is closed with a cloth belt;  Required safety equipment: Sparring gear (headgear, gloves, foot gear, mouth guard, chest gear, groin protector), practice weapons (staffs, nunchaku, sai, kama, tonfa), white uniform, open space for movement;  Practice weapons: types consistent with highest level of training being conducted;  Digital Media: Masterclass or similar self-study visual aids. Digital materials listed are required for the hands-on portion of this course to include the assisted learning phases;  Field Study: The listed field study events are required to facilitate immersive learning and exposure to/and modeling of human movement optimized for health and performance;  Professional instruction/ tutoring Services; | |