

Creating Menschen on and Off the Field A 6 Points Sports Academy Curriculum

Capstone Project for Master in Religious Education

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Curriculum Rationale

In November 2008 the Union for Reform Judaism (URJ) applied and received a grant from the Jim Joseph Foundation that provided funding and other resources to create a Reform, Jewish sports camp. The name of the camp is URJ 6 Points Sports Academy. After receiving the funding the URJ hired a camp director who began to work with the Jim Joseph Foundation and the Foundation for Jewish Camping (FJC) to create a program that integrated intensive sports and Jewish content. During spring 2010, just prior to the opening summer of 6 Points Sports Academy, the Camp Director and the Director of Jewish life compiled a list of Jewish values to teach during camp. Those values were: community, respect, courage, compassion, diligence, and humility.

When they began to discuss how to integrate the Jewish values, there was concern that too much teaching would deter the campers and they would think the camp was “too Jewish.” They decided to slowly integrate the Jewish values. They created a Judaica program where each day the Director of Jewish Life taught the campers the name of Jewish values in Hebrew and in English. Then the coaches had the opportunity to teach the values on the field. The coaches were not given a particular lesson or Jewish text to guide them in their discussions. However, they reinforced the teaching of the values by passing out rubber bracelets that had the names of the values written on them once a camper enacted the Jewish value on the field.

After summer 2010 the campers and families provided feedback through two surveys, one conducted by the FJC and Summation Research and the other commissioned by the Jim Joseph Foundation and conducted by BTW Informing

Change. The data from the surveys helped to provide an understanding of the camper population and direction for summer 2011 program.

The data from the Camp Satisfaction survey indicated that 73% of campers were male and 27% were female and the majority of campers were between the 6th-8th grades. The majority of campers were Reform or Conservative Jews.

In all of the data about teaching the values and Shabbat, the camp scored higher than the national average of all other Jewish camps. Director of 6 Points and the FJC were ready to create a more intensive Judaic program to the next level and decided to move forward with an integrated Jewish curriculum. The curriculum seeks to integrate Jewish values within the daily intensive sports program. Why create an integrated program?

The campers were attracted to camp because of its intensive sports program and we knew that the values we would be teaching them, were those that many of them already upheld while at home, but did not realize that they were Jewish values. We wanted to be able to teach them that these values were Jewish values in a context that they would still be able to integrate them into their lives when they returned home. By living the values at camp they would easily be able to transition to living them at home. If there was a separate period of learning, there would not have been a seamless transition. How do you go about creating an integrated program?

I began by looking at the feedback from the campers and their families, along with the mission and vision of the camp, and spoke at length with the fulltime camp staff. We made a decision to add two more values, kashrut, and dedication. We added these two values because we wanted to discuss what it meant to be intentional in

putting food in your body and we added dedication for those campers that were returning. I began to think about how to introduce the values every morning at breakfast and one day after a discussion with the camp director, we came up with the idea of showing morning videos. I began to find different secular sports videos on YouTube where the value was enacted. Sometimes the videos were of famous athletes and sometimes the people in the videos were not famous. Each was a feel-good story of someone living the values and it was a great set induction.

Then I thought about how could we bring the Jewish value onto the field. The first area I focused on was the coaches and the assistant coaches that would be teaching the values. I knew although the coaches did not have a background in Jewish education, many of them were teachers. Most of the assistant coaches grew up in NFTY and were active in their Hillels, and therefore had some background knowledge of Judaism. Keeping this in mind, I created easy to follow lessons that gave step-by-step instructions for teaching the Jewish values. As part of the daily lessons I encouraged the staff to share personal stories of how they saw the values enacted on the field. Telling personal stories made it easier for the staff to teach the values and it helped the campers to relate to the staff. Once the staff taught the values, they would be able to hand out the rubber bracelets that had the names of the values in Hebrew and in English. When they saw a camper enacted the value during the day, there were able to acknowledge the camper by pointing out the value they were enacting and then handing them the bracelet. I was very clear that the bracelets were meant to reinforce the value and should not be the primary way of teaching it.

During the evenings the counselors would run the *Lailah Tov* (evening) programs for their dorm. Each *Lailah Tov* program was meant to reinforce and assess the value that they learned during the day. The *Lailah Tov* programs were modeled after evening programs at overnight camps. The final *Lailah Tov* program we asked the campers to write down where they had seen the values enacted on camp. In almost all cases the campers successfully identified the values and how they were lived on camp.

Enduring Understandings/ Essential Questions/ Learner Outcomes

Enduring Understandings

Jewish values help to shape my decisions in the sports I play.

Essential Questions

1. In what ways do Jewish values impact my decisions while I am playing sports?
2. How does living a life of Jewish values make me a better athlete?

Learner Outcomes

K: *Know*- Campers will be able to articulate the meaning of the Jewish values they learn in their sport intensives.

D: Be able to *do*- Campers will be able to use the values while playing sports. the Jewish values in making decisions on and off of the field.

D: *Believe*- Campers will believe that infusing Jewish values in their sports will make them better athletes.

B: feel *Belonging* to By using the Jewish values in their sports the campers will feel connected to the Jewish people.

Letter to Coaches and Assistant Coaches

Dear Coaches and Assistant Coaches-

We are looking forward to having you at camp in a couple of weeks. Enclosed you will find an overview of the Jewish programming that you will be integrating into the Intensive Sports Periods. When you arrive at camp we will meet to go over all of the programs and I will be happy to answer any questions.

Many of the campers have experienced models of learning in their religious schools, and at other Jewish camps. These models are more formal, where there are designated learning periods and frontal teaching. At 6 Points we are trying to integrate the learning into the day instead of creating a designated time and space. We are also trying to create a conversation about the values and the role they play in your life and the lives of your campers. You will notice that each lesson reflects this goal. Often the learning takes place in the intensive sports periods, in the dining halls, and in the dorms. However, if you find other moments for learning please use them!

The programming begins with one enduring understanding (a concept that we want the campers to remember 15 years from now).

The enduring understanding is:

1. Jewish values help to shape my decisions in the sports that I play.

When you are implementing the programming, the enduring understanding should always be in the back of your mind. The enduring understanding is important because it is what connects our lessons.

There are also two essential questions that the campers should be “struggling” with during the programs.

Those questions are:

1. Does Judaism impact my decisions while I am playing sports?
2. Does being a better Jew make me a better athlete?

Our job is not to give them the answers to the questions, but to continue to have them struggle with these two questions.

At the beginning of every program guide is a Jewish text. Sometimes we use the text as a story, sometimes you will study the text in your intensive sport, and sometimes the campers will study the text in the Lailah Tov Program.

After you see the Jewish text, there will be a few thematic ideas listed. Thematic ideas contain the themes we are extrapolating from each program. Many of you will read the programs and will have personal stories that will relate to the values that you will be teaching. Please feel free to share them with the campers, but remember that your stories should reflect the themes.

Also, every program has a Coach’s Corner. The Coach’s Corner has questions for you to reflect upon. These questions are meant provoke stories, thoughts, and additional questions that you may want to ask the campers.

Towards the end of the program guide you will notice that we have included the *Lailah Tov* (Evening) Program outline. Even though the Assistant Coaches are responsible for running those programs, we hope that you will look them over so that you know what is happening when the campers return to the dorms at night.

One of the most important pieces of the learning is giving out the values bracelets. We ask that you find time once a day, either during a water break, or at the end of a session, to pass out the bracelet. When you give out the bracelets you should present them to the campers by telling them why they are receiving the bracelet and which value they enacted. The bracelets can be given out in front of the entire group or individually. We ask that only when you teach the value that you hand out the bracelet. The reason for this is because we want the learning to be reinforced. If you give out a value that has not been taught it will not have as much meaning for the camper because they have not yet learned it.

Thank you in advance for all of your support. I look forward to meeting all of you.

Alyson Bazeley

Annotated List of Resources for Coaches and Assistant Coaches

List of YouTube Videos used for morning videos

Courage

The story of an autistic teen who was the manager of his high school basketball team. When the coach put him in the game he missed the first few shots, but kept trying his best, and ended up sinking a handful of three-pointers.

<http://www.cbsnews.com/stories/2006/02/23/earlyshow/main1339324.shtml>

Compassion

The story of the college softball team that carried an injured player from the opposing team around the bases so that her homerun would count.

<http://www.youtube.com/watch?v=2QNCyBFBTJc>

Diligence

Story of track star Derek Redmond. Derek was running in a race during the 1992 Olympics and injured himself. He finished the race with the help of his father instead dropping out.

<http://www.youtube.com/watch?v=kZIXWp6vFdE>

Honor

At Wimbledon in 1981, a twenty-two-year-old New Yorker named John McEnroe. During the match against Tom Gulikson, a call did not go McEnroe's way, and he began to berate the umpire, Edward James. "You can't be serious, man," he said. He elaborated: "You cannot be serious!" His argument was that the ball was in because chalk flew up from the line.

http://www.youtube.com/watch?v=ekQ_Ja02gTY

Humility

The story of a basketball player who won MVP of a game and decided that he was not deserving of the title. He gave the MVP trophy to the player that he believed deserved it.

<http://www.youtube.com/watch?v=Py5NfEv6c6s>

Dedication

Dick Hoyt's son Rick was born more than 40 years ago without the ability to talk, walk or barely move. Doctors told Dick and his wife to put Rick in an institution, but they brought him home, enrolled him in school and built a special computer that helped Rick communicate. See how this father-son duo started running marathons and why it brings joy to Rick's life.

http://www.youtube.com/watch?v=fIRvsO8m_KI

Books

Grishaver, Jane Ellen Golub and Joel Lurie. Zot ha-Torah: This is the Torah A Guided Exploration of the Mitzvot Found in the Weekly Torah Portion. Ed. Leonore Bruckner and Marilyn Henry. Los Angeles: Torah Aura Productions, 1994.

The book gives a summary of a parasha hashavua, vocabulary from the parashah, thought provoking questions about topics related to the parashah. Each lesson ends by tying the parashah into a mitzvah.

Kadden, Barbara Binder Kadden and Bruce. Teaching Mitzvot. Denver: A.R.E. Publishing, 2003.

This book teaches about various mitzvot. Each chapter of the book, gives an overview of a particular mitzvah. In addition it gives ideas for various activities for teaching the mitzvot for specific ages, which may assist you if you are working with a specific age

during your sports intensive. It also provides additional resources if you are interested in finding out more information about the mitzvah. This will be helpful if you are looking for additional background on a particular mitzvah or would like additional ideas about how to incorporate the mitzvah in your sport.

Torah Aura Productions. Eizehu Gibor Living Jewish Values. Torah Aura Productions, 2009.

This book is particularly helpful if you would like more information about *anavah*, (humility). The chapter provides additional Jewish texts that you would be able to use as part of a discussion on the field. The chapter also gives an example of two Jews who showed humility, Albert Einstein and Moses. There is also a chapter on *shmirat ha-guf*, (guarding/protecting the body). The chapter shares the stories of the Jewish athletes, information about the Maccabi games, and examples of how to care for ones body. This would be a great tie-in to our discussion on Kashrut.

Values Curriculum Outline for Coaches and Counselors

Week 1

Wednesday- Courage

Video: The story of an autistic teen who was the manager of his high school basketball team. When the coach put him in the game he missed the first few shots, but kept trying his best, and ended up sinking a handful of three-pointers.

<http://www.cbsnews.com/stories/2006/02/23/earlyshow/main1339324.shtml>

Thematic Ideas:

1. Courage is something that we need to find because it may not come naturally.
2. Courage is about stepping out of your comfort zone.

Laila Tov Program: Courage walk and courage discussion or step up to the line.

Supplies: T-shirt for each camper

Thursday- Compassion

Video: The story of the college softball team that carried an injured player from the opposing team around the bases so that her homerun would count.

<http://www.youtube.com/watch?v=2QNCyBFBTJc>

Thematic Ideas:

1. We should show care and concern for others.
2. We should care about the opposition on the weaker team.
3. We should care for the poor and the stranger.

Laila Tov Program: Campers will study gleanings text and then participate in a mitzvah project.

Supplies: Banner Paper, Stickers, Markers, Crayons

Friday- Diligence

Video: Story of track star Derek Redmond. Derek was running in a race during the 1992 Olympics and injured himself. He finished the race with the help of his father instead dropping out. <http://www.youtube.com/watch?v=kZIXWp6vFdE>

Thematic Ideas:

1. Everyone has a different level of ability, and should work to reach their own personal best.
2. Be persistent in pursuit of being good at what you do.

Laila Tov Program: Campers will write a letter to themselves that includes goals they would like to achieve. The Camp will mail the letters to their home in 6 months.

Supplies: Pencils, Paper, Envelopes, Labels

Returning Campers: Write out a plan about how they will achieve their goals.

Week 2

Sunday- Nutrition

Video: The campers and the counselors create a video where they describe the foods that they like to eat and talk about foods that they choose to eat.

Laila Tov Program: Each dorm will create a skit to add to the Kashrut video.

Thematic Ideas:

1. Kosher in its literal definition means to be fit or allowed to be eaten. However it can also be interpreted as being intentional about the food we are putting in our bodies.
2. At 6 Points we think of Kashrut in three different ways:

- a. Traditional views of Kashrut or keeping Kosher-We do not mix milk and meat, eat shellfish, eat pork, or birds of prey. In order for an animal to be Kosher it must chew its cud and has a cloven hoof is ritually clean.
- b. Ethical views of Kashrut- We eat meat from an animal that was treated humanely, eat other organic products, and/or support companies that treat workers ethically.
- c. Athletic View of Kashrut- We should be intentional in what they put into their body because it helps them to become stronger, faster, and more fit.

Supplies: Props, Flip Camera/Camera Cell Phone

Monday- Honor

Video: At Wimbledon in 1981, a twenty-two-year-old New Yorker named John McEnroe. During the match against Tom Gulikson, a call did not go McEnroe's way, and he began to berate the umpire, Edward James. "You can't be serious, man," he said. He elaborated: "You cannot be serious!" His argument was that the ball was in because chalk flew up from the line.

http://www.youtube.com/watch?v=ekQ_Ja02gTY

Thematic Idea:

- Respecting our sport means respect the rules, the umpires, and our teammates and opponents.

Laila Tov Program: Campers will make a "respect mosaic" for their coaches by decorating one square with different ways that they respect their coaches at 6 Points. The mosaics will be mounted onto a big poster board and displayed in the dining hall.

Supplies: Construction Paper Squares, Crayons, Markers

Tuesday- Humility

Video: The story of a basketball player who won MVP of a game and decided that he was not deserving of the title. He gave the MVP trophy to the player that he believed deserved it.

<http://www.youtube.com/watch?v=Py5NfEv6c6s>

Thematic Ideas:

1. There is a balance between humility and pride. On one hand you should be proud of what you do and on the other hand you don't want to brag too much.
2. We should always remember to be a good winner and loser.

Laila Tov Program: Campers will study a text about humility and share something that they did well that day and something that someone else did well that day.

Supplies: None

Wednesday- Community

Video: The story of the Lebron Jacobson, the athlete who had to choose between attending Friday night services and playing in his basketball game.

Thematic Ideas:

- Sometimes when our communities intersect we have to make difficult decisions.

Laila Tov Program: Community web of warm fuzzies. Campers and counselors should sit in circle, a counselor will start by saying one positive attribute about a camper that is sitting across the circle and then toss the string to that camper, and so on. Once all of the campers and counselors are part of the "web" then the counselors will cut and tie the strings for the campers to wear as bracelets.

Supplies: Yarn, Scissors

Thursday- Dedication

Video: Dick Hoyt's son Rick was born more than 40 years ago without the ability to talk, walk or barely move. Doctors told Dick and his wife to put Rick in an institution, but they brought him home, enrolled him in school and built a special computer that helped Rick communicate. See how this father-son duo started running marathons and why it brings joy to Rick's life.

http://www.youtube.com/watch?v=fIRvsO8m_KI

Thematic Ideas:

- Athletes must devote time or effort to practicing their sport in order to improve their skills.

Laila Tov Program: Page of Talmud wrap-up values program.

Supplies: Copies of Page of Talmud, Markers, Cutouts of each of the values (to be posted in the dorms by Alyson)

Courage- Gevurah

Wednesday, Week 1

Text: The Jews are standing at the shores of the Red Sea. Their options are either to go forward into the un-split sea, or back to Egypt. The Egyptians are thundering closer. The Israelites are scared that the sea won't split and then Nachshon, steps foot into the sea. But the sea still does not split. Nachshon continues as the water reaches his ankles, then up to his knees. Still no split. Nachshon forges deeper: Up to his waist, his chest. Still no split.

By now the water has reached his neck. Nachshon is being challenged to his limit. Yet he continues into the sea. As the water reaches his nostrils, at this last possible moment... the Red Sea splits. - Midrash

Thematic Ideas:

- Courage is something that we need to find because it may not come naturally.
- Courage is about stepping out of your comfort zone.

Video Outline:

<http://www.cbsnews.com/stories/2006/02/23/earlyshow/main1339324.shtml>

Senior Jason McElwain had been the manager of the varsity basketball team of Greece Athena High School in Rochester, N.Y. McElwain, who's autistic, was added to the roster by coach Jim Johnson so he could be given a jersey and get to sit on the bench in the team's last game of the year.

Johnson hoped the situation would even enable him to get McElwain onto the floor a little playing time. He got the chance, with Greece Athena up by double-digits with four minutes go to.

And, in his first action of the year, McElwain missed his first two shots, but then sank six three-pointers and another shot (video), for a total of 20 points in three minutes.

"My first shot was an air ball (missing the hoop), by a lot, then I missed a lay-up," McElwain recalls. "As the first shot went in, and then the second shot, as soon as that went in, I just started to catch fire."

"I've had a lot of thrills in coaching," Johnson says. "I've coached a lot of wonderful kids. But I've never experienced such a thrill."

The crowd went wild, and his teammates carried the excited McElwain off the court. "I felt like a celebrity!" he beamed. McElwain's mother sees it as a milestone for her son.

"This is the first moment Jason has ever succeeded (and could be) proud of himself," reflects Debbie McElwain. "I look at autism as the Berlin Wall, and he cracked it."

His teammates couldn't be happier.

"He's a cool kid," says guard Levar Goff. "You just get to know him, get used to being around him. A couple of weeks ago, he missed practice because he was sick. You feel different when he's not around. He brings humor and life to the team."

10-15 minutes- Program During Intensives (ask the campers):

1. Have the campers identify the value from the video.
2. Today's value is courage. What does it mean to be courageous?
3. Why is it so difficult to be courageous?
4. What are we afraid of? (*shooting for a goal and missing, playing a match against an opponent and losing, striking out, shooting a free throw and missing*)
5. Thinking about the things we just listed, why is it difficult to have courage to do them?
6. What gives you the courage to do them?
7. Read the story of Nachshon above. Ask the campers how they think Nachshon got the courage to walk into the water?
8. Like Nachshon, what gives you the courage to take a risk?
9. Think of a time when you needed courage, who encouraged you?
10. Think of a time when your teammate needed courage, who encouraged them?

Coach's Corner (reflect on the following):

1. When did someone make you feel courageous?
2. When did you act in a courageous way?
3. When did you help someone feel courageous?
4. After the conversation (during the day and week following) identify and praise camper(s) for having courage.

Outcomes of Lailah Tov Program:

1. Campers will be able to identify a moment they were courageous.
2. Campers will be able to identify when it has been difficult to be courageous.
3. Campers will believe they have support from their dormmates in doing something courageous.

Supplies:

T-Shirts to use as eye covers

30 minutes- Lailah Tov Program:

Today you discussed courage in your Sport. Can you tell us what you learned?

Tonight we are going to go on a courage walk. A courage walk is a walk where your eyes will be covered by your t-shirt and the counselors will lead you. You won't be able to see where you are going. You will have to trust your counselors. The counselors will make sure that you are safe.

As a reminder... Please don't lead the campers up or down stairs, over picnic tables or other obstacles.

10 minutes- Courage walk

15 minutes- Discussion

1. How did it feel when we told you that we were going on a courage walk?
2. How did you feel during the courage walk?
3. How did you feel once the courage walk was over?
4. Going on the courage walk took courage because you didn't know where you were going and had to trust us to take you.
5. Sometimes it takes courage to do something, like going on a courage walk, or kicking a goal because you are taking a risk. When you take a risk you might not know the result and this can be scary.

5 minutes- Check In/ Check Out

Compassion- Chemlah Thursday, Week 1

Text: Leviticus 19:10-And you should not glean (harvest) your entire vineyard, neither should you gather the fallen fruit of your vineyard; you should leave edges of the field for the poor and for the stranger: I am the LORD your God.

Thematic Ideas:

- We should show care and concern for others.
- We should care about the opposition on the weaker team.
- We should care for the poor and the stranger.

Video Outline:

<http://www.youtube.com/watch?v=2QNCyBFBTJc>

A few years ago two schools on the west coast were competing against each other to reach the NCAA softball tournament. With two runners on base and a strike against her, a player hit her first home run in her high school and college career which cleared the center field fence. In all of the excitement she made one mistake, she missed first base. When she realized what she had done, she turned around and attempted to run back to tag first, but as she turned, she tore a ligament. She crawled back to first but could not move anymore. The first base umpire said she would be called out if her teammates tried to help her. Or, the umpire said, a pinch-runner could be called in, and the homer would count as just a single. A player from the opposing team asked the umpire if she and her teammates could help the injured player. The umpire said there was no rule against it. The opposing team players stunned their home crowd when they carried the player around the bases so the three-run homer would count

Program During Intensives (ask the campers):

1. Today's value is compassion. What do you think it means to show compassion?
2. In the video we saw that the players showed compassion towards the other team, even though they knew they could lose. Why do you think they chose to be compassionate?
3. There are other times in sports where we might need to show compassion. Can you think of some of those times? (playing a weaker team)
4. How do you decide in that moment to show compassion? i.e. Why would you decide to carry the opposing team around the bases or have compassion for a weaker team?

Coach's Corner (reflect on the following):

1. How do you show compassion as a coach? (how do you act when you are overwhelming the opponent)
2. What message are you sending the athletes through your behavior as a coach?
3. After the conversation (during the day and week following) identify and praise camper(s) for having compassion.

Outcomes for Lailah Tov Program:

1. Campers will be able to feel compassion.
2. Campers will be able to show compassion when they come across another individual who needs it from them.
3. Campers will believe that Judaism cares that they are compassionate human beings.

Supplies:

1. Banner paper
2. Markers
3. Foam pieces to decorate the banners

Lailah Tov Program:

Today we spoke about how we can show compassion in sports. We can also show compassion in other areas of our lives.

In the Torah it tells us:

And you should not glean (harvest) your entire vineyard, neither should you gather the fallen fruit of your vineyard; you should leave edges of the field for the poor and for the stranger.

Can anyone tell us what this means? *(leave the outer edges of the fields for the poor)*
What do you think this is trying to teach us? *(to have compassion for those less fortunate, remember those less fortunate)*

Today, most of us do not have fields that we can leave for the poor. What are some other things that we can do?

Diligence- Charizut

Friday, Week 1

Text: Rabbi Zusia lay upon his deathbed and began to cry. "Why are you crying, dear Rabbi?" his students anxiously inquired. "Are you afraid of dying?"

"No, Rabbi Zusia responded. "I know that when I come before the heavenly court, if they ask me, why wasn't I compassionate on all life like our father Abraham, I can say but I am not Abraham. If they ask me, why wasn't I wise and deep like Moses, I can say but I am not Moses. If they ask me why I wasn't courageous and brave like Joshua, I can say, but I am not Joshua. But what if they ask me why I was not Zusia? What can I say to that?"- Chassidic Story

Thematic Ideas:

- Everyone has a different level of ability, and should work to reach their own personal best.
- Be persistent in pursuit of being good at what you do.

Video Outline:

<http://www.youtube.com/watch?v=kZIXWp6vFdE>

The stadium is packed with 65,000 fans, bracing themselves for one of sport's greatest and most exciting spectacles. The race begins and Redmond breaks from the pack and quickly seizes the lead. "Keep it up, keep it up," Jim says to himself.

Down the backstretch, only 175 meters away from finishing, Redmond is a shoo-in to make the finals. Suddenly, he hears a pop. In his right hamstring. He pulls up lame, as if he had been shot.

"Oh, no," Jim says to himself. His face pales. His leg quivering, Redmond begins hopping on one leg, then slows down and falls to the track. As he lays on the track, clutching his right hamstring, a medical personnel unit runs toward him. At the same time, Jim Redmond, seeing his son in trouble, races down from the top row of the stands, sidestepping people, bumping into others. He has no credential to be on the track, but all he thinks about is getting to his son, to help him up. "I wasn't going to be stopped by anyone," he later tells the media.

On the track, Redmond realizes his dream of an Olympic medal is gone. Tears run down his face. "All I could think was, 'I'm out of the Olympics -- again,'" he would say.

As the medical crew arrives with a stretcher, Redmond tells them, "No, there's no way I'm getting on that stretcher. I'm going to finish my race."

Then, in a moment that will live forever in the minds of millions, Redmond lifts himself to his feet, ever so slowly, and starts hobbling down the track. The other runners have finished the race, with Steve Lewis of the U.S. winning the contest in 44.50. Suddenly, everyone realizes that Redmond isn't dropping out of the race by hobbling off to the side of the track. No, he is actually continuing on one leg. He's going to attempt to hobble his

way to the finish line. All by himself. All in the name of pride and heart.

Slowly, the crowd, in total disbelief, rises and begins to roar. The roar gets louder and louder. Through the searing pain, Redmond hears the cheers, but "I wasn't doing it for the crowd," he would later say. "I was doing it for me. Whether people thought I was an idiot or a hero, I wanted to finish the race. I'm the one who has to live with it."

One painful step at a time, each one a little slower and more painful than the one before, his face twisted with pain and tears, Redmond limps onward, and the crowd, many in tears, cheer him on.

Suddenly, Jim Redmond finally gets to the bottom of the stands, leaps over the railing, avoids a security guard, and runs out to his son, with two security people chasing after him. "That's my son out there," he yells back to security, "and I'm going to help him."

Finally, with Derek refusing to surrender and painfully limping along the track, Jim reaches his son at the final curve, about 120 meters from the finish, and wraps his arm around his waist.

"I'm here, son," Jim says softly, hugging his boy. "We'll finish together." Derek puts his arms around his father's shoulders and sobs.

Together, arm in arm, father and son, with 65,000 people cheering, clapping and crying, finish the race, just as they vowed they would. A couple steps from the finish line, and with the crowd in an absolute frenzy, Jim releases the grip he has on his son, so Derek could cross the finish line by himself. Then he throws his arms around Derek again, both crying, along with everyone in the stands and on TV.

"I'm the proudest father alive," he tells the press afterwards, tears in his eyes. "I'm prouder of him than I would have been if he had won the gold medal. It took a lot of guts for him to do what he did."

Program During Intensives (ask the campers):

1. What would you have done if you were Derek Redmond?
2. How is what he did a form of diligence?
3. What did his actions teach you?

Coach's Corner (reflect on the following):

1. How can you model diligence for the camper?
2. After the conversation (during the days following) identify and praise camper(s) for showing diligence.

Outcomes of Lailah Tov Program:

1. Campers will be able to articulate why it is important to be diligent.
2. Campers will be diligent when it is easier to be lazy.
3. Campers will believe that diligence is a Jewish value.

Supplies:

1. Paper for each camper
2. Pencils for each camper
3. Envelopes for each camper
4. Labels with each camper's name

Lailah Tov Program:

Today you discussed diligence during your sport. Can you tell us what you learned?

Why do you think diligence is a Jewish value?

Have your campers write a letter to themselves with goals they hope to achieve. The camp will mail them the letters in 6 months. When they receive the letter it will give them a chance to see if they have been diligent in trying to achieve the goals.

Please let them know:

If you are comfortable with Alyson reading the letter, please do not seal it.

Check In/Check Out

Kashrut- Nutrition Wednesday, Week 2

Text: Many Reform Jews observe certain traditional dietary disciplines as a part of their attempt to establish a Jewish home and life style. For some, traditional kashrut will enhance the sanctity of the home and be observed as a mitzvah; for some, a degree of kashrut...may be meaningful; and still others will find nothing of value in kashrut.
- Gates of Mitzvah

Thematic Ideas:

- Kosher in its literal definition means to be fit or allowed to be eaten. However it can also be interpreted as being intentional about the food we are putting in our bodies.
- At 6 Points we think of Kashrut in three different ways:
 - Traditional views of Kashrut or keeping Kosher-We do not mix milk and meat, eat shellfish, eat pork, or birds of prey. In order for an animal to be Kosher it must chew its cud and has a cloven hoof is ritually clean.
 - Ethical views of Kashrut- We eat meat from an animal that was treated humanely, eat other organic products, and/or support companies that treat workers ethically.
 - Athletic View of Kashrut- We should be intentional in what they put into their body because it helps them to become stronger, faster, and more fit.

Video Outline:

Two videos will be shown during the day. During the first video the campers and the counselors describe the foods that they like to eat and talk about healthy foods that they choose to eat. The second video is from g-dcast.com and teaches Shemini, the Torah portion that describes clean and unclean animals.

10-15 minutes- Program During Intensives (ask the campers):

1. Why was it important for an athlete to be intentional in what they are eating? (*it helps them to stay healthy, and allows them to be stronger, faster, and more fit*)
2. How are you intentional about the food you eat before you play in a game? (*pasta dinner, non-greasy food, bananas*)
3. How are you intentional about the food you eat on days that you don't have a game?
4. What are other ways you are intentional in how you treat your body? (*making sure to rest, icing injuries, putting on sun block*)

Coach's Corner:

1. How do you model nutrition for the campers?
2. How do you encourage the campers to care for themselves?
3. After the conversation (during the day and week following) identify and praise camper(s) for their nutritious choices.

Outcomes of Lailah Tov Program:

1. Campers will be able to identify how to be intentional in their eating.
2. Campers will make dietary choices based on informed awareness based on the various views of Kashrut.
3. Campers will be able to articulate to others what their nutritional choices are and why.

Supplies:

1. Plates for each camper and counselor
2. Cutouts of each item
3. Glue
4. Blank paper cutouts
5. Crayons/Markers

30 minutes- Lailah Tov Program:

5 minutes- Today you discussed kashrut during your sport intensive. Can you tell us what you learned?

10 minutes- Tonight you are going to have the opportunity to think about what it means for you to be intentional in the way you treat your body. This may be through the foods you eat and the way you treat your body (dressing appropriately for sports, getting enough sleep, etc.).

On the floor you can see a number of different items, some are food, others are items you might use during the course of a day. You should decide which 'items' are important to you, important in helping you to think about how you can treat your body. Based on that, you will assemble your own individual plate that resembles how you are/might become more intentional in the way you treat your body.

Take one of each item that is important to you. You can also use the blank squares to draw items that might not be on the floor. When you are done putting together your plate you will have the opportunity to share how they will help you to be intentional in the way you treat your body.

8 minutes- All Dorms

Why did you choose the items on your plate?

For timing you might want to have the campers choose one item to share.

10 minutes- Check In/Check Out

Honor- Kavod Monday, Week 2

Text: Leviticus 19:32 Show honor and respect for your elders.

Thematic Ideas:

- Respecting our sport means respect the rules, the umpires, and our teammates and opponents.

Skit Outline:

http://www.youtube.com/watch?v=ekQ_Ja02gTY

At Wimbledon in 1981, a twenty-two-year-old New Yorker named John McEnroe. During the match against Tom Gulikson, a call did not go McEnroe's way, and he began to berate the umpire, Edward James. "You can't be serious, man," he said. He elaborated: "You cannot be serious!" His argument was that the ball was in because chalk flew up from the line.

Program During Intensives (ask the campers):

1. What did you think about the John McEnroe video that we saw this morning?
2. What would have been a better way that John McEnroe could have shown respect toward the umpire and the opposing player?
3. Have you ever seen someone act like John McEnroe during a game? Why do you think they behaved that way?
4. How would you have acted differently?

Coach's Corner (reflect on the following):

1. When is it difficult for campers to show respect to their coaches?
2. How do you want them to behave?
3. During the day identify and praise camper(s) for showing honor and respect.

Goals for Lailah Tov Program:

1. Campers will be able to identify what is wrong by not giving respect.
2. Campers will be able to make the connection between Judaism and giving respect.

Supplies:

Small Squares for each camper

Markers

Poster board to mount the squares

Lailah Tov Program:

Today you discussed respect during your sport. Can you tell us what you learned?

In the Torah it says: "Show honor and respect for your elders." Why do you think the Torah mentions this? Sometimes it can be difficult to show respect to those that are adults. Are there any times that you have found it difficult to show respect to adults? How do you show respect to the coaches?

We can show respect to our coaches in all different ways. Tonight you will have the opportunity to show respect to the coaches by making them a paper mosaic.

Give each camper a small paper "tile" and have the camper write his or her coach's name on the tile on the corner. Have the camper write their name on the front. The camper can then decorate the tiles with different ways that they can/will respect their coaches.

Collect the tiles and turn them into Alyson at breakfast.

Humility- Anavah Tuesday, Week 2

Tanna de Be Eliyahu- Even the righteous get a boost from a bit of acknowledgment. (paraphrased from Rashba Responsa 1:581)

Thematic Ideas:

- There is a balance between humility and pride. On one hand you should be proud of what you do and on the other hand you don't want to brag too much.
- We should always remember to be a good winner and loser.

Video Outline:

<http://www.youtube.com/watch?v=Py5NfEv6c6s>

On April 14, in a convocation service in the Liberty Vines Center – with faculty, staff and the entire student body in attendance – High Point University star forward Danny Gathings, who had been awarded the 2004 Big South Tournament most valuable player award, handed over the MVP plaque to Liberty guard Larry Blair. Why?

Because Gathings, who was an honorable mention Associated Press All-America selection this year, believed he had not earned the award. His conscience simply wouldn't allow him to accept the award because he felt another player was more deserving.

A few days prior to the convocation service, Gathings had gone to High Point Coach Bart Lundy to tell him he felt he had undeservedly won the award. Mr. Lundy said that Gathings told him, "Coach, I didn't deserve that trophy; Larry Blair did."

It's a rare thing in this age of self-promotion and self-adoration to find a young man who can take an honest look at himself and seek to correct what he sees as an injustice. This is the true definition of personal sacrifice.

Liberty University Coach Randy Dunton said the act was truly generous. "I salute Danny Gathings for his example of sportsmanship," he said. As Gathings handed the MVP Award to Blair, he said, "I felt this was something that I needed to do. Larry was truly deserving of this award, and I am happy to hand it over to him and honor his efforts as he helped his team to win a championship."

Then, with a broad smile on his face, Gathings added, "Hopefully, I'll deserve it next year."

In their three Big South tournament games, Gathings averaged 11.7 points per game and 8.7 rebounds per game, while shooting 55.2 percent from the field (16-for-29). Blair averaged 21 points per game, shot 55.8 percent from the field (24-for-43) and 56.5 percent (13-for-23) from three-point range, including a tournament-record seven three-

point field goals in the championship game. Liberty beat High Point in the championship game, 89-44.

Per Big South Conference rules, Gathings cannot relinquish the MVP honor, but may do as he sees fit with the MVP trophy. Bart Lundy, Gathings' coach, was visibly moved by his player's action. He said, "I personally know these two young men ... and even if you take the basketball awards away, there are no finer young men in college athletics today."

Program During Intensives (ask the campers):

1. The value today is humility. Humility means that you should be a good winner and a good loser. Or like in the video, you realize that you are not the best at something.
2. Sometimes it can be tough to show humility when you lose. How have you seen people react negatively when they lose? (*throw a bat, ball, do a touchdown dance*)
3. What are some examples of being a good loser? (*shaking hands at the end of the game, saying good job, not making excuses for why you lost*)
4. What can someone learn from watching a player being a good loser or a bad loser?

Coach's Corner (reflect on the following):

1. When have you seen athletes that did not show humility?
2. After the conversation (during the day and week following) identify and praise camper(s) for showing humility.

Goals of Lailah Tov Program:

1. Campers will understand the difference between being humble and being boastful.
2. Campers will be able to feel what it is like to be humble.

Supplies:

None

Lailah Tov Program- Role Playing:

Today you discussed humility during your sport. Can you tell us what you learned?

In Jewish text it says: "Even the moral people feel good from a bit of recognition." What do you think this means? How do you know when you have been bragging too much and need to show humility?

Tonight in addition to our regular check in and check out we are going to ask you to share one thing that you did well and one thing that someone else did well today. This is an example of what it means to be humble, to acknowledge someone else's accomplishments.

Community- Kehilah Wednesday, Week 2

Text: Pirkei Avot 2:5 Do not separate yourself from the community.- Hillel

Thematic Ideas:

- Sometimes when our communities intersect we have to make difficult decisions.

Skit Outline:

Lebron Jacobson is the best Jewish basketball player in the NBA. One day his team advances to the championship game. His coach tells his team that the game is on Friday night. Lebron is supposed to go to synagogue on Friday night. Lebron is faced with the dilemma of whether to play in the game or go to Synagogue.

10-15 minutes Program During Intensives (ask the campers):

1. What is the value that we learned about from the skit?
2. Today's value is community. What is a community?
3. We all belong to different communities. Would anyone like to share which communities they belong to at home? At camp?
4. Just like in the skit, sometimes we have to make a decision about how to merge our Jewish community and our secular (non-religious) community, this can be a difficult decision. There are many Jewish athletes that have had to make the same choices. In 2001 and 2004, Shawn Green, a player for the LA Dodgers had to make a decision whether or not to play in a baseball game over Yom Kippur.

In 2001 he spoke about his decision not to play baseball on Yom Kippur: He said: "Though I didn't grow up in a religious household, I was raised with a strong sense of identity. I was a huge baseball fan, just like lots of kids. At the time I was growing up, there really weren't any well-known Jewish players (at least as far as I knew).

I was, however, very aware of Greenberg and Koufax and the tremendous role models they were for Jewish people everywhere. "As my baseball career progressed, I always remembered the decisions that the two greatest Jewish ballplayers made, and I told myself that if I was ever in their position to, in any way, fill that role, I would. Thus, I feel a strong responsibility to make the right choices when it comes to such topics as not playing on Yom Kippur. I'm not trying to be 'the next Greenberg or Koufax,' but I am trying to do my part as a Jewish ballplayer."

In 2004, Green had to make the decision again for one of the most important games of the season, he decided to play on the first night of the Yom Kippur (and, in fact, hit the game-winning home run) but go to synagogue the next day instead of playing in the second important game.

5. When do your communities come in conflict like in the skit? How did you handle it?
6. In Judaism it says "Do not separate yourself from the community." What do you think the means?
7. How does this relate to sports?

Coach's Corner (reflect on the following):

1. What communities do you belong to?
2. After the conversation (during the day and week following) identify and praise camper(s) for creating community.

Outcomes for Lailah Tov Program

1. Campers will be able to show they care about the other campers in their dorm.
2. Campers will believe that they are valued members of their dorm community.

Supplies:

1. Yarn
2. Scissors

30 minutes- Lailah Tov Program

Today in our sports we spoke about communities. Can someone tell us some of the things that you discussed?

Tonight we want to talk about how we treat each other in our own dorm community. Each one of you is an important part of the community. Tonight you are going to find out how you play an important role to the others in the dorm.

Have the group form one big circle. The counselor should start by saying one thing that you admire about a camper (they should be seated across the circle, not next to you) and then toss the yarn to them, being sure to hold onto the end of the string. The camper must wrap the yarn around their wrist (loosely) and then say one thing that they admire about another camper who is sitting across from them and toss the ball to them. You should continue to do this until everyone has the string wrapped around their wrist. The object is to include everyone and create a spider web with the string.

The leader can then ask one camper to pull on her string while everyone else holds on. Ask how many girls can feel the string being pulled? Use this as a starting point for a discussion about the importance of community (we are all part of the dorm community, like family etc).

At the end of the discussion, cut and tie the string so that everyone can wear the string as a bracelet as a reminder of their role in the community.

Check In/Check Out

Dedication- Thursday, Week 2

Text: Pirkei Avot- It's not up to you to complete the work, but it is your responsibility to participate in the work.

Thematic Ideas:

- Athletes must devote time or effort to practicing their sport in order to improve their skills.

Video Outline:

http://www.youtube.com/watch?v=fIRvsO8m_KI

Dick Hoyt's son Rick was born more than 40 years ago without the ability to talk, walk or barely move. Doctors told Dick and his wife to put Rick in an institution, but they brought him home, enrolled him in school and built a special computer that helped Rick communicate. See how this father-son duo started running marathons and why it brings joy to Rick's life.

Program During Intensives (ask the campers):

1. Today's value is dedication. Dedication means to spend time or effort on a particular task.
2. In the video, Rick's father was dedicated to training for races. Why do you think he is so dedicated?
3. What do you think it means to be a dedicated athlete?
4. Why is it so important to be dedicated?

Coach's Corner (reflect on the following):

1. After the conversation (during the days following) identify and praise camper(s) for showing dedication.

Outcomes for Lailah Tov Program

Campers will be able to identify how they lived the values at camp.

Supplies:

1. Cut outs of each of the 8 values
2. Markers for each camper
3. Pages of Talmud

Lailah Tov Program

Tonight the campers are going to have the opportunity to write about how they saw the values enacted around camp during the session. This activity will help us to assess their understanding of the Jewish values and how they relate to their lives and the sports they are playing.

Discussion with Campers

Ask the campers if they have ever heard of the Talmud? What is it?

Talmud which means instruction, learning is a central text of mainstream Judaism. It takes the form of a record of rabbinic discussions pertaining to Jewish law, ethics, philosophy, customs and history.

Pass around a copy of a Talmud page. You can point out to the campers that in the center of each page in the Talmud there is a Jewish text. Around the outside is the commentary on the text. The commentaries are from famous Jewish scholars such as Rashi. Everything is written in Hebrew.

Activity

Tonight, the campers are going to become famous Jewish sports scholars. All 8 of the values are posted on the walls of the common rooms of your dorm. Have each camper take marker, pens or pencils and in the white space around the values have them write different ways that they saw the values enacted around camp just like the Jewish scholars wrote commentary on Jewish text.

For example: Around courage, they can write: I saw my friend being courageous when they tried to kick a difficult shot on the soccer field. All of the campers should write a comment about each value.

Each dorm has odd shaped papers because the pieces are part of a larger puzzle. Make sure to bring all of the sheets to breakfast. After breakfast Alyson is going to put the puzzle together to be displayed during Shabbat.

Annotated Bibliography

Campers, URJ 6 Points. 2010 Camper Survey Results Shane Carr. Jim Jospeh Foundation, Summer 2010.

This survey was completed by the campers while they were at camp. The questions helped them to reflect on their summer and showed areas where the camp excelled and areas where they needed to improve. The survey helped to guide me in writing the curriculum.

Grishaver, Jane Ellen Golub and Joel Lurie. Zot ha-Torah: This is the Torah A Guided Exploration of the Mitzvot Found in the Weekly Torah Portion. Ed. Leonore Bruckner and Marilyn Henry. Los Angeles: Torah Aura Productions, 1994.

The book gives a summary of a parasha hashavua, vocabulary from the parashah, thought provoking questions about topics related to the parashah. Each lesson ends by tying the parashah into a mitzvah.

Kadden, Barbara Binder Kadden and Bruce. Teaching Mitzvot. Denver: A.R.E. Publishing, 2003.

This book teaches about various mitzvot. Each chapter of the book, gives an overview of a particular mitzvah. In addition it gives ideas for various activities for teaching the mitzvot for specific ages, which may assist you if you are working with a specific age during your sports intensive. It also provides additional resources if you are interested in finding out more information about the mitzvah. This will be helpful if you are looking for additional background on a particular mitzvah or would like additional ideas about how to incorporate the mitzvah in your sport.

Lipman, Dov Moshe. Time-out Sports Stories As a Game Plan For Spiritual Success. Ed. Aryeh Dean Cohen. Jersalem*New York: Devora Publishing Company, 2008.

This book incorporates real sports stories with each story ending with a moral. Lipman takes Jewish text to help reinforce the moral of the story.

Parents, Camper. 2010 Camp Satisfaction Measurement Program Foundation for Jewish Camp, September 2010.

This survey was completed by the parents after their children returned home from camp. The survey compared URJ 6 Points Sports Academy to other camps in the Foundation for Jewish Camp catchment of camps.

Torah Aura Productions. Eizehu Gibor Living Jewish Values. Torah Aura Productions, 2009.

This book is particularly helpful if you would like more information about *anavah*, (humility). The chapter provides additional Jewish texts that you would be able to use as

part of a discussion on the field. The chapter also gives an example of two Jews who showed humility, Albert Einstein and Moses. There is also a chapter on *shmirat ha-guf*, (guarding/protecting the body). The chapter shares the stories of the Jewish athletes, information about the Maccabi games, and examples of how to care for ones body. This would be a great tie-in to our discussion on Kashrut.