

MOVE SMART

MYP 2 • PHYSICAL & HEALTH EDUCATION
PHYS_ACT • PHYSICAL ACTIVITY

Student Name _____	Class / Section _____	Date _____
Teacher _____	Time _____	Worksheet ID MYP2/PHE/PHE_SUBJ/PHYS_ACT

LEARNING INTENTION

I can analyse physical activity, connect activity to body responses and health, and use evidence to make a realistic activity plan.

MYP THINKER

Analyse • Apply • Justify • Reflect

01 ACTIVITY INTENSITY — THINK LIKE A COACH

Classify each activity as **LOW**, **MODERATE** or **VIGOROUS**. Then justify **one** of your choices using evidence about breathing, heart rate or effort.

Activity	Intensity	Evidence / reason
Walking at a comfortable pace	_____	_____
Fast cycling uphill	_____	_____
Gentle stretching	_____	_____
Playing a competitive basketball game	_____	_____
Slowly washing a car	_____	_____

02 BODY RESPONSE — READ THE DATA

A student records the following before and after a 6-minute run:

Measure	Reading	Immediately after
Heart rate	72 bpm	154 bpm
Breathing rate	14 breaths/min	31 breaths/min
Perceived effort	2 / 10	8 / 10

a) Describe two changes shown in the data.

- _____
- _____

b) Explain one likely reason for these changes.

03 FITNESS COMPONENTS — APPLY YOUR KNOWLEDGE

Choose the fitness component that best matches each situation: **cardiorespiratory endurance**, **muscular strength**, **muscular endurance**, **flexibility**, **speed**, **agility**.

Situation	Best component
Running continuously for 15 minutes	_____
Changing direction quickly to avoid an opponent	_____
Holding a plank for 90 seconds	_____
Performing a powerful single jump	_____
Reaching comfortably through a full range of motion	_____

04 INQUIRY PROMPT

Is more physical activity always better? Consider intensity, recovery, age, goals and individual differences.

Claim: _____

Evidence / example: _____

05 QUICK CHECK

A student exercises hard every day but sleeps only 5 hours. What factor might limit recovery?

Answer: _____

Why? _____

MOVE SMART • PART 2

APPLY • PLAN • REFLECT
MYP 2 PHYSICAL ACTIVITY

06 BUILD A SMART ACTIVITY PLAN

Design a one-week plan for a student who wants to improve **cardiorespiratory endurance**. Your plan should show progression, variety and recovery.

Day	Activity	Duration / sets	Intensity	Purpose
Mon	_____	_____	_____	_____
Tue	_____	_____	_____	_____
Wed	_____	_____	_____	_____
Thu	_____	_____	_____	_____
Fri	_____	_____	_____	_____
Sat	_____	_____	_____	_____
Sun	_____	_____	_____	_____

07 SAFETY & DECISION MAKING

You planned a 30-minute outdoor run. The temperature is high, you have not eaten since breakfast, and you feel unusually tired. What would you change before starting?

Explain your reasoning: Which factors influenced your decision?

08 CHALLENGE: INTERPRET THE WEEK

A student tracked activity time for four days: **Mon 20 min • Tue 35 min • Wed 10 min • Thu 45 min.**

Question	Your response
Which day had the greatest activity time?	_____
What is the range of activity time?	_____
What pattern do you notice?	_____
Suggest one reasonable change for Friday.	_____

09 MYP REFLECTION

What? What did you learn about physical activity?

So what? Why could this knowledge matter in real life?

NOW WHAT?

What is one change you could test in your own activity routine?

How will you know it worked?

★ MYP 2 EXTENSION

Physical activity can be described by more than one variable. Choose one activity and explain how changing **duration**, **frequency** or **intensity** could change the challenge for the body.
