

# PE Ninja Warrior

by Rachel Winsten and Wendy Shelden

Big Idea for Physical Education	Big Idea for Science
Lifetime Fitness	Organization and Development of Living Organisms
Standards	
<p><b>SC.5.L.14.1:</b> Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.</p> <p><b>PE.5.L.4.3:</b> Identify that an increase in heart rate intensity is necessary to enhance cardiorespiratory endurance.</p> <p><b>PE.5.L.4.1:</b> Differentiate between muscular strength and muscular endurance.</p> <p><b>PE.5.C.2.1:</b> Apply purposeful movement to a variety of movement settings to include designing and performing movement routines.</p> <p><b>PE.5.M.1.1:</b> Apply locomotor skills in a variety of movement settings, while applying the appropriate movement concepts as the situation demands.</p>	
Learning Goals for integrated lesson plan	
<p>The student will</p> <ul style="list-style-type: none"> <li>● analyze <i>PE Ninja Warrior</i> stations for skills that are useful in completing the station.</li> <li>● analyze the demands on organs of the body for each station.</li> <li>● analyze a competitor profile to determine his/her potential at each station.</li> </ul>	
Vocabulary common to both disciplines	
<ul style="list-style-type: none"> <li>● endurance</li> <li>● strength</li> <li>● flexibility</li> <li>● balance</li> <li>● energy</li> </ul>	
Summary of Science Investigation	Summary of Physical Education Activity
<p>Students will analyze each <i>PE Ninja Warrior</i> station to infer which type of fitness skills are needed for that station (strength, endurance, flexibility, balance, etc.). They will also discuss the demands of each station on the organs of the human body. Then they will get a competitor profile; using that profile, they will make inferences about how their competitor will do on each station of the challenge. Finally, students will present their profile analyses, then the group will debate and rank the competitors to see who would finish first in the challenge.</p>	<p>Students will participate in a <i>PE Ninja Warrior</i> (obstacle) course. Students will know that participating in moderate-vigorous activities enhances cardiorespiratory endurance; Understand the difference between muscular strength and muscular endurance and be able to demonstrate proper locomotor and purposeful movement in chasing/fleeing and obstacle course activities.</p>

## Integrated Assessment

The profile analysis will be the assessment for this learning sequence. Students should be able to accurately connect the training performed to the fitness levels of an individual.

### **Science Investigation: Analyzing the Course and Competitors**

#### Duration of Lesson

1-2 PE sessions + 1-2 hours in science classroom

#### Materials

- individual profiles (1 profile per team + 1 full set per student for the final debate)
- Station Analysis form (1 per team)
- Competitor Analysis form (1 per team)
- chart paper ( 2 per team)
- How will I do? Analysis form (1 per student)

#### Teacher Notes

The profiles are not of any particular person, but a hypothetical person who would participate at a high fitness level. Students may try to connect the profile to a current star and use that information to identify training (i.e., “Oh, this is LeBron James--I know how he trains!”). Remind students to use only the data from the PE stations and profiles to support their analyses.

#### Procedure

##### **ENGAGE:**

1. Watch a competitor run of *American Ninja Warrior Junior (ANWJ)*. One possibility is <https://safeYouTube.net/w/AD7o>. Watch it with the sound up the first time--there's a lot about sportsmanship and other character traits that will be important during the profiles section of the lesson.
2. Watch the video again, this time without the sound. Stop after each obstacle and have the students discuss what skills and body organs are important in that obstacle. For example, the first obstacle in any ANWJ course is a balance and jumping obstacle. This obstacle requires balance and flexibility. Some competitors use speed, while others take it one jump at a time in a controlled sequence.
3. Once you've gone through all the obstacles and the fitness skills needed, turn the students' attention to what the organs of the body are doing. Have the students watch the competitors for signs of what their bodies are doing. For every obstacle, the **brain** is sending a message to the **muscles** to perform a specific way. The **skeleton** and **joints** are providing support and absorbing shocks at each obstacle. **Eyes** are important for judging things like distance needed and landing points. **Hand-eye** coordination is essential, as are **quick reflexes**. The **sense of touch** tells competitors when they've made a connection (especially important if the competitor is holding on by his/her fingertips). The **muscles** send messages to the brain that more oxygen is needed, so the **brain** sends the message to the **heart** to pump faster and to the **lungs** to breathe faster. Those together send more oxygen around the body to the muscles. Make sure to also focus the students' attention on how the **digestive organs** also play a part in the process, as they break down food into the energy needed for the body to work at an optimal level.
4. Once you've gone through all the physical needs, turn students' attention to the mental strengths of the competitors: what character traits help them persevere through training and through the course itself. Ask, “Are there any character traits (lifeskills) that are very important for success on obstacle courses.

## **STATION ANALYSIS**

**Teacher note:** If the students haven't seen the school *PE Ninja Warrior* course yet, this would be the time to let them walk through the stations. They will need to know the stations before they can complete the next part of the lesson.

1. Break the students into groups of 3-4 students. This will be their team for the entire *PE Ninja Warrior* lesson.
2. Hand out the station analysis form. Complete the first station together. The following is a possible scenario:
  - *Teacher: Station 1 is split jumps. What skills would a competitor need to do well on this station?*
  - *Student: You would need to be able to balance yourself.*
  - *Teacher: Why would a competitor need to be able to balance herself?*
  - *Student: Since you are jumping over different-sized cones, if you don't keep your balance, you might trip over the cones later on.*
  - *Teacher: Is there another fitness skill that a competitor would need to do well on it?*  
Continue until students feel they've addressed all the skills needed for Station 1.
  - *Teacher: Which body organs will be very important for this station?*
  - *Student: Leg muscles and bones because you have to jump with your muscles, but your bones have to support you as you land.* (Encourage students to think beyond muscles.)
3. Assign a station to each student team. The team completes the station analysis form based on their station only.
4. When the team has analyzed the station fully, give them a sheet of chart paper. Students create a poster for their station, identifying the fitness skills needed and the most essential body organs for their station.
5. When all teams have finished, have each team present their poster. Hang the posters around the room so that all posters are available for the teams during the Competitor Analysis portion of the lesson.

## **COMPETITOR ANALYSIS**

6. Give each team a Competitor Profile. Based on the profile, teams decide how their competitor will do at each of the stations. Which would he/she be best at? Which would he/she struggle with? Make sure the students are basing their decisions on the information in the profile.
7. Once they've decided how the competitor will do on each station, have the team discuss character traits that the competitor has that will help them make it through the course.
8. Again, have teams make posters of their competitor, listing the stations they would do well in and those they would struggle with. Make sure teams also list the character trait(s) the competitor has demonstrated, based on the profiles.
9. Once all the teams have finished, have them present their competitors. Post the competitors in a prominent place in the room.
10. When all competitors have been presented, give each student a copy of all the competitor profiles so they can have the evidence needed for the next step.
11. Lead the students in a discussion of which competitor(s) would do best in the competition. Students can either discuss who would win each station individually or discuss the competition as a whole.
12. After the debate, share the final assessment question: *Which competitor do you think will win the competition? Support your claim with evidence from the stations and from the competitor profiles.*

## **How will I do? ANALYSIS**

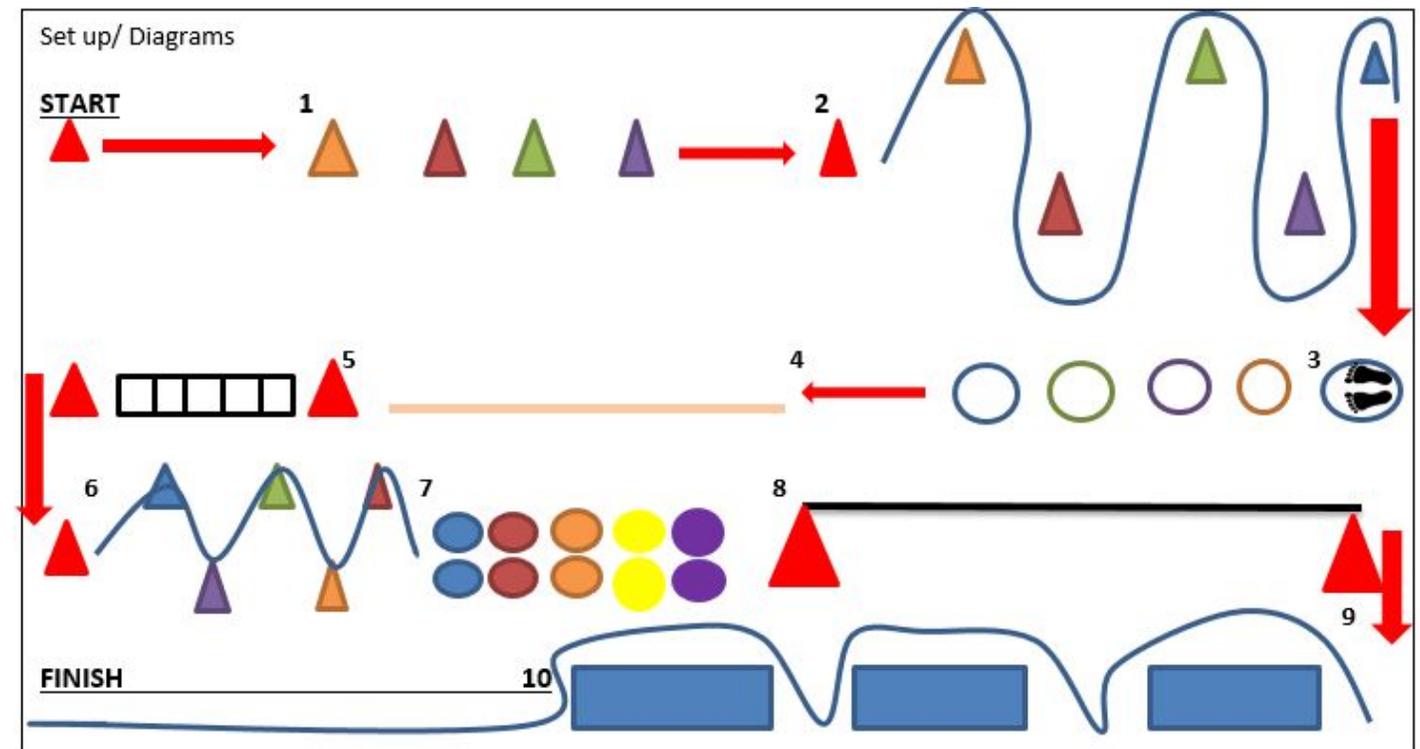
1. Have each student complete the Personal Analysis form.

## Physical Education Investigation: PE Ninja Warrior Course

Duration of Lesson

45 minutes

Setup



Materials/Equipment

Equipment suggestions (schools have varying equipment and teachers may set up a course using specialized equipment if available).

- 24 low profile cones
- 9-12 hula hoops
- 24 yarn/fleece balls
- 24 large cones
- 12 Shoulder Folder
- 12 poly spots
- 10 stopwatches
- 4 scooters
- 4 jump ropes
- agility ladder

Optional:

- resistance banks
- Plyo boxes

## Safety

Use equipment properly and as instructed.  
Watch where you are walking/jogging, no running

## Procedure

**Instant Activity:** Agility Ninja Tag- Select 3 students to be the “Agility Masters”. They use 2 hands to hold hoops parallel to the ground at waist level. All other students holding 1 yarn ball. The object of the activity is to change direction quickly and try to dunk or drop your yarn ball into one of the agility masters’ hoops. (Throwing through the hoop doesn’t count.) No grabbing the hoop when dunking. Be sure to remember the color of your yarn ball! Agility Masters will move throughout the space, changing directions and moving their hoop in order to prevent their classmates from dunking the yarn balls into their hoop. If you are successful in dunking your ball, give yourself a high-five!

### Lesson Focus

Today you will be competing in a *PE Ninja Warrior* course.

If you make a mistake on any component, go back to the start of that component. Review and demo each component.

**Essential Question:** What makes someone a good competitor in a *PE Ninja Warrior* course?

### HOTS-

- What parts of the body are needed to complete a *PE Ninja Warrior* course?
- Where would you need muscular strength? Endurance?
- What locomotor skills did you use during the course?

***PE Ninja Warrior* Course Competition-** Students can time partners as they move through the *PE Ninja Warrior* course.

1- Split jumps over cones over medium/low cones

2- Quick Cuts- run around the outside of the cones

3- Straight Jumps in hoops

4- Low balance beam or balance line

5- Plank Walk- from plank position/ agility ladder

6- Side Slides- slide from one cone to the next tap top of cone before moving on

7- Zig Zag Spot leap

8- Scooter pull

9- “Boulder/Vault” – move body over folded mats (only hands touch mats)

10- Sprint to finish

(vary starting points for multiple student use, add components for longer courses, set up double courses for 1 v 1 competition)

**Closure:** What parts of the course were you successful on?

Where did you use muscular strength? Endurance? Why/justify?

Why is cardiorespiratory endurance important when doing activities like a ninja warrior course?

How would you prepare for doing a course competition and why would it help you to prepare?

What was your best completion time?

Figure out the top 3 for class, write scores to compare for grade level or school winners.

**Differentiated Instruction:** Use lower cones, modify locomotor movements, create a double or triple course for multiple competitors, create a recreational and competitive courses to challenge skill levels

**STATION ANALYSIS FORM**

TEAM

MEMBERS: \_\_\_\_\_

Our station: \_\_\_\_\_

What do the competitors need to do to complete this station?

---

---

What fitness skills does a competitor need to do well at this station? Explain why.

---

---

---

---

Which body organs would be very important for this station? Explain why.

---

---

---

---

# ***Competitor Profiles***

## ***Jenisha, gymnast***

Jenisha’s gymnastics training includes some strength training, but has a focus on flexibility and endurance. “I’m not the type of athlete who thinks I’m going to be able to do the hardest things immediately—it’s something that will take time and perseverance. I’m willing to do what needs to be done now to get the big payoff later.”

Jenisha feels her training for the uneven bars is the best training for *PE Ninja* because it increases her hand strength and endurance. “I’m throwing myself around the bars, gaining momentum; but then I have to stop myself and swing other direction. That puts a great deal of stress on my fingers, hands, and arms.”

## ***Paul, skateboarder***

Paul is one of the most accomplished and dedicated competitors *Ninja Warrior Junior* has seen, but his career as a skateboarder is just as impressive. His goal is to one day be both a *PE Ninja* and an Olympic gold medalist.

Paul feels that his skills as a skater are an integral part of his run. “Cranking my body into different positions to get the leverage and force needed to rotate a 1080 spin are an asset on the *PE Ninja* runs,” he stated. His focus is on core training, getting his abdominal muscles strong and flexible. Strong leg muscles also help him get speed out of the ramp at the top of his skate run.

## ***Kasey, football player***

For Kasey, it's all about speed and strength. As a linebacker for his team, he has to be fast enough to get to a quarterback or a wide receiver, but strong enough to bring them down.

Kasey spends 3-4 hours a day preparing for a game. At least an hour is in the gym, working with the weights. Then it's off to the track for some distance running on the track or racing to the top of the stadium stairs. "I also do some footwork and balance training. I won't let a running back juke me!"

## ***Kaden, black belt in taekwondo***

For Kaden, control and discipline are principles he lives by. "My whole life is built around being focused and having self-control in any situation. Knowing that I am responsible for my own actions, no matter how others try to provoke me, is very important."

His training is a combination of distance running with strength and flexibility exercises. Taekwondo also involves jumping and trick spins, along with breaking wooden planks with both hands and feet. Forms, a choreographed series of precise movements, are a major part of his training. "Mastering martial arts takes strength, control, and a belief in yourself." Sparring with a partner helps Kaden control his reactions and use his brain to problem-solve to defeat his opponent.

## ***Whitney, soccer player***

As the starting mid-fielder on her soccer team, Whitney spends a massive amount of time sprinting around the soccer field—over an hour during the course of each game. At practice, Whitney’s time is split between footwork drills, ball-passing and accuracy drills, and running. Fast footwork, quick turns, balance, and agility are key to moving the ball down the field.

Whitney’s strength is her ability to problem-solve on the go and make quick decisions about how to respond to the defenders. “My favorite part of soccer is when I get to work as a team, playing keep away from our rivals!”

## ***Parham, video game competitor***

Parham has a message for all the other *PE Ninja* competitors: Don’t count out the gamers!

Although he spends a large amount of his evening competing in video game competitions, Parham is convinced that his hand-eye coordination skills are second-to-none. He also is quick to point out that he bikes two miles to and from school every day, so his cardio-respiratory health is strong. He believes his time spent on the computer for his multi-hour gamer competitions has given him superior flexibility and endurance in his hands and arms. “No one understands the physical endurance needed to compete in a virtual duel,” Parham explained. “I’m dripping sweat by the end of a battle!”

## COMPETITOR ANALYSIS FORM

Our competitor: \_\_\_\_\_

What are the fitness strengths of our competitor?

\_\_\_\_\_

\_\_\_\_\_

For each station, how will our competitor do? (*Give reason for each ranking.*)

Station	How will our competitor do?	Reason
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

**PERSONAL ANALYSIS FORM**

Name \_\_\_\_\_

What are my fitness strengths?

---

---

---

For each station, how do I think I will do? (*Give reason for each ranking.*)

Station	How will I do?	Reason
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		