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| **Teacher(s)** | **Mr. Oni** | **Subject group and discipline** | **Physical Education** | | |
| **Unit title** | **Get FITT!** | **MYP year** | **2** | **Unit duration (hrs)** | **7** |

##### Inquiry: Establishing the purpose of the unit

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| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| Communication | **Choice**  **Interaction** | **Identities and Relationship**  **Exploration:**  **Lifestyle Choices** |
| **Statement of inquiry** | | |
| Communicating our choices and interacting with others when creating an activity will help to identify and build strong relationship. | | |
| **Inquiry questions** | | |
| Factual**—** **What are the components of fitness?  What is the FITT Principle? How are they related?**  Conceptual**— How does the FITT Principle impact workouts?  Why is it necessary to apply it to all workouts?**  Debatable**—** **Which component of fitness is most important? Does where you live dictate which is most important?** | | |
| **ATL Skills:**  In order to instruct their classmates in their routine the student must understand the FITT principles and components of fitness and how they relate to everyday fitness. | | |