

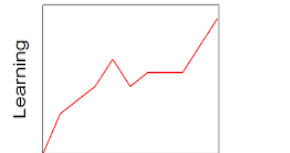

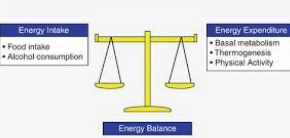



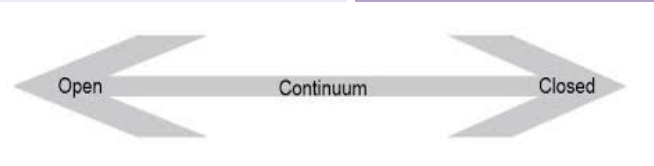

# BTEC Level 3 Physical Education – Unit 23 Skill Acquisition in Sport – Learning Aim A

## Learning aims

In this unit you will:

- A - Investigate the nature of skilled performance
- B - Examine ways that sport performers process information for skilled performance
- C - Explore theories of teaching and learning in sport
- D - Carry out teaching and learning strategies for sports skills

- A1 Learning and performance
- A2 Characteristics and classification of skills
- A3 Characteristics and classification of abilities

<p><b>A1. Learning and Performance</b></p>	<p><b>Measuring learning</b> <b>Measuring Performance</b> <b>Performance Plateaus</b></p>	 <p>Learning</p> <p>Experience</p>	<p><b>A2. Precision of movement and skill classification</b></p>	<p><b>Gross skills</b> <b>Fine skills</b></p>	
<p><b>A1. Learning Curves</b></p>	<p><b>Linear</b> <b>Negatively accelerated</b> <b>Positively accelerated</b> <b>S-shaped</b></p>	 <p>Energy Intake</p> <ul style="list-style-type: none"> <li>• Food Intake</li> <li>• Alcohol consumption</li> </ul> <p>Energy Expenditure</p> <ul style="list-style-type: none"> <li>• Basal metabolism</li> <li>• Thermogenesis</li> <li>• Physical Activity</li> </ul> <p>Energy Balance</p>	<p><b>A2. Distinctive of beginning and ending of movement and skill</b></p>	<p><b>Discrete</b> <b>Continuous</b> <b>Serial</b></p>	
<p><b>A2. Characteristics and classification of skills</b></p>	<p><b>Qualities of a skilled performance:</b></p> <ul style="list-style-type: none"> <li>-Fluency</li> <li>-Control</li> <li>-Economy and efficiency of movement</li> <li>-Consistency of outcome</li> <li>-Energy expenditure meets demands of task</li> </ul>	<p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>• Perception             <ul style="list-style-type: none"> <li>➢ Visual perception</li> <li>➢ Auditory perception</li> </ul> </li> <li>• Attention             <ul style="list-style-type: none"> <li>➢ Focused attention</li> <li>➢ Sustained attention</li> <li>➢ Divided attention</li> </ul> </li> <li>• Memory             <ul style="list-style-type: none"> <li>➢ Short term memory</li> <li>➢ Working memory</li> <li>➢ Long term memory</li> <li>➢ Visual memory</li> <li>➢ Auditory memory</li> </ul> </li> <li>• Logical reasoning             <ul style="list-style-type: none"> <li>➢ Deductive reasoning</li> <li>➢ Inductive reasoning</li> </ul> </li> </ul> 	<p><b>A2. Timing and pacing of skills</b></p>	<p><b>Self-paced</b> <b>Externally-paced</b></p>	<p><b>A3. Differences between abilities and skills:</b></p> <ul style="list-style-type: none"> <li>-Nature level of skill</li> <li>-Nature versus nurture</li> <li>-Stable versus unstable</li> <li>-How abilities contribute to the performance of skills</li> </ul>
<p><b>A2. Types of skill in sport</b></p>	<p><b>Cognitive</b> <b>Perceptual</b> <b>Motor</b></p>		<p><b>A3. Psychomotor abilities</b></p>	<p><b>Reaction Time</b> <b>Co-ordination</b> <b>Balance</b></p>	
<p><b>A2. Effect of environment on skill classification</b></p>	<p><b>Open skills</b> <b>Closed skills</b></p> 		<p><b>A3. Gross motor abilities</b></p>	<p><b>Strength</b> <b>Speed</b> <b>Flexibility</b></p>	
			<p><b>A3. Perceptual abilities</b></p>	<p><b>Decision making</b> <b>Interpreting information</b></p>	

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Term	Definition/notes/concept
Reaction Time	
Co-ordination	
Speed	
Flexibility	
Cognitive	
Perceptual	
Motor	
Fluency	
Control	
Learning Curve	
Linear	
Plateaus	
Performance	
Expenditure	
Demands	

Keywords: