

Summary

Topic 5.1 - The characteristics and clarification of skill

Subject	Year	Start date	Duration
Sports, exercise and health science	IB1	Week 2, October	3 weeks 4 hours

Course Part

Topic 5: Skill in Sport

Description

The purpose of this topic is to develop and further students' knowledge and understanding of the key factors relating to skill, skill learning, theories of skill learning and practice.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Content-based

What are the different stages of learning skills and how are these different skills catergorised?

Curriculum

Aims

Acquire a body of knowledge, methods and techniques that characterize science and technology

Objectives

Demonstrate knowledge and understanding of

facts, concepts and terminology

Apply

facts, concepts and terminology

Syllabus Content

Core

Topic 5: Skill in sports

5.1 The characteristics and classification of skill

- 5.1.1 Define the term skill.
- 5.1.2 Describe the different types of skill.
- 5.1.3 Outline the different approaches to classifying motor skills.
- 5.1.4. Compare skill profiles for contrasting sports.
- 5.1.5 Outline ability.
- 5.1.6 Distinguish between Fleishman's physical proficiency abilities (physical factors) and perceptual motor abilities (psychomotor factors).
- 5.1.7 Define the term technique.
- 5.1.8 State the relationship between ability, skill and technique.
- 5.1.9 Discuss the differences between a skilled and a novice performer.

ATL Skills

Approaches to Learning



Thinking

- In this unit, we will

ask students to formulate a reasoned argument to support their opinion or conclusion

give students time to think through their answers before asking them for a response

ask open questions

set students a task which required higher-order thinking skills (such as analysis or evaluation)

build on a specific prior task

help students to make their thinking more visible (for example, by using a strategy such as a thinking routine)

include a reflection activity



Self-management

- In this unit, we will

set deadlines for students to meet

require students to revise and improve on work previously submitted

ask students to set their own learning goals

ask students to break down a larger task into specific steps

ask students to look for personal relevance in the subject matter

practise or discuss strategies to increase concentration

give students feedback on their approach to a task

model positive skills and behaviours such as being well organized and punctual

help students to learn from failures or mistakes

create an atmosphere where students do not think they have to get everything right first time

discuss planning and approaches to revision



Developing IB Learners

☆ Learner Profile



Inquirers



Knowledgeable



Thinkers