

Statements of inquiry

Statements of inquiry set conceptual understanding in a global context in order to frame classroom inquiry and direct purposeful learning. Table 3 shows some possible statements of inquiry for MYP physical and health education units.

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Managing player and team conflict requires cooperation between differing perspectives.	<ul style="list-style-type: none"> • Communication • Perspective, interaction • Identity and relationships 	Coaching
For a team to function effectively, all team members must communicate efficiently and clearly.	<ul style="list-style-type: none"> • Communication • Function, systems • Personal and cultural expression 	Team sports
Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.	<ul style="list-style-type: none"> • Relationships • Movement, patterns, balance • Orientation in space and time 	Doubles badminton Doubles tennis
The use of technology can impact the function of body systems that support physical and mental well-being.	<ul style="list-style-type: none"> • Relationships • Systems, function • Scientific and technical innovation 	Body systems Lifestyle choices Special Olympics sports
Performers respond and adapt to changing environments, challenges and situations.	<ul style="list-style-type: none"> • Change • Environment, adaptation • Globalization and sustainability 	Golf Ultimate Frisbee®
Participants in sport can bring different perspectives to the development and application of rules.	<ul style="list-style-type: none"> • Change • Perspective, choice • Fairness and development 	Issues in sport Sport Education in Physical Education (SEPEP)

Statement of inquiry	Key concept Related concepts Global context	Possible project/study
Athletes and performers analyse current movement patterns so that they can refine technique and maximize performance energy.	<ul style="list-style-type: none"> • Change • Refinement, movement, patterns, energy • Personal and cultural expression 	Athletics Martial arts

Table 3
Example statements of inquiry

Inquiry questions

Teachers and students use statements of inquiry to help them identify factual, conceptual and debatable inquiry questions. Inquiry questions give direction to teaching and learning, and they help to organize and sequence learning experiences.

Table 4 shows some possible inquiry questions for MYP physical and health education units.

Factual questions: Remembering facts and topics	Conceptual questions: Analysing big ideas	Debatable questions: Evaluating perspectives and developing theories
<ul style="list-style-type: none"> • What are the functions of specific roles or positions in this sport? • How can team members communicate? • What are the rules? 	<ul style="list-style-type: none"> • How can we create balance between the mind and body? • Why can the energy of a performance feel different to the audience and the performer? • How can we create usable space? 	<ul style="list-style-type: none"> • What makes an effective system of communication during game play? • What are the most efficient strategies for building highly collaborative teams? • Why do patterns of movement need to change even though the end goal remains the same?

Table 4
Examples of factual, conceptual and debatable questions

Approaches to learning

All MYP units of work offer opportunities for students to develop and practise approaches to learning (ATL) skills. These skills provide valuable support for students working to meet the subject group’s aims and objectives.

ATL skills are grouped into five categories that span the IB continuum of international education. IB programmes identify discrete skills in each category that can be introduced, practised and consolidated in the classroom and beyond.

While ATL skills are relevant across all MYP subject groups, teachers may also identify ATL skill indicators especially relevant for, or unique to, a particular subject group or course.

Table 5 suggests some of the indicators that can be important in physical and health education.

Category	Skill indicator
Thinking skills	Evaluate the benefits and limitations of set plays.
Social skills	Give specific feedback on technique that will improve the performance of others.
Communication skills	Develop systems of non-verbal communication to execute team movement effectively.
Self-management skills	Practise positive thinking to improve mental strength.
Research skills	Make connections between the various aspects of health and how they impact well-being.

*Table 5
Examples of physical and health education-specific skill indicators*

Well-designed learning engagements and assessments provide rich opportunities for students to practice and demonstrate ATL skills. Each MYP unit explicitly identifies ATL skills around which teaching and learning can focus, and through which students can authentically demonstrate what they are able to do. Formative assessments provide important feedback for developing discrete skills, and many ATL skills support students as they demonstrate their achievements in summative assessments of subject group objectives.

Table 6 lists some specific ATL skills that students can demonstrate through performances of understanding in physical and health education.

Approaches to learning
<p>Thinking (critical thinking): observing tactics in order to recognize personal and team strengths and weaknesses.</p> <p>Communication (interaction): actively listen to verbal calls and observe non-verbal cues in order to understand teammates during game play.</p>

*Table 6
Examples of physical and health education demonstrations of ATL skills*