

**QATAR ACADEMY
PYP PERSONAL, SOCIAL
AND PHYSICAL EDUCATION
&
MYP PHYSICAL AND HEALTH
EDUCATION
OBJECTIVES**

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Qatar Academy Vision

Qatar Academy provides the highest possible standard of education, fostering academic excellence in each student, and striving to develop independent critical thinkers, lifelong learners and responsible citizens.

Qatar Academy Mission

It is the mission of Qatar Academy (QA) to provide internationally accepted, comprehensive, English medium programs plus Arabic and Islamic studies from pre-school through to secondary graduation. QA develops independent critical thinkers, lifelong learners, responsible citizens, and empowers students to gain entrance to elite universities and colleges.



Statement of Beliefs about Teaching and Learning

PYP Personal, Social and Physical Education and MYP Physical and Health Education at Qatar Academy are taught through the International Baccalaureate (IB) Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP).

Qatar Academy believes that PYP Personal, Social and Physical Education (PSPE) promotes the development of students' physical, mental, emotional and social well-being. It also empowers students to maintain regular, lifelong physical activity as a foundation for a healthy and productive life.

In PSPE, students learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness, while maintaining a safe environment. Through this process students discover their aptitudes, abilities and preferences, and make informed choices about how to be active throughout their lives.

In the Primary School, PSPE is taught through the six transdisciplinary themes and arranged into three different strands: Identity, Active Living and Interactions.

In MYP, Qatar Academy's belief is captured well by the IB's statement from the PSPE guide:

"MYP physical and health education aims to build on the students' PSPE experiences of human development: physical, social, personal and emotional. These aspects are developed as students build their collaboration and communication skills by learning through and about movement. They develop an appreciation and understanding of being engaged in physical activity and the confidence to take action in order to achieve and maintain a balanced and active lifestyle.

"The vision of MYP physical and health education is to enable students to develop an appreciation and understanding of the value of being physically active and the motivation to make healthy life choices. To this end physical and health education encourages students to develop the knowledge, skills and attitudes that will contribute to a long-term balanced and healthy lifestyle. This subject embodies and promotes the holistic nature of well-being, through active learning opportunities. Students will explore a variety of concepts to develop an awareness of health perspectives, which enables them to make informed decisions and promotes positive social interactions."

From: *MYP Physical and Health Education Guide (Pilot)*, International Baccalaureate Organization (February, 2012)

The Role of 21st Century Learning in PSPE & PHE

Qatar Academy has established expectations about the role of 21st Century Learning throughout the school. The full text of these expectations is available at <http://elearning.qataracademy.wikispaces.net/21st+Century+Learning+-+Qatar+Academy>.

Within PSPE, PHE and all subjects, teachers and students ensure that technology is used to create an atmosphere which supports

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts.

A Cultural Perspective on PYP PSPE and MYP PHE

It is important to approach personal, social, physical and health education with appropriate attention to cultural and familial values. The subject areas include teaching and learning about topics such as personal identity, physical maturation and human's responsibility towards others. Such topics can evoke differing views from reasonable adults.

As an IB World School, and in line with the school Mission Statement and existing policies, Qatar Academy believes that a) it is important for students to learn about these topics, b) it is important that the school is sensitive to a range of reasonable views, and c) it is important that the school respect the view of the majority culture in Qatar. To this end, this curriculum document was developed only after consultation with a range of professionals in the school, including counselors and administrators from both Qatar and other countries. All agreed that the topics were appropriate for Qatar Academy students.

Teaching teams develop units and lessons each year to address these topics, and to meet the needs of Qatar Academy students. As they do so, they will continue to consider how best to design instruction with respect for potentially differing views and the view of the majority culture of Qatar. The school's Materials Selection Policy provides more detailed guidance which is relevant to these subject areas.

To discuss any questions, or to view the Materials Selection Policy, please contact an Assistant Principal in either Primary or Senior School.

PYP PSPE Program

Qatar Academy has adopted in full the International Baccalaureate’s “Personal, Social and Physical Education Scope and Sequence” for the PYP. This document describes the full PSPE expectations; careful internal review at QA determined that it met the school’s needs without adaptation. For a copy of the document, contact the PYP Coordinator.

The IB’s “Personal, Social and Physical Education Scope and Sequence” outlines three strands of PSPE, as follows:

Identity	An understanding of our own beliefs, values, attitudes, experiences and feeling and how they shape us; the recognition of strengths, limitations and challenges as well as the ability to cope successfully with situations of change and adversity; how the learner’s concept of self and feelings of self-worth affect his or her approach to learning and how he or she interacts with others.
Active living	An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle; the importance of regular physical activity; the body’s response to exercise; the importance of developing basic motor skills; understanding and developing the body’s potential for movement and expression; the importance of nutrition; understanding the causes and possible prevention of ill health; the promotion of safety; rights and the responsibilities we have to ourselves and others to promote well-being; making informed choices and evaluating consequences, and taking action for healthy living now and in the future.
Interactions	An understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.

From: Personal, Social and Physical Education Scope and Sequence, International Baccalaureate Organization (November, 2009)

The learning outcomes for PSPE are mapped in the unit mapping documents which support the PYP unit planners. The PYP Coordinator works with the teaching teams to ensure all outcomes are appropriately addressed. Please see the PYP Coordinator for further information.

MYP PHE Aims

Aims

The aims of the teaching and study of MYP physical and health education are to encourage and enable students to develop:

- an appreciation and understanding of the value of being physically active
- the motivation to make healthy lifestyle choices
- an understanding of physical and health education concepts through inquiry
- an awareness of the need to effectively collaborate and communicate
- a willingness to build positive relationships and demonstrate social responsibility
- the skills and understanding necessary to participate effectively in a variety of contexts
- the confidence to take action in order to achieve and maintain a balanced and active lifestyle
- the ability to reflect on learning experiences and make informed choices.

From: *MYP Physical and Health Education Guide (Pilot)*, International Baccalaureate Organization (February, 2012)

MYP PHE Objectives

Objectives

The objectives of any MYP subject state the specific targets that are set for learning in the subject. They define what the student will be able to accomplish as a result of studying the subject.

Each objective is elaborated by several strands, which are represented in bullet points. All strands in each objective should be met in each year of the programme.

Grades 9 and 10

A Using knowledge

This objective refers to enabling students to use physical education and health knowledge to demonstrate understanding and apply it to analyse situations and solve problems.

At the end of the course, students should be able to:

- **construct** explanations using knowledge to **demonstrate** understanding
- **apply** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- **apply** terminology effectively to communicate understanding.

B Inquiring and planning

This objective refers to enabling students to develop intellectual and practical skills through inquiring, planning, analysing and performing.

While the planning may take on a wide variety of approaches, it is the emphasis on using the plan that characterizes MYP physical education and health education inquiry.

At the end of the course, students should be able to:

- **formulate** an idea and **construct** a plan
- **demonstrate** and **justify** a plan
- **analyse** and **evaluate** the effectiveness of the plan.

C Applying and performing

This objective refers to enabling students to develop and apply practical skills, techniques, strategies and movement concepts through participating in a variety of physical activities.

At the end of the course, students should be able to:

- **apply** and **demonstrate** skills and techniques effectively
- **apply** and **demonstrate** strategies and movement concepts effectively
- **interpret** and **apply** information to perform effectively.

D Reflecting and demonstrating

This objective refers to enabling students to enhance their social development, set and take action towards accomplishing goals and reflect on their own achievements.

At the end of the course, students should be able to:

- **examine** and **demonstrate** strategies that enhance their relationships with others
- **discuss** and **apply** goals to enhance performance
- **analyse** and **evaluate** their own achievements.

From *MYP Physical and Health Education Guide (Pilot)*, International Baccalaureate Organization (February, 2012)

Grades 7 and 8

A Using knowledge

This objective refers to enabling students to use physical education and health knowledge to demonstrate understanding and apply it to analyse situations and solve problems.

At the end of the course, students should be able to:

- **identify** explanations using knowledge to **demonstrate** understanding
- **use** knowledge and understanding to **solve** problems set in familiar and unfamiliar situations
- **apply** terminology effectively to communicate understanding.

B Inquiring and planning

This objective refers to enabling students to develop intellectual and practical skills through inquiring, planning, analysing and performing.

At the end of the course, students should be able to:

- **summarize** an idea and **construct** a plan
- **demonstrate** and **explain** a plan
- **analyse** the effectiveness of the plan.

C Applying and performing

This objective refers to enabling students to develop and apply practical skills, techniques, strategies and movement concepts through participating in a variety of physical activities.

At the end of the course, students should be able to:

- **use** and **demonstrate** skills and techniques effectively
- **use** and **demonstrate** strategies and movement concepts effectively
- **identify** and **use** information to perform effectively.

D Reflecting and demonstrating

This objective refers to enabling students to enhance their social development, set and take action towards accomplishing goals and reflect on their own achievements.

At the end of the course, students should be able to:

- **describe** and **demonstrate** strategies that enhance their relationships with others
- **explain** and **apply** goals to enhance performance
- **explain** and **evaluate** their own achievements.

From *MYP Physical and Health Education Guide (Pilot)*, International Baccalaureate Organization (February, 2012)

Grade 6

A Using knowledge

This objective refers to enabling students to use physical education and health knowledge to demonstrate understanding and apply it to analyse situations and solve problems.

At the end of the course, students should be able to:

- **outline** explanations using knowledge to **demonstrate** understanding
- **use** knowledge and understanding to **solve** problems set in familiar situations and **suggest** solutions to problems set in unfamiliar situations
- **apply** terminology effectively to communicate understanding.

B Inquiring and planning

This objective refers to enabling students to develop intellectual and practical skills through inquiring, planning, analysing and performing.

At the end of the course, students should be able to:

- **identify** an idea and **construct** a plan
- **demonstrate** and **describe** a plan
- **describe** the effectiveness of the plan.

C Applying and performing

This objective refers to enabling students to develop and apply practical skills, techniques, strategies and movement concepts through participating in a variety of physical activities.

At the end of the course, students should be able to:

- **recall** and **demonstrate** skills and techniques effectively
- **recall** and **demonstrate** strategies and movement concepts effectively
- **recognize** and **use** information to perform effectively.

D Reflecting and demonstrating

This objective refers to enabling students to enhance their social development, set and take action towards accomplishing goals and reflect on their own achievements.

At the end of the course, students should be able to:

- **identify** and **demonstrate** strategies that enhance their relationships with others
- **outline** and **apply** goals to enhance performance
- **explain** and **exemplify** their own achievements.

From *MYP Physical and Health Education Guide (Pilot)*, International Baccalaureate Organization (February, 2012)

Appendix A: MYP Physical and Health Education Unit Scope and Sequence

The following pages are a summary of the major sports, Areas of Interaction, Significant or Key Concepts and Unit Questions that will be used to achieve the official MYP Physical and Health Education Aims and Objectives. The use of Significant or Key Concepts, rather than a focus on one of these, reflects the changes underway in the MYP. Over time, the transition to Key Concepts will be completed, and this area will include Key Concepts with related Concept Statements.

It is expected that the document will change regularly; changes will be purposeful. Where the department considers an adjustment in one area, it considers the related adjustments needed in other areas to maintain a balanced delivery of the full Physical and Health Education program. The Academic Coordinator for Physical and Health Education is responsible for final decisions about needed adjustments, and for maintaining an up-to-date document. The outline below is current as of May 23, 2012. For a current document at any time, contact the Academic Coordinator for Physical and Health Education.

Grade 10 Boys

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Badminton	H&SE	Awareness - Communication	A, C, D	How can skill development through sport help my communication?
Tae Kwon Do	HI	Dedication	B, C, D	What does it take to defend myself?
Football	H&SE	Playing sport is fun	C	How is playing football fun?
PEP	H&SE	Goal setting can be used as a motivator	A, D	What does it take to achieve my goal?
Basketball	H&SE	A role implies behaviour, rights and obligations	C, D	What is it like to be in my shoes?
Volleyball	ATL	I am me, and I want to be the best me I can be	C, D	How do we develop our self-esteem?
International Games	H&SE	Cultural Comprehension & Mutual Tolerance	A, D	How can I play your game?

Grade 10 Girls

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Tae Kwon Do	HI	Dedication	B, C, D	What does it take to defend myself?
Badminton	H&SE	Awareness - Communication	A, C, D	How can skill development through sport help my communication?
Football	H&SE	Fun - Playing sport is fun	C	How is playing football fun?
PEP	H&SE	Goal setting can be used as a motivator	A, D	What does it take to achieve my goal?
PEP	H&SE	Goal setting can be used as a motivator	A, D	What does it take to achieve my goal?
Basketball	H&SE	Roles - A role implies behaviour, rights and obligations	C, D	What is it like to be in my shoes?
Volleyball	ATL	Identity -I am me, and I want to be the best me I can be	C, D	How do we develop our self-esteem?
International Games	H&SE	Cultural Comprehension & Mutual Tolerance	A?, D	How can I play your game?

Grade 9 Boys

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Badminton	H&SE	Agree Or Disagree: Open Mindedness	A, C, D	How do we win a game?
Tae Kwon Do	HI	Dedication	B, C, D	What does it take to defend myself?
Football	H&SE	Playing sport is fun	C, D	How is playing football fun?
Fitness	H&SE	Strengths- Your strengths are your key to success	C, D	How can I improve my fitness through self evaluation?
Hand ball	H&SE	Get it right- Proper Sequences Create Good Results	A, C, D	What are SHuRRe?
Basket Ball	H&SE	Fair Play – Play by the rules	C, D	Why do we have rules?
Swimming	H&SE	Team Play – A team can achieve more than an individual alone	A, C, D	How can I become a good team player?
Swimming	E	Environment Hazards – There are many hazards that can make a situation unsafe	C, D	How does the environment affect my ability to keep others and myself safe?

Grade 9 Girls

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Tae Kwon Do	HI	Dedication	B, C, D	What does it take to defend myself?
Badminton	H&SE	Agree Or Disagree: Open Mindedness	A, C, D	How do we win a game?
Football	H&SE	Playing sport is fun	C, D	How is playing football fun?
Hand ball	H&SE	Get it right- Proper Sequences Create Good Results	A, C, D	Are you SHuRRre?
Fitness	M Fit – Women’s fit	Strengths- Your strengths are your key to success	C, D	Health & Social Ed
Basket Ball	H&SE	Fair Play – Play by the rules	C, D	Why do we have rules?
Volleyball - Swimming	H&SE	Team Play – A team can achieve more than an individual alone	A, C, D	How can I become a good team player?
Volleyball - Swimming	E	Environment Hazards – There are many hazards that can make a situation unsafe	C, D	How does the environment affect my ability to keep others and myself safe?

Grade 8 Boys

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Badminton	H&SE	Just do it	A, C, D	Why do we have to follow rules?
Football	H&SE	Consequence – Decisions I make have consequences	A, C	What are the consequences of my action?
Jump Rope	HI	Collaboration: Two Heads are better than one	B, C, D	
Tae Kwon Do	HI	Control	B, C, D	How can I demonstrate control within a routine?
Soft Ball	H&SE	Focused Attention	C, D	Did you catch that?
Basket Ball	HI	Responsibility – Others count on me	C, D	Why should I care?
Swimming	ATL	Praise – Praising Influences Learning	A,C, D	How do we praise others?
Volleyball	H&SE	Reflections – Reflection is a critical part of self improvement	C, D	How reflective are you on your own performance?

Grade 8 Girls

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Tae Kwon Do	HI	Control	B, C, D	How can I demonstrate control within a routine?
Badminton	H&SE	Just do it	A, C, D, E	Why do we have to follow rules?
Football	H&SE	Consequence – Decisions I make have consequences	A, C	What are the consequences of my action?
Soft Ball	H&SE	Focused Attention	C, D	Did you catch that?
Jump Rope	HI	Collaboration: Two Heads are better than one	B, C, D	
Basket Ball	HI	Responsibility – Others count on me	C, D	Why should I care?
Volleyball - Swimming	ATL	Praise – Praising Influences Learning	A,C, D	How do we praise others?
Volleyball - Swimming	H&SE	Reflections – Reflection is a critical part of self improvement	C, D	How reflective are you on your own performance?

Grade 7 Boys

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Games	HI	Creativity	C & D	Whose idea made the game work?
Football	CAS	What helps mould our communities? There is no "I" in team	A, C	What can I do to help the team?
Gym	HI	Creation and Innovation = Success	B, C, D	Why be creative?
Track & Field	H&SE	Fulfillment and Pride via Hard Work	C, D	How can I keep going when the going gets tough?
Tae Kwon Do	HI	Creativity	B, C, D	How can I develop my ideas into a routine?
Basket Ball	CAS	Awareness – Many people look but very few see. Many people hear but very few listen.	C, D	What's happening?
Swimming	HI	Choices – Choices imply consequences	A,C, D	Why should I think before I choose my action?
Swimming	H&SE	Safety – Be clever, be safe	C, D	Why be safe?

Grade 7 Girls

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Tae Kwon Do	HI	Creativity	B, C, D	How can I develop my ideas into a routine?
Games	HI	Creativity	C & D	Whose idea made the game work?
Football	CAS	What helps mould our communities? There is no "I" in team	A, C	What can I do to help the team?
Aquatics Exploration	HI	Confidence - Performing with confidence can improve performance	B, C, D	How expressive are you?
Track & Field	H&SE	Fulfillment and Pride via Hard Work	C, D	How can I keep going when the going gets tough?
Basket Ball	CAS	Awareness – Many people look but very few see. Many people hear but very few listen.	C, D	What's happening?
Volleyball - Swimming	HI	Choices – Choices imply consequences	A,C, D	Why should I think before I choose my action?
Volleyball - Swimming	H&SE	Safety – Be clever, be safe	C, D	Why be safe?

Grade 6 Boys

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Games	H&SE	Fun	C & D	How serious is your game?
Football	H&SE	Skills are transferable – Game skills apply to more than 1 sport	A, C	What football games skills apply to other games or sports?
Gym	H&SE	Discipline and Dedication – I control what my body does	B, C, D	How do I control my body in space?
Track & Field	H&SE	Differences	C, D	How can I succeed?
Tae Kwon Do	HI	Confidence	B, C, D	How do I perform with confidence?
Basket Ball	CAS	Giving – Give to receive	C, D	Why is it important to be unselfish?
Swimming	H&SE	Strong Foundations – Good performances are built on strong Foundations	A,C, D	Why do we need a good foundation?
Swimming	HI	Willpower – The difference between the impossible and the possible lies in a person's determination.	C, D	How determined are you to succeed?

Grade 6 Girls

Unit Title	AOI	Significant or Key Concept	Assessment Criteria	Unit Question
Tae Kwon Do	HI	Confidence	B, C, D	How do I perform with confidence?
Games	H&SE	Fun	C & D	How serious is your game?
Football	H&SE	Skills are transferable – Game skills apply to more than 1 sport	A, C	What football games skills apply to other games or sports?
Aquatics Exploration	HI	Confidence - Performing with confidence can improve performance	B, C, D	How expressive are you?
Track & Field	H&SE	Differences	C, D	How can I succeed?
Basket Ball	CAS	Giving – Give to receive	C, D	Why is it important to be unselfish?
Volleyball - Swimming	H&SE	Strong Foundations – Good performances are built on strong Foundations	A,C, D	Why do we need a good foundation?
Volleyball - Swimming	HI	Willpower – The difference between the impossible and the possible lies in a person's determination	C, D	How determined are you to succeed?

Appendix B: Progression of MYP PHE Command Terms

The table below shows which Command Terms are required for success in each year of MYP PHE. Students should be taught the meaning and use of each term, and should use the terms regularly throughout the course. Command terms are set and defined by the IB.

Year 1	Year 2	Year 3	Year 4	Year 5
Recall				
Use				
Apply				
Construct				
Demonstrate				
Describe				
Describe				
Exemplify				
Explain				
Identify				
Outline				
Recognize				
Solve				
State				
Suggest				
	Analyse			
	Evaluate			
	Summarize			
			Discuss	
			Examine	
			Formulate	
			Interpret	
			Investigate	
			Justify	
			Select	

Command Term Definitions

Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions
Apply	Use knowledge and understanding in response to a given situation or real circumstances
Construct	Develop information in a diagrammatic or logical form
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Describe	Give a detailed account or picture of a situation, event, pattern or process
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence distinguishing fact or feature
Evaluate	To assess the implications and limitations; to make judgments about the ideas, works, solutions or methods in relation to selected criteria
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
Exemplify	Represent with an example
Explain	Give a detailed account including reasons or causes
Formulate	Express precisely and systematically the relevant concept(s) or argument(s)
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account
Recall	Recognize or identify
Recognize	Identify through patterns or features
Select	Choose from a list or group
Solve	Obtain the answer(s) using appropriate methods
State	Give a specific name, value or other brief answer without explanation or calculation
Suggest	Propose a solution, hypothesis or other possible answer
Summarize	Abstract a general theme or major point(s)
Use	Apply knowledge or rules to put theory into practice

Appendix C: IB Diploma Courses

In the Diploma years, Grades 11 and 12, students engage in physical activities under the direction and supervision of the PHE teachers. The activities are intended to support students' need for health and physical fitness. Students choose their activities from a range of options, and continue each activity for four sessions.

The International Baccalaureate recently conducted a pilot of a new course: Sport, Exercise and Health Science. The pilot concluded in May 2012 and the course is available to schools as a subject in Group 4: Experimental Sciences starting in August 2012. Qatar Academy is considering whether to offer this course, and if so, how to counsel students about its potential place in their pre-university program. If this course is implemented at Qatar Academy, it would begin no earlier than August 2013.

For updated information, please refer to the Academic Coordinator for Physical and Health Education, the Academic Coordinator for Sciences, or the Diploma Programme Coordinator.