**Physical Education 4 Week Plan**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Week 1** | **Present Hook**  **Introduce Unit**  ***Direct instruction***  Sports & Activity that link to positive mental health  Look at the value of physical activity, and its impact on mental health | **What Physical Activities Increase Mental Health**  ***Whole group discussion*:** physical activities and sports that alleviate anxiety and stress.  ***Conclusions:***  -Physical activity in general help improve mental health by the means of hormone and endorphins.  -Activities that specifically target self  awareness have additional benefits.  -The social aspect of physical activity plays an important role in how much a person benefits from physical activity.  ***Observational assessment outcome B30–6,***  ***B30–7*** | **Positive Personal Interactions**  ***Small group discussion***: how to involve groups who are not meeting their physical activity demands? Providing a positive social environment.  Presenting findings to class, and discuss these findings.  ***Whole group discussion:*** The differences between intrinsic and extrinsic motivation and the pros and cons.  ***Observational assessment outcome C30–1, C30–6*** | **Student Choice**  Set up a selection of competitive and cooperative games for students to choose. Ask students to embody the behaviours that they listed the day before that encourages physical activity participation.  ***Self-assessment of wellness:***  Entry and exit slip: mood rating entering and leaving class. | **Week Wrap-Up**  ***Whole group discussion*:** how people felt through their interactions. What made them feel good, what made them feel bad. What are the positive benefits of physical activity on mental health.  ***Observational assessment outcome B30–6, C30–1***  ***Student Choice***  Set up a selection of competitive and cooperative games for students to choose. Ask students to embody the behaviours that encourages physical activity participation with any feedback received.  ***Self-assessment***: their ability to encourage others, and their own levels of participation in the physical activities.  ***Summative assessment outcome* B30–6, *B30–7***  Small quiz on Physical activity in relation to health. |
| **Week 2** | **Whole group discussion**: Discuss specific physical activities and sports that are designed to alleviate anxiety and stress. How are they effective  Discuss the cultural, and philosophical background surrounding these activities.  ***Observational assessment outcome B30–8*** | **Bring in expert instructor**  **Yoga**  Entry and exit slip: mood rating entering and leaving class  ***Formative Feedback***  Use Ipads to record student technique for instant peer and self feedback. | **Bring in expert instructor**  **Tai Chi**  Entry and exit slip: mood rating entering and leaving class  ***Formative Feedback***  Use Ipads to record student technique for instant peer and self feedback. | **Bring in specialist instructor**  **Indigenous Meditation**  Entry and exit slip: mood rating entering and leaving class  ***Formative Feedback***  Use Ipads to record student technique for instant peer and self feedback. | **Small group discussion**: on what worked well, what didn’t, and why. Present findings to class, and discuss results.  ***Self-assessmen*t** of their own effort and ability to follow the specific mental strategies for relaxing and self awareness, along with ability to interact positively with classmates.  ***Summative assessment outcome B30–8***  Small quiz on the cultural and philosophical backgrounds surrounding the activities of the week. |
| **Week 3** | **Whole group discussion**: Interpret and evaluate the impact of the media and peer influences on body image, and mental health.  ***Observational assessment outcome B30–4 ,* D30–2**  Determine what physical health aspects are  Discuss various methods of achieving a physical healthy body.  Emphasis on the wide range of choice, and enjoyment being key.  Have a certified instructor or a video presentation on pilates. | **Fitness class** in the weight room on proper technique, muscle groups, intensity, repetition, and safety.  Emphasise to students that it is a viable and targeted way of improving physical abilities, but not the only way. | **Fitness class** in the weight room on proper technique, muscle groups, intensity, repetition, and safety.  Emphasise to students that it is a viable and targeted way of improving physical abilities, but not the only way. | **Zumba**  Have a certified instructor or a video presentation on Zumba and other forms of dance fitness. | **bike/walk/or hike** depending on equipment availability and proximity to parks.  ***Self-assessment*** of their own effort and participation over the week, along with ability to interact positively with classmates.  ***Summative assessment outcome B30–4 ,* D30–2**  Written reflection on their view of body image, physical fitness, and healthy ways of approaching both. |
| **Week 4** | **Whole group discussion**:  Leadership and communication skills related to implementing physical activity events or programs in the school and/or community.  **Explore:** community resources, and suggest additional resources that could improve the community’s physical and mental well being.  ***Observational Assessment outcome C30–4*** | **Local service assessment:** Visit the local community center, allow students to explore and use the various activities offered there. Talk to the staff and inquire about  their philosophy.  **Whole group discussion**: Discuss the pros and cons of the facility, location, design, demographic, ect, and how it might be improved to help improve everyone’s mental well being and be more physically active.  ***Observational Assessment outcome C30–4*** | **Small group discussion**: Assess the school layout, design, and availability of resources for improvements to increase physical activity. Present findings to class.  **Student Choice/Leadership**  Let students decide among themselves how to use the gym space and equipment for their desired activities.  Monitor and maintain leadership, positive communication, and cooperation.  ***Observational Assessment outcome C30–4*** | **Unit conclusion**  Discuss what the main topics were, and their importance.  What they enjoyed the most and why.  ***Observational assessment outcome B30–4, B30–6, B30–7, B30–8, C30–1, C30–4, C30–6, D30–2***  ***Cumulative test summative assessment*** on the main concepts of the unit ( week 1 - 4 )***B30–4, B30–6, B30–7, B30–8, C30–1, C30–4, C30–6, D30–2***  ***Self-assessmen*t** of their own effort and participation over the week, along with ability to interact positively with classmates. | **Digital Documentary & Awareness Campaign**  **Whole school assembly**  School assembly for awareness campaign with whole school, parents, community members and experts invited to speak  Students present their digital documentary on mental health in adolescents: Understanding (Biology & CALM), awareness (Social Studies)  and coping (PE)  ***Summative Assessmen*t:** Rubric on Final Project |