TOVO

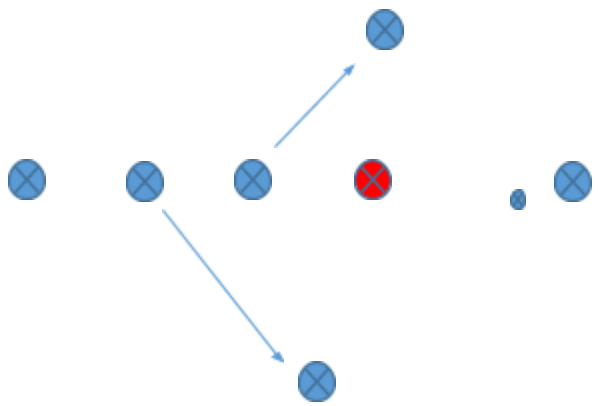
December 10 – 11, 2019

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	**Competence**	**Character**
Perception	Ball Control	Positive
Conception	Movement	Respectful
Decision	Position Play	Ambitious
(Deception)	Principles of Play	Dedicated
Execution	System of Play	Reflective
Assessment		Resilient
↑	↑	↑
THINK	**EXECUTE**	**(PERFORM)**

Sleep	**Study**	**Exercise**	**Nutrition**

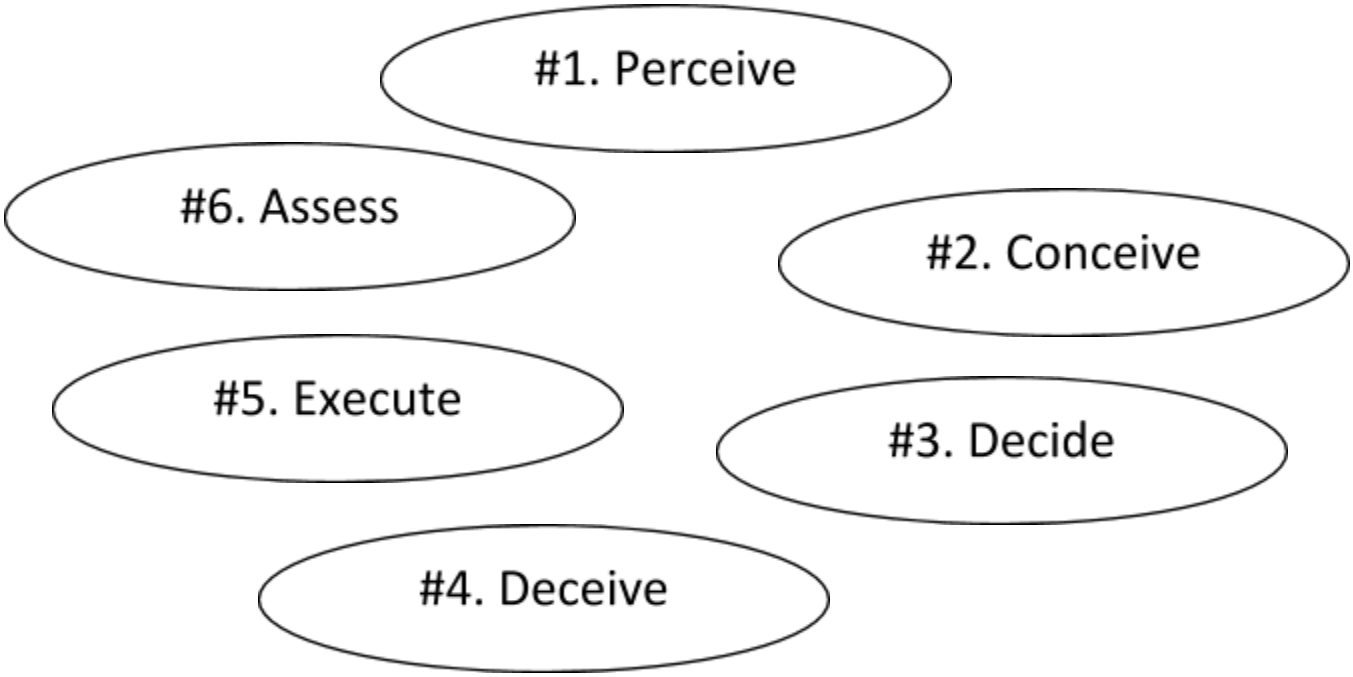
<u>Coach's intervention can improve the children's life</u>

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



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 <u>are transitory and melt away quickly.</u>

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”**

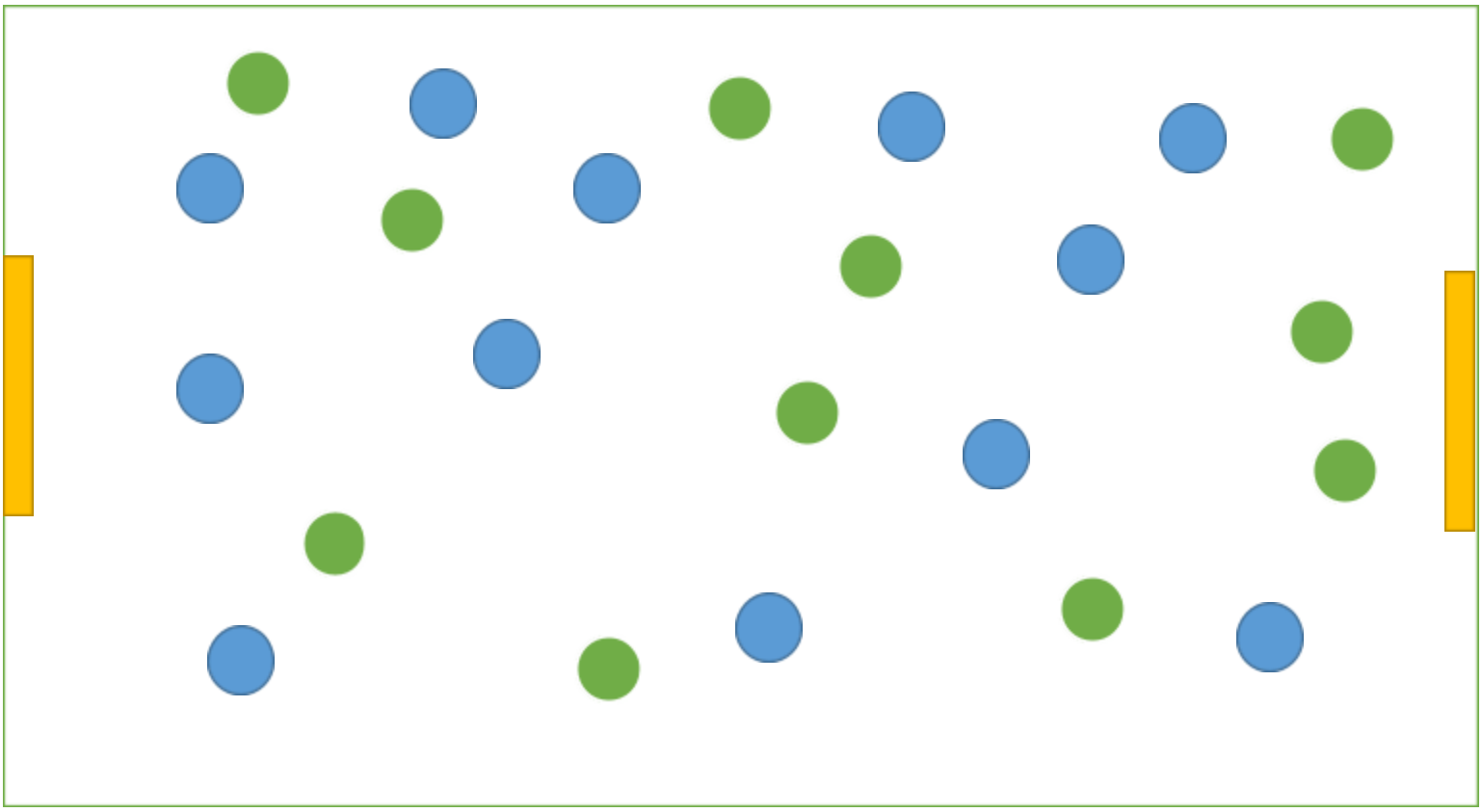
The best players recognize and **respond to the patterns almost instantaneously**, taking advantage of weaknesses or opening as soon as they appear.

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

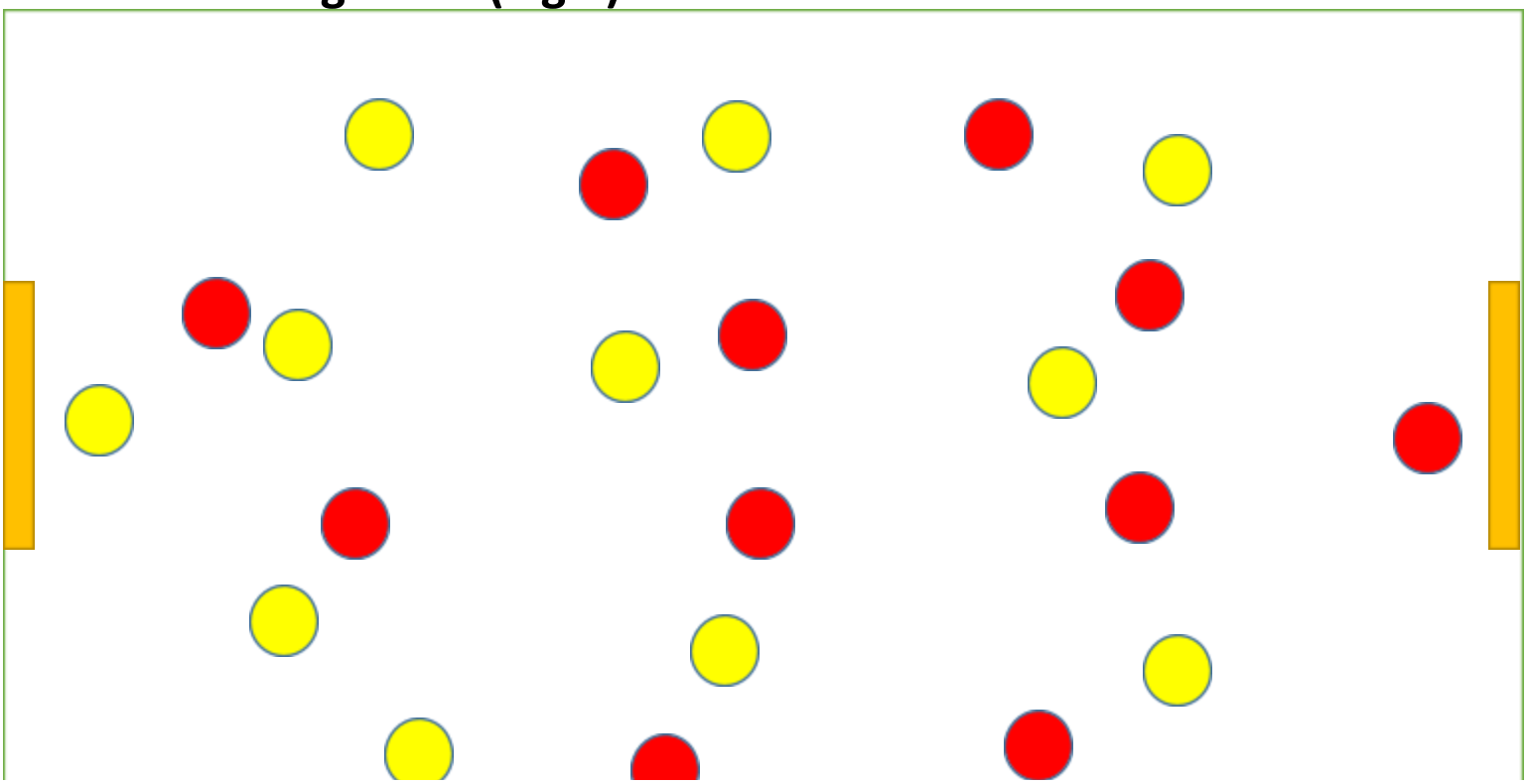
Better mental representations lead to better performance

Ander Ericsson

Pattern Recognition (Fig 1)



Pattern Recognition (Fig 2)



3C

Cognition

Perception
Conception
Decision
(Deception)
Execution
Assessment

Competence

Ball Control
Movement
Position Play
Principles of play
Systems of Play

Character

Positive
Respectful
Ambitious
Dedicated
Reflective
Resilient

PP2

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

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

Managing the Ball

9. Keep it Simple
10. Play What You see

SP

11. Receive with Intent
12. Pass with a Propose
13. Keep & Move the Ball
14. 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