

10 hours		ATL Skills	Content
Unit Title (1)	Football (Soccer)	<p>Thinking Skills – Creative Thinking</p> <ul style="list-style-type: none"> - Use brainstorming and visual diagrams to generate new ideas and inquiries. - Apply existing knowledge to generate new ideas, products or processes - Create original works and ideas; use existing works and ideas in new ways. <p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Consider ideas from multiple perspectives. <p>Self-management Skills - Organization</p> <ul style="list-style-type: none"> - Set goals that are challenging and realistic because students identify weaknesses and create achievable improvement goals. - Plan strategies that help in achieving personal and academic goals, <p>Self-management – Reflection</p> <ul style="list-style-type: none"> - Identify strengths and weaknesses of personal learning strategies. - Develop new skills, techniques and strategies for effective learning. <p>Social Skills – Collaboration</p> <ul style="list-style-type: none"> - Exercise leadership and take on a variety of roles within groups. - Manage and resolve conflict and work collaboratively in teams. - Encourage others to contribute to the team. <p>Communication</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback 	<p>Football (Soccer)</p> <ul style="list-style-type: none"> - Introducing basic football skills: <ul style="list-style-type: none"> • passing over short distances, • shooting, • ball control, • running with the ball, - Introduce turning with the ball, changing direction, change of speed with the ball. <ul style="list-style-type: none"> • Introducing positional play
MYP Objectives	A – Knowing & Understanding C – Applying & Performing		
Key concept	Change		
Related concepts	Adaptation, Perspectives		
Global context	Globalization & Sustainability Interconnectedness of human-made systems & communities		
Statement of inquiry	As football changes , players adapt their skills & learn to respect different perspectives so the game can grow sustainably around the world.		

MYP Subject Overview
Physical & Health Education
Grade 6 (MYP 1)

12 hours		ATL Skills	Content
Unit Title (2)	Creative Movement (Dance) - Girls	<p>Self-Management Skill - Organization</p> <ul style="list-style-type: none"> - Plan short- and long-term assignments; meet deadlines. - Keep and use a weekly planner for assignments” because students present weekly planning progress to the teacher. - Create plans to prepare for summative assessments (examinations and performances). <p>Social Skills - Collaboration</p> <ul style="list-style-type: none"> - Delegate and share responsibility for decision-making. - Build consensus” because students collaboratively agree on the theme and selected moves. - Work collaboratively in teams” within the process of group planning and decision-making. - Listen actively to other perspectives and ideas. 	<p>Creative Movement - Dance</p> <ul style="list-style-type: none"> - Introduce activities that work on team building. - Learn how to express themselves using physical movements. - Learn how to use different genres of music to express their physical dance or movement. - This is applied whether individually or in groups
MYP Objectives	B – Planning for Performance C – Applying & Performing		
Key concept	Change		
Related concepts	Choice, Movement		
Global context	Personal & Cultural Expression The ways in which we reflect on, extend & enjoy our creativity, Artistry, Creation.		
Statement of inquiry	Changes in movement choices allow performers to adapt & create meaningful personal & cultural expressions through creative movement.		

12 hours		ATL Skills	Content
Unit Title (2)	Handball - Boys	Thinking Skills – Critical Thinking - Practice observing carefully in order to recognize problems. Thinking Skills – Creative Thinking - Consider multiple alternatives, including those that might be unlikely or impossible. Social Skills - Collaboration - Teamwork, giving/receiving feedback, resolving conflict. Communication Skills - Negotiate ideas and knowledge with peers and teachers	Handball - Re-cap basic handball skills: <ul style="list-style-type: none"> • passing, catching, dribbling, shooting, pivoting, attacking & defending. - Introduce offensive and defensive principles in handball (1v1, 2v2, 3v2, fast break, defensive wall). - Small-sided modified handball games (3v3, 4v4, 5v5) with adapted rules. - Develop decision-making in attacking situations (when to pass, shoot, or move into space). - Practice defensive positioning, marking, and interception.
MYP Objectives	A – Knowing & Understanding C – Applying & Performing		
Key concept	Change		
Related concepts	Perspectives, Adaptation		
Global context	Fairness & Development Focus on equity in participation, respect for rules, teamwork, & how skill development supports fair and inclusive competition in handball.		
Statement of inquiry	Continuous adaptation of skills & tactics, combined with an understanding of multiple perspectives, supports fair play, collaboration & the development of individual & team performance.		
12 hours		ATL Skills	Content
Unit Title (3)	Net games	Thinking Skills - Critical thinking - Practice observing carefully in order to recognize problems Communication Skills - Give and receive meaningful feedback Self-management - Identify strengths & weaknesses of personal learning strategies (self-assessment) Social skills - Encourage others to contribute	- Explicit skills and techniques to be taught: <ul style="list-style-type: none"> • Table tennis: serve, forehand, backhand. • Modify other net games: rules, equipment, facilities - Explicit strategies and movement concepts to be taught: <ul style="list-style-type: none"> - footwork, rules and regulations, scoring, positioning
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Relationships		
Related concepts	Movement, Adaption		
Global context	Fairness & Development The relationship between communities		
Statement of inquiry	Team members must work together to develop interconnected, responsive movement patterns for adaptation .		

8 hours		ATL Skills	Content
Unit Title (4)	Basketball	<p>Self-management Skills - Reflection</p> <ul style="list-style-type: none"> - Set goals to improve personal skill performance; reflect on personal progress and practice station effectiveness <p>Communication Skills</p> <ul style="list-style-type: none"> - Explain and demonstrate drills clearly; provide effective coaching feedback; use basketball terminology accurately <p>Social Skills - Collaboration</p> <ul style="list-style-type: none"> - Work collaboratively in small groups; - provide constructive peer feedback; - delegate roles in station leadership 	<p>Dribbling Techniques:</p> <ul style="list-style-type: none"> - Control Dribble (fingertip control, knee-bent athletic stance, ball protection) - Speed Dribble (pushing ball forward while running) - Crossover Dribble (changing hands & direction) <p>Shooting Techniques:</p> <ul style="list-style-type: none"> - B.E.E.F. Principle (Balance, Eyes, Elbow, Follow-through) - Set Shot (stationary) - Lay-up (dominant & non-dominant hand) <p>Movement Concepts:</p> <ul style="list-style-type: none"> - Creating space from defender using dribbling - Moving to open space to receive pass for shot - Basic offensive principles in game situations
MYP Objectives	B – Planning for Performance C – Applying & Performing		
Key concept	Development		
Related concepts	Movement, Function		
Global context	Identities & Relationships Exploring how learning physical skills & teamwork builds confidence, self-awareness, & positive relationships		
Statement of inquiry	Personal & team development is achieved through understanding the function of effective movement in individual & collaborative contexts.		

12 hours		ATL Skills	Content
Unit Title (1)	Basketball	Self-Management Skills - Organization - Plan strategies and take action to achieve personal and academic goals. Communication Skills - Make inferences and draw conclusions Social Skills - Collaboration - Manage and resolve conflict, and work collaboratively in teams	Introduce skills of passing, dribbling, ball handling and shooting. Recall and demonstrate: - Passing: chest, bounce, overhead - Dribbling: speed, height, technique, dominant/no dominant hand. - Ball handling: hand- eye coordination, fine motor skills. - Shooting: set shot, Game 2v2 and 3v3 - Communication skills: verbal & non-verbal
MYP Objectives	C – Applying & Performing D – Reflecting & improving performance		
Key concept	Communication		
Related concepts	Movement, Function		
Global context	Personal & Cultural Expressions The ways in which we reflect on, extend & enjoy our creativity		
Statement of inquiry	Communication & movement influence the function of basketball skills, enabling individuals to demonstrate personal & cultural expression within team sports.		
8 hours		ATL Skills	Content
Unit Title (2)	Badminton	Thinking Skills - Critical Thinking - Evaluate and manage risk. Thinking skills – Transfer - Apply skills and knowledge in unfamiliar situations Communication skills: - Interpret and use effectively modes of non-verbal communication. Social Skills – Collaboration - Delegate and share responsibility for decision-making	Skills and techniques to be explicitly taught: - short serve, long serve, overhead clear, forehand, backhand, smash, drop shot. - Rules: serving area for singles, court area for singles, serving rotation, scoring. - Communication: verbal cues, non-verbal cues, front strategies, back court strategies, side by side strategies.
MYP Objectives	B – Planning for Performance C – Applying & Performing		
Key concept	Communication		
Related concepts	Adaptation, Systems		
Global context	Identities & Relationships Human relationships		
Statement of inquiry	Good communication helps players adapt & improve their performance in badminton.		

8 hours		ATL Skills	Content
Unit Title (3)	Football	Thinking Skills - Creative thinking - Use brainstorming and visual diagrams to generate new ideas and inquiries Self-management Skills - Organization: - Set goals that are challenging and realistic Social Skills - Collaboration: - Exercise leadership and take on a variety of roles within groups	Introduce basic football skills: - passing over short distances, shooting, ball control, running with the ball. Introduce turning with the ball, changing direction, change of speed with the ball. - Introduce positional play
MYP Objectives	A – Knowing & Understanding C – Applying & Performing		
Key concept	Change		
Related concepts	Movement, Space		
Global context	Personal & Cultural Expressions The ways in which we reflect on, extend & enjoy our creativity.		
Statement of inquiry	As players adapt movement & use space in football, they express their identity & teamwork.		
12 hours			
Unit Title (4)	Net Games	Thinking Skills – Critical Thinking - Practice observing carefully in order to recognize problems Self-management Skills – Reflection - Identify strengths and weaknesses of personal learning strategies (self-assessment) Communication Skills - Give and receive meaningful feedback. Social Skills – Collaboration - Encourage others to contribute	Re-cap basic handball skills: - passing, catching, dribbling, shooting, pivoting, attacking and defending. Introduce offensive and defensive principles in handball (1v1, 2v2, 3v2, fast break, defensive wall). Small-sided modified handball games (3v3, 4v4, 5v5) with adapted rules. Develop decision-making in attacking situations (when to pass, shoot, or move into space). - Practice defensive positioning, marking, and interception.
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Relationships		
Related concepts	Movement, Adaptation		
Global context	Fairness & Development The relationship between communities.		
Statement of inquiry	Successful game depends on how players adapt their movement & use fair strategies in different situation		

8 hours		ATL Skills	Content
Unit Title (1)	Football	<p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Practise observing carefully in order to recognize problems <p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Consider multiple alternatives, including those that might be unlikely or impossible <p>Communication Skills</p> <ul style="list-style-type: none"> - Negotiate ideas and knowledge with peers and teachers <p>Social Skills – Collaboration</p> <ul style="list-style-type: none"> - Teamwork, giving/receiving feedback, resolving conflict. 	<p>Re-cap basic football skills:</p> <ul style="list-style-type: none"> - passing, shooting, movement, attacking and defending, ball control. <p>Introduce basics of attacking and defending (1v1 2v2, 2v1, 3v2).</p> <p>Small-sided modified games (3v3, 4v4, 5v5) with adapted rules.</p> <ul style="list-style-type: none"> - Develop passing and controlling options in attacking situations (Completed 3v1), pass and control, pass, control and shoot, pass and one touch shot.
MYP Objectives	A – Knowing & Understanding C – Applying & Performing		
Key concept	Change		
Related concepts	Perspective, Adaptation		
Global context	Fairness & Development Focus on equity in play, rules, teamwork, & how skill development supports fair competition.		
Statement of inquiry	Adapting to change in a team sport requires an understanding of different perspectives to ensure fairness & continuous development		
8 hours		ATL Skills	Content
Unit Title (2)	Basketball	<p>Critical Thinking</p> <ul style="list-style-type: none"> - Identify trends and forecast possibilities <p>Self-management:</p> <p>Reflection</p> <ul style="list-style-type: none"> - Keep a journal to record reflections <p>Organization</p> <ul style="list-style-type: none"> - Set goals that are challenging and realistic <p>Affective</p> <ul style="list-style-type: none"> - Practice dealing with disappointment and unmet expectations <p>Social skills – Collaboration</p> <ul style="list-style-type: none"> - Manage and resolve conflict, and work collaboratively in teams <p>Communication skills:</p> <ul style="list-style-type: none"> - Developing students’ non-verbal communication skills 	<p>Re-cap existing skills: passing, dribbling, ball handling and shooting,</p> <p>Passing: chest, bounce, overhead, passing with non-dominant hand.</p> <p>Introduce behind back pass,</p> <p>Dribbling–speed, height, technique, dominant/non-dominant hand, stationary to moving, introduction to cross over</p> <p>Ball Handling–hand- eye coordination, fine motor skills</p> <p>Shooting–lay-up, set shot, jump shot.</p> <p>Specific skills, techniques, movement concepts and strategies to be introduced and further developed: rebounding, close range shooting, creating space, wall pass, give and go, pick and roll, game sense.</p>
MYP Objectives	C – Applying & Performing D – Reflecting & improving performance		
Key concept	Communication		
Related concepts	Function, Systems		
Global context	Identities & relationships The ways in which we reflect on, extend & enjoy our creativity		
Statement of inquiry	The effective functioning of a team requires all team members to understand & apply appropriate communication systems .		

12 hours		ATL Skills	Content
Unit Title (3)	Net games	Thinking Skills – Critical Thinking - Practice observing carefully in order to recognize problems Self-management Reflection - Identify strengths and weaknesses of personal learning strategies Communication - Give and receive meaningful feedback Social skills – Collaboration - Encourage others to contribute	Explicit skills and techniques to be taught: - Table tennis: serve, forehand, backhand. - Modify other net games: rules, equipment, facilities Explicit strategies and movement concepts to be taught: - footwork, rules and regulations, scoring, positioning. Goal setting framework: - SMART Specific, Measurable, Attainable, Realistic, Time-oriented
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Relationship		
Related concepts	Movement, Adaptation		
Global context	Fairness & Development The relationship between communities.		
Statement of inquiry	Performers respond and adapt to changing environments, challenges and situations		
8 hours		ATL Skills	Content
Unit Title (4)	Badminton	Thinking skills – Critical Thinking - Evaluate and manage risk Thinking skills – Transfer - Apply skills and knowledge in unfamiliar situations Communication skills - Interpret and use effectively modes of non-verbal communication Social skills – Collaboration - Delegate and share responsibility for decision-making	Skills & techniques to be explicitly taught: - short serve, long serve, overhead clear, forehand, backhand, smash, drop shot. Rules: - serving area for doubles, court area for doubles, serving rotation, scoring. Communication: - verbal cues, non-verbal cues, front strategies, back court strategies, side by side strategies.
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Communication		
Related concepts	Adaptation, Change, Systems		
Global context	Scientific & Technical Innovation The impact of environment s on human activity		
Statement of inquiry	Communication & adaptation help teams perform better in changing situations.		

8 hours		ATL Skills	Content
Unit Title (1)	Basketball	<p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback (Peers feedback). <p>Self-management Skills – Reflection</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback (Peers feedback). <p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Practise observing carefully in order to recognize problems. - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding” because students use observation to develop deeper understanding. - Troubleshoot systems and applications” because students solve problems they may face in the field. <p>Research Skills – Information Literacy</p> <ul style="list-style-type: none"> - Access information to be informed and inform others. - Make connections between various sources of information” because students engage with multiple sources of information. - Collect and analyse data to identify solutions and make informed decisions. - Process data and report results. 	<p>Re-cap existing skills:</p> <ul style="list-style-type: none"> - passing, dribbling, ball handling and shooting - Passing: chest, bounce, overhead, passing with nondominant hand. - Introduce behind back pass - Dribbling: speed, height, technique, dominant / nondominant hand, stationary to moving, introduction to cross over - Ball Handling–hand- eye coordination, fine motor skills - Shooting–lay-up, set shot, jump shot.
MYP Objectives	<p>A – Knowing & Understanding</p> <p>B – Planning for Performance</p> <p>C – Applying & Performing</p> <p>D – Reflecting & improving performance</p>		
Key concept	Change		
Related concepts	Perspective		
Global context	<p>Orientation in time & space</p> <p>Understanding the link between individuals & civilizations from local & global perspectives</p>		
Statement of inquiry	<p>The evolution of basketball, shaped by changes in rules, strategies, & global perspectives, reflects how the sport adapts & transforms over time & across cultures.</p>		

10 hours		ATL Skills	Content
Unit Title (2)	Football	<p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Practise observing carefully in order to recognize problems. - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding. - Troubleshoot systems and applications. - Identify obstacles and challenges because students solve field-related problems through observation and analysis. <p>Thinking Skills – Transfer</p> <ul style="list-style-type: none"> - Combine knowledge, understanding and skills to create products or solutions. - Apply skills and knowledge in unfamiliar situations” because students use learning across different contexts to solve problems. - Inquire in different contexts to gain a different perspective. - Make connections between subject groups and disciplines” when combining knowledge and skills from multiple areas. <p>Self-Management</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback (Peers feedback). <p>Social skills – Collaboration</p> <ul style="list-style-type: none"> - Manage and resolve conflict, & work collaboratively in teams 	<p>Re-cap existing skills:</p> <ul style="list-style-type: none"> - Identify defenders’ movements when being attacked. - Keeping formation as a defensive unit– cooperation in defense. - Attack v Defense 4v2, 5v3, 6v4 (defense with 5, attack with 3).
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Change		
Related concepts	Space, Movement		
Global context	Personal & cultural expression The ways in which we reflect on, extend and enjoy our creativity.		
Statement of inquiry	Effective movement and use of space can improve team performance and create positive change in gameplay		

10 hours		ATL Skills	Content
Unit Title (3)	Volleyball	<p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Practise observing carefully in order to recognize problems. - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding because students create new understandings through observation and analysis. - Troubleshoot systems and applications” because students solve problems they encounter in the field. - Identify obstacles and challenges as students recognize and respond to field-related problems <p>Thinking Skills - Transfer</p> <ul style="list-style-type: none"> - Combine knowledge, understanding and skills to create products or solutions. - Apply skills and knowledge in unfamiliar situations. - Inquire in different contexts to gain a different perspective. - Make connections between subject groups and disciplines. <p>Social Skills – Collaboration</p> <ul style="list-style-type: none"> - Manage and resolve conflict and work collaboratively in teams. <p>Communication skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback. Listen actively to others perspectives and ideas 	<p>Explicit skills and techniques to be taught & developed:</p> <ul style="list-style-type: none"> - short serve, long serve, jump serve, dig, set, block. <p>Explicit strategies & movement concepts to be taught:</p> <ul style="list-style-type: none"> - positioning, back row attacking, block assisting, cross court attack, fake hitters, rotation, substitutions. <p>Communication strategies:</p> <ul style="list-style-type: none"> - verbal cues for set offensive & defensive plays, hand signals for service placement, calling players on & off the ball.
MYP Objectives	C – Applying & Performing D – Reflecting & improving performance		
Key concept	Communication		
Related concepts	Choice, Systems		
Global context	Globalization & sustainability The interconnectedness of human-made systems and communities		
Statement of inquiry	Effective communication and strategic choices help teams work within game systems to achieve success in volleyball.		

8 hours		ATL Skills	Content
Unit Title (1)	Basketball	<p>Communication Skills:</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback <p>Self-management Skills – Reflection</p> <ul style="list-style-type: none"> - How can I share my skills to help peers who need more practice?” because peer feedback supports improvement and collaborative learning <p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Evaluate evidence and arguments” because students evaluate peer performance and identify strengths and weaknesses. - Consider ideas from multiple perspectives” through peer evaluation and discussion. - Practise observing carefully in order to recognize problems. - Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding. - Troubleshoot systems and applications - Identify obstacles and challenges because students solve field-related problems through observation and analysis. <p>Social Skills – Collaboration</p> <ul style="list-style-type: none"> - Encourage others to contribute. - Help others to succeed because encouraging participation supports group success and inclusion. - Work collaboratively in teams through active participation and contribution from all group members. 	<p>Re-cap existing skills:</p> <ul style="list-style-type: none"> - passing, dribbling, ball handling & shooting - Passing–chest, bounce, overhead, passing with nondominant hand. Introduce behind back pass - Dribbling–speed, height, technique, dominant / nondominant hand, stationary to moving, introduction to cross over - Ball Handling–hand- eye coordination, fine motor skills - Shooting–lay-up, set shot, jump shot. - Specific skills, techniques, movement concepts and strategies to be introduced and further developed–rebounding, close range shooting, creating space, wall pass, give and go, pick and roll, game sense - Developing attacking and defending strategies–zone, “man-to-man” defense. - Footwork and body positioning. - Rules and regulations. - Ball handling–ball in one hand, ball in two hands. - Shooting–lay-up, set shot, jump shot. - Introduction to specific positions–point guard, shooting guard, small forward, power forward, Centre. - Development of game sense, positional play, attacking and defending strategies.
MYP Objectives	B – Planning for Performance C – Applying & Performing		
Key concept	Relationships		
Related concepts	Balance, Function		
Global context	Fairness & Development The relationship between communities.		
Statement of inquiry	Balanced relationships within a team influence how individual functions contribute to collective success		

10 hours		ATL Skills	Content
Unit Title (2)	Football	<p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Observe to create new understandings and be able to develop troubleshoot systems to any problem they may face in the field. <p>Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, different contexts, and skills to create solutions. <p>Self-Management skills – Reflection</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback (Peers feedback). Students will evaluate and identify the strengths and weaknesses of their colleagues in fitness programs. <p>Organization</p> <ul style="list-style-type: none"> - Plan strategies and take action to achieve personal and academic goals <p>Social skills – Collaboration</p> <ul style="list-style-type: none"> - Manage and resolve conflict, and work collaboratively in teams 	<p>Re-cap existing skills:</p> <ul style="list-style-type: none"> - Identify defenders' movements when being attacked. - Keeping formation as a defensive unit– cooperation in defense. - Attack v Defense 4v2, 5v3, 6v4 (defense with 5, attack with 3). Small-sided modified games 3v3, 4v4, 4v3, 5v4, 5v5. - General game play Analysis and Refereeing. - Feedback on controlling, passing and shooting on the ball. - They also take other strategies and plans for the defense and the attack or other playing strategies during the game.
MYP Objectives	A – Knowing & Understanding B – Planning for Performance		
Key concept	Change		
Related concepts	Space, Movement		
Global context	Personal & Cultural Expression The ways in which we reflect on, extend & enjoy our creativity.		
Statement of inquiry	Creating space in football requires effective offensive & defensive movement		

10 hours		ATL Skills	Content
Unit Title (3)	Volleyball	<p>Thinking Skills – Critical Thinking</p> <ul style="list-style-type: none"> - Observe to create new understandings and be able to develop troubleshoot systems to any problem they may face in the field. <p>Thinking Skills – Transfer Skills</p> <ul style="list-style-type: none"> - Combine knowledge, different contexts, and skills to create solutions. <p>Social skills – Collaboration</p> <ul style="list-style-type: none"> - Manage and resolve conflict, and work collaboratively in teams. <p>Communication Skills</p> <ul style="list-style-type: none"> - Give and receive meaningful feedback (Peers feedback). - Students will evaluate and identify the strengths and weaknesses of their colleagues. 	<p>Explicit skills & techniques to be taught & developed:</p> <ul style="list-style-type: none"> - short serve, long serve, jump serve, dig, set, block. <p>Explicit strategies & movement concepts to be taught:</p> <ul style="list-style-type: none"> - positioning, back row attacking, block assisting, cross court attack, fake hitters, rotation, substitutions. <p>Communication strategies:</p> <ul style="list-style-type: none"> - verbal cues for set offensive & defensive plays, - hand signals for service placement, - calling players on and off the ball.
MYP Objectives	C – Applying & Performing D – Reflecting & improving performance		
Key concept	Communication		
Related concepts	Form, Choice, Systems		
Global context	Globalization & sustainability The interconnectedness of human-made systems & communities		
Statement of inquiry	Effective performance in volleyball is developed through strategic decision-making, communication , & understanding of game systems .		