

Grade 7 - PHE

Unit 1: Active Daily Living

Start: September 4, 2022

Duration: 9 weeks

LEARNING EXPERIENCES: Students will: <ul style="list-style-type: none"> reflect and describe their fitness profile, 'inactive, socially active, active or super active'. identify and describe the 'benefits' and 'limitations' of each training method. perform various training methods: continuous, fartlek, interval, weights, flexibility and circuit. test their cardiovascular endurance (stamina – heart health) by participating in the 12-min Coopers Run. apply health and skill-related fitness components.

KEY CONCEPT	Connections
RELATED CONCEPTS	Choice, Balance
STATEMENT OF INQUIRY	The choice of a variety of methods to develop the athlete should be connected towards their chosen activity and personal goals.

INQUIRY QUESTIONS:	
Factual:	What are methods?
Conceptual:	How can individuals balance their approaches to health and fitness development?
Debatable:	Certain sports and activities benefit from certain methods (of training), doing different ones is just a waste of time?

OBJECTIVES AND ASSESSMENT CRITERIA:	
A: Knowledge & Understanding	Students will: <ul style="list-style-type: none"> describe in detail the different health related fitness components and explain in detail how important they are to leading a balanced and active lifestyle. identify different areas of their own personal lifestyle and fitness levels by describing factors affecting my health and suggesting several different and new ways to make positive changes. effectively communicate using keywords in their detailed explanations.
B: Planning for a performance	Students will: <ul style="list-style-type: none"> clearly outline my goal to improve their lifestyle having described in detail my present activity levels and describe what and how they need to improve. design and explain in detail a plan to improve their lifestyle. Clearly outline why they chose a certain training method by outlining different benefits and limitations. Suggested an alternative training method that can be used to meet their goal.
C: Applying & Performing	Students will: <ul style="list-style-type: none"> recall and apply a range of skills, techniques with exceptional coordination, timing and fluency recall and apply a range of strategies and fitness components when planning and attempting different fitness tests recall and apply a range of information using peer and teacher feedback.
D: Reflecting & improving performance	Students will: <ul style="list-style-type: none"> describe different ways to improve their interpersonal skills by explaining how they worked during the unit. Clearly demonstrate different strategies that leads to improvement of these skills after reviewing their training plan, they can explain if it is effective based on trying it out and clearly explaining how it helps improve their current lifestyle watch their training video and using specific examples, communicate the advantages and limitations of their sessions as well as suggesting alternative strategies to use.

ATLs	Social, Self-Management Skills
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RESOURCES: All templates, lesson links and materials are in the PHE Teams Unit 2: Training Methods assignment tab.

SUMMATIVE ASSESSMENT:

Criterion A: combine their **subject knowledge & research skills** when reviewing their lifestyle profile and planning their training session.

Product: Criterion A of G7 Training Methods Template.

Criterion B: combine their **subject knowledge & research skills** when setting their health and fitness goals and planning a specific training/workout session. **Product:** Criterion B of G7 Training Methods Template.

Criterion C: use their **subject specific skills** when performing their planning and other practical experiences throughout this unit.

Product: ongoing practical demonstration.

Criterion D: use their **communication skills** when reviewing & reflecting on their overall experiences, interpersonal skills and planning. **Product:** 'Unit 1: Criterion D Template'.