



# "Through The Field"

Training Integrated Teaching Program

Third through Sixth Graders

Season 2008



This information is for the purpose of teaching and is meant solely to serve Education and Social Project's pedagogical needs. Using this information in other frameworks is prohibited.



## Dear coach!

The following teaching program utilizes football world as a field, through which both the trainee and the team can cope and be familiar with a variety of values and notions.

"Team Discussions" which are based on this program and on the teaching plans it includes will be part of the training.

In order to make it easier for you to use the material you are given a fixed format of the "Team Discussions":

**\* Opening+ questions for the team.**

**\* Team exercise or some social activity.**

**Marked as -**



**\* Giving a real life experience as an example.**

**Marked as –**



**\* A summary.**

Please make sure you maintain this format in order to ensure a professional and focused activity. In addition, at the end of each month you may use **Important**

**Emphasis for Training and sample Exercises.** This information will relate to the topic discussed each month and will enable you to make a connection between the topic in the team discussion and the training. Make sure you use the exercises, this is the basis for a unified and professional unit. At the end of this booklet you will find appendixes related to team management which includes contact list and attendance list.



## Educational Credo

- ⚽ Don't be arrogant- The session should be based on respectful and clear communication.
- ⚽ The trainee is the center of the activity- make the trainee feel that he is important.
- ⚽ Scoring is not everything- not only the ones who score first are important, you should share and encourage all the participants.
- ⚽ Encouraging is the "Eleventh Commandment" – make the training environment an encouraging place and give as many reinforcements as you can during the activity. Emphasize the strengths of your trainee.
- ⚽ Football requires a clear set of rules and regulations- enable the trainee to absorb this clear set of frame work.
- ⚽ Enjoy the football – remember that when one enjoys, he learns better, make both the team and you enjoy the activity.

Make the trainee treasure in his mind your character as an educational role model.

**Be a significant role model in the trainee's world.**

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| "Season Opening"                   |   |                  |
|------------------------------------|---|------------------|
| 5-7                                | Opening   | The first month  |
| 8-10                               | "Coordination of Expectations"                                      |                  |
| 11-16                              | "Team Contract"- Rules of Behavior                                  |                  |
| 17-20                              | Mutual goals  |                  |
| 21                                 | Training emphases   |                  |
| "The Team"                         |   |                  |
|                                    | "Establishing a Team"   | The second month |
|                                    | "Cooperation"   |                  |
|                                    | "Relying on Others"   |                  |
|                                    | "Winning and Loosing as a team"                                     |                  |
| Training Emphases                  |   |                  |
| Leadership- "Being a Team Capitan" |   |                  |
|                                    | "Being a Team Capitan"  | The Third Month  |
|                                    | "Leadership Styles"   |                  |
|                                    | Choosing a Team Capitan   |                  |
|                                    | The Team Capitan as a Leading Force- Being a "Capitan" in Real Life |                  |
| Training Emphases                  |   |                  |
|                                    | Appendixes  |                  |

# "Season Opening"

A successful season opening is highly depended both on the preparation and on an accurate definition of the structure and form of activity.

In this month's activities the team receives most of the relevant information for the coming activity year.

The procedure of Israel's national team's opening season will be this month's case study. Through this procedure the trainee will deal with basic concepts such as – coordination of expectations, team roles of behavior etc.





## **First Session – "Season Opening"**

**Goals:** introducing this year's structure of activity.

Having an initial acquaintance with the team's coach and with the trainees.

Making the trainees aware of their personal responsibility.

**Training aids:** a ball.

**Opening:** In this session the team starts implementing "Through the Field" program.

The main purpose of the first session is to present the structure of the program and its themes. In addition, the purpose is to make an acquaintance and create a common ground for the entire activity. Remember that this is the first session in which the team learns to know you as the leader of the program. Furthermore, this is the first time the team becomes familiar with this year's structure of activity. On the personal level, it is highly important to give the team the entire available information.

This session is built around a few key parts-

1. Personal coach's show.
2. First opening games and introduction for the team's trainees.
3. Setting up the structure and the topics of the activity throughout the year.

It is recommended to run the session in this order in- order to create among the trainees a complete and gradual understanding of the different details.

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## Dear Coach!

Think of a pleasant and friendly way to show yourself to the team, remember that the initial impression is the basis of all your work

### 1. Personal Coach's show-

- \* Name+ age, experience in training/ educational experience at work+ seniority in "Education and Social Project".
- \* Hobbies, subject matters, etc.



### Introduction Games-

The following exercises are suggestions for introductory games and social bonding. Please choose which of them to use against your team. Match it to the nature of the group and to the exact age group.

- \* **Preliminary round-** each trainee displays his name , his favorite football player/singer/food etc.
- \* **What is true and what is false?-** each trainee says two sentences about himself: one is fictional and the other is true. The team has to guess which of the sentences is true.
- \* **The names ball-** first stage: the team stands in a circle. Initially, each member of the team passes the ball to his neighbor( according to the order of the circle). The trainee that gets the ball should say his name and pass the ball to the child next to him. Second stage: Passing the ball not according to the order in the circle but rather more freely . Each trainee that delivers the ball should say the name of the child to whom he gives the ball.
- \* **The wind blows-** One trainee is in the center of the circle while all the others are sitting on their chairs. According to the trainee's decision he announces: "The wind's direction is ..." and chooses a criteria ( for example- "The wind's direction is toward anyone who wears white shoes"). Anyone who meets the trainee's criterion, must



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move from his place and settle in another place and the trainee also has to find a sitting place. The child who is left to stand continues the game.

**\* Scattering sentences on the floor, each trainee chooses a sentence and tries to complete it:**

My favorite hobby is...

I have\_\_\_ Brothers.

The greatest soccer I have ever seen was...

Something funny that happened to me lately...

My parents engage in...

My favorite sport is...

### **2. Form of Activity:**

You should strive to a complete understanding of the structure of the activity and its themes. This is the basis for the entire program this year. If the structure and the framework of the activity will be unclear for the trainee, it will be difficult for him to take part in the activities. It is important to give all the trainees the relevant information about the structure of the activity and answer all their questions. You may use the following emphases concerning the activity structure:

#### **Program "Through the Field"**

What does it mean? Why do you think it is called that way?

What do you think we can learn through the experiences on the field?

What can we learn from famous soccer stars?

#### **Activity Structure:**

The structure of training- a football training that includes an educational team discussion.

Each training will be based on introduction and games concerning various subjects relevant to the group and to different places in our life.

The activity will be followed by mentioning well known examples from the world of football.



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Each month the activity will focus on a different topic. In the three months of activity we will deal with:

1. Opening of the year ( introduction, our team rules, our goals in the coming year)
2. The team - (co-operation, different types of teams)
3. Leadership - (What is a leader? Am I a leader?)

**\*The trainee's personal responsibility-** "Through the Field" training includes the educational team discussions- a trainee who decides to be a part of the program takes on the responsibility to participate in the entire training structure - it is important at this stage to talk with the trainees about their personal responsibility.

**\*Formalities-** Each trainee should come on time, each trainee should wear a sport outfit etc..

\* **Schedules-** the team's regular days of activities, the team's regular hours of activity.

### **Dear coach!**

Answer any questions asked by the trainees and make sure that they understand all the information .Give the trainees the "Trainee's Opening Year Page" ( it is in the appendixes at the end of the booklet).

### **Session Summary**

What did we have in the meeting? What is our next meeting going to be about?



## **Second Session- "Coordination of Expectations"**

**Goals:** coordinating expectations.

**Teaching Aids:** expectations balls.

**Opening:** Coordinating expectations is highly important.

The main function of coordinating expectations is to establish a common ground, mutual understanding and agreement between the trainees and between the coach and the team. This will contribute to an organized and enjoyable session.

The importance of the topic is by giving the trainees a sense of security and creating an organized framework for them throughout the year.

### **? Questions for the team**

- \* What does the term "coordination of expectations" mean?
- \* What is the purpose in using coordination of expectations? (set a suitable framework to all the participants).
- \* What kind of difficulties can be prevented by using it? (gaps in expectations between the team and the coach, gaps in expectations between the trainees).
- \* What will happen if we will not use coordination of expectations? (The team will meet difficulties throughout the activity due to gaps in expectations).
- \* What is more important – team expectations or coach expectations? (both are equally important).



## Dear Coach

It is important to have a coordination of expectations at this stage in order not to create a disappointment or a misunderstanding regarding the nature of the activity's framework. Before the exercise begins it is important to give a brief explanation about the importance of having a coordination of expectations at the beginning of each process.



## "Expectations Balls" Exercise

**Option A:** Prepare three expectations balls on a few pages ( appendix 1)- place them on the floor or draw them on an existing board. Have an open conversation in which each of the trainees will relate to the three balls or to one of the balls.

**Option B:** The coach will prepare three packets of "expectation cards" (Appendix 1). On each card write the sentences listed below.

Each trainee chooses three "Expectation Cards":

Red - "I expect that the activity ..."

Green - "I expect the coach to ..."

Yellow - "I expect myself to ..."

Each trainee chooses one card from each packet , on each of the tickets he writes his own expectation and shares it with the team. Another option is to prepare a mixed

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package of cards. Each trainee will choose a card without looking and will answer the question.

The coach's expectations – to pull out a note/ treat like the trainees.

### **!Dear Coach**

Think which "expectations" you should stress. For example: to behave properly towards one another, to show up on time for the activity, to follow the coach/ instructor's orders etc.

It is also important to show the team your own expectations of them in order to determine the behavior of a normative framework for the activity as a whole.

### **Summary**

What did we have so far? What is going to be next?



**Appendix 1: Expectations Balls**

I expect the  
coach to...

I expect that  
the activity...

I expect  
myself to...



## **Third Session: Team Rules**

**Goals:** Continuing the process of acquaintance between the trainees .

Formulating "team contract" concerning rules of behavior.

**Teaching Aids:** A bristol paper in order to write the team contract, writing implements.

**Opening:** Formulating a " team contract" allows the trainees to feel confident when they engage in the activities and enables them to trust the team's way.

Setting rules of behavior is another fundamental step concerning initial activity(personal and collective).

The current session defines ( tougher with the team members) the rules of behavior concerning "what is right and what is wrong" within the team's framework.

### **?Questions for the team**

- \* Does football games take place without rules and regulations?
- \* Why do we need rules?
- \* How can we maintain good behavior?
- \* What do you think we should focus in order to make our activity enjoyable? ( listening, patience, mutual respect).
- \* Why do you think we need "team contract"?

Have a short conversation with the trainees regarding the importance of choosing rules of behavior and having a wide agreement to act according to these rules. The discussion may relate to school , the team and even to their family life.



**A real life example-The story of Tal Ben Haim** - (Appendix 1) – present the team Tal's case and the questions concerning it. This case study will be the basis of formulating "group rules" for your team.



### **Formulating "Team Contract"-**

Team rules should focus on three domains:

1. Between the trainee and the peer ( respect one another, help insofar the need etc).
2. Between the trainee and the coach-instructor ( act politely, listen to his comments etc).
3. Between the trainee and the activity ( not being late, showing up dressed in the team's uniform etc).

Here are some options concerning the formulation of "Team Contract". Choose the most appropriate option for your team. You can use the "Agreed Rules" appendix (Appendix 1 ).

Option A: Have an open conversation with the team in which you and the trainees will think about rules of behavior everybody should respect. These rules should be implemented in the joint activities throughout the year.

Option B: Write down on a paper or on the board some rules that have been formulated and that you consider to be important. Have an open discussion with the team concerning these rules and erase what is "unnecessary".



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Option C: Distribute the team into several triplets or couples : each couple should think about two rules they believe are necessary for the "Team Rules". One group should think about the domain of "Between the trainee and the peer". The second group should think about the domain of "Between the trainee and the coach-instructor". The third group should think about the domain of "Between the trainee and the activity".

The chooses rules should be written on a big paper and each of the trainees must sign that paper. Put the paper in a central place in the classroom, where the activity takes place.

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## Appendix 1: Agreed Rules

Examples:

Between the trainee and his peer: Respect the other trainees.

You should help the others if needed.

Every individual, member of the team has the right to say what he thinks.

Using verbal or physical behavior in front of your team members is unacceptable.

Between the trainee and the coach-instructor- I will respect the coach.

I will act politely.

I will follow the instructions regarding the training and the coach's guidance.

Between the trainee and the activity: I should come to the activity wearing sports uniform.

I should come to the sessions on time.

If needed, I should help organize the necessary equipment for training.

I should help return the equipment and arrange it at the end of the training.

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*We, members of the \_\_\_\_\_ team promise to respect these rules that have been agreed upon the group as a*

***Whole:***

*Acceptance of each team member*

*Listening to one another*

*Mutual respect between team members*

*Showing patience during the activity ( towards the*

*instructor and towards the team)*

*Mutual aid*

Names:

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

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### A real life example – Tal Ben Haim



Tal Ben Haim is Israel's national team defender. This is the forth year he is playing in England. In the last two seasons he has been playing in the magnificent football team of Chelsea and in the coming game season Tal will join Manchester city. Last year, during the team's training, Ben Haim arrived to the training camp that was held at the sport center located in Wingate institute.

During the training a disagreement that almost ended in physical violence erupted between Ben Haim and Dudu Awat. At the same time, Ben Haim decided that he is not interested to take part in the joint meals that were held during the training camp. The manager of the team wishes to consult with you. He has summon Ben Haim to his office. What do you think he should do?

- \* Show Tal the paper concerning the rules of behavior the team members have signed?
- \* Punish Tal severely for his behavior?
- \* Expel Tal from the team?
- \* why?

In a conversation held between the player and the manger of the team Tal was shown the "Team Contract" which was formulated by the team members and the professional staff in order to ensure a solid basis for an appropriate and dignified behavior among the players.

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At the end of the conversation Tal apologized his behavior and even invited his friends to a joint dinner. In addition, he asked Kashtan, the team's coach, to be in charge of signing new players on the "Team Contract".

- \* Did the "Team Contract" helped in Tal's case?
- \* Did the contract helped in maintaining order and appropriate behavior?
- \* What would have happened if there wasn't any team contract?
- \* Who do you think should formulize such a contract? The team members or only the coach?

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**Tal Ben Haim in Israel's National Team's uniform and during his training in England**





## **Forth Session: This Year's Goals**

**Goal:** Formulating trainees' personal and collective goals concerning the current activity year.

**Teaching Aids:** notes ( in order to prepare a "personal goals" paper), a paper for writing collective goals.

**Opening:** This session will focus on the importance of having the trainees think about personal goals in the activities throughout the year. Furthermore, it also focuses on the importance of having the team think about common goals of the group.

### **Questions for the Team:**

- \* Why do we need to formulate goals for our activity?
- \* What is a goal?
- \* Does each member need his own personal goal for the coming year?
- \* Does the team need to set its goals?
- \* Who should set the team's goals? The team or the coach?



**A real life example- A Case Study-** tell the team Yossi benayoun's story.

( The story is attached to the booklet ).

**Dear Coach:** Choose the most appropriate way for the trainees to define their goals pleasantly, without any interruptions or interferences. Emphasize the collective goals. Arrange the session that focuses on setting goals in such a way that you will have enough time both for the personal and the collective goals.





### **Setting Personal Goals – Stage A –Personal Goals**

**Option 1:** An open conversation with the team in which each trainee shares with the other trainees in the following:

One personal goal that he has concerning his social life and school ( having new friends, getting better grades).

One personal goal concerning football/sports ( improving his bouncing , improving his physical fitness).

**Option 2:** Stage 1- Each member defines one personal goal and one collective goal.

The team stands in a circle and the coach gives the ball to the trainee. Each trainee that catches the ball has to say his personal goal and return the ball to the coach.

Stage 2-The team members deliver the ball to each other. Each trainee that catches the . ball has to share his collective goal with the others

### **Session Summary**

What did we have so far? What is coming up next?

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### A real life example – Placing Goals



When Yossi Benayoun started his third year as captain of Israel's national team, Dror Kashtan , the team's coach, summoned him to his office. During the meeting, in which Kashtan told Benayoun what he expected from him as the team captain, he asked him to have a personal conversation with each of the young invitees (Deddy Ben Dyaan, Ben sahar, Toto Tamuz). Benayoun was asked to instruct the

players to set two personal goals: one goal related to the social realm and the other to the realm of sports. As a preparation for the conversation with the young players Dror asked Benayoun to set two personal goals of his own.

Benayoun wishes to consult with you before he sets his goals.

- \* which two goals do you think Benayoun should set?
- \* What is more important for Yossi's professional career? His goals in the realm of sports or his social goals?
- \* Help Benayoun formulate one goal in the realm of sports and one social goal as the team captain.

After the conversation between Kashtan and Benayoun , a conversation was held between Benayoun and Toto tamuz, the team's young player.

- \* Help Benayoun and Tamuz formulate Tamuz's goals for the coming year.

Do you think placing these goals is important for the players?

Do you think formulating the goals is important for the team as a whole?

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Yossi Benayoun wearing Liverpool uniform



Yossi Benayoun wearing Israel's national team uniform



## **Emphases for Training-Opening of the Year**

This month the focus should be on a number of issues:

- \* Acquaintance with the team's trainees and contributing to a social bonding.
- \* Mapping "social and athletic roles" in the team ( leader, sub-group).
- \* Giving a clear structure and a clear training rules.
- \* Coordination of expectations in the realm of sports ( the goals of the trainee and the team).

### Sample Exercises

1. Acquaintance- The trainees deliver the ball to each other .All team members have to take part in the exercise and catch the ball as quickly as possible. Each trainee that receives or delivers a ball announces loudly on a certain criterion the coach has chosen ( name, hobby , favorite player).

2. Acquaintance- The team stands in a circle , the coach says the name of one of the trainees and throws the ball to the middle of the circle. The trainee whose name was called runs to catch the ball and returns it to the coach. All the trainees have to touch the ball at least once.

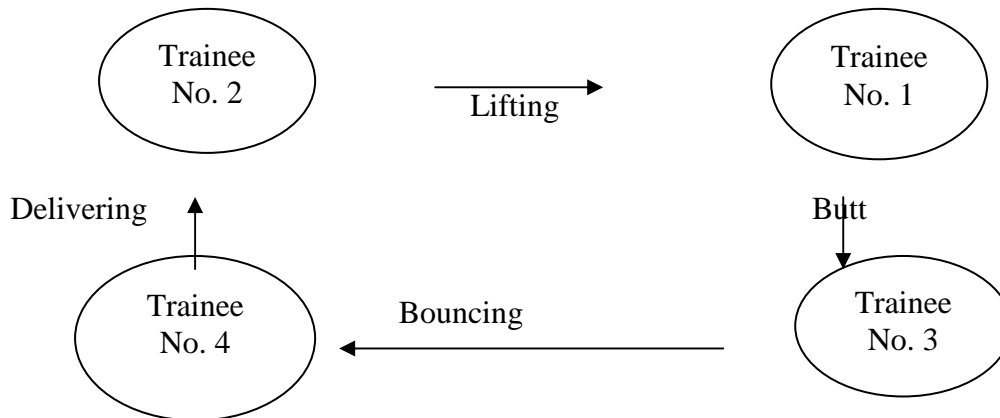
\* This exercise strengthens the relationship between the coach and the trainees.

3. Giving training rules-The team moves freely on the field. As they hear a single whistle the trainees should stay in their place without moving, keeping a ball between their legs. As they hear two whistles , all the trainees should put the ball in a specific location.( you may add training rules if necessary).



4. Mapping athletic abilities- Arranging the team in groups of four. Each trainee in the group has to perform one basic skill ( bouncing, delivering, lifting, butt, kicking). The group should perform a full round using only the skill they were asked to perform.

At the end of the first round the group moves according to the direction of the clock in order to change roles so that each of the trainees gets to practice all the skills.



# "The Team"

Being part of a team means expressing a diversity of skills, intellectual skills as well as physical skills. This month the sessions will focus in understanding key concepts in collective activity. Part of the emphasis will be on the individual and what is expected of him as being part of a group.

2008 tournament has raised many teams from different countries that have shown a diversity of personal and collective capabilities. We will deal with tournament events this month.







## **Session no. 1-Setting up a Team**

**Goal:** Introducing the notion of the word "group" and what it means.

**Opening:** Throughout our lives we are always in the framework of group units (school, family, friends, etc).

This session will deal with the concept of being in a group and the basic skills needed to be a part of a group.

### **? Questions for the Group**

- \* What types of groups do you know?
- \* What is the number of people required to form a group? ( above 2).
- \* What traits do you think a group member should have?
- \* Who is responsible to the functioning of the group? ( all its members).

### **Opening round: randomly choosing**

Each member tells the others about his favorite football team- what is so special about that team?

Each member tells about a certain group he is part of.

### **Group Exercise-Counting Together**

The aim of this exercise is to show the trainees that the functioning of a group depends on a lot of skills.

First stage- The group members sit and close their eyes. The first task is to count from 1-10. Only one trainee does the counting loudly each time. If two trainees count together the counting should start all over again. It is not allowed to count according to the sitting



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arrangement. The members of the group should not talk with each other, only do the counting. Second stage- another attempt with open eyes.

\* Another option is to do the exercise with time limitation in order to challenge the group or to have two small groups competing against each other.

What can we learn from this exercise?

What is needed for a well functioning group? ( attentiveness, giving one's attention, trying not to be stubborn sometimes, having to lead the group sometimes).

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A real life example – Portugal's national team

### **Dear Coach:**

The emphasis in this example should be on the important elements needed for a group to function well. Some of the elements are personal acquaintance and cooperation among the players, renouncing your personal will for a common goal etc. Talk about this example with the group you are instructing.

### **Session Summary**

What did we have so far? What is coming up next?

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### A Real Life Story –Portugal's National Team



After loosing to Greece at Euro final in 2004, Portugal's national team, one of the strongest teams, pin high hopes in 2008 Euro tournament. Portugal was placed alongside Switzerland, The Czech republic and Turkey. Portugal's team has many well known players such as Christiano Rolando of Manchester United , Deco of Barcelona and Simeo of Athletico Madrid. These leading players from different leagues in Europe have gathered for one common goal- winning the prestigious tournament. The beginning of the tournament was followed by two victories- in the first the Turkish team was defeated 2-0 and in the second Portugal won the Czech team.

However, as the third game began the team's performance started deteriorating. The promising players were criticized for their lack of cooperation within the framework of the team and outside of it. The players stayed in their hotel rooms most of the time and except for the training they did not take part in the social encounters with the others. The team's coach, Louis Felipe Skorali asked to talk with the players. Imagine you are present in the room during the conversation.

- \* Advice the coach how he should treat the players in order to improve the team's abilities.
- \* What is the team's common goal?
- \* What should be done in order to achieve that goal?

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Portugal's national team and its fans during the last tournament





## **Session No. 2 – "Cooperation"**

**Goals:** Understanding the importance of team cooperation.

**Teaching Aids:** pages which has written letters on it.

**Opening:** Cooperation is a central idea in team activity. It depends on a several factors such as: attentiveness, patience etc.

**Cooperation-**  
The ability to carry out a  
joint activity taking into  
account the varied  
capabilities.

### **Questions for the team**

- Why do we need team cooperation?
- What can be archived by using cooperation?
- What are the traits needed for cooperation?
- Does cooperation exist in our conversation? In what way?

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**Dear Coach!** Choose one exercise out of the following in order to illustrate the importance of cooperation.



**Exercise 1: Pair Cooperation:** It takes two to cooperate. The following exercise examines the trainees' ability to cooperate. The group is divided into couples, each couple is on the floor, back to back, the ball is held between them. The couples need to stand as quickly as possible without dropping the ball.



### **A Basis for Cooperation**

Placing pages with the letters of the word "cooperation" on the floor. The trainee should step on the pages according to the order of the letters. Each trainee that steps on a letter should say the letter's name loudly and then return to his sitting place.

What are the important values in these exercises?

Attentiveness, having a common goal, allowing the other to take part in the activity, leading, dealing with the stress of both sides, taking responsibility. These traits and abilities are essential for a normal functioning of every existing group. We will remember these traits and use them in the field and in the classroom since they are important.



### **A real Life Story-Turkey's National Team**

Discuss with the class about this case. Stress the theme of cooperation.

### **Summary**

What did we have so far? What is coming up next?



## **A Real Life Example- Turkey's National Team**

Trivia Questions: ( the lack of knowledge regarding the team of Turkey or

emphasizing the success of the team in comparison to other teams – יש בעיה בניסוח של (המשפט).

Who was the leading player in 2008 Euro tournament?

What do we know about the team of Turkey?

Do we know any Turkish players?

Who coaches the Turkish team?

The Euro tournament causes great excitement in the heart of many viewers around the world. The 2008 Euro tournament led to an even greater excitement. The Turkish team , which most of its players are not famous in the football world and only a few of them play outside the boundaries of Turkey, was one of the prominent teams in the event.

You have a chance to speak with the team's coach before the first game begins-

\*Advice him – what are the abilities of the team he should focus in ? ( considering the fact that most of the team's players are not famous in the world of football).

\*What do you think is the key to the success of the Turkish team?

\* You arrive when the team gathers together preparing to have a meeting. You stand in front of the players. What out of the following abilities do you think it is important to discuss with the players about – cooperation, memory, the ability to speak properly...



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At the beginning of the tournament the Turkish team has loosed to the strong team of Portugal , but soon it recovered and started defeating different teams such as Croatia, The Czech Republic and Switzerland. At the semi-final Turkey met the strong German team. After leading 0:1 and even after a delay of 2:1 ( as usual, at the 86 minute), Turkey lost 3:2 due to a goal that was scored after 90 minutes by the German defender Philip Laham. Turkey was dismissed of the tournament.

- What do you think helped Turkey cope with the fact that other teams had many well known football stars?
- What made the Turkish team so unique?

### Summary

The ability to cooperate and the team's cohesion were the forces that led the Turkish team to succeed in the Euro tournament. Cooperation between the members of the team will enhance the team's achievement in the face of other teams which use less cooperation.

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*The Turkish team and its fans a minute before the opening of the tournament*





## **Session no. 3 – Relying on..**

**Goals:** Connecting the trainees to the notion of relying on one another.

**Activity Aids:** A cloth to block the eyes.

**Opening:** One of the skills that is important to life in general and to team work is the ability to trust my team mates and by doing so allowing them to trust me. This session deals with one's ability to rely on himself and on his team members.

**Round:** Each trainee shares with the group one character in his life that he relies on. (mother, father, sister, brother).

Why does he rely on that character?

Tell a short story that would make the class understand the reason you rely on that character.

- What does it mean to rely on? (enabling myself to be "led" by someone's ideas and acts).
- Why should we rely on one another?
- What would make us rely on our team mates?
- What would make our team mates rely on us?

**Dear Coach:** These exercises are based on the ability to rely on my team members. Use the exercises according to your own discretion in order to convey the message to the team.

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### Group Exercises Concerning Trust



#### **"To Lead and be Led"**

The group divides into couples, in each pair there are two roles: a child that leads the other child – the "leading" person and a child that is being led by his partner. The led child's eyes are covered. After completing the first round, the trainees should switch roles.

1. First Task – You should lead your partner using only your voice. ( go left , go right, etc).
2. second Task-You should lead your partner using easy touch.
3. Third Task- You should lead your partner using two hands on your back.

If you can not divide the group into pairs, choose one pair of trainees and they will do the exercise in front of the class.

#### Exercise Summary

- What is easier for us? To lead or to be lead?
- Have you trusted your partners to lead you using only their voice?
- Using their touch?

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### A Real Life Story- Iker Cassilas' story

Talk with the trainees about the Iker's story . The story is attached to the notebook.

### Summary- Relaying On

When can people rely on me? Each of the trainees gives one example concerning the realm of the class- ( I will never lie...I will help others if needed..) and one concerning the field ( I will cooperate with my team members..)

### Summary

What did we have so far? What is coming up next?



### **A Real Life Story- Relaying on the Goalkeeper**



Iker Cassilas , the goalkeeper of the Spanish team, is considered to be one of the best goalkeepers in the world. In the Spanish league he is captain of Real Madrid. To the last Euro tournament Cassilas came with a great desire to help his team win the trophy. We have not been witnessed to this kind of behavior in the last 44 years. Spain opened the tournament in victories and made it to the quarter final, there she had to face the Italian team. The goalkeepers were Cassilas and Gianluigi Buffon , who was considered to be the best goal keeper in the world. The first half of the game did not impress the fans or the Russian team which was suppose to be the rival of one of the teams in the semi final. In this stage, neither of the teams has proven its abilities. There were not any amazing football moves in the second half either and both teams got an extension that ended without any goals. The next stage was the penalty kick fight which created the "giant fight" between the best goal keepers in the world.

You have a chance to talk with Cassilas a minute before the stage of the penalty kick begins – What would you tell him to raise his feeling of confidence in himself?

- Do you think the players of the Spanish team relied on Cassilas' abilities during the penalty kick stage?
- What traits do goalkeepers have that help the other players rely on them?
- What traits do you think Cassilas should have in order for his team mates to rely on him?



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- Do you think the feeling of confidence that was given to Cassilas by his team mates helped him to deal with the penalty kick fight?

### Summary

The ability to rely on the members of the team is one of the fundamental and important abilities concerning the functioning of the team.

A team whose members give each other confidence and rely on each other is a united team which has the potential to reach high achievements in the realm of sports but also in the social realm.



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Cassilas and Buffon





## **Session No. 4 – "Winning and Loosing as a Team"**

**Goals:** Dealing with the notion of winning and loosing as a team.

**Opening:** "Winning" and "Loosing" are two main concepts in the world of sports.

Everybody loves winning and hates loosing. Loosing means dealing with frustration and sometimes with the feeling of a failure. The current session deals with the importance of understanding what we gain in loosing.

### **? Questions for the Team**

- Think about situations in which you have won ( not on the field).
- Think about situations in which you have lost.
- Why is it important to know to accept the fact that we have lost?
- Can we benefit from our loss in the future?



Round-

Option 1- What is the first association that comes into the mind when you hear the word "winning"/"loosing"?

Option 2 – Each of the trainees tells the team about one victory he was part of and about one loss.



**Dear Coach-** The purpose of this exercise is to illustrate the team and the trainees that we can benefit from losing just as much as we can benefit from winning.

### **2008 Champion League Final**

Give a little background on the champion league final that took place in Moscow.

At this event two English teams met for the first time in history.

Immediately when the game ended with Manchester United defeating Chelsea the following sentences were said by the captains of the teams.



### **Winning and Loosing**

The team's task is to find 3 "good" elements in each sentence (The sentences were said by John Terry and Fernindad).

**Stage 1-** Show the team the two attached sentences ( adjacent to the image of the players – appendix 1 ). If possible , place the sentences in front of the trainees.

**Stage 2-** Show the team the following list of words/phrases and think together to which category does each belong – the "winning" category or the "loosing" category.  
( Write it on the board or on some big papers).

### **Words/Phrases**

Gaining from victory- pride, belief in the team, belief in personal ability, excitement, joy.

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Gaining from losing- pride, belief in the team, belief in one's self, excitement, emphasizing important points for improvement.

### Exercise Summary

One can benefit both from losing and from winning. It is normal to feel disappointed. Sometimes what we gain from losing is similar to what we gain from winning. Losing makes us realize what are the areas that need more work or what can be improved in the individual and in the team.

### Summary

What did we have so far? What is coming up next?

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*I am proud of my choice as a captain to kick the final kick. I feel pain and sorrow but I also feel proud of myself and of the Chelsea family*

*John Terry, The Captain of Chelsea*



*I am happy, we are happy. We are a great team with a feeling of an immense pride.*

*Roi Fernindad, The Captain of Manchester United.*



### Emphases for Training- The Team

#### The Emphases for this Month

- Exercises of team cooperation ( in pairs, triplets, groups etc.)
  - Exercises that emphasize the concepts of "winning" and "loosing".
  - "Taking responsibility" exercises ( penalty kicks , free kicks).
  - Exercises in "mutual trust" ("relying on...").
1. **Cooperation**- The team sits in a circle and the trainees hold hands. The purpose is that all the trainees will rise up and stand on their feet simultaneously and homogenously. This exercise can be done also in the opposite form- moving from the position of standing to the position of sitting. The best way to sit or stand together, homogenously is by laying on the other member and feeling his personal pace.
  2. **Winning and Loosing**- Playing "21 deliveries". One group performs 21 deliveries between its members , making sure that the other group does not snatches the ball. A group that loses gets a "delivery fee" – it has to perform an extra delivery in the next round.
    - The number of the delivers in the begging of the game is according to your decision.
  3. **Taking Responsibility**- Doing a competition of penalty kicks between two groups. Each group decides on the order of the members who would do the penalty kicks. At the beginning of each round, the order changes.





4. **"Relying on"**- competition between two groups- Each group appoints someone that will lead. The group members stand scattered in front of the "leading person". Except for the "leading person" , all the trainees close their eyes. The purpose of the "leading person" is to get the ball as quickly as he can, using only voice instructions.





# **"Leadership"**

**In each of us exists the potential to become a leader.**

**Leadership can be expressed in the world of sports in various ways and roles. The sessions of the current month deal with the connection between the leader's role in the realm of the football team and his roles in the personal life.**



## **Session no. 1- Being a Leader**

**Goals:** An initial acquaintance with the concept of "leadership".

**Opening:** The concept of "leadership" appears in many areas: politics, life, stories and also in the realm of sports. This session will deal with the meaning of the concept "leadership". We will make use of the notion of "being a captain" in order to understand the meaning of the concept "leadership".



### **? Questions for the Team**

- Who is a leader ?( a person that influences others).
- What traits should a leader have? ( Charisma , the capacity to influence others).
- Is it possible to be born a leader or being a leader is something that requires learning?

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- Is there any connection between leadership and sports?
- Am I a leader? Can I take the lead?



### **Round**

Each of the trainees should say who is the first figure that comes into his mind when he hears the word "leadership" – why? What is so special about this figure?

### **Dear Coach**

It is important to instruct the trainees to think about examples for a meaningful figure that do not necessarily relate to the world of sports but also to television,

family life etc. Repeat the list of traits that the trainees have mentioned.

Emphasize the various traits that we consider as important in the roles of meaningful figures.



### **Exercise: Counting Together**

The following exercise was introduced to the trainees in the session that dealt with cooperation. In this session the exercise will focus on the elements of leadership.

First stage- The group members sit and close their eyes. The first task is to count from 1-15. Only one trainee does the counting loudly each time. If two trainees count together the counting should start all over again.

\* What is the shortest time in which the group can perform the task?

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Second stage- choose a trainee and define "an exercise leader"- the leader's task is to make the team perform the exercise in the shortest time . In order to do so, the leader may touch the trainees or use any alternative way.

- \* Which round was preformed in the shortest time ?
- \* What happens when the team is led by one of the members?
- \* Do you think we need someone to lead us? Do we need a leader?

### **"Being a Captain"**

What kind of leaders do we have in the world of sports? Captains? Coaches? Judges? Players?

We will deal with the concept of "leadership" through understanding the notion of being a captain.

What does it mean being a captain?

What does a role of a captain includes in it?

What kind of obligations a captain has towards his team?

What kind of obligations a captain has towards his coach?

### **A real life story: John Terry in 2008 champion league final: talk with the team about the event ( attached to the booklet)**



The story of John Terry and the champion league final can be used as a basis for understanding the importance and the meaning of the social and athletic role of the team's captain. Make sure to give some background on the player and discuss with the team about the analysis of the event.

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### *The Field of Life – 2008 Champion League Final-Moscow*



#### The Story of John Terry- Captain of Chelsea and the team of England

##### Background

- John Terry ( born on September 7<sup>th</sup> , 1980 in the London borough of Barking).
- Player of the English team of Chelsea ( so far have played only in the youth and adult teams of Chelsea).
- Considered to be one of the best stoppers in the world.
- Terry is married. He has twins and a little girl.
- England's best football player in the years 2004-2005.
- In 2004 he was appointed to be the captain of Chelsea by Zuje Moreno.
- In 2006 he was appointed to be captain of England's team after Beckham has retired.
- Today Terry earns the highest wages among the English football players.

The final was held on May 21<sup>th</sup> , 2008 at Luzhniki Stadium in Moscow. For the first time two English teams, Chelsea ( Abraham Grant leading the team for the first time) and Manchester United ( Alex Ferguson leading the team)met.

In the dressing rooms Terry spoke with the players and made them believe they can do it. He told the players about his childhood dream to achieve this status and asked them to do their best . Furthermore, he told them they will remember this

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experience for the rest of their lives. Right after the meeting with the players Terry spoke with Grant about his feelings concerning the game.

Throughout the game Terry encouraged the team members and supervised the functioning of the team. He was very confident in himself and this behavior affected the team and the fans that were sitting in the balconies and were hearing his shouts in the field.

- What can we learn from Terry's actions prior to the game? ( encouraging the players, a role model for the young players)

What can we learn from Terry's action throughout the game? ( making sure that the players play according to the roles of the game, giving instructions, giving a feeling of confidence for the players and the fans, taking responsibility over the last kick).

After 120 minutes the outcome of the game was 1:1 and the teams were ready for the kick that will determine the winner of this game. The team representatives went for their final kick.

As team captain, Terry decided to do the fifth kick. Terry knew that he has taken a heavy burden on himself since scoring means wining.

Terry put the ball on the wet grass, took a few steps backward, looked into the eyes Manchester's gatekeeper and run towards the ball. Unfortunately, he slipped on the grass and the ball did not enter the gate. After another successful goal of Manchester United and a miss of Chelsea, Manchester United was given the title of "Europe's champion.

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- \* Do you think Terry should have kicked?
- \* What do you think whispers Abraham Grant to Terry at the end of the game?
- \* Suppose you can meet Terry at the end of the game. What would you tell him. ( A captain can also make mistakes..).

### Event Summary

The captain has many roles. His responsibility is expressed in the field but also outside of the field. The captain is a role model for his team members and for his other friends. In all of us lies the ability to become a captain.



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**Terry kicking**



**Terry on the meadow after he has missed the gate**



**Abraham Grant consoles Terry after he has left the meadow**





## **Session no. 2 –Leadership Styles**

**Goal:** Acquaintance with different styles of leadership.

**Opening:** Leadership can be expressed in various forms and ways. Each of us can be a leader in his own special way. This session deals with different styles of leadership.

### **?Questions for the Team**

- Can only the team captain be a leader? Who else can be a leader in the team?
- Can there be many styles of leadership?
- Can a quiet and humble person be a leader?
- What kind of leadership styles do we know?
- Can leadership lead to a negative results?
- Does any one can be a leader?



### **Exercise 1: "Leadership Styles" : coach-player dialogue**

**Option A:** write the "leadership styles" on a note and choose two trainees for a demonstration. Choose a sentence that will demonstrate the various leadership styles. For example:

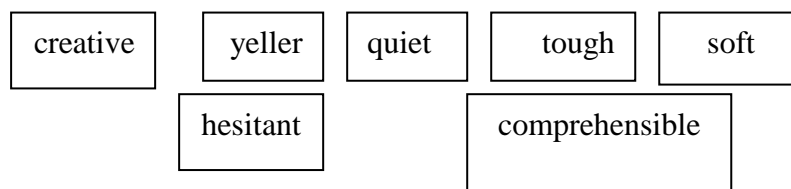
***"I want you to lead the team for a victory in the coming Saturday"***

***"I want you to help the young players fit in the team"***

Ask the trainees to present these sentences according to the different styles of leadership that are written on the following notes:

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**Option B:** Stand in front of the team and read a certain passage (from the "real life story" that is attached). The team has to guess which "leadership style" you use while reading (tough, hesitant, creative, quiet etc).

**Option C:** Divide the team into pairs. Each pair gets a different "leadership style" and has to prepare a play or a dialogue based on his "leadership style".

### Exercise Summary

- \* What was the best leadership style?
- \* What kind of leader do I wish to have? Tough? soft? Quiet? Noisy?
- \* What kind of a leader am I?
- \* What kind of leadership styles can be expressed on the field, in the class, in the neighborhood?

There are different styles of leadership at any framework. Each of us prefers one style of leadership upon the other.

### **! Dear Instructor**

The aim of this exercise is to show that leadership can be expressed in various ways.

The 3 following figures symbolize three styles of leadership-

- \* Grant symbolizes the "quiet" leadership.
- \* Messi symbolizes the "young", inexperienced leadership.
- \* Rolando symbolizes the "creative" and "noisy" leadership.

Emphasize the representative traits of these figures among trainees who know them well.

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Write down at least three dominant feature of each of these players.



### "Sport Leadership" exercise- Messi- Roland-Abraham Grant

Scattering pictures of the three figures( Appendix 1) or hanging the pictures on the wall.

- \* Do you consider these figures as leaders?
- \* Which of these figures is the dominant leader?
- \* Who would you like to be a part of your soccer team?

The team's task is to spot and define two dominant features that exist in each figure.

-For example

**Lionel Messi-** very young, fast, charismatic, has a high mental ability although he is young.

**Abraham Grant-** adult, quiet, introvert , tries to be a "friend" of the players.

**Christiano Rolando-** creativity, quick, brings innovativeness into the field, goes against the accepted norms of the football world.

### Exercise Summary

There are different styles of leadership.

A leader can be quiet but a leader can also be noisy. A leader can be young or he can be an adult.

### Session Summary

What did we have so far? What is coming up next?



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### *Lionel Messi: Dominant Features*

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*Abraham Grant: Dominant Features*

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### *Christiano Rolando: Dominant Features*

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## **Session no.3- "Everybody's Captain"**

**Goals:** The process of choosing a team captain.

**Opening:** As part of being familiarized with the notion of "leadership" it is important to give the trainees tools and an opportunity to express their leadership in the realm of the team. This session focuses on choosing a team captain and defining the captain's goals.



### **Opening Exercise- Warm-up**

The team stands in a circle and all the trainees are holding hands. The task is to deliver the ball to each other without leaving the other person's hand. The movement of the ball should start from the waist up. At the first stage there is no time limitations, however, at the second stage the aim is to do the exercise as quickly as possible .

### **Opening Round-**

Each trainee tells the group who he considers to be his captain and why.



### **Choosing a Captain-**

Preparing to choose a captain- Have an open discussion with the team and emphasize the captain's roles which were defined in the pervious sessions.

- What does it mean being a captain?
- What are the captain's roles on the field?
- What are the captain's roles outside the field?

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- How do we choose a captain?
- Who do you think serves as a role model for a good captain?

### **!Dear Coach**

This is a delicate procedure since it is based on democratic elections. It is important to be sensitive during the procedure, taking into account the trainees, the structure and the character of the team.

**First Stage** – Explain the team about the election process and its meaning.

**Second Stage** – Deciding on "an election round" - How long will a captain's office last?

**Third Stage**- The election process.

The process of choosing a captain can be carried out in a number of ways:

- Assigning a coach that will define clearly the meaning of the procedure and give an opportunity to most of the trainees.
- Each trainee that sees himself as a worthy candidate explains why should the others choose him. The election process begins.
- An "open" election. Each trainee writes the name of his candidate on a note.

In order to define the captain's role we will divide it into two main fields:

1. The captain's roles on the field, during the training ( maintaining the order on the field, helping the coach if needed).

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2. The captain's social roles ( helping the trainees who are having difficulties ,  
contacting with trainees that do not come to sessions)- remember that you are  
always a captain, not only on the field.

Together with the team you should define at least three roles for each field.

**Forth Stage-** Sum up the election procedure, repeat the significance of the role  
and emphasize the fact that everybody is granted an opportunity to take part in it.

### Summary

The captain has many obligations towards the team and towards the trainee. The  
captain functions also outside the field and he has a great impact on his friends.

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**Team Captain**



**Month\_\_\_\_\_ Captain \_\_\_\_\_**

**Month\_\_\_\_\_ Captain \_\_\_\_\_**

**Month\_\_\_\_\_ Captain \_\_\_\_\_**

**Month\_\_\_\_\_ Captain \_\_\_\_\_**

**Month\_\_\_\_\_ Captain \_\_\_\_\_**

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**Goals:** Making a connection between leadership capabilities on the field and the trainee's life.

**Opening:** The ability to lead is important and possible at every field in our lives. This session will deal with the connection between our capacities in the field and in the world of sports and our lives.

### **?Questions for the Team**

- \* Does each of us has a field that he can be responsible of and serve as a leader?
- \* Do I have to be responsible of my own actions before I take other responsibilities?
- \* How can I be responsible for my closest surroundings?



### **Round**

Each trainee mentions one field he wishes to be responsible of and in which he would like to be the leader.



### **I as a Leader**

#### **Dear Instructor!**

This activity requires a clear guidance. Explain the trainees the structure of the exercise. This exercise is based on the three figures we have met in the second session this month-

Lionel Messi

Christiano Rolando

Abraham Grant

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1. Repeat the dominant characteristics of each of these figure:

**Messi-** fast, strong, high mental ability.

**Rolando-** creative, happy, sophisticated, smart.

**Abraham Grant-** smart, good interpersonal relationship, friendly.

3. **Option A**-Each trainee chooses one trait and thinks- how does he expresses such trait in his own personal life?

For example:

Rolando's Creativity- being creative in the realm of school.

Grant's Sociability- being sociable with my friends at school.

Messi's Mental Strength- being able to face difficulties in school and handling rough times.

**Option B**- Give the trainees the "traits table" (Appendix 1). Each trainee fills the table by writing one dominant trait he values in each figure. In addition, the trainee should state how he would express this trait in his personal life.

### **Summary**

Each of us has suitable traits to be a leader, we can all be leaders of our surroundings and act as role model.

Appendix 1: Leadership Traits

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|   |   |  |
|---|---|--|
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|   |   |  |
|   |   |  |
|   |   |  |

1. Write three dominant traits below each figure.
2. Underline the traits you wish to have in your personal life.
3. How would you use these traits?





### Emphases for Training- "Leadership"

This month the value of leadership will be expressed in various roles which will be performed by the trainees. The following is the basis for combining leadership and guidance. Use the emphases judiciously and according to your acquaintance with the team. You may change or add your own emphases.

\*An "Alternative Captain"- Choose a different captain for each training.

The captain's role- distributing the equipment, choosing players, responsible for the discipline- It is important to "announce" the captain at the beginning of the training.

- Assistant Coach-Giving methods and contents( warm up ,basic exercises etc).
- "Reinforcing the Weak"- Give the less dominant and passive trainees to set up and build the team. Use this tool wisely, it is significant and may influence the way these trainees will fit in the team.
- Equipment Coordinator- A trainee whose responsible of bringing the equipment at the beginning of the training and arranging it when the training ends.
- Judges- The trainees function as judges in the team's training.
- The "Wander Award"- An award that "wanders" from one trainee to the other according to the way they function in the training



## Appendixes

### Contact Details

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The name of the Team- \_\_\_\_\_

| The Trainee's Name | Phone Number | Address |
|--------------------|--------------|---------|
| 1.                 |              |         |
| 2.                 |              |         |
| 3.                 |              |         |
| 4.                 |              |         |
| 5.                 |              |         |
| 6.                 |              |         |
| 7.                 |              |         |
| 8.                 |              |         |
| 9.                 |              |         |
| 10.                |              |         |
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| 12.                |              |         |
| 13.                |              |         |
| 14.                |              |         |
| 15.                |              |         |
| 16.                |              |         |
| 17.                |              |         |
| 18.                |              |         |

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### Dear Trainee

We are beginning the activity of "Through the Field" project.

The aim of this project is to be acquainted and deal with values through the world of football.

The project will be active throughout the year as a continuous framework . We will deal with issues such as:

Cooperation.

Preventing Violence.

Acquaintance with the community etc.

Activity Days-----

Activity Hours-----