**North East School Division Planning Organizer**



**Phys Ed Grades 6 – 9**

|  |  |  |
| --- | --- | --- |
| **Stage 1 – Begin With the End in Mind** | | |
| **Outcomes** (Bold the verbs or skills, underline the nouns or noun phrases) | | |
| **9.9 Volunteerism and leadership**  **Plan, participate in and lead, with others, a movement activity event (eg. A tournament, a fitness-a-thon, an outdoor orienteering challenge, a winter carnival, Arctic Games, a tam scavenger hunt) to engage others (eg. Peers, classmates, younger students community members) in movement activity.**  **Plan🡪 movement activity event**  **Participate 🡪 movement activity event**  **Lead 🡪 movement activity event**  **to**  **Engage 🡪 others** | | |
| **Understandings** (from unwrapped outcomes, **Why** or howit connects to more information) | **Essential Questions** (Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit) (p. 14) (p.20) (Enduring understandings from “unpacked” outcomes in relation to big ideas) | |
| * That each individual needs to have a voice in planning an event * That there are many jobs that need to be completed to pull off an event * That understanding their own strengths and weaknesses will make them better contributors to the team * That certain skills will benefit particular careers * That to run a successful event, partnerships are necessary | * How can you ensure you have a voice and role in an event? * What does it take to plan an event? * Why is it important for you to understand your weaknesses and strengths? * How do you develop functional partnerships? | |
| **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) | |
| * How to work cooperatively in a group * The roles/jobs behind running an event * Their personal strengths/challenges * What skills are necessary for which career * What supports are available in the school and community | | * Use a democratic decision-making process to select a group-led event * Brainstorm the aspects needed to run an event * Self-analyze/communicate personal skills for running/organizing an event * Express personal insights in how personal skills impact career choices * Follow through with a personal commitment to complete their role in the event * Brainstorm supports in the school and community to promote movement activities * Collaborate with others to organize an event |