

The Power of Sport *Specialty Track*

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SUMMARY:	Nelson Mandela once said, "Sport has the power to change the world." Sport has the power to change camp, too. At camp, sports evoke a variety of emotions from love to hate, joy to despair; they can create unity or division, delight or devastation. In this track, Fellows will develop skills for creating a positive culture of sport at camp. They will uncover what people gain from participation in sports and learn how to be holistic educators, recognizing that sport can be a powerful tool for achieving outcomes such as building cabin community, resolving conflict, teaching communication, or increasing self-esteem among campers. – <i>Submitted by Mara Berde</i>
TOPIC(S):	Sports, Character Development
LEARNING OBJECTIVE:	Participants will learn to recognize the elements of sports that people love and hate, in order to think about removing the negative elements from sports at camp and make sports a positive experience for everyone. They will gain experience speaking in front of groups and practice leading and coaching their peers. Lastly, participants will learn how to design (or re-Design) sports and games to achieve certain outcomes such as building community, increasing self-esteem, resolving conflict, or teaching communication skills.
AUDIENCE:	Cornerstone Fellows who maybe be leading sports programs at their camps; between 10 and 30 participants
TIMING:	3 sessions of 90 minutes each
APPENDICES:	TBD
MATERIALS NEEDED:	<p>General supplies: flip chart paper and markers, name tag stickers, sharpies, index cards, pens, scratch paper, Making Mensches periodic table</p> <p>Sports equipment: Frisbees, basketballs, footballs, soccer balls, dodgeballs, hula hoops, gaga balls, flat cones, pinnies, bandanas, inflatable dice, pump (for balls and dice), access to other miscellaneous sports equipment is ideal</p>
SET-UP DETAILS:	<p>This session will be held both outdoors and indoors (or somewhere outside with chairs or benches for seating.) The active sports portions will be held on the soccer field, basketball court, and gaga court.</p> <p>Before each session, facilitator should arrive early to set up the field and arrange all materials.</p>

SESSION TIMELINE & OUTLINE:

SESSION 1

Team Building through Sports (25 min)

Each Specialty Track session will begin by playing a different sport. Begin with nametag stickers, warm up (run, stretches), overview of the rules of the game, divide teams, and play.

The goal is to bring the group together, and to serve as a shared experience upon which will be able to base the rest of our learning. The experience of playing Ultimate Frisbee together on Day 1 is meant to evoke a variety of emotions in various participants -- feelings of comfort and discomfort; satisfaction and dissatisfaction; confidence and insecurity. Using these personal and shared experiences, we will create a common language and be able to dive into our goal of making sports at camp a powerfully positive experience for each participant, regardless of their ability, experience, or interest in sports.

Introduction & Welcome (15 min)

After the playing session, we will gather for introductions and to unpack the playing experience. Group introductions: name, camp, job at camp (counselor, sports specialist, other?), "triathlon" icebreaker.

Explain our goals and plan for the 3 specialty tracks; where will we go and how will we get there? (Have outline written on flip chart paper.)

Unpacking Ultimate (5 min)

Reflect on the experience of playing ultimate at the beginning of this session. What did you like? What did you hate? Explain WHY we played and how it could have been better (intentionally not providing a lot of direction or guidance.)

Love / Hate / Learn (10 min)

Participants will take a few minutes to complete the handout of elements of sports that they love, hate, and have learned. (See worksheet.)

Explain:

What are the elements of sports that you **love**? Think about the minutiae, the tiny moments that happen so frequently that we hardly notice.

Examples: striking a ball, catching an object, falling on the ground, hitting someone, running fast, jumping, the sound of a ball entering a net, being alone

What are the elements of sports that you **don't love** (hate)? Moments or parts that are not-so-positive? Think about sports that you have never played, or don't enjoy playing.

Examples: too competitive; unbalanced or lopsided teams; too difficult / too many rules; too boring or too much standing around; too much running; one person dominates game; people on the team have different goals (win vs. fun)

The third column on the worksheet is for things that we have learned from sports. What has participating in sports taught us, about ourselves or about life?

If the group is having a hard time coming up with things, they can also think about this from the perspective of others. What have they witnessed while coaching or playing? (A kid not feeling like they're good enough; pressure to not let down teammates; just wanting to have fun while others are competitive, etc.)

The answers from the "hate" list (elements of sports that we don't love) will become the foundation for thinking about how we re-Design sports to eliminate these negative elements and make sports a positive experience for everyone at camp.

The whole point of the above exercise is to get the group to a place of empathy and understanding the barriers to participating in sports at camp. Once we get to that place, we can begin to break down the barriers and make sports accessible to everyone, which is the only way that we can harness the power of sports to create positive change in camp.

Understanding Sports at Camp (10 min)

Brainstorm:

- What **sports programs** or activities does your camp offer? (activity period, not specific sport)
 - Electives? Cabin Activities? Maccabiah (Color War)? Intercamp competitions? Tournaments? Traditions like CITs vs. Staff game? Pickup Games?
- What are the actual sports that are offered?
 - Basketball, soccer, tennis, flag football, softball, ultimate frisbee, lacrosse, other?

In small groups, list the goals of each of these sports programs. (One group takes electives, one takes cabin activities, etc.) After a couple minutes, have each small group present to the large group and write on flipchart paper so we can come back to these goals later.

Understanding Games at Camp (20 min)

Create 4 stations of common camp games (5 min each rotation). After each station, all participants pause and do a written "emotional critique". How did this game make me **feel**? (Excited? Bored? Stimulated? Confused? Craving more? Unfair?)

Stations:

1. Gaga
2. Tag
3. 4 Square
4. Ball Tap

Come back together and make list of other camp games:

- Tetherball, 9 square in the sky, spikeball, kickball, dodgeball, roofball, pickleball, etc.

Games vs. Sports at Camp (5 min)

Pass out Venn Diagram handout and have each person fill it out based on what they believe. After playing ultimate and playing these games, what are the differences and where do they overlap (similarities)?

Closing Circle (10 min)

Bring the group together for Q&A, sharing how they feel, what they hope to get out of Sessions 2 and 3. Decide which sport to play tomorrow and who is going to facilitate it.

SESSION 2

Playing Together (25 min)

Day 2 will be a different sport, chosen the previous day by the group. After playing together, we will do another “emotional critique” on how that experience felt, considering the elements from the previous day. Group icebreaker will be saying your name, camp, and favorite athlete. If everyone doesn’t know each other’s name, play name ball game.

Before moving on, recap the previous day and lay out what we will accomplish today.

Sport System re-Design (25 min)

Note: The Changing the Game Project -- and the framework of Sport System re-Design -- was created by Up2Us Sports, Edgework Consulting, and the Boston University School of Education. This section is intended to be taught at Cornerstone for the purpose of professional development of Cornerstone Fellows. It should not be reproduced or replicated.

Introduce participants to Sport System re-Design. Briefly explain methodology and goals.

Define the Sport System re-Design Domains

1. **Playing Area:** dimensions and demarcations within the field of play
2. **Equipment:** utilized to enable or enhance play
3. **Rules:** of the game or contest
4. **Roles:** of all the participants (players, coaches, fans, referees)
5. **Structure:** of the league/competition

Divide the group into 5 groups, each one taking one of the above domains. Facilitator will pass out more information on each domain, with guiding questions for their brainstorming. The brainstorming will include both the re-Design idea as well as the outcome. (The outcome is what will change as a result of the re-Design.)

Each of the groups will have become the “experts” on that particular topic, and will be responsible for sharing the information and examples of re-Design and outcomes with the rest of the group.

Same Game, Different Outcome (45 min)

Another way to look at re-Design is to think about the *outcome* and re-Design in order to achieve that outcome (instead of randomly re-Designing like we were previously doing.)

Now we are going to take the 4 games we played yesterday and re-Design them to achieve specific outcomes. In 4 groups, participants will re-Design these common camp games to achieve the following outcomes. Everyone will then get to play each game and assess its re-Design, offering feedback to the small group.

1. Gaga
 - Gaga for communication
 - Gaga for love
2. Tag
 - Tag for agility
 - Tag for conflict resolution

3. 4 Square
 - 4 Square for teamwork
 - 4 Square for confidence
4. Ball Tap
 - Ball Tap for fitness
 - Ball Tap for community building

Closing Circle (10 min)

Reflect on this session; Q&A; find out what people are hoping to get out of tomorrow; choose sport to play and people to lead it.

SESSION 3

Playing Together (20 min)

Day 3 will be a different sport, chosen the previous day by the group. After playing together, we will do another “emotional critique” on how that experience felt, considering the elements from the previous days. Group icebreaker will be saying your name, camp, and if you could be a famous athlete, who would you be, which sport would you play, and which team would you play for.

Before moving on, recap the previous day and lay out what we will accomplish today.

Sport re-Design Lab (55 min)

Participants will spend the majority of this session preparing for camp. In order to break them into small groups, have each participant share what they’d like to focus on, and group them accordingly. Groups should be no more than 4 people (3 is preferable). Make a large sign up sheet with each group and their topic.

Using the lists we created on day 1 (sports programs at camp, and “elements of sports that people don’t love” list), combined with the Making Menschenes periodic table, participants will think critically about their role this summer and what they hope to accomplish in that role. They will have time to plan sports and games in advance. A list of guiding questions will be provided, as well as a program template to serve as a guide in their planning process.

After each group is done planning, they can collect the materials and set up their field/space. The rest of the time will be used for model teaching so that the groups can practice and receive feedback from their peers.

Closing Circle (15 min)

In the last closing circle, everyone will reflect on how the entire experience was for them. Do they see sports in a new way? Do they have a plan for how sports can be used to achieve certain outcomes at camp? Pass around a sheet for people to opt-in to email list or Facebook group where we can share ideas, resources, challenges, etc.

ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

This Specialty Track is intended for Cornerstone Fellows to develop their skills in thinking about sports at camp and how we can use them to achieve certain outcomes with our campers or community. While the program as a whole is not meant to be replicated at camp, the sports and games that the Fellows create while participating in this workshop can be used at camp.