

The context : American Football

Objectives : Application of behavioral intervention through physical education.

Goals, short term ; Applying a step by step intervention method through a designed PE script. By following a process that will help compile data and assist in the application of the intervention scripts (the planning for generalization). Functional analysis.

Goals, long term ; Helping the individual to acquire and develop competencies which can be applied to his or her daily life after the Generalization process. Equipping the child with the necessary social behavioral (skills) competencies (*practical and theoretical*). Into what we call basic standard social behavior which is "agreed acceptable by the general population".

As stated in my short term goals these scripts will be developed by using American Football as my work tool (context). Hidden within the context will be my intervention methodology. In other words we'll manipulate the context, not the child. The scripts are designed to ensure constant success for the child. I want to maintain a high success rate level to keep my population motivated. As I go along with this process I'll gradually be increasing the *level of difficulty*, of all of the different behavioral components. I'll constantly be assessing and measuring my level of difficulty, by analyzing, intervening, and maintaining the progress through constant evaluation of the accumulated data, from each "intervention script". And giving the necessary feed back to the group/individual. Accumulating data on the behavioral components will be by, measuring the LD's which are broken down into four factors.

The factors being ;

- a) The duration- the length of an activity.
- b) Complexity level- a higher level of the Discriminative Stimulus.
- c) Intensity- no of repetitions per unit.
- d) Distracters- interfering stimuli.

My work status is, I'm one of the group. Teaching and **learning from the group** is a key factor. Updating my self to what my group's interests are, makes my job within the group a lot easier. I earn their trust and respect, by showing them trust and respect. These simple things, are group bonding, and makes my relationship with the group very strong. This is not a theoretical practice, but a way of life. **TRUST**.

If I can relate back to Gardner's theory of the seven intelligence's then I would refer you back to the *Linguistic, Inter, and Intrapersonal intelligence*. This I believe is the main key to enable one to work with these groups, or individuals.

To be able to look inside ones self, and comprehend ones emotional state in a cognitive manner, and have this similar relation towards others, and be able to express this verbally, or through mimic.

Then I believe that such a person possesses the natural tools, for working with any population, befitting his or her situation. I also believe that we can enhance or develop this in our selves and others through education.

The phases.

***Phase one**

My fading into the group would be the first step. Getting in with someone or a group in this situation is a total different story. Special groups or individuals will require special means and methods. Kids that have suffered social neglect are very difficult to reach, through a regular social approach. A little creativity on the part of the clinician can be the key. Different to a situation where the group might all ready be, organized. For example, a youth program, prison , special school or some type of center. In these cases the clinician will not be fading in, but the contrary. He's thrown into the lion's den. This again will require a different approach (method) by the clinician. Methods..... (this is where your context comes in) introduction of, or a suggestion for an activity , this in cooperation with your population.

***Phase two**

This means that ; -1 you got in with the group or individual.
 -2 you didn't succeed.

If you will, allow me to begin with -2, then I'll give you the same old advise “ *If at first you don't succeed , try again* “. This philosophy is to be applied through out the methodology.

-1 This is called the in phase. You have been accepted.

This is where your objectives come in. (Application of behavioral intervention through physical education). Note , that by the time you get to your ” in phase ” , the context is already agreed upon by the individual / group.

***Phase three**

The generalization process. Fading out.

Changing the stimuli while maintaining the acquired behavior.

Example : In American Football we used tackling drills to introduce touching. We clearly manipulated the context here, in order to get the kids who for some reason hated being touched to allow them selves to be touched because it was justified through the game. We went from tackling the ball carrier, to holding hands in the huddle, to where the kid would have no problems standing in a crowded bus.

Someone running with the ball, was the stimulus for rapping his arms around them and tackling the ball carrier to the ground. Accomplishing this task requires a team effort. Demonstrating team unity, was the stimulus for holding hands in the huddle. He was now subjected to so much touching, that a crowded bus had no negative stimulus on him.

The phases between the tackling, and the holding hands in the huddle, is where we are increasing the level of difficulty of touching. This is our step by step methodology. To get from the tackling to the holding of hands we could have probably used eight different stimuli's (increasing level of difficulty). Which gradually decreased the hatred in being touched. This procedure followed the individual all the way on the bus.

Unit: Introduction to football Lesson No: 2

Context: Football warm-up drills

Date: October: 21

Setting: Gym Kfar Batia

Equipment: 4 footballs, 32 flags, 8 cones

Students: 15

PE Objectives: 1. Formations, 2

Acquired Competencies: Compliance

Behavioral Goals (Competencies): 1. Concentration

Next Behavioral Goal: Rules and Routines

Script 1

Activity	Behavioral components	hints
1. Running in line	alignment – visual concentration (Et cognitive – listening (To	“look forward”
2. Stretching	Focusing at instructor – look / listen	Don’t loose me
3. Active stretch	Synchronize – Eye	Check the rest

Script 2

Activity	Behavioral components	hints
1. Break downs	alignment- visual concentration (Et b) listening	Eye contact with partner / balance
2. step overs	All the same	Same
3. knee lifts	All the same	Same

Script 3

Activity	Behavioral components	hints
1. stiff arm shed drill	alignment – visual (Et concentration auditory (To	Look through the blocker/ heads up/ balance
2. shed drill , d-flag	All the same	Same
3. lead, shed, d-flag	All the same	Same

Script 4

Activity	Behavioral components	Hints
1. the hand off	visual – distraction (Et	Look forward

2. the pitch	The same	Focus on the ball
3. combination	The same	React to situation

Script 5

Activity	Behavioral components	Hints
1. pass down & in	same – higher level of (One visual distraction	Hold your pattern speed/timing/ focused
2. pass down & out	The same	Same
3. pass fly or streak	The same	Same

Script 6

Activity	Behavioral components	Hints
1.mini game 2 on 2	higher level of visual distraction	Read the block and go / focused
2. mini game 2 on 3	The same	Control your zone

Script 7

Activity	Behavioral components	hints
Cool down stretching	Compliance	Remain focused

Duration; **LD1 10 to 15 minute scripts.** Due to the info Level of Difficulty: acquired in 1st lesson we decided to keep the scripts short in order to maintain the highest level of concentration possible.

Complexity; **LD2 Looking and listening while doing the drill.**

They were picking thing up at a fast rate, so we are opting to start them here. They seem to comprehend things well. Especially visually.(language problem).

Intensity; **LD1 Three focus points per script.** (that is one every 5 minutes). Kept this at a minimum because we are still in an orientation phase.The group does not look as if they would shy away from a little extra.

Distracters; **LD1 The language.** We kept this at a minimum in order to increase or maintain a high rate level of success.

Total : **LD5** This score only refers to the level of difficulty regarding concentration. Keep in mind our job is to increase the levels of all the different competencies.

Evaluation: They past the intensity level with ease. We felt that the component was high visually, because they mainly used their eyes and instincts to try and pick the information. They did try and use the auditory but were less success full. This we know because of the high level of translating that was going on.

Evaluation by products: We thought about implementing English in our model. More kids tried some English today. The group is athletic. Asked to bring white T-shirt next training. Group is very help full.

Unit: Introduction to football Lesson No: 3

Context: Football warm-up drills / offensive numbering drills (holes).

Date: October: 26

Setting: Win Gate

Equipment: 4 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: 1.Warm-up formations, 2. Offensive point of attack.

Acquired Competencies: Compliance

Behavioral Goals (Competencies): 1. Concentration

Next Behavioral Goal: Rules and Routines

Script 1

Activity	Behavioral components	hints
1. Running in line	e) alignment – visual concentration e) cognitive – listening	“look forward”
2. Stretching	Focusing at instructor – look / listen	Don’t loose me
3. Active stretch	Synchronize – Eye	Check the rest

Script 2

Activity	Behavioral components	hints
1. Break downs	a) alignment- visual concentration b) listening	Eye contact with partner / balance
2. step overs	All the same	Same
3. knee lifts	All the same	Same

Script 3

Activity	Behavioral components	Hints
1. the hand off	visual – distraction	Look forward/ timing
2. the pitch	The same	Focus on the ball
3. combination	The same	React to situation
4. up the holes	The same	React to number

Script 4

Activity	Behavioral components	Hints
1. pass flag	e) higher level of visual	Hold your pattern

	distraction	speed/timing/ focused
2. pass post	The same	Same
3. pass fly or streak	The same	Same
4. passing on numbers	The same	Same

Script 5

Activity	Behavioral components	Hints
1.mini game 2 on 2	Higher level of visual distraction	Read the block and go / focused
2. mini game 2 on 3	The same	Control your zone

Script 6

Activity	Behavioral components	hints
Cool down stretching	Compliance	Remain focused

Level of Difficulty: *Duration;* **LD1 10 to 15 minute scripts.** We'll continue with our short scripts for now. We'll use this opportunity to introduce different aspects while maintaining concentration.

Complexity; **LD2 Synchronizing the drills.** We chose this level because their cognitive athletic ability coped well with this in lesson two with out any noticeable decrease in the level of concentration.

Intensity; **LD2 Shorter time span on focus points.** The enthusiasm led us to start at this level because we feel that the concentration in this group is attracted to intensity. (this is a gamble)

Distracters; **LD2 Switching of drills back and forth.** We feel that we can do more of this because we kept the duration factor. This also shows weather they are understanding me a bit better.

Total : LD7 Try and maintain a high success level at all the four factors , that deals with the level of difficulty. This keeps the moral high.

Evaluation: We noted a high increase in their auditory concentration. They are beginning to comprehend things faster, and there is less translation going on. The eye contact during drills has improved we guess this is due to the fact that they're a little more comfortable.

Evaluation by product : Everybody came with white T-shirts. It is now becoming clear to us who the English speakers are and who isn't. The campus is no distraction. The camera is also no problem. Found out that many did not like their physique.

Unit: Introduction to football Lesson No: 4

Context: Football warm-up drills / defensive pass coverage (zone defense).

Date: October: 28

Setting: Gym Kfar Batia

Equipment: 4 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: 1.Warm-up formations, 2. Introduction to zone coverage.

Acquired Competencies: Compliance

Behavioral Goals (Competencies): 1. Concentration (3) 2. Self control.

Next Behavioral Goal: Rules and Routines

Script 1

Activity	Behavioral components	hints
1. Running in line	m) alignment – visual concentration ks) cognitive – listening	“look forward”
2. Stretching	Focusing at instructor – look / listen	Don’t loose me
3. Active stretch	Synchronize – Eye	Check the rest

Script 2

Activity	Behavioral components	hints
1. Break downs	a) alignment- visual concentration b) listening	Eye contact with partner / balance
2. step overs	All the same	Need this in game
3. knee lifts	All the same	Speed

Script 3

Activity	Behavioral components	Hints
1. the hand off	visual – distraction	Look forward/ timing
2. the pitch	The same	Focus on the ball
3. combination	The same	React to situation
4. up the holes	The same	React to number

Script 4

Activity	Behavioral components	Hints
1. pass flag	e) higher level of visual distraction	Hold your pattern speed/timing/ focused
2. pass post	The same	Remember
3. pass fly or streak	The same	Same
4. passing attack	The same	Use your head

Script 5

Activity	Behavioral components	Hints
Coverage game	Compliance / Concentration	Do your job Immediate feedback for correct / incorrect (contingencies)

Script 6

Activity	Behavioral components	Hints
Cool down / stretching	Compliance / Concentration	Relax feel muscle

Level of Difficulty: *Duration;* **LD2 Scripts 3 and 4 20 minutes.** We will purposely play with this factor today in order to decide if we should increase this level. This factor has been our safe haven for the last three lessons. Should not decrease here.

Complexity; **LD2 Doing a pattern run/pass while keeping your eye on the ball.** All we did with this factor is to move it around and reposition it, in other parts of our script. Thus not increasing it, but giving it another look.

Intensity; **LD2 We did a lot of pass/run patterns in a very short time span.** We followed the same principles here as we did with complexity

Distracters; **LD2 Switching of drills while making deliberate mistakes.** Then keying on their reaction.

Total : **LD8** Maintaining an already rapid increase of the factors in level of difficulty on the part of concentration.

Evaluation : Wednesdays are usually busy days for the kids, because they have other activities during the day. They are usually tired on this day. This in itself is a big distracter (fatigue), on concentration. We must stress that motivation has kept this component very high.

Evaluation by product : Group was waiting when we got there. We didn't make any agreement but white T-shirts were dominant. We were updated on the sick and injured. We talked about how things went thus far. Eitan and I talked about how to fit the language in the model. The group was very open today, spoke about different personal issues. We found the topics very interesting.

Note remarks :

		Level of difficulty	
One)	Duration – Length of activity 15 min	1)	2
	3		
	Explain : avoid lengthy activity cases with this group, at this time.		
	*they might get bored		
	*they might not like the activity		
	*you can rapidly go on to something else		
	*you can always ad.		
Two)	Complexity level – Higher level of Discriminative Stimulus	1	2)
	3		
	Explain : In creasing this is away of complimenting them on their ability .		
	*this is the beginning stage of their independence (self reliance)		
	*their self worth / confidence		
	*cognitive		
Three)	Intensity – No of repetitions per unit of 4 to 5 times	1	2)
	3		
	Explain: this enables the students to recognize parts of the script		
	You can repeat the first units several times to suit their comfort		
	Example : repeat units 1-2-3.		
	Change units 4-5-6		
	When they are good at 1-2-3 you can change this raising the level of difficulty.		
	But in order to keep some type of safety valve you should now repeat 4-5-6.		
Fire)	Distracters – Interfering stimuli	1	2)
	3		
	Explain : this enables them to learn to function under other types of pressures, and situations. * Generalization		
	Level of difficulty (amount) 1+2+2+2		
	Explain.....		

Unit: Introduction to football Lesson No: 5

Context: warm-up drills / pass patterns / pass coverage

Date: November 2nd

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: 1.complete pass patterns . 2.discipline in coverage

Acquired Competencies: Compliance / Concentration

Behavioral Goals (Competencies): Rules and Routines

Next Behavioral Goal: Waiting

Script 1

Activity	Behavioral components	hints
1. Running in line	v) alignment – visual concentration te) cognitive – listening	You know what to do. Wake up
2. Stretching	Focusing at instructor – look / listen	No mistakes O.K.
3. Active stretch	Synchronize – Eye	Remember the drill. Good job

Script 2

Activity	Behavioral components	Hints
1. Break downs	a) alignment- visual concentration b) listening	I am not saying anything. I am just Going to look.
2. step overs	All the same	Good job
3. knee lifts	All the same	Impressed

Script 3

Activity	Behavioral components	Hints
Pass pattern, hooks and slants	Listen – auditory Look – visual	Follow pattern Look for ball.
All patterns: fly,out,in,post Flag,hooks,slants and goes.	Running the pattern Timing with the QB. Visual concentration	Follow pattern. 5 sec. To make your move, look

		for the ball.
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Script 4

Activity	Behavioral components	Hints
1. pass coverage 2 on 1	a) Visual b) control	Get position then move to the ball.
2. pass 2 on 2	c) discipline d) look – visual e) control	Keep 1eye on zone and 1eye on QB. React to ball.
3. pass coverage 3 on 2	The same	Repeat all

Script 5

Activity	Behavioral components	Hints
Game time	All priors	All priors and lets play safely (rules)

Script 6

Activity	Behavioral components	Hints
Cool down stretching	Compliance / Concentration	Check line. Listen. Feel the muscle

Duration : LD2 10 sec. to respond to a given signal. **Level of Difficulty :**

Complexity : **LD1 One signal one response.** We want the system to be running better, smoother we want them to understand what has to be done.

Intensity ; **LD2 Four different signals within two scripts.**

Distracters : **LD1 Same signal same response.** We are going to support this factor. We believe that this factor has a big effluence on this component.

Total :LD6 we believe that prior lessons and scripts has supported this component, which now enables us to enter in a fairly high level of difficulty.

Evaluation : Due to the fact that from day one we had already imbedded certain disciplines this component was already strongly reinforced. We are using signals to ID all the different drills and exercises, even the start and stop of them. They need to be able to ID them selves within what's going on around them, and what role they play. In order to be able to reflect this back to other situations.

Evaluation by products : They got their white T-shirts. They got most of the routines down. Questions are flying left and right. They wanted to know how they were doing so far. They visited a lab today. Lot of noise walking over the tables chaotic. I was asked about walking them to the bus.

To Develop

1. A list of potential competencies
2. Instructions for implementing the model
3. Why do we have short scripts (15 min)
4. Why do we repeat same scripts for some time – feel comfortable (confidence / success), and then – fade out. The way to reach proficiency.

Unit: Introduction to football Lesson No: 6

Context: Football warm-up drills / defensive pass coverage (zone defense).

Date: November 4

Setting: Gym Kfar Batia

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: run and pass coverage

Acquired Competencies: Compliance / Concentration

Behavioral Goals (Competencies): Rules and Routines.

Next Behavioral Goal: Waiting

Script 1

Activity	Behavioral components	hints
1. Running in line	alignment – visual concentration cognitive – listening	You know what to do.
2. Stretching	Focusing at instructor – look / listen	concentrate
3. Active stretch	Synchronize – Eye	Good job

Script 2

Activity	Behavioral components	Hints
1. Break downs	a) Alignment- visual concentration b) listening	I am not saying anything
2. step overs	All the same	You are on your own.
3. knee lifts	All the same	Great job

Script 3

Activity	Behavioral components	Hints
Containing the run	If you are blocked, get the blocker off of you and protect the side line. See lesson 2 script 3	Listen to what was said and react to the ball.
Containing the	Follow the procedures do not let the	Cover your area

outside run coming to you.	blocker get to your left, if it is a right side run, and you are at left corner.	the team expects you to be there.
Containing the run away from you.	Drop back read , square-up , if you are on the left you have to keep the block off your R.	Remember the rules. To you cover L. away R.

Script 4

Activity	Behavioral components Rules and routines	Hints
Short pass coverage	Cover your zone first then read the run. Three step drop back procedure always.	Take care of your responsibilities, then help TEAM.
Deep pass coverage	Nobody gets behind you in the zone. QB runs L deep R comes up deep L cross to R	You must cover your area for the defense to work

Script 5

Activity	Behavioral components	Hints
Coverage game	Look and see what the other team is doing and respond the way you were coached.	Look and listen be ready to respond when necessary

Script 6

Activity	Behavioral components Rules and routines	Hints
Cooling down	As you hear hit the line everybody should get to his/her spot.	Can you feel which muscle we are stretching?

Duration :LD2 5sec.to respond to a given signal. **Level of Difficulty** :

Complexity : **LD2 One signal two responses.** Example: jumping jax and counting at the same time. They have to figure it out.

Intensity : **LD2 Four signals in two scripts two responses to a signal.** They have to hang in there.

Distracters : **LD2 I'll give the wrong signal for a given response.** They have to detect it.

Total :LD8 Procedures of classes and drills has made it quite easy for this component to develop itself rapidly. Students were made through out prior lessons and classes fully aware of what to expect and what was expected of them.

Evaluation : This having been lesson # 6 they are grasping the procedures that we follow very rapidly. This is due to the high repetition factor that is applied. They are constantly reminded, and everything is constantly rehearsed and repeated. We do this in a compromising way, not in a authoritarian manner.

Evaluation by product : Eitan did a concentration observation task today, the group seemed to have fared well. We were very happy with the results. I used a little fade out process today during the show rehearsal. They performed with out a problem. Kept some lengthy speeches. They were told to bring two T-shirts on Monday. A white and a color of choice (same).

Unit: Introduction to football Lesson No: 7

Context: Football warm-up drills / defensive pass coverage (zone defense).

Date: November 9

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: run and pass coverage

Acquired Competencies: Compliance / Concentration

Behavioral Goals (Competencies): Rules and Routines.

Next Behavioral Goal: Waiting

Script 1

Activity	Behavioral components	hints
1. Running in line	On the word break you go immediately in to warm-up formation.	Keep it together, everything should start and stop at the same time.
2. Stretching	Everything starts on the word begin.	Concentrate
3. Active stretch	Everything starts on the word begin.	Good job

Script 2

Activity	Behavioral components	Hints
1. Break downs	Wait for the word go or hut.	Remember what we are looking for
2. step overs	Same	Stay low don t come to high.
3. knee lifts	Same	Concentration baby

Script 3

Activity	Behavioral components	Hints
Containing the run	As the ball moves you do your drop back	Stay low and concentrated
Containing the outside run coming to you.	Ball moves drop back in your zone WR blocks you protect your side line Ball comes to you, you go to meet it (fast)	Don t go to sleep on me here fellas

Containing the run away from you.	Ball goes away from you drop back and stay in the deepest part of your zone	Keep a sharp look out for trick play
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Script 4

Activity	Behavioral components Rules and routines	Hints
Short pass coverage	Cover your zone first then read the run. Three step drop back procedure always.	Take care of your responsibilities, then help TEAM.
Deep pass coverage	Nobody gets behind you in the zone. QB runs L deep R comes up deep L cross to R	Do the job that the team expects of you.

Script 5

Activity	Behavioral components	Hints
2 on 3 game	You are not allowed to hold, hit or push anyone in the back. The ball carrier can not run over a standing player.(around)	Remember the rules avoid penalties
Game time	The defense should react depending on what the offence does. (coverage)	Apply what you have learned avoid penalties/scoring

Script 6

Activity	Behavioral components	Hints
Cooling down	Everyone on the line 2 rounds listen for the break (stretch formation).	Are you feeling those muscles.

Level of Difficulty: *Duration;* **LD3 Immediate response to a signal.** This is the maximum one can get. Our drills at this time are immediately responded on.

Complexity; **LD3 One signal three responses.** Example: jumping jax, counting and synchronization with the group.

Intensity; **LD2 Three signals in two scripts three responses to a signal.** We'll try and keep the LD in this factor stable by subtracting a signal and adding responses.

Distracters; **LD 2 Every now and then we give a wrong signal while expecting a certain response.**

Total : LD10 This high score is only credited to the compliance of this component to the exercises drills and scripts that the group is / was subjected to.

Evaluation : This component is at this time very high scoring because through out all prior lessons it was enforced. Here now we can see that the adhering to rules and routines was no problem and minimum at that if any.

Evaluation by products : Visited labs. This went very well. They all had their two T-shirts white and a bleu. Again I was made aware that I had to walk them to the bus. Fair play stood out today. If I didn't pass the ball to someone that was open they would let me know it. They came with suggestions for the attack. Asher tried some English today.

Unit: Introduction to football Lesson No: 8

Context: Football warm-up drills / Offensive running attack

Date: November 11

Setting: Gym Kfar Batia

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Reading the block for the run attack.

Acquired Competencies: Compliance / Concentration/ Rules and Routines.

Behavioral Goals (Competencies): Waiting

Next Behavioral Goal: Demand

Script 1

Activity	Behavioral components	Hints
3 laps in a straight line.	On the break call take the warm-up formation.	Check your self.
stretching	On the word begin.	Check the group
Active stretching	On the word begin or go.	Check everything

Script 2

Activity	Behavioral components	Hints
Break downs	Wait for the signal go or hut	stay with your partner
overs	Wait for signal	Wait for your partner

Script 3

Activity	Behavioral components	Hints
Reading the block	Setting the block.	Wait for your block to be set.
Reacting to the block	Wait for the block to set up	Take your time hit the hole as you see it
Blocking game	Hit the hole after the block has been made	Don't move before it's time.

Script 4

Activity	Behavioral components	Hints
Rehearsal for the show on Jan. 27 th	Compliance / cooperation / concentration rules and routines. (waiting).	We are all in this together. This is what we are working. We are representing.
Rehearsal	Same	Over and over again and again until we got it right.

Duration :LD3 Unpredictable. **This is the beginning Level of Difficulty : of rehearsal for the show. Everything will be very lengthy . we'll be going over stuff lots of time.**

Complexity : LD2 **Waiting with a clear vision on the objective.** There will be a lot for them to think about and to remember. They'll have to be alert at all times.

Intensity :LD 3 **Unpredictable.** There will be numerous amounts of waiting through out this lesson plan. We'll try and minimize it in the earlier scripts, but it can not be avoided in the rehearsal.

Distracters :LD1 **None added to the existing factors.** Accept for them already being tired from their daily routine at school. And the English language. This is the best we can do here in order to maintain a high success rate.

Total :LD 9 We know that, we have high expectations here for this component. They are motivated and enthusiastic so things taking longer would not have such a large influence on their tolerance. I do believe that it will take it's toll on the other acquired competencies.

Evaluation : PE objectives were a success here but our behavioral goals were not reached. We determined from this class that this component went against all forms of didactics in teaching PE, where you would want everything to flow smoothly. This component though forces us to go up stream in order to get the student to comply with the behavioral aspect of waiting. We'll use a counter didactic form in order to reach our behavioral goal.

Evaluation by products : The group is present when we got there. All injured people participated when and where they could. This showed us that moral in the group is

very high. The group is beginning to show signs of the adhering to rules and routines through out major parts of a lesson plan with out any intervention.

Unit: Introduction to football Lesson No: 9

Context: Football warm-up drills / run and pass

Date: November 16

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: run and pass attack

Acquired Competencies: Compliance / Concentration/ Rules and Routines.

Behavioral Goals (Competencies): Waiting

Next Behavioral Goal: Demand

Script 1

Activity	Behavioral components	Hints
2 rounds	On break warm-up formation	Check your self
stretching	Start on begin (they react on the word)	Check the group
Active stretching	On begin or go (they react on the word)	Check everything

Script 2

Activity	Behavioral components	Hints
Break downs	Wait for the signal, go or hut	Watch your form
Overs	Wait for signal	Remember form stay with partner

Script 3

Activity	Behavioral components	Hints
Reading the block	Waiting then reacting to the block	Don't run before the block is set.
Anticipating the Bl.	Waiting then reacting to the situation	Take your time
Blocking game	Read block react to situation	Don't go to early

Script 4

Activity	Behavioral components	Hints
Passing to partner	Complete the pattern before ball is thrown	Give him time
Rotation passing catching / coverage drill	Cooperation between passer and receiver concentration of the coverage man	Listen for the signal play, rotate listen for the etc.

Script 5

Activity	Behavioral components	Hints
3 On 2 game	Cooperation , waiting , looking/ listening	We did it all before gentlemen
Touch football	Compliance and adhering to rules and routines.	Smart clean and fair-play

Script 6

Activity	Behavioral components	Hints
Cooling down	Everyone on the line 2 rounds listen for the break (stretch formation).	Are you feeling those muscles.

Level of Difficulty: Duration;**LD1 Subjected to waiting periods of maximum 45 seconds.** If they were able to wait for 45 sec. we'll let them know they did great. From here on out we'll increase the waiting time. Thus increasing the LD.

Complexity ;**LD 2 Subjected to waiting before commencing play** we maintain this level in order to not let the waiting become boring. Keeping the information level at a high peak in order to keep them concentrated.

Intensity; **LD2 Subjected to 3 waiting periods with in a 15 min. script.** This factor and complexity kind of brings the duration in to perspective. With in the frame work of waiting keep the theoretical information interesting in order to still insure a high success rate.

Distracters;**LD1 Waiting without extra stimuli.** We'll not increase this factor because of the strain it will put on the other three factors. An example of increasing this factor could mean that part of the group is allowed to commence play while the rest had to wait.

Total :LD6 This component would have started at level 4 if it was the main frame of our class. But due to the fact that we have already stated that prior components can instill other factors in a component, we don't have to start that low.

Evaluation : It is now very obvious that waiting was already instilled in the students either naturally or by prior interventions. They passed all of our scriptical designed waiting periods with very little negative behavioral discipline. Our decision is to maintain this level of the component and of those already achieved.

Evaluation by products : compliance level dropped today, Asher tried to speak some English that caught us off guard. The group behaved well in other settings (*lab*). Gabi and Yair were very quiet today. The group is beginning to understand the basic idea of the game perfectly. High level of cooperation.

Unit: Introduction to football Lesson No: 10

Context: Football warm-up drills / Offensive running attack - Coverage

Date: November 18

Setting: Gym Kfar Batia

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Reading the block for the run attack. Pass coverage

Acquired Competencies: Compliance / Concentration/ Rules and Routines.

Acquired competencies maintenance : Compliance.

Behavioral Goals (Competencies): Waiting

Next Behavioral Goal: Demand

Script 1

Activity	Behavioral components	Hints
2 laps in a straight line.	On the break call take the warm-up formation.	Check your self.
Stretching	On the word begin.	Check the group
Active stretching	On the word begin or go.	Check everything

Script 2

Activity	Behavioral components	Hints
Break downs	Wait for the signal go or hut	stay with your partner
Overs	Wait for signal	Wait for your partner

Script 3

Activity	Behavioral components	Hints
Reading the block	Setting the block.	Wait for your block to be set.
Reacting to the block	Wait for the block to set up	Take your time hit the hole / spot
2 run 2 pass game.	Wait and see what's going on pass/run	What 'd you learn

Script 4

Activity	Behavioral components	Hints
Rehearsal for the show on Jan. 27 th	Compliance / cooperation / concentration rules and routines. (waiting).	We are all in this together. This is what we are working. We are representing.
Rehearsal this will also be our cool down.	Same	Over and over again and again until we got it right.

Duration: LD2 Subjected to waiting periods of up to a **Level of Difficulty** : 1.15sec. **While complimenting them on their tolerance and patience.**

Complexity : **LD2 Waiting with and with out a specific objective.** If I said to the group wait for the pass, they can see the pass coming while waiting. If I just said wait with out them having anything to picture in mind then the out come is difficult to predict.(or maybe not).

Intensity : **LD3 Unpredictable how much waiting they'll be subjected to.** A great deal of the lesson will be rehearsal for the 27th .

Distracters : **LD1 Waiting with out extra stimuli.** They'll all work or wait at the same time. Closed environment.

Total : **LD8** Due to high moral we think that this level increase shouldn't be a problem to this component. It is obvious to the group that the waiting ties in with the program on the 27th. The objective is clear so the group will most likely be tolerant.

Evaluation : At certain breaks the team had difficulty setting something up or organizing for them selves. They use their breaks a lot more constructive out doors (Wingate), than in doors. During the offensive huddle (planning of the attack strategy), it was clear that instead of using this waiting period to devise some type off defensive strategy the most of the waiting group resorted to putting on an acrobatic performance.

Evaluation by products : Yosi was absent, that had a big effect on our form of play. Asher did not like the 2run 2pass game, so did not give any effort. They had a few interceptions that were immediately was run back for" touch downs". These were some nice moments. We agreed today that from now on each team will bring their white or blue T-shirt.

Unit: Introduction to football Lesson No: 11

Context: Football warm-up drills / strategy

Date: November 23

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Persistence

Script 1

Activity	Behavioral components	Hints
Run 2 rounds break react to break call.	React on the break call could come at anytime. Demand (cognitive)	Pay attention be alert.
Stretching	Listen for the signal , watch your lines.	Look organized
Active stretching	Listen look and feel.	Work together.

Script 2

Activity	Behavioral components	Hints
Break downs	See and feel how to move. Cognitive reflection. Imagine defending someone.	Think about what you're doing.
Lateral motion	Posture and form.	Imagine the dangers of lateral motion.

Script 3

Activity	Behavioral components	Hints
Running the holes	Each player decides the hole, then runs it.	It's your call.
Pass patterns	Each player calls the pattern, then runs it.	You called it, not me.
Double patterns	Player has to call a two in one pattern.	Can you handle it.

Script 4

Activity	Behavioral components	Hints
Pattern calling	Do the pattern called by your team mate.	Call loud / clear

Picking one of the two patterns.	Do the pattern left by your team mate. Progression of demand through the scripts	Don't miss the first pattern.
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Script 5

Activity	Behavioral components	Hints
2 on 1 pass or run	Plan the attack with your partner. Demand is social.	Make clear plans. Listen to others
Game time	Working together as a unit. Cooperative social demand.	Do your part of the attack plan.

Script 6

Activity	Behavioral components	Hints
Cooling down	Everyone on the line 2 rounds listen for the break (stretch formation).	Are you feeling those muscles.

**Duration; LD's unpredictable Level of Difficulty:
Complexity; LD1 Fulfillment of a task given to yourself then
by a peer where the end result will give you immediate feedback if this was done
correct or incorrect.**

This is a center factor in this component. We believe that this factor in this component has under gone some type of neglect somewhere along the line in this populations history. A lot of our work will be aimed at this factor within this component.

**Intensity; LD2 One task in every drill from script three to
script five.** We would like to maintain their sharpness in all the drills.

Distracters; LD1 None added. As we have stated in earlier

factors,

this is a sensitive component. We do not want to ad any pressure on the complexity factor. Insuring a high level rate of success.

Total : LD4 We are starting intentionally low, in order to maintain an accurate progression in our work with this component.

Evaluation : We note that the LD was low but we still agree that it was the place to start. It gave us enough room to make any adjustments that we might deem necessary. In this case we have opted to give the group a fairly tough social demand assignment. The out come of this is unpredictable but in any case will give us more base line info.

Evaluation by products : four of the group were not actively participating in the lab and this group were also neglected by the group in terms of reinforcement during execution of certain clinical tests. Major social improvement shown by Asher. Yosi trying to cut corners on every given task. He's also shown a need for reinforcement. Game skills has improved. They tend to argue their point of view of the rules and other game situations.

Unit: Introduction to football Lesson No: 12

Context: Football warm-up drills / Basketball.

Date: November 25

Setting: Gym Kfar Batia

Equipment: 4 basketballs,2 soccer balls,2 benches,2 goals, bleu/white T-shirts, water

Students: 15

PE Objectives: Group , clinician relationship.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal: Persistence

Script 1

Activity	Behavioral components	Hints
Run 4 rounds react to the break call	They must be able to come into the formation out of any given situation.	Things are getting tougher guys.
Stretching	Can you identify the muscle stretching.	Make the necessary adjustments
Active stretching.	Feel what is moving (lab)	Did you pay attention in the lab?

Script 2

Activity	Behavioral components	Hints
Break downs	Imagine an opponent see and feel how to move against him.(cognitive reflection)	Picture different scenarios in mind.
Lateral motion	Visualize your technique and adjust your posture and your form.	Feeling relaxed and not tight.

Script 3

Activity	Behavioral components	Hints
Shooting with a soccer ball.	Listening to peers. Social cooperative demand. (peer teaching)	Do you expect him to listen to you when you got something to say.

Dribbling/passing a soccer ball.	Same.	He's trying his best lets help cooperating
Soccer game.	Personal /emotional demand do we need a referee.	Do we need someone watching us all the time

Script 4

Activity	Behavioral components	Hints
Basketball lay ups	Listening and adhering to peers. Huge social demand. (peer teaching)	Is he telling you what to do , or are you cooperating with him?
Shooting dribbling or passing.	Same.	Maybe it's not being done the way you would have done it.
Basketball game.	Self officiating.	Can't we handle the responsibility?

Script 5

Activity	Behavioral components	Hints
Cooling down. Rehearsal 27 th	The acquired competencies.	Are we still sharp

Duration : LD2 Twenty minutes of following **Level of Difficulty** : instructions from a peer.(**four different people five minutes each**).

Complexity : **LD1 Listening to their instructions**

Social/cooperative. We will keep this simple in order to take the pressure off of the instructing peers. The group will have less opportunity for getting on their cases if they made mistakes. Their instructions are to be simply acceptable. Which in itself is complex enough.

Intensity : **LD2 Cooping with having to receive instructions**

from four different peers, four different times within an hour and a half.

Distracters; **LD1 Four instructors with clinicians support.**

The different personalities that will be responsible for the different instructional periods. They will be aided by the clinician (given support). That way they'll not feel as if they were left hung out to dry.

Total : LD6 The component factor here is of a social nature. In this context we could find the group to be high scoring. But as we have stated before this component does consist of a more complicated factors.(cognitive personal emotional and physical demands), all of which will have there own ratings. Up to the point where we will be able to combine the factors that forms the component. The demands through out the lessons are the same but we change the activities.

Evaluation : They new what was expected of them, but they didn't seem to be able to put it all in order. It was kind of no one ever showed them how. Even though they received written instructions they weren't able to figure out who was going to be responsible for what. Everyone passed the blame on to someone else. Some that did well looked as if they were embarrassed towards the rest of the group for having done well.

Evaluation by products : They took a while to adapt to the rule modifications that was made. They showed a lot of team work amongst them selves. They argued but respected each others opinions in a very special way. It was clear that they were disappointed in the way things were done. This class was up them to organize and they didn't do to well. It showed us where we were with this component. We really jumped the gun on this one. The feed back though was enormous. We saw all of the demand composites clearly. It was nice to see where we are at, and to imagine where we are going. This is very motivating.

Unit: Introduction to football Lesson No: 13

Context: Football warm-up drills / strategy

Date: November 30

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Persistence

Script 1

Activity	Behavioral components	Hints
Run 2 rounds break react to break call.	React on the break call could come at anytime. Demand (cognitive)	Pay attention be alert.
Stretching	Listen for the signal , watch your lines.	Be organized
Active stretching	Listen look and feel.	Work together.

Script 2

Activity	Behavioral components	Hints
Break downs	See and feel how to move. Cognitive reflection. Imagine defending someone.	Think about what you're doing.
Lateral motion	Posture and form. Technical awareness.	Imagine the dangers of lateral motion.

Script 3

Activity	Behavioral components	Hints
Double pattern called.	Observe the pattern ran by team mate, and you run the one that he didn't do.	Listen and look carefully.
Mirror the visual pattern.	Do the exact opposite pattern to what you saw your team mate doing.	Picture in your mind what he's doing.
Mirror the auditory pattern.	Do the exact opposite pattern to what you heard.	Picture what you heard in your mind.

Script 4

Activity	Behavioral components	Hints
1 out of 3 doesn't have it.(the ball)	Don't tag the man without the ball. Gather visual information that might help you make the right choice.	Find clues as to who doesn't have the ball.
2 out of 3 doesn't have it. (the ball)	Same.	If you don't have a clue take a risk.

Script 5

Activity	Behavioral components	Hints
3 on 2 game.	Plan how your going to attack and how you plan to defend.	Make clear agreements on your strategy.
Game.	Each team member will get a turn in designing his attack strategy.	If you disagree with his call , just do better when it's your turn

Script 6

Activity	Behavioral components	Hints
Cool down.	All prior acquired competencies.	Lets see if we are moving ahead.

Duration; LD1 A to be specified time to design a play.(attack strategy) we don't want to pressure them with the time that they have to design a play, but we don't want their time to disrupt the flow of the game.

Complexity;LD2 Choice between a run or pass strategy.

Choosing between these two is a big strategical situation. It depends on your down and your distance you still have to go. We want them to become aware of this.

Intensity; LD1 Six tries to score. One of the six scoring opportunities will be totally in that players design, hands. The team will carry out the play as instructed by the designer.(to be later evaluated).

Distracters : LD1 Game with out time span(competition).The anxiety of the competition will add physical stress on the design of the play.

Total : LD5 We are working our umbrella model which means we are covering our component as a whole. We'll touch base with all the composites of the component. That means that in this script we'll do a little on the cognitive, social, emotional and physical demand.

Evaluation : This lesson was cancelled because the lab schedule was longer than was predicted. This simply means that we'll have to decide if the rescheduling of this lesson will require any changes because of the influence this situation could have had on the component. We need to measure if this situation added to this component or if it had any influence on our acquired competencies. These situation are constant measuring blocks for our line of work. (the unexpected).

Evaluation by products : We spent the most of this lesson in a lab context. Seeing that there were no sleepers this time, we must have touched some right buttons. More people got involved in class discussion. We received our hart monitors, then went outdoors. We left for what I thought was a lap around the block. It turned out to be a huge undertaking. One that I feel that the kids handled better than myself. They were very noisy but did all the difficult tests that were asked of them. They walked, ran and sprinted up and down hill, but wrote the data down as was asked of them, with out any complaint. It took a while many times before our guest clinician got their attention when he was trying to explain the next exercise. In this lesson the physical demand was high , but the cognitive demand under duress was minimum. They only had to fill in the before and after hart rate at all the exercises. *Ratings of acquired competencies*; compliance (high), concentration (low), adhering to rules and routines (good), waiting (poor), demand – none of the composites received enough stimuli.

Conclusion: Lesson 15 will be a rescheduled lesson from lesson 13. We will continue our planned schedule.

Unit: Introduction to football Lesson No: 14

Context: Football warm-up drills / strategy

Date: December 2nd

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Persistence

Script 1

Activity	Behavioral components	Hints
Run 6 rounds react to break call.	React on the break call could come at anytime. Demand (cognitive)	Pay attention be alert.
Stretching	Listen for the signal , watch your lines.	Are we organized?
Active stretching	Listen look and feel.	Is it good enough?

Script 2

Activity	Behavioral components	Hints
Break downs	See and feel how to move. Cognitive reflection. Imagine defending someone.	Ask yourself can I do it better ?
Lateral overs. Split vision 2down 4up	Posture and form. Technical awareness. Visual control of more than one action.	Try and anticipate by seeing the game not the frame.

Script 3

Activity	Behavioral components	Hints
The reverse	Lift the correct elbow when getting the ball	Don't look at the ball.(the defender)
The double reverse	Choose correct side and the correct elbow.	Don't look at ball or at the carrier.
Double rev. pass	All the above plus the correct pass pattern.	Is the receiver covered or not. Will you throw

		the ball or keep.
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Script 4

Activity	Behavioral components	Hints
1 out of 3 doesn't have it.(the ball)	Gather visual information that might help you make the right choice, on who's got it.	How did you know ?
2 out of 3 doesn't have it. (the ball)	Same. What to do if there are no visual clues.	If you don't have a clue take a risk.

Script 5

Activity	Behavioral components	Hints
Split court basket ball with a football	Find your game with in the frame work of the designed rules.	What rules can we add or change to make the game more fun ?

Script 6

Activity	Behavioral components	Hints
Show program for the 27 th with at the last try lights will be turned off.	All prior components including the present script.	Go back to all the points that we made to you in the past it must work.

Level of Difficulty: *Duration;* **LD1 The time it takes to make the exchange.**

Because success is more valuable to us than the exercise we will not stress the time period.(though this should not get out of hand).

Complexity; **LD2 Three tasks within one drill.** They'll have to carry out a double technical task while overlooking a tactical one then making the required decision to throw the ball or keep it and run.

Intensity; **LD2 They'll be on the run, and rotating back and forth from offence to defense.** There should be no breaks here.

Distracters : **LD2 There's going to be observers and a slight physical demand.** Besides the increase of the heart rate due to the running and shifting they'll be observed by a small delegation of VIP's.

Total : **LD7** We find that under a reasonable level of consistency they tend to function with a high level success rate. We are trying to stabilize this component in order to be able to increase our LD in the most responsible manner possible. While making sure that their success level doesn't fall.

Evaluation : They have been asked to make several types of unforeseen adjustments, through out the last two lessons we've had. They've met these challenges with very little problems. What you mostly see in these situations are a little problem with compliance. It takes them a little longer to comply. Talking amongst themselves, about different issues, is very common under these circumstances. You can clearly see that things must constantly be organized for them, if not they tend to loose their focus. But with a little extra push and a slight raise of the voice, some facial expressions, your back on track.

Evaluation by products : Our lesson folded 15minutes after it started. They were told that they could take off, but no one left. I was surprised that when our VIP's arrived all the group was still there. We got about 15minutes to strut or stuff. Again the group unknowingly met the challenge presented to them. I spent the long break talking to Ari, about a fight he had with Yosi. This lesson resembled the last lesson we had where things just didn't go the way we planned. But all went well considering.

Unit: Introduction to football Lesson No: 15 (RESCEDULED lesson 13)

Context: Football warm-up drills / strategy

Date: December 7th

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Persistence / Self control

Script 1

Activity	Behavioral components	Hints
Run 2 rounds break react to break call.	React on the break call could come at anytime. Demand (cognitive)	Pay attention be alert.
Stretching	Listen for the signal , watch your lines.	Be organized
Active stretching	Listen look and feel.	Work together.

Script 2

Activity	Behavioral components	Hints
Break downs	See and feel how to move. Cognitive reflection. Imagine defending someone.	Think about what you're doing.
Lateral motion	Posture and form. Technical awareness.	Imagine the dangers of lateral motion.

Script 3

Activity	Behavioral components	Hints
Double pattern called.	Observe the pattern ran by team mate, and you run the one that he didn't do.	Listen and look carefully.
Mirror the visual pattern.	Do the exact opposite pattern to what you saw your team mate doing.	Picture in your mind what he's doing.
Mirror the auditory pattern.	Do the exact opposite pattern to what you heard.	Picture what you heard in your mind.

Script 4

Activity	Behavioral components	Hints
1 out of 3 doesn't have it.(the ball)	Don't tag the man without the ball. Gather visual information that might help you make the right choice.	Find clues as to who doesn't have the ball.
2 out of 3 doesn't have it. (the ball)	Same.	If you don't have a clue take a risk.

Script 5

Activity	Behavioral components	Hints
3 on 2 game.	Plan how your going to attack and how you plan to defend.	Make clear agreements on your strategy.
Game.	Each team member will get a turn in designing his attack strategy.	If you disagree with his call , just do better when it's your turn

Script 6

Activity	Behavioral components	Hints
Cool down.	All prior acquired competencies.	Lets see if we are moving ahead.

Level of Difficulty: *Duration*; **LD1 A to be specified time to design a play.**(attack strategy) we don't want to pressure them with the time that they have to design a play, but we don't want their time to disrupt the flow of the game.

Complexity; **LD2 Choice between a run or pass strategy.**

Choosing between these two is a big strategical situation. It depends on your down and your distance you still have to go. We want them to become aware of this.

Intensity; **LD1 Six tries to score.** One of the six scoring opportunities will be totally in that players design, hands. The team will carry out the play as instructed by the designer.(to be later evaluated).

Distracters : **LD1 Game** with out time span(competition).The anxiety of the competition will add physical stress on the design of the play.

Total : **LD5** We are working our umbrella model which means we are covering our component as a whole. We'll touch base with all the composites of the component. That means that in this script we'll do a little on the *cognitive, social, emotional and physical* demand.

Evaluation : We noticed that this component has brought about some outspokenness they tend to voice their opinion a little more. And most of the time with good argument and reason. This component tends to be so natural that it kind of blends with every class that you give. You have the feeling as if this is what you wanted to do all along. We find this very tricky. We find that we should warn you of this phenomena. You must concentrate on focussing on all the different components where it deems necessary, and not take any aspect of a component or composite for granted.

Evaluation by product : Lots of injuries but not due to football. Lab participation was outstanding. Group was separated lots of time when moving to different locations. Ari and Yosi made up well. They got the hang of the game, but the blocking after a catch has not found it's place yet within any of the attack teams. Again today some heavy VIP guest came to visit. The group handled this well. Didn't even function as a distracter.

Unit: Introduction to football Lesson No: 16

Context: Football warm-up drills / strategy

Date: December 9th

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Persistence / Self control

Script 1

Activity	Behavioral components	Hints
Setting the formation after the 4 rounds.	Remember the amount of rounds then break in to formation after round four.	Count the rounds in your mind.
Stretching led by a team mate.(turns)	Listen to the signal given to you by your team mate.	Help him by paying attention.
Active stretching led by a team mate.	Move with the group and listen for team mates commands.	Help team mates by speaking clear.

Script 2

Activity	Behavioral components	Hints
Break downs led by a team mate.	Listen to commands and focus on moving with your partner.	Make it easy for all by cooperating.
Lateral overs use split vision 2 down 4 up.	Look, listen and be ready to react on the whole drill.	Speak loud and clear, concentrate on what's going.

Script 3

Activity	Behavioral components	Hints
Quick reverses.	Make the correct agreement with your partner on where the ball will be switched.	Everyone must know and remember the agreement.

Quick double reverse.	You must carry out the calculated moves for the play to work.	Count your steps every time.
Reverse read run/pass	Take the hand off with out looking at the ball. Try and see the situation building.	Keep your eyes on the defender.

Script 4

Activity	Behavioral components	Hints
7-8 hole attack 1 ball 2 runners.	See if you can react to the runner with the ball in the correct hole.	Try and gather visual information

Script 5

Activity	Behavioral components	Hints
Split court basket ball with a football	Find your game with in the frame work of the designed rules.	What rules can we ad or change to make the game more fun ?

Script 6

Activity	Behavioral components	Hints
Show program for the 27 th with at the last try lights will be turned off.	All prior components including the present script.	Go back to all the points that we made to you in the past it must work.

Level of Difficulty: *Duration;* **LD1 Leisure time.** This will not be tested in this script situation. They are going to need time to digest the information they'll get.

Complexity; **LD2 Reacting to commands setting up formations and carrying out the attack strategy.** This factor will be reflecting back on previous components, like compliance adhering concentration and waiting. The cognitive factor will be so easy to detect that the clinician will be able to take other things into account.

Intensity; **LD2 Three different complete attack strategies.**
The same we can do here with gathering information for future components, like self control (working under pressure)

Distracters : **LD2 Defenders will be added to the plays.** This will add to brain work. As far as the decision making is concerned.

Total : **LD7** The reason for this high score is to be seen, that the demands in this script is strongly of a cognitive nature. So it is safe to say that we are dealing with one of the composites, of the demand component. Note, that the group are athletes and that some tactical strategies will come natural to them.

Evaluation : The processing of the information you can see was clearly getting to them. Carrying out the strategy took about two to three tries average. We sat them

down and did all the demonstrations. They in turn responded that they wanted a turn on trying the play. They thought that only the group that was doing the demonstration was going to get a try.(good sign)

Evaluation by product: Members of the group took turn in doing our regular drills. It was fun and jokes in the beginning but later on they began to take each other a little more seriously. They realized that everyone was going to be up front. The main problem that they had was the English pronunciation. They really stumbled here, but were helped by their peers. Ari spoke for the group, asking that we do some other type of activities sometimes.

Maintenance: Waiting / concentration

Unit: Introduction to football Lesson No: 17

Context: Football warm-up drills / strategy

Date: December 21st

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Self control

Script 1

Activity	Behavioral components	Hints
2 rounds call the break ,be set.	On the break call of team mate everyone falls in to warm up formation.	Cooperate with each other.
Team mate calls the stretching.	Group must react correctly to command given by team mate.	Speak loud and clear.
Team mate calls the active stretching.	Team mate must speak loud and clear. Clinician will assist with commands.	Everybody pay attention.

Script 2

Activity	Behavioral components	Hints
Break downs team mate calls it.	Rapid reactions to the commands.	Listen for the signal and go.
Team mate calls the lateral motion.	Play against the mental picture in your mind of an opponent.	Keep your form and technique.

Script 3

Activity	Behavioral components	Hints
Run technique	Going back to basics.	Do you remember
Pass patterns technique	Looking at our technique in order to update our selves on improvement.	Check your form.
Reverse technique	Working on our timing.	Adjust to partner.

Script 4

Activity	Behavioral components	Hints
Talking about the prepared strategies	Looking and listening to clinicians break down of the different prepared strategies.	Pay attention this is important.
Working out the strategies, practical	Rehearsal of each individuals strategy, by the two separate teams.	Help each other with your attack strategies.

Script 5

Activity	Behavioral components	Hints
12 test strategies, 6 from each team.	Going over the two teams individuals test strategy in order to get a feel on how it will work in the game.	If we don't make clear agreements it's not going to work.
Game time with their own prepared strategies.	Each person has to present three attack strategies on paper which the QB will show to the team. We'll do what's on your paper. 2run 1pass or 2pass 1run.	If we don't cooperate and work along with each others plans it will not work.

Script 6

Activity	Behavioral components	Hints
Cool down	Acquired competencies maintenance.	Are we getting better or what ?

Level of Difficulty: *Duration* : **LD2 Through the most of the entire lesson.**

Demand (social). They'll consistently be working with their team or the group.

Complexity; **LD2 Presenting their strategy to the team.** How do you plan to explain this to the group so that we'll all understand what you want us to do.

Intensity; **LD1 They'll do a max. of three presentations Through out the entire lesson.** The length of these presentations is entirely up to them selves.

Distracters : **LD2 The constant changing of leadership, the pressure of wanting your strategy to succeed where others failed.** (competition)

Total : **LD7** Well here it is still left to be seen if we chose a to higher LD for this composite. We want to emphasize more on the social composite here than on the cognitive. The two kind of, go hand in hand in this case. But we feel that they'll have less problems with the cognitive demand composite, due to our experience from prior lessons. So therefor we'll enhance the social composite.

Evaluation : We looked at this script in three phases. The first phase was them working in pairs. We noticed that, at the first drill they really tried to help each other the best way they could, but as we went along with other drills the tendency to make the drill as difficult as possible for their team mates grew stronger. Then we set about to make two teams, the white and the blue team. The white team tended to work much more in an orderly way than the blue team but it was not significant enough to have any impact on their game. The blue team, which to call their plays didn't huddle up, still seem to have some type of understanding amongst themselves. They had 25 seconds to call the play, and they realized that they didn't have time for major discussions or arguments. Then we looked at the teams playing with each other. There was very little arguing. There was fair play. They didn't always agree with the referees call, but they respected it in the end, with a slight grumble here and there.

Evaluation by products : They just got back from a weeks vacation. The group looked fresh. Gabi got here at eight while we were supposed to start at nine. He seemingly just sat and waited quite patiently. Me trying to speak Hebrew, got them speaking more English than ever. I was accused, of picking Ari's side, during the game by Asher. At no time did I have to intervene during the game.

Maintenance: Waiting / concentration were addressed at the appropriate times during our script. We reinforced certain aspects again of these two components.(verbally) The question was put to them, if they forgot what they had learned in the past. And was it the fault of the vacation, that they forgot the very important aspects.

Unit: Introduction to football Lesson No: 18

Context: Football warm-up drills / strategy

Date: December 23rd

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Thinking strategy (organizing/planning).

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Behavioral Goals (Competencies): Demand

Next Behavioral Goal : Self control

Script 1

Activity	Behavioral components	Hints
Team mate setting the formation after the break signal, four rounds.	Remember the amount of rounds then break in to formation after round four.	Count the rounds in your mind. Listen for team mates signal.
Stretching led by a team mate.(turns)	Listen to the signal given to you by your team mate.	Help him by paying attention.
Active stretching led by a team mate.	Move with the group and listen for team mates commands.	Help team mates by speaking clear.

Script 2

Activity	Behavioral components	Hints
Break downs led by a team mate.	Listen to commands and focus on moving with your partner.	Make it easy for all by cooperating.
Lateral overs use split vision 2 down 4 up.	Look, listen and be ready to react on the whole drill.	Speak loud and clear, concentrate on what's going.

Script 3

Activity	Behavioral components	Hints
Tip drill	Deflect the ball in such away that it remains cacheable for your partner.	Watch the ball anticipate the deflection.
Tip drill with a lead	Tip the ball to the back man and then block	Same, but then

block.	the on coming defender immediately .	react on the block
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Script 4

Activity one minute drills	Behavioral components	Hints
Push ups	As many as you can with in the time	You don't have to beat your partner but get the best result that <u>you</u> can.
Kangaroos	Same	
Stoolies	Same	
Suicides	Same	

Script 5

Activity	Behavioral components	Hints
Beam ball	Throwing and striking your opponent with the ball to get him out.	Use team work and discretion

Script 6

Activity	Behavioral components	Hints
Cool down rehearsing the show	Responding sharply to the commands.	Lets do this correct so we can expand the progr.

Level of Difficulty: *Duration;* **LD1 No time span is added to this factor in the lesson.** The group has the ability to focus other more vital points than worrying about finishing inside of a specific time frame.

Complexity; **LD2 Reacting to a well placed deflection.** And the prior scripts shows that this factor is strongly in a social (demand) sphere. Team work is strongly called upon.

Intensity; **LD3 Tolerance will be required in the drill and game.** The emotional demand composite will be strongly tested in this factor, due that it is obvious that the group likes to be well serviced. They'll want the ball to be well deflected to them, but the question is will they be able to do the same for someone else. How hard will they throw the ball at their opponents and how hard do they want to get hit them selves.

Distracters : **LD2 Emotions.** Will they be able to focus on the tactics of the game, or will they get carried away and fall into a negative emotional trap and loose the concentration on the essential fact of the game.

Total : LD8 This is high considering that we have combined the social and emotional demand together (bonding). We are trying to show you that the combination of composites can be molded together to form the whole DEMAND component. We could have increased the physical demand (higher hart rate) and get totally other results, and have added this to the bonding. Ad some problem solving aspects to this scrip (lesson) then we would have covered the DEMAND COMPONENT as a whole.

This is a clear example on the step by step method of increasing the LD's, while maintaining a CONSTANT HIGH LEVEL RATE OF SUCCES.

IEvaluation : As it seems they have coped real well. I even dare to say that the script was way below their level. They went through this class a little to easy, but we agreed that if anything, that would be better than everything breaking down. The emotion kind of flared up between Adiel and Gabi , but that didn't turn in to any special. We did make a note of this, and we'll take this up in our next component, which will address the issue of self control. We also noted the issue of Demand being closely knitted to self control, and that even though it is tough, we'll have to try and separate these to components in order to make it absolutely clear to our audience what we are busy with. Again we'll draw your attention to the fact that we put our assessments under a microscope, and that we will clearly address each component as individually as we can.

Evaluation by product: There was a lot of complaining before we got started, about being tired and hurt. There were a few people with injuries, but minor. Yosi seems to be having some type of problem at the school. Ashet is becoming less embarrassed about his English. He is a good athlete, but his dreams for the NBA is going to be a big disappointment. Attitude will be his major stumbling block. At the end of the class they still wanted to continue the game, even though it was so hard for them to get started in the beginning.

Maintenance: Compliance.

Unit: Introduction to football Lesson No: 19

Context: Football and pressure.

Date: December 28th

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Conditioning (anaerobe program). Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting

Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
3 rounds with change of pace	Change the pace at the sound of the whistle.	Hold the line and stay in your place
Drilled stretching	Keep movement synchronized.	Make adjustments
Sharp active stretching	While moving keep the motion and all actions synchronized.	Motion with the group.

Script 2

Activity	Behavioral components	Hints
Break down drills	Move on the rapid command synchronized drills, while holding your form.	Stay with your partner all the way
Monkey drills	Visual reaction to the other two team mates action. Quick and precise.	Timing is the key to avoid crashing.

Script 3

Activity	Behavioral components	Hints
6 Wind sprints	Run 60%-70-80-90 and 2 times 100% 40 yard dashes.	Dig deep if you want to make it
Pass protection drills	Staying low even though the legs hurt.	Keeping your poise even in the worst of times
Defensive back drop back drills	Reacting fast to the commands even though you're burned out	Not giving up is the key.

Script 4

Activity	Behavioral components	Hints
Fly passes from team mate.	Straight down the field at top speed.	Remember your team mate is not a QB.
Punt return from team mate.	Keep your eye on the ball and get under it then make the catch.	You have to make the adjustments not the punter.

Script 5

Activity	Behavioral components	Hints
Return with the punter coming down to defend the punt.	Run after the catch don't panic and run early secure the ball first. Then look for your blocker.	Take your time you don't have to rush it. You'll get more out of it by taking your time.

Script 6

Activity	Behavioral components	Hints
Game each team calling their own plays	Make the acquired adjustments that is required to carry out your team mates attack plan.	LISTEN UP.

Duration; LD2 Six wind sprints. This will drastically Level of Difficulty: increase the hart rate.

Complexity; LD2 Technical elements, which they have not been doing well in the past. A combination of physical and cognitive elements.

Intensity; LD2 Frequent repetitions of about 60% of the technical scripts at about 75% of their maximum capability. Keep them pumped.

Distracters : LD2 Fatigue (high hart rate), higher voice tone, less incentives, negative body language. All these, by the clinician.

Total: LD8 The component's LD is high, this is due to the fact that the ingredients controlling this component, must be pushed and pressured in to some type of reaction.

If there is no intensity factor here, then it is obviously very difficult to get any increased reaction from the group. Note ; the most of the group is very passive. Even though this component is a tuff area to cover, keep in mind that they still must come out feeling success full.

Evaluation : The game got very heated today, this because of several reasons. One they refereed them selves, and secondly they are really in to the game. They are understanding the game quite well and this causes some heated debates. They tend to argue a lot, and sometimes very heavily, but for some good reason it never turns into anything else but that. In the past they reacted very strongly if they felt that they were tagged a little to hard, but today that is less of an issue. Asher was put on the spot today because of our script design. He didn't handle it to well. He has the tendency to hide behind the fact of not being able to speak English. He seems to only understand English when it suits him. Even though, under immense pressure from the group, Daniel's officiating was done in a very calm and precise way. He listened to the yelling and shouting but never once reacted. It was as though he was giving a lesson on self control, not putting it lightly.

Evaluation by product : reaction on the late arrival of Daniel by Kalimi. Comments were made in the library, by Dovi regarding the teacher thinking that they were stupid. Others that didn't understand the library system were quite happy with the thorough explanation. Discipline in the library was outstanding. Every one was really preoccupied with some thing. One would get the feeling that this was an every day way of behaving. They met the Israeli marathon champion, and were very impressed. They enjoyed punting the ball (kicking). They were a little undisciplined during the fly passes, which they had to carry out them selves. They were very enthusiastic presenting the strategies they had designed for the game. We didn't get to do to many, because the huddle time was to short. Suggest that next time we do 35 sec. Clock instead of the regular 25. This created a kind of intimidation factor, because my team just kind of let me do all the play calling. One or two kept pushing for their play to be called. Fair play amongst themselves was as usual very good. Yossi was super sharp today, very unusual. At the end of the game every one still wanted to continue playing.

Maintenance: compliance ? Didn't go in on it this model. No time. But I must note that compliance was also low in this class. Huddle was called and some people were still asking if they were allowed one more kick. By giving into this will result in,that some kids in the future would take the extra kick with out asking because it had become a habit of kicking the ball after the huddle was called.

Unit: Introduction to football Lesson No: 20

Context: Football and pressure

Date: December 30th

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
Forward and back drop running squires	Looking dead ahead, keep the front line and the side line straight.	Don't turn your head, use your eyes.
Drilled stretching.	Keep the movement synchronized.	Make adjustments.
Sharp active stretching.	While moving, keep the motion and all actions synchronized.	Make unnoticeable adjustments

Script 2

Activity	Behavioral components	Hints
2 down 4 up break down drills	React on the appropriate time on coming up and on going down.	Relax and pick up the timing no rush
Suicide drills	Sprint to all the lines up to mid field and back, all the cross court lines one at a time	Do as many as you can or all.

Script 3

Activity	Behavioral components	Hints
Fumble recovery	Sprint to the loose ball scoop it up with out loosing a stride.	Remember a foot Ball bounces differently
Deflection catches	React on the deflected ball, and catch it.	In a regular situation no one knows where a deflection will end up.

Obstructing interceptions drill.	The man in front can choose to catch the ball or leave it for the next. React.	Don't get upset if the ball hits you in the head because you weren't ready.
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Script 4

Activity	Behavioral components	Hints
No ball termination	Team must help those that don't have a ball, by passing them their own.	Remember your turn will come.

Script 5

Activity	Behavioral components	Hints
Beam ball	Try and knock the other team out of the box by striking them with the ball.	Think about the person your after and the strategy your using.

Script 6

Activity	Behavioral components	Hints
Rotating team mate cool down stretching.	Do the exercise shown by team mate.	Do you want him to succeed ?

Level of Difficulty: *Duration;* **LD2 length of script two and three.** This is increasing the hart rate, but is not the dominating factor. The transition from exercises with out rest that's the reaction we are looking for.

Complexity; **LD2 They'll be doing things that they have little or no control over.** A ball that bounces unpredictably. Team mates that will be reacting the same, and that might be trying to make things as tough for you as possible

Intensity; **LD1 They already had a day in front of them.** We don't want things to get to drastically out of hand. We're looking for success not running them in to the ground.

Distracters : **LD2 Fatigue (high hart rate), higher voice tone** (note; remember we are indoors),**less incentives, negative body language.** All these, by the clinician.

Total : **LD7** Again a high LD. At this point we are not so much dealing with a high hart rate. But just compiling a lot of activities on them, with out to much of a recuperative time span. Basically just hurrying them up the whole time.

Evaluation : In our assessments of this component. We recognize its **neurological** roots. As with all our prior components we want the group to *experience* or be *exposed* to a specific behavioral component , so he can recognize certain stimuli's in the future that is connected to a possible behavior or reaction he/she might experience. The process is to make them aware of and equip them with the tools to deal with all the different stimulus's we experience in our every day life. The script was not designed to create any violent out burst, but rather to provoke and stimulate the neurological reaction that can lead to the person losing their poise. The discomfort that some of the drills presented was enough to get the reaction we got during this lesson. They were afraid that they would have to do another suicide run, they were sometimes irritated by the unpredictability of the bouncing football. They accepted the misfortunes of the game, like getting hit in the face by the ball, even though we had agreed to throw the ball low.

Evaluation by product: To my surprise Ashet showed up for practice, even after the designed run in we had on Monday. I gave him props for that. Yossi has improved very well. The other Yossi didn't show up today because he received some faulty medication. Gabbi and Mordi tried to participate despite the fact that they were injured. Everything ran smoothly no complaining about anything. They brought some music that had the "We will , we will , rock you " , jam by Queen on there. And we trained with some other background music.

Maintenance: I didn't mention anything about it, but compliance seemed to be back on track. We'll keep a note of this, as we do for each acquired competency.

Unit: Introduction to football Lesson No: 21

Context: Football and pressure.

Date: January 4th.

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Conditioning (anaerobe program). Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
Lead man calls the break after the 2 nd round.	Set up the formation after the break call and clap it up.	Pay attention to the voice. For the break call.
Rotating stretching by team mates.	Quiet in the formation , and follow team mates instructions.	Only one person should be talking.
Rotating active stretching.	Group must make the moves synchronized.	Look listen and keep things straight.

Script 2

Activity	Behavioral components	Hints
Break downs by team mates.	The people doing the drill must focus on working together.	Stick with your partner.
Lateral overs by team mates.	The same	Follow your partners moves by keeping eye cont.

Script 3

Activity	Behavioral components	Hints
Fumble recovery	Move in a controlled way towards ball. Ball doesn't bounce like a regular ball. Very irritating.	Don't let the behavior of the ball get to you.

Deflection catches	Concentrate on the flight of the ball and the movement of the man in front of you. This can be irritating. He might not be moving the same way you would.	Stay calm because you know that what you're doing is very difficult
Pocket pass protection	Power through the man or out smart him. This gets you hyped.	You know the options he has you have them too.

Script 4

Activity	Behavioral components	Hints
Bad passes	Frustrating. Your running down the field giving what you got and the QB keeps throwing badly.	If you feel this way STOP and ask your self what you can do to help the situation.
Complicated pass patterns.	Cognitive frustrations. You can't figure it out.	Stay calm and ask for the play to be repeated.

Script 5

Activity	Behavioral components	Hints
Game time with bad officiating.	It's not going your way most of the time. In a game situation this pisses you off.	STOP and again talk to your self. You still want to win so what is the best thing to do

Script 6

Activity	Behavioral components	Hints
Cooling down	Still holding grudges from the game.	Feel good that it was all just a game and it is over. STRETCH.

Level of Difficulty: *Duration;* **LD2 Half an hour.** Of none predictable, and some irritating but solvable cognitive problems (drills).

Complexity; **LD2 Dealing with a none controllable situation, while solving some cognitive tasks.**

Intensity; **LD2 In some cases the immediate repetition of failed tasks.** Over, and over again.

Distracters : **LD2 Higher voice tone, less incentives, negative body language.** All these , by the clinician.

Total : **LD8** My LD is high but, I'm asking a lot of this component. They are constantly being asked to evaluate their feelings, and control their emotions , by finding some type of functional code, that is cognitively clicked on, whenever they feel that they're losing it. For example telling your self " STOP ", the minute you feel the anxiety building up, and that you're about to lose your cool. Taking a deep breath is also a possibility. We believe it could also be a goal to teach them to find theirs. Something that, they can go to mentally, the minute they feel the anxiety growing, and that they're about to lose their cool.

Evaluation : Generally, the group as a whole was very committed to the game. There were a lot of debates going on between the teams, inside each team, and arguments with Yoni the referee. In terms of self control, three players stood out today: Adiel and Mordi, who lost their tempers several times, Yossi Zadok ,who was extremely quiet and did not lose his temper at all.

Evaluation by product : The group came late to Wingate. Their behavior at the computer lab was very quiet and orderly. Yair got hurt during a tackle with Ari – a slight mouth injury. Yoni was a very good referee, and paid almost no attention to shouts from both teams.

Maintenance:

Unit: Introduction to football Lesson No: 22

Context: Football and pressure.

Date: January 6th

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
4 laps controlled by the lead off man.	Prepare your self for the lead mans break call.	Count your laps too and get ready to react.
Stretching led by a team mate.	Pay close attention to the instructions given by your team mate.	Not all of us is good at English, so cut each other some slack.
Active stretching led by a team mate.	The same.	

Script 2

Activity	Behavioral components	Hints
Break down drills led by team mate.	Listen to the commands and move with your partner. Not on your own.	Be quiet so we can hear the command
Lateral drills led by a team mate.	The same.	Keep your eye on the person your moving with.

Script 3

Activity	Behavioral components	Hints
Eyes closed, feel the form your partner has taken and imitate this.	Don't touch anyone the way you wouldn't want to be touched Irritating / frustrating .	Concentrate, if not you can't remember the figure.

With your eyes closed let your self be guided to an object. (vocally)	It will be frustrating to hear your partner while every one else is trying to guide their partner to their object.	Try and filter out your partners voice if you can.
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Script 4

Activity	Behavioral components	Hints
Eye to eye ball to the forehead drill.	Take your time and cooperate with your partner, don't get to anxious.	If the ball falls you have to start all over, so talk every step through with your partner.

Script 5

Activity	Behavioral components	Hints
Beam ball	Hitting and being hit.	How hard ?

Script 6

Activity	Behavioral components	Hints
Practice for the 27 th .	All of the acquired.	It's only going to look good if we make it.

Level of Difficulty: *Duration;* **LD1 As long as it's fun within the time of the script.** The contact, then the yelling in doors might get to some peoples nerves, and agitate them.

Complexity; **LD2 Forming a mental picture of something you felt the form of, and then forming it yourself. Filtering out all other noises and homing in on your partners voice can be a lot to ask.**

Intensity; **LD1 This is kept only to what is necessary to get the exercise done.**

Distracters : **LD2 Fatigue** (long day), **Higher voice tone, less incentives, negative body language.** The clinician.

Total : LD6 Our LD is lower today because keep in mind that Wednesdays are their busy days at the school. No need piling it on. We talked about maintaining the level of success, and this component is a delicate one to handle if the group is already tired after a long day. It is a different type of tiredness, to when we intentionally increase the hart rate through exercise.

Evaluation :

Evaluation by product:

Maintenance:

Unit: Introduction to football Lesson No: 23

Context: Football and pressure.

Date: January 11th.

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Conditioning (anaerobe program). Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
4 lines running the length of the field.	Adjusting to the lines keeping it straight. Slow down speed up (irritating).	Bare with the rest of, using your eyes might help.
Stretching synchronized.	Repetition. Irritating if others keep making mistakes and you have to do it over and over again.	Try helping each other by making adjustments.
Active synchronized stretching.	Same.	Talk about what's going wrong.

Script 2

Activity	Behavioral components	Hints
Break down drills.	Be tolerant to the man your working with.	Eye contact talk to each other.
Monkey drills.	Don't rush, give the others time to move.	Don't get upset find out what's going wrong.

Script 3

Activity	Behavioral components	Hints
Passing technique two spirals in a row	Two spiral passes in a row can be frustrating.	Relax think about the technique.
Punting technique.	The spiral punt is one of the toughest things don't get excited.	Relax and go through the techn.
Return technique.	Aggravation will not bring the ball to you.	Keep your eye on the ball get under it. Bring the elbows together.

Script 4

Activity	Behavioral components	Hints
Reaction pursuit drill.	Hitting and getting hit. Getting upset.	If you're getting agitated stop and ask if it necessary to hit you so hard.
Knock down interception drill.	Keeping him from catching the ball. Did he hit or push to early. Irritating.	Get to the ball at the highest peek and pull it into your body quick.

Script 5

Activity	Behavioral components	Hints
Game time	Bad officiating. Aggressive reactions.	Don't get put out of your game. Talk to yourself and don't rely on the referee.

Script 6

Activity	Behavioral components	Hints
27 th show drills.	Left over grudges from the game.	Remember it's a contact game and the contact is over

Level of Difficulty: *Duration;* **LD2 Through out the game.** Seeing that during the last two games things got very heated. We planned to focus the script model on the game. The component is active through out this whole period.

Complexity; **LD2 They are designing and carrying out the whole strategy of the game.** This with out the usual help from the clinician or advice. This might prove to be frustrating.

Intensity; **LD3 Competitive, 35 sec. To call the attack strategy.** There is a penalty on any delay of game.

Distracters : **LD3 Fatigue and real poor officiating.** They are expecting the officiating to make up for any inconvenient or seemingly unfair incidents. And if this fails to work, it's like throwing wood in the fire.

Total : **LD10** This is high at this time. The group functions so well amongst themselves under most circumstances that we believe that by grabbing a high LD we'll see if every one can hang, at this level. We can always compliment them on having it taken this much to disrupt their sports man like relationship amongst each other. It will mean no lost or bring any harm to the group if one or two looses their cool. The group would only gain from this experience. This through , a good closing evaluation of the class. And them being updated to what's going on.

Evaluation : The Spiral drill required the group throwing the ball in a spiral towards your partner, if the ball wobbled then the thrower had to sprint towards the catcher and retrieve the ball. It was clear that the group tried desperately to throw spirals, but responded to the sprint request quite calmly. Some did their sprints immediately while others tried to dodge the penalty of a bad pass. Results of this script would have been different had we increased the distance of the sprint. Both teams exercised a non- vindictive attitude towards their peers. Most heated situations were due to debates on whether a person was touched by two hands or one.

Evaluation by product : Both teams exercised a caring attitude towards rivals, once a rough play was completed.

The bus was late coming and going. Yair surprised both observers by insisting to keep on playing, despite reopening of his injured lip, and making nothing of it.

The group, as a whole behaved nicely in the library with Adiel, Gabi, Mordi and Yair on the positive side and Yossi Hasidim on the negative.

Maintenance:

Unit: Introduction to football Lesson No: 24

Context: Football and pressure.

Date: January 13th

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Dealing with pressure.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/

Behavioral Goals (Competencies): Self control

Next Behavioral Goal : Self management.

Script 1

Activity	Behavioral components	Hints
Squire up running lanes.	Adjusting to the line, and keeping up with the different paces of the others.	Talk calmly to each other about the pace.
Stretching led by team mate synchron.	Repetition. Doing something over and over again, until we get it right.	Relax no need to get anxious we'll get it before the big day.
Active synchronized stretching. (mate)	The same.	

Script 2

Activity	Behavioral components	Hints
Break down drill led by a peer.	Doing what is asked of you with out comments.	Doing something to please others.
Lateral drills led by a team mate.	Listening to a team mate for the good of the group.	

Script 3

Activity	Behavioral components	Hints
Suicide drill.	Determination	Saying I can't means I will not.
Guiding a team	Auditory concentration.	Try to focus in on

through the use of voice to an object.		what's happening not on how tired you feel.
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Script 4

Activity	Behavioral components	Hints
Basket ball no dribbling.	Need to assist team mate. Need to hold your self back. Waiting for team mate to get open for the pass.	Make yourself quickly available for the ball.

Script 5

Activity	Behavioral components	Hints
Their choice of game.	Agreeing , compromising , cooperating and sticking to the deal.	Even though it wasn't your idea that was chosen lets have a good time.

Script 6

Activity	Behavioral components	Hints
Rehearsal for the 27 th .	Patience and determination.	Do we want the this to succeed ? Do we want it looking sharp ?

Level of Difficulty: *Duration;* **LD2 A little emphasis will be drawn in each script of about four minutes.** We are not going to overload them. We'll kind of use a pressure cooker style here. Leave enough space for them to let off some steam.

Complexity; **LD2 Two problem solving issues.** Right after the suicide drill finding a way to calmly guide a blind folded partner to an object. Finding a way of getting open quick enough to keep the game going smoothly.

Intensity; **LD2 Two issues will affect this factor, 1 trying to concentrate with a high hart rate, 2 trying to meet the demand of your peers on you getting open so they don't get stuck with the ball.**

Distracters : **LD2 Tone of voice, hart rate, body language and the Wednesday fatigue.**

Total : LD8 We talked about the special aspects of this component is of a neurological one. And that our goal is to introduce, or subject our population to the different stimulus's that can trigger the neurological reaction which will then have some type of effect on our ability of self control. We kept the LD's high but didn't go

over board. We limited our selves to pushing or group in such away, that cognitive communication (feed back, on feelings) channels are always open.

Evaluation : We did our routines then came to working the component. One of the first drills was them being guided by their partner to a ball placed randomly in the hall. There was a lot of arguing because some people was suspected of cheating. The game required fair play, and that could have been tempting to some. All they had to do was keep their eyes closed and find the ball by listening to their partner. The winners got to let the group do what ever they wanted them to. That was part of why some people took it so personal they didn't want to do what the winners told them to when they felt they cheated. I felt strongly that some did cheat, but the agreement was that we were going to do what ever the winners told us to, and we would just have to take their word for it that they played fare. They all lost their cool and it got very heated some times. They were then reminded of keeping their self control, and a comment was made by one in the group. This was told to them in prior self control scripts. And he reminded the group of it. He said ,”wax on, wax off”(karate kid, movie). Which referred to relax breath and stay calm or cool.

Evaluation by product: Asher was ill, Arie had someone that passed away, Dovi went out with his dad, no one knew where Yosi was. We went over some things that we are going to use in the show. They had a chance to give their opinion. Their was no complaining everyone participated. Even though emotions flared up a bit, it was a good class.

Maintenance:

Unit: Introduction to football Lesson No: 25

Context: Football and Organization (independence in training/activities).

Date: January 18th .

Setting: Win Gate

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Conditioning. Independence , in training/activities.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/ Self control

Behavioral Goals (Competencies): Self management.

Next Behavioral Goal : Cooperation

Script 1

Activity	Behavioral components	Hints
Running two rounds	Group is in charge for getting this done.	Hope we can do this, with no probs
Stretching	Two volunteers in charge.	Should I assign two people.
Active stretching.	One volunteer.	We done this a thousand times.

Script 2

Activity	Behavioral components	Hints
Overs and break down drills.	One volunteer calling the signals.	Make sure that the team is doing it like they were taught to.
The monkey drill.	Form four teams of three, and work out this drill.	You have five minutes to complete this task

Script 3

Activity	Behavioral components	Hints
30 pass completions.	Form two teams and be ready to commence passing on the signal.	First team to complete 30 wins.

Design a running attack.	Setting an attack plan, play it, then let each person explain what their job was in the play.	Knowing what you have to do is sometimes very important.
Design a passing attack.	Same. And also explain what you would do if the ball wasn't thrown to you.	Thinking ahead also helps a lot.

Script 4

Activity	Behavioral components	Hints
Going over the rules.	How to avoid being penalized.	Attitude
Game time.	Playing by the rules.	Sportsmanship.

Script 5

Activity	Behavioral components	Hints
Cooling down.	Setting up the four line formation.	How long will it take to be ready.

Level of Difficulty: *Duration;* **LD1 A total of one minute** where the individual will have to explain what his role is in the pass and run play, and show how he plans to full fill this duty.

Complexity; **LD1 Ad to the explanation** what is allowed and not allowed by game rules that will have an effect on you doing what you have to do.

Intensity; **LD1 Putting the designed plan in to effect.** In other words running the play.

Distracters : **LD2 Insecurity and the language. Increased hart rate, panic.**

Total : LD5 We aimed self management more at the group than at the individual, in order to soften the impact of self management, at this time we believe that the component as whole is not as yet evident until we can asses\ measure the steps that each individual has or is taking. For example is he getting up on time to make our Monday morning practices, or does he have to be pulled out of bed. Does he know his plays that we use in the game, or does he rely on his team mates telling him what has to be done. We can go on and on. For now we'll look at this component as group self management, and from there go on to show them that the individual self management is a must in order to function in any social sphere. Waking up on time, getting ready for practice, knowing what's scheduled for practice, choosing the correct attire to ware to practice (weather), setting up a training agenda. We believe that we can use examples of the group functioning on it's own to make a clearer picture of self management to the individual. And at the same time the group cushions the impact (support), of the procedure, and ensures a high individual success rate level.

Evaluation : Problems in self group management. Teams were given assignments which were designed to get them working together independently from the clinician. It took some time for the teams to get everyone assembled, in order to design or work out the assignment. When the teams were aware of the withdrawn position of the clinician they were easily distracted. There were at least three members of each team, out of six , that were committed to task fulfillment. The clinician played a large role in getting the teams to fulfill their tasks. He waited and gave each team enough time before stepping in.

Evaluation by product : Bus was especially late. Both teams were very committed to the game, with some 75 push-ups hanging over their heads. This caused the teams to be extremely committed to winning. The competitive sphere caused tempers to heat up occasionally. Asher got injured but played all the same. Yair keeps on surprising the staff by growing commitment to the game. Some teams had beautifully designed plays. Ari tried occasionally to step in for his team, when the game called for it. Gabi showed enormous leadership in his team. Despite the shorter time allotted to the library, some of the group showed great interest and good self management.

Maintenance: Due to the component as stated before, the clinician allowed ample time, before stepping in. This caused some problems in the compliance department.

Unit: Introduction to football Lesson No: 26

Context: Football and Organization (independence in training/activities).

Date: January 20th

Setting: Gym Kfar Batia.

Equipment: 8 footballs, 32 flags, 10 cones

Students: 15

PE Objectives: Conditioning , independence in training/activities.

Acquired Competencies: Compliance / Concentration/ Rules and Routines/ Waiting Demand/ Self control

Behavioral Goals (Competencies): Self management.

Next Behavioral Goal : Cooperation.

Script 1

Activity	Behavioral components	Hints
Four rounds.	Team set this up and run it.	We want this to look good.
Stretching.	Two team members share this task.	If we can't work together now, tell me when.
Active stretching.	One person in charge.	

Script 2

Activity	Behavioral components	Hints
Spiral passing.	Sprint and retrieve ball if pass was not spiral.	These drills will be used in our demonstration program. 27 th
React to the bouncing ball.	Sprint to and scoop the ball in one motion.	

Script 3

Activity	Behavioral components	Hints
Run pattern formation.	How to stand before the hand off from the QB. How to take the hand off.	The way you practice is the way it will look.
Pass pattern form.	How to stand and run the pattern.	

Script 4

Activity	Behavioral components	Hints
The reverse.	Run to the side it is called and hand off the ball behind to the on coming runner.	Timing and the down field steps are important.

Script 5

Activity	Behavioral components	Hints
Show plans.	Opinions on how we should set up the routines.	We want it to look the best. We need good ideas.

Script 6

Activity	Behavioral components	Hints
Show time. Rehearsal.	Lets see what you have learned.	It's what we worked for.

Level of Difficulty: *Duration;* **LD1 Under two minutes.** Personally explaining the run or pass pattern they're supposed to do, and how they plan to do it in the show.

Complexity; **LD1 Choosing between the run or the pass for the show,** and explaining what you based your choice on.

Intensity; **LD2 Carrying out these choices in a show situation,** the rehearsal.

Distracters : LD2 1ST time doing a show, inexperience, nerves, increased heart rate and language.

Total : LD6 There still lies a strong balance between group self management and self management. Here and there we let them, or the individual take charge and meet the responsibility of some minor but very meaning full issues, on their and his own. We are using the up coming show for this.

Evaluation : Due to my departure the group was extremely cooperative and hard working. All assignments were carried out to the letter. They've connected the show to my leaving and for some reason they believe that they should go out of their way to show their appreciation. They took charge for just about everything. I never saw this many ideas for the show in the past. Though they were asked to throw in some ideas, it was always left up to me. Today some had, some pretty good ideas, and the rest just cooperated, with very little resistance. And if there was any resistance at all, it was of a constructive nature. Though this may look as if we've come along ways, we are very much aware of the dramatic jumps certain components can make. We will not allow our selves to be trapped by this phenomena. We'll stay on course with our step by step approach and make sure that we cover all the bases. It goes to show that they are very well aware on how to behave, but will only do so when it suits them. They are not aware of this behavior and the use of it. We are there to make them aware.

Evaluation by product: Asher might get an opportunity to get in with a top Basket Ball team. He got the news today. Boy was he complying with everything. Yossi Sadoc, was suspended by the school. There was no complaining today about anything. The music for the show was jamming when we got there. That said enough already. As if it was planned, every one was seated and ready to go. We'll be playing " We are the champions" by Queen. I wondered if they knew what that meant. They can all sing it.

Maintenance: Waiting and compliance. As stated before we put down compliance because of the drastic progress we experienced in this lesson. A warning for us not to get our hopes up.