

Summary

Topic 6.4 Principles of training programme design

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

Course Part

Topic 6 - Measurement and Evaluation of Human Performance

Description

Students will learn how to design a training session using basic training principles. They will develop an understanding of essential elements of a training programme, such as - warm-up, cool-down and stretching. They will also learn about different methods of measuring exercise intensity and how to administer these tests.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type

Inquiry Questions

Skills-based

How can an effective training programme positively effect an individual or team?

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

- hypotheses, research questions and predictions
- methodologies and techniques
- primary and secondary data
- scientific explanations

📖 Syllabus Content

Core

Topic 6: Measurement and evaluation of human performance

6.4 Principles of training programme design

6.4.1 Describe the essential elements of a general training programme.

6.4.2 Discuss the key principles of training programme design.

6.4.3 Outline ways in which exercise intensity can be monitored.

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)

require students to take an unfamiliar viewpoint into account when formulating arguments

ask questions that required the use of knowledge from a different subject from the one you are teaching

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

support students in resolving a conflict in a team

give a group assessment task

give students feedback on how they worked as a group

have students discuss their understanding of a text or idea among themselves and come up with a shared understanding

provide an opportunity for students to analyse the impact of their behaviour on the class or on a group performance

encourage students to consider alternative points of view or to take the perspective of others

provide opportunities for students to make decisions



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

have students give an oral presentation without reading from their notes

ask students to monitor and check the quality of their writing

construct a task so that students practise their listening skills

assess or give feedback on speaking or writing concisely

provide opportunities for students to read and understand different types of texts

encourage all students to contribute to discussions



Research



Developing IB Learners

☆ Learner Profile



Inquirers



Knowledgeable



Thinkers



Communicators



Principled



Open-minded



Reflective