Classification of Skills
Learning Objectives and Outcomes

Learning objective: To explain the ways in which skills can be classified and be able to identify practical examples of this using making connections

5 = I know what the environmental and difficulty continuum are and can give brief descriptions of open, closed, simple and complex skills

6-7 = (As above) but I can provide a detailed description of the types of skills above and sporting examples

8-9 = (As above) and I can also explain how the above skills should be taught or learned
Why are skills classified?

- To understand them
- What is required to learn them
- What is required to teach them

Skills can be classified in a number of ways but the ones we need to know at GCSE level are:

- Environmental continuum
- Difficulty continuum
What is a continuum?

• When classifying skills we use a continuum with 2 opposite ends.

Chelsea

Newport

At the time of the making of this ppt Chelsea were the top Football team in English League Football and Newport were the bottom.
Skills can be affected by the environment (e.g. players) they are performed in.

If a skill is affected by the environment e.g. tennis serve affected by the wind, then it is known as an open skill.

Externally paced – the environment plays a role in its pace e.g. receiving a tennis serve and using its own pace to return it.

Open skills require perceptual decisions to be made by the performer.

What does perceptual/perception mean?

A complex concept that involves interpretation of stimuli.
The environmental continuum – Open skills

• What are the stimuli in the following video clip?
  https://www.youtube.com/watch?v=HQlTpltQMJc

• In this drill the group that are keeping possession…..

• Is the performance of their passes affected by the environment e.g. opposition players? Do they have to make perceptual decisions?

• So is passing the ball in Football when confronted by defenders an open skill? Use your green card in your planner to vote yes and the red to vote no, orange if you are not sure
The environmental continuum – Open skills

• Can you think of other examples of open skills in sport?

• Save by a goalkeeper in any sport

• Passing the ball when confronted by defenders in any other team sport

• OPEN SKILLS = THINK OPPOSITION!
So if a closed skill is at the other end of the continuum can you describe what a closed skill is?

Does this help....

If a skill is affected by the environment then it is known as an open skill.

Open skills require perceptual decisions to be made by the performer.

Internally paced – performer provides more or majority of the pace e.g. tennis serve/cricket bowl.
The environmental continuum – Closed skills

• A closed skill is not affected by the environment and does not involve a great amount of perceptual decision making (not a lot of thinking).

• Can you think of any examples?
  • Sprinting
  • Shotput
  • Walking
The Difficulty Continuum

• Skills can be classified based upon judgements and decisions to be made for the given skill.

• What do you think a complex skill might be then?

• A skill with a lot of decisions to make

• It may need to be learned in stages

• Skill with many subroutines (parts) – for triple jump you have 3 subroutines

• COMPLEX = LOT OF DECISIONS (BRAINPOWER!)

• Can you think of examples?
The Difficulty Continuum – Complex skills

- Slip catch in Cricket
- Player in a team game confronted by defender and who has lots of decisions (like the e.g. of an open skill)
- Lay-up in Basketball
- Triple Jump
The Difficulty Continuum – Simple skills

• So what is a simple skill?
• A straightforward skill that has a low amount of decision making and judgements to be made
• Can be taught as a whole in a repetitive way
• Low amount of subroutines
• E.g.’s.....
• Swimming dive
• Running
• Cycling
How are we Getting on?

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Exam Questions

Using a practical example, describe **one** characteristic of an open motor skill.  

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Using a practical example, describe **one** characteristic of a complex motor skill.  

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Extension question – How can the type of skill be a factor in how it is taught or learnt?
Exam Questions – mark scheme

Question 1
One mark for:
• affected by the environment e.g. receiving a tennis serve on a windy day
• predominantly perceptual e.g. a cricket batsman selecting a shot
• externally paced e.g. the hockey goalkeeper saving a shot at goal

• Only accept if a suitable practical example is used.
• Do not accept a practical example on its own – must be part of the description.
Question 2
One mark for:

- many stimuli to process/lots of information to process e.g. a fielder in cricket
- many decisions to make/increased perceptual requirements e.g. a basketball dribble in a game
- more feedback e.g. receiving the serve in volleyball
- skill with more or many subroutines e.g. hitting a return

• Only accept if a suitable practical example is used.
• Do not accept a practical example on its own – must be part of the description.
Implications for Training and Coaching –
Looking at the extension question

• **Closed skills** – *If coached then should be practiced repetitively so that it can be grooved e.g. swimming dive. Does the situation need to be varied? Is it perceptual?*

• **NO**
Implications for Training and Coaching – Looking at the extension question

• **Open Skills** – should these be coached in a different situation?

• **YES** – as need to be performed in different situations so the performer can build up a repertoire of strategies in ever changing circumstances e.g. playing a pass when confronted with 1 defender and passing to the right hand side, playing a pass confronted with 2 defenders.......
Learning Objectives and Outcomes

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