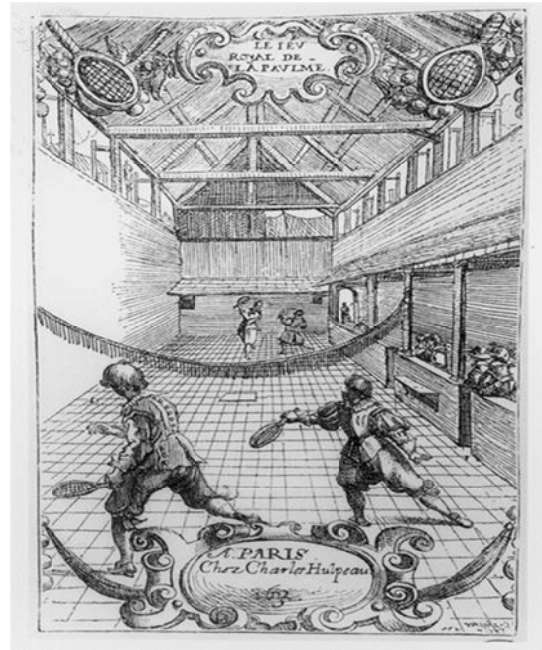


ANALYSIS OF SOCIO-CULTURAL SPORTING RESOURCES



Look at these images and focus on the following socio-cultural factors listed from the specification:

- Social class
- Gender
- Law and order
- Education /literacy
- Availability of time, money and (type of) transport.

...and answer these questions in the boxes below:

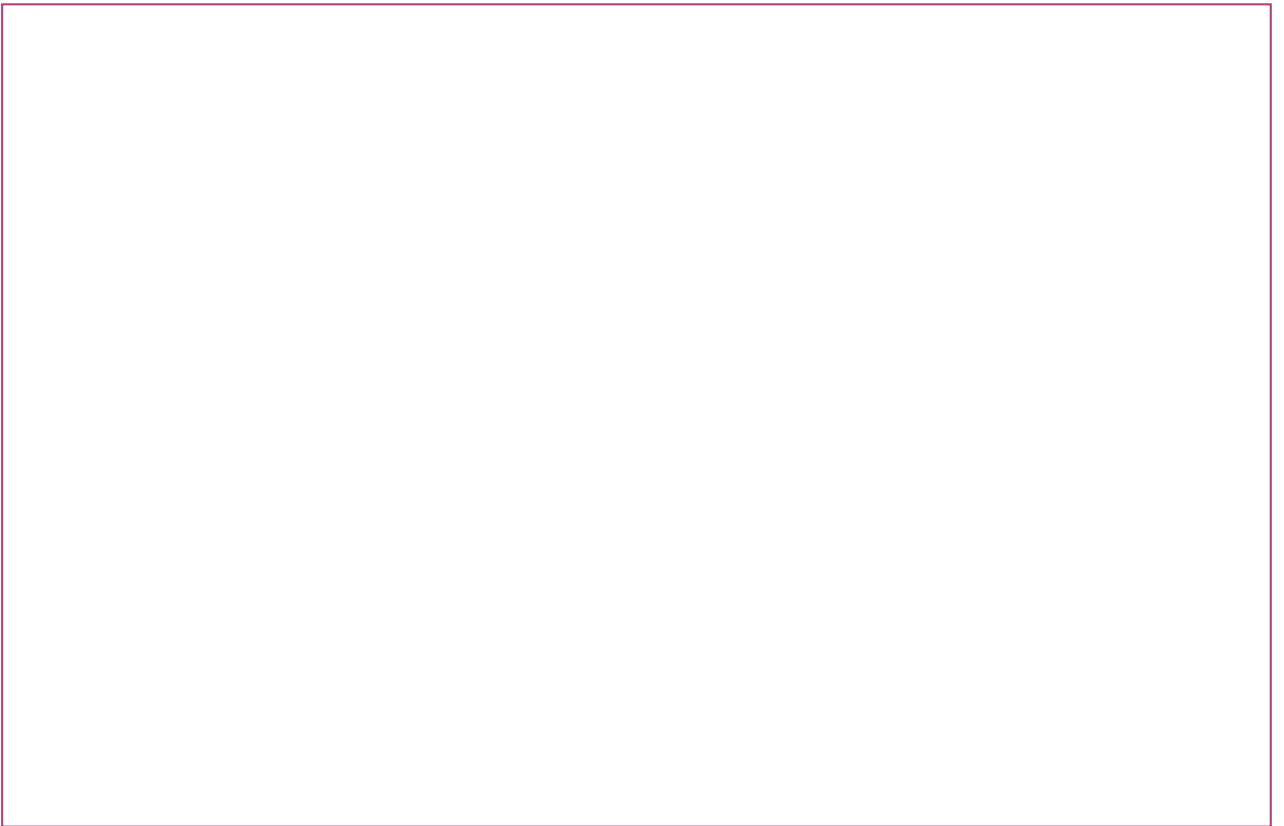
- Are the 'other' class involved in this activity – why or why not?

- Are women involved in this activity at the time – why or why not?
- Are there rules – why or why not?
- Is the activity local or regional? Give reasons for your answer.

Image 1



Image 2



Classification of skills

There is a large range of sporting activities each requiring a set of skills. Skills have many characteristics that can change in different situations, which makes classifying them difficult. Accepting that skills cannot be neatly labelled, we place them on a continuum.

DIFFICULTY: Simple and Complex skills (Galligan 2000)

A **simple skill** is one that is straight forward, requires little concentration and cognitive ability.

A **complex skill** involves a large attention span because they are complicated and are practiced in training repeatedly to make it easier to perform in competition.

ENVIRONMENTAL INFLUENCE: The Open and Closed Continuum (Galligan 2000)

This continuum is concerned with the effects of the environment on skills (Knapp 1967)

Open skills: sports such as Netball, Football, and Hockey involve open skills. The environment is constantly changing and so movements have to be continually adapted. Skills are predominantly perceptual and externally paced, for example a pass in football.

Closed skills. These skills take place in a stable, predictable environment and the performer knows exactly what to do and when. Skills are not affected by the environment and movements follow set patterns and have a clear beginning and end. The skills tend to be self-paced, for example a free throw in Basketball, and serving in Squash or Tennis.

Knapp (1967) suggests that skills can fit on a continuum between open and closed.

PACING: The External and Internal Paced Continuum (Galligan 2000)

This continuum is concerned with the timing of movements (often used with the open-closed continuum) - internal and external paced skills.

Internally paced or self-paced skills: the performer controls the rate at which the skill is executed. These skills are usually closed skills. i.e. javelin throw, discus.

Externally paced skills: the environment, which may include opponents, controls the rate of performing the skill. The performer must pay attention to external events in order to control his/her rate of movement. These skills involve reaction, and are usually open skills. i.e. in ball games the performer must time his actions with the actions of other players and the ball.

MUSCULAR INVOLVEMENT: The Gross and Fine Continuum (Davis 2000)

This continuum is concerned with the precision of movement - gross and fine skills.

Gross skills: involve large muscle movements which are not very precise and include many fundamental movement patterns such as walking, running and jumping. The shot putt is an example of a primarily gross skill.

Fine skills: involve intricate precise movements using small muscle groups and generally involve high levels of hand-eye coordination. A snooker shot or playing the piano are examples of fine skills.

CONTINUITY: The Discrete, Serial and Continuous Continuum (Galligan 2000)

This continuum is concerned with how well defined the beginning and end of the skill are - discrete, serial and continuous skills.

Discrete skills are brief, well-defined actions that have a clear beginning and end. They are single, specific skills, which make up the actions involved in a variety of sports such as hitting and throwing. Hockey. i.e. a penalty flick in.

Serial Skills are a group of discrete skills strung together to make a new and complex movement. i.e. the sequence of skills for the triple jump.

Continuous skills have no obvious beginning or end. The end of one cycle of movements is the beginning of the next, and the skill is repeated like a cycle. These skills could be stopped at any moment during the performance of the skill. i.e. Swimming, Running, Cycling.

ORGANISATION: Low and High Organisation

A **low organisation** skill is very easy and uncomplicated like riding a bike. The phases that make up the skill are usually discrete and might be practiced separately to make your technique better.

A **high organisation** skill has a complex amount of phases involved which cannot be broken down and practiced separately as they are linked closely together. They require large amounts of attention.