

Subject Overviews

Physical and Health Education

MYP 0: PHE

Unit 1: Running and jumping

Through the activities of running and jumping they will understand the difference between correct and incorrect ways of running and jumping. They will be able to jump higher, longer and over different obstacles. They will learn how to land after jumps, on both legs so they don't get injured. Students will improve their functional abilities.

KEY CONCEPT: Change

RELATED CONCEPTS: Choice

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Functional abilities change our lifestyle choices for the better.

Main Content Addressed:

- jumping and running with different tools
- importance of correct walking, running, jumping
- healthy use of these activities
- different ways of using running speed, running with different tools
- problem solving

OBJECTIVES: A, C, D

ATL SKILLS:

- Thinking – creative-thinking skills
- Self-management – reflection skills

Unit 2: Body and mind

Through a range of physical activities students will learn how to perform basic elements on vault and on the floor.

KEY CONCEPT: Development

RELATED CONCEPT: Balance

GLOBAL CONTEXT: Orientation in space and time

STATEMENT OF INQUIRY: Physical activity develops a balance between movements and mindfulness.

Main Content Addressed:

- performing the movement with complete safety
- problem solving

- active listening and performing with assistance
- healthy use of activity for your body

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Self-management – affective skills
- Communication – communication skills
- Research – information literacy skills

Unit 3: Creating a choreography

Through these activities the students will get information about basic steps and turns in standard dances. They will be able to compose their own simple choreography. They will learn how to dance in the correct rhythm while listening to the music.

KEY CONCEPT: Communication

RELATED CONCEPT: Interaction

GLOBAL CONTEXT: Personal and cultural expression

STATEMENT OF INQUIRY: Choreography communicates a visual message to audience and enables interactions between performers and audiences.

Main Content Addressed:

- demonstration of the final version and explanation of proceeding
- learning the difference between standard dances in the music rhythm
- create simple dance choreography
- dance with partners in correct music rhythm

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Social – collaboration skills
- Self-management – organisation skills
- Thinking – transfers skills

Unit 4: Basic elements of team sports

During these activities the students will learn the differences between basketball and handball dribbling and passing. Researching the basic rules of the game they will learn how many steps they can do while holding the ball, or how to dribble the ball. They will have to show it in the proper demonstration. Also the students will learn the difference between fingers and hammer technique in volleyball. They will know when to use them depending on the situation. They will learn how to work together successfully as a team. Students will investigate the importance of football for the society. They will have to find out the reasons why football is probably the most popular sport in the world.

KEY CONCEPT: Development

RELATED CONCEPT: Function

GLOBAL CONTEXT: Orientation in space and time

STATEMENT OF INQUIRY: Good motor skills and coordination improve our cognitive development.

Main Content Addressed:

- research the basic rules of team sports: football, handball, basketball, volleyball
- problem solving
- use different technique in team sports
- choose the right way to play with the ball during the game
- group skills
- critical thinking
- use different technique of dribbling in basketball
- team tactics

OBJECTIVES: A, C

ATL SKILLS:

- Research - media literacy skills
- Thinking - critical thinking skills

MYP 1: PHE

Unit 1: Warm-Up Exercises

Students will learn how to perform warm up exercises correctly. They will get information about all warm up exercises they can use before doing any physical activities. Students will be presenting all exercises to warm up the body with different tools. They will get information about importance of warm up exercise.

KEY CONCEPT: Change

RELATED CONCEPT: Functions

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Exercise changes how our body functions and raises our motivation for sports.

Main Content Addressed:

- active listening
- critical thinking
- presenting all the exercises to warm up the body
- importance of correct performing of warm up exercises

OBJECTIVES: A, C, D

ATL SKILLS:

- Thinking – creative-thinking skills
- Research – information literacy skills
- Self-management – reflection skills

Unit 2: Dance the Waltz!

Through these activities the students will get information about basic steps and turns in English and Viennese Waltz. They will be able to compose their own simple choreography. They will learn how to dance in the correct rhythm while listening to the music.

KEY CONCEPT: Communication

RELATED CONCEPT: Interaction

GLOBAL CONTEXT: Orientation in space and time

STATEMENT OF INQUIRY: Communication and interaction between two dancers is important for orientation in space and time.

Main Content Addressed:

- demonstration of the final version and explanation of proceeding
- learning the difference between English and Viennese Waltz in the music rhythm
- create complex dance choreography from simple steps and turns
- dance with partners in correct music rhythm

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Thinking – critical thinking skills
- Social – collaboration skills
- Thinking – creative thinking skills

Unit 3: Team sports

During these activities the students will learn how they can be valuable part of their team. Researching the rules of the game they will learn not to make violation of the rules and they will have to show it in the proper demonstration. Also the students will learn the differences between techniques in team sports. They will know when to use which technique depending on the situation and how to work together successfully as a team. Students will investigate the importance of team sports for the society. They will have to find out the reasons why sport is so important segment in the world.

KEY CONCEPT: Development

RELATED CONCEPT: System

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: For a team to be successful and achieve better results players need to develop and play in a tactic system.

Main Content Addressed:

- research the rules of team sports
- problem solving
- use different technique in volleyball
- choose the correct way to dribble the ball during the game
- group skills
- critical thinking
- use different technique of dribbling in basketball
- team tactics

OBJECTIVES: A, C

ATL SKILLS:

- Self-management – affective skills
- Communication – communication skills
- Research – media literacy skills

Unit 4: Gymnastics

Through the activities of Gymnastics, they will learn how to perform basic elements in a sequence and show it in the floor exercise. They will understand why flexibility, balance and strength are important in Gymnastics and good for their body. They will learn the difference between elements on various apparatus in gymnastics.

KEY CONCEPT: Change

RELATED CONCEPTS: Refinement, Energy

GLOBAL CONTEXT: Personal and cultural expression

STATEMENT OF INQUIRY: Gymnastics analyses current movement patterns so that we can refine technique and maximize performance energy.

Main Content Addressed:

- performing the movement with complete safety
- problem solving
- active listening and performing with assistance
- healthy use of activity for your body

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Thinking – transfers skills
- Self-management – organisation skills

MYP 2: PHE

Unit 1: Being a Great Team Player

During these activities the students will learn collaboratively the differences between 'zone' and 'man to man' defence in basketball. Also, they will have to create basketball actions to outsmart the other team. Their passing, dribbling and shooting must be on the great level to achieve this task. They will also learn different types of defences in handball and how to attack involving the entire team. In football they will learn some group tactics elements, so they can be more successful. Different serves in volleyball will be presented to the students.

KEY CONCEPT: Relationship

RELATED CONCEPTS: Interaction

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Team members must have high level of communication and energy to improve their relationships and to enhance team spirit.

Main Content Addressed:

- use different ways of dribbling
- group skills
- critical thinking
- problem solving
- use different tactics in basketball and handball
- use different serve technique in volleyball
- choose the right way to serve the ball in the game

OBJECTIVES: A, C, D

ATL SKILLS:

- Self-management – affective skills
- Social – collaboration skills
- Thinking – creative thinking skills

Unit 2: Aesthetic Movements

Through the activities of gymnastics, they will learn how to perform a various elements without fear and with assistance. They will understand why flexibility and strength are so important for gymnastics. They will learn the difference between correct and incorrect aesthetic movement and how gymnastic is important in urgent situations and everyday life (social environment).

KEY CONCEPT: Relationship

RELATED CONCEPT: Function, Environment

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY:

Flexibility and strength practised in gymnastics play an important role in urgent situation and everyday life.

Main Content Addressed:

- performing the movement with complete safety
- problem solving
- active listening and performing with assistance
- healthy use of activity for your body

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Thinking – transfers skills
- Self-management – organisation skills

Unit 3: Understanding Different Cultures Through Dance

Through these activities the students will expand their knowledge about other cultures and apply complex dance choreography. The students will have to do research on Latin dances and find difference between them. They will learn how to dance in the correct rhythm while listening to the music. Therefore they will be able to compose their own choreography.

KEY CONCEPT: Communication

RELATED CONCEPT: Perspective

GLOBAL CONTEXT: Personal and cultural expression

STATEMENT OF INQUIRY: Through dancing we gain a different perspective on various cultures.

Main Content Addressed:

- demonstration of the final version and explanation of proceeding
- learning the difference between various Latin dances
- learning the difference between simple and complex choreography
- create complex dance choreography
- dance with partners in correct music rhythm

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Thinking – critical thinking skills
- Research – information literacy skills
- Self-management – reflection skills

Unit 4: Stretch Exercises

Students will learn how to perform stretch exercises correctly. They will get information about all stretch exercises they can use after doing any physical activities. They will realise that *stretching* keeps the muscles flexible, strong and healthy. Students will learn how to perform stretch exercises correctly. Students will be presenting all the exercises to stretch the body with different tools. They will get information about all stretch exercises they can use before doing any physical activities.

KEY CONCEPT: Change

RELATED CONCEPT: Adaptation

GLOBAL CONTEXT: Orientation in space and time

STATEMENT OF INQUIRY: Stretching is just as important as exercise to improve a range of motion in the joints.

Main Content Addressed:

- active listening
- critical thinking
- presenting all the exercises to warm up the body
- importance of correct performing of warm up exercises

OBJECTIVES: A, C, D

ATL SKILLS:

- Research – media literacy skills
- Communication – communication skills

MYP3: PHE

Unit 1: Net games

Through this activity the students will learn the rules of the games played with net (badminton, tennis, table tennis, volleyball). They will make a research on how net games used to be played with the focus on development of net sport equipment. They will see how their techniques effect on their capability to play better and use wide range of tactics. Also, they will learn how to play defence and how to be in right position.

KEY CONCEPT: Development

RELATED CONCEPTS: Function

GLOBAL CONTEXT: Scientific and technical innovation

STATEMENT OF INQUIRY:

The use of technology and development of sport equipment impact sport rules and achievements.

Main Content Addressed:

- research the rules of net games
- problem solving
- right way of using techniques and tactics in the games
- critical thinking

OBJECTIVES: A, C, D

ATL SKILLS:

- Research – media literacy skills
- Self-management – reflection skills

Unit 2: Healthy lifestyle

Students will learn how to perform strength exercises correctly. They will get information about all strength exercises they can use as a part of their physical activities. Students will create a chart with healthy nutrition products that they intent to intake during this unit. Students will learn how to perform warm up and stretch exercises correctly. They will be able to answer which exercises effect our skills and what muscles we use for them.

KEY CONCEPT: Change

RELATED CONCEPTS: Choice

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Regular exercise is a choice that everyone should take for a healthy lifestyle and for a better body posture.

Main Content Addressed:

- active listening
- critical thinking
- presenting all the strength exercises
- importance of correct performing of strength exercises

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Communication – communication skills
- Thinking – critical thinking skills

Unit 3: Coaching

Students will learn when to use which technique depending on the situation and how to work together successfully as a team. They will have to research which exercises are more important for different sports. They will learn how to plan a set of activities needed to be a good coach.

KEY CONCEPT: Communication

RELATED CONCEPT: Perspective, Interaction

GLOBAL CONTEXT: Identities and relationships

STATEMENT OF INQUIRY: Fair play is an essential and central part of successful promotion in both sport and life that requires communication between differing perspectives.

Main Content Addressed:

- critical thinking
- use different tactics in team sports
- group skills
- problem solving

OBJECTIVES: A, C

ATL SKILLS:

- Thinking – creative-thinking skills
- Self-management – reflection skills
- Self-management – affective skills
- Social – collaboration skills

Unit 4: Polygon

Through this activity the students will learn how to develop a small polygon for a particular sport activity. They will have to perform a polygon they created.

KEY CONCEPT: Change

RELATED CONCEPT: System

GLOBAL CONTEXT: Orientation in space and time

STATEMENT OF INQUIRY: The system is as strong as its weakest part and always subject to change.

Main Content Addressed:

- create a small polygon
- active listening
- problem solving
- critical thinking

OBJECTIVES: A, B, C, D

ATL SKILLS:

- Thinking – transfer skills
- Self-management – organization skills
- Research – information literacy skills