

PHE – MYP 3



* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

	Unit	Concepts	Global Context	Statement of Inquiry	Inquiry Questions	MYP Objectives ATL Skills	Content
Unit 1	Mindful Fitness: Crafting Identity and Wellness with Growth	Development Function, Systems	Identities and relationships Identity formation	Understanding the functions of each part within a system can positively impact identity formation and the development of overall wellness.	<p>Factual: What are the five components of physical fitness and how do they contribute to overall well-being?</p> <p>Conceptual: How does the application of fitness training principles (such as overload, progression, specificity, and reversibility) impact the effectiveness of a fitness routine?</p> <p>Debatable: Should schools prioritize incorporating daily physical activity into the curriculum to improve students' long-term health and academic performance?</p>	<p>Criterion B: ii.</p> <p>Criterion C: i.</p> <p>Criterion D: ii., iii.</p> <p>ATL Skills Communication Collaboration Critical-thinking Transfer</p>	<p>Fitness skills:</p> <ul style="list-style-type: none"> • Cardiovascular Endurance Activities • Muscular Strength Exercises • Muscular Endurance Activities • Flexibility Exercises • Aerobic Exercises • Balance and • Coordination Drills <p>Identify components of physical fitness.</p> <p>SMART goals.</p> <p>Principles of fitness training.</p> <p>Design Fitness Routines.</p> <p>Texts/Resources: Cones Bibs Hurdles</p>

							Resistance Bands Exercise Mats Jump Ropes Balance Boards Heart Rate Monitors
Unit 2	Taming the Storm: "Navigating Stress Throughout Adolescence" and Badminton Skills Development	Change Balance, Choice	Fairness and development Human capability	With mindful choices and a balanced lifestyle, human are capable of adapting to any change.	Factual: How does growing up bring 'Change,' and what are some ways our lives change during this time? Conceptual: How can making 'Choices' and finding 'Balance' help us deal with stress as teenagers, and how does this affect our overall happiness? Debatable: Does playing sports like badminton help us grow as people, and can it help us handle stress better when we're teenagers?	Criterion A: i., ii., iii. Criterion B: i. Criterion C: i., ii., iii. Criterion D: i., iii. ATL Skills Communication Collaboration Organization Affective Reflection	Badminton skills: <ul style="list-style-type: none"> • Technical Skills (Grip and Footwork) • Strokes (developing forehand, backhand, clears, drop shots, smashes, and net shots) • Serving • Gameplay Strategies Positioning • Tactics • Rules and Fair Play Stress Management Stress Physical Activity and Emotional Well-Being. Resilience Building Physical and Emotional Balance Texts/Resources: Badminton Rackets Shuttlecocks Badminton Net Court

							Markings Scoreboards and Scorekeeping Materials
Unit 3	Your Choice, Your Voice: Building Healthier Relationships with Consent and Respect through Volleyball	Relationships Interaction	Globalization and sustainability Sustainable Team Dynamics	Healthy relationships and interaction results to a sustainable team dynamics.	Factual: What is consent in the context of relationships? Conceptual: How does the concept of consent contribute to the establishment and maintenance of healthy relationships? Debatable: Is it important to ask for consent before engaging in any physical contact with another person?	Criterion A: i. Criterion B: i. Criterion C: ii. Criterion D: ii. ATL Skills Communication Collaboration Organization	Volleyball skills: <ul style="list-style-type: none"> • Technical Skills (Set, Dig, Serve) • Tactical Skills • Teamwork and Collaboration • Physical Fitness • Sportsmanship and Fair Play Understanding Consent and Respect Conflict Resolution Emotional Well-being Effective Communication Healthy Decision Making Texts/Resources: Volleyball Volleyball Net Court Markings Knee Pads Volleyball Ball Pump Scoreboards and Scorekeeping Materials Boundary Lines (for outdoor play)

<p>Unit 4</p>	<p>Healthy Community Propaganda: Art for Public Health</p> <p>*Interdisciplinary unit</p>	<p>Communication Movement, Environment</p>	<p>Scientific and technical innovation Technological innovations</p>	<p>Technological innovations allow for more effective communication and presentation.</p>	<p>Factual: How do new technologies help us talk to each other and show things better?</p> <p>Conceptual: How can art and movement be used with new technologies to make talking and showing things easier?</p> <p>Debatable: Are computers and phones making it harder for us to talk and show things in person?</p>	<p>Criterion A: ii., iii. Criterion B: ii. Criterion C: iii. Criterion D: i.</p> <p>ATL Skills Reflection Creative-thinking Transfer</p>	<p>Handball & Flag football</p> <ul style="list-style-type: none"> • Master basic skills and strategies • Throwing • Catching • Goalkeeping • Tactics • Rules and gameplay <p>Understanding physical, mental, and social well-being concepts.</p> <p>Importance of physical activity, nutrition, and stress management.</p> <p>Role of technology in health promotion and tracking.</p> <p>Texts/Resources: Handballs Flag football equipment (flags, footballs) Goals or goalposts Fitness equipment Health-tracking devices Video analysis software or apps</p>
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