

NISV

**Navrachana International
School, Vadodara**

Educating - Empowering - Enlightening

MYP SUBJECT GROUP OVERVIEW (SGO) PHYSICAL AND HEALTH EDUCATION



MYP 1 PHYSICAL AND HEALTH EDUCATION							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ Learner Profile	Content (topics, knowledge, skills)
Title- Kho-Kho 27 sessions @ 40 min.	Communication	Adaptation Movement	Identities and Relationships Exploration- identity; beliefs and values of the game of Kho-Kho.	Adaptation and movement can develop communication to form identity.	Criterion –A Knowing and understanding Criterion C : Applying and performing Criterion D- Reflecting and improving performance	Communication Skill through interaction and language Social- Collaborative LP- Communicator Balanced	1-History of Kho-Kho its origin. 2-Information about rules and regulation of the game 3-Identifying different techniques and strategies of runners and chasers. 4- Game sessions on the ground. 5-Inter school matches.
Title- Football 27 sessions @ 40 min.	Change	Space System	Personal and Cultural Expression Exploration- The ways in which we reflect on, extend and enjoy our creativity; our appreciation of the movement.	To develop skills by utilizing space and coordination within the system so that the resultant system improves quality within the students.	Criterion - B Planning for Performing Criterion C- Applying and performing Criterion D- Reflecting and improving performance	Communication Skill through interaction and language Social- Collaborative LP-Balanced	1-Identifying different techniques of (players) 2 - Online guidance through real-life videos. 3- Small side game sessions on the ground.
Title- Gymnastics 24 sessions @ 40 min.	Aesthetics	Balance Movement	Personal and Cultural expressions Exploration- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	Repetition of aesthetically balanced movement improves positive expressions and focus.	Criterion A: Knowing and understanding Criterion - B : Planning for Performance Criterion C : Applying and performing	Social skills: Thinking skills LP-Risk taker	1-Use of Knowledge: Understand simple principles of flexibility 2-Movement Composition: Plan a sequence of movement sitting and standing 3-Performance: develop basic floor skills of rolling. 4-Students will perform gymnastic skills in a sequence.

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MYP 2 PHYSICAL AND HEALTH EDUCATION							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ Learner Profile	Content (topics, knowledge, skills)
Title- Football 27 sessions @ 40 min.	Change Relationships	Movements Adaptation	Globalization and sustainability Exploration- the impact of decision-making on humankind and the environment	Adaptation of techniques leads to sustainable relationship in movement that affects overall development.	Criterion B: Planning for performance Criterion C: Applying and performing Criterion D: Reflecting and improving performance	ATL - Organization skills Affective skills Reflection skills LP – Principled Caring Reflective	1-History of football 2-Laws of the game 3-Technical terms 4-Techniques of dribbling, passing and finishing. 5-Small side game. 6-Strategies
Title- Kabaddi 27 sessions @ 40 min.	Relationships	Adaptation Energy	Orientation in space and time Exploration- personal histories; homes and journeys; turning points in humankind	Repeated adaptations build energy and improve relationships between skill and technique.	Criterion A: Knowing and understanding Criterion - B Planning for Performing Criterion C: Applying and performing	ATL- Communication skills LP- Knowledgeable, Thinker, Inquirer and Balanced	1-Different skills of raider and anti-raider. 2-Diagrammatic representation of the ground along with the labeled area and measurements. 3-Detail explanation of the equipment used in the game. 4- Strategies to apply during the unfamiliar situation 5- Practical sessions on the ground
Title- Gymnastics 24 sessions @ 40 min.	Aesthetics	Balance Movement	Personal and Cultural expressions Exploration- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	By creating awareness and understanding the significance of aesthetically balance movement improves performance.	Criterion C : Applying and performing Criterion D- Reflecting and improving performance	Social skills: Collaboration skills Self-Management Skills LP- Risk-Taker, Principled, Reflective	1-Use of Knowledge: Understand simple principles of flexibility 2-Movement Composition on Vault Box: Plan a sequence of movements: simple and complex. 3-Students will perform gymnastic movements in a sequence.

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MYP 3 PHYSICAL AND HEALTH EDUCATION

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ Learner Profile	Content (topics, knowledge, skills)
Title- Football 27 sessions @ 40 min	Communication	Perspective, Interaction	Identity and relationship Exploration- human relationships including families, friends, communities and cultures	Proper Interaction and communication leads to improvement in overall perspectives of the students.	Criterion A- Knowing and understanding Criterion B- Planning for Performance Criterion C- Applying and performing	ATL – Social Skill- Collaboration Reflection skill Self- Management Organization skill LP- Principled, Balanced	1-Inquiry session on Football. 2-Live matches to be shown to the students for techniques. 3-Rules and regulation of the game. 4-Practice sessions to develop different skills of football. 5-Technical terms for communication. 7- Matches to observe the affective skills of the players. 7- Drills to enhance the skills and stamina.
Title- Basketball 24 sessions @ 40 min.	Relationship	Function and systems	Orientation in space and time Exploration- The relationships between, and the interconnecte dness of, individuals and civilizations, from personal, local and global perspectives	The team works efficiently as a system through healthy relationships and functioning in a balanced manner	Criterion A: Knowing and understanding Criterion C: Applying and performing Criterion D: Reflecting and improving Development of flexible movements helps to foster in the body, mind, and environment.	ATL - Social Skill Collaboration LP- Caring, Reflective, Open-Minded	1-History of Basketball 2-Rules and regulation of the game 3-Technical terms 3-Techniques of dribbling, passing and scoring a basket. 4-Strategies
Title- Yoga	Development	Movement	Personal and cultural expression	Development of different yogasanas will support flexible	Criterion B: Planning for performance	Self- management skills	1-Standing, sleeping and sitting asana

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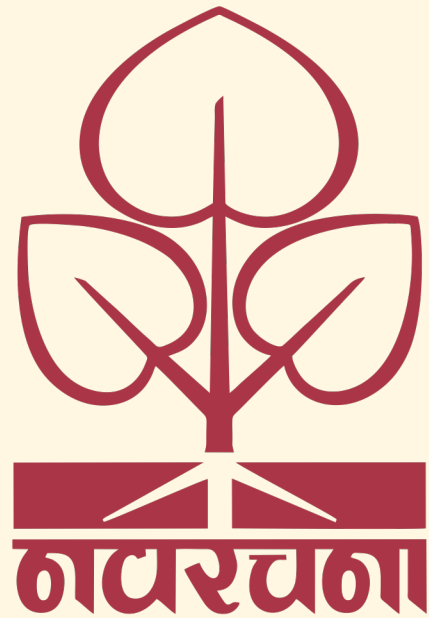
24 sessions @ 40 min.			Exploration- the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	movements and build stamina both mentally and physically for personal and cultural expression.	Criterion C: Applying and performing Criterion D: Reflecting and improving performance	Thinking skill LP-Open minded, Risk-Taker	2-Improvement of Breathing exercises (Pranayama).
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MYP 4-5 PHYSICAL AND HEALTH EDUCATION							
Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject group objective(s)	ATL skills/ Learner Profile	Content (topics, knowledge, skills)
Title- Athletics 30 sessions @ 40 min.	Change	Energy Refinement	Scientific and technical innovation	Building stamina and energy is possible through refinement of techniques and strength which brings qualitative change in the performance.	Criterion A- Knowing and understanding Criterion B- Planning for Performance Criterion C- Applying and performing	1-Self management- Organization and Affective skills- Mindfulness, perseverance and emotional management 2-Research skill LP- Principled, Inquirer, Risk-Taker	Research information about the global sports events Research information about the renowned athletes and their records Biographies of selected athletes Practice sessions of triathlon (swimming, cycling, running) Interschool competition Track and field events Exercises to build stamina Diets suggested for healthy life style.
Title- Swimming 20 sessions @ 40 min	Relation- ships	Systems Perspective	Scientific and technical innovation Exploration- Opportunity, risk, and consequences	Knowledge of latest improvised techniques supports the swimmer (system) in making oneself aware of the different perspectives of the sport which is essential for best possible performance and enhancing the relationship between mind and body movements.	Criterion A Knowing and understanding Criterion - C Applying and Performing Criterion D- Reflecting and improving performance	Self- management Affective skills- Mindfulness, self- motivation, Perseverance, Resilience LP- Knowledgeable Thinker, Communicator	1-Inquiry session on modern swimming techniques using different source like group discussion, Quiz, Charts, books, demonstration and videos. 2-Identifying different techniques of swimming. 3-Focus on body movements 4-Practice sessions in the pool 5-Performance of the strokes. 6- Competition. 7- Reflection on performance 6- Identifying the important muscles used for swimming. 7- Physical exercises relevant for swimming
Building Fitness 25 sessions @ 40 min	Change	Movement Energy	Personal and Cultural expressions Exploration- the ways in which we	Cultural expressions and personal changes are developed and polished by regular drill on fitness	Criterion B- Planning for Performance Criterion - C	ATL- Self- Management	1-Identifying strength building for various body muscles. 2-Body toning 3-Stamina Building. 4-Skill Building of individual exercises.

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			reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	which will increase energy and stamina to improve body movement.	Applying and Performing Criterion D- Reflecting and improving performance	LP- Caring, Principled, Risk-Taker	
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The Navrachana logo comprises three leaves of the Bodhi tree under which Lord Buddha attained enlightenment. The leaves signify the three vital facets of the child's physical, mental-emotional growth, and development. This translates as Navrachana, which is "New Creation".

The emblem thus symbolizes the aim of the school, which is to build, nurture, and groom these three qualities, to create well-balanced and multifaceted individuals who consistently strive to realize their true potential