

Summary

Topic 6.3 - Components of fitness

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

Course Part

Topic 6: Measurement and evaluation of human performance

Description

Physical fitness is a complex and challenging term to define, but essentially it relates to an individual's physical ability to perform a specific activity. It is also important to acknowledge that there are other important types of fitness and the term fitness can be used in a range of contexts, e.g. "fit for purpose", "mental fitness". This topic will focus on physical fitness, emphasising that there are many different components and furthermore that for each of these components there are often a variety of ways to try and assess an individual's fitness.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type	Inquiry Questions
Concept-based	How do different individuals excel using different components of fitness?

Curriculum

Aims

Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities

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

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

Develop an ability to analyse, evaluate and synthesize scientific information

Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities

Develop experimental and investigative scientific skills including the use of current technologies

Develop and apply 21st-century information and communication skills in the study of science

Become critically aware, as global citizens, of the ethical implications of using science and technology

Develop an appreciation of the possibilities and limitations of science and technology

Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

◇ Objectives

Demonstrate knowledge and understanding of

- facts, concepts and terminology
- methodologies and techniques
- communicating scientific information

Apply

- facts, concepts and terminology
- methodologies and techniques
- methods of communicating scientific information

Formulate, analyse and evaluate

- methodologies and techniques
- primary and secondary data

📖 Syllabus Content

Core

Topic 6: Measurement and evaluation of human performance

6.3 Components of fitness

- 6.3.1 Distinguish between the concepts of health-related fitness and performance-related (skill-related) fitness.
- 6.3.2 Outline the major components of fitness identified in 6.3.1.
- 6.3.3 Outline and evaluate a variety of fitness tests.

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

reward a new personal understanding, solution or approach to an issue

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

make a link to TOK



Social

- In this unit, we will

have students work in small groups

allocate, or ask students to allocate among themselves, different roles in a classroom discussion or activity

have students peer assess their group performance or process

give a group assessment task

give students feedback on how they worked as a group



Communication

- In this unit, we will

ask students to explain their understanding of a text or idea to each other

construct a task around the use of different vocabulary and examples when speaking to different audiences

encourage or require students to plan a response before they begin



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



Research

- In this unit, we will
 - require students to formulate/construct a focused research question (either in class or in a homework assignment)



Developing IB Learners

☆ Learner Profile



Inquirers



Knowledgeable



Thinkers



Communicators



Principled



Risk-takers (Courageous)