

Summary				
Topic 9 - Fatigue				
Subject Sports, exercise and health science	Year IB1	Start date Week 1, October	Duration 3 weeks 6 hours	
Course Part Topic 9 - Fatigue Description				
	erstand how diffe	erent types of fatigue affect performers at d	ifferent levels of exercise intensity.	
📽 Inquiry & Purpose				
⑦ 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 wi	ithin a global context through stimulating a	nd 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				

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.

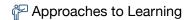
9.1.3 Distinguish between high-intensity and endurance activities.

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



🍸 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



🕹 De	Seveloping IB Learners				
St Learner Profile					
	Inquirers				
	Knowledgeable				
	Thinkers				
	Communicators				
200	Risk-takers (Courageous)				
	Balanced				