

C H A P T E R

3

The Importance of Physical Activity Experiences

Shirl J. Hoffman

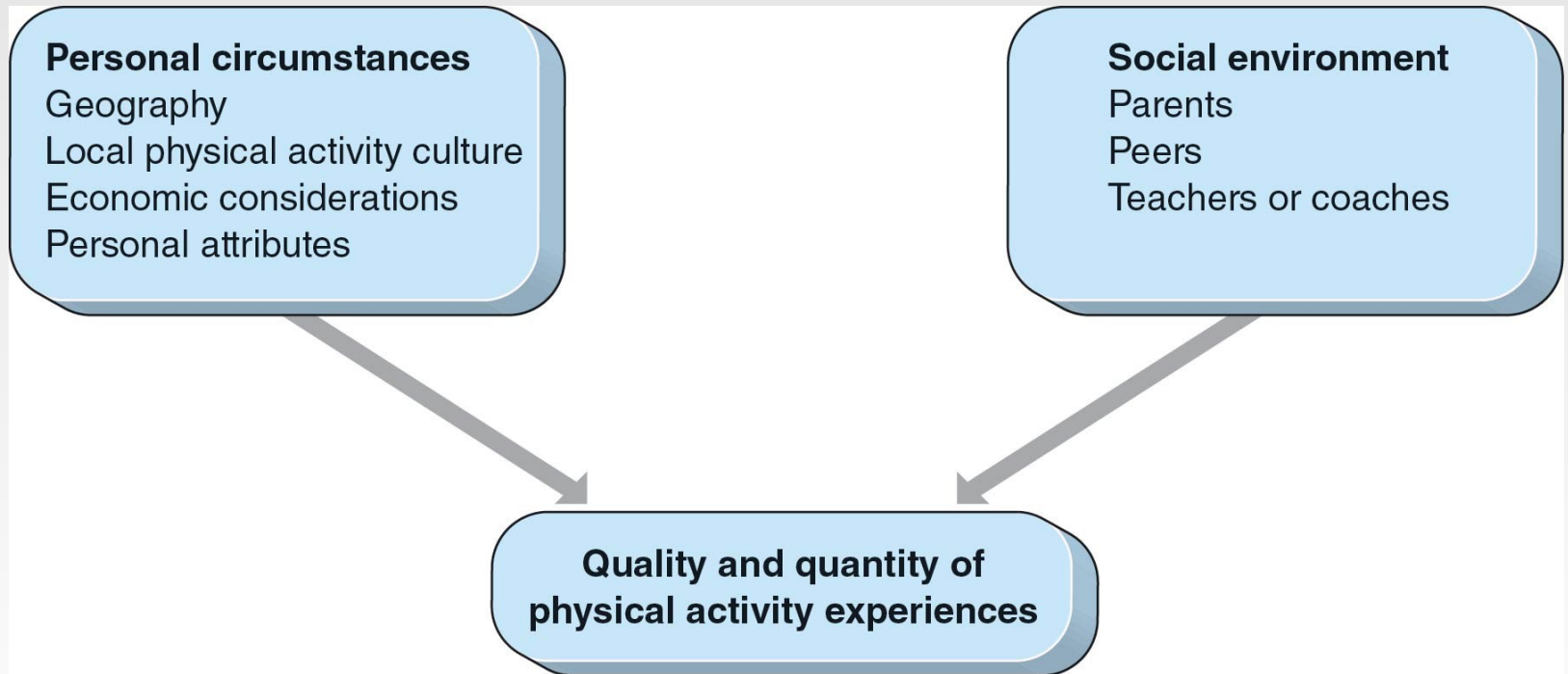
Activity Experience

- Defined as training in, observation of, practice of, or participation in physical activity to increase one's capacity for physical performance
- Differentiated from *subjective* physical activity experiences (reactions, feelings, and thoughts; these are the focus of the next chapter)
- Kinesiologists are experts at designing and manipulating physical activity experiences to bring about desired ends, such as improvement in skill, performance, and health and well-being.

Physical Activity as a Signature of Humanity

- **Rooted in intricate, intelligent plans**
- **Used to express aesthetic imagination and moral reasoning**
- **Flexible and adaptable**
- **Improved performance through planned experience (training and practice)**

Figure 3.1



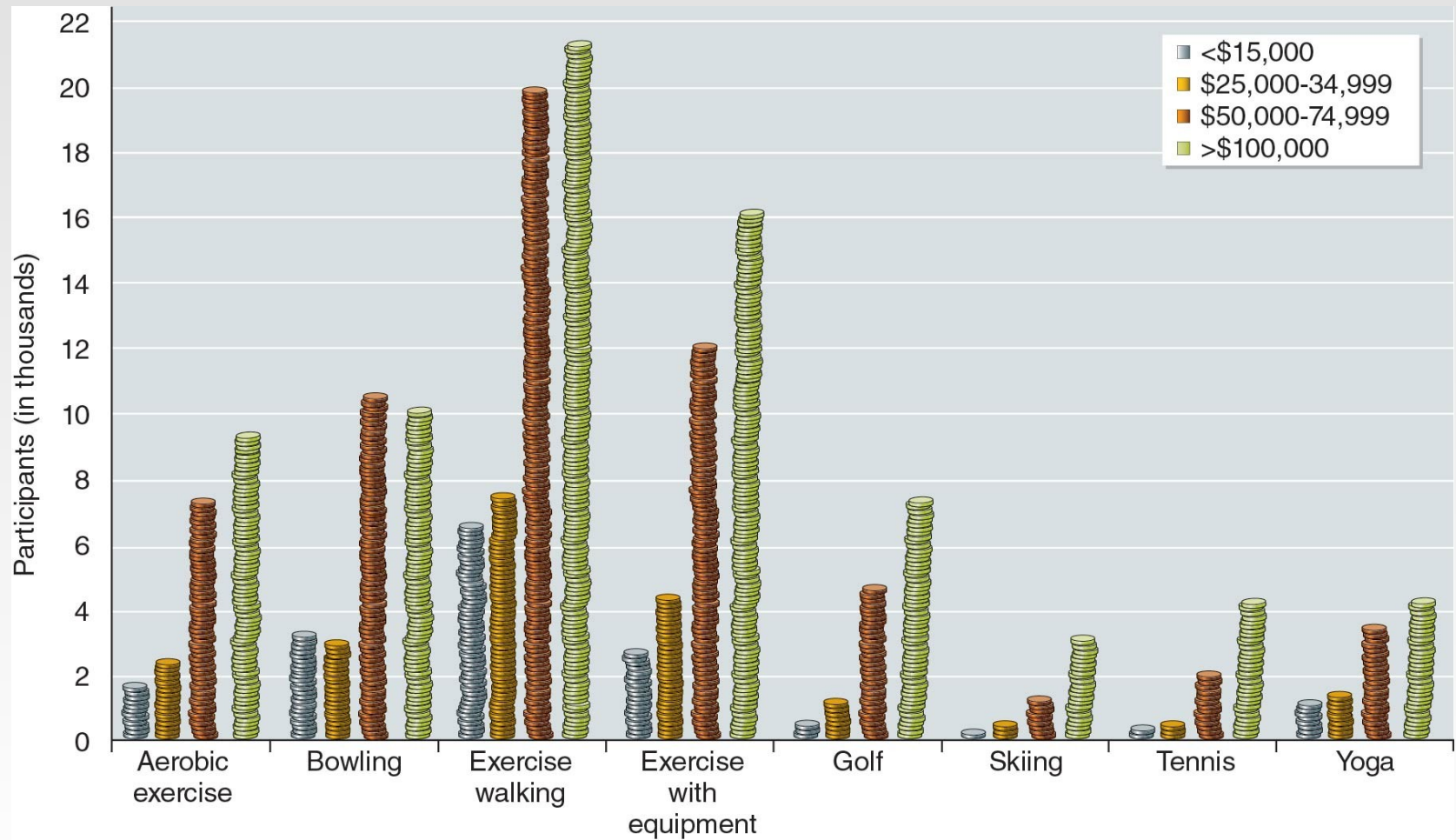
Social Environment

- **Types and amounts of physical activity experiences you pursue, both as a child and as an adult, are influenced by people with whom you interact on a regular basis.**
 - Parents
 - Peers
 - Teachers and coaches

Personal Circumstances

- **Geography**
- **Local physical activity culture**
- **Economic considerations**
- **Personal attributes**
 - Self-perceptions
 - Feelings
 - Competency

Figure 3.2

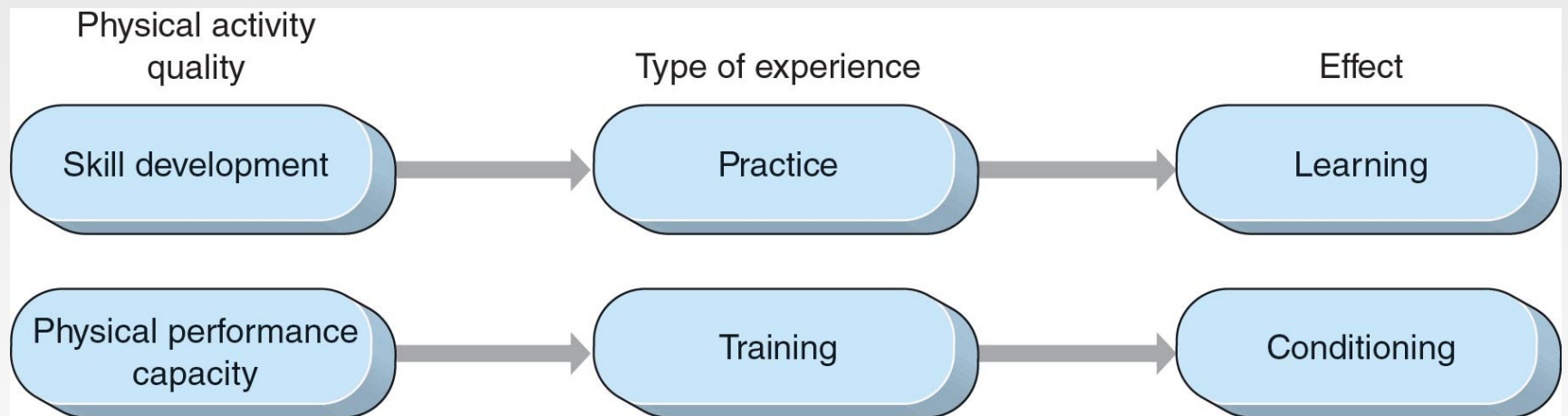


Adapted from US Department of Commerce, Census Bureau 2012.

Physical Activity Preferences

- **Reflect the uniqueness of the individual**
- **Physical activity professionals need to pay attention to the people they are working with, especially their**
 - needs,
 - desires, and
 - personal attributes.

Figure 3.3



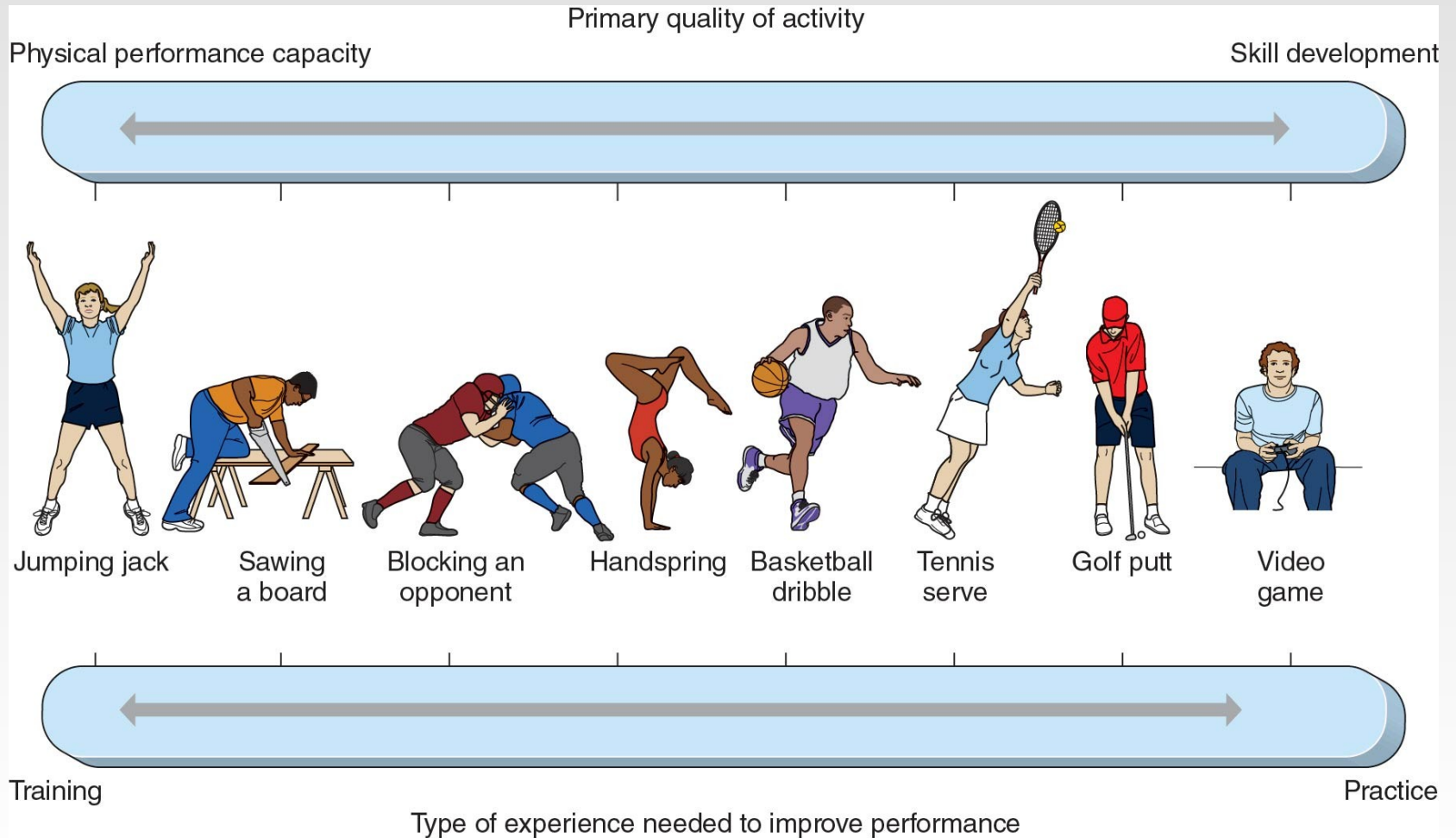
Skill, Practice, and Learning

- **Motor skills:** Physical activities in which performers try to attain goals by executing efficient, coordinated motor responses
- **Practice:** Physical activity experience that involves cognitive processing and leads to skill improvement
- **Learning:** Permanent alteration in the functioning of the nervous system that enables performers to achieve predetermined goals consistently

Physical Performance Capacity, Training, and Conditioning

- **Physical performance capacity:** Aspects of physical activity developed through training
- **Training:** Physical activity carried out for the purpose of conditioning one for performance in an athletic or other event
- **Conditioning:** Temporary end state of training reflected in the performer's possessing adequate strength, endurance, and flexibility to carry out desired tasks

Figure 3.4



Performance Experience and Physical Fitness

- **A physically fit person**
 - can perform the essential activities of daily living at a high level,
 - has sufficient energy remaining to pursue an active leisure life, and
 - can meet unexpected physical demands that emergencies may impose.

Types of Physical Fitness

- Motor performance fitness
- Health-related fitness

Depth and Breadth of Experience

Generalists vs. specialists

- **Depth of capacity**
- **Breadth of capacity**
- **Advantages and disadvantages**

Figure 3.6

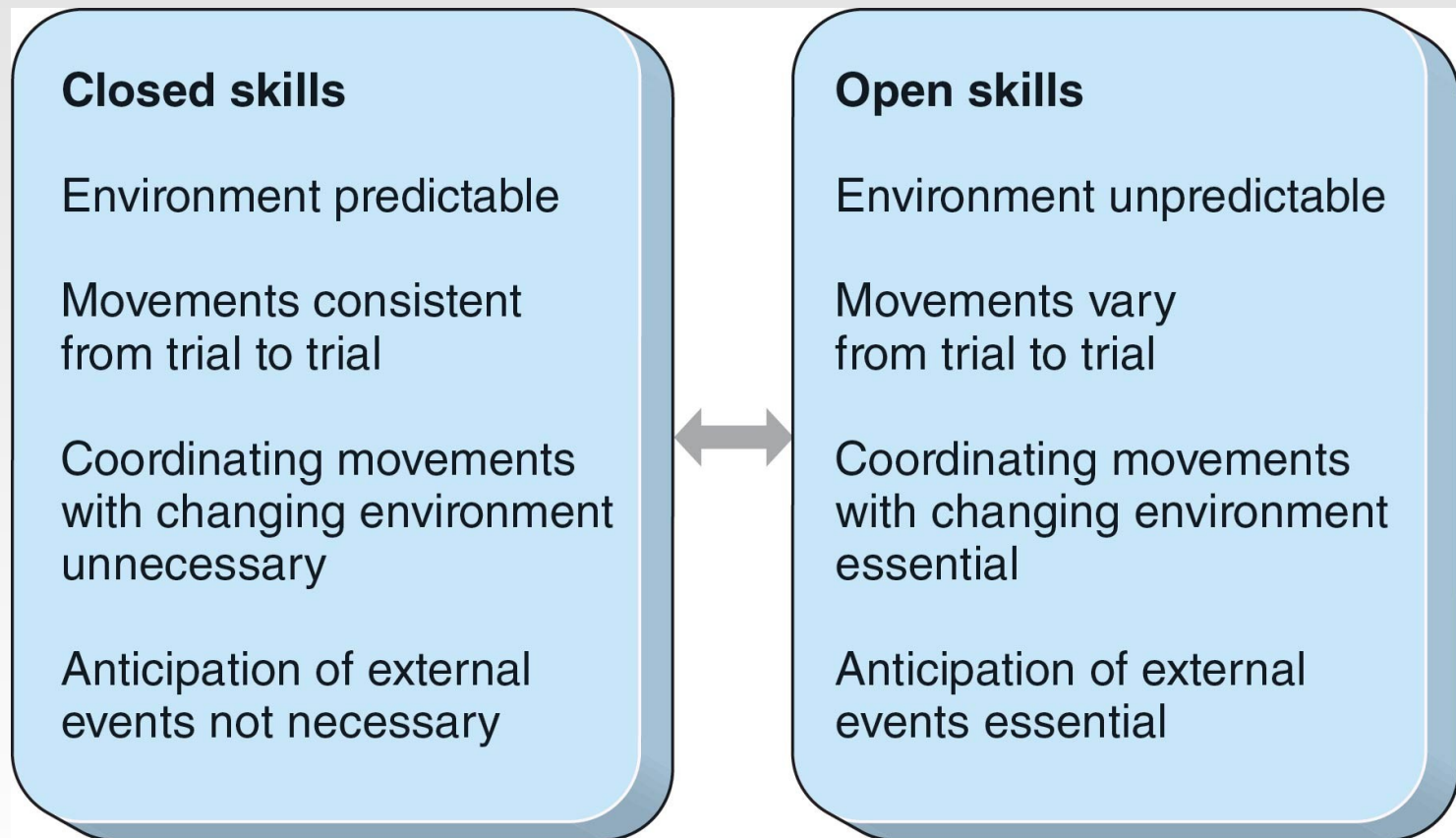
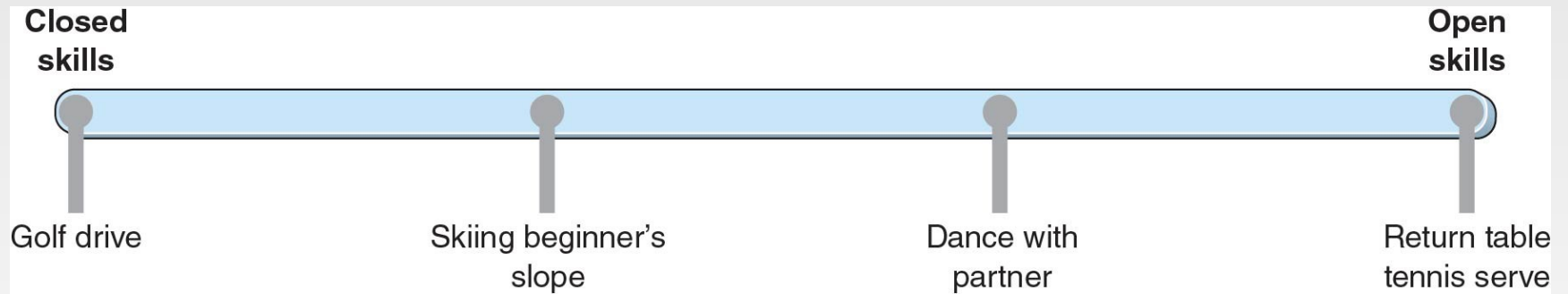


Figure 3.7



Tailoring Activities

- **Principle of quality**

Experiences that engage us in the critical components of an activity are most likely to improve our capacity to perform that activity.

- **Principle of quantity**

Increasing the frequency of experiences that engage us in the critical components of a physical activity will lead to increases in our capacity to perform that activity.

Task Analysis

- **Critical for deciding how to design practice and training for maximal effectiveness**
- **The systematic examination of a particular physical activity for the purpose of disclosing its critical components**

Critical Component

- **The aspect of an activity deemed most important for successfully performing that activity**

Figure 3.5

		Principle of quality	
		Appropriateness of critical component selected	
		Appropriate	Inappropriate
Principle of quantity Frequency of engagement	High level of engagement	Decision A Optimal progress	Decision B No progress or possibly regress
	Low level of engagement	Decision C Little progress	Decision D No progress

Physical Activity Experience to Maximize Improvements

Specific improvements in our learning and conditioning require the following:

- Intelligently and systematically planned physical activities
- Physical activities that engage the individual in the critical components of the activity as frequently as possible

Heredity and Experience

- **Abilities as building blocks for experience: genetic predispositions**
- **Interactions of experience and abilities**
 - Underachievers
 - Overachievers
- **“Heart”**

Your Activity Experience

- **Think about your own activity experiences and their influence on your capacity to perform particular skills or achieve certain levels of fitness.**
- **Which factors had the greatest impact on your achievement of your performance and fitness goals?**