

Teacher(s)	Lieke Burghout	Subject group and discipline	PHE6		
Unit title	Lifestyle choices and Teambuilding	MYP year	1	Unit duration (cycles)	year

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change Development	Refinement	Identities and Relationships
Statement of inquiry		
Through applying research on how to lead a healthy lifestyle, I will improve the quality of my life.		
Inquiry questions		
Factual What is the definition of “Leading a healthy lifestyle” ?	Conceptual How can I measure the improvement of the quality of my life?	Debatable Am I totally responsible for my own quality of life?
Summative assessment		
Objectives <ul style="list-style-type: none"> A: i, ii, iii 	Outline of summative assessment task(s) <ul style="list-style-type: none"> Advertisement on how to lead a healthy lifestyle Write a letter to future self based on the 	Relationship between summative assessment task(s) and statement of inquiry: <ul style="list-style-type: none"> Students need to identify the components of Health related fitness.

<ul style="list-style-type: none"> • B: i, ii 	<p>advertisement made for leading a healthy lifestyle</p> <ul style="list-style-type: none"> • Plan and follow your plan on how to improve 1 of the 5 components of Health related fitness 	<ul style="list-style-type: none"> • Students will develop an understanding of the interrelated nature of the mental, physical, emotional, and spiritual dimensions of well being • Students will research the benefits of leading a healthy lifestyle • Students will be measuring their Heart Rate, Target Heart Rate and Resting Heart Rate
Approaches to learning (ATL)		
<ul style="list-style-type: none"> • Thinking; Transfer skills, Combine knowledge, <ul style="list-style-type: none"> - Understanding and skills to create product or solutions • Communication; Exchanging thoughts, <ul style="list-style-type: none"> - Messages and information effectively through interaction, use a variety of media to communicate with a range of audiences - Collaborate with peers and experts using a variety of digital environments and media • 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"> • What happens to the body when exercising • How to describe the components of health related fitness • What does FITT stand for? • How physical activity can condition the heart • How to measure the heart rate 	<p>Pre- Assessment</p> <ul style="list-style-type: none"> • Students will share their existing knowledge at the start of the unit through a dialog. Round Robin discussions about a HRF topic for a set amount of time with no interruptions to stretch the talking (ESLMS strategy)
<p>Understanding:</p> <p>Students should understand that:</p> <ul style="list-style-type: none"> • It takes effort to put theory into practice • how to motivate themselves 	<p>Learning experiences</p> <ul style="list-style-type: none"> • Fitness testing (twice a year) • MD run (improvement, part of goalsetting) • Dynamic Warm up • Sport related Warm up

<ul style="list-style-type: none"> ● that they are responsible for their own learning and outcomes ● the value of physical activity (education) and its relationship to a healthy and balanced lifestyle 	<ul style="list-style-type: none"> ● Student E portfolio (Weebly) ● Keep track of fitness log ● How to measure the Heart Rate (Hr) ● Effect of activity on the Heart Rate (Hr) ● Ideal Heart Rate zone ● FITT principle ● Exercise diary ● Effects of cigarette smoking on sport performance ● Body systems (skeletal, muscular and circulatory systems) ● Team Building (TB) Order yourself ● TB stepping stones ● TB backyard burglar ● TB crossing challenges ● TB nuclear fence ● TB get to the island ● TB river crossing ● TB the wall
<p>Skills:</p> <p>Students should be skilled at:</p> <ul style="list-style-type: none"> ● Measuring Heart rate ● SMART goal setting ● Positive self talk ● Effective problem solving ● Supporting and encouraging each other during learning activities ● Receive and provide constructive 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 ● 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> https://www.brainpop.com http://ehlt.flinders.edu.au/education/DLiT/2004/13DLT/ProblemSolv.htm </p>	

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

Prior to teaching the unit	During teaching	After teaching the unit