

Classification of skill

Skills are specific tasks that can be learnt and practiced. *i.e. Golf swing / Lay up / Tennis volley*

Continuum = sliding scale of extremes at each end

Environmental influence – Open/Closed Continuum



OPEN



CLOSED



Difficulty - Complex/Basic Continuum



COMPLEX



BASIC/SIMPLE



Organisation Level - Low/High Continuum



LOW ORGANISED



HIGH ORGANISED



Types of Practices

Massed practice: When no rest intervals are given.

Distributed practice: When a rest interval is given to allow recovery, feedback & coaching.

Fixed practice: Uses repetition of the same activity to develop consistency in performance.

Varied/Variable practice: Involves or performing a skill in different situations where conditions are changeable.

Guidance

Visual guidance: Learners are shown the whole action by the coach. *i.e. demonstration/use of video playback.*



Verbal guidance: Learners listen to information given to a performer often using associated terminology. *i.e. instructions told to a team.*



Manual guidance: Coaches will physically move a performer and support them in performing a skill. *i.e. Trampolining sommersault support.*



Mechanical guidance: Learners use equipment to help support the practicing of a skill. *i.e. floats during swimming stroke development.*



Feedback

Vital part of information processing which provides confidence, motivation and improves performance.

Intrinsic feedback: This comes from within the performer. Kinaesthetic senses provide feelings from muscles/joints about the action.

Extrinsic feedback: This comes from results and match analysis.

1. Knowledge of results – the outcome
2. Knowledge of performance



Concurrent feedback: Information provided to the athlete during the performance.

Terminal feedback: Information provided to the athlete before or after the performance.

Mental Preparation for Performance

Mental rehearsal/Imagery involves the athlete imagining themselves in an environment performing a specific activity using all of their senses.

This can be used to:

- Familiarise the athlete with a competition site or a complex play pattern or routine.
- Motivate the athlete by recalling images of their goals or of success in a past competition.
- Perfect skills or skill sequences the athlete is learning or refining.
- Reduce negative thoughts by focusing on positive outcomes.



SMART Targets

Goal setting motivates performers

- Short Term goals
- Long Term goals
- Outcome goals
- Performance goals

| Specific | Measureable | Achievable | Realistic | Time-Bound |
|---|--|--|--|--|
| Targets must be concise. <i>"To take a 0.5 second off my time personal best time"</i> | Must be measured and compared. <i>"I will time my runs every training session for the next five weeks of training"</i> | Target must be challenging but yet reachable. <i>"My coach and I devised the training programme around improving leg power for my start"</i> | Matched to the performers skill level. <i>"We agreed that a 0.5 seconds off my personal best is realistic for my current ability and status"</i> | Set for a particular time to be completed. <i>"We agreed to do the training programme four times per week for the next five weeks"</i> |

GCSE Physical Education – Sports Psychology

| Term | Definition/notes/concept |
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Keywords: