

MOVE SMART

MYP 1 • PHYSICAL & HEALTH EDUCATION
PHYS_ACT • PHYSICAL ACTIVITY

Student Name _____	Class / Section _____	Date _____
Teacher _____	Time _____	Worksheet ID MYP1/PHE/PHE_SUBJ/PHYS_ACT

LEARNING GOAL

I can identify physical activities, explain how my body responds to movement, and make thoughtful choices about being active.

MY PHE MINDSET

Think • Move • Explain • Reflect

01 ACTIVITY DETECTIVE

Circle **PA** if the situation involves physical activity. Circle **REST** if the person is mostly inactive.

Situation	PA	REST
Walking to school	☐	☐
Playing football	☐	☐
Watching a film	☐	☐
Cycling with a friend	☐	☐
Dancing to music	☐	☐
Reading quietly	☐	☐

02 MATCH THE MOVE

Write the correct letter. **A** Running **B** Stretching **C** Basketball **D** Swimming

1	Mainly develops flexibility	_____
2	Uses repeated whole-body movement	_____
3	Includes running, jumping and changing direction	_____
4	Requires movement against water resistance	_____

03 WHAT HAPPENS WHEN WE MOVE?

A student sits quietly for five minutes and then runs for three minutes. Predict what happens.

	Before running	After running
Heart rate	_____	_____
Breathing	_____	_____

Explain: Why do heart rate and breathing change during exercise?

04 DESIGN YOUR ACTIVE WEEK

Choose three activities you could realistically do. Think about enjoyment, time, safety and variety.

Activity	How long?	How often?	Why did I choose it?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

05 INQUIRY LAB

Does physical activity always have to be a sport?

Give two examples that support your answer.

1. _____

2. _____

What makes an activity physically active?

06 QUICK REFLECTION

One thing I discovered:

An activity I would like to do more often:

One healthy change I could make:

★ MYP CHALLENGE

Your friend says: "I don't play sports, so I don't need physical activity."

Write a 3–4 sentence response using an everyday example.
