

<b>Teacher(s)</b>		<b>Subject group and discipline</b>		
<b>Unit title</b>	<b>Fitness</b>	<b>MYP year</b>	3	<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	Environment and Balance	Scientific and technological advances (responsibility and progress)

**Statement of inquiry**

Well balanced people take responsibility for their physical progress by changing to meet the needs of the environment.

**Inquiry questions**

**Factual— What are the principles of training?**

**Conceptual— How can I apply principles of training effectively?**

**Debatable— What is the best method of training to improve overall fitness?**

<b>Objectives</b>	<b>Summative assessment</b>	
<p>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 analyse issues and solve problems set in familiar and unfamiliar situations</p> <p>iii. apply physical and health terminology effectively to communicate understanding.</p> <p>B- Planning for performance</p> <p>i. develop goals to enhance performance</p> <p>ii. design, explain and justify a plan to improve physical performance and health.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>Goal-</b> Produce a personal exercise plan</p> <p><b>Role-</b> An athlete</p> <p><b>Audience-</b> Self</p> <p><b>Situation-</b> You are an athlete wishing to improve their physical health</p> <p><b>Purpose-</b> Gain knowledge of the processes behind benefiting physical health</p> <p><b>Standards and criteria-</b></p> <p>You will be assessed against all strands of criterion A (knowing and understanding) and criterion B (planning for performance).</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>

Approaches to learning (ATL)
In order for students to exchange information effectively, students will be explicitly taught to communicate their training needs and set effective goals when planning training sessions.

**Action: Teaching and learning through inquiry**

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
(weekly- year 9 will have 2 lessons per week to cover content)	<i>Space for you to develop approaches to learning and teaching. (There should be a range of learning experiences e.g. discussion, performance, practical, presentation, debate, research, spaced practice, independent practice, questioning, scaffolding, review of previous learning, modelling, etc)</i>	<i>Peer assessment, self assessment, oral feedback, teacher marked</i>		

**PARTICIPATION/PERFORMANCE**

<b><u>Week 1</u></b> <b>INQUIRY:</b> <b>How do components of fitness (health and skill) relate to specific sports?</b>	<b><u>Lesson 1:</u></b> <ul style="list-style-type: none"> <li>Recap components of fitness (health and skill) and fitness testing – when are they used</li> <li>Warm up game – components of fitness, definition and test spread out and students need to match them up. Can be done individually or in groups.</li> <li>Playing a range of sports (dependant on space) –</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery – warm up game.</li> <li>Teacher to use questioning when playing sports to check understanding.</li> <li>Teacher observation and feedback. Whole class feedback to address common misconceptions or errors.</li> <li>AFL used to adjust future lesson plans</li> </ul>	<b><u>Warm up game:</u></b> Easier: more structured worksheet (e.g. fill in the gaps). Harder: Complete activity/sheet with less prompts  <b><u>Main activity:</u></b> Adjust sports according to ability/physical needs of class	Components of Fitness (health and skill), definitions and fitness test cards.  Worksheet for them to fill in  Any necessary sporting equipment
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