

Teacher(s)	Lieke Burghout-Lemmers	Subject group and discipline	Grade 9 PHE		
Unit title	Lifestyle Choices - How to lead a healthy lifestyle	MYP year	4	Unit duration (cycles)	Year

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Refinement Choice	Identities and Relationships
Statement of inquiry		
Goal setting is based on choices and leads to positive change through independent research and focused practice.		
Inquiry questions		
Factual What does SMART stand for?	Conceptual How does SMART goal setting improve my chances of reaching my goal? What can you change in your lifestyle to make it more balanced?	Debatable Can you be successful if you don't set goals at all?
Summative assessment		
Objectives <ul style="list-style-type: none"> D: <i>i</i> A: i, ii, iii B: i, ii 	Outline of summative assessment task(s) <ul style="list-style-type: none"> D: <i>i</i> Answer a question on schoology on reflecting and improving performance in invasion games with the focus on improving your teamwork in the game of "ultimate frisbee" 	Relationship between summative assessment task(s) and statement of inquiry: <ul style="list-style-type: none"> D: <i>i</i> "How have you become a better team member?" A: i, ii, iii: students need to detect areas of improvements. Work in a task-force. Research

	<ul style="list-style-type: none"> • A: i, ii, iii Fill out worksheet SMART goals for teams • B: i, ii Plan, perform and evaluate 5 km race 	<p>activities. Coach their peers</p> <ul style="list-style-type: none"> • B: i, ii setting of personal goal. Focus on achieving this through use of social media (schoolology) and use of Apps (like runkeeper)
Approaches to learning (ATL)		
<ul style="list-style-type: none"> • Social; Collaboration skills, <ul style="list-style-type: none"> - Use social media networks appropriately to build and develop relationships - Delegate and share responsibility for decision-making - Help others to succeed - Take responsibility for one's actions • Self-management ; Organizations skills, Affective skills <ul style="list-style-type: none"> - Set goals that are challenging and realistic - Select and use technology effectively and productively - Plan strategies and take action to achieve personal and academic goals - Demonstrate persistence and perseverance • Self-management; Reflection skills, <ul style="list-style-type: none"> - Identify strengths and weaknesses of personal learning strategies (self-assessment) 		

Action: Teaching and learning through inquiry

Content	Learning process
<p>Knowledge</p> <p>Students should know:</p> <ul style="list-style-type: none"> • How to set goals and what needs to be done to achieve these • Difference between individual and team goal setting 	<p>Pre- Assessment</p> <ul style="list-style-type: none"> • Concept map of “balanced - lifestyle” • Starting level of fitness. • “What is hot and what is not” in softball
<p>Understanding:</p> <p>Students should understand that:</p> <ul style="list-style-type: none"> • Physical activity benefits the human body in a variety of positive ways • Recap and show an understanding of; health related fitness, F.I.T.T. principle, Target Heart Rate zone, recovery Heart rate and 	<p>Learning experiences</p> <ul style="list-style-type: none"> • Fitness testing - Keep fitness log • Teambuilding activities: <ul style="list-style-type: none"> - Crossing Challenging - Electric fence - Spiderweb - get to the island

<p>how this all relates to the aspect</p> <ul style="list-style-type: none"> • Dynamic stretches are more desirable during a warm up than static stretches • The difference between muscular strength and muscular endurance • Different training methods 	<ul style="list-style-type: none"> - river crossing - the wall • Basic first aid • Work with heart rate monitors (Hr max, Hr rest, Hr rec) • Food and nutrition • SMART goal setting • Static stretching vs Dynamic stretching • Benefits of a proper warm up
<p>Skills:</p> <p>Students should be skilled at:</p> <ul style="list-style-type: none"> • Determining the beginning situation. • Identify achievable (team and personal) goals, work towards achieving them • Problem solving • Working with different students in class • Working in different roles while working in groups • Using social skills face to face in the class but also online • Supporting and encouraging each other. • Accepting decisions • Providing feedback 	<p>Formative assessment and feedback</p> <ul style="list-style-type: none"> • Anecdotal notes will be made by the teacher • Teacher will provide constant oral feedback on skills, strategies and theory taught • Students will provide feedback to teacher on a constant base through the use of exit-cards • Use of visible thinking routines • Plickers • Students will complete multiple reflections on their skill development throughout the year
	<p>Differentiation</p> <ul style="list-style-type: none"> • Students will create their own assessment rubric based on their first test for the MD run. • Students are allowed to pick their own theme concerning the summative assessment
<p>Resources</p>	
<p> www.brainpop.com Time magazine articles American heart and lung association www.humanbody.com Quicksilver teambuilding activities http://ehlt.flinders.edu.au/education/DLiT/2004/13DLT/IndividualPro.htm www.runkeeper.com </p>	

Video delay app (BAM)
Ubersense

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

Prior to teaching the unit	During teaching	After teaching the unit
Design activities using Hr Monitors Create concept map, balanced lifestyle Create on ComicLife a “Plan-Perform-Evaluate 5k run” template Ai, create assessment task on smart goals Aii, create assessment task on coach yoself Aiii, create assessment task on coach yoteam Di, rewrite question on schoology Discuss with Christo about Heart rate and training methods needed to be covered		