

Teacher(s)	Rogers, R.	Subject group and discipline	Physical and Health Education		
Unit title	Fitness For Life	MYP year	4, 5	Unit duration (hrs)	12

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Choice Movement	Identities and relationships

Statement of inquiry
Changes and balance in lifestyle along with healthy choices and movement supports physical and mental well-being.
Inquiry questions
<p><i>Factual</i> –What does change look like? What does balance look like?</p> <p><i>Conceptual</i> – How does the environment impact human activity?</p> <p><i>Debatable</i> – To what extent does change allow access to equal opportunities?</p>

MYP Objectives	Summative assessment	
<p>Objective A: Knowing and Understanding</p> <p>I. Explain physical and health education factual, procedural and conceptual knowledge.</p> <p>II. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations.</p> <p>III. Apply physical and health terminology effectively to communicate understanding.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G (Goal) – <i>Your goal is to create a balanced, healthy lifestyle.</i></p> <p>R (Role) – <i>You are an athletic trainer and sports nutritionist.</i></p> <p>A (Audience) – <i>Your audience is/are peers who are looking to implement healthy choices in their lifestyle.</i></p> <p>S (Situation) – <i>You have been asked to create a plan which incorporates healthy eating habits, fitness training and social media awareness.</i></p> <p>P (Product) & P (Performance) – <i>You need to prepare a healthy eating food pyramid and a circuit training routine.</i></p> <p>S (Standards for Success) – <i>Your proposed plan of action needs to include –</i></p> <ol style="list-style-type: none"> 1. Nutrition 2. Physical Activity 3. Social Media <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"> • Participate in cardiovascular activities. • Develop muscular strength, endurance and flexibility – fitness testing. • Participate in basic fitness skills that enhance muscular strength and endurance, aerobic endurance and flexibility. • Monitor personal fitness. • Develop leadership skills. <hr style="border-top: 1px dashed black;"/> <p>CO: Students will participate in cardiovascular activities.</p> <p>LO: Students can verbally explain the five (5) components of fitness testing.</p> <p>SO: Students will encourage each other to improve their own personal fitness levels (this is not a competition).</p>	<p>Learning experiences and teaching strategies</p> <p><i>Day 1</i> – Warm-up. Ten-minute run. Explain Fitness testing components; Use FitnessGram cadence for curl-ups, and push-ups. Conduct pre-assessment.</p> <p>Set up 5 stations:</p> <ol style="list-style-type: none"> (1) Curl-ups (2) Abdominal stretch (3) Push-ups (4) Shuttle Run (5) Sit and Reach <p><i>Day 2</i> – Warm-up. Ten-minute run.</p> <p>Team Relays: Station #1 – Rowing Station #2 – Frisbee Golf Station #3 – Dribble and Jump Shots</p> <p><i>Day 3</i> - Warm-up. Ten-minute run.</p> <p>Goofy Relays: Station #1 – Crab Walk Station #2 – Twister Station #3 – Leap Frog</p> <p><i>Day 4</i> - Warm-up. Ten-minute run.</p> <p>Jump Rope: Individual jumping; Team jump rope; Jump Rope Tag</p> <p><i>Day 5</i> - Warm-up. Ten-minute run.</p>

	<p>Hula Hoop: Individual (stationary and moving); Musical hula hoops; Hula hoop trail; Hula hoop Relays</p> <p><i>Day 6</i> - Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays</p> <p><i>Day 7</i> - Warm-up. Ten-minute run. Personal Fitness Relays; Never-ending Relays</p> <p><i>Day 8</i> - Warm-up. Ten-minute run. Healthy Choices: food pyramid, fitness program, social media</p> <p><i>Day 9</i> - Warm-up. Ten-minute run. Healthy Choices: food pyramid, fitness program, social media</p> <p><i>Day 10</i> - Warm-up. Ten-minute run. Extended Stretching and Mile Run (Pacer) practice for FitnessGram testing.</p> <p><i>Day 11</i> - Warm-up. Ten-minute run. Review Fitness testing components; Use FitnessGram cadence for curl-ups, and push-ups. Conduct post-assessment. Set up 5 stations:</p> <ul style="list-style-type: none"> (6) Curl-ups (7) Abdominal stretch (8) Push-ups (9) Shuttle Run (10) Sit and Reach <p><i>Day 11</i> – Warm up. Ten-minute run. Review and create a personal 10-day meal plan and exercise routine.</p>
	<p>Formative assessment</p> <ul style="list-style-type: none"> *Daily performance *Performance of skills
	<p>Differentiation</p> <ul style="list-style-type: none"> *Modify teaching strategies to meet the needs of diverse learners. *Peer demonstrations/partner with stronger skill levels *Adjust the pace to fit individual learners

Resources
*TEKS for Physical Education *Internet *Videos

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?</p> <p>What do students already know, and what can they do?</p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit?</p> <p><i>What attributes of the learning profile does this unit offer students opportunities to develop?</i></p> <p><i>What potential interdisciplinary connections can we identify?</i></p> <p>Communication, Adaptation</p> <p><i>What do we know about my students' preferences and patterns of interaction?</i></p> <p>Technology is a factor</p> <p><i>Are there any possible opportunities for meaningful service learning?</i></p> <p><i>What in the unit might be inspiring for community or personal projects?</i></p> <p>Could we develop authentic opportunities for service learning?</p> <p><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)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>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?</p> <p>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?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>