

## Basic Skill

## Complex Skill

Few decisions to be made

Complex decision making

Few decisions actually affect the success of the movement

Lots of decisions to be made in order to be successful

Tend to be taught as a beginner. Learned fairly quickly

Tend to be taught after experiencing success in basic skills

Walking is a basic skill

Can take considerable time to master

Jumping is a basic skill

High jump is a complex skill

## Open Skill

## Closed Skill

Unstable environment

Stable environment

Way skill performed is affected by people around you

Way you perform skills is not affected by people around you

Skill may change due to environment, what your opponents are doing

Skill performed the same way every time

Football pass performed differently (opponent)

The skill is self-paced.

Rugby tackle performed differently (opponent)

A somersault in gymnastics

## Self-Paced

## Externally-Paced

Start of movement is controlled by the performer

Start of the movement is controlled by external factors

Long Jump – Choose when to perform run up

When receiving a badminton serve, you only start your returning shot after your opponent has performed their serve

The speed, pace or rate of the movement is controlled by you.

The speed, pace or rate of the movement is controlled by external factors

When performing long distance run, you decide how fast you run.

When marking in netball, movement is affected by movement of opponent.

### Types of Guidance

In order to acquire skill, performers often need additional guidance

#### Visual

- Seeing a demonstration, example or even watching their own performance played back

#### Verbal

- Being told what needs to be done, what went well or what needs improvement through constructive criticism.

#### Manual/Mechanic

- Being physically guided through something, such as being helped with a hand stand

### Types of Feedback

A performer finds out how good their performance was through:

#### Knowledge of results

- This is a form of terminal feedback at the end of a performance and could be as simple as winning or losing.

#### Knowledge of Performance

- This relates to how well the performance was carried out rather than just the end result

#### The most common ways of feedback are:

**Intrinsic:** this is sensed or felt by the performer while they are actually performing

**Extrinsic:** this comes from sources other than the performer themselves, such as sounds or things they can see.

## Gross Skill

## Fine Skill

Involves big movements of the body

Involves small, precise movements

Involves the use of large muscle groups

Involves the use of small muscle groups

Movements tend not to rely on accuracy and precision, for example kicking a ball, running, throwing a javelin

Movements tend to involve precision and accuracy, for example dart throw, archery, snooker, table tennis block shot

### Goal Setting

Performance goal: The performer compares their performance against what they have already done. No comparison with other performers.

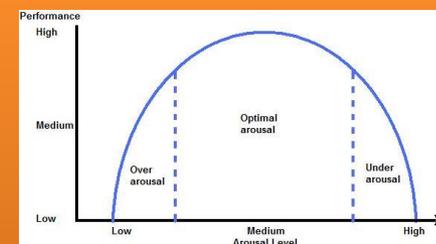
Outcome Goal: Focus on the end result

Specific  
Measurable  
Accepted  
Realistic  
Time Bound

### Arousal

The inverted U Theory of Arousal

- As arousal increases so does performance up to the optimal/perfect level.
- If arousal increases further performance will decrease.



Methods of controlling arousal

- Deep Breathing
- Mental Rehearsal
- Positive self talk

### Aggression

Types of aggression

- Direct Aggression: actual physical contact between performers
- Indirect Aggression: Does not involve physical contact. Aggression taken out on an object e.g. hitting a tennis ball hard.

# Assessment Point 5- 3.2.2 Sports Psychology