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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Brain Break  (PMYP) | Relationships | Energy,  Movement | Identities and relationships | Short physical activity breaks can boost energy, impact well-being and academic knowledge. | B: i, ii  D: i, ii, iii | Managerial skills,  Creativity | -project assignment, groups selection by the teachers, brainstorming on the assignment, team roles selection;  -rehearsal;  -watching videos;  -peer assessment and self-reflection;  -video correction based on feedback and reflections  -evaluation |
| Let´s get physical  (PMYP) | Change | Balance, Choice | Identities and relationships | Planning and implementing positive lifestyle choices enable us to achieve balance and change across the dimension of health. | B: i, ii  C: i, ii, iii  D: i, ii, iii | Critical thinking,  Patience | -examine entrance level of basic motor skills  -  -make a plan to develop selected skills  -training selected skills  -examine output level of selected motor skills  -reflect on a progress and plan effectivity |
| Ancient and Modern Olympic games  (PMYP) – Interdisciplinary PHE – History | Connections | Perspectives | Fairness and development | View of a harmonic development of body and mind in the past and at present. | A: i, ii, iii | Research skills,  Analytical skills | -examination of students´ knowledge through a discussion on current Olympic games,  -task assignment  -working on essay individually  -evaluation by PHE teacher and History teacher  -feedback to students |
| Build manipulative skills  (PMYP) | Development | Refinement | Development and understanding | You can´t build a house without solid bricks. | A: i, ii, iii  C: i, ii, iii | Research skills,  Skills how to learn | -find instructional videos of manipulative skills´ technique  -practice the technique of manipulative skills  -demonstrate and describe the technique |
| Warm up  (MYP1) | Change | Adaptation | Identities and relationships | In order to truly change your level of performance you must understand importance of a warm up. | A: i, ii, iii  B: i, ii  C: i, ii, iii | Research skills,  Presentation skills | -find instructional videos warm up techniques  -practice, demonstrate and describe a warm up technique |
| Tell me your story  (MYP1) | Communication | Interaction, Movement | Personal and cultural expression | For a group to work effectively, all group members must communicate efficiently and equally participate in the assignment. | B: i, ii  D: i.; ii, iii | Social skills: communication, collaboration, problem-solving, critical thinking | •project assignment, groups selection by the students, brainstorming on the assignment;  •rehearsal;  •written process  journal after each rehearsal;  •final demonstration;  •final video reflection;  •evaluation, feedback. |
| Outdoor winter activities – skiing trip  (MYP1) | Logic | Environment  Energy | Orientation in space and time | Being prepared to specific environmental conditions can help to maximize performance | D: i, ii, iii | Social skills,  Reflecting skills | -safety in winter environment, white code  -First aid  -history of skiing  -current skiing technique |
| Team sports  (MYP1) | Communication | Interaction | Identities and relationships | In team sports players must have high level of communication and interaction to improve identities and relationships. | A: i ii, iii  C: i, ii, iii | Communication  teamwork | -Research on rules of team sports  -different technical and tactical principles in team sports |
| Healthy lifestyle  (MYP2) | Change | Function | Identities and relationships (Health and well-being lifestyle choices) | Through making healthy lifestyle choices students should see an improvement of their overall health. | A: i, ii, iii  B: i, ii | Critical thinking  Research skills | -recommended amount and type of physical activity  -consequences of physical inactivity/ sedentary behavior  -energy expenditure  -nutrition |
| Aquatics  (MYP2) | Development | Adaptation | Fairness and development | A refinement of technique is integral to achieving change and increased efficiency of movement. | D: i, ii, iii  C: i, ii, iii | Self-management, | -fundamental swimming skills,  -swimming styles technique  -swimming test  - first aid in water environment |
| Anatomy of Aerobic  (MYP2) | Form | Movement | Identities and relationship | Planning for a fitness routine requires knowledge and understanding of the relationships between the muscular system, movement and music. | B: i, ii  C: i, ii, iii | Social collaboration skills | -fundamental skills an aerobic  -how to create a choreography  -types of aerobic (Zumba, tae-bo, step-aerobic, etc) |
| Invasion games  (MYP2) | Relationships | Systems | Identities and relationships | Tactical principles of invasion games are same regardless the rules of and technique in these games. | A: i, ii, iii  D: i. ii. iii | Analytical skills  Problem solving | -similarities and differences between invasion games (essay)  - reflection on team tactics in the game |
| Sport for children with special needs and disabilities  (MYP3) | Global interactions | Adaptation | Globalization and sustainability | People with disabilities might be included in physical activity and be a part of a team. | B: i, ii  D: i, ii. iii | Problem solving  Critical thinking | -types of impairments  -inclusion  -adapted physical activity  -Special Olympics |
| Teach me a dance  (MYP3) Interdisciplinary PHE – Music | Aesthetics | Balance | Personal and cultural expression | To master basics of different types of dances is a part of a social life and physical literacy. | A: i, ii, iii  B: i, ii  C: i, ii, iii  D: i, ii, iii | Social skills  Research skills  Presentation skills  Critical thinking | - group presentations on ballroom dances, latin dances, rock and roll and IDO disciplines, Slovak folk dances  - practice selected dances in groups and pairs  - demonstrate a dance  - teach to others  - peer assessment, group reflection |
| Net games  (MYP3) | Connections | Systems,  Refinement | Fairness and development | Different nets do not equal different games. | A: i, ii, iii  C: i, ii, iii | Research skills,  Social skills | -similarities and differences between net games,  -rules, technical and tactical principles  -game performance |
| European Week Of Sport – Organize a Sport day  (MYP4) | Communication | Interaction | Identities and relationships | Even a day of being involved in physical activity can impact your life. | B: i, ii  D: i, ii, iii | Social skills,  Organizational skills | -prepare, organize and evaluate a sport day for secondary school students |
| Grit to be fit  (MYP4) | Change | Choice | Scientific and technical innovations | In order to truly change your level of fitness you must understand your own personal values and make choices based upon them. | A: i, ii, iii  B: i, ii | Critical thinking,  Self-organization | -how to strengthen muscle groups  -nutrition  -prepare fitness and diet plan  -most common mistakes and how to avoid them  -hoax about diet and exercise |
| Winter outdoor activities 2  (MYP4) | development | function | Fairness and development | In order to understand modern skiing technique it is inevitable to go through more simple curves step by step. | C: i, ii, iii  D: i, ii, iii | Analytical skills  Presentation skills  Problem solving | -technique of different skiing styles  -technique of cross-country skiing |
| Non-traditional games  (MYP4) | Culture | Movement | Fairness and development | To discover games not typical in our country that have their tradition elsewhere broadens your possibility to play and have fun. | A: i, ii, iii  C: i, ii, iii | Research skills | -e.g. kinball, indiaca, lacross, Frisbee ultimate, flag football, baseball  -rules  -game demonstration |
| Point of view (Physical activity in relation to other disciplines)  (MYP5) | Relationships | Perspectives | Identities and relationship | There are many ways to see physical activity and sports in  relation to other disciplines. | A: i, ii, iii | Research skills  Critical thinking | -presentations in pairs |
| School and Community – Family day  (MYP5) | Relationships | Interaction | Identities and relationship | Promoting movement for heath that involves interacting with each other, regardless of gender, age, fitness and skill level is important within communities. | B: i, ii  C: i, ii, iii  D: i, ii, iii | Organizational skills  Social skills | -presentation and discussion on how to organize a successful sport event  -management, marketing  -rules of selected sport disciplines and games (how to be a referee) |
| Cooperation Games  (MYP5) | Relationships | Function | Identities and relationship | Sport is not just about performance but it is also a mean to develop team spirit. | A: i, ii, iii  C: i, ii, iii | Social skills | -find, explain and demonstrate cooperative games |
| Summer adventure activities  (MYP5) | Change | Environment | Orientation in space and time | Being prepared for specific environmental conditions can help to maximize performance | B: i, ii  C: i, ii, iii  D: i, ii, iii | Organizational skills  Critical thinking | -hiking trails  -proper clothing and equipment for mountain hiking  -first aid |