

**How are skill, ability + technique related with regard to both novice and skilled sports performer?**

**How can different skills be grouped together?**

### 5.1.1 Define the term skill

- Skill is the \_\_\_\_\_ ability to bring about predetermined results with the \_\_\_\_\_ certainty, often with the minimum outlay of time, energy or both. (Knapp, 1967)
- Skill involves \_\_\_\_\_ via \_\_\_\_\_. (Wesson et.al 1998)
- The main \_\_\_\_\_ of skills, therefore, are the following:
  - **They are goal \_\_\_\_\_**, using the skill will \_\_\_\_\_ an end result. For example, typing a letter, putting a golf ball in the hole or making a save in \_\_\_\_\_.
  - **They meet the \_\_\_\_\_ goal with maximum certainty.**
    - For example, maintaining \_\_\_\_\_ while riding a bike or making 90% of shots in a \_\_\_\_\_ game.
  - **They meet the performance goal with minimum \_\_\_\_\_ of energy.**
    - For example, steering a car, staying \_\_\_\_\_ in the water during a freestyle race or skiing \_\_\_\_\_ down the slope.
  - **They are learned through \_\_\_\_\_.** They require some \_\_\_\_\_, repetition or feedback from a teacher or coach.

### 5.1.2 Describe the different approaches to classifying skills

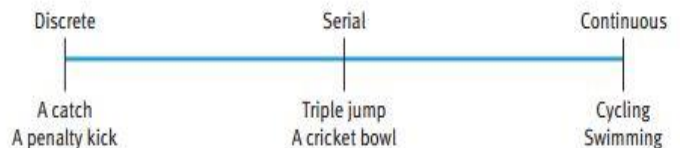
- There are many different \_\_\_\_\_ of skills and they vary \_\_\_\_\_ to the different motor, \_\_\_\_\_, perceptual and perceptual-motor demands placed on the performer.
  - **Motor skill** - \_\_\_\_\_, for example, is mostly a motor skill because it \_\_\_\_\_ movement and does \_\_\_\_\_ require much thinking.
  - **Cognitive skill** - Playing \_\_\_\_\_ requires mostly cognitive skill because it requires lots of thinking.
  - **Perceptual skill** - Reading the \_\_\_\_\_ in golf is a \_\_\_\_\_ skill. The golfer receives information about the type of surface, the run of the green, the \_\_\_\_\_ of the ball from the hole, and other \_\_\_\_\_ conditions through their perceptual senses.
  - **Perceptual-motor skills** - These skills involve the \_\_\_\_\_ of environmental stimuli and the motor response to this \_\_\_\_\_ information.

### 5.1.3 Outline the different approaches to classifying motor skills / 5.1.4 Compare skill profiles for contrasting sports.

- Skills can be classified according to their \_\_\_\_\_ and this helps us to understand the demands of the skill.
  - This can help \_\_\_\_\_ or teachers to evaluate \_\_\_\_\_, plan sessions and provide the performer with feedback.
- Skills cannot always be neatly placed in one class or another.
  - To overcome this, they are placed on a \_\_\_\_\_; a line on which each skill can be placed depending on how much they match the characteristics within each \_\_\_\_\_.
  - Magill (1998) suggests **three skill classification** criteria based on:
    1. **The distinctiveness of the movement characteristics (discrete motor skills; serial motor skills; continuous motor skills)**
    2. **The stability of the environment (closed motor skills; open motor skills)**
    3. **The size of the musculature involved (fine motor skills; gross motor skills).**

#### 1. The distinctiveness of the movement characteristics:

- Discrete skills have a \_\_\_\_\_ start and finish. They are usually brief and well \_\_\_\_\_.
  - Examples of discrete skills are a forward roll in \_\_\_\_\_, a golf swing or a penalty stroke in field \_\_\_\_\_.
  - Each of these skills are clearly defined and it is \_\_\_\_\_ when the movement starts and when it stops.
- Serial skills involve the linking together of skills to form a longer, more complex movement.
  - This takes place in \_\_\_\_\_ where the gymnast links together a series of flips and somersaults.
  - This also takes place in the \_\_\_\_\_ jump, where athletes bring together the hop, the skip and the \_\_\_\_\_ to create one long movement in order to achieve \_\_\_\_\_ distance.
- Continuous skills are where the end of one cycle of movement is the beginning of the next.
  - They are repetitive, \_\_\_\_\_ and take place over a long period of time.
  - Continuous skills include \_\_\_\_\_, running and cycling



#### 2. The stability of the environment:

- This \_\_\_\_\_ is related to the way in which the environmental conditions affect the skill.
- Environmental factors can be the weather, \_\_\_\_\_, boundaries, teammates and opponents.
- Open skills are those skills that are significantly \_\_\_\_\_ by the environmental \_\_\_\_\_, to the extent that the conditions dictate the pace of the movement.
  - The environment is largely \_\_\_\_\_ and unpredictable and, as such, the performer has to adapt their movements \_\_\_\_\_.
- Closed skills are skills that are performed in a more stable and \_\_\_\_\_ environment and, as such, can be internally paced by the \_\_\_\_\_.
  - Closed skills \_\_\_\_\_ set movement patterns and are performed in the same way each time.



### 3. Size of the musculature involved

- This classification of skills is related to the \_\_\_\_\_ of the movement.
- **Gross motor skills** are movements that **involve \_\_\_\_\_ muscle groups such as arms and legs.**
  - They include skills such as walking, jumping, \_\_\_\_\_ and kicking.
- **Fine motor skills** involve much smaller muscle groups and \_\_\_\_\_ movements.
  - They are more \_\_\_\_\_, **precise and often require high levels of hand-eye coordination.**
  - They include skills such as playing the \_\_\_\_\_, playing darts and catching a ball.
- As with the other classifications described above, these skills are placed on a \_\_\_\_\_. This is because while some skills may involve large muscle groups and therefore be mainly gross motor skills, they may also involve fine motor skills.



#### 5.1.4 Compare skill profiles for contrasting sports.

**TO DO**

**Skill classification task**

Classify the following skills by placing up to three ticks in the appropriate column.

	DRIBBLING IN SOCCER TO BEAT AN OPPONENT	THE SHOT-PUT	A DANCE MOTIF
Open			
Closed			
Fine			
Gross			
Discrete			
Serial			
Continuous			

↑ Table 5.1

- **The interaction continuum**
  - \_\_\_\_\_ skills relating to different activities vary in the way and \_\_\_\_\_ in which they are performed.
  - Sometimes they are \_\_\_\_\_ alone and sometimes they are performed with or \_\_\_\_\_ others.
  - We can \_\_\_\_\_ skills in this way by \_\_\_\_\_ them on the interaction continuum.

- There are three main ways in which they can be categorized: \_\_\_\_\_, **coactive and interactive**
- **Individual skills** are those skills that are performed in \_\_\_\_\_ from others. Only one performer is involved at a particular time. For example, \_\_\_\_\_ or the high jump.
- **Coactive skills** are those \_\_\_\_\_ that are performed with someone else, but with no direct \_\_\_\_\_. Coactive skills are performed in swimming and in track athletics such as the 100 meter or 200 meters sprints.
- **Interactive skills** are where other performers are \_\_\_\_\_ involved and can involve confrontation. This is because there is an active \_\_\_\_\_ and this directly influences the skill. Interactive skills are evident in games such as rugby, water polo and soccer.

**Describe the different types of skill**

Cognitive	
Perceptual	
Motor	
Perceptual-motor	

**Outline the different approaches to classifying skill motor skills**

For each of the classifications of motor skills define what they show and 3 use sporting examples, placed on the continuum line to demonstrate you understand how they are defined.

Check your sporting examples with you partner.

Gross	_____	Fine
Explanation...		
Open	_____	Closed
Explanation...		
Internally-paced	_____	Externally-paced
Explanation...		