

# Grade 6 PHE

## Unit 1: Active Daily Living

Start: September 4, 2022

Duration: 9 Weeks

<p><b>LEARNING EXPERIENCES. Students will:</b></p> <ul style="list-style-type: none"> <li>• build subject knowledge and critical thinking skills when identifying and applying health-related and skill-related fitness components.</li> <li>• participate in various activities that will help them identify and describe specific examples relating to health and skill related fitness.</li> <li>• recognise the WHO's definition of health and identify the differences between health vs fitness vs performance.</li> <li>• understand the social, mental and physical benefits of having a healthy and active lifestyle.</li> <li>• use their reflective skills when evaluating their current lifestyle and habits.</li> </ul>
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<b>KEY CONCEPT</b>	<b>Change</b>
<b>RELATED CONCEPT</b>	<b>Adaptation, Choice</b>

<b>STATEMENT OF INQUIRY</b>	Our body <b>changes</b> and <b>adapts</b> to exercise and the lifestyle <b>choices</b> that we make.
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INQUIRY QUESTIONS:	
<b>Factual:</b>	What is health?
<b>Conceptual:</b>	How do I know I am making the right choice?
<b>Debatable:</b>	Does my body adapt to certain exercises better and or quicker?

OBJECTIVES AND ASSESSMENT CRITERIA:	
<b>A: Knowledge &amp; Understanding</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>outline</i> understanding of healthy lifestyle choices.</li> <li>• <i>identify</i> health and fitness knowledge to outline issues and solve problems within their lifestyle and <i>within a wider context</i>.</li> <li>• <i>recall</i> and apply a <i>range</i> of health and fitness terms consistently.</li> </ul>
<b>B: Planning for a performance</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>identify and describe</i> their long-term fitness goal describes (2) reasons why it is important to them.</li> <li>• <i>identify and describe</i> three (3) clear actions to help achieve their long-term fitness goals.</li> </ul>
<b>C: Applying &amp; Performing</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <i>recall and apply a range of</i> skills, techniques with exceptional coordination, timing and fluency.</li> <li>• recall and <i>apply a range of</i> strategies and fitness components when planning and attempting different fitness tests.</li> <li>• recall and <i>apply a range of</i> information using peer and teacher feedback.</li> </ul>
<b>D: Reflecting &amp; improving performance</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• identify and <i>demonstrate</i> how each interpersonal skill can help to achieve goals.</li> <li>• identify a goal and <i>effectively applies</i> strategies to improve health and fitness.</li> <li>• <i>describe and summarise</i> health and fitness lifestyle choices.</li> </ul>

<b>Approaches to learning</b>	<b>Communication, Thinking</b>
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**RESOURCES:**

All templates, lesson links and other materials are in the PHE Teams Unit 1: Active Daily Living assignment tab.

**SUMMATIVE ASSESSMENT:**

**A:** combine their *subject knowledge, critical thinking & communication skills* when they are investigating and reviewing their *health and lifestyle diary*. **Product:** self-reflection interview via Flipgrid, Microsoft Stream or phone recording.

**B:** combine their *subject knowledge and self-management skills* when setting their *health and fitness goals and actions to achieve your goals*. **Product:** complete Task #3: My goals template.

**C:** they will use their motivation and *self-management skills* when performing their own planning (actions) and other practical experiences throughout this unit. **Product:** ongoing, participation, skills and technique practical performances.

**D:** they will *critically think* about their overall unit 1 experiences when evaluating their interpersonal skills and planning. **Product:** peer reflection interview via Flipgrid, Microsoft Stream or phone recording.