

**Lesson 3 – Exercise 1**

**Look around and find three things about which you can make a positive statement.**

Ex. Today I am feeling well

- 1. I am excited to be taking this course, learning something new and beneficial.*
- 2. My son just ran into the room to show me the frog he caught. He is healthy enough to do that.*
- 3. My wife just came in to tell me she is taking Shaun, (son) to the park.*
- 4. I made the decision to take 1 hour to start the program before I finish mowing the lawn. Is procrastination positive?*

**Speak to five people and tell them something positive.**

Ex. Your smile made my day.

- 1. I ran out to tell my wife thank-you for taking Shaun to the park and the “quiet time”.*
- 2. I called by mother in law and asked if we needed to pick up anything tomorrow on our way over for Sunday brunch. She said no and I took an added second to tell her how much we appreciate her dedicating Sunday afternoons for ‘family’, even if we don’t always mention it.*
- 3. I taped a note to my daughter’s bathroom door.*  
*“Thanks for hanging the towels on the hook, 😊.”*  
*I wasn’t sure I should acknowledge this as Lynn, reminded her twice this morning not to leave the towels on the floor. But she did hang them up and I guess a good place to start this new perspective is to acknowledge it in a positive way, instead of being upset that she should have done it without being asked... twice.*
- 4. I waved and said hi to the mailman.*
- 5. I commented to my neighbor on how nice his garden looks.*

**List three things that at first seem negative and then find the positive side.**

Ex. It's raining outside / that will green up my lawn.

1. The traffic to work is terrible / It gives me time to listen to audio tapes.
2. Gas is outrageously expensive/ It may keep people from driving and reduce greenhouse emissions.
3. The soccer team I coach is takes up a lot of my spare time. / My daughter is on the team and we get to spend lots of time together.

**List three things you don't want to happen. Now list what you do want to happen.**

Ex. I don't want Billy to leave his school bag on the floor / I want Billy to hang his school bag on the hook by the door.

1. I don't want...Tara to be late for school.

I want...Tara to put her packed book bag by the front door before she goes to bed.

2. I don't want...the dog to mess in the house.

I want...to take his water bowl away after 8pm.

3. I don't want...my assistant to schedule appointments too close together.

I want...5 minutes between each appointment.

**Lesson 3 – Exercise 2**



Fold Here

1. Fold this sheet of paper at the line
2. Hold the paper approximately 3 feet from the subject
3. Ask "What is the first thing you see?"
4. Record results below

<b>Name</b>	<b>Duck</b>	<b>Bunny</b>	<b>Reaction</b>
<i>Sam</i>	<i>x</i>		<i>laughed</i>
<i>Frank</i>		<i>x</i>	<i>Yes – I see them both now</i>
<i>Melanie</i>		<i>x</i>	<i>laughed</i>
<i>Tara</i>		<i>x</i>	<i>Laughed – took it so show Mom</i>
<i>Shaun</i>	<i>x</i>		<i>Cool!</i>
<i>John</i>	<i>x</i>		<i>Interesting – 2 perspectives</i>
<i>Steve</i>		<i>x</i>	<i>Where? I don't see the duck</i>
<i>Amanda</i>	<i>x</i>		<i>Ohhh – the beak is the ears too</i>
<i>Valerie</i>		<i>x</i>	<i>Huh! It's both things at once</i>
<i>Susan</i>	<i>x</i>		<i>laughed</i>



**Lesson 3 – Exercise 3****Perspective Practice-**

Pick various places and circumstance where you can hear and later record how people (including you) give instructions and/or information.

**Home**

Ex. "Please put all of your toys in the toy box. Yesterday you told me they were put away, but I found some still lying around."

*Time for bedtime, go brush your teeth.*

*Stop fighting.*

*Don't forget your lunch.*

*Quit fooling around.*

*Hey Shaun, the towel is hung up, good job!*

**Play**

Ex "I think your elbow should be higher when you swing."

*You need to be more aggressive.*

*Make sure your uniforms are clean next week, it's picture day.*

*Don't forget to have your parents sign those regional game release forms.*

*Everyone was really supporting each other during the game, great job.*

*Nobody leaves until all of the water and sports drink bottles are picked up.*

**Work**

Ex. "Thanks for offering to bring the cake to the office party- please don't be late with it."

*Extend your leg fully.*

*Hold the exercise band chest level for 5 counts.*

*Please don't schedule my appointments back to back (in all fairness, I did say please).*

*Find someone else to carry anything over 15 pounds for the next 10 days.*

*Don't clench your jaw.*

### Lesson 3 – Exercise 4

**Observe 3 circumstances where feedback or information is being given to someone. How did the learner respond to the feedback?**

**Ex: Circumstance:** Hockey practice. **Feedback/Directions:** You guys are sloppy out there today. **Learner Response:** no response from learners – still “sloppy”

1. *Circumstance: I really listened to a soccer coach on another team*

*Feedback/Directions: The coach kept repeating the phrase “spread out”. He was yelling, not so much in anger as in frustration and because the players were 50 or 100 feet away.*

*Learner Response: They looked at the coach and would move a few feet from where they were. It became more obvious as he kept yelling that their idea of “spread out” was not the coach’s. They thought they were spreading out and were confused when the coach kept yelling it. This lead to the coach...shall we say...emphasizing the words “spread out” as if yelling it louder was going to clear up the confusion. The kids seem to give up, they just didn’t understand. This was a huge aha moment for me as a coach.*

2. *Circumstance: I watched my daughter show my son how to fold towels*

*Feedback/Directions: Tara often helps her mother with the laundry by folding the towels. She is very proud of her work so I thought a battle may ensue when Shaun came over to the warm towels fresh from the dryer and began to ‘fold’ the towel. He ended with a great mess. To my great surprise Tara gave him a towel and had him mimic what she was doing during each fold. I was shocked at her patience. She said do this and would wait until he did the fold. If it was a little off she reached over and said, “Like this...see?” She never said “no, that’s not right”...still in shock.*

*Learner Response: Shaun enjoyed learning to fold towels...well, two towels. After that, he was off on a super hero adventure with a warm fresh smelling cape.*

3. Circumstance: *I listened while one of the other physiotherapists worked with an elderly patient*

*Feedback/Directions: The PT was trying to get the patient to lift his left arm above his head. The gentleman had injured the arm and now that the injury had healed, the arm needed to be moved around to regain flexibility. The PT said, "OK, you are lifting the arm better during your therapy but I can tell you are not doing it at home. You are not going to regain proper use until you start moving more at home." This was all correct information.*

*Learner Response: Although he understood that the PT was trying to inspire him and let him know what the consequences of not doing is exercises at home would be, the gentlemen looked a bit put off and didn't appear to like this condescending attitude from the much younger PT.*

**Lesson 5 – Exercise 1**

Rephrase each of the following tag points so they can be delivered correctly

Ex.

When you are finished with your dinner, please put your dishes in the sink

**When you are finished with your dinner**

The tag point is: **dishes in the sink**

Ex.

When you dribble the basketball, use your fingertips

**When you dribble the basketball**

The tag point is: **Fingertips on the ball**

**1. When you kick up into the handstand, your feet must be together**

*When you kick up into the handstand*

*The tag point is: feet together*

**2. When you write a cursive A, your pencil starts at the top of the letter**

*When you make the cursive A*

*The tag point is: pencil at top*

**3. The class work sheets should be on your desk when the bell rings**

*When the bell rings*

*The tag point is: worksheets on desk*

**4. Your leg should be straight in the leap**

*When you do this leap*

*The tag point is: leg straight*

**5. When you brush your teeth, put toothpaste on your toothbrush**

*Before you start brushing*

*The tag point is: toothpaste on toothbrush*

**6. When working on a word document, hit the save key every five minutes.**

*When working on a document, set a timer to go off every five minutes*

*The tag point is: hit save key*

**7. When taking a phone message say “may I ask who calling”**

*When you answer the phone*

*The tag point is: say, “May I ask who is calling?”*

**8. If the child frustrates you, the first thing to do is take a breath**

*When you feel frustrated*

*The tag point is: take a breath*



**Lesson 5 – Exercise 2**

**Create three tag points based on something you want to happen.**

Ex. I want my kindergarten students to keep their hands to themselves while waiting in line.  
The tag point is hands at your waist

*1. What I want to happen: I want the patient to sit up in a certain way while performing the strengthening exercises. Typically I end up saying over and over, sit up straight or don't hunch your shoulders. I had to think through what I really wanted, which was for him to keep his shoulders touching the chair, thereby keeping him sitting tall. This really seemed to work*

*The tag point is: Shoulders touch chair*

Ask for what you want?	Single Criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

*2. What I want to happen: In soccer, when the ball is thrown in, the both feet must remain on the ground until the ball leaves the finger tips. In the past, I have had to nag quite a bit about this. When the foot can come off the ground is a very fine line so we created a visual for the players. We pretended the back foot must stay on an imaginary button in the ground that releases the ball from the finger tips.*

*The tag point is: Stay on the button to release*

Ask for what you want?	Single Criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

*3. What I want to happen: I want dinner time to be time to talk for the family but for my daughter Tara, it became a time to complain. We put a tagger on the table and anyone can 'tag' anyone for a positive story.*

*The tag point is: Positive Story*

Ask for what you want?	Single Criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

## Lesson 5 – Worksheet 3

**Create tag points from three different instructions you might have used in the past and evaluate the tag points using the chart**

Ex Old instructions you might have given: quit running in the house; Tag point: walk

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

## Home Scenarios

1. Old way of giving instructions: *Stop fighting*

The tag point is: *fight in a whisper*

Notes: *This may take the initial impact out of the fight and teach the kids to maintain self control when a disagreement arises. It may also make them giggle and we can decide which channel or show to watch (the fight was over which show to watch) in a more rational manner...one can always dream...*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

2. Old way of giving instructions: *Don't forget your lunch*

The tag point is: *tap the bell*

Notes: *We are always in such a rush out the door in the morning. I thought tapping one of those little bells would be a great way for kids and adults know that everyone had a lunch bag in their hands. I haven't had to run a forgotten lunch to school since the 'bell tag'.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

3. Old way of giving instructions: *Quit fooling around*

The tag point is: *do a dance*

Notes: *Shaun and Tara never pay attention when they clear their plates from the table and end up dropping utensils and/or food all over the floor. I hope this tag point will give them a reinforced chance to wiggle after the plate is safely in the sink. After all, I don't really care about the silliness, they are just being playful. I just don't want food all over the floor or someone hurting themselves with falling knives and forks.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

### Work Scenarios

4. Old way of giving instructions: *Don't forget to do your exercises at least twice per day*

The tag point is: *open folder*

Notes: *I know this 7 year-old doesn't actually forget to do his exercises, it's just that there are other, more fun, things going on his life. I think a tag point here would make starting his rehab exercises more compelling. I explained the tag game to Jacob and his Mom. Mom is going to tag Jacob each time he opens the folder with the rehab exercises in it*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

5. Old way of giving instructions: *Don't clench your jaw*

The tag point is: *touch tongue to upper lip*

Notes: *I have a client that is clenching her jaw so tightly during certain rehab exercises that is giving her a headache. I searched for an alternate movement that would make jaw clenching next to impossible. It is nearly impossible to clench your jaw with your tongue sticking out.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

6. Old way of giving instructions: *Please don't schedule my appointments back to back*

The tag point is: *schedule appointments 5 minutes apart*

Notes: *This was straight forward information that I did not think needed to be tagged. I was simply using the tag methodology to ask for a change in the way we make appointments.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

### Play Scenarios

7. Old way of giving instructions: *Kick the ball with the inside of the foot*

The tag point is: *Kick the ball with the inside of the foot*

Notes: *It was already phrased properly so I kept it as a tag point*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

8. Old way of giving instructions: *Don't forget to have your parents sign those regional play papers*

The tag point is: *parents sign regional play papers*

Notes: *Pretty straight forward but the anticipation of being tagged may remind them to get the papers signed. I also asked the parent to use the tagger and tag their own children when their child asked them to sign the form. This creates positive communication between the parents and children.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

9. Old way of giving instructions: *Don't leave your water bottles everywhere, pick them up!*

The tag point is: *Water bottles through the hoop*

Notes: *We have a problem with drink bottles being left on the field. I put a basketball net like apparatus over the trash can. When a bottle goes through the hoop they get a tag. If no one is around to tag them, it is still fun to throw the bottle through the hoop.*

What you want?	Single criterion?	Observable/Definable?	5 words or less?
Yes	Yes	Yes	Yes

**Lesson 5 – Exercise 4****List of coach's corrections:**

1. *faster*
2. *kick over round-off faster*
3. *stretch through the shoulder*
4. *belly in*
5. *finish look toward the wall*
6. *really squeeze those toes together too*

**Suggest 3 tag points:**

1. *belly in*
2. *eyes on the wall*
3. *toes together*

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**Lesson 5 – Exercise 5**

**Suggest 5 (max) tag points for the Windsor knot (or other skill of your choice):**

1. *The tag point is narrow short, wide long (I would capture this rather than trying to describe it)*
2. *The tag point is wide over narrow*
3. *The tag point is wide up to chin*
4. *The tag point is wide under to right*
5. *The tag point is up through loop*

**Observations on the teaching session:**

*The capturing approach for the fist tag point worked well. After three tries my learner had it correct and I didn't need to tag this anymore.*

*My second tag point was too easy and didn't really need a tag point. I just told him to cross wide over narrow and he didn't really need any additional practice or instructions with this. This tag point was not required.*

*The next tag points worked OK, but I had run out of the 5 maximum tag points specified for the exercise by the time I got to the tricky part!*

*My strategy had been to go back to the beginning each time and add a new tag point to the end of the process, repeating each tag point 3 times before moving on.*

*As I got to the more complicated part of the knot I was having trouble thinking of what the next tag point should be and I found myself taking the tie, tying it, and undoing it to see how to explain the next part. This gave me a brilliant idea!*

*I took the tie and tied the full knot myself and then loosened it and put it over my learner's head. I had him undo the last part of the knot and redo it. We came up with a tag point together for this and he practiced it 3 times. Then he undid the last two parts of the knot and we came up with a tag point for this. He did this second last part, got a tag and then finished the knot. We worked backwards like this through the whole knot. We only used tag points for the parts that he couldn't get easily right away.*

*This worked really well and had the distinct advantage of my learner being engaged in trying to figure out how to redo the part he had just undone and me not looking like an idiot trying to come up with a tag point as I mentally tried to do the next part in my head. My learner was much less frustrated because he knew what was coming next, was involved in the process of figuring out the steps and was not just going through the motions of something he didn't really understand.*

*Another advantage to this approach is that there were in fact 2 reinforcers in the process: the tag for getting the new part correct and the satisfaction of seeing the completed knot at the end. He also got faster at the last parts of the knot with more practice and the knot was looking better and better.*



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**Lesson 5 – Exercise 6****Suggest 5 (max) tag points for making a tagulator:**

1. *The tag point is loop through loop (I used a clip with a loop on the end instead of a caribiner)*
  
2. *The tag point is ends through loop (the ends of the string through the loop in the string to make the hitch that attaches the string to the caribiner)*
  
3. *The tag point is string right to left through bead*
  
4. *The tag point is string left to right through bead*
  
5. \_\_\_\_\_

**Observations on the teaching session:**

*My tag points all worked well. I didn't feel I needed any more than these four, since the rest of the process is very simple. The only parts that may be a little tricky are making the hitch with the folded string and putting the strings through opposite sides of the bead.*

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**Lesson 5 – Exercise 7**

**Sport:** Pole Vault (*power rock back drills*)

**Suggest 5 (max) tag points:**

1. *The tag point is shoulders in front of the bar*
2. *The tag point is arms straight*
3. *The tag point is trailing leg lifts with hips*

**Notes (why did you choose these tag points?):**

*These were three things specifically noted in the drill description as being important aspects of the technique.*

*Here is the description of the drill from Advantage Athletics:*

The purpose of this drill is to develop the pole vault rockback strength in the shoulders. Use a bar high enough to keep the feet off the ground when you are hanging from the bar. Hold the bar the same way you would hold the vaulting pole. Have someone push your shoulders about four inches in front of the bar. Hold the body in the take-off position and rockback. Try to keep the body as long as possible. Make sure your shoulders are always in front of the bar. Keep the arms straight. Lift the hips and trail leg at the same time. Do not swing the trail leg and then lift the hips.

**Lesson 6 - Exercise 2****List 5 examples of how you could use a marker in your life at home, work or play.**

Ex. I could tag when I walk past the refrigerator without opening it.

*1. I could tag when I see my soccer players kicking the ball with the side of their foot.*

*2. I could tag when I see Tara holding her pencil correctly.*

*3. I could tag some of my patients behaviour at work instead of giving verbal feedback, especially Dr. Jackson. I have been trying to get him to take slightly longer strides in his walking, but he doesn't seem to pay any attention and I don't want to seem condescending or to keep repeating myself. After all, he was one of my instructors when I was doing my training and neither of us is comfortable with our new relationship as physiotherapist and patient. He may respond better to a clear explanation and a tag when get gets it right. He does take the occasional longer stride, so if I can mark these he might start to get the idea.*

*4. I could tag when I step onto the treadmill when I get home from work, rather than going straight for a snack. I can use the snack as my reinforcer.*

*5. I could set the stove timer to beep after 15 minutes from when Shaun starts his homework and then we could toss the football outside.*

**Give an example of a situation in which a social response to positive feedback may not be beneficial.**

Ex. While learning to use dangerous power tools

*While learning to tie fishing flies; if the person being taught was to take their attention off the tying for a second to acknowledge praise, the whole thing could unravel leading to frustration.*

**Lesson 7 – Exercise 1****Tiered Reinforcement Plan**

Create a plan for a tiered reinforcement plan. Explain how you know that the reinforcers you choose are actually reinforcing for the learners. Describe the learning situation that this scheme would be used with (e.g., preschool quiet time; 12 year old boys' basketball; adult weight loss etc).

**Learning Situation:** *I am going to create a plan for Jacob, the 10 year old client who is in rehab after breaking his arm riding his bike. His rehab exercises are mostly done at home now and of course Jacob really doesn't see the need. His mom wants him to take more responsibility for getting the exercises done twice each day.*

**Tiered Reinforcement Plan**

**Tier 1:** *feeling of accomplishment and completion with each tag sound*

**Tier 2:** *after each tag, Jacob can fill in circles on his 'get to' 'don't hafta' chart*

**Tier 3:** *We calculated the weeks remaining in his rehab and the number of tags he could earn and then divided those up to coincide with earning everything on the chart. Once everything had been earned, rehab exercises would be over and the family will have a celebration!*

**Why this plan will be reinforcing for this group:**

*Jacob's mom and I put together a list of things that Jacob likes and dislikes (other than doing his rehab exercises). Important! These were not necessarily things his mother liked!*

*Things Jason likes:*

- a) Chewing gum*
- b) Leaving his wet towel on the bedroom floor*
- c) Going to the pool*
- d) Ice cream from the Ice cream truck*
- e) Lying in bed after his mom wakes him for school*

*Things Jason dislikes:*

- a) Taking the garbage out*
- b) Pulling weeds in the front garden*
- c) Math homework*
- d) Sitting in the back seat when his sister is in the front seat.*

e) Broccoli

We decided a mix of getting to do the things he likes and not having to do the things he doesn't like, would make the best tiered plan.

We also decided that Jacob may have more fun if he wasn't the one always being tagged so we devised a plan for him to tag his mother for exercises she would do during Jacobs home rehab sessions. She would also have a chart and a reinforcement package!

Here is the chart that Jacob will fill out:

My Reinforcement Chart	
I earned 1 pack of chewing gum	○ ○ ○ ○ ○ ○ ○ ○
Don't hafta...eat broccoli	○ ○ ○ ○ ○ ○ ○ ○
Don't hafta...Mom hangs up my wet towel for 3 days	○ ○ ○ ○ ○ ○ ○ ○
Don't hafta...Dad hangs up my wet towel for 3 days	○ ○ ○ ○ ○ ○ ○ ○
I earned ice cream from Ice cream truck	○ ○ ○ ○ ○ ○ ○ ○
Don't hafta....take out the garbage	○ ○ ○ ○ ○ ○ ○ ○
I earned...the front seat	○ ○ ○ ○ ○ ○ ○ ○
Don't hafta...pull weeds	○ ○ ○ ○ ○ ○ ○ ○
I earned...a chance to lay in bed 10 minutes after mom says get up (the first time)	○ ○ ○ ○ ○ ○ ○ ○
Ice cream from Ice cream truck	○ ○ ○ ○ ○ ○ ○ ○
I earned...Success!!!!	

Lesson 7 – Exercise 2 and 3

### **Exercise 2 – Lexi in the Hall Video**

**Do you notice any difference in the way Lexi walks down the hall on the way to get a drink compared to the way back?**

*She seems much more focused and controlled on the way back*

**Do you think the tag is a reinforcer for Lexi?** Yes

**How do you know?**

*The behaviour of stepping on the dark tiles increased with the tagging so therefore the tagging was reinforcing*

### **Exercise 3 – Volleyball coach questions**

**What can John do to motivate the boys to focus on volleyball skills?**

*He can find something that they like to do that will also be in line with what he wants them to do*

**What is one thing that John knows right away is a reinforcer for the boys?**

*They like to throw the volleyballs into the basketball hoops. Maybe he can create a game in which they use volleyball skills (bump and volley) in order to score points by getting the ball into the basket. He could also use shooting baskets as a reinforcer for paying attention or some other behavior that he likes.*

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**Lesson 9 – Worksheet 1**

**From each of three areas of your life choose a goal, define a point of success and create a tag point**

Example:

**The goal is:** *I want to hang my keys up as soon as I get in the house instead of throwing them on the table*

**The point of success:** *I can look at the key hook*

**Tag point is:** *Look at the key hook*

**1. At Home**

**The goal is:** *Pay attention to my family*

**The point of success:** *I always hug kids and wife before leaving for work so I am guaranteed at least one tag during the day.*

**The tag point is:** *Hugs before work*

**The goal is:** *Bring mail to office*

**The point of success:** *I always get the mail, but I often leave it on the kitchen table instead of bringing it to the office.*

**The tag point is:** *Mail from mailbox*

**2. At Work**

**The goal is:** *Begin sessions on a positive note*

**The point of success is:** *I have a 7 year old client that loves to keep track of the exercises she practices at home. She is always very anxious to show me her chart. This would be a guaranteed tag for her and start the session off in a positive manner.*

**The tag point is:** *Show chart*

**The goal is:** *Increase client confidence*

**The point of success:** *One of my clients has a rigorous and complex rehabilitation program. During one of the exercises he often fails to meet his flexibility goal and becomes disappointed in himself. A tag early in the first stages of the stretch would go along way.*

**Tag point is:** **Touch knees**

### 3. At Play

**The goal is:** *Pass more while carrying the ball to the net*

**The point of success:** *Pass once while working on 2-man scoring drills*

**Tag point is:** *Pass to the other forward*

**The goal is:** *Learn a proper soccer 'throw-in'*

**The point of success:** *A difficult skill for the kids is the throw-in. They have learned to start the ball behind their head before throwing. That will be the first tag point of the day, before tackling the steps into the throw.*

**Tag point is:** *Ball behind head*



## Lesson 9 – Exercise 2

**Choose a skill, break it down and create tag points and describe your plan to build the final skill**

**Skill description:** *Volleyball underhand serve*

**Tag points:**

1. *Starting foot placement (using targets on the floor at first)*
2. *Ball ready*
3. *Hitting arm pulled back at 45 degrees (will capture this)*
4. *Contact ball with heel of hand*
5. *Transfer weight to front foot*

**Build plan:**

1. *Preparation:*
2. *Tag for feet on targets 3 times, then remove targets and tag a further 3 times.*
3. *The “ball ready” tag point requires the ball to be held at waist height and in the center of the body. I would capture this and tag it a few times, asking the athlete to step back each time between repetitions.*
4. *Striking:*
5. *I will demonstrate and then explain that we are going to break it down.*
6. *The first thing will be to hit the ball without moving their feet.*
7. *The first tag point will be the draw back of the hitting hand. This should be at 45 degrees. I will capture this with a slow movement at first and then allow them to hit the ball, with the tag point being the correct position of the hitting hand at the back of the stroke. The tag will actually become a signal for them to start the hitting stroke.*
8. *Next we will work on contacting the ball with the heel of the hand.*
9. *Once they are fluent with the draw back of the hitting hand to the correct position and hitting with the heel of the hand we will start to work on weight transfer to increase power.*
10. *I will demonstrate again to show the step forward that should occur as the hand is drawn back. I don't think we will need a tag point for this, but if they are having trouble I will give them a tag point.*

11. *The next tag point will be transfer of weight to the front foot. This should occur as the ball is struck.*

**Follow Through:**

1. *They should follow through with the hand past the point of contact and also drag the toe of the back foot as the momentum takes them forward. This may occur naturally. If not I will give them tag points as required.*

**Lesson 10 – Exercise 1**

For each scenario listed decide whether you would use a tag point.

**1. 10-year old Danny often throws his towel on the floor after dressing.**

**Tag Point (yes or no)?** *yes*

**Explain:** *We have reminded, asked, scolded, nagged, bribed and still he does not hang up the towel. A tag point is our last resort. We will put a hook (the kind with 2 parts) near where he usually throws the towel on ground and hang a tagulator from one of the parts. When he hangs up the towel he can tag himself by pulling down a bead. When all the beads are pulled down he will get to choose the next family activity.*

**If yes, what would a possible tag point be?**

**The tag point is...** *towel on hook*

**2. 35-year old Jennifer is asked to make a second appointment after leaving the chiropractic appointment**

**Tag Point (yes or no)?** *No*

**Explain:** *I wouldn't make a tag point from this, just a friendly reminder should be good*

**If yes, what would a possible tag point be?**

**The tag point is...** \_\_\_\_\_

**3. 46-year old Margaret is trying to stay away from the candy that is always on the table during her corporate training events.**

**Tag Point (yes or no)?** *Yes*

**Explain:** *She is having a lot of trouble with this and will power alone is not enough. She could take a drink from her water bottle each time she wants to take a candy and pull down a bead on a tagulator. When the tagulator is finished she can have a piece of the candy.*

**If yes, what would a possible tag point be?**

**The tag point is...***take a drink of water*

**4. 4-year old Mary is learning manners**

**Tag Point (yes or no)?** *Yes*

**Explain:** *Mary forgets to say please when she wants something. A tag point might help her remember without being reminded. She could also be allowed to tag the adults when they say please.*

**If yes, what would a possible tag point be?**

**The tag point is...***say please*

**5. It is Joyce's first day on the job and she is learning her duties. One of which is to answer the phone using the specified company script.**

**Tag Point (yes or no)?** *maybe*

**Explain:** *If Joyce remembers to use the script without any trouble then a tag point would not be necessary. If she is having trouble remembering, then a role play session with a tag point might be helpful. The tag point will help her remember to reach for the script card when the phone rings.*

**If yes, what would a possible tag point be?**

**The tag point is...***reach for the script card*

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**Lesson 10 – Exercise 2**

**For the lesson described here, list two instructions and two associated tag points.**

During interactions with customers at the returns desk, it is important to make eye contact, repeat the customer complaint back to them and to use non-threatening body language. These all help to assure the customer that you are sympathetic to their situation, you are interested and understand their complaint and are taking it seriously. They also help to defuse a potential confrontation. Having a routine to follow will also help lessen your anxiety and let you be more relaxed.

**Instruction 1 (example):** *Let's set up a role play with John as the customer and Alice as the customer relations associate. John, you stride up to the counter looking annoyed and Alice you step up to the counter offering a non-threatening body posture when you see John approaching. Martin you can be the tagger for this round.*

**Tag point 1 (example):** *finger tips on counter*

Instruction 2: *Let's switch roles. Martin will be the customer, Alice the tagger and John the customer service associate. Martin you approach the desk and start telling John about the problems with the electric mixer you want to return. The beaters won't stay in properly and it makes a huge mess and the switch doesn't seem to work properly and your wife was all upset because company was coming and she couldn't make the dessert she wanted. John, you repeat the customer concern back using empathy statements as we covered in our earlier discussions. Remember empathy statements are anything that begins with "I understand", or "you are feeling" etc.*

Tag point 2: *empathy statement*

Instruction 3: *Let's repeat the same role play with Alice the customer and Martin tagging. John you will be the customer service associate again. This time we will be working on eye contact. Martin you will tag when John maintains eye contact while interacting with the customer.*

Tag point 3: *eye contact for 2 seconds*

**Lesson 10 – Exercise 3**

**Write out two lessons and for each, list the objective and instructions you might give and one tag point to go with these objectives and instructions.**

Example

**Lesson:** It is important to dribble the basketball close to your body in order to protect it from the defense. This will increase your control over the ball and make it harder for the defense players to steal the ball. Get in the habit of dribbling the basketball close to your body, leaning forward slightly to protect the ball. I have made X's on the floor that are six inches away from the nearest line marked on the floor so that you can see a target 6 inches from your body.

**Objective:** So, Dribble the basketball close to your body to protect it from the defence.

**Instructions:** Stand with your toes at the line and dribble the ball on the X in front to you. Dribble 20 times and then stop.

**Tag point:** chest over X

*Lesson 1: You need to extend the leg further. The leg uses a different set of muscles during the last 30% of the extension. Those are the muscles you want to use. It is important that you extend your leg fully, especially that last 30 percent. I have taped a line on the wall to show you where your leg should be.*

*Objective 1: So, Make sure you extend your right leg further to work the full set of muscles*

*Instruction 1: Do 5 leg lifts, raising your leg to the line on the wall*

*Tag point 1: leg to line*

*Lesson 2: You really need to keep your eyes up and off the ball while you are dribbling it down the field. If you look up you will be able to spot which teammates to pass the ball to, see who is coming to steal the ball or be able to plan your move towards the goal. Three players will stand in different areas of the field. Each has big card with a number on it. The player dribbling runs by each player on the field and calls out the number on the card as he passes by it. If he calls out the correct number, he hears a tag.*

*Objective 2: So, when you dribble the ball make sure that you look up and call out the number on each of the players cards.*

*Instruction 2: Dribble the ball down the field and run by each player that has a card. Call out the number on the card as you pass by.*

*Tag point 2: call out number*

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**Lesson 10 – Exercise 4**

**Create a description of some peer tagging configurations based on something that you would like to teach, or taken from examples you have seen in this course or elsewhere.**

**Create at least one description based on each of the following:**

- **Pairs: one person tags their partner**
- **Groups of 3: One person tags the other 2**
- **1 to group: 1 person tags a group**
- **Group to 1: A group tags 1 person**

Example. Groups of 3: Volleyball bumping drill, 1 person tags the other 2 for bent knees in the bump, everyone gets 5 tags then rotate positions until all 3 people have been the tagger.

**Pairs:** *Tennis forehand swing. Each person tags their partner for a firm wrist. Get 5 tags and switch.*

**Groups of 3:** *Soccer goalie drill. One person is the attacker, one the goalie and one the tagger. Tag when the goalie touches the ball with his hands. Five tags and rotate until everyone has done all the positions.*

**1 to Group: Kindergartners standing in line.** *The whole group gets a tag when the line is straight.*

**Group to 1:** *Demonstration of a Tai Chi move. The class tags when the teacher hits the specified tag point*