

## Skill Acquisition Task

### Task 1 – The Classification and teaching of movement skills

Skill – Skills are gained through learning. “A skill is said to be learned behaviour”  
(B. Knapp)

There are three different types of skills:

**Cognitive** – Ability to solve problems by thinking.

Example – Thinking of set plays in netball game to achieve the most effective centre pass.

**Perceptual** – Ability to sense and interpret information.

Example – In tennis it is important to interpret the speed of the serve.

**Motor** – Voluntary muscle movement.

Example – Running, jumping etc.

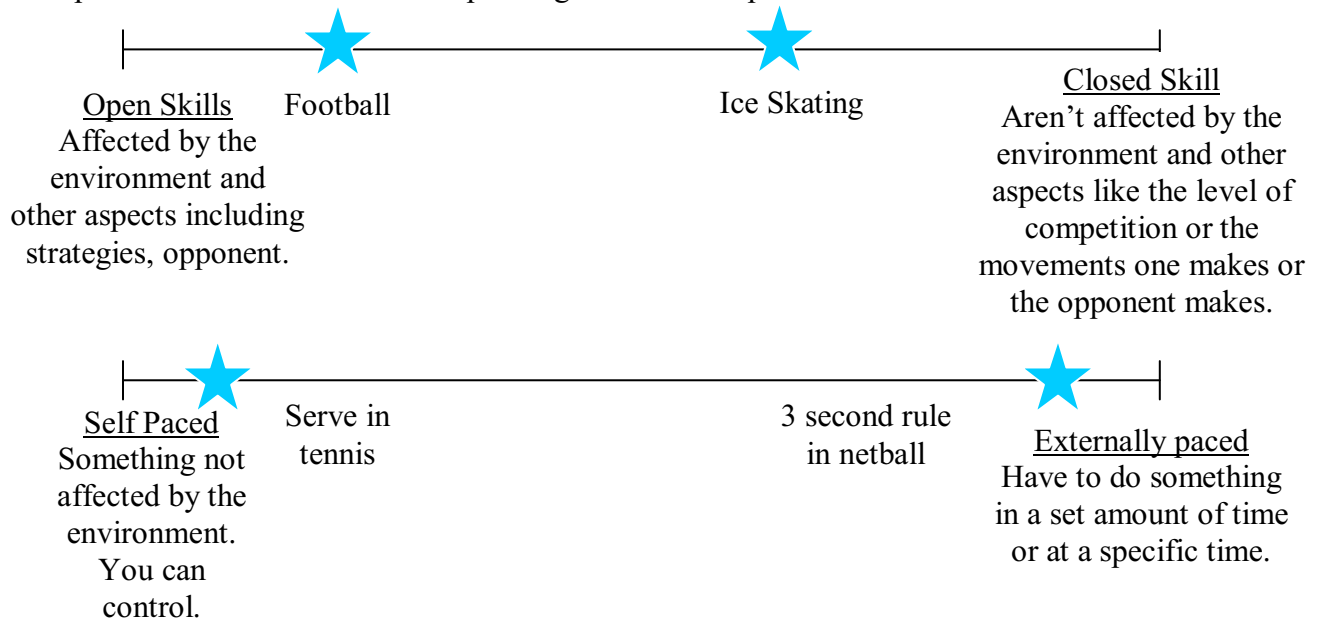
In order to be able to learn and perform any skill, especially in sport, we must have the abilities required.

Ability – “are innate, inherited, trait that determines an individual’s co-ordination, balance and speed and reaction.” (C.Gaines)

Ability is also largely genetic, with some resulting from early experiences and environmental exposure. The difference between the two is that a skill is something learned and ability is something that is innate and that can’t be learned.

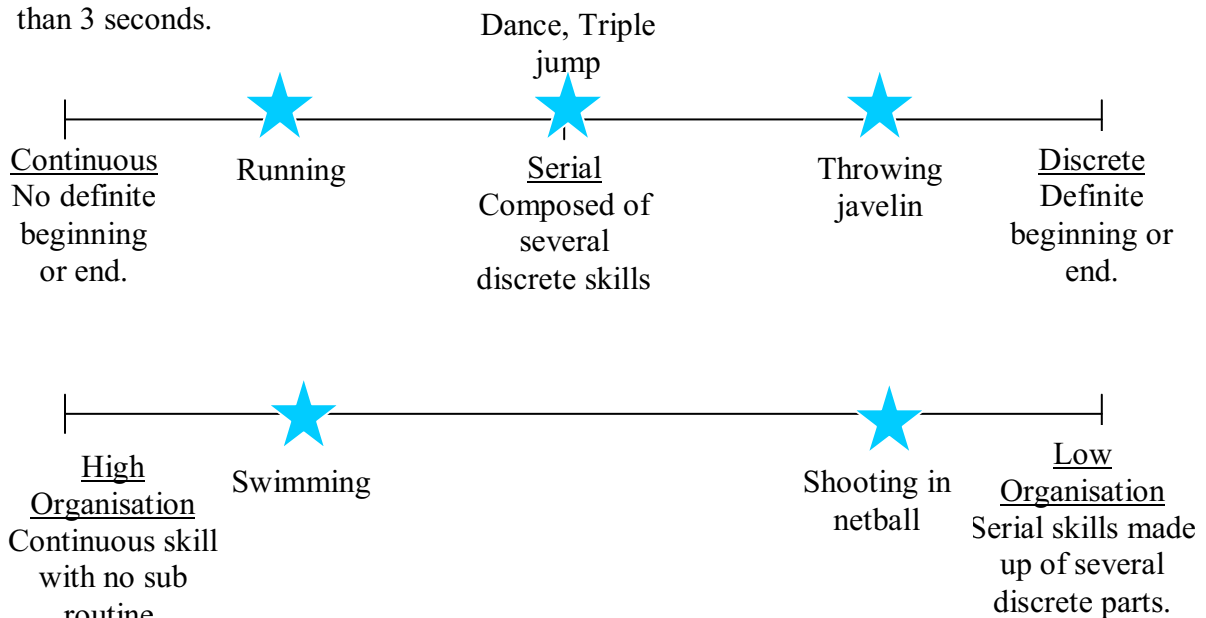
#### Classification Continuums

Classification continuums are used to categorise various methods in sport. We identify the requirements, as it is important if we are going to learn and develop our skills further. There are many different continuums, all of which have different standards, and skills are placed on these continuums depending on what the sport is like.



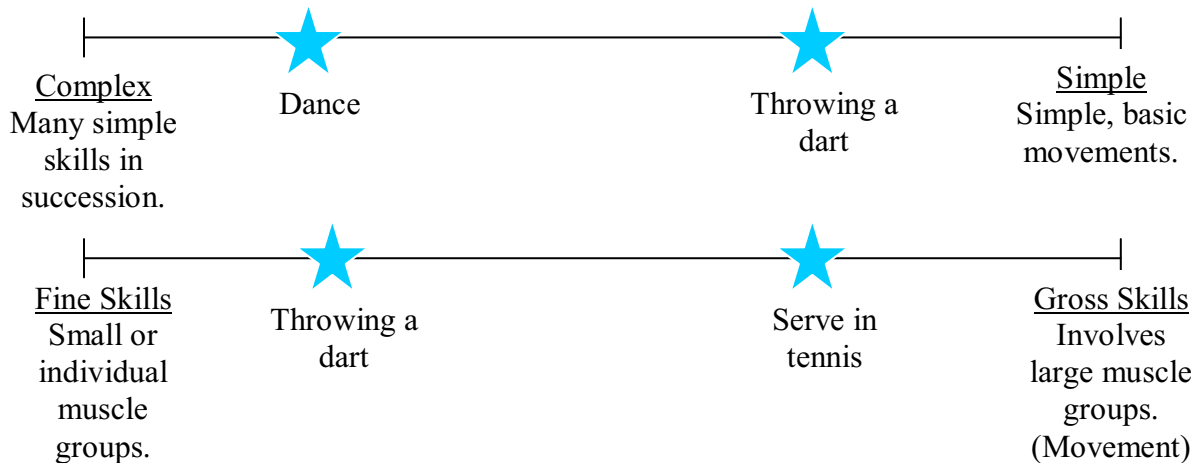
These two continuums are very similar and set the extremes of how the environment can affect a person psychologically, both cover the fact that anxiety can occur if a player sees their opponent. Also with the Open skills and externally paced they are skills which psychologically put pressure on the person. An example of an open skill is football, if there is a penalty, especially for professional football teams as they have a lot of pressure from the crowd from both supporters and the opposition's supporters. As it's an outdoor sport the weather can easily affect the game, tactics and set plays can break down play because it's windy or raining. Even though a closed skill is defined as not being affected by the environment it is hard to find a sport where you aren't affected at all. It can be argued that sports like archery and ice-skating aren't affected the equipment could be unsafe, the ice could be slushy and the partner of the skater could be nervous or injured.

An example of a self-paced skill would be tennis serve because there is no time limit in the rules of tennis and if the ball is tossed wrong, it can be repeated. Also the player decides the pace and positioning of the serve. However externally paced skills do not get to control what is done there are time limits and a set time to complete the skill, an example is the 3 second rule in netball where the players can't hold onto the ball for more than 3 seconds.

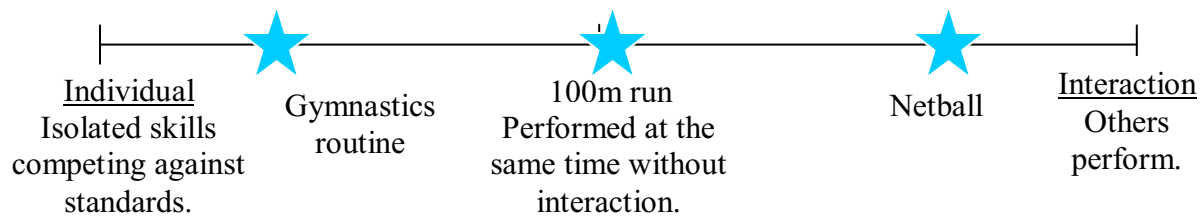


Continuous skills have no definite beginning or end. An example is running or cycling. However sports such as dance and triple jump fall into the category of serial as serial is composed of several discrete skills. An example of a discrete skill is throwing a javelin.

High organisation can be related to continuous as sports such as running would also apply to it. Low organisation skills are similar to serial and discrete as they both consist of both serial and discrete skills put together.



An example of a complex sport is badminton as you have many simple movements which come together to form a forehand or backhand. An example of a simple skill is darts as small muscles movements are used. Once again these two continuums are similar as a fine skill example can be darts as you only use your hand or small muscles to throw the dart. A gross skill which is a skill where large muscles groups used for example high jump as a large muscles (legs and arms) to get over the bar.



### Individual, Coactive and Interactive Skills

An Individual skill is one, which is performed in isolation; you are completely by yourself at the particular time of the competition. An example of an individual skill is diving as it is completed alone and even though there might be other people in the competition the diver is alone whilst performing. Diving can be an open skill depending on the situation and level of competition, for example there would be more pressure if it was an Olympic gold competition. Diving is hard to define whether it is self or externally paced as the diver does have to dive at a certain time. However at the same time the diver can not control exactly what they are doing. A dive is between serial and discrete, as the dive has an end but there are lots of movements put together. It is a Low organisation skill as several skills are put together to form the dive. A dive can be complex and simple depending on the type of dive, and how advanced the person is. Large muscle groups are used so it is a gross skill. Rackets sports can not be individual skills as racket sports involve the competition of two or more people. This is also the same for team games.

The reason why there are three groups is because many sports are hard to define, for example 100 metre run or tennis was an individual game however you aren't by yourself for these sports therefore these sports come under the co-action group. Co-action means you perform at the same time with someone but without interaction and example is gymnastics routines where you compete against another person. Gymnastics is an open skill as the team or coach can put pressure on the gymnast or even the equipment or crowd. It is more a self paced skill as the gymnast can decide when to perform certain movements however their routines may sometimes have time limits. Gymnastics is serial and is more a low organisation skill. It is also a complex and gross skill.

Then finally there is Interaction skills whereby you interact with other people, usually known as team games mainly. Examples of interaction games are netball and hockey as it is a team game where players play together. In hockey for example the skill of hitting the ball is an open skill as the weather can affect the players. It is more self paced as the ball can be in possession for as long as you want. It is a serial and low organisation skill. Hitting is more a complex and involves large muscles group, so is a gross skill.

However there are also psychological and physiological issues to deal with when it comes to individual, co-active and interactive skills. If isolated then by being by one puts pressure on the person, also there is no encouragement from team members. Co-active can be pressurising as the opponents can make the player anxious. Interaction also has issues as the team is counting on other members of the team to play well and win. Physiological aspects are when an injury can affect the person's performance; this could then alter where the skill is placed on the continuums.

Continuums aid coaches and sports persons by enabling them to break down skills. For example with serial and discrete skills continuums can aid coaches by making the skills easier to learn. With the Gross and fine skills continuums this helps coaches know which muscle groups need to be exercised or trained. The open and closed skill continuum helps the coach prepare competitors psychologically; they will be able to prepare the team for pressure and anxiety. They would therefore make sure they got used to these situations. Also with open and closed skills we include the effect the opposition play on the team and with these continuums coaches are able to prepare the teams and tell them what to do when the opposing team to certain things.