**Supplementary material: Study overview**

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| Research Questions | Data comes from:  Observation  Field notes  Interviews  Informal conversations  Contextual historical analysis | Theoretical frameworks  -How can we understand the data? | How does the data fit the literature? | How do we explain the findings theoretically? | Design of practical implications- |
| Is there a connection between young players interactions with relevant fields of affordances and the intentions of coaches at AIK youth football, with the socio-cultural and historical context ?  To what extent is the value-directedness that players experience on the football pitch related to the macrosystems, socio-cultural constraints, and forms of life that influence responsiveness to affordances?  What are the ‘sticky’ socially and culturally constructed values, beliefs and attitudes contributing to system inertia? | Skytteholmens IP  Råsunda IP  Huvudstafältet IP  Friends Arena  AIK head office  Video  Forum Karlberg  NGB guidelines and reports, coach education  Nordic Sports Forum Archive  Center for Sports Science (CIF) archive  Newspapers  Books  TV  Online websites and blogs | *Organised using the* **Athletic Talent Development Environment (ATDE)**  *and understood as socio-cultural historical constraints using the* **Learning in Development Research Framework (LDRF)**  **Ecological Dynamics**  **Skilled intentionality framework**  **Form of life**  **Affordances are relational** | Skill and talent not a trait possessed by individuals alone, but a property of the athlete- environment system, subject to changing constraints**”** (Hristovski et al, 2012. p. 27) and the socially and culturally evolving form of life.  A form of life can be described as regular behavioural patterns (e.g., movements, ways of thinking, and perceiving or otherwise) manifest as constraints in the normative behaviours and customs of our communities and cultures (Rietveld & Kiverstein, 2014; van Dijk & Rietveld, 2017).  Social, cultural, and historical contexts are important constraints on the development and understanding of skilled performance (Araújo et al., 2010; Uehara et al., 2014)  *This can illuminate some*  Path dependencies (Kiely, 2018) | **Ecological Dynamics**  *in particular the*  ecological notion of ***affordances*** (Gibson, 1979), extended to the interconnected **socio-material** properties of the environment one inhabits (van Dijk & Rietveld, 2017  *and how*  socio-cultural constraints shape the **value directedness** of player-environment **intentionality**  Sports organisations, teams and individuals as complex adaptive systems  skill learning occurs in the midst of ongoing developmental changes within specific socio-cultural contexts  Training sessions do not take place in a socio-cultural vacuum but are deeply entangled within meaningful contexts of a broader societal form of life  *which shape*  persistent affordances within the ecological niche | Probes to dampen or amplify socio-cultural constraints (Snowden & Boone, 2007)  **AIK Base**  *Introduced on-field during 2019 extensively through weekly club organised extra training from April to June and September to November.*  *Consists of*  Constraints Led Approach  Non-Linear Pedagogy  (Chow et al., 2011)  Football Interactions  Modified three-stage learning model, search and exploration; discovery and stabilization; exploitation (see (Davids et al., 2012)  **The Contemporary Player Learning in Development Framework**  *Introduced throughout 2021 with both online and on-field education.*  *Consists of*  Foundations for Task Design Model (Sullivan et al., 2021)  Shaping Skilled Intentions (Vaughan et al., 2021)  Video: <https://www.youtube.com/watch?v=Fsi6lLmuCC4&t=7s>  Player Learning in Development Cycle (Sullivan et al., 2021) |