Questions for chapter 3 slides:

1. Point out the nuances of the definition of abilities given in the second slide (what limits are given – it’s not just the “be all and end all,” is it?).

2. The specific and general motor abilities hypotheses:
   a. Which is the more valid (realistic, closer to “the truth,” supported by the research) of the two? In your own words, give reasons why one is thought to be more valid than the other. Suggest a lab (experiment) we might run in class to test whether these reasons are good ones.
   b. We’ve all come across someone who seems to be good at every sport they attempt. How does the more valid of the two competing hypotheses explain this?

3. Explain the notion that abilities “explain variation in performance” described in slide number 10 (the one with the graph of the different skills – cycling, catching, chess, and throwing).

Interpretation questions...

4. Slides 10-13 explain the research that has given rise to the ideas about abilities that are put forward in the chapter. Basically, we have evidence of an association between these things called abilities and the skills that they support. Where might this relationship have come from if not from such hypothetical constructs as abilities?

5. What is the overall conclusion of the slide show, and upon what argument is this conclusion reached?

6. Based on the last few slides, how might we ensure that people are lifelong “addicts” of physical activity?