

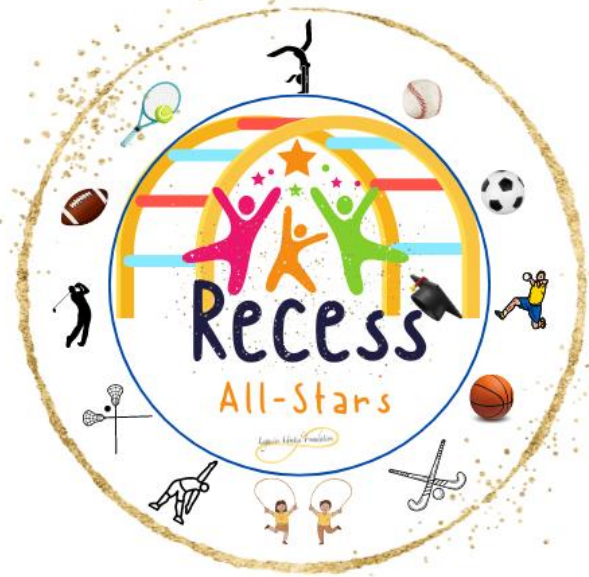
# Project Based Learning: Recess All-Stars

## Project Overview:

Legacies United Foundation presents Recess All-Stars (RA). This program is designed to reintroduce students to free play, providing them with access to quality experiences that they can own. Students grades K-6 will be engaged in a variety of activities and training through sports sampling, aimed at developing the next generation of scholar athletes.

Students will be assigned to weekly sport zones and given the chance to rotate over the course of the 9 weeks. At the close of the semester student athletes will be given the opportunity to compete and showcase their knowledge, skills and abilities at a school family game night.

Additionally participating students will be able to assist with the planning of an end of the year Olympic style event. A virtuous cycle gets unleashed, especially if children can be engaged in regular sport and physical activity before age 12. According to The Aspen Institute's Project Play report, twenty percent of surveyed Central Ohio youth said that the costs of sports prevent them from playing more often. This affects Black youth (28%) more than White youth (18%), and elementary school students (29%) more than those in middle school (19%) and high school (14%). There are many benefits of physical activity including greater cognitive function, positive mental health and better educational outcomes. There is also data which suggests that transportation creates a barrier for many families to participate in sports throughout the community. Implementation of this program however, would help develop a new pipeline for youth sports allowing families to thrive where they are. Legacies United Foundation is a platform for intergenerational Research, Learning and Activity. Our Mission is to bridge the gap between various generational cohorts through cultivated learning experiences, advocacy and public policy initiatives. We believe this is essential to improving the plight of children, youth, and older adults in our community.



## What to Expect:

Legacies United Foundation is part of the coalition across Central Ohio dedicated to increasing equitable access to quality sports, physical activity and outdoor recreation for all children, regardless of race/ethnicity, gender, sexuality, income or ability.

As a vendor with Columbus City Schools, our goal is to help strengthen educational outcomes for teachers and staff while also increasing parent and family engagement. Recess All-Stars has been aligned with Ohio’s K-6 Social and Emotional Learning Standards (Competency A: Self-Awareness, Competency B: Self-Management, Competency C: Social Awareness, Competency D: Relationship Skills, Competency E: Responsible Decision-Making); as well as Ohio’s K-5 Physical Education Standards 1-5. This provides a unique opportunity to provide students with a cultivated learning experience in an exploratory sports environment.

Legacies United Foundation will oversee the management and operations of Recess All-Stars allowing school staff to observe student interactions and engagement and participate as coaches or referees if they please. This project is not intended to replace gym class or any other structured educational time. Recess All-stars is meant to enhance free-play during recess periods, both indoor and outside. Over the course of the 9 weeks students will be able to engage in 4 sports/activities each semester ranging from (tennis, lacrosse, flag football, soccer, basketball, tumbling, baseball, dodge ball, rock climbing, volleyball, track and field, skateboarding, strength & conditioning and more). The process begins with students and families completing an interest survey to determine which activities and zones appeal to them the most. Students will have the opportunity to rotate to each of the 4 zones throughout the 9-week period. The Program Director from Recess All-Stars will work with the school social worker or family ambassador to issue the surveys and analyze the students feedback and preferences. The Program Director will also organize weekly zones along with groups and communicate those zone assignments with classroom teachers.

Once students are assigned to their zones, staff from Recess Allstars will visit the site and participate in training with teachers, as well as host an assembly to drum up excitement about the project. Week 4 of the 9-week semester would begin the instructional phase of the project with staff from RA, teaching the students the rules of engagement for their zones. Students will participate in the Recess Allstar program during their scheduled recess period. By week 5 students should be prepped and ready for the various training and activities that will be offered in their zones. Students will train and develop their skills for the remaining weeks rotating between each zone Monday-Friday, with onsite coaches MWF. At the end of the 9 weeks, students will be able to showcase their new skills during an end of semester Recess Games Family Engagement event!



Staff from RA will track student participation and meet with teachers and other key personnel as needed to discuss

evidence of student learning (achievement and/or growth), using High-Quality Student Data. All RA staff are trained and certified in First Aid and C.P.R and have received a background check. Additionally, we have partnered with The Ohio State University LIFESports program to provide staff with ongoing training on supporting athletes' mental health and more. Legacies United Foundation is also the host of the Annual Youth Sports Leadership Conference designed to enhance coaching, mentorship, program design and support for youth, teachers, coaches and community leaders. Ultimately creating a paradigm shift in how we as a community view and access youth sports. As an in-kind benefit at the end of the school year leaders from RA will donate all the equipment and curriculum needed to sustain the RA project. This will be made possible through a partnership between Legacies United Foundation and Leveling the Playing Field, which is a 501c3 responsible for redistributing new and gently used sports equipment. Their mission is to expand access and equity within youth sports and recreation programs in under-resourced communities. Students will also be invited to participate in the LUF annual Youth Sports Leadership Conference.

## Objectives:

- Develop Partnership with Local Elementary School (Resource Officers, Principal, Social Worker)
  - Discuss Project at staff meeting, present benefits, gain support and buy in.
  - Conduct an Assembly with student body to present project and gain support
  - Connect with Family Ambassador or school social worker to administer Sports Interest Survey.
  - Discuss Partnership with Greater Columbus Sports Commission, OSU Life Sports, Leveling the Playing Field, Lindy Infante, The Columbus Foundation, Franklin County Board of Commissioners (ODEI), City of Columbus
  - Launch Project
  - Track Progress
  - Report Milestones
  - Submit Quarterly and Annual Report
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## Standards:

**Ohio's K-6 Social and Emotional Learning Standards (Competency A: Self-Awareness, Competency B: Self-Management, Competency C: Social Awareness, Competency D: Relationship Skills, Competency E: Responsible Decision-Making)**

- A1.1.a: Demonstrate an awareness of personal emotions
- A1. 2.a Recognize emotions as natural and important
- A1. 2.b Identify that emotions are valid, even if others feel differently
- A2. 1.a Identify personal interests and qualities
- A2. 2.a Explore opportunities to develop skills and talents
- A2. 2.b Demonstrate a skill or talent that builds on personal strengths

- A3. 1.a Identify at least one trusted adult at school and in the community and know when and how to access them
- A3. 2.b Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths
- A4. 1.a Describe the outcomes of both following and breaking rules
- A4. 1.b Identify and describe how personal choices and behavior impacts self and others
- B1. 3.a Identify and begin to use strategies to regulate emotions and manage behaviors
- B2. 2.a Identify how adults and peers can help with a goal
- B2. 2.b Identify school, family and community resources, with adult support, that may assist in achieving a goal
- B3. 2.a Explain how practice improves performance of a skill and can help in overcoming a challenge or setback
- C1. 2.a Identify words and actions that may support or hurt the feelings of others
- C1. 2.b Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful
- C2. 2.a Identify characteristics of positive citizenship in the classroom and school
- C2. 1.b Identify reasons for making positive contributions to the school and community
- C2. 2.b Demonstrate citizenship in the classroom and school community
- C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups
- C3. 1.b Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true
- C4. 1.a Recognize social cues in different settings
- C4. 2.b Identify ways that norms differ among various families, cultures and social groups
- D1. 2.a Practice giving and receiving feedback in a respectful way
- D1. 1.b Apply active listening and effective communication skills to increase cooperation and relationships
- D2. 2.a Recognize the need for inclusiveness
- D2. 1.b Identify what creates a feeling of belonging in various relationships
- D3. 2.b Apply conflict resolution skills to manage disagreements and maintain personal safety
- E1. 1.b Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective.
- E2. 3.a Identify how personal choices will impact the outcome of a situation
- E3. 1.b Demonstrate the ability to respect the rights of self and others
- E4. 1.a Recognize that new opportunities may have positive outcomes
- E4. 3.b Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life





### Ohio's K-5 Physical Education Standards 1-5

- Standard 1 Benchmarks A&B: Demonstrate locomotor and non-locomotor skills in a variety of ways. Demonstrate developing control of fundamental manipulative skills. Combine locomotor and non-locomotor skills into

movement patterns. Apply the critical elements of fundamental manipulative skills in a variety of physical activities.

- Standard 2 Benchmarks A&B: Demonstrate knowledge of movement concepts related to body, space, effort and relationships. Demonstrate knowledge of critical elements of fundamental motor skills. Demonstrate and apply basic tactics and principles of movement. Demonstrate knowledge of critical elements for more complex motor skills.
- Standard 3 Benchmarks A&B: Describes current level of physical activity and identifies additional physical activity opportunities. Understand the principles, components and practices of health-related physical fitness. Describes current level of physical activity and identifies additional physical activity opportunities to create calorie balance. Understand the principles, components and practices of health-related physical fitness to maintain or improve one's level of fitness.
- Standard 4 Benchmarks A&B: Know and follow procedures and safe practices. Responsible behavior in physical activity settings. Understand the purpose of and apply appropriate rules, procedures and safe practices in physical activity settings. Interact and communicate positively with others.
- Standard 5 Benchmarks A&B: Identifies health benefits as reasons to value physical activity. Identifies reasons to participate in physical activity. Identifies multiple, specific health benefits as a reason to value physical activity. Expresses multiple, specific reasons (enjoyment, challenge, social) to participate in physical activity

### Value Added Benefits

- Provide Teachers with Mid-Day Mental Health Break/Additional Planning Period
- Reduce Negative Behaviors of student athletes
- Re-Activate Student Mind for 2<sup>nd</sup> half of day
- Renewed sense of School Pride
- Established network of sports and physical activities for youth in lower schools
- Sports equipment and curriculum for school/ community organization
- Friendly Competition and community sporting events
- Access to the 2025 Youth Sports Leadership Conference