

<b>Teacher(s)</b>		<b>Subject group and discipline</b>	Trampolining		
<b>Unit title</b>	Trampolining (movement skills)	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	12

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>			
Change	Refinement & Movement	Personal & Cultural expression			
<b>Statement of inquiry</b>					
Using movement skills to create change, and understand how movement can be developed through personal and cultural expression					
<b>Inquiry questions</b>					
<p><b>Factual—</b> What are the basic and advanced shapes and skills in a trampolining routine?</p> <p><b>Conceptual—</b> How can you make a routine personal to you?</p> <p><b>Debatable—</b> What makes an effective routine?</p>					
<b>Objectives</b>	<b>Summative assessment</b>				
A – Knowing and understanding ii) Apply Physical Education and Health-related knowledge to explain issues and solve problems in familiar and unfamiliar situations.	Outline of summative assessment task(s) including assessment criteria: <b>Group-</b> Plan a routine to reflect personal strengths in movement.		Relationship between summative assessment task(s) and statement of inquiry: Students will <b>Refine</b> sport specific <b>movements to Change</b> and progress individual to technique and performance. Students will use self-reflection to		

<p>B-</p> <p>i) Construct a plan for improving performance or health</p> <p>ii) Describe the effectiveness of a plan based on the outcome.</p>	<p><b>Role-</b> You are the designer and performer of your routine.</p> <p><b>Audience-</b> Performing to peers and your teacher.</p> <p><b>Situation-</b> You have been tasked to design and perform a trampolining routine to show your movement strengths. You will need to use self-reflection to improve and refine in practice.</p> <p><b>Purpose-</b> You will seek to design an effective trampolining routine. You will evaluate the routine in practice and after final performance.</p> <p><b>Standards and criteria-</b></p> <p>Bi-Self-reflection to identify how to improve and refine movements during practice.</p> <p>Bii-Verbal summary and evaluation to teacher about final performance.</p>	<p>construct and refine a trampolining routine and give a final evaluation to describe the effectiveness of personal expression.</p>
<p><b>Approaches to learning (ATL)</b></p>		
<p>In order for students to give meaningful feedback to their peers, they will need to communicate effectively.</p> <p>Category: Communication / Social</p> <p>Cluster: Communication / Collaboration</p> <p>In order for students to effectively identify areas of improvement for their peers, they will need to practice focus and concentration.</p> <p>Category: Self-management</p> <p>Cluster: Affective</p>		