**TOVO**

**December 10 – 11, 2019**

**Field:**

Everything is about: Timing and exploit space

Pass the ball to the farest foot in order to continue have the three supporting options.

Way to show the players and visualize how to support the player with the ball:

Rondo:

Always on a rondo you (have) need to support on:

Width and depth

Width: Right and Left

Depth: Up and Down

**Classroom:**

Coach is an EDUCATOR get out what they know

Learning

If they smile/laughing they are having fun even if it is on the fitness part of the session (coaching the right way/drill)

\*Train the brain and the relationship between time and space.

Space and time is reading the environment

**Why you coaching:** So the children may flourish

Values

Joy

Learning

Health

Passion

Opportunity

\*We can agree that everything we explore, every concept we present, every strategy we employ will aim to support the positive development of our athletes.

Club Philosophy:

Propose

Do your club have a clear WHY?

What guides your club?

Propose to Policy (players first)

**Footballers First**

“We have to help children reach their own 100%, it is wonderful to be a good footballer, but even more important to be a good person”

Johan Cruyff

\*\*\*\* (This is part of our Club philosophy) \*\*\*\*

**TOVO Footballer**

**Cognition**

Perception

Conception

Decision

(Deception)

Execution

Assessment

**Competence**

Ball Control

Movement

Position Play

Principles of Play

System of Play

**Character**

Positive

Respectful

Ambitious

Dedicated

Reflective

Resilient

**THINK EXECUTE (PERFORM)**

**Sleep Study Exercise Nutrition**

**Coach’s intervention can improve the children’s life**

**Quality/Actions of an intelligent player**

“Actions is the real measure of intelligence” Napolean Hill

“An intelligent footballer finds and exploits space” Todd Beane

TOVO Cognitive Loop

#1. Perceive

#6. Assess

#3. Decide

#4. Deceive

#5. Execute

#2. Conceive

**Myth 1: Skill Acquisition:**

It will be a mistake to teach a child to ride a bicycle by first teaching them to steer, then to pedal, to balance and finally to put all of these skills together at once.

Why these skills are so deeply connected that to practice them apart from each other is to hardly practice them at all.

Michael Pershan (referencing van Merrienboer)

**Myth 2: Dogged Repetition:**

It is widely believed by teachers, trainers, and coaches that the most effective way to master a new skill is to give it dogged, single-minded focus, practicing over and over until you’ve got it down.

What’s apparent from the research is that gains achieved during massed practice are transitory and melt away quickly.

Brown, Roediger, and McDaniel.

**Cognitive Development Defined**

From birth, we begin to actively learn. We gather, sort, and process information using the data to develop perception and thinking skills.

Cognitive development refers to how a person

**perceives, thinks and gains understandings**

Learning Concept 1

**Cognitive Fidelity**

What we have discovered is that a key factor for an affective transfer from the training environment to reality is that the training program ensures “Cognitive Fidelity”, this is, it should faithfully represent the mental demands that happen in the real world. **Daniel Gopher**

Mastery (“Instinctive”)

All Studies confirm the major factor distinguishing novice from expert problem solvers was not knowledge of sophisticated, general problem solving strategies but, rather, knowledge of an enormous number of problem states and their associated moves.

Sweller, van Merrienboer, and Pass, Cognitive Architecture and Structural Design

Learning Concept 2

**Pattern Recognition**

Mental Representations

“In pretty much every area, a hallmark of expert performance is the ability to **see patters in collections of things”**

The best players recognize and **respond to the patterns almost instantaneously**, taking advantage of weaknesses or opening as soon as they appear.

Much of deliberate practice involves developing ever more efficient **mental representations** that you can use in whatever activity you practicing.

Better mental representations lead to better performance

Ander Ericsson

**Pattern Recognition (Fig 1)**

**Pattern Recognition (Fig 2)**

**3C PP2 SP**

**Cognition**

Perception

Conception

Decision

(Deception)

Execution

Assessment

**Competence**

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**Position Play**

Angles

Distance

Timing

Lines

Situation

**14 Principles of Play**

**Manage Oneself**

1. Perceive and Conceive
2. Decide and Deceive
3. Execute and Assess

**Mange Space**

1. Create and Close Space
2. Attack 1,2,3
3. Pressure Quickly on Transition
4. Organize Defense on Offense
5. Defend

1, 2, 3

**Managing the Ball**

1. Keep it Simple
2. Play What You see
3. Receive with Intent
4. Pass with a Propose
5. Keep & Move the Ball
6. Advance the Ball

**System of Play**

F4: 1.2.1

F7: 1.3.2.1

F9: 1.3.2.3

F11: 1.4.3.3