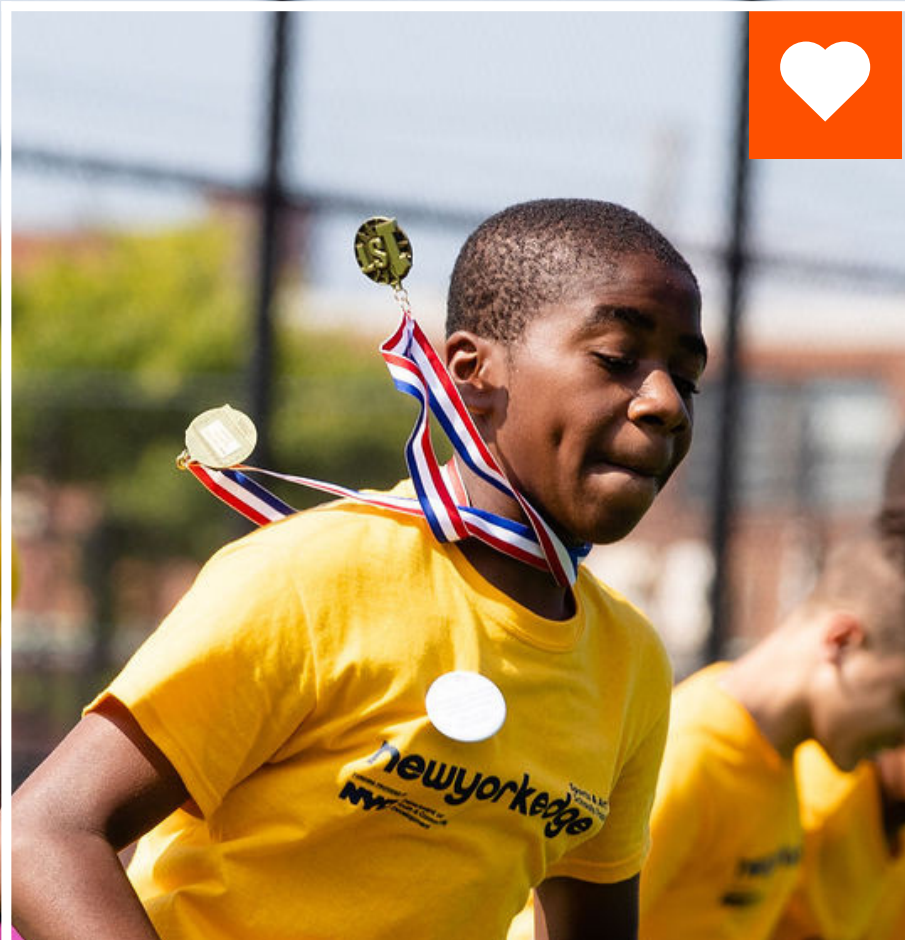


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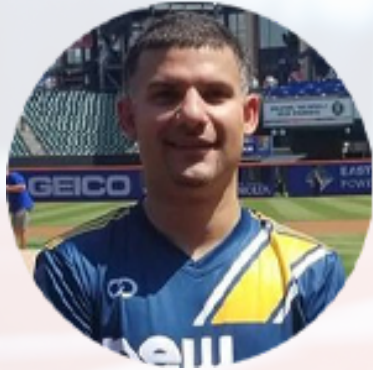
**New York City
Global City 2022**

**Sports Curriculum
Grades K - 8th**

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Sports Department Directory



Ralph Labianca (He/Him)

Director of Sports & Wellness

rlabianca@newyorkedge.org

1(347) 840-1445



Nicholas O'Stanton (He/They)

Sports Program Manager

nostanton@newyorkedge.org

1(929)253-9930



Dominick Chiodi (He/Him)

Sports League Coordinator

dchiodi@newyorkedge.org

1(516)650-7648



Rachel Florek (She/Her)

Girls L.E.A.D Coordinator

rflorek@newyorkedge.org

1(443)373-1205

How to use:

1. Review the Summer Frame Work (Page 5) and Planning Guide (Page 12). This will serve as your planning guide along with your Daily Lesson Plans (Page 20)
 - a. An Intro Discussion Activity (Page 7) for each lesson has been provided for you.
 - b. A Reflection Question (Page 9) for each lesson has been provided for you.
 - c. An Athlete Highlight (Page 13) for each lesson has been provided for you.
2. Refer to the list of Approved Sports (Page 11).
 - a. The goal is to expose participants to a variety of Sports throughout the Summer. As a result, you should be teaching a new sport to participants on a weekly basis.
3. Choose an approved sports curriculum.
 - a. Click on Approved Sports (Page 11) and choose a sport by appropriate grade level.
 - b. Scroll through a curriculum to view the skills & drills to integrate into your lesson plan.
 - c. Choose skills and drills based on the appropriate skill level of your participants.
 - d. Write the skills & drills you choose from the curriculum into the Planning Guide (Page 12) Activity #1 and Activity #2.
 - e. Use all of the resources provided above to complete a Daily lesson plan (Page 20).
4. When using your weekly and daily lesson plans reference all of the following to ensure safe and effective programming:
Preventing Injuries During Physical Activity (Page 15), Building Positive Discipline Through Sports, and Heat Index Protocols (Page 17)

Summer Framework

This summer we have the opportunity to explore topics through weekly themes outlined below:

Week 1 **Leadership:**

Participants will be introduced to a handful of athletes that hail from all 5 boroughs of New York representing amazing leadership qualities. Sites will have the opportunity to “voice their choice” through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Week 2 **Teamwork:**

“There is no I in the team.” Participants will be exposed to athletes from all 5 boroughs that embody what a good teammate is, and they will have opportunities to reflect on how they can become better team players through this lens. Sites will have the opportunity to “voice their choice” through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Week 3 **Diversity:**

“Barrier Breakers” The first of their kind, the first woman, the first African American. Here students will learn about athletes that broke barriers. They will have the opportunity to talk about how differences make us better! Sites will have the opportunity to “voice their choice” through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Week 4 **Sportsmanship:**

“Build Up!” and celebrate other successes! Learning to build up, and motivate others doesn't mean you take away from your own worth. Here participants will have the opportunity to have conversations surrounding these ideals. Sites will have the opportunity to “voice their choice” through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Summer Framework Continued

Week 5 **Unity:**

"There is an I in Unity" participants will be empowered to do their part to help create unity within the team. Sites will have the opportunity to "voice their choice" through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Week 6 **Empathy:**

"Super Powers of Support " We all aren't heroes, but we can be super supporters. Participants will have the opportunity to learn about ways they can be more empathetic based on their language and decide what super power they want to focus on that week. Sites will have the opportunity to "voice their choice" through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Week 7 **Respect:**

"RESPECT, Find out what it means to me" Allowing participants to verbalize what respect looks like to them, we will establish these rules and framework together to understand shared language and framework around how to better respect each other personally. Sites will have the opportunity to "voice their choice" through deciding their sport of the week from a robust list of offerings and develop new skills throughout the process.

Social Emotional Learning (SEL)

Discussion Examples:

Use these topics, or create your own in order to spark healthy discussion amongst participants around the weekly theme:

Week 1 Leadership:

- 1.) What is leadership? Is it important to be successful?
- 2.) How can you display leadership on a team?
- 3.) What athletes display leadership? What qualities make them a great leader, in your opinion?
- 4.) What can you do to support leadership on a team - in your coaches, in your captains, in your peers?
- 5.) Who are leaders in your life? Why?

Week 2 Teamwork:

- 1.) What is teamwork? Why is it important?
- 2.) How can you display teamwork as part of a team?
- 3.) Can a team be successful without teamwork?
- 4.) Do you prefer teamwork or working alone? Why?
- 5.) Tell me about a time when you worked well as part of a team.

Week 3 Diversity:

- 1.) What is diversity? Why is diversity important in everyday life?
- 2.) How can we celebrate diversity as part of a team?
- 3.) How can teams display diversity?
- 4.) Has anyone you know been excluded from participating in sports because of the way they look or their skill level? What can you do as a leader to positively affect the situation?
- 5.) Are girls treated fairly compared to boys in sports? Why or why not?

Week 4 Sportsmanship:

- 1.) What is sportsmanship? What are traits of a good sport?
- 2.) Why is it important to be a good sport? How does it affect the way people feel about playing a game?
- 3.) How can good sportsmanship help in situations outside of sports?
- 4.) What are examples of unsportsmanlike behavior? How could you improve the behavior and be a better sport?
- 5.) Who needs to show good sportsmanship at sporting events?

Social Emotional Learning (SEL)

Discussion Examples:

Continued

Week 5 Unity:

- 1.) What is unity? How is unity displayed in sports?
- 2.) What can happen if there isn't unity within a team? What are some examples?
- 3.) Do you have to have unity to be a winning team? Why or why not?
- 4.) What can you do to create unity with your teammates?
- 5.) What athletes display team unity? What do they do?

Week 6 Empathy:

- 1.) What is empathy? Why is it important to show empathy towards others?
- 2.) What does it mean to "put yourself in someone else's shoes"?
- 3.) What are examples of a time you can empathize towards a teammate? Why?
- 4.) Think of a time you hurt someone's feelings. What happened? How did you know you hurt the person's feelings? How did you feel about the situation? Do you do anything to make the situation better?
- 5.) Are there times when athletes don't show empathy for each other? What would sports be like if everyone showed empathy towards each other all the time?

Week 7 Respect:

- 1.) What is respect? Is it important to have respect for one another when playing sports? Why or why not?
- 2.) What does it feel like to be respected? What does it feel like to be disrespected?
- 3.) What role does respect play in your relationships with your teammates and coaches?
- 4.) Do you consider yourself to be a respectful person? Why or why not? In what ways do you show respect to others?
- 5.) Describe one person or athlete you respect in your life. What does this person do to earn your respect?

Reflection Questions:

Use these topics, or create your own in order to spark healthy discussion amongst participants around the weekly theme at the close of a lesson:

Week 1 **Leadership:**

- 1.) What do you understand about leadership?
- 2.) Who were our most effective leaders today? Why?
- 3.) Was it difficult to display leadership in class? Why or why not?
- 4.) How has what you learned about leadership changed your thinking about your role in a team?
- 5.) How could you improve your leadership skills in the future?

Week 2 **Teamwork:**

- 1.) What do you understand about teamwork?
- 2.) Who displayed the most teamwork today? Why?
- 3.) Was it difficult to display teamwork in class? Why or why not?
- 4.) How has what you learned about teamwork changed your thinking about your role in a team?
- 5.) How could you improve your teamwork skills in the future?

Week 3 **Diversity:**

- 1.) What do you understand about diversity?
- 2.) What questions do you still have about diversity?
- 3.) Is it difficult to display diversity in class? Why or why not?
- 4.) How has what you learned about diversity changed your thinking about sports?
- 5.) How does what you have learned about diversity in sports connect to other learning?

Week 4 **Sportsmanship:**

- 1.) What do you understand about sportsmanship?
- 2.) Who displayed the best sportsmanship today? Why?
- 3.) Was it difficult to display sportsmanship in class? Why or why not?
- 4.) How has what you learned about sportsmanship changed your thinking about sports?
- 5.) How could you improve your sportsmanship skills in the future?

Reflection Questions: Continued

Week 5 **Unity:**

- 1.) What do you understand about unity?
- 2.) What questions do you still have about unity?
- 3.) Was it difficult to display unity in class? Why or why not?
- 4.) How has what you learned about unity changed your thinking about its effect on a team?
- 5.) How could you improve your unity within a team?

Week 6 **Empathy:**

- 1.) What do you understand about empathy?
- 2.) How difficult is it to display empathy towards someone you don't know or like?
- 3.) Was it difficult to display empathy in class? Why or why not?
- 4.) How has what you learned about empathy changed your thinking about your role in a team?
- 5.) How could you be more empathetic in the future?

Week 7 **Respect:**

- 1.) What do you understand about respect?
- 2.) Who consistently displays the most respect in class? What do they do?
- 3.) Is it difficult to display respect to someone you don't get along with? Why or why not?
- 4.) How has what you learned about respect changed your thinking about its importance in sports?
- 5.) How could you improve your respect for someone in the future?

Approved Sports

Below listed are all approved sports.

As the summers theme is, "New York City | Global City" we encourage all specialists to expose their participants to multiple sports. We suggest choosing 3 of the below approved sports.

Although these are suggestions, our entire sports curriculum can be found at

<https://www.nyeportal.org/sports-wellness>

Sport Name:

Grade Range:

| | |
|---------------------|---------|
| <u>Baseball</u> | 3rd-8th |
| <u>Basketball</u> | 3rd-5th |
| <u>Basketball</u> | 6th-8th |
| <u>Floor Hockey</u> | K-5th |
| <u>Floor Hockey</u> | 6th-8th |
| <u>Soccer</u> | K-5th |
| <u>Soccer</u> | 6th-8th |
| <u>Tennis</u> | K-8th |
| <u>Volleyball</u> | K-5th |
| <u>Volleyball</u> | 6th-8th |

Planning Guide

Below is the Planning Guide to fill out every week:

Specialists Name: _____ Site Number: _____
Week Number: _____ Sport: _____

Below Write the **5 parts** of your lesson:

- 1.) Introduction Question
- 2.) Athlete Highlight
- 3.) Activity 1
- 4.) Activity 2
- 5.) Reflection Question

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Athlete Highlight

Below are athletes organized by week to highlight with participants. Take a moment to look through the link attached, and review that athletes connection to the weekly theme and plan what information about the athletes life/career you'll expose participants too.

Week 1 Leadership:

- 1.) [Kemba Walker](#) (Bronx)
- 2.) [Nancy Lieberman](#) (Brooklyn)
- 3.) [Max Baxter](#) (Queens)
- 4.) [Michael Jordan](#) (Brooklyn)
- 5.) [Mary Carillo](#) (Manhattan)

Week 2 Teamwork:

- 1.) [Nate "Tiny" Archibald](#) (Bronx)
- 2.) [Becca Moros](#) (Manhattan)
- 3.) [Tina Charles](#) (Queens)
- 4.) [Carmelo Anthony](#) (Brooklyn)
- 5.) [Olivia Greaves](#) (Staten Island)

Week 3 Diversity:

- 1.) [Joe Paterno](#) (Bronx)
- 2.) [Alex Rodriguez](#) (Manhattan)
- 3.) [Erick Barkley](#) (Queens)
- 4.) [Lindsay Lindley](#) (Manhattan)
- 5.) [Jim Albus](#) (Staten Island)

Week 4 Sportsmanship:

- 1.) [Abby Wambach](#) (Bronx)
- 2.) [Gertrude Ederle](#) (Manhattan)
- 3.) [Lamar Odom](#) (Queens)
- 4.) [Mike Tyson](#) (Brooklyn)
- 5.) [Nicky Anosike](#) (Staten Island)

Athlete Highlight continued

Below are athletes organized by week to select and highlight with participants. Take a moment to look through the link attached, review that athletes connection to the weekly theme and plan what information about the athletes life/career you'll expose participants too.

Week 5 **Unity:**

- 1.) [Andrew Velazques](#) (Bronx)
- 2.) [Jennifer Capriati](#) (Manhattan)
- 3.) [Maurice Harkless](#) (Queens)
- 4.) [Samaya Clark](#) (Brooklyn)
- 5.) [Adewale Ogunleye](#) (Staten Island)

Week 6 **Empathy:**

- 1.) [Malik Sealy](#) (Bronx)
- 2.) [Ida Keeling](#) (Manhattan)
- 3.) [Michelle Betos](#) (Queens)
- 4.) [Vince Lombardi](#) (Brooklyn)
- 5.) [Gloria Cordes](#) (Staten Island)

Week 7 **Respect:**

- 1.) [Saquon Barkley](#) (Bronx)
- 2.) [Nicole McClure](#) (Queens)
- 3.) [Crystal Langhorne](#) (Queens)

Preventing Injuries During Physical Activity

Physical activity places students in a variety of high-risk settings where injuries may occur. As a result, it is important that physical activity is conducted in a safe and supportive environment.

Always be PREVENTATIVE, instead of REACTIVE.

Five Areas of Safety

- 1 - Facility Safety
- 2 - Equipment Safety
- 3 - Safety in Instruction
- 4 - Supervision
- 5 - Clothing and Footwear

Facility Safety

- Inspect facilities for damage or hazards prior to instruction.
- Perimeters of the facility should be free of obstacles, such as stored equipment, furniture or drinking fountains.
- Rules of play should be modified to avoid any obstructions, including facilities which are a “non-standard size.”
- Never use walls for turning points or finish lines; instead designate a line or cone in advance of the wall.
- Surfaces should always be clean and provide good traction.
- Clearly mark off any hazards with cones & signs, and make students aware of them.
- Is the facility large enough for my class size? If not, modify the number of participants/time in each activity.

Equipment Safety

- Inspect, Maintain, Repair and Replace.
- All equipment should be safely stored before/after each lesson.
- Students should be taught the appropriate ways of carrying & moving equipment.
- Equipment used for activity should be age appropriate and used for its intended purpose.
- For activities that require wearing of safety equipment (e.g. baseball helmets), students
- Should be provided with the appropriate safety equipment and be instructed on how to use it.

Preventing Injuries During Physical Activity Continued

Physical activity places students in a variety of high-risk settings where injuries may occur. As a result, it is important that physical activity is conducted in a safe and supportive environment.

Always be PREVENTATIVE, instead of REACTIVE.

Safety in Instruction

- Safety in instruction lies in the selection, planning and conduct of activities.
- Lessons must be preplanned and coordinated for the allotted space, equipment & number of students. Assess all activities for potential risk, and determine what is foreseeable.
- Is the lesson suitable to the students' physical age and skill levels?
- All rules and instructions should be loud & clear for all to understand. In addition, routines should be established & reinforced throughout the year.
- All skills should be taught in appropriate progression.
- Modify rules of activities to suit the age, strength, experience and abilities of students.
- Establish signals to tell students to stop play, freeze where they are and pay attention.
- Reprimand students for unsafe play or unacceptable behavior whenever it occurs.
- Students should also be taught appropriate behavior for when an accident occurs.

Supervision

- When delivering instruction, staff must always be PRESENT AT ALL TIMES, and must ACTIVELY MONITOR STUDENTS.
- Establish a constant and consistent active supervision pattern.
- Engage yourself by locating yourself strategically so that the majority of students are in view.

Clothing and Footwear

- All students should wear clothing and footwear that is appropriate for the sport, the weather, and their age and skill level.
- All jewelry should be removed before participating in physical activities.

Heat Index Protocols

NYE Heat Index Protocols

All staff must ALWAYS BE AWARE of the "Feels Like Temperature" or "Real Feel Temperature" aka **Heat Index** when engaged in physical activities both outdoors and indoors (when air conditioning is not available).

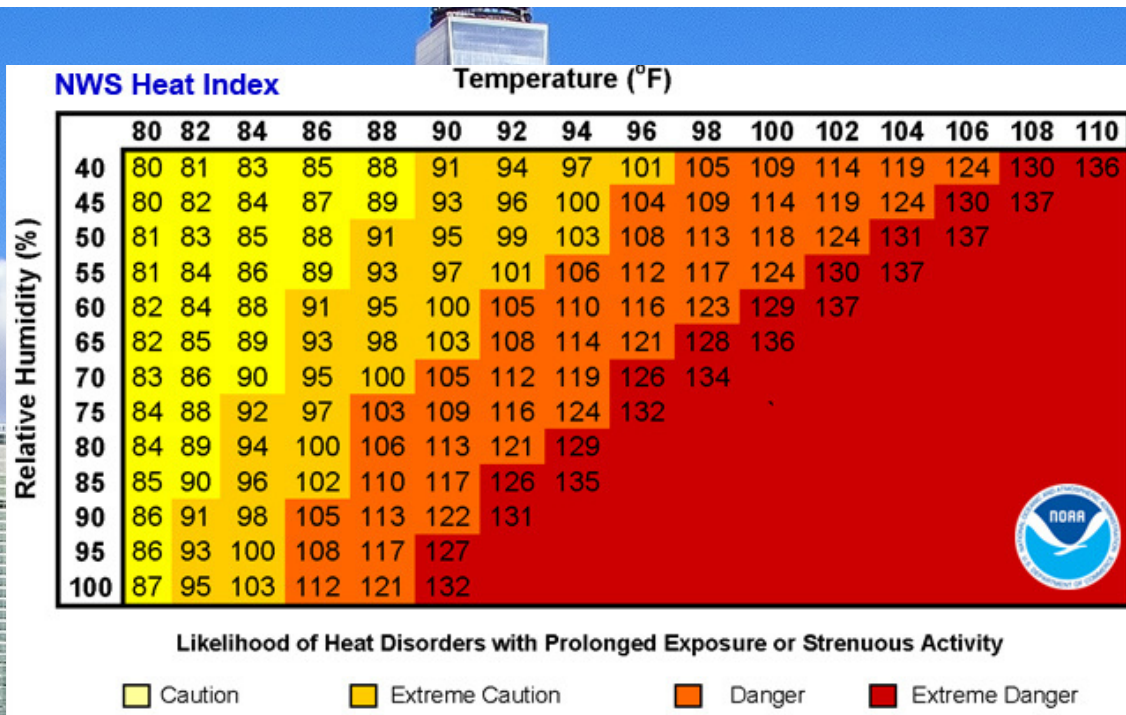
You should check the Heat Index on a daily basis, both before the program starts and consistently throughout the day.

You can use the weather app on your mobile device or download the OSHA-NIOSH Heat Safety Tool App (HIGHLY RECOMMENDED by CDC) from the Google Play Store or Apple App Store. For more information, please carefully review the information below.

What is the Heat Index?

- It is what the temperature feels like to the human body when relative humidity is combined with the air temperature.
- There is a direct relationship between the air temperature and relative humidity and the heat index, meaning as the air temperature and relative humidity increases (decreases), the heat index increases (decreases).

Heat Index Protocols continued



For example, if the air temperature is 91 degrees and the relative humidity is 66%, this means that the heat index will be approximately 103-108 (Extreme Caution/Danger Zones). **No outside physical activities should be held. Inside activities should only be held in rooms with air conditioning or a heat index below 91.**

| Classification | Heat Index | Effect on the body |
|-----------------|-----------------|--|
| Caution | 80°F - 90°F | Fatigue possible with prolonged exposure and/or physical activity |
| Extreme Caution | 90°F - 103°F | Heat stroke, heat cramps, or heat exhaustion possible with prolonged exposure and/or physical activity |
| Danger | 103°F - 124°F | Heat cramps or heat exhaustion likely, and heat stroke possible with prolonged exposure and/or physical activity |
| Extreme Danger | 125°F or higher | Heat stroke highly likely |

*Chart is courtesy of the National Weather Service.

Heat Index Protocols continued

Please refer to the chart below to take the appropriate actions:

| | | |
|---|--|---|
| | Feels Like Temp(Heat Index) or Wet Bulb Indicator under 79 degrees | Full activity. No restrictions |
| R E C O M M E N D E D | Heat Index Caution: Feels Like Temp (Heat Index) or Wet Bulb indicator 80 degrees to 85 degrees | Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session. |
| | Heat Index Watch: Feels Like Temp (Heat Index) or Wet Bulb indicator 86 degrees to 90 degrees | Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). |
| | Heat Index Warning: Feels Like Temp (Heat Index) or Wet Bulb Indicator 91 degrees to 95 degrees | Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Feels Like temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices only Football Helmets should be worn. No other protective equipment should be worn. |
| REQUIRED | Heat Index Alert: Feels Like Temp (Heat Index) or Wet Bulb indicator 96 degrees or greater | No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned. |

*Chart is courtesy of NYS Public High School Athletic Association (NYSPHSAA)



Lesson Title:

Lesson Duration:



Grade Level:



Student Objective: *By the end of the entire lesson, students will have learned skills of... The outcome of this lesson will be...*

-
-



Learning Standards: *Note the standards of learning used for this lesson.*

-
-



Vocabulary:

-
-



Social Emotional Components: *Students will explore social emotional skills through...*

-
-



Materials & Space:



Lesson Instruction: *Include direct instruction on introduction or prior knowledge of content, student practice work whether independent or in groups, & motivation + positive feedback during the share out / reflection.*

Introduction / Prior Knowledge:

Warm Up:

Group / Independent Practice Work:

-
-

Share & Reflect: *Use reflection methods like K-W-L (What do the students already KNOW, what do they WANT to learn, and what have they LEARNED) and exit ticket prompts that document learning (Write one thing you learned today... Discuss how today's lesson could be used in the real world...).*

-



Specialist Notes: *Include post lesson reflection and ideas for future planning.*