

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

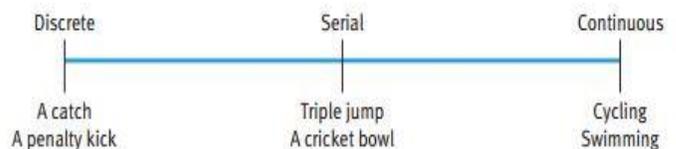
- There are many different _____ of skills and they vary _____ to the different motor, _____, perceptual and perceptual-motor demands placed on the performer.
 - **Motor skill** - _____, for example, is mostly a motor skill because it _____ movement and does _____ require much thinking.
 - **Cognitive 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...		