

# UConn

**HUSKY SPORT**

## **HUSKY POWER PROGRAM REPORT**

2018 - 2019

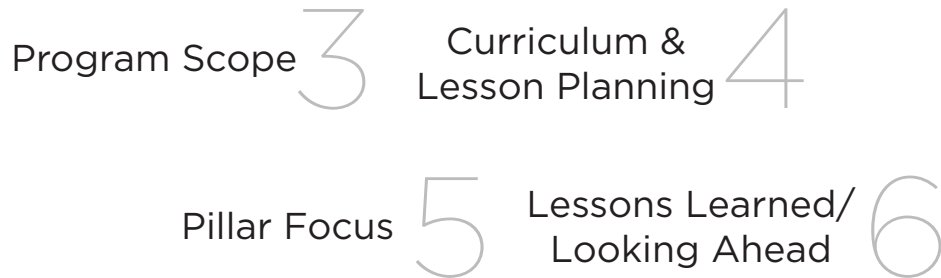
Get Active! Change the Game!

### **UConn**

**NEAG SCHOOL OF EDUCATION**

# HUSKY POWER PROGRAM REPORT

2018 - 2019 Annual Report



## Program Overview

Husky Power, in its third year of structured lessons, has been used to serve the needs of 8th grade girls at Wish Elementary School. Our primary focus is on the use of sport and physical activity to develop self-efficacy for physical activity and positive peer relationships. While we as leaders develop the programming, we have given the girls the opportunity to take ownership of their experience in the program. In setting their own expectations and daily goals, they take ownership of their development throughout the program.

# Program Scope

**Relationship Building:** The program continues to evolve to provide ample space for the girls to grow in community together.

**Physical Activity:** We prioritize providing diverse options for physical activities, including games, sports, exercise circuits, and dance.

**Socio-emotional skills:** By modeling healthy discussion of emotions and encouraging regular reflection and expression of their feelings, the girls are expanding their socio-emotional toolbox.



**9** Girls

**5** Leaders

**2** Program sessions  
per week

**2** Eighth Grade  
Classes

**29** Weeks

**56** Sessions

# Curriculum & Lesson Planning

Theme: Relationship Building	Time
<b>Snack and chat:</b> <ul style="list-style-type: none"> <li>In a circle, we will discuss topics of the day and enjoy a snack</li> </ul>	2:30-2:40 10 minutes
<b>Mood Meter:</b> <ol style="list-style-type: none"> <li>Girls and adults will take turns marking how they feel on the mood meter board</li> <li>Alternative               <ul style="list-style-type: none"> <li>Girls pull a feelings card (with the emotion and the description)</li> <li>Read the feelings word</li> </ul> </li> </ol>	2:40-2:50 10 minutes
<b>Physical Activity:</b> Option 1: Sink the ship <ol style="list-style-type: none"> <li>Break students into two or three teams, inside their ship, a rectangle created by 4 bowling pins.</li> <li>Each team will have 4 dodge balls to start. The goal is to try to knock down opposing team(s) pins by throwing or rolling the balls.               <ul style="list-style-type: none"> <li><b>*Players can catch or knock away balls sent over by opponents.</b></li> </ul> </li> <li>Players must stay within the confines of the ship. If one or both feet leave the ship boundaries, that player must perform the agreed number of reps for the designated exercise before returning to the game.               <ul style="list-style-type: none"> <li><b>*Designate an exercise area away from the game play.</b></li> <li><b>*One player may take a life vest (pinnie) to retrieve stray balls and return them to her ship.</b></li> </ul> </li> <li>When all of the team's pins are knocked down, the whole team is overboard and all must complete the exercises.               <ul style="list-style-type: none"> <li><b>*The game is over when only one team has pins remaining.</b></li> </ul> </li> </ol> Option 2: Four corners work out <ol style="list-style-type: none"> <li>Identify and label corners of the room 1 - 4, or if outside identify "corners" by cones 1 - 4.</li> <li>Select a girl to be the caller. The caller will close her eyes and count to 10.</li> <li>All other players will quickly and quietly move to a corner in the room.</li> <li>On 10, with her eyes still closed, the caller will then call out a corner, 1, 2, 3, or 4. On 10, with her eyes still closed, the caller will then call out a corner, 1, 2, 3, or 4.</li> <li>All players not in that corner will have to do an exercise, chosen by rolling the fitness dice               <ul style="list-style-type: none"> <li><b>* An alternative play option is only players in the chosen corner will do the exercise selected by rolling the fitness dice.</b></li> </ul> </li> </ol>	2:50-3:15 25 minutes
<b>Reflection/Cool Down:</b> While stretching, ask the girls: <ul style="list-style-type: none"> <li>What did you learn while doing this activity? About yourself? About others?</li> <li>Did you push yourself to your limits?</li> <li>Is this something that you would do again?</li> <li>How are you feeling?</li> </ul>	3:15-3:25 10 minutes

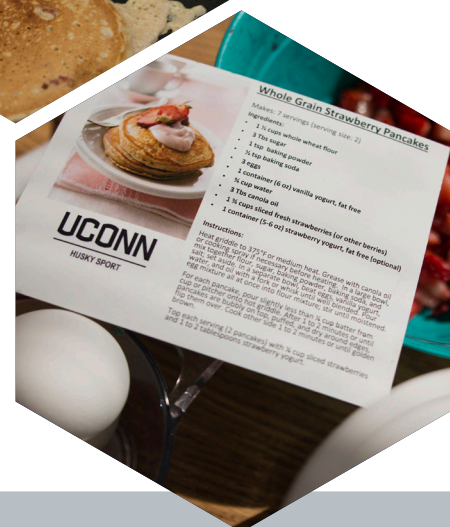
The schedule for the program evolved throughout the year to better meet the girls' needs and desires and to adapt to the school-wide schedule changes. The current schedule begins with a "snack and chat" time; snack and chat developed in response to feedback from the girls regarding what they would like to have in the program and some of the perceived barriers to participation - time to connect and catch up with friends who are in different classes and food/hunger since most of the girls forego school lunch. We then move into a feelings share out, where each person (adults included) shares how she is feeling in the moment and why - participating in this feelings share out, normalized a healthy discussion of emotions and allowed the adults to model for the girls. Next, we vote on our two activity options and whichever has the majority vote is the one we will all participate in for the day - sometimes we might split the time for each. Finally, we end with a reflection of the day's activities and our bring it back around to how we are feeling.



# Pillar Focus

## Nutrition: Tastings

At the end of each programming cycle the girls participated in tastings. They were tasked with measuring and mixing ingredients to prepare our healthy recipes. This opportunity allowed them to learn about different ingredients, and we discussed where the ingredients were purchased from (the Stop & Shop that most families shop at). The girls were able to make seven different snacks, including the fan favorite quesadillas.



## Physical Activity

Physical activity is incorporated into programming on a daily basis. We typically offer two options for physical activity and allow the girls to vote; completing the activity with the majority of votes. Activities have varied based on the girls shared interests, including but not limited to outdoor games like kickball, dodgeball, jump rope, relays - indoor activities like knockdown, volleyball, dance and more laid back activities like yoga, four corners, calling all my neighbors, rhythm detective, etc



# Lessons Learned/ Looking Ahead

## Lessons Learned

There is benefit in allowing participants time to just be together and grow in relationship.

It is good to provide options for activities for the day to recognize participants' autonomy and input.

Asking the girls about their wishes for the program and then adapting the program in response has led to stronger attendance and participation



Program leaders should be mindful of where participants are in their socio-emotional development and let interactions be guided accordingly.

## Looking Ahead

Program leaders should develop an in-class observation routine in partnership with classroom teachers as a way to observe the girls in their classroom setting and use what students are learning as part of program engagement.

Program leaders should carve out time to reflect after each program session so to have a more accurate and timely analysis of the parts of program and the activities that are effective, need to be further developed or need to be removed.