



smartfootball

Level 1

PRESENTATION

Smartfootball (SF) is an educational system designed to train intelligent and creative football players and is the result of the integration of the progress made by cognitive neuroscience attached to the learning process of a football player.

All disciplines related to human being should consider the brain as a basic and essential element to optimize performance. Absolutely everything is connected and directed by the brain; picks up the stimuli received from the environment, filters, interprets, stores, is responsible for memory, motor acts, emotions, behavior, decision making... And despite the relevance of all functions it's away and forgets obsessively. Ignore its importance and remain passive is irresponsible of all, in the world of football, we are complicit.

SF provides a new paradigm to train football players. A paradigm which breaks with previous models and rotates around a new concept: "football teaching based on the brain and its plasticity."

SF is a cerebral enrichment program. The whole methodology is designed from the point of view of the brain and its growth requirements and optimization. Stimuli, environments, objectives, contents, planning, steps, terminology, evaluations, teaching style... All this has adapted and designed to develop and optimize the brain of our players. Smartfootball proposes induce structural changes in their brains and these changes help them respond, independently, original and creative, to the many challenges the game proposes.

TEACHING FOOTBALL BRAIN-BASED

Football is a decisional sport. You cannot play football without a brain to process the stimuli it receives, interprets and make decisions. Everything what does a football player during a match previously passed through his brain. The brain is the main instrument of work and its effectiveness and efficiency is determined by the genome and sinaptoma.

The genome is the set of inherited genes that remain unchanged throughout life. Instead the sinaptoma refers to the set of neurons, their connections and their insulating capacity changes and modifies with experience. This plastic capacity, however, determine that every brain is unique and different and gives each player a talent and own identity.

The brain is plastic, malleable, and may change, learn and unlearn, throughout life. This brain plasticity provides the ability to configure the brains of players from small and adapt to the needs of football. Academies and technicians are responsible for guiding and optimizing the brain configuration. Fortunately, future brain, and thus configurations, the football intelligence and creativity of the players depend on the educational process used and the stimuli received by the brain during the training process.

1. LEARN TAKING DECISIONS

One of the essential characteristics of football is the continuous process of decision-making performed by the player during the competition. Deciding is inherent to football and footballer, and all methodologies should be as central decision-making. You can not set a specific football sinaptoma if the player does not make specific decisions about football.

If you want to improve the perception capacity, decision-making and braking capacity of the player's brain, the player must always work in dynamic environments, exposed to change and uncertainty, and global and systemic contexts where they work and learn together all aspects of the game: technical, tactical, physical and psychological. It is the only way to set a specific football sinaptoma and adapt it to his perceptual, decisional and systemic characteristics.

The same happens with technical out-of-context exercises where players make circuits and repeated ad nauseam the same technical gestures on identical stable environments, day after day, month after month, year after year. Hundreds of hours without modeling the brain; thousands of hours myelinate nothing and, therefore, wasted hours. Many technical works associated with ball decision, but this relationship is not always true. There are many exercises where you work with all but the brain is on vacation.

In SF we have eliminated all exercises of analytical physic training and out-of-context technique. We removed all the exercises where you only run, where the player has kidnapped his brain and acts only in accordance with the rigid patterns of a static environment.

2. LEARNING BASED IN PROBLEMS

SF uses the game as a teaching strategy for optimal development. In SF we propose a learning system that uses the problems and questions as a starting point for the acquisition and integration of new knowledge. It is learning focused in player, where the trainer acts as a facilitator or guide the learning process.

A problem is an intentional learning situation which induces a cognitive imbalance between player and environment; teammates, opponents, space, rules... and is research of individual and collective solutions which stimulates learning, generates knowledge into action and help to set the sinaptoma.

The period of time in which the player has been immersed in the action looking for solutions in SF is called research time or reflective practice. Learning may be increased if joins it a reflexive dialogue between coach and players during the breaks. In this dialogue coach makes his players think through questioning. This period of time is called: time of collective thinking.

Problems should be attractive, poorly defined and structured, adapted to the players and open, that is, to enable multiple reflections and multilateral solutions. A problem should serve to

reflect, preferably, on model content but must never be exclusive in relation to other learning contents.

Inside the SF Methodology two types of problems are worked and used. On one hand, problems with "shared aims" are those in which all members involved in the solution share the same aims when they have the ball and when they do not. In Problems with different objectives, aims of a team (offensive and defensive) are different from the other team.

3. NO SOLUTIONS ARE GIVEN

SF is ruled by a principle: "Never tell the players what they can find out for themselves." Receptive knowledge must give way to reflective learning. If the aim is to develop intelligent and creative players, the first requirement will make them think and encourage them cognitively.

In the conventional learning the player's brain is braking and handcuffed by technicians. The coach gives them all the information and complete guidelines for action and the player just executes. When the player makes a mistake, the coach corrects and gives the solution. In this way the player doesn't think and a brain seizure is produced. When the solution is offered, reflective learning disappears in favor of repetitive learning. Players with an ability to do exactly what the coach tells them, but with little capacity to play the game and know the whys are then formed.

4. THE INCALCULABLE VALUE OF A GOOD QUESTION

Technicians must guide and ask questions to the players to cause cognitive conflicts and ensure that the default aspects of the learning model that should be learned, they are identified, investigated and reflected upon. The technician asks questions to focus on learning and do not get lost in a full cognitive possibilities like football space.

The question is the basic element of the reflective dialogue between players and coach. They should be open questions that encourage and promote the player to continue to investigate, to continue testing solutions. Under no circumstances the coach should raise his voice. The questions are not to be in interrogative style and intrusive, with which the player feel invaded, threatened and despised. You can use what, how, who, where, when.

What do you think is going on?

How do you think we can fix it?

Who do you think can help you?

What can stop you?

Ok, let's try...

Through questions coaches should provide minimal information and encourage players to find their own solutions. Many times players believe they have the solution; let them try, to see for

themselves if it is the right solution. Let's try! Thus the player will discover that he is the protagonist of their learning, who has to develop strategies to learn from his reflection, helps the coach and his teammates.

The technician should assume their new role; not only has to know the information you want to convey to their players, will now be necessary especially to use and choose appropriate times and select questions suitable to cause reflection and greater cognitive impact.

5. FEEDBACK AND ERROR TREATMENT

Successful learning does not consist in make any mistakes, all the opposite, successful learning consists in how to handle the error. If before the error you are not acted pedagogically, the cognitive impact will be low and consequently leave out a good opportunity to generate learning. We must reflect on the mistakes and do it from a pedagogical perspective.

When a player is immersed in solving a problem, he will be able to reflect on two occasions and in different ways;

- During reflective practice. The player, during the action, himself is becoming aware of his rights and wrongs, and his teammates ones too, and based on these adapts his behavior and performance. The technician observes and provides feedback only at specific times without interrupting the game.
- At the time of collective reflection after the action, in which the coach takes part. Many times the player does not realize the mistake and is the coach who must intervene to discover and induce reflection.

The technician must intervene to guide the process, but will act as so important not to intervene. You have to know how to stop the desire to intervene and to be protagonists, and we must leave it to the players who attempt to complete on their own cognitive process.

6. CREATIVE FOOTBALLERS

To create is to think of new things and do them. It is understood that a player is creative when he is able to interpret reality differently, detect problems that others do not see and find original solutions.

A creative player differs from another who is not primarily in the ability to tolerate the failure and its consequences. The creative player is able to take failures and that capability gives him the strength and confidence to try again and again. Great players are able to have different thoughts because their brains are designed and prepared to tolerate error. The error is part of success and you have to prepare the players to make mistakes. It's the only way they can get original answers.

The risk and danger are always real, but the fear is only in our brain. Fear is subjective. It is the result of our experience and depends on learning. Fear causes stress and stress consumes glucose that the brain needs to make decisions.

The use of styles of management education, poor attitude in front of error, negative reinforcement, excessive authority and lack of pedagogical training of technical encourage players to use eminently conservative answers and discard those that pose. Players who cannot tolerate any fears they may not be comfortable in risk situations because their lessons have not been conducted properly.

7. POSITIVE EMOTIONAL ENVIRONMENTS

The coach should focus his work not only in form players, but especially in training people. The technician must pass on knowledge, attitudes, values, the importance of learning, its meaning, the sense of effort, self-control, collaboration... But above all the child has to enjoy, it is imperative that the child has a good time and be happy. Learning to play football and be happy is fully supported.

In SF we need to link the positive emotional learning environments. The technician should create an open and positive learning atmosphere. During the sessions shall be binding enrich emotionally the problems contexts in order to learning experiences linked to experiences of pleasure and well-being generated. You should also inspire and infect player's passion for learning. Think should be fun for the players, never traumatic. No fears, decisions are more creative and free.

Children and adults need to learn while having fun. This will increase the motivation to learn from the player and turn what they learn will endure for much longer in the memory; do not forget that emotions are the best glue to memory.

8. UNCONSCIOUS DECISIONS

Football is a sport of conscious and unconscious decisions. Consciousness does not pay attention to a lot of the work done by the body of a player during the game.

Perceiving-analyze-decide and implement or inhibited (PAD + I) is a process that is repeated millions of times during a game and should be done in milliseconds. The football player is continuously exposed to space-time pressure that makes it difficult to be cautious and thoughtful when making decisions. It's impossible to evaluate carefully all the pros and cons of each decision. Football is fast cognition. If in football we had to think carefully about the thousands of decisions we take, we would block us and we could not play. The needs of our sinaptoma to give ultra fast answers to the problems generated in the football changing environments and three-dimensional, these are the main reason why the brain is forced to move to the subconscious conscious operations.

What information is important at all times? Here is the key talent and success of smart and creative players. The brain of each player must create a specific recognition football system that allows him filter and select the most relevant markers in his environment, quickly, efficiently and unconsciously.

This marker recognition system for football is configurable. SF pays special attention to the design problems. The space research are fit and the rules to increase or decrease the spatiotemporal pressure in order to force players to take all kind of decisions, conscious and unconscious. We look for to induce adaptations sinaptoma to help them move all the elements of the cognitive process to the unconscious brain areas.

9. THE TECHNICIAN

A football coach is who configure brains in order to know when, how, why and where to act. The technician must have developed their ability to observe and learn, interpret educational needs and make decisions. He must listen, stay calm, develop in his players their ability to think and arouse interest in learning.

The technician must have mechanisms to encourage the development and autonomy of the players, unlock situations and good ability of mental representation. It is a model and a transmitter of knowledge. It is not a mere communicator of knowledge. He promotes learning through stimuli that are intended to be made by players, in order to reach behavior modification and because the team system works.

SF subtracts the protagonism to the exercises and it's added to the technician. It's not only enough to have good problems, but the technician must know to maximize the potential for learning which provides each one of them. A good problem with a bad technician only serves to tire the players.

10. LEARNING SESSIONS

A learning session is a period where football specific neuroplasticity occurs. During the session all concepts related to Learning Model and the Model Game are learned.

SF session is not divided into parts. No warm-ups (physical concept) or main part (everything is important), or cool down (physical concept). No physical objectives pursued. No exercises are performed to improve speed, endurance or strength. Problems arise for players to find solutions and these solutions cause cognitive and physical adaptations. They are systemic and specific adaptations of the game in which the synapse and physical player development occurs together.

The technician identifies needs, designs problems and shows them to his players in the dressing room. Players must understand the problems before leaving the field. In SF training begins in the locker room.

Once in the field, players must solve problems using their previous knowledge. They should seek and test solutions and reflect individually and collectively on what has been done so. The technician is who determines the time of investigation. The active participation of the player is important to be high but it is not the most important, do not obsess with this concept. What is really important is the time of brain activation that defines the time the brain is active during the learning session.

SF preferably uses four problems during the training session in the field. The number and type of problems must be adapted to the characteristics and needs of the players. They may be sufficient twenty minutes of research and reflection for each of them and this time can be split to suit the educational needs of content and players.

Problem 1 (P.1). Squares

In SF, at the beginning of the session are often used problems where players solve game situations in small spaces without specific roles, with a medium to high density in decision-making and low physical demand.

The high temporal and spatial pressure in these problems favors the unconscious technical and tactical learning. The player explores, invents and learns in a fun way without realizing it. Over time, the perception is favored, decision-making and ultra fast execution.

Supports, get clear, create and cover pass lanes, ball speed, rational occupation of space, targeting teammates and opponents, asses risks in the passes, learn to sketch out, pressing and overcome the pressing, transitions (counterattack)... the player learns and be happy. SF recommends work the firsts twenty minutes of every session with squares.

Problem 2 (P.2). Possession games

After the squares we may carry on researching over the possession and the recovery of possession in larger spaces. It is intended to give the player tools in order to interpret and occupy the spaces rationally; he is able to act global and systemic and interpret correctly the aid in offensive and defensive level. The concepts of possession, hustling defensive zone, press the ball lost, transitions and offensive and defensive balances.

We use large spaces where all the players participate or almost all. The number of stimuli is increased and there is proximity to the characteristics of the competition but spaces are still different for positions and roles are poorly defined. These are physical problems with an average load (R2-R3) and a medium-high cognitive demand (CD2).

Problem 3. (P.3.). Counterattacks and finishing

These are problems that are used to reflect the players on quick attacks, counterattacks, duels and endings. It tries to work in real spaces with spatial and temporal pressure. Great goals and goalkeeper are used. These are problems with very high physical demands (R5-R6) and a medium-high cognitive demand (CD2-CD3). Counterattacks and endings work completion are not work of maximum speed. These problems are not made to improve speed. The player must always adjust your speed to the needs of the problem to solve it effectively.

When counterattack and defense counterattack we add offensive and defensive transition, the problem is about the competitive reality and physical and cognitive demands increase. The player learns to change and adjust their role immediately. SF gives much importance to work transitions. Investigate and reflect on the role changes, attack-defense and defense to attack, coupled with the decisional and positional anticipation of the loss and recovery of the ball, achieve their neural networks are interconnected and intertwined and understand the competition as a whole in which there's no separate moments of the game.

Problem 4 (P.4.). Real game situations

These are problems in real game situations. Spaces and roles by positions are similar to those of the competition. We may investigate and reflect on any aspect related to the contents of the Learning Model and Game Model. These are problems with high or very high physical demands (R3-R4) and a high cognitive demand (CD3). It combines technical content and uses problems with different objectives.

Everything perceived, analyzed, what was decided and executed by the player needs an individual and collective reflection with teammates and with the coach on the field. But at the end of the session, and in the dressing room it should also be a reflection and assessment of training with the players and try anything that might help generate learning.

Goalkeepers, in SF, investigate and reflect a specialist goalkeeping coach. P1 and P2 normally work with goalkeeping coach and P3 and P4 make it with the team. It is advisable that occasionally work in P1 and P2 with the team playing with feet to improve their technique and understanding of the game. SF is imperative that the goalkeeper can play well with his feet.

11. COGNITIVE AND PHYSICAL EXIGENCY IN PROBLEMS

One problem is a stimulus designed by the technician to induce cognitive impairment in the player. Repetition through time of this stimulus-problem causes structural changes and adjustments in the brain. But the body of the player is systemic and everything is connected. One problem causes a systemic imbalance that induces not only answers but also physiological and cognitive and physical adaptations.

Continued troubleshooting focused on learning model will generate, in the medium and long term, brain adaptations that will lead to a better understanding of the game and specific physiological adaptations of football that will help run more efficiently and effectively decided by the brain.

Cognitive demand (CD), in SF, refers to the player's brain activity while solving the problem. This index provides information on the complexity and difficulty levels that the player within the problem when perceive, analyze, make decisions and execute. Instead the physical demands (PD) refers to the intensity, the rate of energy input to the muscle and, therefore, the energy system used by the body of the player during the time of investigation of problems.

Numerical indices, in SF, are used to quantify the demand of the problem. It is a subjective way to measure their cognitive and physiological properties. This cognitive and physical index is a way to approach the reality of the problem.

Cognitive demand (CD)

A good problem must have an enriched and adapted to the educational needs of the players environment. A simple change in the problem research space may cause an increase or decrease speed in making player decisions and therefore a variation of the level of cognitive demand it. Cognitive intensity of each problem is closely related to the quantity and quality of stimuli to perceive joined the spatiotemporal pressure which is subjected to the player.

In SF exists three levels of Cognitive Demand:

- CD1 (Problem with low cognitive intensity).
- CD2 (Problem with medium cognitive intensity).
- CD3 (Problem high, or similar than in competition, cognitive intensity).

Just as important it is to distribute the physical load during the training session and the week as cognitive load. At present the technical pay little attention to the analysis and assessment of cognitive problems. If cognitive demand problem is not known it will be difficult to adjust the times research and reflection times thereof.

Physical demand (PD)

In SF, players are not physically prepared and in out-of-context way. In SF we have eliminated all physical training exercises where the player does not see, does not analyze and does not make decisions. They have also eliminated the analytical to start warm-ups and turn calm at the end of the sessions. Removed all the work force, jumps, multijumps, plyometrics work ... that overload the muscles of the players and are primarily responsible for muscle and joint injuries of the players.

Now the physical aspects are optimized through the game, always specifically, where everything is subject to variability and unpredictability. Perhaps the variability and unpredictability of the starting point for understanding the physical training in football. The technicians have not obsessing compulsive quantification of the load. Hence the need to standardize the teaching-learning situations in order to use as little as possible tools (heart rate monitors, GPS...) that disturb the players. Standardize means to classify, characterize and typify the overall physical demands of each of the technical problems that used during training sessions. The alternative proposal is very simple: it is to calculate the average physical demands of a minute of work of each of the problems the technician uses to transmit his Learning model and Game model.

Know the physical demand of one minute average work allows us to anticipate generically load that will support the players and facilitates the selection of research times, number of sets, reps... Standardize problems to anticipate physical demands is not an exact science, but it allows to have an approximate knowledge of what will happen on a physical level.

The energy structure presented here is based on the needs of energy required when a football player is resolving a situation of teaching and learning. The study of Rhythms of ATP synthesis or energy supply to the muscle, along with the study of the intensities at which a player is exercised during the competition, has been decisive for making this system.

SF uses scatter plots in order to define each of the rhythms and intensities. It is an original and asymmetric way to locate energy systems employees in efforts to define the percentage used of his potential physical response (PPR) and, on the other hand, knowing the dispersion and variability of the efforts that appear within the research time. During the game never constant and the same intensity efforts are made. These diagrams collect the possible nature of the efforts.

In SF we use six rhythms or work intensities that collect these behaviors:

- R1. These are problems with low physical demand.
- R2. These are problems with medium physical demand.
- R3. These are problems with medium-high physical demand.
- R4. These are problems with high physical demand.
- R5. These are specific fractal efforts preferably anaerobic lactic.
- R6. These are specific fractal efforts preferably anaerobic with little lactate.

R1

It is said that a problem has a physical requirement of R1 when players are investigating a low average intensity between the 40% and 70% of its potential physical response. The metabolic pathway used is preferably aerobic and energy substrate predominantly used is fats. As in all

problems to be solved in football, within R1 are also performed accelerations and decelerations (R6) using the ATP-PC as a substrate.

R2

It is said that a problem has a physical requirement for R2 when players are investigating an average intensity between the 70% and 80% of its potential physical response. Normally they investigate below your anaerobic threshold. The metabolic pathway preferably used is aerobic. The energy substrates used are fats and carbohydrates. The dispersion of efforts is usually high and although the player is preferably exercised in R2 also performs efforts R1, R3 and R6.

R3

It is said that a problem has a physical requirement of R3 when players are investigating high average intensity between the 80% and 90% of its potential physical response. Usually above his anaerobic threshold. The metabolic pathway used is preferably aerobic-anaerobic (mixed). The energy substrates used are carbohydrates. The dispersion of efforts is very high and although the player is preferably exercised in R3 also making efforts in R2, R4, R5 and R6.

R4

It is said that a problem has a physical need for R4 when players are investigating a very high average intensity between the 90% and 100% of its potential physical response, above your anaerobic threshold. The research time is usually between 45 "and 2 minutes. The metabolic pathway preferably used is lactic anaerobic. The predominant energy substrate is glycogen. The dispersion of efforts is high and although the player is preferably exercises in efforts R3 R4, R5 and R6 are also combined.

R5

Anaerobic Lactic are intermittent efforts with research time 6-12 sec. Efforts are preferably related problems situations where maximum intensity, counterattacks, their defense and their transitions are investigated. They are work-intensive relative accelerations. SF replaces the term acceleration speed. In football speed it is never constant. The acceleration does is measure these velocity changes in the unit time.

The term used here "relative acceleration" refers to the type of acceleration needed to solve the problem correctly. The metabolic pathway preferably used is lactic anaerobic. The energy substrate is glycogen and ATP-PC. The dispersion of efforts is low because it is specific and fractals game situations.

R6

Anaerobic efforts are intermittent generating little lactate (avoid the term "alactic" because it always occurs lactate) with a time of 1 to 6 investigation seconds. They are accelerations used

to solve problems on counterattacks, completions, centers, duels and auctions fractal way. The player develops specifically its responsiveness and relative acceleration. These capabilities are crucial in most actions of football. The metabolic pathway alactic preferably used is anaerobic. The energy substrate used is ATP-PC. The dispersion of efforts is very low because it is specific and fractals game (drawn global situations but that reproduce the reality of a certain point in the game) situations.

12. EDUCATION IN VALUES

First the person, afterwards football. In football should prioritize education in values. A value is an intangible added to the person. They are behaviors and attitudes that presents the player against certain situations. In SF and with the indispensable help of parents players are formed using the principles and values of football.

During the training process, the player must build a framework that will help make fair judgments and decisions, tailored to the needs of each situation. It should grow up in the culture of values, beyond the purely material or immediate. You must invest now to collect in the future. The values are part of the learning content of the player. The player must learn to win, to lose, to strive, to respect teammates and opponents... In SF a system of actions aimed at treating human values from football is proposed.

13. THE NEW PARADIGM, NEW TERMINOLOGY

Much of the terminology used in football responds to physical concepts: preseason, Micro cycles, month cycles, warm, cool down, working time, break time... They are old terms that define misconceptions. It is necessary to create a new vocabulary to understand the new knowledge. In SF they have built new meanings and concepts, and therefore new terms are needed to define more real way what is meant.

The "training session" is now called "learning session". The "exercise" is now called "problem". The "play space" is designated as "learning or researching space". The "working time" is now known as "research time" and "pauses" are called "collective reflection time".

At this time these terms are unfamiliar, but within a time will be normal and then, like everything in life, they also need a new revision.

14. Planning.

Planning means anticipating the future and anticipates what will be done within a week, a month, a year... When we talk about the brain and sinaptoma is extremely difficult to anticipate how will produce learning and consolidations in every player and in the team. Learning is not an exact science and depends on many factors that will influence the speed of them.

It is important to know the ultimate goal (Learning model) and the initial state of learning of the players (initial patterns of individual and collective behavior) and from this information to design the session and week. With valuations of each session and competition (if any) technical working adjusts content to the learning needs of the players.

The coach must make an initial assessment of symptoms. It is necessary, if possible, to see them solve problems in learning sessions or in competition and, depending on age, valuing a football format (3x3, 5x5, 7x7, 11x11). It is necessary to see them perform and record video (games and practices). It must be delving deeper their behavior and patterns of behavior, because these patterns will help decipher the characteristics of sinaptoma players and understand their individual and collective behavior.

A football team is a living entity and sessions are scheduled based on the ability of individual and collective learning. Always keep in mind the needs of the players and not be slaves to schedules. SF is not believed in the sequencing of content; always work in a comprehensive and systemic way.

It is convenient to put deadlines; synaptic configuration is unpredictable and takes time.

15. PEDAGOGICAL PLAYER EVALUATION

The term assessment refers to the explicit meaning of checking whether progress towards the desired objectives. Knowledge of the structural changes that occur in the brain of the players is the perfect tool to determine the degree of assimilation and consolidation of learning. But for now this is only science fiction. Currently, the only structural brain changes can be evidenced analyzing the game. Everything learned must be transferred to the competition, so if the behavior of each player in competition can assess their learning is analyzed. If the player has a stable behavior in a given situation the game will probably be because you have in your brain a series of circuits and networks properly created, interconnected and myelinated that cause this response. Is the indirect way that SF used to make structural changes in the brain.

In SF the only test used is the game. The assessment of the game is always subjective, as they should be all reviews of systemic, global and complex realities like football. Evaluate means to assess how the player or the team is learning. Learning assessment has as main purpose the rating, but verification of progress in order to find mechanisms to consolidate the progress and overcome difficulties.

SF bets for an ongoing assessment in order to guide the process. A record of individual and collective assessment is used during training sessions and matches. The evaluation is to be performed from two points of view; coach and player. On the one hand the technical values the player and another player appraises. The analysis and interpretation of the post-match self-assessments allows technicians to gather information about the level of understanding of the game and how to value their role and contribution to the team. Thus players can participate in

their own learning process and not just passive subjects of a process and some evaluations do not understand. The party no longer ends when the referee blows the final, now the game ends when reflected on his performance and has completed the appropriate tab. This self-perception and self-analysis of their behavior in competition is a way to make their learning visible. The player is the protagonist and feels important part of the process.

And individual learning behaviors are linked and associated with the behavior of other players on the team that interact with the player. Technicians must not forget that although individual behaviors value, these will always be associated and conditioned by the behavior and qualities of his teammates.

16. MAIN AIM: PLAY WELL

What does play well mean? When adjectives like "well" are used one enters into a world of subjectivity linked to individual interpretation of each person. Playing well in SF means adapt effectively and efficiently individual and collective behaviors to the needs of the match and to each of the moments of the game. The technician works with a preferred model game and players must implement it and make it visible in competition. But the type of competition, the opponent and the result can make players must adapt the model to the needs of the moment.

The competition is an evaluation system that allows the evolution of individual and collective learning. This is to check if what the players work during the learning sessions is transferred to conduct during the competition.

What is success? Who defines it? In SF, success means achieving the objectives set dependent equipment. Playing well is the responsibility of the players, wins or loses, often depends on other external and uncontrollable factors. In society, from small, players are taught to believe that the only possible happiness lies in the victory. In football win it is synonymous with success. The problem arises because you cannot always win and defeats become synonymous with failure.

Playing well never guarantees success, meaning success winning. Technicians must redefine the concept of "success" and give a new meaning. In SF "play well" it is synonymous with "success". SF used a new syllogism: if success equals happiness and success equals play well, play well then equals happiness. In this way the players, even if they lose, if they play well they will be happy and defeats will not mean a failure. It should educate players on this new concept, especially in the formative stages and let them know the managers and directors of the club (always so worried and obsessed by the results).

Playing well is a must. This is one of the few things that are not negotiable. Winning is not an obligation. Winning should be the result of playing well.

Model Application Index (MAI)

When the game of a team is valued through competition, the goal is a type of metric that does not always reflect the good game and what they learned. Academies and technicians need other measuring instruments give us information about the game.

The Model Application Index is an indicator, a formula that measures the number of times a preset behavior is repeated. MAI measure behaviors and is an index of application of learning and indicates the degree of collective transfer of Learning Model and Game in competition.

Each academy and each technician can choose behaviors that need in competition and observe the times they appear. A formula is created with the offensive and defensive variables that can give immediate information on the model implementation.

During the video analysis of the game they are measured, analyzed and player's behaviors are valued. In SF and exemplary five have been chosen to analyze behaviors:

- Possession percentage.
- Arrivals to Z3 (ending zone).
- Balls recovered after pressing over ball lost (6-8 seconds later the team lost the ball).
- Shots on and off target.
- Goals.

Can be introduced into the formula many other observable behaviors: corners, fouls on the edge of the area, goalkeeper ball outs, possession in the attacking half, counterattacks, turnovers in opponent field ... The coach or the Academy decides which assess model.

The formula should not only be a quantitative but also qualitative instrument. The technician must assess whether the quantified element was successful according to the model and the needs of the game.

$$MAI = (\% \text{ possession team} - \% \text{ possession of the opposing team}) \times 1 + (\text{Arrivals Z3 team} - \text{Arrivals Z3 opposing team}) \times 2 + (\text{number of turnovers after pressing loss team} - \text{number of turnovers after pressing opposing team's loss}) \times 3 + (\text{team Shots on target} - \text{Shots on target the opposing team}) \times 4 + (\text{team Goals} - \text{Goals opposing team}) \times 5.$$

As can be seen, each of the team variables analyzed is subtracted values of rival team on the same concept and multiplied by a constant. The end result of the formula provides more precise and adjusted to what has happened in the field than the simple result of the match information.

In football training must demystify the dictatorship of the results and using more subjective ratings to help assess the transfer of learning to competitive behavior.