



TOOLS FOR LEARNING **NINJA WARRIOR SKILLS**

INTERMEDIATE (3-5)



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TOOLS FOR LEARNING **NINJA WARRIOR SKILLS**

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In partnership with the SUNY Cortland AMP Lab.

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MODULE OVERVIEW

ABOUT THIS MODULE

The Ninja Warrior obstacle course movement has been broadcast into American living rooms since 2009, although the movement dates back to 1997 and Japan's Ninja Warrior show called Sasuke Rising. On average, over 5 million American viewers tune in to each episode of American Ninja Warrior, and the show has inspired many to embrace a fitness lifestyle. Physical educators can use this excitement and inspiration to engage students in meaningful movement and fitness lessons.

NATIONAL STANDARDS AND OUTCOMES FOCUS

- **Standard 1 [E1.3-5]** Leaps using a mature pattern (3); Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- **Standard 1 [E2.3 & 5]:** Travels showing differentiation between sprinting and running (3); Uses appropriate pacing for a variety of running distances (5).
- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).

More standards listed on the next page.

TABLE OF CONTENTS

RESOURCES	FOCUS OUTCOMES & STANDARDS	PAGE
Module Overview		1
Required Materials List		5
Activity Plans		
Ninja Warrior Training Tag	Standard 1, 2, 3, 4	7
Agility Ninja Tag	Standard 1, 2, 3, 4	9
Ninja Warrior Tabata	Standard 2, 3, 4	11
Hometown Hero Challenge	Standard 2, 3, 4	13
Regional Heart Challenge	Standard 2, 3, 4	15
National Heart Challenge	Standard 2, 3, 4	17
Student Ninja Challenges	Standard 2, 3, 4, 5	19
Sample First Lesson Plan		21
Academic Language Posters		37 pages
Universal Design Adaptations		
Tabata Warm-Up Routine Task Cards		3 pages
Ninja Challenge Station Cards		30 pages
Student Assessment Tools		
Self-Assessment Worksheet		
Holistic Performance Rubric		
Academic Language Quiz		
SEL Reflection Guide		
Teacher Self-Eval & Reflection Guide		

MODULE OVERVIEW

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standards continued...

- **Standard 2 [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities.
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (not on block plan)	5–10 minutes
+ Skill Activity with Debrief	10–15 minutes
+ Skill Activity with Debrief	10–15 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are: *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Three types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF ASSESSMENT WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day when skills are first introduced. For example, during the module’s first lesson, students participate in Agility Ninja Tag. At the end of this activity, students would complete the Pre and Goal columns for Agility (and possibly Safety). Other skills would not be completed until a future lesson introduces those them. A post-assessment for all skills would then be completed during the module’s final lesson.

MODULE OVERVIEW

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment Worksheet is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's station day, providing a final holistic evaluation of each student's performance.

ACADEMIC LANGUAGE QUIZ

Assess student knowledge with a short quiz focused on the academic language of Ninja Warrior Skills. Use the quiz as-is or as a template for creating a custom quiz.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Ninja Warrior Training Tag, Ninja Warrior Tabata, and Hometown Hero Challenge	Agility, Avoid, Chase, Flee, Jump, Pathway, Run, Skill-Related Fitness, Appropriate, FITT, Guidance, Identify, Independent, Safe, Set, Specific, Vigorous
2	Ninja Warrior Training Tag, Ninja Warrior Tabata, and Hometown Hero Challenge	Challenging, Cooperate, Grit, Etiquette, Health-Related Fitness, Levels, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer
3	Agility Ninja Tag, Ninja Warrior Tabata, and Regional Heart Challenge	Agility, Challenge, Cooperate, Encouragement, Grit, Health-Related Fitness, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer
4	Ninja Tag Choice, Ninja Warrior Tabata, and National Heart Challenge	Agility, Challenging, Cooperate, Encouragement, Grit, Health-Related Fitness, Improve, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer
5	Ninja Tag Choice, Ninja Warrior Tabata, and Student Ninja Challenges	Agility, Challenging, Cooperate, Encouragement, Grit, Health-Related Fitness, Improve, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer
6	Ninja Tag Choice, Ninja Warrior Tabata, and Student Ninja Challenges	Agility, Challenging, Cooperate, Encouragement, Grit, Health-Related Fitness, Improve, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
24	Low-Profile Cones		Link to e-Store
4	Agility Ladders		Link to e-Store
24	Spot Markers		Link to e-Store
1	Roll of Floor Tape		Link to e-Store
4	Pinnies (1 in 4 Different Colors)		Link to e-Store
3	Hula Hoops		Link to e-Store
24	Fleece Balls		Link to e-Store
12	Cones (Various Size)		Link to e-Store
10	Task Tents		Link to e-Store
24	Resistance Bands (Tubes with Handles)		Link to e-Store
10	Stop Watches		Link to e-Store
1	Whiteboard with Markers		Link to e-Store
			OPENPhysEd.org
	Academic Language Cards		OPENPhysEd.org
	Tabata Warm-Up Routine Task Cards		OPENPhysEd.org
	Ninja Challenge Station Cards		OPENPhysEd.org

NINJA WARRIOR TRAINING TAG

STUDENT TARGETS

- **Skill:** I will demonstrate chasing and fleeing while performing locomotor movements.
- **Cognitive:** I will discuss the importance of skill-related fitness.
- **Fitness:** I will work to increase my heart rate.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of Warrior Ninja Training Tag so that everyone is safe and has fun.

TEACHING CUES

- Change Direction and Pathways
- Move Safely
- Watch Out for Other Students

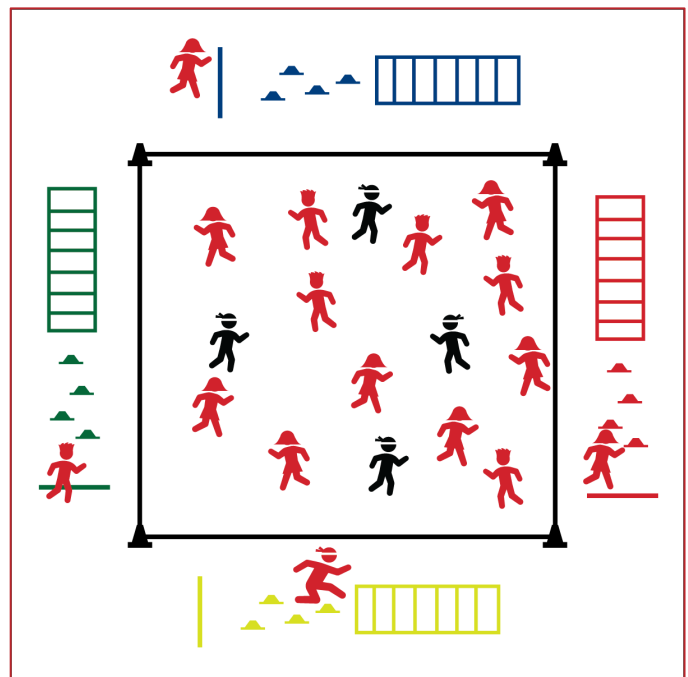
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 24 low-profile cones
- 2 agility ladders
- 24 poly spots
- 1 roll of floor tape
- 1 hopscotch mat
- 4 pinnies: 1 blue, 1 green, 1 yellow, and 1 red

Set-Up:

1. Arrange the equipment into 4 small agility courses: 1 blue course, 1 green course, 1 yellow course, and 1 red course. Each course should sit on 1 of the 4 sides of the activity area.
2. Choose 4 students to wear pinnies and act as warrior taggers. Each course is associated with the matching tagger.



Activity Procedures:

1. Today's activity is called Ninja Warrior Training Tag. The object of the activity is to use your fleeing skills to avoid being tagged by the warrior taggers.
2. When you get tagged, go to the course that matches the color of the person who tagged you.
3. Perform the agility course for that color and then re-enter the game.
4. After 2 minutes, we'll switch warrior taggers.
5. Course instructions:
 - Blue: Weave around the cones, then jumping-jack through the agility ladder.
 - Green: Jump over the cones, then broad jump from line to line.
 - Yellow: Perform the skier through the agility ladder, then foot-fire around the cones.
 - Red: Perform jumping jacks on the poly spots, then hopscotch on the mat.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Use intermediate-level agility ladder drills.
- 5th: Use advanced-level agility ladder drills.

NINJA WARRIOR TRAINING TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- Decrease the speed of the game by having the students walk during the first round of play. If students are having trouble completing the agility drills, have them walk through the progressions.
- Play the activity with different locomotor speeds.
- Have the students track their heart rates throughout the activity to see how their bodies respond to exercise.

ACADEMIC
LANGUAGE

Agility, Avoid, Chase, Flee, Jump, Pathway, Running, Skill-Related Fitness

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E1.3-5]** Leaps using a mature pattern (3); Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- **Standard 1 [E2.3 & 5]:** Travels showing differentiation between sprinting and running (3); Uses appropriate pacing for a variety of running distances (5).
- **Standard 2 [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** What is skill-related fitness?
- **DOK 2:** What do you know about skill-related fitness?
- **DOK 3:** What facts would you choose to support the importance of skill-related fitness to Ninja Warriors? Why did you choose those facts?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: Taking 5 minutes to use the DOK debrief questions will help students begin to process the importance of skill-related fitness to their overall physical literacy journey. Provide discussion prompts and encouragement as students work to relate the components of skill-related fitness to their experience with Ninja Warrior activities as well as what they've seen watching Ninja-Warrior style competitions.

AGILITY NINJA TAG

STUDENT TARGETS

- **Skill:** I will demonstrate locomotor movements in combination with throwing and shooting at a target.
- **Cognitive:** I will discuss the importance of moving to open space while playing Agility Ninja Tag.
- **Fitness:** I will work to increase my heart rate.
- **Personal & Social Responsibility:** I will follow class rules and etiquette so that everyone is safe and has fun.

TEACHING CUES

- Use Various Pathways to Move
- Move Safely
- Watch Out for Other Students

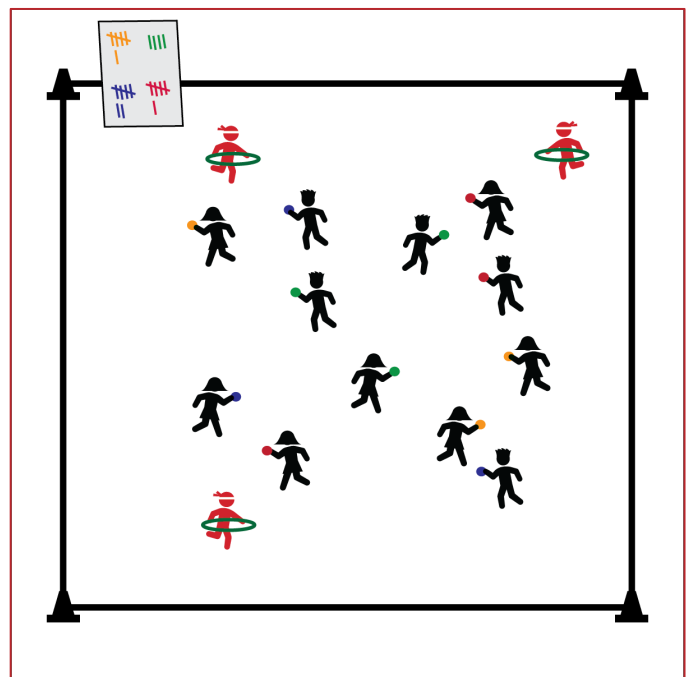
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 3 hula hoops
- 1 yarn/fleece ball per student
- 1 whiteboard or paper for tally marking with 3–5 markers

Set-Up:

1. Select 3 students to be the agility masters. They use 2 hands to hold hoops parallel to the ground at waist level.
2. All other students holding 1 yarn ball.
3. Place the whiteboard where it will be visible to the whole class.



Activity Procedures:

1. Today's activity is called Agility Ninja Tag. The object of the activity is to use your agility to change direction quickly and dunk your yarn ball into one of the agility masters' hoops. (Throwing through the hoop doesn't count.) Be sure to remember the color of your yarn ball!
2. Agility masters will move throughout the gym, changing directions and moving their hoop in order to prevent their classmates from dunking the yarn balls into their hoop.
3. If you successfully dunk into an agility master's hoop, mark a tally on the whiteboard. After the class gets a total of 20 tallies, we'll switch agility masters.

Grade Level Progression:

- 3rd: Play at a walking or galloping pace.
4th–5th: Play the game using a variety of locomotor skills.



AGILITY NINJA TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- Decrease the speed of the game by having the students walk during the first round of play. If students are having trouble completing the agility drills, have them walk through the progressions.
- Play the activity with different locomotor speeds.
- Have the students track their heart rates throughout the activity to see how their bodies respond to exercise.

ACADEMIC
LANGUAGE

Agility, Avoid, Chase, Flee, Jump, Run

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 1 [E1.3-5]** Leaps using a mature pattern (3); Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- **Standard 2 [E5.3-5]** Applies simple strategies/tactics in chasing activities (3a); Applies simple strategies in fleeing activities (3b); Applies simple offensive strategies/tactics in chasing and fleeing activities (4a); Applies simple defensive strategies/tactics in chasing and fleeing activities
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** What is agility?
- **DOK 2:** How does agility apply to Agility Ninja Tag?
- **DOK 3:** How is agility related to chasing and fleeing?
- **DOK 1:** How can you recognize open space?
- **DOK 2:** How does being in open space affect your chances of being tagged?
- **DOK 3:** How is open space related to fleeing strategy?

TEACHING
STRATEGY
FOCUS

Organize students to interact with content: Using Agility Ninja Tag as a warm-up provides an opportunity to introduce and then review the concept of agility and skill-related fitness. This activity also highlights agility as a skill concept that applies to activities and games that the students know and enjoy, laying the foundation for the introduction of skill transfer as an important aspect of physical literacy.

NINJA WARRIOR TABATA

STUDENT TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will recognize the importance of a warm-up and a cool-down.
- **Fitness:** I will pace my activity so that I increase my heart rate and warm up my muscles.
- **Personal & Social Responsibility:** I will work independently in personal space to complete my personal workout.

TEACHING CUES

- Follow Exercise Cues
- Listen for Start/Stop Signals
- Pace Your Activity to Warm Up Your Muscles

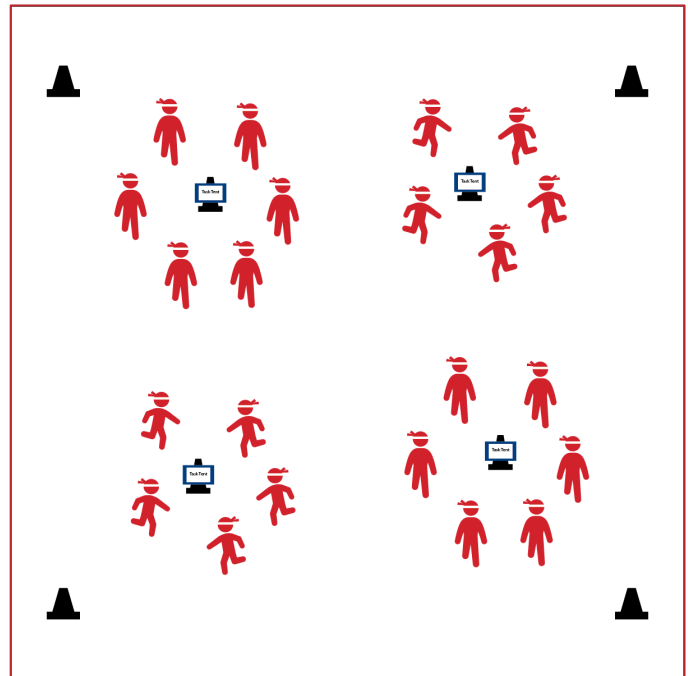
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Tabata Warm-Up Routine Task Cards
- Tabata audio cues (Tabata timer app)
- 1 resistance band per student
- Cones to mark activity area boundaries
- 1 task tent per task card

Set-Up:

1. Create a large activity area using cones or floor lines.
2. Place Tabata Warm-Up Routine Task Cards in task tents or display using a projector.
3. Scatter students so that they can see the routine cards and have enough personal space for safe movement.
4. Prepare Tabata audio cues using a music player and/or a Tabata timer app.



Activity Procedures:

1. Today's activity is called Ninja Warrior Tabata. Tabata training was created by a Japanese scientist named Dr. Izumi Tabata. True Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each set. We may adjust our timing and intensity, but it's important to understand the history behind our workouts. Dr. Tabata's research showed that even 4-minute workouts using his timing formula can have positive results on a person's overall fitness.
2. On the start signal, begin the first exercise on the Ninja Warrior Tabata Warm-Up Routine Card. On the stop signal, begin 10 seconds of rest and prepare for the next exercise on the routine card.
3. When the 4-minute routine is over, return your resistance band to the equipment storage area and get ready for our next activity.

Grade Level Progression:

3rd–4th: Perform the warm-up as described above.

5th: Allow students to create their own warm-up routines using the blank routine cards and FITT Guidelines.



NINJA WARRIOR TABATA

UNIVERSAL
DESIGN
ADAPTATIONS

- Pair students to provide a peer coach for those who require assistance.
- Provide fitness activities at various levels of intensity and difficulty. Allow students to choose their level of participation.

ACADEMIC
LANGUAGE

Appropriate, FITT, Guidance, Identify, Independent, Safe, Set, Specific, Vigorous

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E4.3-5]** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Demonstrates warm-up and cooldown relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up and cool-down relative to various physical activities (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF
QUESTIONS

- **DOK 1:** What would you include on a list about exercise warm-up routines?
- **DOK 2:** How should we apply warm-up routines in physical education?
- **DOK 3:** How is warming up related to safety?

TEACHING
STRATEGY
FOCUS

Identify Critical Content: Safe and appropriate participation is absolutely essential for the success of true ninja warriors, and it affects their ability to maintain a high level of fitness. By introducing the warm-up with a focus on safe participation, students will understand baseline expectations for their performance and behavior throughout the Warrior Ninja Module.

HOMETOWN HERO CHALLENGE

STUDENT TARGETS

- **Skill:** I will demonstrate components of health- and skill-related fitness while traveling through the Ninja Warrior Hometown Hero Challenge course.
- **Cognitive:** I will discuss skill-related fitness and give examples of when its components are applied in activity.
- **Fitness:** I will find my pulse after each challenge and calculate my heart rate.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of Hometown Hero Challenge stations.

TEACHING CUES

- Focus on the Challenge
- Try Your Best
- Be Heart Healthy

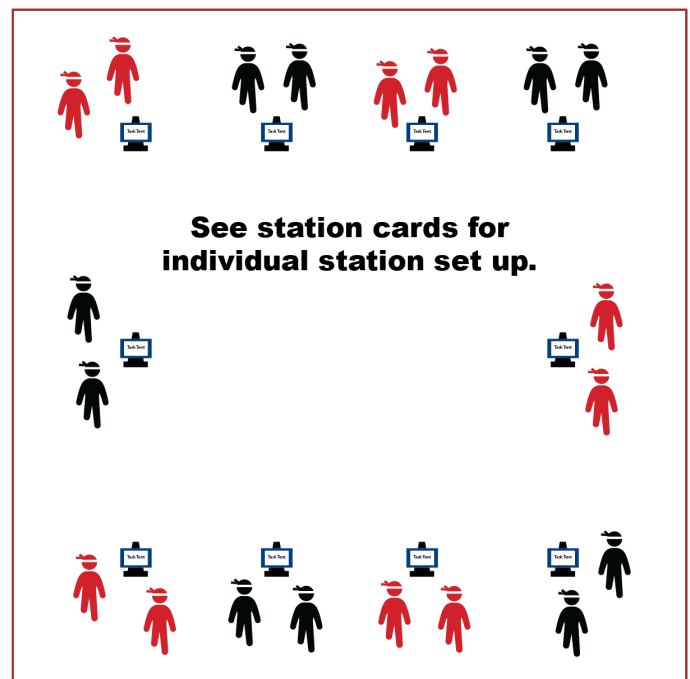
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 10 station cards (choose hometown-level cards)
- 10 tall cones
- 10 task tents
- 10 timers/stopwatches
- 24 low-profile cones
- See station cards for equipment needs
- Station music and music player

Set-Up:

1. Use low-profile cones to create 10 grids (your number may vary based on the size of your class and the activity area).
2. Use task tents to set station cards on tall cones in each grid.
3. Set up each station according to its station card.
4. Create groups of 2–4 students, each group at a different station.



Activity Procedures:

1. Today we will begin training to be a Ninja Warrior. We'll complete each challenge for 3 (or 4) minutes. The goal of today's training session is to develop our agility, coordination, and balance.
2. Teacher: Talk through and/or demonstrate each challenge. Emphasize expectations at each challenge station and the importance of working independently with a group/partner.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.

Grade Level Progression:

3rd–4th: Complete the challenges as written on the task cards.

5th: Time students as they complete the station task as written on the task card. Identify the component of fitness you're trying to improve, and describe how you feel about their progress at each station.

HOMETOWN HERO CHALLENGE

UNIVERSAL DESIGN ADAPTATIONS

- Develop modifications to meet your students' needs. Adapt the equipment or level of complexity of each challenge station.
- Have the students develop their own stations using the equipment after they've completed the beginner challenge stations.

ACADEMIC LANGUAGE

Challenging, Cooperate, Grit, Etiquette, Health-Related Fitness, Levels, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

STANDARDS & OUTCOMES ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- **DOK 1:** What is skill-related fitness?
- **DOK 2:** What do you know about skill-related fitness components?
- **DOK 3:** How is skill-related fitness related to becoming a Ninja Warrior?
- **DOK 1:** What would you include on a list about working independently with a group or with a partner?
- **DOK 2:** What do you notice about working with a partner that is different from working independently by yourself?

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

REGIONAL HEART CHALLENGE

STUDENT TARGETS

- **Skill:** I will demonstrate components of health- and skill-related fitness while traveling through the course.
- **Cognitive:** I will discuss the differences and similarities between health- and skill-related fitness.
- **Fitness:** I will find my pulse after each challenge and calculate my heart rate.
- **Personal & Social Responsibility:** I will use positive language and encouraging words with my partners.

TEACHING CUES

- Focus on the Challenge
- Try Your Best
- Be Heart Healthy

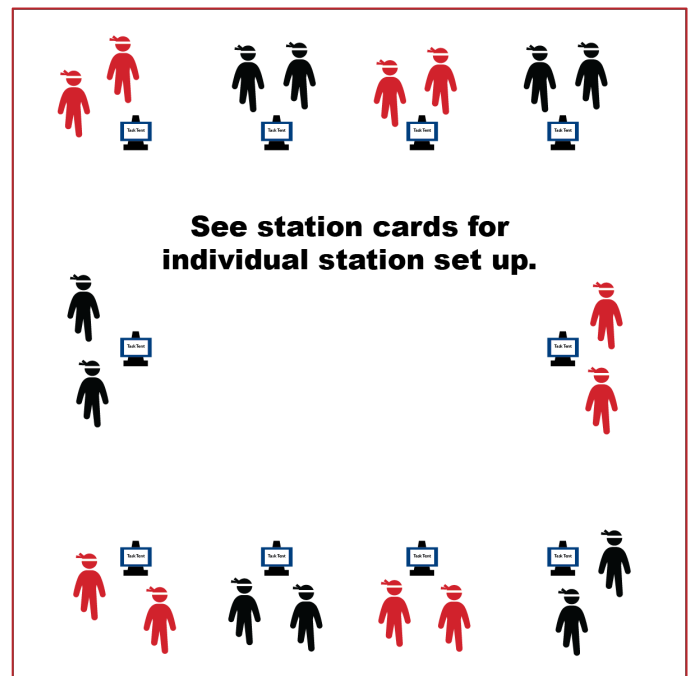
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 10 station cards (choose regional-level cards)
- 10 tall cones
- 10 task tents
- 10 timers/stopwatches
- 24 low-profile cones
- See station cards for equipment needs
- Station music and music player

Set-Up:

1. Use low profile cones to create 10 grids (your number may vary based on the size of your class and the activity area).
2. Use task tents to set station cards on tall cones in each grid.
3. Set up each station according to its station card.
4. Create groups of 2–4 students, each group at a different station.



Activity Procedures:

1. Today we will continue training to be a Ninja Warrior. We'll complete each challenge for 3 (or 4) minutes. Today we will consider all components of health- and skill-related fitness.
2. Teacher: Talk through and/or demonstrate each challenge. Emphasize expectations at each challenge station and the importance of working independently with a group/partner.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

3rd–4th: Complete the challenges as written on the task cards.

5th: Time students as they complete the station task as written on the task card. Identify the component of fitness you're trying to improve, and describe how you feel about their progress at each station.



REGIONAL HEART CHALLENGE

UNIVERSAL
DESIGN
ADAPTATIONS

- Develop modifications to meet your students' needs. Adapt the equipment or level of complexity of each challenge station.
- Have the students develop their own stations using the equipment after they've completed the beginner challenge stations.

ACADEMIC
LANGUAGE

Agility, Challenge, Cooperate, Encouragement, Grit, Health-Related Fitness, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** Choose 1 component of skill-related fitness and do your best to describe it. Do the same for health-related fitness.
- **DOK 2:** What are the similarities and differences between health- and skill-related fitness?
- **DOK 3:** How do you apply skill-related fitness in your everyday life? How do you apply health-related fitness?
- **DOK 1:** How can you recognize words that are encouraging?
- **DOK 2:** What do you notice about your partners when you give them encouragement?
- **DOK 3:** How is encouragement related to cooperation?

TEACHING
STRATEGY
FOCUS

Help students practice skills, strategies, and processes: Encouraging others as we try to help them improve is a skill and strategy that students will tap into as they develop leadership skills throughout their academic and professional journeys. For some, encouraging language comes easy and is natural. For others who may not often hear encouraging language, teachers and peers can provide powerful examples of positivity and encouragement.

NATIONAL HEART CHALLENGE

STUDENT TARGETS

- **Skill:** I will demonstrate components of health- and skill-related fitness while traveling through the Ninja Warrior National Heart Challenge course.
- **Cognitive:** I will discuss ways to improve both health- and skill-related fitness.
- **Fitness:** I will find my pulse after each challenge and calculate my heart rate.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of National Heart Challenge stations.

TEACHING CUES

- Focus on the Challenge
- Try Your Best
- Be Heart Healthy

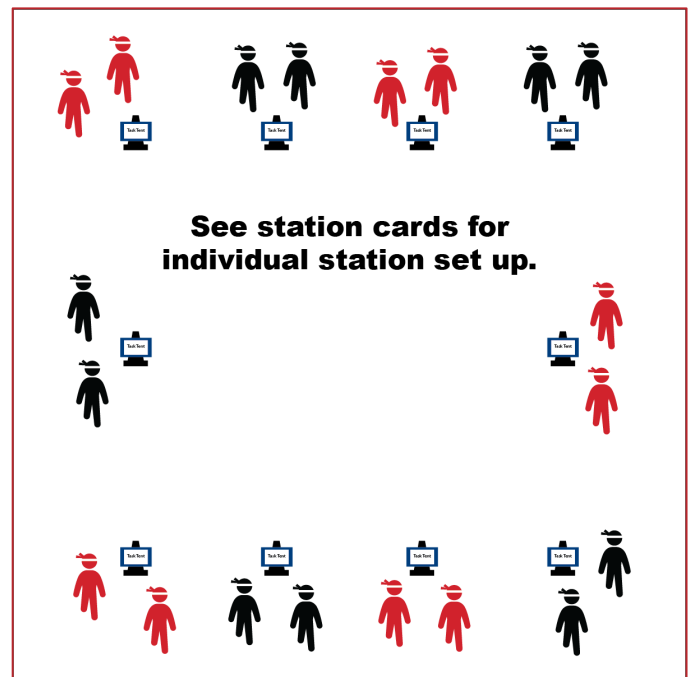
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 10 station cards (choose national-level cards)
- 10 tall cones
- 10 task tents
- 10 timers/stopwatches
- 24 low-profile cones
- See station cards for equipment needs
- Station music and music player

Set-Up:

1. Use low profile cones to create 10 grids (your number may vary based on the size of your class and the activity area).
2. Use task tents to set station cards on tall cones in each grid.
3. Set up each station according to its station card.
4. Create groups of 2–4 students, each group at a different station.



Activity Procedures:

1. Today we will continue training to be a Ninja Warrior. We'll complete each challenge for 3 (or 4) minutes. Today we will focus on a component of fitness that we would like to improve and discuss ways we develop our fitness at home.
2. Teacher: Talk through and/or demonstrate each challenge. Emphasize expectations at each challenge station and the importance of working independently with a group/partner.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

Grade Level Progression:

3rd–4th: Complete the challenges as written on the task cards.

5th: Time students as they complete the station task as written on the task card. Identify the component of fitness you're trying to improve, and describe how you feel about their progress at each station.



NATIONAL HEART CHALLENGE

UNIVERSAL
DESIGN
ADAPTATIONS

- Develop modifications to meet your students' needs. Adapt the equipment or level of complexity of each challenge station.
- Have the students develop their own stations using the equipment after they've completed the beginner challenge stations.

ACADEMIC
LANGUAGE

Agility, Challenging, Cooperate, Encouragement, Grit, Health-Related Fitness, Improve, Level, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF
QUESTIONS

- **DOK 1:** What does it mean to improve?
- **DOK 2:** What are some ways that we can improve our fitness (both health- and skill-related fitness) and become better Ninja Warriors?
- **DOK 1:** What is grit?
- **DOK 2:** How can you apply what you know about grit to help you improve?
- **DOK 3:** How can you demonstrate more grit in your journey to improve your fitness? Can you elaborate on why you believe those behaviors demonstrate grit?

TEACHING
STRATEGY
FOCUS

Help students elaborate on content: The debrief question set above requires students to make inferences about the information presented in class as it relates to prior experiences and future challenges. Allow students to explore these inferences through focused discussion, prompting them to give evidence and context to support their thinking.

STUDENT NINJA CHALLENGES

STUDENT TARGETS

- **Skill:** I will demonstrate components of health- and skill-related fitness while traveling through the courses.
- **Cognitive:** I will discuss which components of skill-related fitness are tested/developed in the course that I selected.
- **Fitness:** I will find my pulse after each challenge and calculate my heart rate.
- **Personal & Social Responsibility:** I will discuss the positive interactions that I experienced with both peers and adults during the Ninja Warrior module.

TEACHING CUES

- Focus on the Challenge
- Try Your Best
- Be Heart Healthy

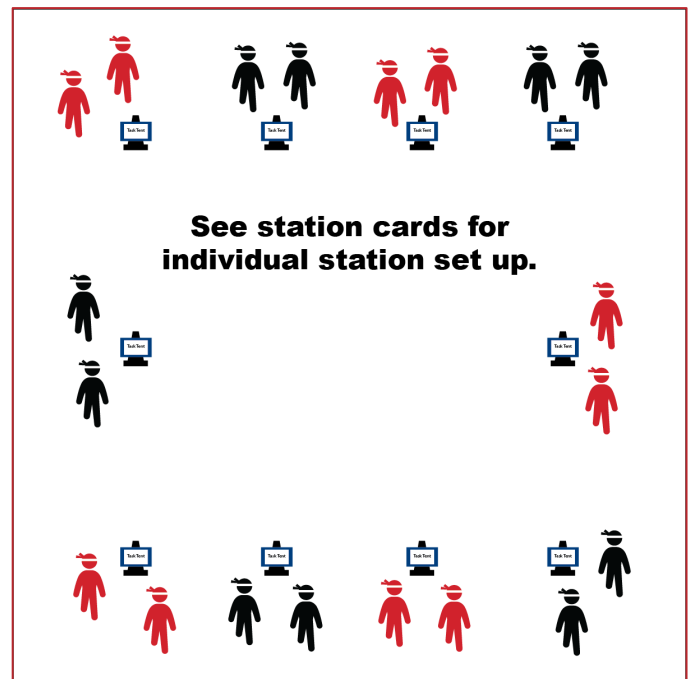
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 30 station cards (choose hometown-, regional-, and national-level task cards)
- 10 tall cones
- 10 task tents
- 10 timers/stopwatches
- 24 low-profile cones
- See station cards for equipment needs
- Station music and music player

Set-Up:

1. Use low profile cones to create 10 grids (your number may vary based on the size of your class and the activity area).
2. Use task tents to set station cards on tall cones in each grid.
3. Set up each station according to its station card.
4. Create groups of 2–4 students, each group at a different station.



Activity Procedures:

1. Today, you will choose your level of experience from our Hometown Hero, Regional Warrior, or National Warrior Challenge courses. You can showcase your ninja skills at a pace and challenge level that you're comfortable with, or you can attempt to complete all three levels in 3 minutes.
2. Teacher: Talk through and/or demonstrate each challenge. Emphasize expectations at each challenge station and the importance of working independently with a group/partner.
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.

Grade Level Progression:

3rd–4th: Complete the challenges as written on the task cards.

5th: Time students as they complete the station task as written on the task card. Identify the component of fitness you're trying to improve, and describe how you feel about their progress at each station.



STUDENT NINJA CHALLENGES

UNIVERSAL
DESIGN
ADAPTATIONS

- Develop station-specific modifications to meet your students' needs.
- Adapt the equipment or level of complexity of each challenge station.

ACADEMIC
LANGUAGE

Agility, Challenging, Cooperate, Encouragement, Grit, Health-Related Fitness, Improve, Interaction, Levels, Pathway, Respect, Skill-Related Fitness, Traverse, Weight Transfer

STANDARDS
& OUTCOMES
ADDRESSED

- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes/compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF
QUESTIONS

- **DOK 1:** Which components of skill-related fitness would you put on a list of components tested by the courses you selected?
- **DOK 2:** Why did you choose these courses? What things did you consider as you made your choices?
- **DOK 3:** What other types of decisions do you make each day that have an impact on your health- and skill-related fitness?
- **DOK 1:** How can you recognize a positive interaction?
- **DOK 2:** How do positive interactions affect our enjoyment of physical activity?
- **DOK 3:** What facts or experiences can you select to support the importance of social interaction to physical activity experiences?

TEACHING
STRATEGY
FOCUS

Help students process content: As students come to the conclusion of the Ninja Warrior module, it's important to help them reflect on their experience and draw conclusions from what they learned. Focus on student viewpoints and interpretations of what they experienced and guide them through meaningful discussion with their peers. Resist the tendency adults often have to interpret student experience for them.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- **Standard 1 [E1.3-5]** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences (4); Demonstrates mature patterns of locomotor skills in dynamic small-sided practice tasks, gymnastics, and dance.
- **Standard 2 [E3.3-5]** Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (3); Applies the movement concepts of speed, endurance, and pacing for running (4a); Applies movement concepts to strategy in game situations (5a); Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments (5c).
- **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- **Standard 4 [E5.3-5]** Recognizes the role of rules and etiquette in physical activity with peers (3); Exhibits etiquette and adherence to rules in a variety of physical activities (4); Critiques the etiquette involved in rules of various game activities (5).

FOCUS
TARGETS

- **Skill:** I will demonstrate fitness activities with proper form and attention to safety.
- **Cognitive:** I will discuss the importance of skill-related fitness.
- **Fitness:** I will pace my activity so that I increase my heart rate.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of Hometown Hero Challenge stations.

ACADEMIC
LANGUAGE

- Challenging
- Cooperate
- Grit
- Etiquette
- Skill-Related Fitness

SELECTED
ASSESSMENT

- DOK Questions, Rubric, Self-Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Activity area is set up for Training Tag. Tabata cards and resistance bands are in each of the gym's 4 corners, safely out of the way. Hometown Hero cards/equipment sets are organized on 1 end of the gym, safely out of the way. Students enter the gym and read/discuss DOK questions posted on wall. Begin tag game when all arrive and are ready.</p>	<p>Ninja Warrior Training Tag</p>	<p>DOK 1: What is skill-related fitness? DOK 2: What do you know about skill-related fitness?</p>
<p>2 LEARNING TASK</p>	<p>Discuss Training Tag DOK questions. Student equipment leaders quickly set up Tabata stations while each student gets a resistance band. Group students around cones/Tabata cards. Begin Tabata music.</p>	<p>Ninja Warrior Tabata</p>	<p>DOK 1: What would you include on a list about exercise warm-up routines? DOK 2: How should we apply warm-up routines in physical education? DOK 3: How is warming up related to safety?</p>
<p>3 LEARNING TASK</p>	<p>Discuss Tabata DOK questions. Student equipment leaders coordinate equipment change. Introduce and demonstrate Hometown Hero Challenge.</p>	<p>Hometown Hero Challenge</p>	<p>DOK 1: What would you include on a list about working independently with a group or with a partner? DOK 2: What do you notice about working with a partner that is different from working independently by yourself?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Discuss rubric criteria at the end of class. Students then have 5 minutes to complete the self-assessment for Agility, Chase, and Flee.</p>		

AGILITY

(noun)

The ability to change body position and direction quickly and efficiently.

Because Mason has great **agility**, he is very good at the Jumping Buildings Challenge.



APPROPRIATE

(adjective)

**Correct or right for a given
Situation or setting.**

Listening to the teacher's instruction is an **appropriate** behavior for all students in physical education class.



AVOID

(verb)

**To keep away from something;
to steer clear of it.**

The students became very good at **avoiding** others while moving in general space because they kept their heads up and their eyes alert.



BALANCE

(noun)

**The ability to maintain the body
in proper equilibrium.**

Elizabeth used **balance** as she crossed the spots at
the Egg Carton Challenge.



CARDIOVASCULAR ENDURANCE

(noun)

The ability of the heart, lungs, and blood vessels to supply oxygen and nutrients to the muscles during long periods of exercise.

Cardiovascular endurance helped Karen complete all the challenges at the regional level.



CHALLENGING

(adjective)

**Difficult in a way that tests
one's abilities and knowledge.**

Kralyon found it **challenging** to complete the Quick Cuts Challenge at the national level.



CHASE

(verb)

To pursue an individual, group, or object in an effort to catch it.

Kay loved to **chase** her classmates during Ninja Warrior Tag because it was a challenge that helped her improve her speed and agility.



COOPERATE

(verb)

To act with others toward the same end or purpose.

Elmo and Vadar knew that reaching the goal would take teamwork, so they worked hard to communicate and **cooperate** during all practices and games.



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Ninja Warrior is one example of a sport that requires **coordination** because athletes must move around while attempting to complete different tasks.



DIRECTION

(noun)

The course along which something moves.

Daryl wondered which **direction** Nadine was going to go: right or left?



EQUIPMENT

(noun)

The set of tools, accessories, and objects used in a sport or activity.

Emily put all her **equipment** back where it belonged when class ended.



ENCOURAGEMENT

(noun)

Support, confidence, or hope offered by someone or some event.

The students enjoyed the **encouragement** that their classmates gave them during the timed obstacle course trials.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Ninja **etiquette** requires that all participants show respect for other ninjas by using positive and encouraging language.



FITT PRINCIPLE

(noun)

A personal fitness concept that requires the inclusion of frequency, intensity, time, and type of exercise as four elements necessary for a comprehensive and successful fitness plan.

The class discussed the **FITT Principle** as they were making a plan to improve their health-related fitness.



FLEE

(verb)

To run away from a place or situation in order to escape a consequence.

During the tag game, Thomas moved quickly to **flee** the ninja taggers.



GRIT

(noun)

The combination of passion and perseverance that allows an individual to continuously develop skill and work toward consistent achievement through a repetitive cycle of purposeful practice and peak performance.

Christine's **grit** allowed her to be resilient, practicing again and again until she completed all of the national level challenges.



GUIDANCE

(noun)

Advice or information aimed at helping a person or group reach a goal, resolve a problem, or improve.

The Ninja Warrior Tabata cards provide **guidance** about which Tabata exercises we should do to train like a ninja.



HEALTH-RELATED FITNESS

(noun)

A group of 5 physical characteristics that contribute to a person's overall well-being. The 5 components of health-related fitness include Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, and Body Composition.

All great ninja warriors train with a focus on **health-related fitness.**



IDENTIFY

(verb)

To establish who or what someone or something is.

Robin **identified** four exercises he could practice at home in his spare time.



IMPROVE

(verb)

**To achieve a higher standard or quality;
to make or become better.**

Elyse made a plan to practice her balance in order to **improve** her time in the Ninja course.



INDEPENDENT

(adjective)

Free from outside control or lead.

Vinnie was **independent** during physical education class and worked hard without Mr. Fox watching him.



INTERACTION

(noun)

A meeting or discussion that has an effect on another while they also have an effect on you.

Jess and Joey had a positive **interaction** as they worked together to set up the Ninja Warrior courses.



JUMP

(verb)

To push off of a surface and into the air using the power in your legs and feet.

Kennedra loves to **jump** through the agility ladder and feel the power in her legs help her spring from spot to spot.



LEVEL

(noun)

Position of the body or its parts in relation to the floor, a person, or a piece of equipment.

Sophia knew that the three **levels** include low, medium, and high.



PATHWAY

(noun)

A course or track along which a body or object moves as it travels through general space.

Fiona had to change her **pathway** as her classmates moved in front of her, blocking her movement.



POWER

(noun)

The ability to produce maximum force in the shortest time.

When preparing to jump from spot to spot, LeBron knew that he must exert **power** through his legs in order to take off and jump high enough to complete the challenge.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I respect my classmates because they come to class and work hard to improve.



RUN

(verb)

To transfer weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet; similar to walking but with a longer stride.

Josh loves to **run** from one end of the gym to the other.



SAFE

(adjective)

**Protected against physical,
social, and emotional harm.**

We must always use **safe** behaviors so that
no one gets hurt.



SET

(noun)

A distinct number or group of exercise movements.

Tabata workouts combine 20 seconds of vigorous activity with 10 seconds of rest in between each **set**.



SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of skill-related fitness include **Agility, Balance, Coordination, Power, Reaction Time, and Speed.**

Every new ninja learns to appreciate all of the components of **skill-related fitness** and then works to improve every day.



SPECIFIC

(adjective)

Clearly defined or identified.

In Tabata exercises, you do exercises for a **specific** amount of time and then rest for a **specific** amount of time.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Taylor's group displayed excellent **teamwork** during the grid challenge as they quickly moved to one friend at a time to complete the challenge.



TRAVERSE

(verb)

To travel across or through.

Lisa and Amanda used the rope to **traverse** the length of the scooter pull challenge.



VIGOROUS

(adjective)

Done with great force and energy.

Vigorous exercise helps your heart become strong and healthy.



WEIGHT TRANSFER

(noun)

A change in the center of gravity beyond its base of support in order to create movement or generate force.

Denise used a weight **transfer** to propel herself on the scooter in different directions through the slalom challenges.



NINJA WARRIOR

(noun)

A person who has made a commitment to improve and maximize both health- and skill-related fitness in order to overcome elite obstacle course challenges.

Makoto Nagano is one of the most famous **Ninja Warriors** of all time. He was a humble fisherman before defeating the Mount Midoriyama obstacle course.



UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Ninja Warrior Skills

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide activity cards in large-print versions or use an LCD projector • Provide scooters of various sizes and speeds • Use directional signs and signals • Increase or decrease the size of the activity area 	<ul style="list-style-type: none"> • Change the boundaries of activities to allow for more or less restrictions on movement • Allow students an opportunity to modify rules to match their skills and interests 	<ul style="list-style-type: none"> • Provide visual cues and reminders throughout the station activity areas • Set up additional activity stations to allow for fewer students and/or more adult assistance 	<ul style="list-style-type: none"> • Provide ongoing verbal cues • Use peer tutors to assist with instruction and participation • Use pictures and/or videos for instruction • Individualize instruction with one-to-one interactions

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics.

NINJA WARRIOR TABATA CARD: Hometown Hero

Set #	Exercise Name	Interval Start
1	Jumping Jacks	0:00
	Rest 10 Seconds	
2	Mountain Climbers	0:30
	Rest 10 Seconds	
3	Biceps Curl [Resistance Band]	1:00
	Rest 10 Seconds	
4	Upright Row [Resistance Band]	1:30
	Rest 10 Seconds	
5	Jumping Jacks	2:00
	Rest 10 Seconds	
6	Mountain Climbers	2:30
	Rest 10 Seconds	
7	Biceps Curl [Resistance Band]	3:00
	Rest 10 Seconds	
8	Upright Row [Resistance Band]	3:30
	Rest 10 Seconds	



NINJA WARRIOR TABATA CARD: Regional Level Challenge

Set #	Exercise Name	Interval Start
1	Invisible Jumps	0:00
	Rest 10 Seconds	
2	Push-Ups	0:30
	Rest 10 Seconds	
3	Triceps Kick-Back [Resistance Band]	1:00
	Rest 10 Seconds	
4	Upright Row [Resistance Band]	1:30
	Rest 10 Seconds	
5	Invisible Jumps	2:00
	Rest 10 Seconds	
6	Push-Ups	2:30
	Rest 10 Seconds	
7	Triceps Kick-Back [Resistance Band]	3:00
	Rest 10 Seconds	
8	Upright Row [Resistance Band]	3:30
	Rest 10 Seconds	



NINJA WARRIOR TABATA CARD: National Level Challenge

Set #	Exercise Name	Interval Start
1	Star Jumps	0:00
	Rest 10 Seconds	
2	Burpees	0:30
	Rest 10 Seconds	
3	Power Squats [Resistance Band]	1:00
	Rest 10 Seconds	
4	Upright Row [Resistance Band]	1:30
	Rest 10 Seconds	
5	Star Jumps	2:00
	Rest 10 Seconds	
6	Burpees	2:30
	Rest 10 Seconds	
7	Power Squats [Resistance Band]	3:00
	Rest 10 Seconds	
8	Upright Row [Resistance Band]	3:30
	Rest 10 Seconds	

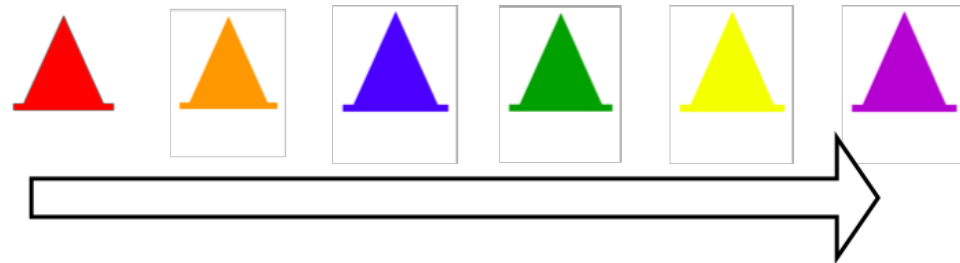


NINJA WARRIOR CONES: JUMPING BUILDINGS

(Hometown Challenge)

Split Jumps

- Start with your feet **together**.
- Split **jump** over the cones in order.
- **Land** with feet together, then split **jump** over the **next** cone.



Equipment Needed: 6 cones (no higher than 6" height) per active ninja.

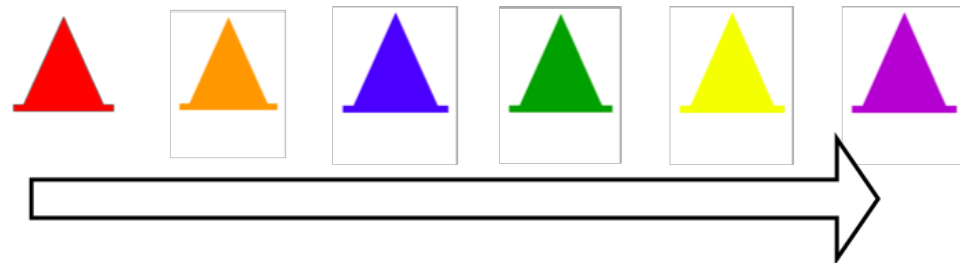
Set Up: Create a line of cones 4–6 feet apart.

NINJA WARRIOR CONES: JUMPING BUILDINGS

(Regional Challenge)

Tuck Jumps

- Keep your feet **together**.
- Tuck **jump** over the cones in order.
- As soon as you **land**, tuck **jump** over the **next** cone.



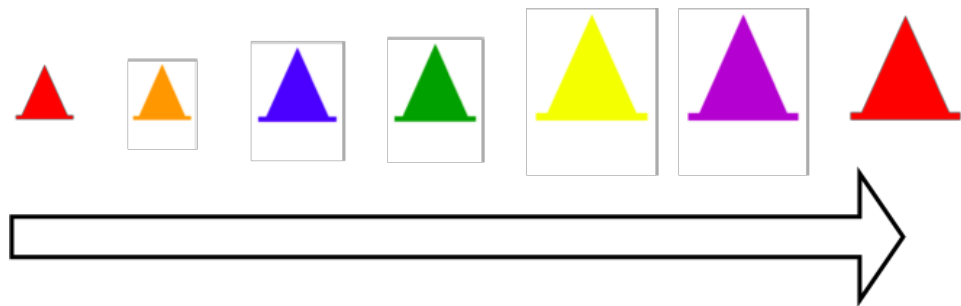
Equipment Needed: 6 cones (no higher than 6" height) per active ninja.
Set Up: Create a line of cones 4–6 feet apart.

NINJA WARRIOR CONES: JUMPING BUILDINGS

(National Challenge)

Super-Ninja Tucks

- Keep your feet **together**.
- Tuck **jump** over the cones in order.
- As soon as you **land**, tuck **jump** over the **next** cone.
- Cones will get **taller** as you **progress** to the end.



Equipment Needed: 7 cones (from 2" low-profile to 9") per active ninja.

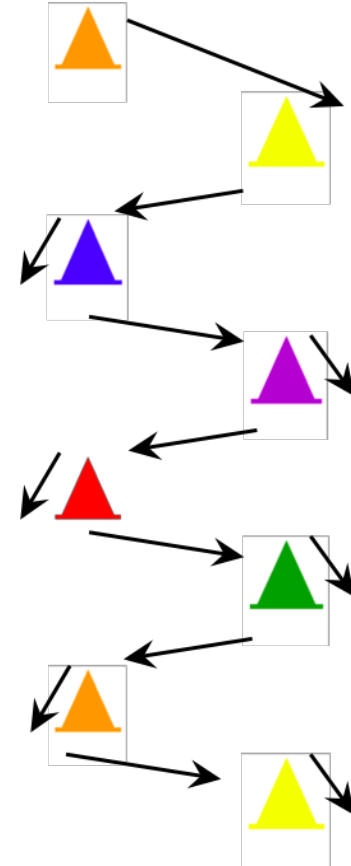
Set Up: Create a line of cones 4–6 feet apart.

NINJA WARRIOR CONES: QUICK CUT CONES

(Hometown Challenge)

Outside Cutters

- Start at the first cone.
- Run **around** the **outside** of each cone.
- **Progress** to the last cone.



Equipment Needed: 8 cones (6" to 12") per active ninja.

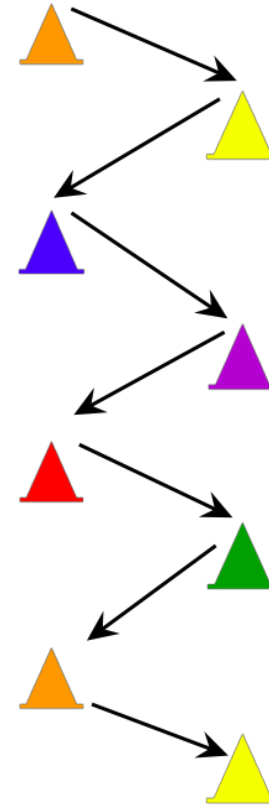
Set Up: Create a zigzag course of cones 6-10 feet apart.

NINJA WARRIOR CONES: QUICK CUT CONES

(Regional Challenge)

Side Slide Cuts

- Start at the first cone.
- **Side Slide** to the next cone keeping knees bent and body low (defensive position).
- Tap the top of the cone before side shuffling to the next cone.



Equipment Needed: 8 cones (6" to 12") per active ninja.

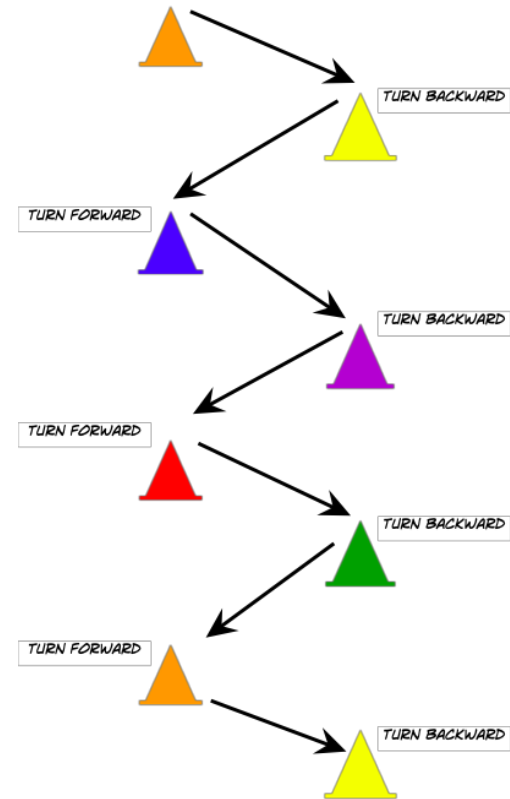
Set Up: Create a zigzag course of cones 6-10 feet apart.

NINJA WARRIOR CONES: QUICK CUT CONES

(National Challenge)

Super-Ninja Side Slides

- Start at the first cone.
- **Side slide** to the next cone staying low.
- Tap the top of the cone.
- Turn around backward and side shuffle to the next cone.
- Tap the top of the cone.
- Turn forward and repeat.



Equipment Needed: 8 cones (6" to 12") per active ninja.

Set Up: Create a zigzag course of cones 6-10 feet apart.

NINJA WARRIOR STICK YOUR JUMP COURSE

(Hometown Challenge)

Can you stick your jumps?

Use 6 jumps to make it across the jump course (from line to line) and then back again.

Complete the pattern below.

Line = Start/Finish

R = Right Foot

L = Left Foot

X = Both Feet

R = Right Foot

L = Left Foot

S = Turn Around



Equipment Needed: Floor Tape

Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).

NINJA WARRIOR STICK YOUR JUMP COURSE

(Regional Challenge)

Can you stick your jumps?

Use 9 jumps to make it across the jump course (from line to line).

Complete the pattern below.

Line = Start/Finish

R = Right Foot

L = Left Foot

X = Both Feet

R = Right Foot

L = Left Foot

S = Turn Around

X = Both Feet

X = Both Feet

RL = Both Feet Straddle

Landing



Equipment Needed: Floor Tape

Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).

NINJA WARRIOR STICK YOUR JUMP COURSE

(National Challenge)

Can you stick your jumps?

Use 10 jumps to make it across the jump course (from line to line).

Complete the pattern below.

Line = Start/Finish

R = Right Foot

L = Left Foot

X = Both Feet

R = Right Foot

L = Left Foot

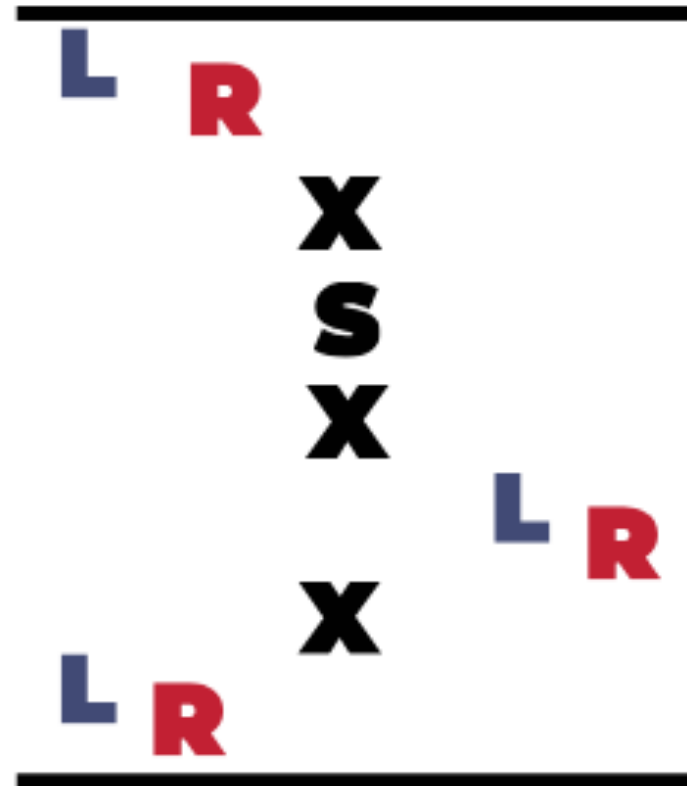
X = Both Feet

S = Switch Directions

X = Both Feet

R = Right Foot

L = Left Foot



Equipment Needed: Floor Tape

Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).

NINJA WARRIOR STICK YOUR JUMP COURSE 2

(Hometown Challenge)

Can you stick your jumps?

Use 10 jumps to make it across the jump course (from line to line).

Complete the pattern below.

Line = Start/Finish

R = Right Foot

L = Left Foot

X = Both Feet

S = Turn Around

X = Both Feet

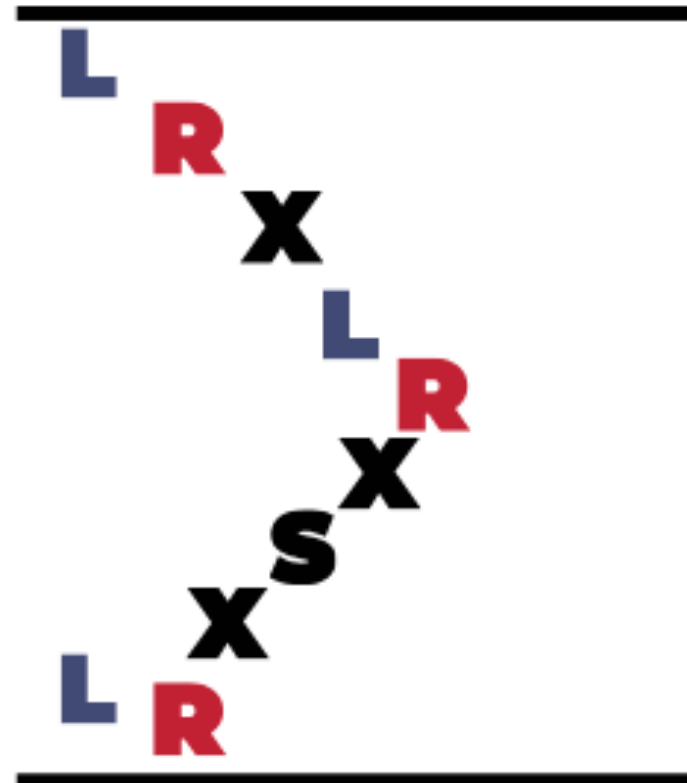
R = Right Foot

L = Left Foot

X = Both Feet

R = Right Foot

L = Left Foot



Equipment Needed: Floor Tape

Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).

NINJA WARRIOR STICK YOUR JUMP COURSE

(Regional Challenge)

Can you stick your jumps?

Use 10 jumps to make it across the jump course (from line to line).

Complete the pattern below.

Line = Start/Finish

L R = Straddle Jump Both Feet

L R = Straddle Jump Both Feet

X = Both Feet Together

S = Turn Around

X = Both Feet Together

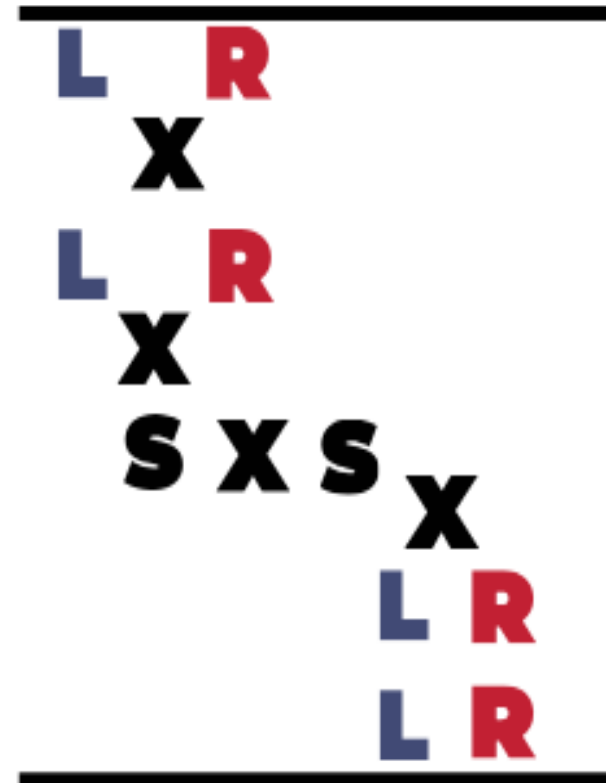
S = Turn Around

X = Both Feet Together

L R = Straddle Jump Both Feet

X = Both Feet Together

L R = Straddle Jump Both Feet



Equipment Needed: Floor Tape

Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).



NINJA WARRIOR STICK YOUR JUMP COURSE

(National Challenge)

Can you stick your jumps?

Use 9 jumps to make it across the jump course (from line to line).

Complete the pattern below.

Line = Start/Finish

L R = Straddle Jump Both Feet

X = Both Feet Together

L R = Straddle Jump Both Feet

S = Turn Around

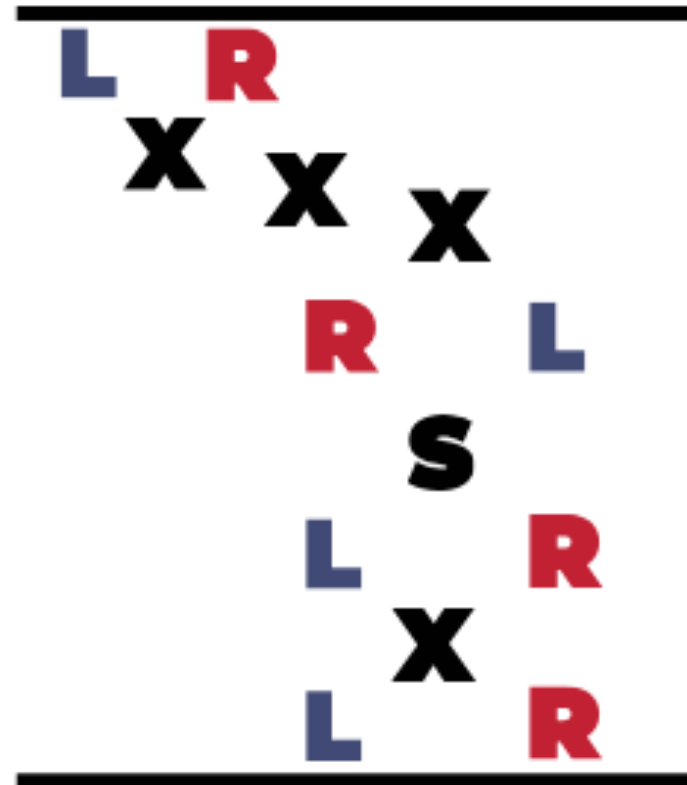
L R = Straddle Jump Both Feet

X = Both Feet Together

X = Both Feet Together

X = Both Feet Together

L R = Straddle Jump Both Feet



Equipment Needed: Floor Tape

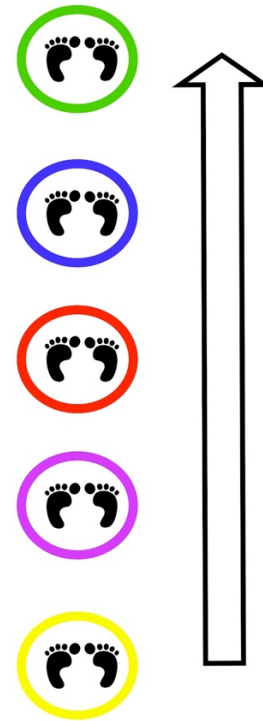
Set Up: Create 2 parallel lines 6–10 feet apart (based on student ability).

NINJA WARRIOR HOOPS: THE SNAKE

(Hometown Challenge)

Straight Jumping

- Keep your feet **together**.
- **Jump** from hula hoop to hula hoop, keeping your body facing **forward**.
- If you miss a hula hoop, start over.



Equipment Needed: 5 hoops per active ninja.

Set Up: Create a line of hoops. Make sure the hoops are jumping distance apart.

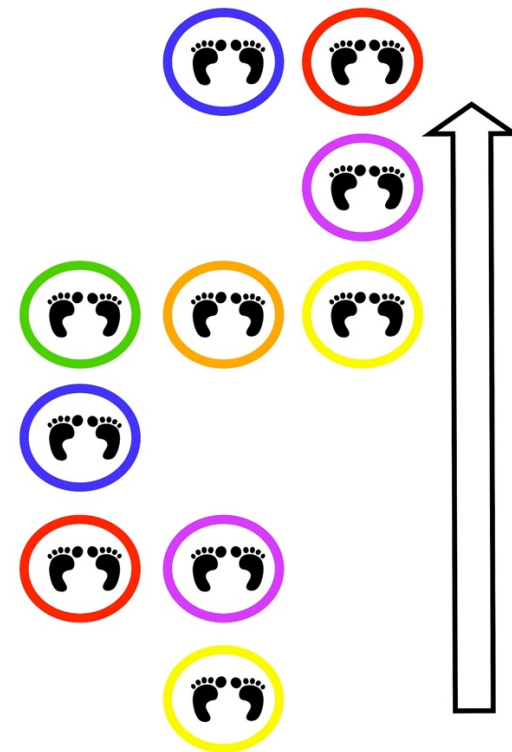


NINJA WARRIOR HOOPS: THE SNAKE

(Regional Challenge)

Lateral Jumping

- Keep your feet **together**.
- **Jump** through the pattern of hula hoops.
- Use **lateral** jumps for hula hoops that are to the left or right.
- If you miss a hula hoop, start over.



Equipment Needed: 10 hoops per active ninja.

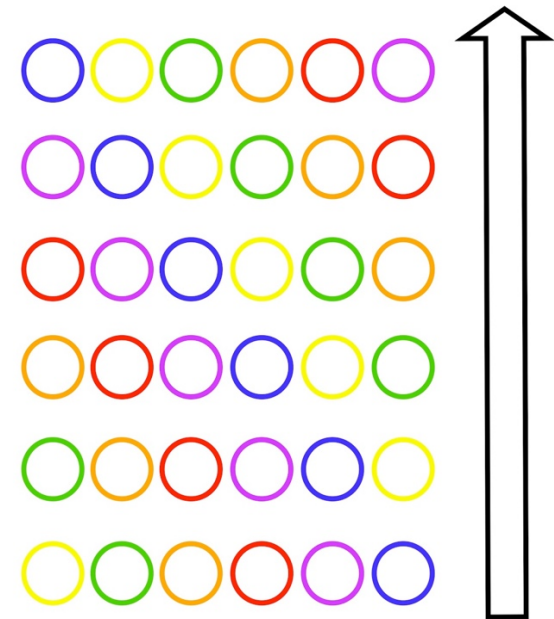
Set Up: Create a snake pattern with right angles using hoops. Make sure the hoops are jumping distance apart.

NINJA WARRIOR HOOPS: THE SNAKE

(National Challenge)

Jump, Leap, Hop

- Move through the hula hoop **pattern** from 1 end to the other.
- **Jump** into the blue and purple hula hoops.
- **Leap** into the orange and red hula hoops.
- **Hop** into the green and yellow hula hoops.
- If you miss a hula hoop, start over.



Equipment Needed: 36 hoops (in 6 color sets) per active ninja.

Set Up: Create a 6x6 grid of hoops. Make sure the hoops are jumping distance apart.

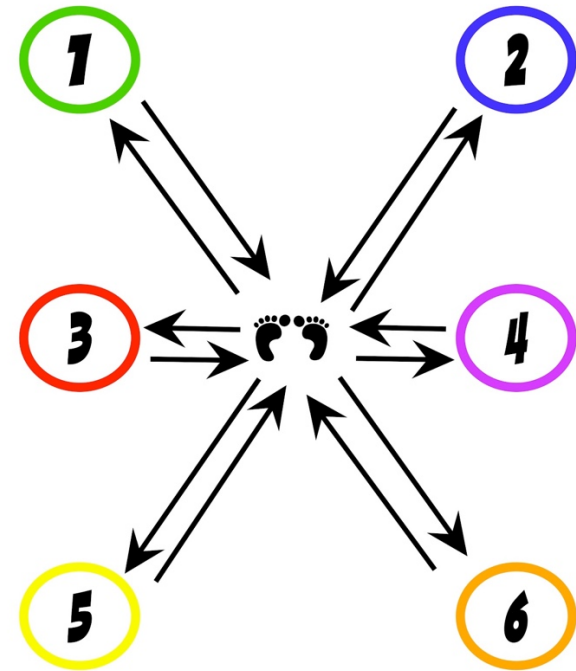


NINJA WARRIOR HOOPS: STAR POWER

(Hometown Challenge)

Re-Center

- Start in the center.
- Run and **jump** in each hula hoop.
- Return to the **center** after **traveling** to each hula hoop.



Equipment Needed: 6 hoops per active ninja.

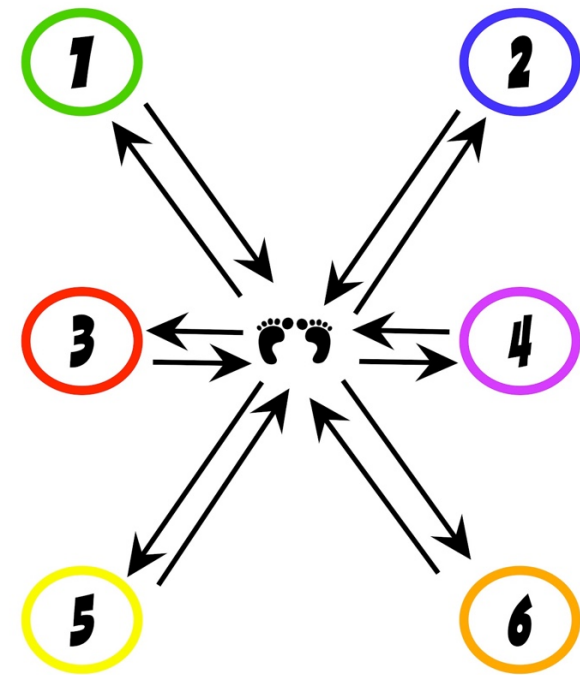
Set Up: Create a star of hoops with enough room to run in between.

NINJA WARRIOR HOOPS: STAR POWER

(Regional Challenge)

Bear and Crab

- Start in the center.
- **Bear crawl** to the odd-numbered hula hoops and tap **inside** them.
- **Crab walk** to the even number hula hoops and tap **inside** them.
- Return to the **center** after **traveling** to each hula hoop.



Equipment Needed: 6 hoops per active ninja.

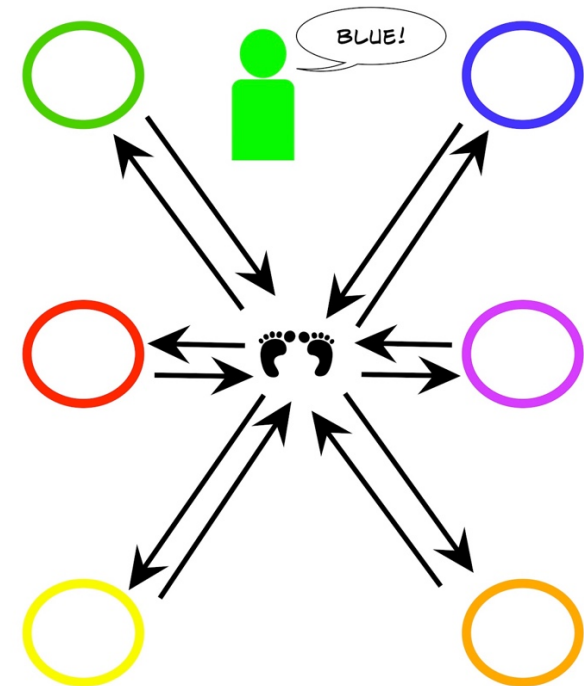
Set Up: Create a star of hoops. Adjust the distance in between the hoops to increase or decrease the ninja challenge.

NINJA WARRIOR HOOPS: STAR POWER

(National Challenge)

Coach's Call

- One student will be the coach and will call off colors in **random** order.
- Ninjas will start in the **center**.
- The students will run to the color called and back to the **center**.
- After all 6 colors have been called, the ninja's work is **finished**.



Equipment Needed: 6 hoops per active ninja.

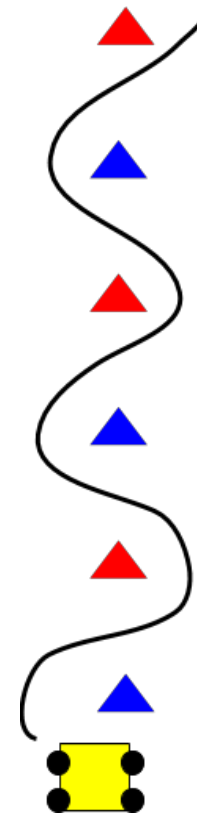
Set Up: Create a star of hoops with enough room to run in between.

NINJA WARRIOR SCOOTERS: SLALOM 1

(Hometown Challenge)

Hands and Feet Challenge

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → Pass to the right
 - **Blue** → Pass to the left
- You may use your hands and your feet to move the scooter.



Equipment Needed: 3 blue cones, 3 red cones, and 1 scooter per active ninja.

Set Up: Create a slalom course, alternating red and blue cones within the activity grid.

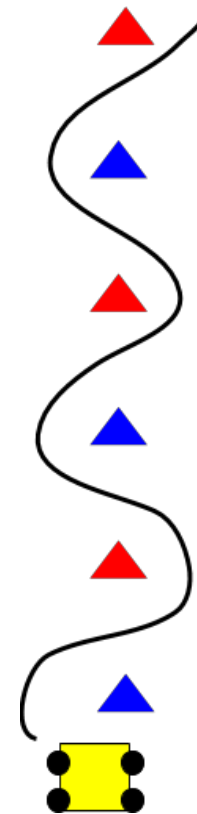


NINJA WARRIOR SCOOTERS: SLALOM 1

(Regional Challenge)

Feet Challenge

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → Pass to the right
 - **Blue** → Pass to the left
- You may use only your feet to move the scooter.



Equipment Needed: 3 blue cones, 3 red cones, and 1 scooter per active ninja.

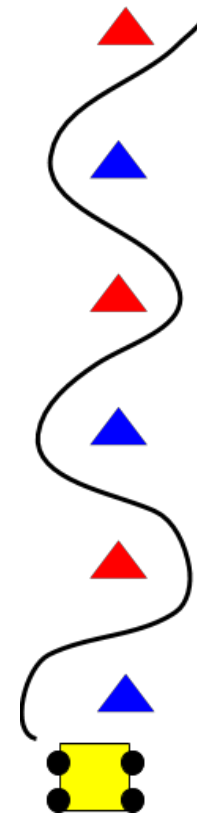
Set Up: Create a slalom course, alternating red and blue cones within the activity grid.

NINJA WARRIOR SCOOTERS: SLALOM 1

(National Challenge)

Hands Challenge

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → **Pass to the right**
 - **Blue** → **Pass to the left**
- You may use only your hands to move the scooter.



Equipment Needed: 3 blue cones, 3 red cones, and 1 scooter per active ninja.

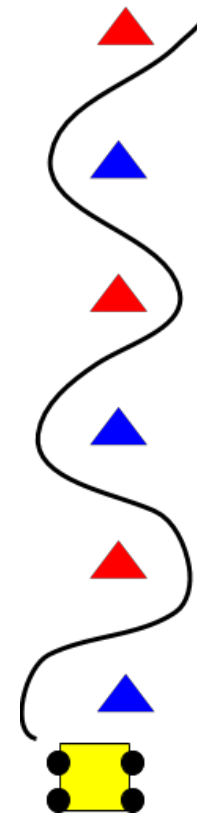
Set Up: Create a slalom course, alternating red and blue cones within the activity grid.

NINJA WARRIOR SCOOTERS: SLALOM 2

(Hometown Challenge)

Timed Slalom

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → Pass to the right
 - **Blue** → Pass to the left
- You may use only your feet to move the scooter.



Equipment Needed: 3 blue cones, 3 red cones, 1 scooter, and 1 stopwatch per active ninja.

Set Up: Create a slalom course, alternating red and blue cones within the activity grid.



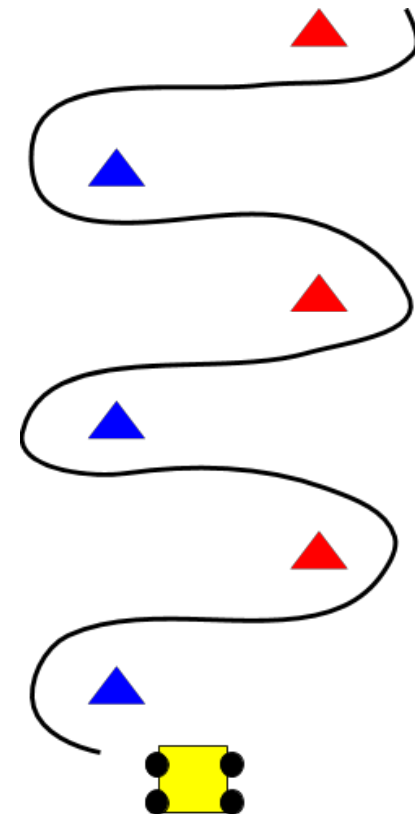
NINJA WARRIOR SCOOTERS: SLALOM 2

(Regional Challenge)

Giant Slalom

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → Pass to the right
 - **Blue** → Pass to the left
- You may use only your feet to move the scooter.

Ninja note: With fewer gates (cones) that are farther apart, you can gain a little more speed. But watch out for those turns!



Equipment Needed: 3 blue cones, 3 red cones, 1 scooter, and 1 stopwatch per active ninja.

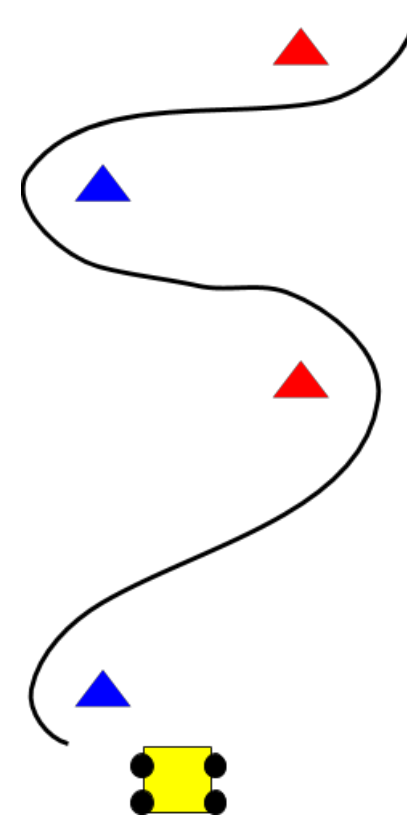
Set Up: Create a giant slalom course (6–8 feet wide), alternating red and blue cones within the activity grid.

NINJA WARRIOR SCOOTERS: SLALOM 2

(National Challenge)

Super G

- Move through the course in a zigzag pathway in between the cones.
 - **RED** → Pass to the right
 - **Blue** → Pass to the left
- You may use only your feet to move the scooter.
- *Ninja note: With giant gates (cones) that are spread far apart, focus on safety and speed. Slow your speed on turns and adjust your body angle.*



Equipment Needed: 2 blue cones, 2 red cones, 1 scooter, and 1 stopwatch per active ninja.

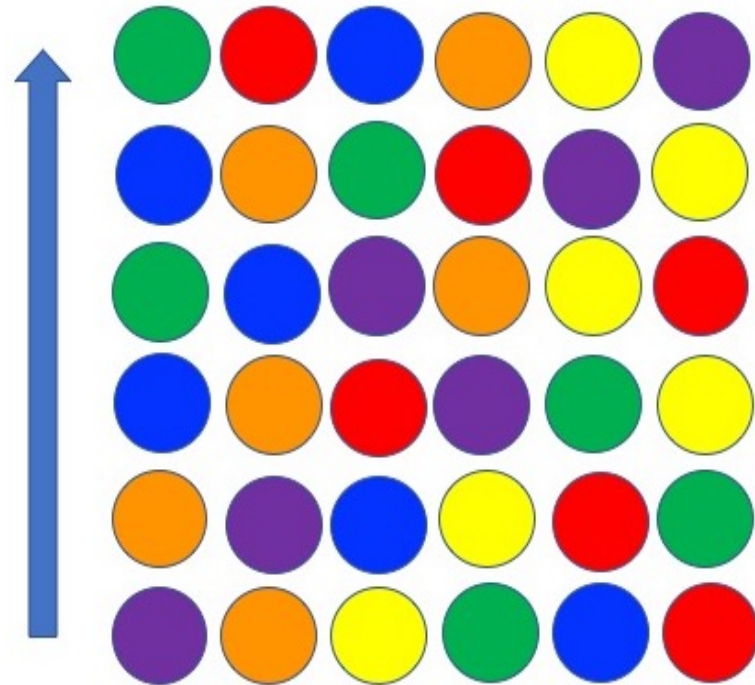
Set Up: Create a super G slalom course (12–14 feet wide), alternating red and blue cones within the activity grid.

NINJA WARRIOR SPOTS: THE GRID PATTERN

(Hometown Challenge)

Bear crawl across the grid.

- Bear crawl on hands and feet across the entire grid of spots.
- Hands and feet must touch every spot.
- If you miss a spot, try again. Do not move past a spot until you have touched it with both hands and feet.



Equipment Needed: 36 spot markers

Set Up: Create a 6x6 grid using different color spot markers.

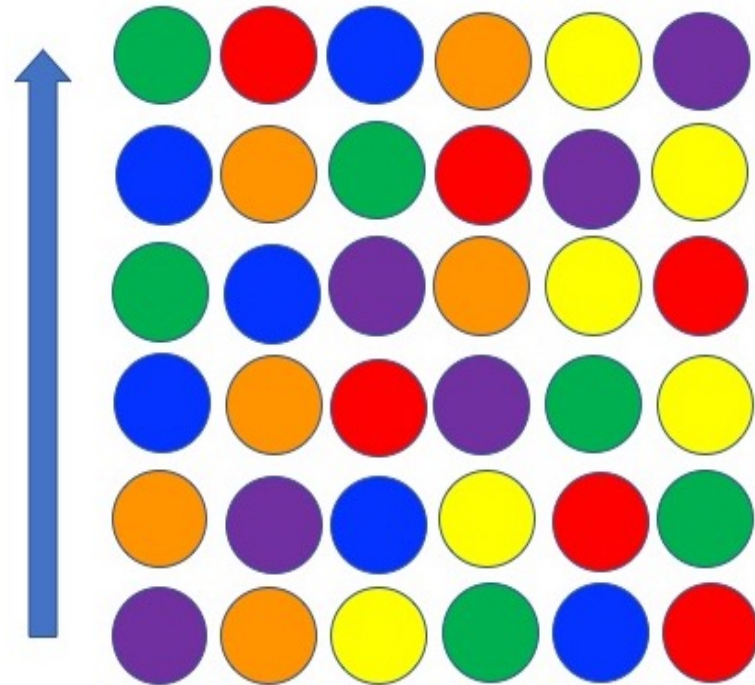


NINJA WARRIOR SPOTS: THE GRID PATTERN

(Regional Challenge)

1-foot hop across the grid.

- Students hop on 1 foot across the entire grid of spots.
- Only 1 foot can touch any of the spots. If you start on your right foot, you must only use your right foot to touch spots.
- If you miss a spot, try again until you touch the spot.



Equipment Needed: 36 spot markers

Set Up: Create a 6x6 grid using different color spot markers.

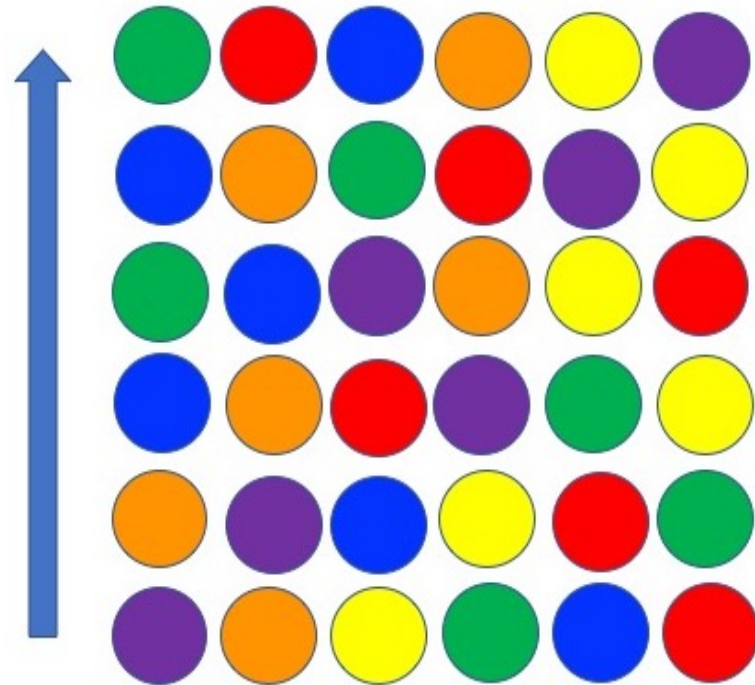


NINJA WARRIOR SPOTS: THE GRID PATTERN

(National Challenge)

Color-leap across the grid.

- Choose a color and leap from spot to spot, jumping and landing on only the spots of your chosen color.
- Your feet must land on a spot (that matches your color). If you miss a spot, you must try again.



Equipment Needed: 36 spot markers

Set Up: Create a 6x6 grid using different color spot markers.

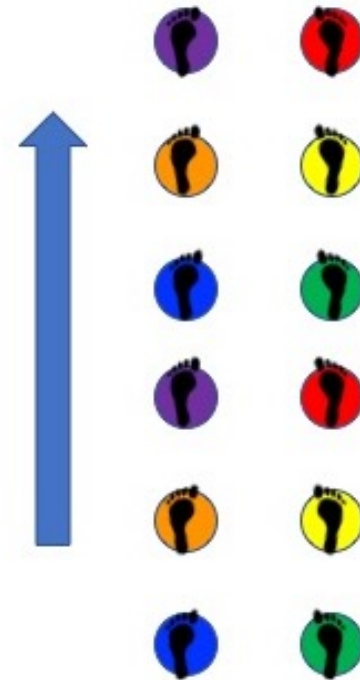


NINJA WARRIOR SPOTS: THE EGG CARTON

(Hometown Challenge)

High knees on the eggs.

- Students perform high knees touching each spot.
- Feet must touch each of the spots
- If your foot misses a spot you must try again.



Equipment Needed: 12 spot markers

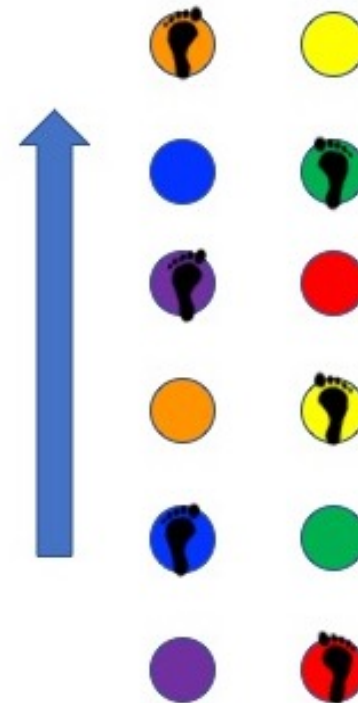
Set Up: Create a 2x6 grid using different color spot markers.

NINJA WARRIOR SPOTS: THE EGG CARTON

(Regional Challenge)

Zigzag on the eggs.

- Students step on the spots in a zigzag formation skipping every other spot.
- If your foot misses a spot you must try again.



Equipment Needed: 12 spot markers

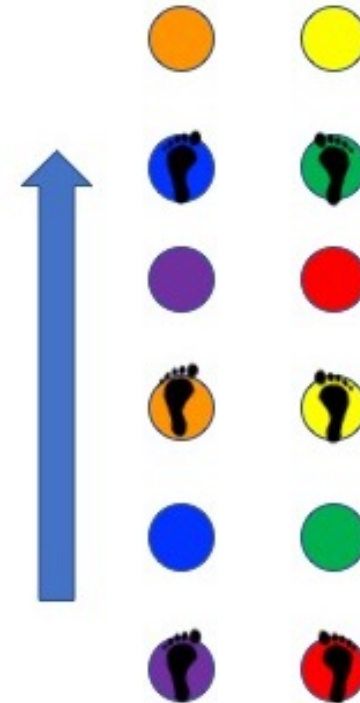
Set Up: Create a 2x6 grid using different color spot markers.

NINJA WARRIOR SPOTS: THE EGG CARTON

(National Challenge)

Super-scramble the eggs with giant jumps.

- Students perform a 2-foot jump, landing on every other row of spots.
- If your foot misses a spot you must try again.



Equipment Needed: 12 spot markers

Set Up: Create a 2x6 grid using different color spot markers.

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**.
I wish I could do this better.
I will keep trying my best to improve.



Level 2:

I'm in the **Major Leagues**.
Practice is helping, and I will keep trying my best to improve.



Level 3:

I'm an **All Star**.
I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Agility			
Balance			
Chase			
Flee			
Speed			



HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	<p>Consistently and safely demonstrates agility and balance, using appropriate locomotor movements to complete each Ninja Warrior challenge. Consistently applies movement concepts in an obstacle course setting. Always follows exercise and safety cues while performing exercises and fitness activities. Conducts herself/himself safely and with consideration for others.</p>
Competent 3	<p>Demonstrates agility and balance, using appropriate locomotor movements with fewer than five corrections in form throughout the module. Demonstrates an understanding and application of movement concepts in an obstacle course setting. Follows exercise and safety cues while performing exercises and fitness activities. Conducts herself/himself safely without disrupting the learning environment.</p>
Lacks Competence 2	<p>Demonstrates fitness knowledge and skills with frequent errors. Rarely completes activity challenges and assignments with acceptable effort. Occasionally creates unsafe situations.</p>
Well Below Competence 1	<p>Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.</p>

	Score	Comments
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HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently and safely demonstrates agility and balance, using appropriate locomotor movements to complete each Ninja Warrior challenge. Consistently applies movement concepts in an obstacle course setting. Always follows exercise and safety cues while performing exercises and fitness activities.	Conducts herself/himself safely and with consideration for others.
Competent 3	Demonstrates agility and balance, using appropriate locomotor movements with fewer than five corrections in form throughout the module. Demonstrates an understanding and application of movement concepts in an obstacle course setting. Follows exercise and safety cues while performing exercises and fitness activities.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Lacks agility and balance while performing locomotor movements. Requires frequent corrections in form. Has difficulty applying movement concepts.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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ACADEMIC LANGUAGE QUIZ

1

Agility, Balance, Coordination, Power, Reaction Time, Speed

- a. Health-Related Fitness
- b. Health Concepts
- c. Skill-Related Fitness
- d. The FITT Principle

2

Aerobic Capacity, Muscular Strength, Muscular Endurance, Flexibility, Body Composition.

- a. Fitness Planning
- b. The FITT Principle
- c. Wellness
- d. Health-Related Fitness

3

Frequency, Intensity, Time and Type

- a. The Formula
- b. Skill-Related Fitness
- c. The FITT Principle
- d. Fitness Planning

4

The set of customary or acceptable behaviors among members of a group or in a specific setting.

- a. Rules
- b. Etiquette
- c. Cooperation
- d. Criteria

5

Support, confidence, or hope offered by someone or some event.

- a. Encouragement
- b. Discouragement
- c. Helpfulness
- d. Cooperation

6

The ability to synchronize, or combine at the same time, movements of several parts of the body.

- a. Flexibility
- b. Skill
- c. Muscular Fitness
- d. Coordination

7

Difficult in a way that tests one's abilities and knowledge.

- a. Impossible
- b. Test
- c. Challenging
- d. Grit

8

The ability to change body position and direction quickly and efficiently.

- a. Reflex
- b. Agility
- c. Speed
- d. Balance

SEL REFLECTION GUIDE

How To Use This Guide:

This guide is designed to be used at the start and finish of your Ninja Warrior module. The depth of knowledge (DOK) question sets are progressive in complexity, and students might not be able to answer all of the questions in each set. The goal is to promote positive social and emotional learning (SEL) and behavior throughout the module so that students can progress further through the questions at the end of the module.

For example, on day 1 of this module, students may only be able to accurately answer the recall (DOK 1) questions. Then, at the end of the module, they may be able to apply their knowledge and experience to accurately answer strategic thinking (DOK 3) questions. Like any skill, the key to improvement is instruction, practice, feedback, and more practice.

Core SEL Competencies (CASEL.org)

Self-Management & Responsible Decision-Making

- Impulse Control
- Self-Discipline
- Personal Behavior and Safety Concerns
- Well-Being of Oneself and Others

SHAPE America Grade-Level Outcome

Standard 4 [E6.3-5]: Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

Academic Language Focus Words:

Cooperate, Independent, Respect, Safe

DOK 1 (Recall):

- How would you describe a team or set of partners who are working independently and safely?
- What does cooperate mean?

DOK 2 (Skill/Concept):

- How does cooperation affect a team's ability to work independently?
- What do you notice about the learning environment when all students can work independently with their classmates?

DOK 3 (Strategic Thinking):

- How is your personal behavior related to your team's ability to work independently? Can you give examples of specific behaviors that are helpful?

DOK 4 (Extended Thinking):

- What are some behaviors that we as a class could improve in order to do a better job working independently? Let's list those behaviors and come up with 1 or 2 strategies for each that will help us stay on track during physical education lessons.

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	