MARCH MADNESS SYLLABUS CHALLENGE

INSTRUCTOR'S GUIDE

Challenge is live

Monday, March 4 – Friday April 5, 2024

WWW.MMSCHALLENGE.ORG

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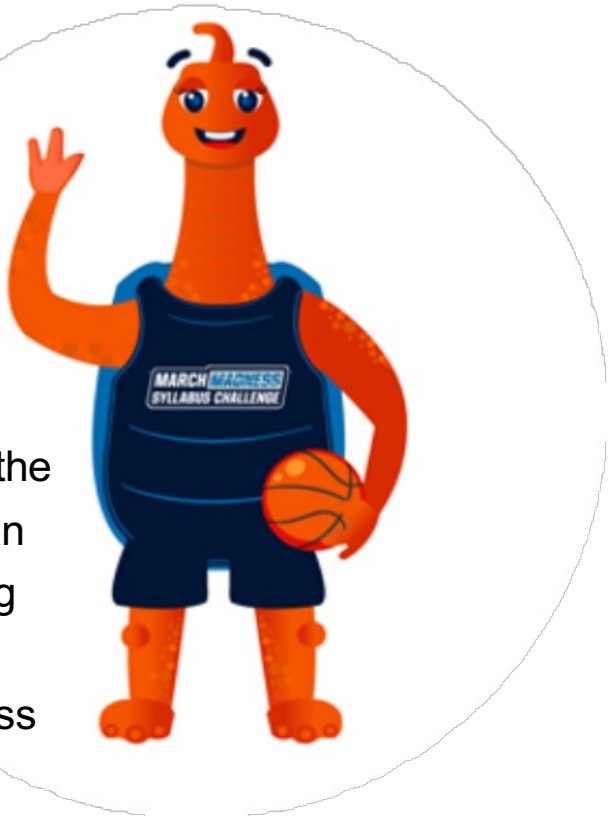


Welcome to the Instructor's Guide for the March Madness Syllabus Challenge—an innovative and engaging online learning experience that seamlessly fuses the excitement of the NCAA March Madness Men's Basketball Tournament with 5th grade curriculum (relevant for 4th – 8th grades.

This guide is your comprehensive resource for navigating this unique educational journey, where students not only create their basketball brackets but also delve into challenges across various subjects outlined within. Get ready to elevate your class's learning experience, combining the thrill of college basketball with the rigor of academics, as we explore a dynamic approach to education through the synergy of March Madness and 5th-grade curriculum challenges.

Yours Truly,

Syl (short for Syllabus)

MMSC Challenge Mascot & Guide
SYL@myfieldx.com and dina@myfieldx.com

GETTING STARTED

Teachers and program directors lead your classes and groups through the March Madness Syllabus Challenge your way. Here are tips to help get you started:

1. The programming is **very flexible to fit your schedule**, whether you program in one day or multiple days with options of 3 - 15 minutes. You have the entire month of March to submit until Friday, April 5, 2024.
2. On Monday, March 4, 2024 @ 7amET, you will receive an email with instructions for access. The LOG-IN button on www.mmschallenge.org will be turned on.
3. There are 4 Challenges and 4 other Learning Paths. Click on the buttons below for more details on each pathway:

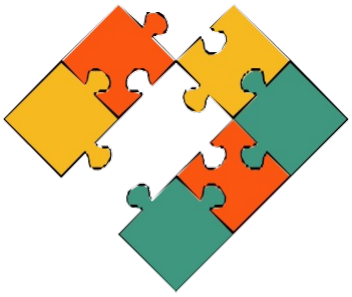
Winners Announced
Monday, April 8, 2024

You will have the opportunity to win prizes for your class such as Pizza Hut Party gift vouchers, tickets for your students to attend Final Four Fan Fest in Phoenix, AZ and more. All teachers who complete the program will receive a customized NCAA March Madness Skills Challenge Digital Badge and Certificate.

There are 4 ways to learn, earn badges, awards and prizes:

LESSONS

All micro-lessons are brief, focused instructional modules designed to deliver specific learning objectives in a condensed format, optimizing engagement and retention.



CHALLENGES

Micro-lessons lead up to four challenges, each is aligned with the following subjects:

1. Math
2. Social Studies
3. Language Arts
4. Art

DISCUSSIONS

Participating in discussions fosters collaborative learning, and provides an interactive platform to share diverse perspectives, ultimately enriching the overall experience.

TIMEOUT TRIVIA

Hosted by 14-year-old DJ Sophia, a captivating exploration of historical facts intricately woven around the March Madness tournament, providing fun facts.

MARCH MADNESS SYLLABUS CHALLENGE

LEARN AND WIN ALONG THE ROAD TO THE FINAL FOUR

LEARN

SUBJECTS COVERED

- Math
- Social Studies
- Science and Innovation
- Art & Music
- Language Arts
- Career Skills

ABOUT NCAA, MARCH MADNESS & FINAL FOUR

- Building a Winning Bracket
- Insider Tips to Being a Fan
- NCAA Student Athlete Eligibility
- Tournament Trivia

CAREERS ALONG THE ROAD TO THE FINAL FOUR

Discover the many jobs needed and the academic subjects used

WIN

THE CHALLENGES FINAL FOUR WINNERS

- **Language Arts:** Junior Journalist
- **Math:** The Tournament Bracket
- **Geography:** Map of Road to the Final Four
- **Art:** Create Your Mascot

PRIZE FOR EACH CHALLENGE WINNER:
$100 Pizza Hut Gift Card & Trophy

BEST CLASS SUBMISSIONS

- Class Photo with Bracket
- Discussion Contributor
- Regional Music Project
- Coolest Job Along the Road to the Final Four

PRIZE FOR EACH WINNER:
$50 Pizza Hut Gift Card & Trophy

CHALLENGE MVP

Class with the overall most badges and engagement.

GRAND PRIZE FOR WINNER:
$200 Pizza Hut Gift Card & Trophy

CHALLENGE CELEBRATION

Join all participating teachers and students for this virtual celebration of completion and acknowledge award winners Monday, April 8, 2024.

PARTICIPATING CLASSES WILL RECEIVE TICKETS TO THE FINAL FOUR FAN FEST

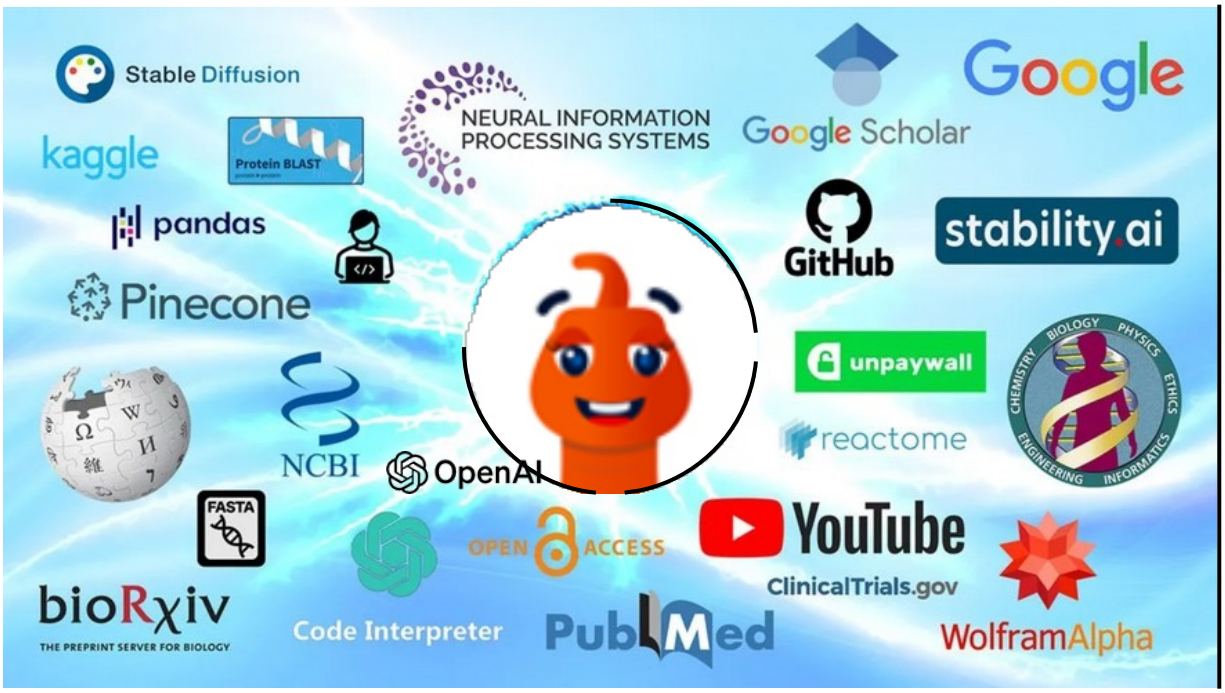
About the New AI Syl

We have given Syl, our mascot an upgrade to a generative AI mentor/guide. Syl will provide 24x7 answers to your queries, and additional activities. Syl has been programmed to be a resource for information about the NCAA, tournament, Final Four, NCAA eligibility and more...

AI Syl uses natural language processing to understand questions and GPT-4 Turbo (from Open AI) to choose the best combination of 28 trusted and cited sources to discover answers.

Syl has been programmed to also provide teachers/students with personalized recommendations and resources to help improve learning outcomes.

Available at the click of a button, Syl appears in every window of the learning platform. Syl supports speech-to-text and text-to-speech, with integrated memory, so you can have seamless, natural conversations.



AT A GLANCE - Learning Paths

The thrill of NCAA basketball meets the rigor of academics offering students a dynamic and interdisciplinary learning experience aligned with the excitement of the tournament. We celebrate the host state of the Final Four and include Arizona's Academic Standards (AAS) and Career Literacy Standards.

SELECT ONE OR MORE LEARNING PATHS:

	BRACKET CHALLENGE	MAP CHALLENGE	JR JOURNALIST CHALLENGE	MASCOT CHALLENGE	STEM PATH	CAREERS PATH
MINIMUM TIMING	60 min for lessons & create 5-10 min each tournament day	30 min for lessons & create 3-5 min each tournament day	30 min for lessons 15 min to create	15 min for lessons 30 min to create	15 min for lessons	15 min for lessons 2-3 min for each career video
REQUIRED LESSONS FOR LEARNING PATH	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **About the Bracket: Winning Percentages** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 15 min* **Winning and Losing Like a Pro** (AAS) PHYSICAL ED: S4.E1-4 *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **US Map with all 68 Participating Schools** SOCIAL STUDIES: 5.G1.1, 5.E3.1,5.E4.1-2 *Timing: 5 min* **Winning and Losing Like a Pro** (AAS) PHYSICAL ED: S4.E1-4 *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **Art of Communication & Broadcasting as Storytelling** **ENGLISH:** 5.SL.1-6, 5.5.W.1-9, 5.L.3, 5.RI.9 *Timing: 5 min each* **Winning and Losing Like a Pro** (AAS) PHYSICAL ED: S4.E1-4 *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **Creativity in Sports & All About Mascots** **ART:** 1-3, 4-6, 7-9, 10-11 *Timing: 5 min each* **Winning and Losing Like a Pro** (AAS) PHYSICAL ED: S4.E1-4 *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **Innovation in Sports & Science in Sports & Sustainability in Sports** (AAS) SCIENCE: 5.P3U2.5, 5.L4U3.11, 5.L4U3.12 (AAS) SOCIAL STUDIES: SP1-4; H1-4; 5.G2.1-4 *Timing: 5 min each* **Winning and Losing Like a Pro** *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*	**Introducing the Road to the Final Four®** (AAS) ENGLISH: 5.L.3, 5.RI.9 *Timing: 5 min* **About the Bracket: What is it?** (AAS) MATH: 5.NBT.A.1, 5.NBT.B *Timing: 5 min* **Careers Along the Road to the Final Four** CAREER LITERACY: 1.0, 2.0, 3.0, 4.0, 5.0, 7.0 Timing: *5 min Lesson* *2 min videos* **Winning and Losing Like a Pro** (AAS) PHYSICAL ED: S4.E1-4 *Timing: 5 min* **Deeper Dive into the Four Regions** (AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0 *Timing: 5 min*

OTHER RESOURCES

NCAA STUDENT ATHLETE ELIGIBILITY LESSON
Timing: 5 min

REGIONAL MUSIC & VIRTUAL FIELDTRIP TO MUSICAL INSTRUMENT MUSEUM IN PHOENIX
AZ MUSIC: MU.CN.10.5a, MU.CN.11.5a, MU.CN.11.5b
Timing: 15 min per region

DISCUSSION COMMUNITY
Timing: 3 minutes each

TOURNAMENT TERMINOLOGY
Timing: 3 minutes each

TRIVIA TIMEOUT
Timing: 5 minutes each

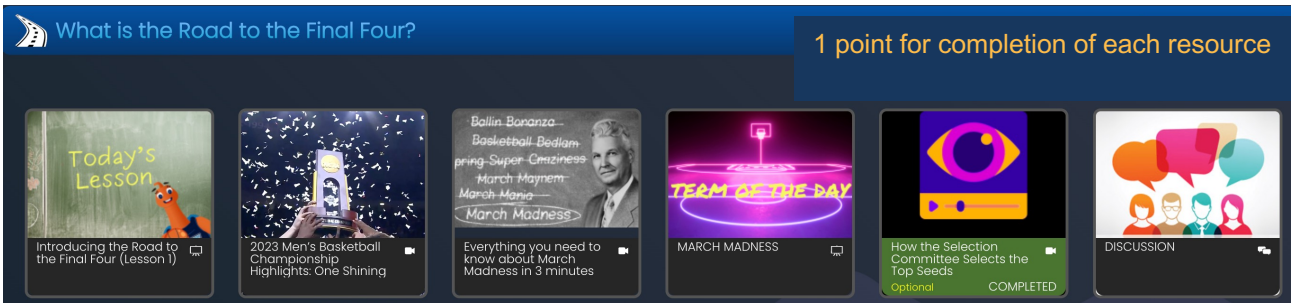
END OF CHALLENGE VIRTUAL CELEBRATION
With 14-Year-Old DJ Sophia Rocks
LIVE ON MONDAY, APRIL 8 @ 12PM MT
Timing: 30 minutes
Stay tuned for more details…

LESSON 1

Introducing the Road to the Final Four®

Learning Path: ALL

Students will be introduced to the concept of the NCAA March Madness tournament, focusing on the journey teams undertake to reach the Final Four®. Through engaging videos, including highlights from the previous year's championship and an introduction by Mascot Syl, students will gain an understanding of the excitement and competitive spirit of the tournament.



LESSON & VIDEOS *(5 minutes each)*: To be completed on the challenge platform

VIDEO VIEWING:

- Play the "Mascot Syl Outlines Week 1" video to provide an overview of the first week of the March Madness Syllabus Challenge, highlighting key points and what students can expect.
- Follow with the "2023 NCAA Men's Basketball Championship Highlights" video to give students a taste of the intense competition and memorable moments from the previous year's tournament.

DISCUSSION:

- Introduce your class and share what your class is looking most forward to about the March Madness Syllabus Challenge!

OPTIONAL CLASS DISCUSSION:

- Briefly explain the NCAA March Madness tournament, emphasizing its significance in college basketball and its role in American sports culture.
- Mention the excitement surrounding the tournament, from the selection process to the crowning of the national champion.

This lesson is designed to be a concise yet engaging introduction to the NCAA March Madness tournament, leveraging multimedia resources to capture students' interest and stimulate discussion. By the end of the lesson, students should have a foundational understanding of the tournament and be excited to learn more throughout the March Madness Syllabus Challenge.

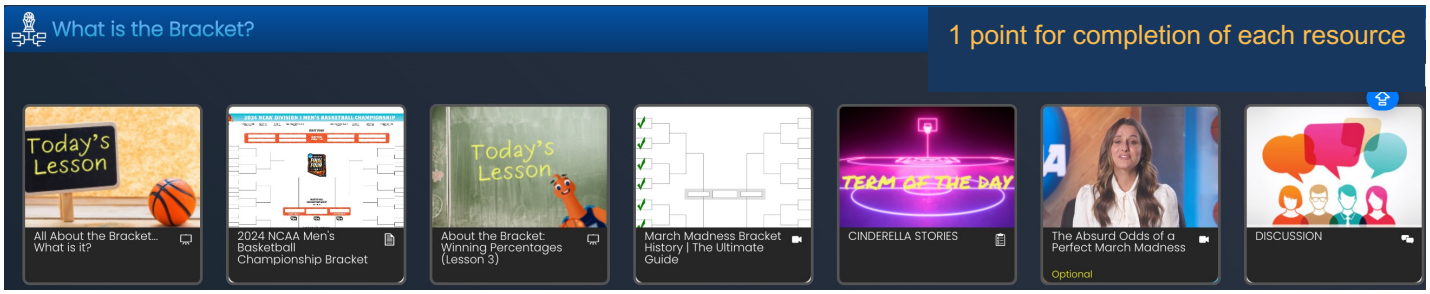
ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
ENGLISH: 5.L.3, 5.RI.9

LESSON 2

All About the Bracket... What is it?

Learning Path: ALL

Students will gain an understanding of the March Madness tournament bracket, explore the concept of Cinderella Stories within the tournament, and engage in a discussion about the power of belief and determination in overcoming odds.



LESSON & VIDEOS *(5 minutes each)*: To be completed on the challenge platform.

- Begin the lesson by introducing the March Madness tournament bracket. Explain that it is a single-elimination tournament held each spring in the United States, featuring 68 college basketball teams from the Division I level of the National Collegiate Athletic Association (NCAA), to determine the national championship.
- Introduce the concept of "Cinderella Stories" in the context of the tournament, explaining how these are underdog teams that go much further in the tournament than expected.

DISCUSSION (5 minutes):

Discuss students' responses and insights regarding what can be learned from Cinderella Stories, emphasizing the themes of perseverance, teamwork, and the power of belief.

- Conclude the lesson by summarizing the key points discussed. Emphasize the inspirational aspect of Cinderella Stories, not just in sports but in any challenging situation in life.
- Encourage students to think about how the concepts of belief, determination, and overcoming odds can apply to their own lives and goals.

OPTIONAL ASSIGNMENTS (20 minutes):

1. **Class Discussion on Henry Ford's Quote (5 minutes):** Present the quote by Henry Ford: "Whether you think you can, or you think you can't, you're right." Facilitate a class discussion on how this quote relates to Cinderella Stories in the March Madness tournament. Encourage students to share their thoughts on the importance of belief and determination.
2. **Review of the 2023 Bracket (10 minutes):**
    1. Display last year's 2023 Bracket on the projector or smartboard.
    2. Highlight several schools that entered the tournament as Cinderella stories. Discuss how, mathematically, these teams should not have advanced but did.
    3. Ask students to consider what factors could have played a role in these teams' consistency and inconsistency with the math. Discuss aspects such as teamwork, determination, strategy, and perhaps even luck.

This lesson plan aims to not only educate students about the March Madness tournament bracket and Cinderella Stories but also to inspire them to believe in their own potential to overcome challenges, regardless of the odds.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:

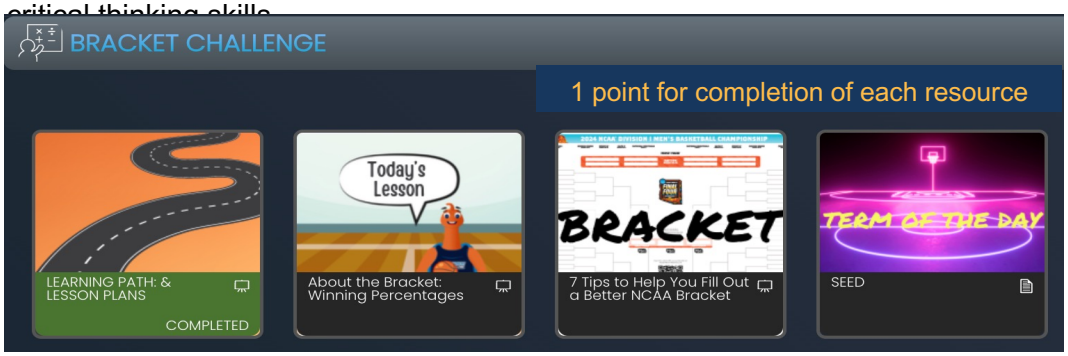
MATH: 5.NBT.A.1, 5.NBT.B

LESSON 3

About the Bracket: Winning Percentages

Learning Path: BRACKET

Students will learn the application of percentages in sports by calculating the winning percentages of the 2024 NCAA March Madness participating teams. They will then apply this knowledge to collaboratively build a class March Madness Tournament bracket, enhancing their math, problem-solving, and critical thinking skills.



LESSON (15 minutes)**:** To be completed on the challenge platform. Begin this lesson briefly explain the concept of winning percentages and its relevance in sports, particularly in determining team standings and tournament seedings. Formula: Winning Percentage = (Number of Wins / Total Games Played) x 100

CHALLENGE: Complete after Selection Sunday on March 17, 2024, create your bracket. Suggestions below:

1. Group Formation and Task Assignment (2 minutes):
- Divide the class into four groups, each representing one of the NCAA tournament's regions: South, West, East, and Midwest.
- Each group will calculate the winning percentages of the 2024 March Madness participating teams in their assigned region.

2. Research and Calculation (5 minutes):
- Students to access the list of participating teams and their season records.
- Each group calculates the winning percentages for their region's teams, using calculators if necessary.

3. Bracket Building (4 minutes):
- Display the 2024 official blank bracket on the board or a **downloaded version**.
- Groups discuss and decide on the seeding for their region's teams based on the calculated winning percentages.
- Begin filling out the class's predictions on the official bracket as a collaborative effort.

4. Conclusion and Teacher Discussion (1 minute):
- Highlight the importance of using math in real-life scenarios, such as sports analytics.

DISCUSSION: Submit your class bracket in the teacher discussion. (Engagement = 1 Point).

Note: The official blank bracket will be released on Sunday, March 17th, and will be available for download via the lesson after 6pm EST. Teachers are encouraged to show the bracket on the board or use their downloaded bracket to fill out the class's predictions.

This lesson plan is designed to be a quick yet engaging introduction to the practical application of percentages in sports. By working in groups to calculate winning percentages and build a tournament bracket, students will not only practice their math skills but also develop teamwork and decision-making abilities.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
MATH: 5.NBT.A.1, 5.NBT.B

LESSON 4
Map Challenge: Placing Teams on Map of U.S.

Learning Path: MAP CHALLENGE

In this lesson, students will learn the importance of teamwork as we place all 68 teams selected to participate in the tournament.

LESSON *(5 minutes):* Complete on the platform

CHALLENGE (30-60 minutes to create Bracket Map)**:**

Plotting all the schools participating in the 2024 NCAA March Madness tournament on a map is a fantastic way to visualize the geographical spread and diversity of the teams. This can provide insights into regional representation and even travel distances that might affect the teams. Here's how you can approach this exciting project:

a. **Gather Data**: First, compile a list of all the schools participating in the 2024 tournament. This list should include the name of each school and its corresponding city and state. This information is typically available on the NCAA's official website or through sports news outlets covering the tournament.
b. **Choose a Mapping Tool**: There are several online mapping tools and software that can help you plot locations on a map. Google Maps is a user-friendly option with the ability to create custom maps through "My Maps". It allow you to import data and plot multiple locations on a map.
c. **Prepare Your Data**: For ease of use, prepare your data in a spreadsheet with columns for the school name, city, and state. If using Google My Maps, you can directly import this spreadsheet to plot your locations. Ensure the data is clean and consistent for the best results.
d. **Customize Your Map**: Once your schools are plotted, you can customize your map by adding labels, school logos, changing marker colors (perhaps to match school colors), and creating layers to organize your data. For example, you could create layers for different conferences or regions.
e. **Analyze and Share**: With your map complete, you can analyze the geographical distribution of the teams, identify clusters or regions with high representation, and consider how geography might play a role in the tournament. Don't forget to share your map as a visual aid in discussions or presentations about the tournament.

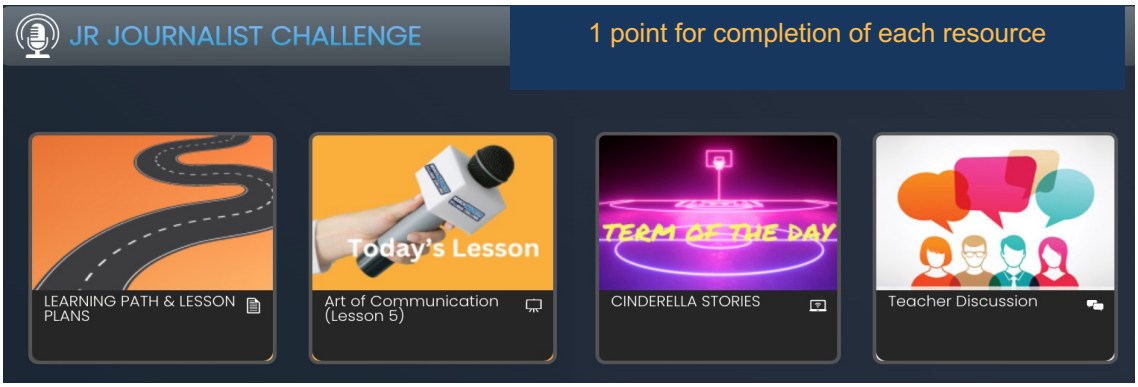
Creating a map of the participating schools in the March Madness tournament not only enhances your understanding of the tournament's geography but also adds an interactive element to your tournament experience. Whether you're a die-hard fan, a geography enthusiast, or just love visualizing data, this project is a slam dunk!

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
SOCIAL STUDIES: 5.G1.1, : 5.E3.1, 5.E4.1-2

LESSON 5
The Art of Communication

Learning Path: Jr. Journalist Challenge

Students will explore various forms of communication, focusing on verbal and non-verbal skills. They will apply these skills in creating a short report on basketball.



LESSON *(5 minutes):* To be completed on the challenge platform. Begin the lesson by discussing the importance of communication in everyday life and its various forms, including verbal, non-verbal, written, and digital. Introduce the concept of effective communication in sports, highlighting the roles of court side reporters, basketball analysts, and sports reporters.

DISCUSSION *(5 minutes):*

- Share your observations and feedback on any March Madness reports students have watched. Discuss what made those reports effective or memorable.
- Highlight the importance of engaging the audience and conveying information clearly and concisely.
- Summarize the key points covered in the lesson, emphasizing the value of diverse communication skills in both personal and professional contexts.

OPTIONAL ACTIVITY: *(15 minutes): This activity will help students with their Jr. Journalist submission.* Students will explore the importance of body language in communication by telling a story that contrasts their verbal expressions with their non-verbal cues. Students will learn how body language can sometimes tell a different story from our words. They will practice this concept by telling a story about something they are excited about, such as the best birthday present, they ever received or a sports game they won. While their words and voice convey excitement and happiness, their body language will express the opposite emotions, such as disappointment or sadness. **Suggested Tips:**

- Practice telling your story out loud, focusing on expressing excitement and happiness through your words and tone of voice.
- While rehearsing your story, practice displaying body language that contrasts with your words. For example, if you're talking about how happy you were to receive a certain gift, you might cross your arms, avoid eye contact, or frown.
- Think about how different body language cues can convey feelings like disappointment, boredom, or sadness.
- In class, each student will take turns telling their story. Pay close attention to both what they say and how they say it, focusing on the contrast between their verbal and non-verbal communication.

This lesson plan is designed to enhance students' communication skills through practical application and creative expression, preparing them for various real-world scenarios where effective communication is key.

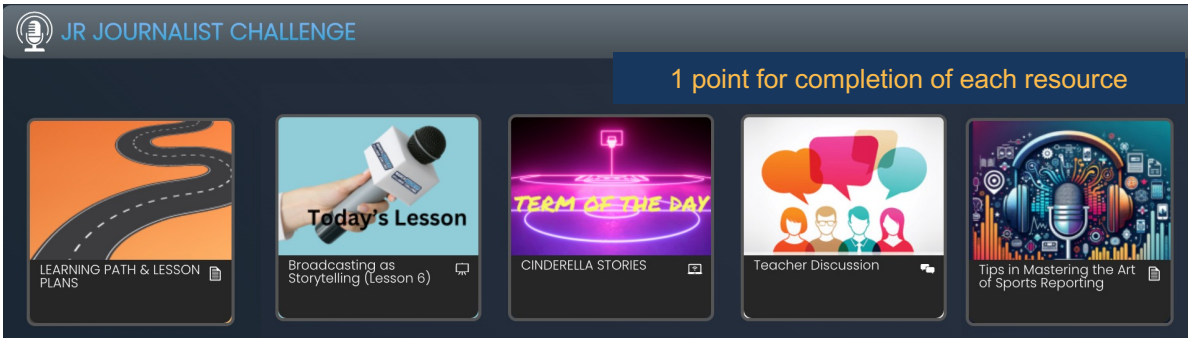
ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:

ENGLISH: 5.SL.1-6; 5.5.W.1-9, 5.L.3, 5.RI.9

LESSON 6
Broadcasting as Storytelling

Learning Path: Jr. Journalist Challenge

Students will learn the art of storytelling through the lens of sports broadcasting, focusing on how to convey the excitement and drama of the March Madness tournament effectively. They will create their own broadcast segments, practicing their storytelling and communication skills.



LESSON (5 minutes): To be completed on the challenge platform. Begin the lesson by discussing the role of storytelling in broadcasting, especially in sports. Highlight how broadcasters bring games to life, create narratives around players and teams, and engage the audience through their storytelling techniques.

CHALLENGE (15 minutes): Introduce the challenge: Students will become "Jr. broadcasters," creating their own 90-second report on the tournament.

1.Assignment Overview (5 minutes):
- Explain the submission guidelines: Reports should be no more than 90 seconds in length and can be submitted in written, audio, or video format. Emphasize the importance of storytelling in their submissions, encouraging creativity, clarity, and engagement.
- Announce that a winner in each category will be selected based on how effectively they tell a story and engage their audience.

1.Preparation and Practice (10 minutes):
- Provide students with time to brainstorm and outline their reports. Encourage them to think about the narrative they want to create, focusing on the excitement of the tournament, the journey of a specific team or player, or a memorable moment from March Madness.
- Offer tips on storytelling techniques, such as setting the scene, building suspense, and using descriptive language to make the audience feel like they're part of the action.
- Encourage students to think creatively and put their unique spin on their reports, reminding them that storytelling is an art that allows for personal expression.

DISCUSSION (5 minutes):
- Share insights on the impact of storytelling in sports broadcasting. Discuss how effective storytelling can captivate an audience and make the sport more accessible and enjoyable.
- Plan to share a video with the students that your class voted as the best "Jr. broadcaster" submission. This will serve as an example and inspiration for the students as they work on their own reports.

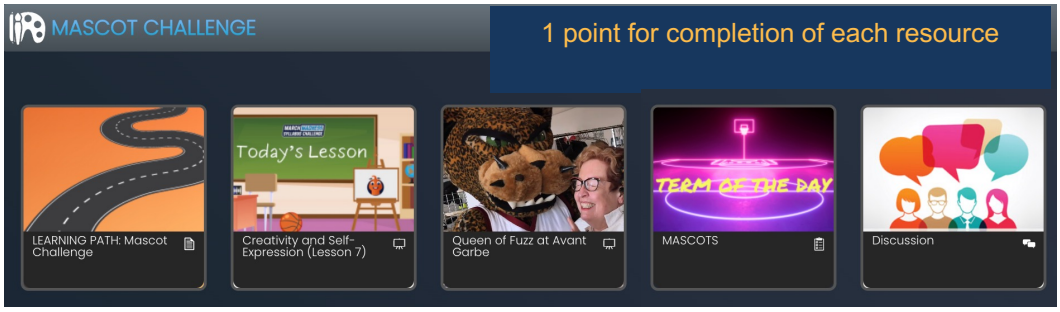
This lesson aims to inspire students to explore the art of storytelling through broadcasting, enhancing their communication skills and encouraging them to think creatively about how they share stories with others.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
ENGLISH: 5.SL.1-6, 5.5.W.1-9, 5.L.3, 5.RI.9

LESSON 7
Creativity and Self-Expression

Learning Path: Mascot Challenge

Students will explore the concept of self-expression through creativity, understanding how art can inspire feelings and convey messages. They will learn about different forms of creative expression and reflect on their own unique ways of expressing themselves.



LESSON (5 minutes): To be completed on the challenge platform. Begin the lesson by discussing the importance of creativity and self-expression. Explain how art isn't just about creating something beautiful; it's a way to express our feelings, thoughts, and ideas. Share a personal story about someone who inspires you with their creativity. Discuss how they show their creativity and what you admire about their work. Encourage students to think about how they express themselves and if they're inspired to try new forms of creativity.

ACTIVITY: (15 minutes minimum): Have students think about a person who inspires them with their creativity. It could be an artist, musician, writer, athlete or even someone they know personally.

- Ask them to write a few sentences about why this person inspires them and how they show their creativity.

DISCUSSION:

- Recap the key points of the lesson, emphasizing the importance of creativity and self-expression in our lives. Highlight how art can be a powerful tool for exploring our feelings and sharing our perspectives with the world.
- Encourage students to continue exploring different forms of creativity and to use art as a means of expressing themselves freely and authentically.

This lesson plan aims to inspire students to embrace their creativity, explore their feelings through art, and appreciate the diverse ways people express themselves. By reflecting on their own creative processes and the inspiration they find in others, students will develop a deeper understanding of the role of creativity in self-expression and personal growth.

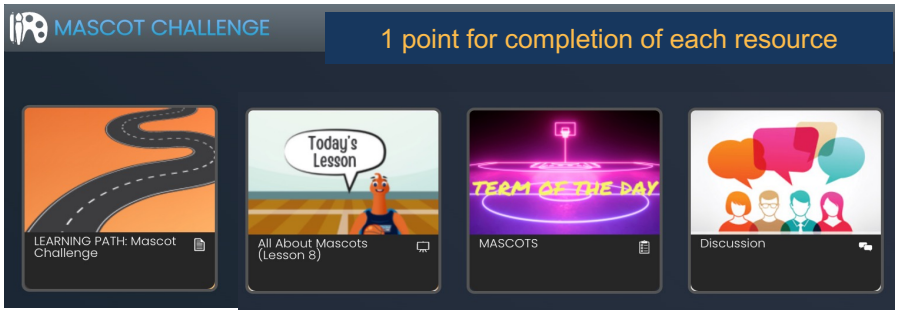
ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:

(AAS) ART: Creating 1-3, Presenting 4-6, Responding 7-9, Connecting 10-11

LESSON 8
All About Mascots

Learning Path: Mascot Challenge

Students will explore the intersection of art and sports through the concept of mascots. They will create their own team mascot, reflecting on what their creation says about their values, interests, and creativity.



LESSON *(5 minutes):* To be completed on the challenge platform. Start the lesson by discussing the role of mascots in sports and other team activities. Explain how mascots are a form of art that represents the spirit, values, and identity of a team. Watch the Queen of Fuzz video about Avant Garbe, a mascot making studio to learn the top 4 top mascot qualities, decide how your group would build your mascot.

1. **Expression**
2. **Shoes**
3. **Eyebrows**
4. **Attitude**

CHALLENGE *(minimum 15 minutes)*:
Ask students to think about what kind of team they would like to represent (it could be sports, academic, or any group activity they are passionate about).

- Have them brainstorm ideas for a team name and choose colors that they feel best represent their team's spirit and values.
- Provide students with art supplies (paper, markers, colored pencils, etc.) and invite them to design their own team mascot. Encourage them to remember the top 4 tips from the video and think about what qualities they want their mascot to embody and how it can visually represent their team's identity.
- Encourage creativity and originality, reminding students that their mascot should reflect something personal or meaningful about the team they've imagined.
- Organize a "Mascot Gallery" where students' creations are displayed around the classroom or school. This allows the school community to appreciate the diversity of interests and creativity among students.

DISCUSSION *(5 minutes):* Students to create their own mascot with a team name and colors of their choice and explore what they want to express in their team's mascot. This activity doubles as a self-reflection, what do your students' creations say about them?

Once students have completed their mascots, gather the class for a discussion. Ask volunteers to present their mascot, explaining the team it represents, the chosen colors, and the symbolism behind the design. Lead a discussion on how the process of creating a mascot can be a form of self-reflection. Ask students to share what they learned about themselves through this activity and how their mascot reflects their personal values, interests, or creativity.

This lesson plan builds on the concepts of creativity and self-expression introduced in the previous lesson, providing students with an opportunity to explore how art influences sports culture through the creation of mascots. By designing their own mascots, students engage in a reflective process that encourages them to think about their values, interests, and how they express themselves creatively.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:

(AAS) ART: Creating 1-3, Presenting 4-6, Responding 7-9, Connecting 10-11

LESSON 9
Deeper Dive into the Four Regions

Learning Path: ALL CHALLENGES

Students will deepen their understanding of the unique characteristics of the four main regions of the United States (South, West, East, and Midwest). They will explore aspects such as geography, history, food, culture, and music, and learn about teamwork and cohesiveness in a group setting.

LESSON *(5 minutes):* To be completed on the challenge platform. Begin the lesson by explaining the concept of "regions" and why the United States is often divided into four main regions: South, West, East, and Midwest. Discuss how each region has its own unique geography, history, food, culture, and music. Introduce the idea of "cohesiveness" in a team, emphasizing the importance of working together to achieve a common goal. Explain how this lesson will not only teach them about the different regions but also help them practice teamwork.

ACTIVITY *(15 minutes)*:

- Divide the class into four groups, assigning each group one of the four regions: South, West, East, and Midwest.
- Each group will research their assigned region, focusing on its unique geography, history, food, culture, and music. Provide resources such as textbooks, library access, and internet (if available) to assist in their research.
- Encourage groups to divide the work among members, ensuring everyone has a role and contributes to the project.
- Groups will prepare a short presentation on their region, highlighting the most interesting aspects they discovered.
- Allow each group to present their findings to the class. Encourage creativity in their presentations, whether through posters, slideshows, or even a short performance related to their region's music or culture.
- HANDOUT: Link

DISCUSSION *(5 minutes):* After all groups have presented, lead a class discussion on the most interesting feature of each region, as voted on by the class. Share your own insights and highlight the diversity and richness of the United States' regions. Discuss the teamwork aspect of the assignment. Ask students to reflect on what they learned about working cohesively as a team and how they overcame any challenges.

This lesson plan offers students a comprehensive look at the diverse regions of the United States, encouraging them to explore and appreciate the unique characteristics of each area. By working in groups, students also learn the value of teamwork and cohesiveness, skills that are essential for success in both academic and personal endeavors.

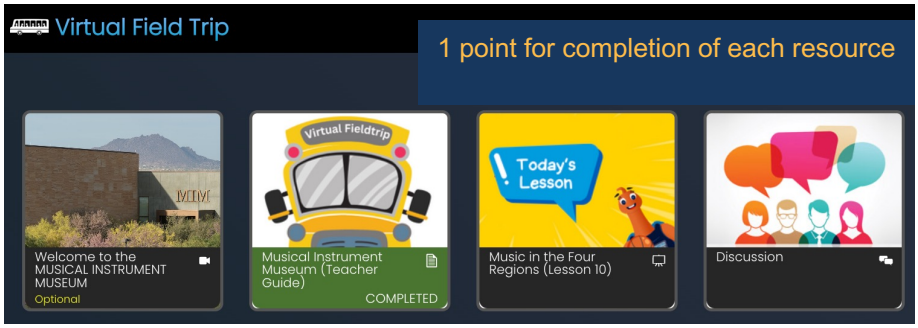
ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
(AAS) SOCIAL STUDIES: 5.E3.1, 5.E4.1-2 CAREER LITERACY: 1.0, 3.0, 5.0`

LESSON 10

Regional Music & Virtual Fieldtrip to the Musical Instrument Museum in Phoenix, AZ

Learning Path: ALL CHALLENGES

Every year our Virtual Fieldtrip is in the NCAA Men's Final Four host city. This year , we are excited to visit is the Musical Instrument Museum (MIM)! MIM is the world's most comprehensive global musical instrument museum and a spectacular place to learn about new people, places, and cultures through music.



In addition to engaging with MIM virtually through this challenge, students and educators are invited to check out MIM's many on-site learning opportunities—including live educational concerts and unique STEM programs—and visit the museum on a fun-filled field trip. Free and reduced student admission is available. Watch our Virtual Education Program trailer to learn more.

Students will explore the diverse musical traditions of the four March Madness regions (The West, The South, The East, and The Midwest) through a virtual field trip to the Musical Instrument Museum (MIM) in Phoenix, AZ. They will learn about different musical instruments, genres, and the cultural contexts in which they developed.

INTRODUCTION *(5 minutes):* Begin the lesson by discussing the importance of music in various cultures around the world. Explain how music can tell stories, express emotions, and bring people together. Introduce the Musical Instrument Museum (MIM) in Phoenix, AZ, as the world's most comprehensive global musical instrument museum. Highlight that this year's NCAA Men's Final Four host city is home to this incredible museum, offering a unique opportunity to learn about music and cultures globally.

VIRTUAL FIELD TRIP TO MIM: Link for this lesson - Conduct a virtual field trip to the MIM, focusing on the exhibits related to the four March Madness regions. Use the MIM's online resources to guide the tour, ensuring students get a comprehensive view of the museum's collection. Highlight the unique musical instruments and genres from each region, providing context on their origins and cultural significance.

- **The West | Music in Arizona -** Explore the diverse musical landscape of Arizona, focusing on Native American flutes, mariachi bands, and the influence of border cultures on the music of the West.
- **The South | Cajun and Zydeco Music -** Discuss the origins of Cajun and Zydeco music in Louisiana, highlighting the use of the accordion and washboard in these genres.
- **The East | Appalachian Music and the Banjo -** Explore the roots of Appalachian music, focusing on the banjo's role and its African origins.
- **The Midwest | The Blues -** Introduce the Blues as a genre that originated in the African American communities of the South and became popular in the Midwest, especially Chicago.

Summarize the key learnings from the lesson, emphasizing the diversity of musical traditions across the United States. Encourage students to continue exploring music as a way to understand different cultures and histories. Remind students of the importance of music in expressing and preserving cultural identities..

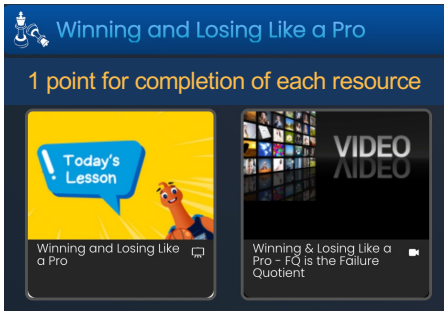
This lesson offers students a unique opportunity to explore the rich tapestry of American regional by engaging with the musical traditions of the four regions, students gain a deeper understanding of the cultural significance of music and the role it plays in expressing and preserving our diverse heritage.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
AZ MUSIC: MU.CR.1.5b, MU.RE.8.5, MU.CN.10.5a, MU.CN.10.5b, MU.CN.11.5a, MU.CN.11.5b
SOCIAL STUDIES: 5.E3.1, 5.E4.1, 5.E4.2, 5.G3.1

LESSON 11
Winning & Losing Like a Pro

Learning Path: ALL

In this lesson, students will learn the importance of sportsmanship, understanding both how to win and lose gracefully. They will explore the concept of being a "good sport" and the value of learning from both successes and failures.



LESSON *(5 minutes)*: Begin the lesson by discussing the excitement of the NCAA March Madness tournament, highlighting the highs of winning and the lows of losing that teams experience. Introduce the concept of sportsmanship, asking students what they think it means to be a "good sport." Discuss the importance of respecting opponents, teammates, and officials in both victory and defeat.

DISCUSSION (15 minutes):

- Share a personal story of a time when you lost a game or failed a test. Describe how you felt, what you learned from the experience, and how it helped you grow.
- Prompt students to think of their own examples of winning or losing in sports, games, or academic challenges. Ask them to share how they handled the situation and what they learned from it.
- Discuss why it's important to learn from our failures and how setbacks can lead to greater successes in the future.

OPTIONAL ACTIVITY: Role-Playing Winning and Losing Scenarios (20 minutes):

1. **Divide the class into small groups.** Assign each group a scenario that involves either winning or losing a game or competition.

2.Role-Play Preparation: Give the groups time to prepare a short role-play that demonstrates good sportsmanship in their assigned scenario. Encourage them to include examples of positive behavior, such as shaking hands, offering words of encouragement, and reflecting on what can be learned from the experience.

3.Group Presentations: Have each group present their role-play to the class. After each presentation, facilitate a brief discussion on what the group did well and how they exemplified being a "good sport."

4. Reflection and Discussion (10 minutes):

- After the role-playing activity, lead a class discussion on the importance of sportsmanship in all areas of life, not just sports. Ask students to reflect on how they can apply the principles of good sportsmanship to their daily interactions with peers, family, and in the classroom.
- Discuss the concept of "failing forward" - learning and growing from our mistakes. Encourage students to think of a recent challenge and how they can use what they learned from it to improve in the future.
- Summarize the key points of the lesson, emphasizing the value of sportsmanship, the importance of learning from both wins and losses, and the role of setbacks in personal growth.

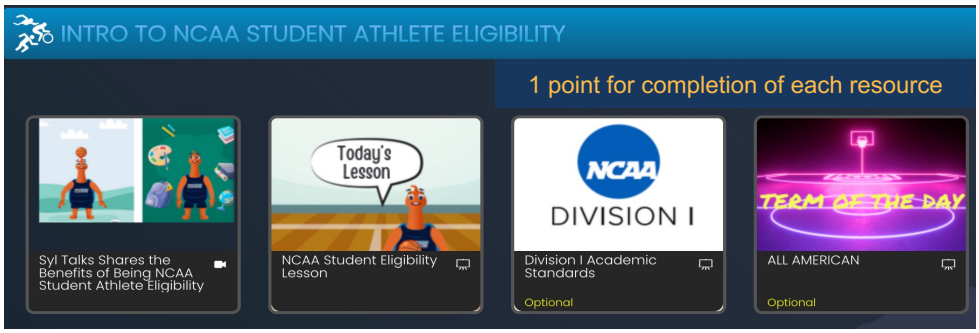
This lesson plan aims to teach students the importance of sportsmanship and the valuable lessons that can be learned from both winning and losing. Through personal reflection, role-playing, and discussion, students will develop a deeper understanding of how to handle victories and setbacks with grace and dignity, preparing them for the challenges and competitions they will face in life.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS: PHYSICAL ED: S4.E1-4

LESSON 12
NCAA Student Athlete Eligibility

Learning Path: ALL

In this lesson, students will learn to get ahead of the game and start envisioning their academic pathway to become a Division 1 (D1) NCAA Student Athlete. Students will learn the academic and athletic requirements necessary to become a D1 NCAA student-athlete. They will begin to envision and plan their academic and athletic pathway towards achieving this goal.



LESSON *(5 minutes)*:

- Start the lesson by discussing the concept of a student-athlete, emphasizing the balance between academic achievements and athletic prowess. Highlight the prestige and commitment required to become a D1 NCAA student-athlete.
- Show a short video or presentation featuring the day in the life of a D1 NCAA student-athlete, focusing on their academic and athletic responsibilities.

Understanding D1 NCAA Requirements (15 minutes):

- This is an excellent opportunity to ask Syl questions about student athlete eligibility – try it.
- **Academic Requirements:** Explain the importance of maintaining a strong GPA, taking the right courses, and achieving high scores on standardized tests. Use NCAA resources to outline the specific academic eligibility requirements for D1 athletes.
- **Athletic Requirements:** Discuss the level of athletic performance and commitment needed to compete at the D1 level. Highlight the importance of training, attending camps, and participating in club or travel teams to gain exposure.

DISCUSSION *(5-15 minutes):* Share your questions and answers students have about creating a plan to become eligible to be a NCAA student athlete.

OPTIONAL ACTIVITY: My NCAA Pathway Plan (20 minutes):

1. **Personal Reflection:** Ask students to reflect on their interests in both academics and athletics. Have them list their favorite subjects and sports, along with their strengths in each area.
2. **Research and Planning:** Provide students with templates to start mapping out their academic and athletic goals for middle school, high school, and beyond. Encourage them to consider the steps they need to take each year to stay on track for D1 eligibility, such as maintaining a certain GPA, participating in specific sports, and engaging in community service or leadership activities.
3. **Presentation:** Allow students to share their NCAA Pathway Plans with the class or in small groups. Encourage constructive feedback and discussion on how they can support each other in achieving their goals.

This lesson plan aims to inspire middle school students to start envisioning and planning their pathway to becoming a D1 NCAA student-athlete. By understanding the academic and athletic requirements and beginning to map out their goals, students will be better prepared to pursue their dreams with determination and discipline.

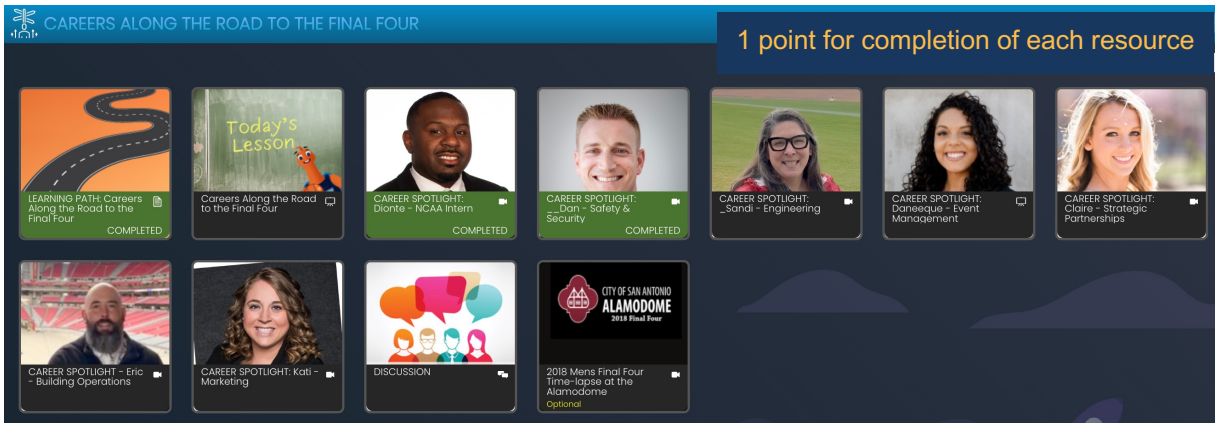
CONTACT THE NCAA ELIGIBILITY CENTER
U.S. and Canada (except Quebec): 877-262-1492 (toll free), Monday-Friday 9 a.m. to 5 p.m. Eastern time
International (including Quebec): **on.ncaa.com/IntlContact**

LESSON 13

Careers Along the Road to the Final Four

Learning Path: Careers

In this lesson, Students will explore a variety of career opportunities within the sports industry, focusing on the roles that contribute to the success of major events like March Madness and the Final Four. They will learn about the education and skills required for these careers and how they align with different school subjects. Through short videos featuring individuals from various professions, discover the unique stories and insights that unveil the multitude of exciting opportunities that arise on the journey to the pinnacle of college basketball, the Final Four.



LESSON *(5 minutes)*: To be completed on the challenge platform. Begin the lesson by discussing the excitement and scale of March Madness and the Final Four, emphasizing that it takes a team of professionals in various roles to make such a large event successful. Introduce the concept of sports-related careers beyond being an athlete, such as sports management, journalism, and event planning. Summarize the key points of the lesson, emphasizing the diversity of career opportunities within the sports industry and the importance of education and skills development in pursuing these careers.

VIDEOS *(3 minutes each):* Show the short videos featuring individuals working in different capacities to make March Madness and the Final Four happen. Possible careers to highlight include sports marketing, event coordination, engineering, community, security, and safety.

DISCUSSION *(5-22 minutes):* Share the top two careers your class find the most interesting from the lesson, videos or in your class discussion that contribute to making events like March Madness and the Final Four happen. What subject(s) do they align with? The last video is time-lapse of building a basketball arena inside a football stadium is 22 minutes and good visual for inspiring students to think about different types of jobs during the tournament.

OPTIONAL ACTIVITY – My Career in Sports Pathway: *(10 minutes):*

- Provide students with worksheets to explore their interests in sports-related careers further. Ask them to choose one of the careers discussed and research the educational path required for that career, including relevant high school courses, college majors, and any additional training or certifications.
- Encourage students to think about how their current interests and subjects in school can lead to a career in the sports industry.

This lesson plan aims to broaden middles students' understanding of the wide range of career opportunities within the sports industry, using March Madness and the Final Four as a context for exploration. By learning about the diverse roles that contribute to the success of these events, students will gain a deeper appreciation for the sports industry and the importance of aligning their education and interests with their career aspirations.

LESSON 14
Science in Sports

Learning Path: STEM

Students will explore the application of science and math in sports, specifically through calculating the perimeter and area of a basketball court. They will also discuss the various scientific careers that contribute to the organization and success of a major sports event like March Madness.

LESSON *(5 minutes)***:** To be completed on the challenge platform. Begin the lesson by discussing the importance of science and math in sports. Highlight how measurements, calculations, and scientific principles are essential in designing sports equipment, planning events, and ensuring athlete safety. Introduce the concept of March Madness, emphasizing the scale of the event and the various scientific and mathematical aspects involved in its execution.

ACTIVITY Calculating the Perimeter and Area of a Basketball Court : *(10-20 minutes):*

- Distribute the handout with the dimensions of a standard basketball court. Review the formulas for calculating perimeter (P = 2(l + w)) and area (A = l × w), where 'l' is the length and 'w' is the width of the court.
- Guide the students through the process of calculating the perimeter and area of the basketball court using the provided dimensions. Discuss the significance of these measurements in the context of sports facility design and event planning.
- HAND-OUT: In Challenge Platform

DISCUSSION: Careers in Science Contributing to March Madness *(5 minutes):*

- After completing the calculations, transition to a discussion about the various careers in science that contribute to March Madness. Encourage students to think beyond the obvious roles, such as athletes and coaches, and consider the behind-the-scenes scientific work that makes the event possible.
- Discuss careers such as sports scientists, biomechanics, nutritionists, physiotherapists, sports psychologists, and event planners. Highlight how each role relies on scientific knowledge and principles.

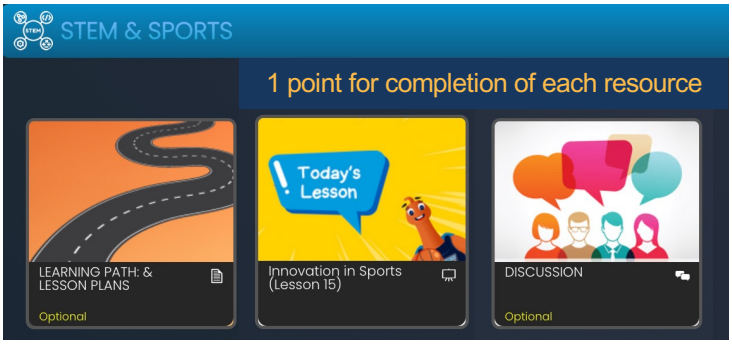
This lesson plan aims to engage middle school students in the practical application of science and math in the context of sports, using the calculation of a basketball court's perimeter and area as a hands-on activity. By exploring the various scientific careers involved in March Madness, students will gain a broader understanding of the interdisciplinary nature of sports and the importance of STEM education in pursuing careers in this exciting field.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
SCIENCE: 5.L4U3.11, 5.L4U3.12, MATH: Measurement and Data (MD), CAREER LITERACY STANDARDS: 1.0 Career Research

LESSON 15
Innovation in Sports

Learning Path: STEM

In this lesson, students will learn about the history and evolution of scoreboards from the ancient Olympic games in Greece to the present day. They will explore how innovation has transformed sports equipment, processes, and rules. The lesson will culminate in a collaborative project to design a futuristic scoreboard.



LESSON *(5 minutes)*: To be completed on the challenge platform Start the lesson by discussing the concept of innovation and its importance in sports. Highlight how new ideas and technologies have improved the way sports are played, watched, and enjoyed. Introduce the history of the Olympic games in Greece as the starting point for the evolution of scoreboards, explaining how scores were originally kept and communicated.

DISCUSSION: Evolution of Sports Equipment, Process, and Rules *(5 minutes):*

- Discuss how each innovation improved the spectator experience and the management of sports events.
- OPTIONAL: After exploring the history of scoreboards, broaden the discussion to include other aspects of sports that have evolved over time, such as equipment, processes, and rules.
- Encourage students to share examples of innovations in these areas and discuss how they have impacted sports.
- Ask students to think about the role of collaboration in these innovations, highlighting how teams of people with different skills and perspectives work together to create improvements.

OPTIONAL ACTIVITY: Designing the Scoreboard of the Future *(10 minutes):*

- Divide the class into small groups and challenge them to design a scoreboard for the future. Encourage them to think creatively about how technology could be used to enhance the functionality and user experience of scoreboards.

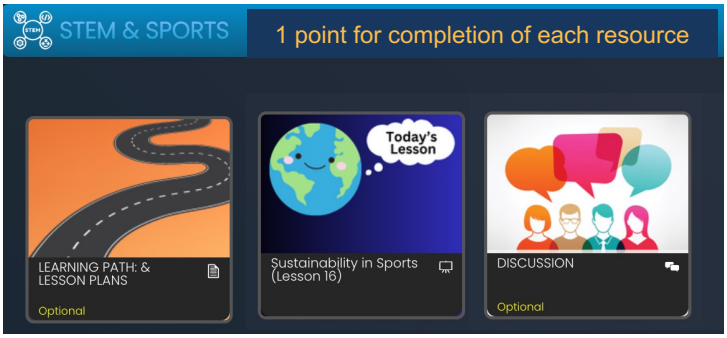
This lesson plan aims to inspire middle school students to appreciate the role of innovation in sports, using the evolution of scoreboards as a case study. By exploring historical improvements and engaging in a collaborative design project, students will gain a deeper understanding of how creativity, technology, and teamwork drive progress in sports and beyond.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:
SCIENCE: 5.P3U2.5, SOCIAL STUDIES: SP1-4; H1-4

LESSON 16
Sustainability in Sports

Learning Path: STEM

In this lesson, students will understand the importance of sustainability in sports, learn the rules for recycling, and discover simple tips for keeping the Earth clean. They will explore how sustainability practices can be applied during events like March Madness and identify how innovation has helped environmental conservation.



LESSON *(5 minutes)*: To be completed on the challenge platform Begin the lesson by discussing the concept of sustainability and its importance for the planet. Explain how sport events, large and small, can have significant environmental impacts. Introduce the idea that science and innovation play crucial roles in developing sustainable practices that can minimize sports' impacts.

DISCUSSION: *(5 minutes):*
Share ideas for sustainability in sports! Now, look at what you have learned about March Madness and discuss how sustainability can be used during the tournament. Teachers, this discussion is also a great opportunity to suggest ways for your students to gain community service hours in your area while keeping the Earth clean!

OPTIONAL ACTIVITY: Sustainability in Sports - A Greener Game *(15 minutes):*

- Share examples of how sustainability is being integrated into sports, such as the use of eco-friendly materials for equipment, energy-efficient lighting in stadiums, and water conservation efforts on playing fields.
- Highlight specific initiatives taken during major sports events like March Madness, including recycling programs, the reduction of paper use through digital ticketing, and efforts to offset carbon emissions.
- Send a request to have an industry leader join your class after March Madness to share the latest sports innovations in sustainability.

This lesson aims to educate middle school students about the importance of sustainability in the context of sports, with a focus on recycling, earth-friendly practices, and community service. By exploring how major events like March Madness are adopting sustainable practices and brainstorming their own ideas for greener sports, students will learn the value of environmental stewardship and the impact of collective action.

ARIZONA ACADEMIC STANDARDS (AAS) & ARIZONA CAREER LITERACY STANDARDS:

SCIENCE: 5.P3U2.5, 5.L4U3.11, 5.L4U3.12

SOCIAL STUDIES: SP1-4; H1-4; 5.G2.1

SUMMARY OF DISCUSSIONS

LESSON	TOPIC	DESCRIPTION
1	INTRO	Introduce your class and share what your class is looking most forward to about the March Madness Syllabus Challenge!
2	All About the Bracket	Share class research on Cinderella stories from the 2023 season share your students' responses to this with regards to learning about Cinderella Stories.
3	Bracket Challenge	Submit your class bracket.
4	Map Challenge	Post your map and list (4) interesting facts about your map.
5	The Art of Communication	Share your students' feedback on any March Madness reports they have watched. Classroom reaction: Share your class's reaction to storytelling from a broadcaster.
6	Jr. Journalist Challenge	Share a sports report on a Cinderella Story in the tournament via: written, audio or video with the student that your class voted the best "Jr. broadcaster".
7	Creativity and Self-Expression	Share a person that inspires you. How do they show their creativity? Is this something you would want to do as well? If not, what is your way to express creativity, and how can you further explore it?
8	Mascot Challenge	Students to create their own mascot with a team name and colors of their choice and explore what they want to express in their team's mascot. This activity doubles as a self-reflection, what do your students' creations say about them?
9	Deeper Dive in Four Regions	Share the most interesting feature your class voted on for each region. South, East, West, Midwest.
10	Regional Music	See the museum's discussion questions and chime in with the region you live in and add local "flavor".
11	Winning & Losing Like a Pro	Do your students have an example of a time that you lost a game or failed a test? Why do you think it's important to learn from our failures? Discuss with your class.
12	NCAA Student Athlete Eligibility	Share your questions and answers students have about creating a plan to become eligible to be a NCAA student athlete.
13	Careers Along the Road to the Final Four	Share the coolest job your class discovered that contributes to making events like March Madness and the Final Four happen. What subject(s) do they align with?
14	Science in Sports	Discuss what other science and math applications can be used in basketball and the tournament. What careers require understanding measurements?
15	Sustainability in Sports	Share YOUR ideas for sustainability! How do you, your friends, or your family take care of the planet? Now, look at what you have learned about March Madness and discuss how sustainability can be used during the tournament.
16	Innovation in Sports	Share your class's evolution of sports equipment, processes, rules, etc. related to an imagined invention to make it even better than today.