



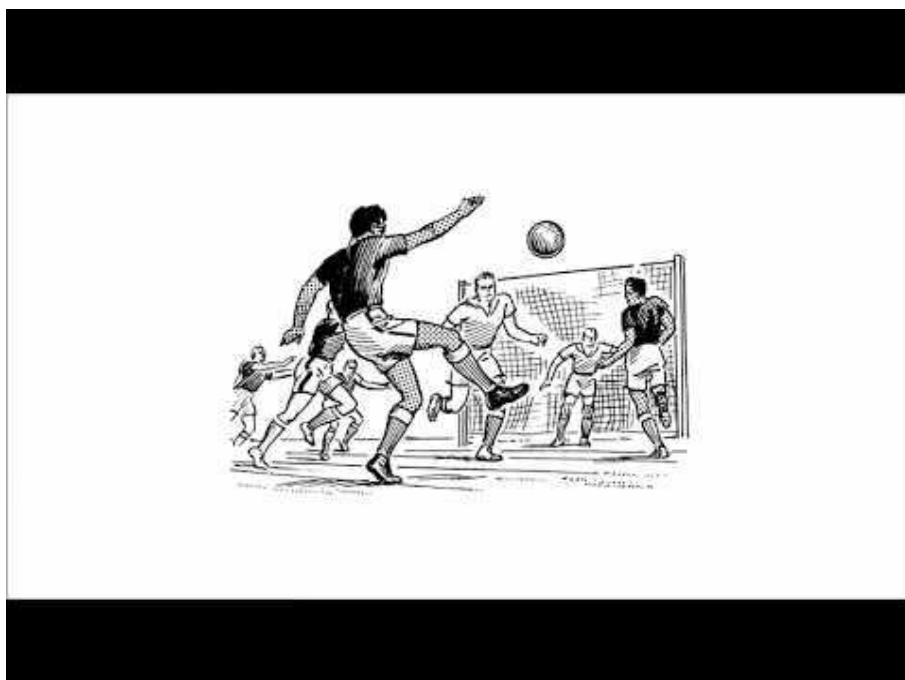
MASTER THE BODY

Lots of opportunities for movement variability, in representative contexts that support information-movement coupling.



Research has demonstrated that **functional movement variability** is an important part of skilled performance. This necessitates plenty of opportunities for learners to '*explore different ways to coordinate their movements to achieve specific movement goals*' (Davids et al. 2005), which can empower young players with a variety of movement possibilities that they can use to exploit different moments within a game.

One key component of this is **degeneracy**, the ability of our neurobiological systems to achieve the same or different outcomes in a variety of situations. The below video clip (Opposite Direction 2017) provides an excellent practical example of degeneracy, with learners exploring different movement patterns to achieve similar outcomes. **At C.A.R.D.S, we provide learners with freedom to trial different solutions to problems designed, generating many opportunities for variability and the expression of individual difference.**



EMPHASISING AN EXTERNAL FOCUS OF ATTENTION

Traditional coaching methods have tended to teach skill through *explicit learning*, where learners are pushed to consciously reflect on what their body segments are doing during movement. However, at C.A.R.D.S we look to focus more on **implicitly learned movements** (learnt unconsciously, without rules and instructions, allowing movements to flow automatically), which studies have shown stand up better to the demands of the noisy and fast-changing dynamics of invasion sports like soccer.

Such an approach emphasises an **external focus of attention**, where the learner's attention is guided to the **effect of the action**, as opposed to what their body is doing. Research has shown that this promotes greater self-organisation compared to internal focuses, supporting functional movement variability, building self-confidence and generating feelings of autonomy.