

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 Continuum – Open/Closed skills



OPEN



CLOSED

Difficulty Continuum - Complex/Simple skills



COMPLEX



BASIC/SIMPLE

Mental Preparation

- **Imagery** e.g. pictures in the mind
- **Mental Rehearsal** e.g. internal view / external view
- **Selective Attention** e.g. filtering relevant information
- **Positive Thinking** (self talk) e.g. rehearsing success
- **Concentration** –

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



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 – techniques used
- Knowledge of Results: Information provided to the athlete detailing stats and data from the event/training
Knowledge of Performance Information provided to the athlete after the performance in terms of technique and tactical decision making.



Guidance (Positive & Negatives)

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 somersault support.*



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



Skilful Movement

- **Efficiency** e.g. no wasted energy – good timing
- **Pre-determined** e.g. planned like a routine
- **Co-ordinated** e.g. run and kick/hit
- **Fluent** e.g. one skill transfers into another
- **Aesthetic** e.g. technique looks good

SMART Targets

Goal setting motivates performers

- Short Term goals:
- Long Term goals:
- Outcome goals: result based
- Performance goals: technique based

Specific	Measureable	Achievable	Recorded	Timed
Targets must be concise and clear. <i>"To take a 0.5 second off my time personal best time"</i>	Must be measured and compared. Easy to monitor. <i>"I will time my runs every training session for the next five weeks of training"</i>	Target must be challenging but yet reachable. Motivating. <i>"My coach and I devised the training programme around improving leg power for my start"</i>	Needs to be recorded to track progress. <i>"We keep a diary of times and distances for every training session to inform the planning for the next one and plot progress against our aim"</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>

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Term	Definition/notes/concept

Keywords: