

<b>Unit Title</b>	<b>Developing skills and techniques (Indoor games)</b>				
<b>Subject group and discipline</b>	<b>PE</b>	<b>MYP year</b>	<b>2</b>	<b>Unit duration (hrs)</b>	

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

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Development	Space and systems	Orientation in space and time
<b>Statement of inquiry</b>		
Strategies and tactics improve patterns of play.		
<b>Inquiry questions</b>		
<p><b>Factual (remembering facts and topics)—</b>            What are the rules of the game?            What are the positions/roles within the game?            What skills are needed to be successful in each position/role?</p> <p><b>Conceptual (analysing big ideas)—</b>            How can leaders affect our outcomes within a match?            How can I outwit an opponent to benefit my team?            How can I provide the best communication and encouragement to benefit my team?            Why is it important to review my strengths and weaknesses regularly?</p> <p><b>Debatable (evaluating perspectives and developing theories)—</b>            Why is it important for athletes to have a good sportsmanship?            Why does team sport have a place in society?            Is it possible that team sport provides valuable life skills to its participants?</p>		

<b>Objectives</b>	<b>Summative assessment</b> <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
<p>C Applying and performing</p> <p>i. demonstrate and apply a range of skills and techniques effectively</p> <p>ii. demonstrate and apply a range of strategies and movement concepts effectively</p> <p>iii. analyse and apply information to perform effectively.</p> <p>D Reflecting and improving performance</p> <p>i. explain and demonstrate strategies to enhance interpersonal skills</p> <p>ii. analyse and evaluate the effectiveness of a plan based on the outcome</p> <p>iii. analyse and evaluate performance.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal – to produce an effective performance against a variety of opponents</p> <p>Role- a performer</p> <p>Audience – the class</p> <p>Situation – you’re competing in a tournament</p> <p>Purpose – to deploy tactics against a variety of opponents</p> <p>Standards and set criteria – you will be assessed in all strands of criterion C (applying and performing) and criterion D (reflecting and improving performance)</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Use skill, technique and strategy to produce a successful performance in a competitive scenario.</p>
<b>Approaches to learning (ATL): <i>These can be listed or you could offer some explanation of how they will be developed</i></b>		
<p>Affective skills: self-management</p> <p>In order to develop new skills and maintain a positive performance, students will need to manage their state of mind. Students will be explicitly taught methods of maintaining concentration and focus, as well as be exposed to a variety of experiences which will challenge the pupil to manage their emotions.</p>		