Teacher(s)	Palomo, Cardenas	Subject group and discipline	Physical Education		
Unit title	Healthy Lifestyle	MYP year	4	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context & (exploration)
Change	Choice, Balance	Global Context: Identities and relationships Exploration: Lifestyle choices

Statement of inquiry Process
Conceptual Understanding: Achieving balance may require changes in choices.
Statement of Inquiry: Achieving balance may require changes in lifestyle choices.

Inquiry questions
Factual Question —   **What does it mean to make a choice?**   **Conceptual Question—**   **How does one make balanced lifestyle choices?**

Debatable Question—

Should a person have to change their lifestyle choices?

Objectives and their strands	Summative assessment	

Objective A: Knowing and understanding
  i.   explain physical health education factual, procedural and conceptual knowledge
  ii.   apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations
  iii.   apply physical and health terminology effectively to communicate understanding.
 	
Objective B: Planning for performance
  i.   analyze and evaluate the effectiveness of a plan based on the outcome.
	Goal: The goal is to show your understanding of how achieving balance may require changes in lifestyle choices.
	
	Role: You are a Personal Trainer.
	
	Audience: Mr. Davis, who would like to reach healthy weight, is searching for the best workout regimen he can find.
	
	Situation: Our client needs help to jumpstart his change to a healthy lifestyle.
	
	Product:
	
	You will review our Mr. Davis' current exercise routine, nutrition plan, and activity schedule.
	
	Mr. Davis is 35 year old male. He is 5'6 and weighs 180lbs, which is overweight for his height. He also has high blood pressure. Mr. Davis' is to lose 15lbs in the next 8-weeks.
	
	After assessing the client's current routines, you will design an appropriate 8-week exercise plan, a nutrition plan, and a suggested schedule for the client to follow to help our client live a more balanced lifestyle and reach a healthy weight.
	
	<u>Below, is his current status:</u>
	
	<u>Exercise routine:</u> He works out one time a week. However, he tracks his steps and takes only 4,000 daily.
	
	<u>Nutrition Plan</u>: Coffee for breakfast with no food, fast food for lunch, and home cooked meals for dinner. Additionally, his meals usually consist of foods high in fat, such as fries and red meat.
		Achieving balance may require changes in lifestyle choices.
		
		Students will be given a health portfolio of a potential client. The portfolio will contain the subject's eating habits for all meals, activities, sleeping schedule, as well as school, work, and homework schedules.
		
		Students will gauge if the subject's current lifestyle choices are balanced based on both activity levels and nutrition.
		
		Students will make a plan to schedule the client's time to fit obligations, nutrition, and exercise.
		
		A nutrition plan will be designed for the client so that it is balanced and contains the required nutrients one needs to live a healthy lifestyle.
		
		An initial exercise routine will be planned to encourage the client to change their own routines and inspire persistence in maintaining a balanced healthy life style.

| | Activity Schedule: Mr. Davis works 9hrs a day and says he has difficulty making time to work out. His work schedule is from 8AM to 6PM Monday through Friday. Also, he is only sleeping 6hrs a day.

Standards: Your work will be assessed with MYP Criteria A&B | |

Approaches to learning (ATL)

In order for students to explain physical health education factual, procedural and conceptual knowledge, the students must locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks). (Category: Research, Skill Cluster: Media Literacy Skill)

In order for students to apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations, the students must collect, record and verify data. (Category: Research, Skill: Information Literacy Skill)

In order for students to apply physical and health terminology effectively to communicate understanding, the student must access information to be informed and inform others. (Category: Research, Skill: Information Literacy Skill)

In order for the student to analyze and evaluate the effectiveness of a plan based on the outcome, the student must draw reasonable conclusions and generalizations. (Category: Thinking, Skill: Critical Thinking)

Action: Teaching and learning through inquiry

Content (TEKS) Write them out	Learning process		
	Learning experiences and teaching strategies	Formative Assessment	Differentiation (Include how you will differentiate for GT students, as well as

Middle Years Programme Unit planner

			for students with an IEP and LEP students)
Foundation of Personal Fitness: Physical activity and health. The student comprehends practices that impact daily performance, physical activity, and health. The student is expected to: (A) investigate positive and negative attitudes towards exercise and physical activities; (B) describe physical fitness activities that can be used for stress reduction; (C) explain how over training may contribute to negative health problems	The students will be introduced to healthy lifestyle practices through research, presentations, and direct instruction. They will then review a specific client profile and design a new nutritional plan and exercise routine. After 4 weeks, students will review clients' daily journals and evaluate his/her plans. Students will be given a pedometer to track their steps and their attitude toward exercise. They will journal daily about their total steps and how they feel about their number. At the end of the week, students will share out and make a correlation between their step count and attitude towards exercise. Various activities will be taken from healthy.org and implemented Review body image and eating disorders from pecentral.org with students Explain to students if calorie intake exceeds calories being burned during exercise, the individual will gain weight. If it is reversed, they will lose weight. Explain to students myths associated with dieting and eating, such as the following – you do not have to give up your favourite foods to lose weight. You just need to control your portions.	Notebook of client profile daily journals research of effective nutritional practices and exercise routines 2 page paper of how the client progressed	Graphic organizer Alternate exercise routines Flow charts Work with a partner Extension – choose a real life client. Write a portfolio for that person and a 3 week exercise plan. Track their progress and write a reflection of success or failure of the plan.

such as bulimia and anorexia; (D) analyze the relationship between sound nutritional practices and physical activity; (E) explain myths associated with physical activity and nutritional practices; (F) analyze methods of weight control such as diet, exercise, or combination of both; and (G) identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.		
Resources		

Graphic organization, pedometers, access to laptop cart

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

Prior to teaching the unit	During teaching	After teaching the unit
Students may not have access to a cell phone pedometer Will need manual pedometers Students will need access to laptop carts Some students may need alternative exercise routines for health reasons		