Summary

Topic 9 - Fatigue

Subject	Year	Start date	Duration
Sports, exercise and health science	IB1	Week 1, October	3 weeks 6 hours

Course Part

Topic 9 - Fatigue

Description

Students will explore and understand how different types of fatigue affect performers at different levels of exercise intensity.

Inquiry & Purpose

Inquiry / Higher Order Questions

Type	Inquiry Questions
Content-based	How do different types of fatigue effect performance during different levels of exercise intensity?

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

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

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

Additional higher level

Topic 9: Fatigue

9.1.1 Define fatigue in sports.

9.1.2 Outline the different types of fatigue.

9.1.3 Distinguish between high-intensity and endurance activities.

9.1.4 Discuss causes of fatigue in different types of activity or exercise.

9.1.5 Discuss recovery from fatigue after sports.

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

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
  - encourage or require students to plan a response before they begin
  - ask students to formulate arguments clearly and coherently
  - encourage all students to contribute to discussions

Self-management

- In this unit, we will
  - set deadlines for students to meet
  - 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

Developing IB Learners

Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Risk-takers (Courageous)
- Balanced