



RESILIENCE



The skill to adapt to pressure.

'Sport provides opportunities to prove that failure isn't fatal, setbacks are tolerable, and that adversity can help us be stronger in sport, work, and life...' (Dr Martin Turner)

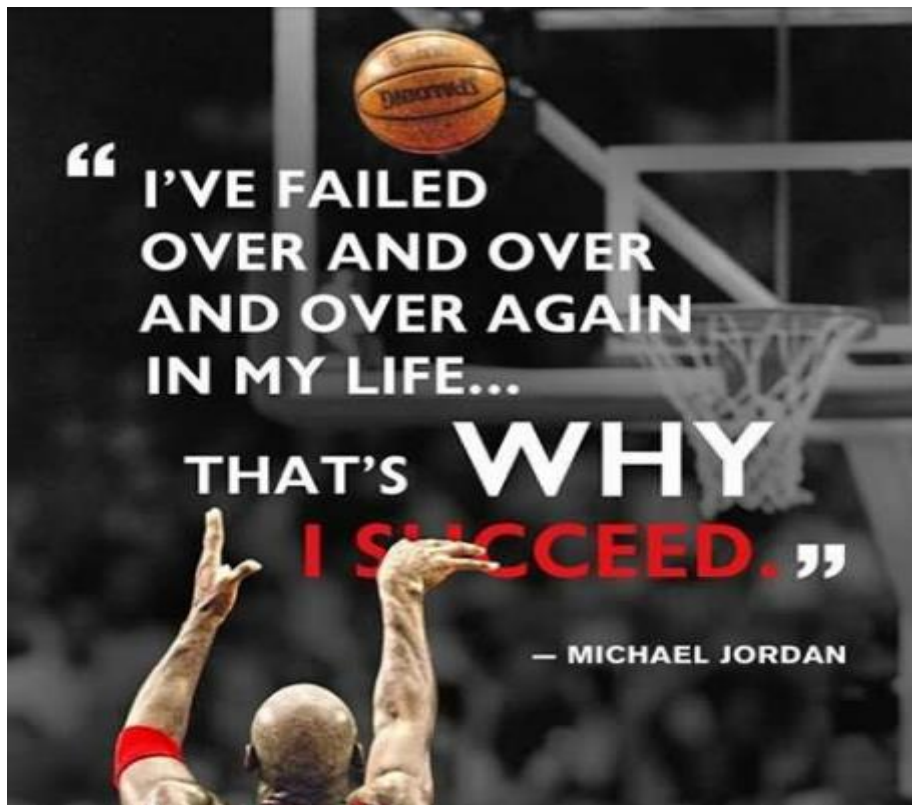
Resilience is defined as *the capacity to recover quickly from difficulties*, with sport an ideal environment for such learning. Research has shown that those able to accept, rationalise and learn from adversity and moments of 'failure' tend to exhibit less anxiety, less anger, and less depression. The key feature of such resilience is a recognition that it is how we view adverse situations - rather than the situations themselves - that dictates emotional health. Our perceptions of adversity can help us channel it to aid our development in whatever it is we are doing, a way of thinking we look to promote through our coaching at C.A.R.D.S.

RESILIENCE IN SPORT

Learning and playing sport are inherently emotional experiences yet coaching often seeks to eliminate emotion from learning environments, in a bid to produce structured and

predictable behaviour. Examples of this are isolated practice tasks that eliminate pressure and the potential of 'failure'.

At C.A.R.D.S, we believe that this approach is both unrealistic and detrimental to the individual learning experience, with emotional engagement essential for effective learning. Instead, we create tasks that cater for both skill acquisition and the basic psychological needs of individual learners, helping to foster a deeper engagement in young players for learning and performance.



WHEN IS RESILIENCE BEST DEVELOPED?

Resilience is developed from early childhood, necessitating the provision of **challenge** for learners at **all** ages. However, this needs to be adjusted based on the individual learner's needs, with strong support structures in place to foster an understanding that adverse experiences are opportunities for learning and growth.

Within these childhood years, adolescence represents a critical developmental juncture for nurturing mental and emotional strengths. At C.A.R.D.S, we begin to strongly emphasise the development of resilience in our **Illuminati** (10-12 years) and **Creator** (12-14 years) stages of learning. However, we still look to provide appropriate challenge - and subtly nurture resilience - at earlier stages of learning.

HOW DOES C.A.R.D.S LOOK TO DEVELOP RESILIENCE?

Emotions are an inherent part of human nature and their presence in learning experiences can add context to actions, as opposed to the sense of 'going through the motions' that isolated drills often engender. To develop resilience, we incorporate the below three features into our learning environments:

Task Oriented and Mastery Environments	Encouraging players to focus on their individual and team mastery of a task , as opposed to comparing themselves and their perceived 'success' to others.
A Facilitative Environment	Facilitative learning environments have been shown to help foster resilience, when the two crucial concepts of challenge and support are built into learning. Challenge involves high expectations of what learners can achieve - which can nurture accountability and responsibility - while support builds trust and supports learning.
Challenge Mindsets	For a facilitative environment to be successful, challenge mindsets need to be fostered in learners. A challenge mindset interprets and evaluates difficult situations and learning moments positively, rather than seeing them as threats or insurmountable challenges.

The above three features strongly align with **challenge** - one of our four leading values - and are explained in more detail there.