**North East School Division Planning Organizer**



**Phys Ed Grades 6 – 9**

|  |  |  |
| --- | --- | --- |
| **Stage 1 – Begin With the End in Mind** | | |
| **Big Ideas** (What do we want students to remember 40 years from now?) | | |
| What does active mean?  Who defines “Me?”  What makes me want to do more and be more?   |  |  |  |  | | --- | --- | --- | --- | | **Goals** | | | | | **Active Living**  Enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community | **Skilful Movement**  Enhance quality of movement by understanding, developing, and transferring movements concepts, skills, tactics, and strategies to a wide variety of movement activities | **Relationships**  Balance self through safe and respectful personal, social, cultural. And environmental interactions in a wide variety of movement activities. | | | |
| **Outcomes** (Bold the verbs or skills, underline the nouns or noun phrases) | | |
| **9.10 Influences**  **Analyze the influence of mass media, advertising strategies, and other sources to determine their impact on promoting active living (e.g. commercials, sport and special events coverage, physical activity promotions such as fundraising walkathons/runs)**  **Analyze 🡪 influence**  **Determine 🡪 impact** | | |
| **Understandings** | **Essential Questions** | |
| * Our understanding, beliefs and attitudes about active living are influenced by a variety of factors. * The factors that most impact our view of active living depend on our own experiences and our own lives (they are personal). * Promotion of active living can often go hand-in-hand with the promotion of a commercial product. * The impact of commercial promotions for active living varies depending on the individual. * Participation in publically promoted movement events have many benefits for the participants and the charities they often fall under. * Looking at our own stories about active living, participation in active events, and our experiences with media which either promote or reject active living helps us to better understand the influence of these things on ourselves and others. * When making decisions about the impact or influence a certain thing has on behaviour, it is beneficial to examine all aspects of the issue. * There are many ways that the media attempts to influence our behaviour and choices. * There are many kinds of media and advertising. * Media and advertising often delivers mixed messages. * Certain messages are geared for certain audiences. * When analyzing the influence of something, many factors must be considered – viewership, readership, personal response, target audience, active living statistics. | * What influences our understanding, beliefs and attitudes about active living? * Why are people impacted differently by the same influences? * How do our personal experiences affect the impact something has on us in terms of active living choices? * How are commercial products and the promotion of active living linked? * Why are some people influenced by commercials are others are not? * What makes something influential? * What are the benefits of publically promoted movement events? * Why are our own stories important to understanding the impact and influence of something? * Why is it important to fully explore a topic before coming to conclusions? * What do media say about active living? * Why do we receive mixed messages in the media? * How and why does media influence or impact myself and others? * How does media make you feel about being active? * How do the messages differ if they are for different audiences? * What factors must be considered when analyzing the influence of media on active living. | |
| **Students need to know:** (**What** concepts and **how** do students need to know from the outcomes?) (What key knowledge and skills will students acquire as a result of this outcome?) (What is the approximate level of Bloom’s Taxonomy of thinking skills?) (outcomes p. 10) | **And be able to do:**(What should they eventually be able to do as a result of such knowledge and skill?) (Indicators, p. 33) | |
| Influence of media and advertising on own active living choices.  How media and advertising has impacted others.  Types of media that promote active living and types of media that don’t.  Definition of media, active living, advertising  Examples of publically promoted movement events.  Definition of a mixed message.  Techniques for exploring topics fully through debate, structured discussions, gathering data.  Examples of promotional strategies.  A system for rating impact of something on something else.  Some ways to tell a story effectively. | | Analyze the influence of media and advertising on active living.  Collect data.  Rate impact of one thing on another.  Identify the ways our beliefs, understanding, and attitudes are influenced.  Identify types of media.  Identify examples of mixed messages.  Identify benefits of movement events for the promoter and participant.  Analyze the impact of recent promotional strategies on self and public.  Tell a story of involvement in media-promoted movement activity.  Debate influence of TV on active movement attitudes.  Know how to analyze the influence of something.  Determine the ways in which advertisers go about promoting activities. |