

Teacher(s)	Rogers, R.	Subject group and discipline	Physical and Health Education		
Unit title	First Aid & CPR	MYP year	4, 5	Unit duration (hrs)	12

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Perspective	Systems Relationships	Identities and relationships

Statement of inquiry
Successful first aid skills can be developed through the understanding of adaptation and perspective of the changing situation.
Inquiry questions
<p><i>Factual</i> –What is CPR? What does First Aid include?</p> <p><i>Conceptual</i> – Is it necessary to consider relationships to function well in a situation?</p> <p><i>Debatable</i> – Why is it important to have a system in place in case of an emergency?</p>

MYP Objectives	Summative assessment	
<p>Objective C: Applying and Performing</p> <p>I. Demonstrate and apply a range of skills and techniques effectively.</p> <p>Objective D: Reflecting and Improving Performance</p> <p>I. Analyze and evaluate performance.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G (Goal) – <i>Your goal is to create a presentation that covers the details of First Aid and CPR.</i></p> <p>R (Role) – <i>You are a PE teacher.</i></p> <p>A (Audience) – <i>Your audience is/are students in your PE classes.</i></p> <p>S (Situation) – <i>You have been asked to create a presentation (PowerPoint, Prezi, etc.) to explain the concepts and importance of having a safety plan.</i></p> <p>P (Product) & P (Performance) – <i>You need to prepare a 5-7 minute presentation.</i></p> <p>S (Standards for Success) – <i>Your presentation needs to include –</i></p> <ol style="list-style-type: none"> 1. First Aid 2. CPR 3. Importance of Emergency Plans 4. Examples 5. Comparisons to other countries. <p><i>Assessment Criterion/Objectives (IB specific):</i> Objective A: Knowing and Understanding</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Statement of Inquiry: Changes and balance in lifestyle along with healthy choices and movement supports physical and mental well-being.</p> <p>Authentic Summative Assessment Task and Connecting Relationship:</p>

Approaches to learning (ATL)

In order for the learner to demonstrate and apply a range of skills and techniques, **the learner must** master thinking strategies. **The strategies that will be explicitly targeted and practiced** are creative-thinking skills and transfer skills by applying skills and knowledge of unfamiliar situations.

In order for the learner to demonstrate and apply a range of strategies and movement concepts, **the learner must** master communication strategies. **The strategies that will be explicitly targeted and practiced** are communication skills through interpreting and using effective modes of non-verbal communication.

ACTION: Teaching and learning through inquiry

Content	Learning process
<ul style="list-style-type: none"> • Importance of safety and having an Emergency Plan in place. • Procedures in an emergency situation. • First Aid dos and don'ts. • CPR basics and techniques. • Develop communication skills. 	<p>Learning experiences and teaching strategies <i>Day 1</i> – Basic First Aid & CPR concepts via PowerPoint. <i>Day 2</i> – CPR video <i>Day 3</i> – First Aid & CPR terminology. Select groups for GRASP. <i>Day 4</i> – Research/Presentation work <i>Day 5</i> – Research/Presentation work <i>Day 6</i> – Research/Presentation work <i>Day 7</i> – Group Presentations <i>Day 8</i> – Group Presentations <i>Day 9</i> – Peer assessment/Review</p>
<p>CO: Students will participate in First Aid and CPR demonstrations.</p> <p>LO: Students can verbally explain CPR protocol and first aid procedures.</p>	<p>Formative assessment *Daily performance *Performance of skills</p>
<p>SO: Students will encourage each other to learn new systems and adapt to the changing situation.</p>	<p>Differentiation *Modify teaching strategies to meet the needs of diverse learners. *Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners</p>

Resources
*TEKS for Physical Education *Internet *Videos *Computer access

REFLECTION: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think that the unit or the selection of topics will be interesting? What do students already know, and what can they do? What have students encountered in this discipline before? What does my experience tell me about what to expect in this unit? <i>What attributes of the learning profile does this unit offer students opportunities to develop?</i> <i>What potential interdisciplinary connections can we identify?</i> Communication, Adaptation <i>What do we know about my students' preferences and patterns of interaction?</i> Technology is a factor <i>Are there any possible opportunities for meaningful service learning?</i> <i>What in the unit might be inspiring for community or personal projects?</i> Could we develop authentic opportunities for service learning? <i>How can we use my students' multilingualism as a resource for learning?</i></p>	<p>What difficulties did we encounter while completing the unit or the summative assessment task(s)? What resources are proving useful, and what other resources do we need? What student inquiries are emerging? What can we adjust or change? <i>What skills need more practice?</i> CPR techniques What is the level of student engagement? How can we scaffold learning for students who need more guidance? What is happening in the world right now with which we could connect teaching and learning in this unit? How well are the learning experiences aligned with the unit's objectives? What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p>	<p>What were the learning outcomes of this unit? How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels? <i>What evidence of learning can we identify? What artefacts of learning should we document?</i> Which teaching strategies were effective? Why? What was surprising? What student-initiated action did we notice? What will we do differently next time? How will we build on our experience to plan the next unit? How effectively did we differentiate learning in this unit? What can students carry forward from this unit to the unit? to the next year/ level of study? Which subject groups could we work with next time? What did we learn from standardizing the assessment?</p>