

Making all the Right Moves

Sports Stories, 2007

packet #1

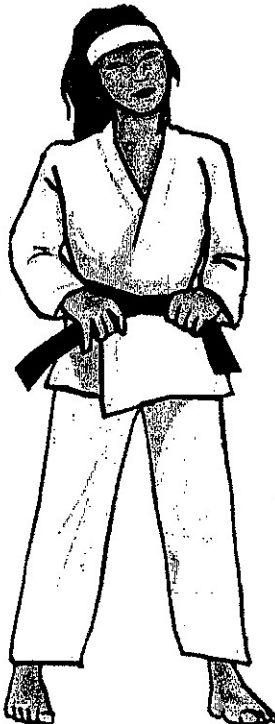
Tribune staff reporter

Alexa Schwichow is on her side on a mat, and she has her jujitsu instructor in a clock choke--one leg across his hip, her knee against a shoulder blade, a hand under his armpit.

Feeling her way through the darkness that has been her world since birth, she tugs on her instructor's arm, and he rolls onto his back.

Alexa is blind, but learning seems to come easy--whether a martial arts exercise or a new Braille skill--for the 11-year-old, who will enter 6th grade in the fall at Johnsburg Middle School in McHenry County.

Soon, Alexa will take part in the sixth annual Braille Challenge in Los Angeles, an academic competition for blind students from the U.S. and Canada. She was the only representative from Illinois chosen this year to compete with about 60 other visually impaired and blind students. The competition, which is intended to motivate students and encourage them to study Braille, tests skills such as reading comprehension, spelling, speed and accuracy and the ability to use charts and graphs. More than 300 students took qualifying tests to compete



in the challenge.

Alexa began to learn Braille in preschool, but experts say fewer students these days study the system.

"If they went to a school for the blind, they were going to read Braille," said Nancy Niebrugge, director of the Braille Challenge for the Braille Institute, a non-profit organization in Los Angeles. "Most students are mainstreamed now."

Asked about the weekend competition, Alexa said, "I want to win."

That spirit is evident on the mat, as Alexa focuses on completing the jujitsu move against instructor Bart Palaszewski at the Curran Martial Arts studio in Crystal Lake.

When she does, he pulls her to her feet and lightly swings her around his back as they return to where parents Tina and Rob Schwichow are sitting.

"Good job, Lex," yells her mother.

Alexa, whose blindness is caused by Leber's congenital amaurosis, has learned to ski, play piano and trumpet, and takes tumbling les-

sons. She taught her 3-year-old sister, Jade, how to sing the alphabet.

Alexa said jujitsu could help her if she's ever attacked. The explanation sounds almost like a dare.

"First, I'd break his arms," she said, arms jabbing outward. "Then I'd choke him to death."

"You don't have to win a fight," Palaszewski told her. "You just have to get away to be safe."

With a barrette in her hair and grin on her face as she plays in the back yard of her Johnsbury home with Jade, Alexa doesn't seem the type to break anyone's arm.

Alexa's parents decided early on that Braille would be crucial for her to learn. Experts wish more parents made the same decision.

Advocates for the blind won a victory in 1997, when a new version of the federal Individuals with Disabilities Education Act took effect. The law said blind and visually impaired students should learn Braille as a matter of course, unless school officials drafting a child's individual education plan decided otherwise. But with resources stretched thin and tools such as audiobooks available, Braille often gets little consideration.

"Teachers are not there, textbooks are not there," said Mary Ann Siller, project manager for professional development at the American Foundation for the Blind.

"We're depending too much on volunteers for Braille transcription. And parents are not informed about all their options."

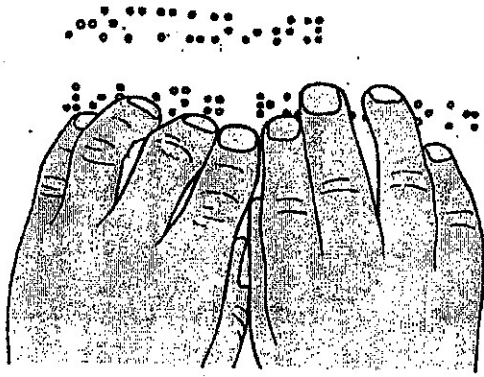
Niebrugge said parents of children whose vision is not as seriously impaired as Alexa's don't always insist that their children learn Braille. That can be a mistake if the child's vision worsens, Niebrugge said. Young children, whether blind or sighted, pick up things easily--including Braille, she said. Later, it may be more difficult.

"[A child will] learn to read Braille at the same pace as a sighted child will learn to read print," Niebrugge said. "To a blind child, if a book doesn't have bumps, it doesn't have words."



ABC Braille Study

Sometimes Alexa listens to audiobooks. But running her fingers across Braille makes her feel more connected to the words. Lately, she has been reading the Harry Potter books--10 Braille volumes for "The Goblet of Fire," because Braille takes up more space than printed words.



"My arms will get tired," Alexa said.

She wonders sometimes what it's like to see. But sight is difficult for her to imagine. Alexa sees through her hands and fingers, which sometimes has its drawbacks.

Once in science class, pupils were comparing a real cricket in a jar to a rubber one on the table.

"I could see the fake one," she said. "I could touch it."

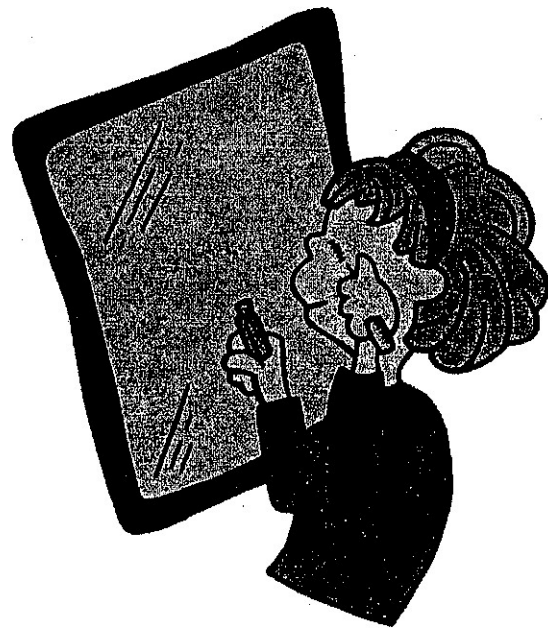
But all she could see of the other was the glass jar that held it.

Sometimes, even walking can be a challenge.

"I veer," Alexa said. "I go crooked. I just have to point my whole body straight."

And there are some things she still doesn't grasp when she's playing with friends.

"They're always talking about stuff I don't get," Alexa said. "Like makeup. What is it with girls and makeup?"



Sports Stories 2007: Questions for Packet #/ Name _____

Answer each question in the space provided. If you need more room for your answers, use the back of the page. Make certain your answers are in complete sentences. Be neat and spell correctly.

1. Who is Alexa Schwichow?

2. What has Alexa had to overcome?

3. What athletic skills has Alexa learned?

4. What is Braille?

5. Why have fewer people learned Braille recently?

6. Why do experts wish more people like Alexa would learn Braille?

7. Why did Alexa study jujitsu?

8. Why do Alexa's "arms get tired" when she reads?

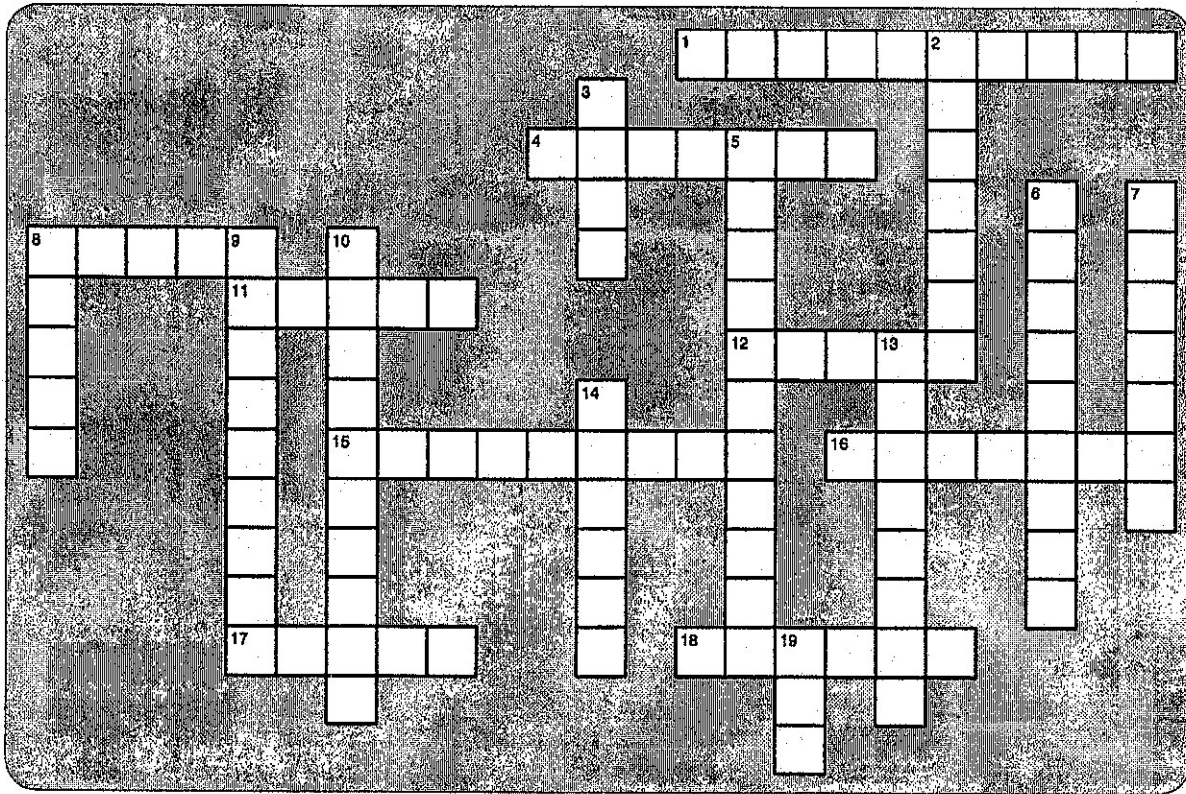
9. Why was it difficult for Alexa to compare the crickets in science class?

10. How can athletics change the life of a blind person?

Sports Crossword

Name _____

Use the clues provided to complete the crossword puzzle below.



Across

1. These have hurt the study of Braille
4. One of the musical instruments Alexa has learned to play
8. If a book doesn't have them then it doesn't have words
11. This chokehold has one leg across a hip and a knee against a shoulder blade
12. Braille takes up more of this than the printed word
15. She works at the Brialle Institute
16. Alexa sees through them
17. Running her fingers across Braille makes Alexa feel more connected to them
18. She works at the American Foundation for the Blind

Down

2. How some blind students read
3. They get tired when Alexa reads long books
5. He is Alexa's instructor on the mat
6. The Braille _____ will be held in Los Angeles
7. The article begins with Alexa involved in this sport
8. Alexa's handicap
9. Alexa
10. Often Braille transcription is depending too much on them
13. Young ones pick up things easily
14. Bart works here
19. The nickname given Alexa

Sports WordSearch

Name _____

Find the hidden words and circle them.



clock
Schwichow
blind
Challenge
Lex
jujitsu
Braille
Niebrugge
Palaszewski
Curran

trumpet
audiobooks
Siller
volunteers
children
bumps
words
space
arms
fingers

J-Mac's Meaningful Message

Sports Stories, 2007

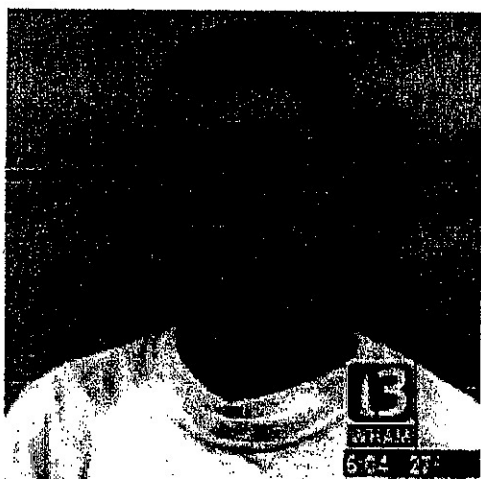
Packet #2

ESPN.com

It took four minutes. Four measly minutes for high school senior Jason McElwain to morph from a relatively unknown student manager of the Greece Athena basketball team into a nationwide inspiration.

In those 240 seconds, the 5-foot-6 kid with autism, in his first-ever appearance in a high school game, scored 20 points and tied a school record with six 3-pointers.

The grainy video clip of his jaw-dropping accomplishment -- and the pandemonium that ensued in the gym -- has made its way from Greece Athena in Rochester, N.Y., to "Good Morning America," "SportsCenter" and CNN. And as much as it tugs at the emotions of sports fans all across the country, its most significant impact might be felt within the autism community, where



doctors, parents and educators are still buzzing about what this all could mean for the treatment of this disease.

"A lot of us feel like this is our gift to have this happen and to have it receive so much nationwide publicity," said Dr. Catherine Lord, a professor of psychiatry and the director for the University of Michigan's Autism and Communications Disorders Center. "There are thousands of Jasons out there, carrying the net for the soccer team, keeping statistics for the baseball team, playing the drum for the school band. This serves as a reminder to give these kids a chance whenever possible."

The timing perhaps couldn't have been better. Based on statistics from the U.S. Department of Education, autism, a disease that affects an individual's ability to relate socially to others, is growing at a rate of 10 to 17 percent a year, making it the fastest-growing disability in the country. The disease cuts across all racial, ethnic, social and economic lines, yet it affects boys four times more often than girls.

When most people think of autism, their minds immediately race to Raymond Babbitt, Dustin Hoffman's character in the film "Rain Man." But the disease is far more complex than that, imposing wide-ranging effects on its subjects. Some are left speechless or entirely unable to communi-

cate, while others face miniature hurdles each day that often aren't readily visible to those on the outside.

There is no known cure.

"There are thousands of families across the country, getting a diagnosis of autism for their 3-year-old; they look at Jason and have tears in their eyes," said Dr. Susan Hyman, an associate professor for pediatrics at the University of Rochester's Strong Center for Developmental Disabilities. "Because the image they have in their minds isn't of some strapping young teenager making baskets from half court.

"The hope and the promise this provides -- it's priceless."

But hope is only the beginning. For many in the autism community, McElwain's story provides a much-needed template for the right way to integrate a special-needs child into the mainstream community.

When Lee Grossman, president of the

Autism Society of America, first saw the clip of McElwain's magical night, he was blown away -- not by the frequency of 3-pointers swishing through the net, but by the frenzied students who jumped up and down and waved their arms back and forth and held up pictures of McElwain. Before he had even checked into the game.

"For me, that was enough right there," said Grossman, whose son, Vance, has autism. "It was absolutely thrilling. That's what we as advocates strive so much for -- to have kids included so they can live a relatively normal life. By providing them with those experiences, they can excel at a much greater level than if they were isolated."

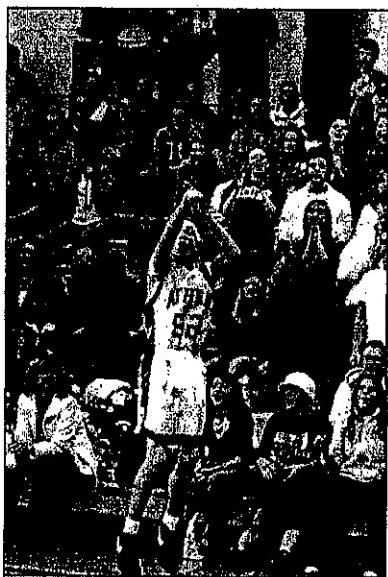
That's one of the reasons the buzz about McElwain's success spread so quickly through the autism community. Even before the story went national, Grossman said the inbox of his e-mail account filled up. Dr. Lord also received "countless" e-mails. Autism Listservs, message boards, hotlines ... they've all been flooded with McElwain questions. At Greece Athena,



secretaries have been taking calls from parents of autistic children, seeking advice.

“The lesson that people need to get from this is why this worked,” Hyman said. “You’re going to have people looking at the school, the team, the kids, the family. There are a lot of positive interactions there that will hopefully point towards ways to get a similar end result.”

The impact could be potentially groundbreaking. Dr. Lord, who in 2001 chaired a National Research Council committee on educational interventions for children with autism, has already begun pointing to McElwain as an example to the families of her patients.



“One of the things we’re always negotiating is how to get autistic kids around other kids in a situation that’s positive,” Lord said. “(Jason’s story) is just such a good example of persistence paying off. It produces motivation for the parents who

argue it’s too hard, they don’t want to put their child through this.

“We can tell them, ‘Look, there is a place where this did work. Not just because he made great baskets, but because the team and the school accepted him.’”

Before McElwain’s sharpshooting, high-profile role models for children with autism were few and far between. Sure, there is the occasional child who grows up to earn his Ph.D. and have a family or become a top-selling artist, but there aren’t many whom those inside the autism community can relate to.

McElwain’s story -- and the flood of publicity that followed it -- has changed that. Grossman is hopeful that the McElwain experience will inspire schools across the country to increase the number of no-cut sports programs that are offered. Hyman agrees that those 240 seconds can greatly increase the opportunities for others.

“This is about looking at what sports do for kids in America,” she said. “You see kids with special needs on the sidelines, not involved, while their typically developing peers are playing. I think the good to come of this is that people will look at the novel ways all members of a community can participate.

“It’s wonderful that he got all those points. But what’s most wonderful is the circumstances around it. It’s bigger than all those baskets.”

Sports Stories 2007: Questions for Packet #2 Name _____

Answer each question in the space provided. If you need more room for your answers, use the back of the page. Make certain your answers are in complete sentences. Be neat and spell correctly.

1. The article said Jason McElwain “morphed.” From what to what?

2. How long did this “morph” take?

3. From what disease does Jason McElwain suffer?

4. Why did Jason gain national attention? What caused it?

5. The article said "the timing perhaps couldn't have been better." Why?

6. Who is Lee Grossman? What was his first thought when he saw the video of Jason?

7. Who is Susan Hyman? What were her thoughts when she saw the video?

8. Who is Catherine Lord? Why does she think the impact could be "groundbreaking?"

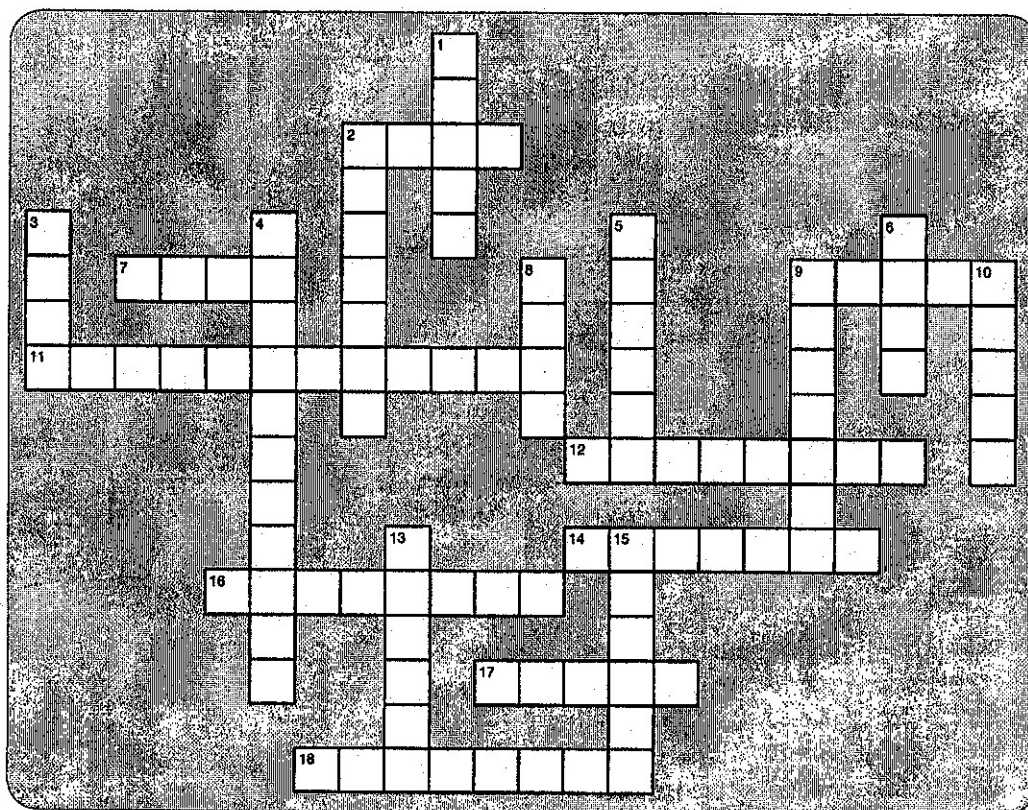
9. Why is Jason's story "just such a good example of persistence paying off?"

10. Do you know of a similar story about a student with some sort of handicap? Explain.

Sports Crossword

Name _____

Use the clues provided to complete the crossword puzzle below.



Across

2. There isn't one for autism
7. Autistic kids don't have many of these models
9. Professor at the University of Rochester
11. The video from the basketball game was planed on this program
12. He's the president of the Autism Society of America
14. The disease is _____ at a rate of 10% - 17% per year
16. Advocates for autistic kids strive for them to be _____
17. Some people with autism cannot do this
18. For many, Jason's story provides a _____ for the right way to integrate a special needs child

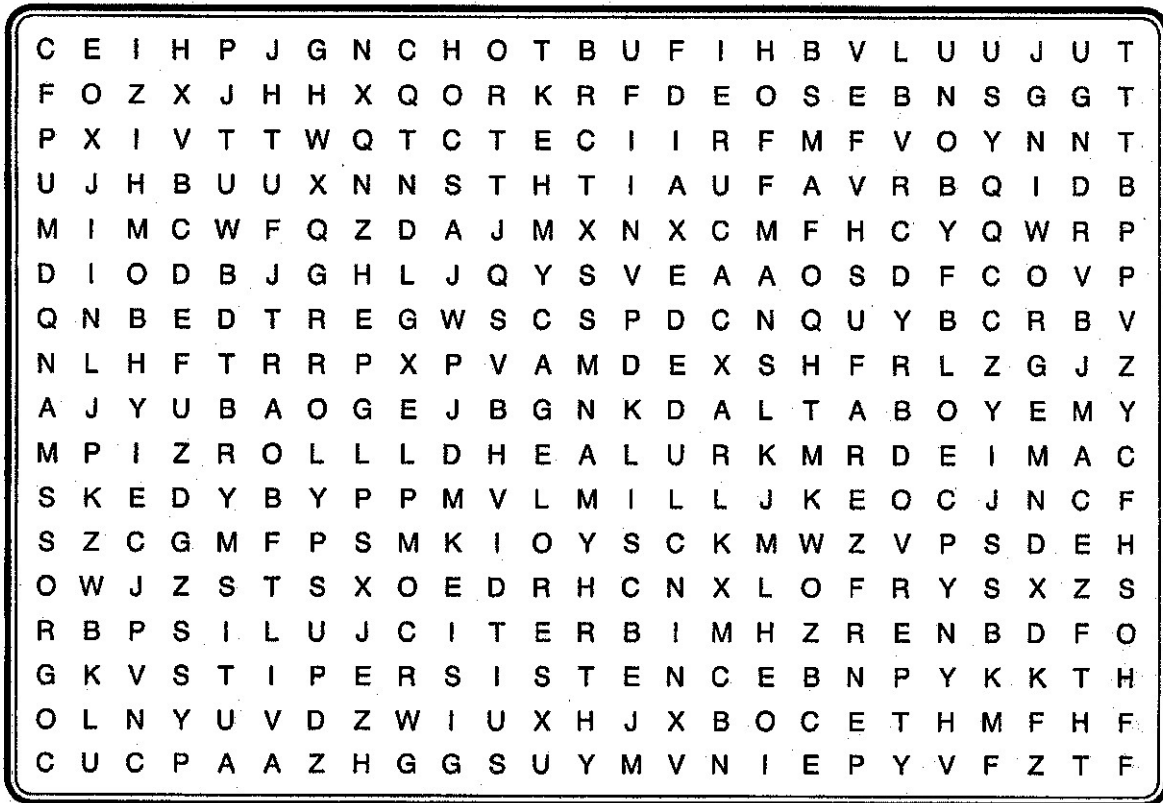
Down

1. It took 4 minutes for Jason to _____ from an unknown student to someone famous
2. Autism is a _____ disease with wide-ranging effects
3. This group is affected much more than any other
4. Jason's story is a good story of _____ paying off
5. Jason's grade in school
6. Jason's nickname
8. She's a professor at the University of Michigan
9. He played Babbitt in "Rain Main"
10. Many hope that Jason's story will inspire schools to increase the number of _____ sports
13. Jason's disease
15. Autism is a disease the affects a person's ability to _____ with others

Sports WordSearch

Name _____

Find the hidden words and circle them.



jmac
morph
autism
Lord
relate
growing
boys
Hoffman
speak
Hyman

template
Grossman
included
persistence
role
nocut
sportscenter
senior
complex
cure

NBA Star James Invests in Housing Project

Sports Stories, 2007

Packet #3

Cleveland Sun News

LeBron James traded his basketball jersey for a gray business suit and white hard hat as he announced his involvement in a \$4.7 million housing development in one of the city's roughest neighborhoods.

The Cleveland Cavaliers All-Star and three friends, who formed LRMR Development LLC, are among the investors in the 18-unit project in Cleveland, Ohio that will feature two- and three-bedroom, 2,000-square-foot townhouses expected to sell for \$265,000 to \$325,000.

"We're very excited about refurbishing and bringing great things to what we call the 'hood. Everybody else may call it the city but we call it the 'hood,'" James said to cheers at a symbolic groundbreaking for the project. "That's where we grew up at and we never ever had an opportunity like this."

Donning the hard hat that barely fit the head of his 6-foot-8 frame, the 21-year-old

James clutched a shovel as he posed for photos with neighborhood children during a pounding rain at an event marking the release of plans for Parkside Townhomes.

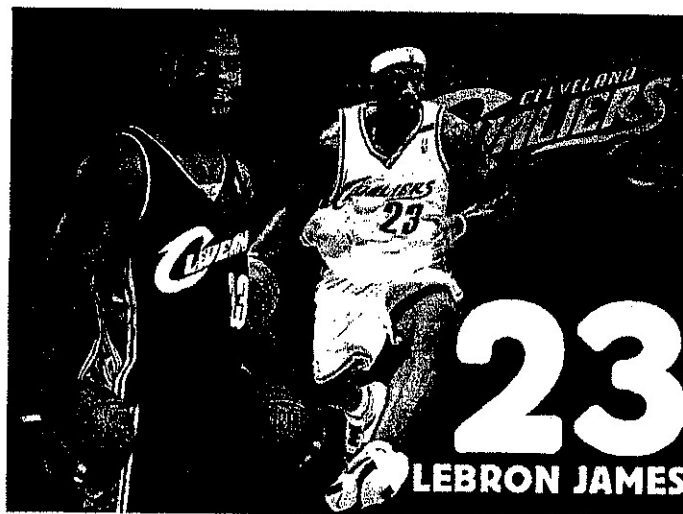
The homes will overlook Rockefeller Park near the Glenville neighborhood east of downtown, where one of his business partners grew up. They will be built on a lot that

used to be a vibrant retail center but has been vacant for years.

The lakeside area, once home to the city's most affluent families, is in the beginning stages of a

redevelopment after race riots in 1968 caused widespread arson and looting that chased away businesses and residents for nearly 40 years.

The nonprofit Glenville Development Corporation, formed in 1978, is charged with revitalizing the neighborhood and is overseeing the effort with Beirne Enterprises, a suburban builder based in Medina, that together with James' company will pony up about one-fourth of the money for the project.

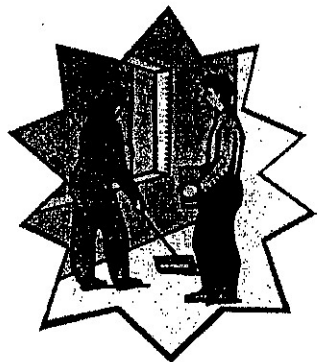




Tracey Kirksey, executive director of the development corporation, said it was James and his team who came to the city looking for a real estate project to invest in.

“We have been truly, truly blessed but I also believe we have been lucky,” she said.

LRMR Development was formed with James’ associates from high school known as “The Four Horsemen.” The company’s name comes from the first letters in the men’s first names: James, Randy Mims, St. Vincent-St. Mary High School teammate Maverick Carter and Richard Paul.



Paul, 25, who met James when the star was in high school, grew up in Glenville.

“I lost a lot of lives, a lot of friends in this neighborhood on these streets,” Paul said.

“I got hit on the head for doing stuff I wasn’t supposed to do. But you live and you learn. I’m here today as someone who’s making an impact on the neighborhood and on the city.”

Other investors in the project include National City Bank, which is providing a \$3.4 million construction loan, and the city, which is putting up a \$300,000 grant, according to Mayor Frank Jackson. He thanked James and other investors “for understanding that it takes all of us working together to make Cleveland a true city of choice.”



James, has said he wants to use his basketball fame and fortune to invest in businesses that allow him to give back to the needy. He said he was excited about LRMR’s first project.

“It’s wonderful how things can happen in such short time. LRMR Development Company, I mean we’re four young men but we’re dedicated to making things better especially for the city of Akron and the city of Cleveland,” he said. “Hopefully we can expand through the state of Ohio and keep going all the way through the United States, and like I like to say, go global, throughout the whole world.”

Sports Stories 2007: Questions for Packet #3

Name _____ Date _____

Answer each question in the space provided. If you need more room for your answers, use the back of the page. Make certain your answers are in complete sentences. Be neat and spell correctly.

1. Who is LeBron James?
2. What is LeBron James doing to help others?
3. What is the LRMR Development Company?
4. Who are "The Four Horsemen?"

5. Who is Tracey Kirksey?

6. What type of housing will the project feature?

7. Where is the project located?

8. What happened in 1968 to the lakeside area?

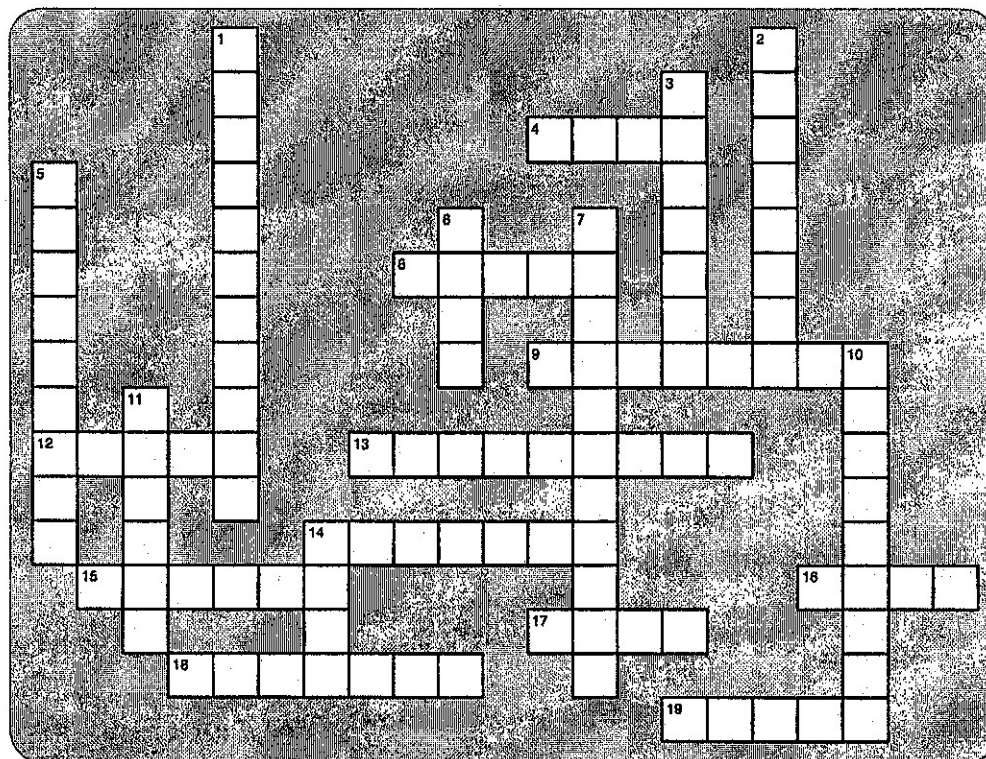
9. How would James like to expand the project?

10. How are the National City Bank and the city contributing to the project?

Sports Crossword

Name _____

Use the clues provided to complete the crossword puzzle below.



Across

4. Cleveland is located in this state
8. LeBron _____
9. The development is in one of Cleveland's _____ neighborhoods
12. You live and you _____
13. Cleveland _____
14. Eighteen unit _____
15. Bernie Enterprises is based in this suburb
16. The _____ Horsemen
17. James' name for the city
18. Executive director of the development corporation
19. Race _____

Down

1. Glenville _____ Corporation
2. This area was once home to the city's most affluent families
3. Arson and _____
5. Paul grew up here
6. James wore this type of hat at the ground-breaking
7. National Basketball _____
10. Parkside _____
11. Maverick _____
14. Rockefeller _____

Sports WordSearch

Find the hidden words and circle them.

Name _____



Association

James

roughest

Cavaliers

project

hood

hard

Townhomes

Park

lakeside

looting

riots

Development

Medina

Kirksey

Four

Carter

Glenville

learn

Ohio

New Heights

Sports Stories, 2007

Packet #4

Basketball courts are among the few places of refuge for young men growing up on the streets of Washington Heights. It was in a neighborhood gym where Ruben Montilla and Nick Blatchford met on a summer day in 1997. Nick, a successful student-athlete during his years at Duke University ('94), was already planning a career dedicated to educating and inspiring young people. As an English teacher and basketball coach at Intermediate School 90 in Washington Heights, Nick knew what it took to succeed against difficult odds; and in Ruben, he saw a student of enormous potential.



Blatchford noticed qualities in Ruben – natural intelligence, toughness, charisma, determination and leadership potential – that most would overlook in a kid growing up in the Heights. Nick knew first-hand that the educational opportunities available to neighborhood kids like Ruben were

limited. Ruben grew up on 175th Street in Washington Heights, a community where far too many teenagers abandon hope and succumb to streetlife – gang activity, drug abuse, violence and teen pregnancy.

At IS 90, Ruben earned a spot on the basketball team and Nick became his coach and mentor. As a positive influence to counter-

act the negative pressures of Ruben's environment, Nick encouraged this young man, full of promise, to attend the prestigious St. Albans School in Washington, DC, as a boarding student.

The challenges were formidable. Young people like Ruben are not given an equal chance to succeed. Less than 33% of Latino and 35% of African-American students in New York City's high schools graduate in four years, and many drop out altogether. The schools they attend are often unsafe and under-performing. In Washington Heights, where 95% of students are Latino or African-American, only 22% of middle school students are meeting New York State reading standards and 14% meet math standards. Those lucky enough to have a shot at continuing their education elsewhere often feel as though they've stepped up the plate with two strikes on the count before they've seen a pitch.

But Ruben's will to succeed proved stronger than the forces aligned against him. With guidance from his teachers, support from Nick, and encouragement from many others along the way, Ruben blazed a trail from the dead ends of an impoverished neighbor-



hood, to the bright horizon of a future filled with hope and possibilities.

New Heights was founded in 2000 to give hundreds of kids the opportunity to follow Ruben's path, to rise above formerly insurmountable obstacles, to become extraordinary. Ruben, the son of immigrants from the Dominican Republic, and others like him, inspired Nick Blatchford to leave classroom teaching and dedicate his efforts to the mission of New Heights.



New Heights was founded on the belief that the current system too often fails kids, both academically and athletically. Basketball is overemphasized at the expense of all other areas of a young person's development, leaving them lost and destined to fail.

In just four years since its establishment, New Heights has grown into a full-scale, six-day-a-week program that provides academic, athletic, and leadership-building activities for more than 150 kids in troubled New York City neighborhoods -- preparing them for success in high school, college and life. Based in Washington Heights, New Heights uses basketball as a hook to engage kids in a comprehensive educational-athletic-life skills program that guides them away from self-destructive behavior and

toward an adulthood of hope, promise and productivity. Through New Heights, young people are shaped to become educated, confident, healthy, self-motivated, inspiring and contributing citizens.

New Heights is building a culture of support and empowerment -- the staff, volunteers, families and student-athletes share a commitment to learning and live by the organization's core values of: Integrity - Service - Excellence - Partnership - Compassion.

New Heights works closely with its 150 participants, ages 10-18, who are selected for their potential as student-athletes and leaders. Through a rigorous regimen of academic, athletic and leadership training, New Heights provides the character building tools its student-athletes need to reach their highest potential as adults. It trains a new generation of leaders and life champions who will make a positive impact on their communities.

The New Heights approach to developing student-athletes works. Almost immediately after opening its doors in 2000, New Heights students began compiling a legacy of achievement and success. More than 30 New Heights graduates are currently enrolled in college, and many others expect to follow after completing high school. New Heights students have formed a close-knit community, relying upon each other for continued strength to overcome the disadvantages they all know too well.

Ruben Montilla is attending Georgetown University on a full academic scholarship. Before he became involved with Nick

Blatchford and New Heights, Ruben's sole dream for his future was to play in the NBA. Like many before him, he lacked any other concrete plans should the pro scouts not come calling.



But Nick Blatchford and New Heights opened many other worlds of possibilities that Ruben hadn't seen before. He began to realize he had options besides professional sports: He gained confidence in the classroom, and a belief in his own abilities off the court as well as on. New Heights made it happen for Ruben, and for many others like him.

More than 35 New Heights student-athletes are now enrolled in some of the nation's top public, boarding and private high schools through the High School Assist program. High School Assist places New Heights student-athletes in private, independent, boarding and specialized schools throughout NYC and the nation. Students are given full or partial tuition scholarships by participating schools and regular contact is maintained with school administrators and parents to insure that each student's academic, athletic, social and cultural needs are being met. New Heights staff monitors students' progress by conducting regular

school visits and facilitating peer-mentoring relationships.

Through New Heights' High School Assist program, Manny Quezada followed Ruben to Saint Albans School. He left Norman Thomas High in NYC, which has more than 2,500 students and graduates less than 50% of them in four years. Like Ruben, Manny thrived at St. Albans. During his senior year, he led his team to the league championship, and was heavily recruited to play basketball at top Division I programs. In the fall of 2004, Manny heads to Rutgers, carrying with him dreams of leading his new team to more championships and graduating with a degree in economics.

New Heights student-athletes are thriving in schools across New York City as well. La'isha Garcia, a junior, is the top ranked student in her class at Thurgood Marshall Academy in Harlem. She carries a 95+ GPA and is the captain and leading scorer on her high school basketball team. She aspires to play basketball in college, use her degree to get into a top law school and become a lawyer. With this influence, she is committed to positively transforming her community by mentoring other young student-athletes in NYC.



Seck Barry, a 7th grader, maintains a GPA

of 90. At his home in Harlem, he often takes care of his seven brothers and sisters, helping them with their homework and teaching them English. He reads a biography of Lance Armstrong on the subway ride to school every morning. When school dismisses everyday at 2:30pm, Seck reports to New Heights' Academic Support classes, where he completes his homework assignments with the support of certified teachers and volunteer tutors. He then heads downstairs to the New Heights home gym, where he practices with his 7th grade teammates, learning the values and life lessons associated with playing sports: "A teammate always puts the goals of the team first and respects other people. A great teammate is unselfish, listens to the coach, works hard all the time and never gives up."



On weekends, Seck attends Columbia Presbyterian's Lang Youth Medical Program, which trains aspiring young doctors in the field of medicine and service. He plans on graduating from college and medical school and – consistent with the New Heights vision – making a positive impact on his community: "I would like to help people, to make a difference, especially people in New York City and in my native country, Guinea. If I become a doctor, I can create

opportunities for young people in Guinea to get better health care and more involved in education and live better lives. I want to be a role model for people in Guinea and for young people like me in New York."



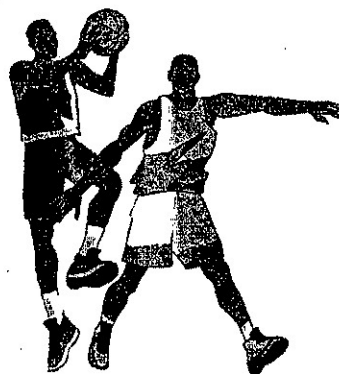
As the stories attest, New Heights' efforts are paying off. Nick Blatchford estimates New Heights student-athletes have earned close to \$4.5 million in scholarship and financial aid dollars from some of the nation's finest high schools and universities. Most importantly, New Heights is helping to shape the identities and outlooks of its student-athletes, causing them to believe that they can -- and will -- attend top high schools and universities and become leaders in their communities.

With New Heights' successes comes a renewed commitment to its mission and growth as an organization. For every Ruben, La'isha, Manny or Seck, hundreds of other New York City youths' dreams of NBA glory are dashed and their lack of academic preparation leave them with few productive alternatives. As New Heights strives to develop a generation of leaders and champions who transform their communities and who embody its core values, Nick realizes that the work has just begun.

New Heights seeks to broaden its reach to help make available to a greater number of youth the types of opportunities accessible to its current student-athletes, and to expand programming to better serve its current student-athletes, their parents, and their communities. The organization and its Board of Directors has set a goal of serving 225 student-athletes per year by 2006, while expanding its staff from 2 full time employees to 5.



New Heights Board Chairman Derrick Mashore, a former Duke student-athlete ('79) and current Executive Global Manag-



ing Director at Cushman & Wakefield, is committed to the growth of New Heights. Mashore is assembling a team of leaders in the business world to design and build a New York City home facility for New Heights.

The New Heights vision now shines like a beacon of hope, leading young people to a place where futures are built with the time-tested tools of education, peer support, rigor, discipline, and direction. At New Heights, its first generation of student-athletes is learning to kick the ankle weights off of their dreams, and replace them with wings. For future generations, New Heights plans to soar even higher.

Sports Stories 2007: Questions for Packet 4 Name _____

Answer each question in the space provided. If you need more room for your answers, use the back of the page. Make certain your answers are in complete sentences. Be neat and spell correctly.

1. Who is Ruben Montilla?

2. Who is Nick Blatchford?

3. What qualities did Blatchford notice in Montilla?

4. Upon what belief was New Heights founded upon?

5. What are the challenges facing Latino and African-Americans at New York City schools?

6. Who is La'isha Garcia? Describe what she has done.

7. Who is Seck Barry? Describe what he has done.

8. The article says the New Heights vision "shines like a beacon of hope." Explain what this means.

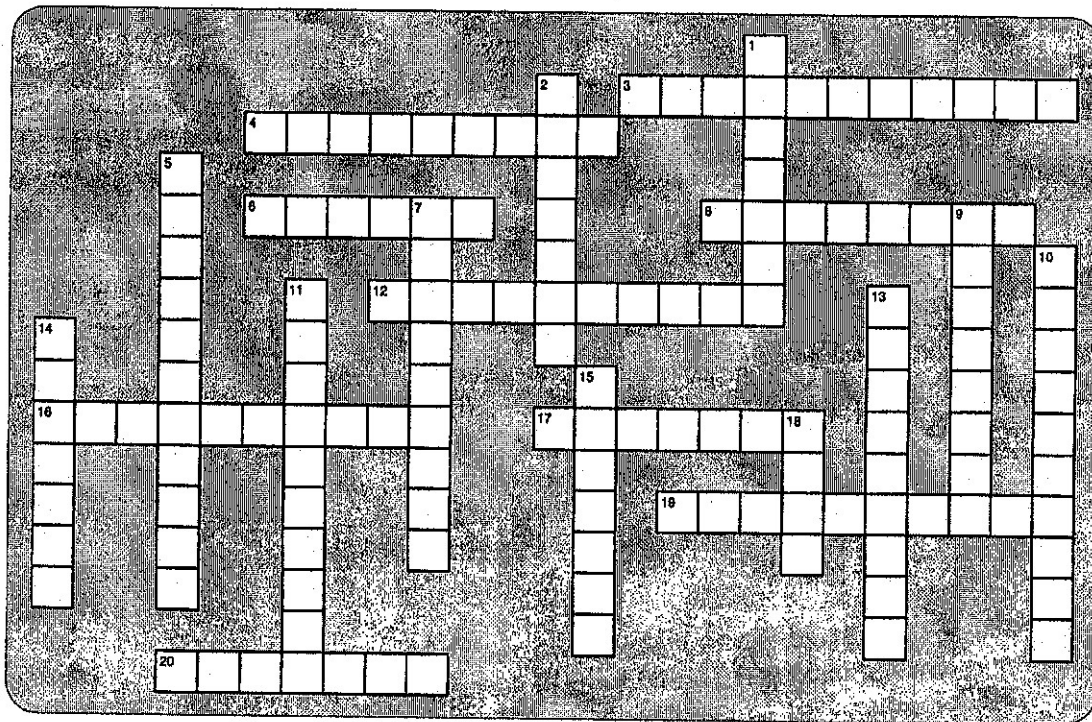
9. What do you think would have happened to people like Ruben without New Heights?

10. How might Seck Barry "make a difference?"

Sports Crossword

Name _____

Use the clues provided to complete the crossword puzzle below.



Across

3. Often it is found that basketball is over-emphasized at the expense of this
4. Thanks to the program Nick got him involved with, Ruben gained confidence in this room
6. Students at the program have compiled a _____ of achievement and success
8. One of the qualities Ruben had
12. Ruben was the son of them
16. Ruben is attending this university
17. Ruben had a will to do this
19. These courts are among the few places of refuge in Washington Heights
20. Participants in the program are selected for the potential as _____

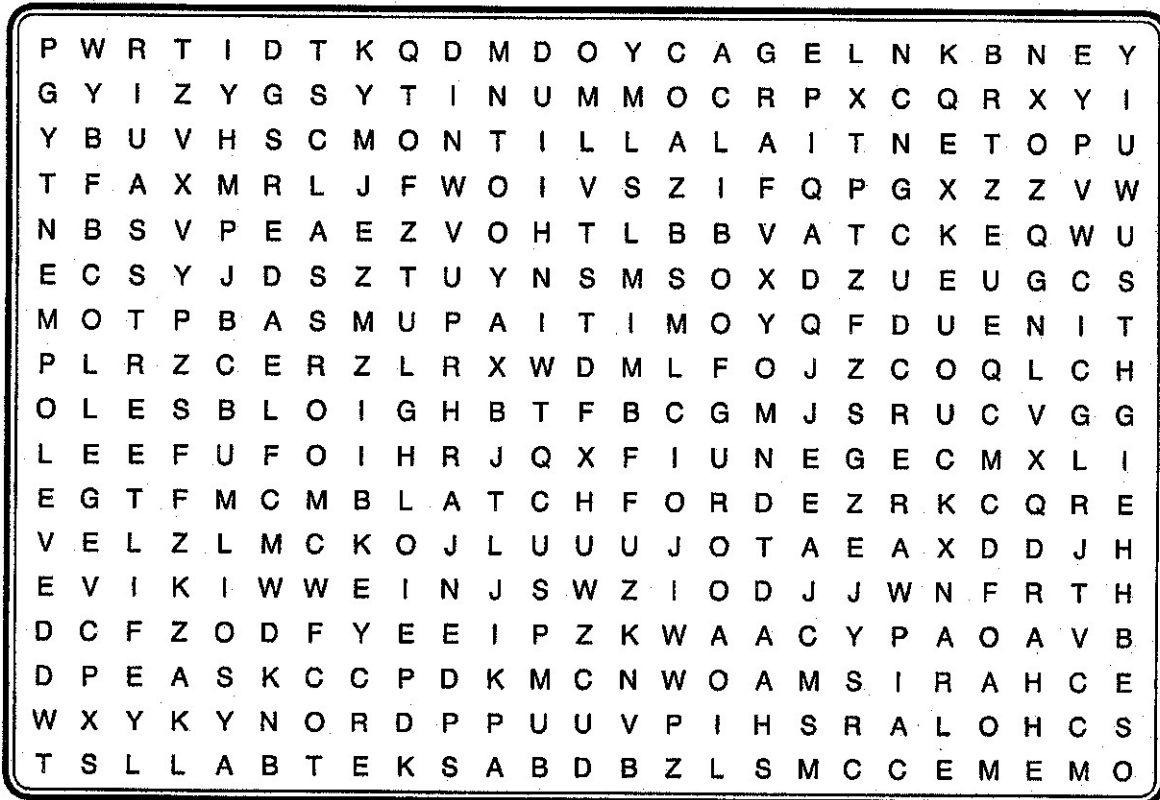
Down

1. New ____ was founded in 2000 to give kids a chance
2. More than 30 of the graduates from the program are enrolled in one
5. Ruben has one of these which helps him afford going to college
7. It is desired that the participants make a positive impact on this
9. Ruben
10. In Ruben's neighborhood many kids abandon hope and succumb to this
11. Nick
13. Nick saw a lot of this in Ruben
14. Nick taught this subject
15. Manny _____ followed in Ruben's footsteps
18. Nick's college

Sports WordSearch

Find the hidden words and circle them.

Name _____



basketball
Montilla
Blatchford
Duke
English
potential
charisma
streetlife
succeed
heights

immigrants
development
leaders
community
legacy
college
Georgetown
scholarship
classroom
Quezada

Bogey golfers should look to Lopez

5

NORTH PLAINS, Ore. — It's probably safe to say that the largest segment of the world's golf population is the North American male bogey golfer, with a handicap somewhere between 16 and 24.

When looking to improve, a large portion of those male bogey golfers try to do everything possible to try to be like someone like Tiger Woods.

If they were smarter, they'd look more toward a Nancy Lopez.

That's at least according to Olympia's Joe Thiel, who runs various golf instructional centers around the world and who is working with a couple of players in the U.S. Women's Open at Pumpkin Ridge Golf Club.

"Tiger is really young and gets after it," Thiel said. "And he swings very, very hard, and isn't that typically what the average player does. He swings too hard and comes over the top." And when he does, the ball often goes astray.

Those players would be better served watching the women here at the U.S. Women's Open.

"You see these ladies set it up," Thiel said, "they're real precise in their routines, they're real strong in their set-up position. They're very solid, very secure, and they take it back with rhythm and come through

with rhythm."

Thiel's thoughts were echoed by Cindy Lincoln, who teaches part-time while managing a golf course for the city of Lake Oswego, Oregon.

"I think it's good for everyone to watch women's golf because we are very smooth — not that the men aren't — but the women are very fluid, they have terrific rhythm," said Lincoln, who then admitted she didn't show all that much rhythm in her 76-79—155 that failed to make the cut here. "I think they have a very nice pace of play, and they have wonderful routines prior to their shots."

And then there is the concept of course management, that women pros play a golf course in a much similar fashion to the average male player. Whereas Woods and his tour friends are hitting 6- and 7-irons 200 yards or more, the women hit those clubs around 150 to 160 yards.

"Unfortunately for the average guy, it makes them feel inferior" Thiel said. He often hears the bogey golfers say "What am I doing wrong?" after watching the big tour boys.

"They can see the girls play, and they don't hit it that far, only hitting it two and a quarter, 230 (yards off the tee), most of them," Thiel said. "And they can see the girls have great putting strokes and the ability to score

from 20 yards and in.

"These girls are all good at that."

One other thing the women pros are pretty good at is just enjoying the game and not taking things too seriously. After two terribly disappointing rounds when she was trying to win three consecutive Opens, Annika Sorenstam still had the patience to talk to reporters and even was able to laugh at herself about not knowing what to do on weekends because it's been so long since she missed a cut.

"And for every student," Thiel said, "they all need to have fun. This is a fun game, and in a lot of cases we take it too seriously."

Questions 5

Name _____

1. Describe what is probably the largest segment of the world's golf population.

2. When male golfers look to improve, who do they look to, who should they look to, and why?

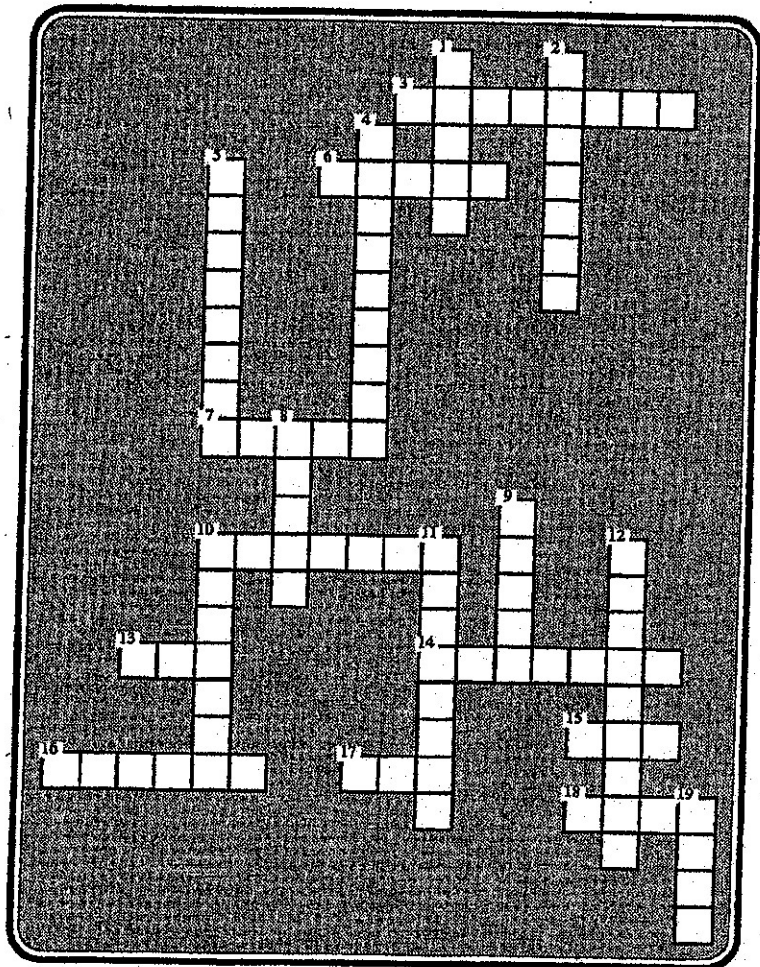
3. What are some of the positive things Thiel sees with women golfers?

4. Who is Cindy Lincoln and what does she think about watching women's golf?

5. What kind of attitude do many women golfers have about the game that men should try to share?

Across:

3. Most golfers have one between 16 and 24
6. When trying to improve, most golfers try to be like him
7. Both Thiel and Lincoln agree that women golfers have terrific _____
10. Thiel says the ladies are _____ in their routines
13. The typical golfer swings too hard and comes over the _____
14. Joe Thiel's golf course
15. The goal of golf is to get the ball into one
16. Ladies are _____ in their set-up position
17. Thiel said every student needs to have this when he or she plays golf
18. A golfer hits the ball with one



Down:

1. When Lincoln said "two and a quarter" she was referring to the number of what?
2. She teaches part-time and manages a golf course in Oregon
4. She had the patience to talk with reporters even after two disappointing rounds of golf
5. Some male golfers feel this when they see the "big tour boys"
8. He runs golf instructional centers
9. The largest segment of the world's golf population is the male _____ golfer
10. The U.S. Women's open was held at _____ Ridge
11. One thing the women pros are good at is just _____ the game
12. Most golfers tend to take the game too _____
19. What goes astray when the typical golfer swings too hard

S	E	I	U	U	E	O	G	T	M	R	Y	I	P	U	C	O	L	I	N	C	O	L	N	U	C	E	R	W
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E	T	H	I	E	L	I	D	S	O	I	S	R	L	O	U	T	A	C	T	T	H	O	U	Y	I	A	O	S
A	S	T	O	F	R	D	S	E	B	T	B	G	I	I	R	M	R	O	S	T	R	O	N	G	H	C	M	M
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A	S	U	P	I	I	C	I	P	S	I	F	I	C	T	S	S	Y	I	N	A	S	L	R	T	F	S	O	G
B	R	L	D	T	L	U	O	W	T	P	O	E	P	C	L	U	B	A	A	J	G	C	A	P	E	P	R	M
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C	G	I	I	L	Y	R	A	Y	R	B	F	O	J	S	O	Y	D	S	M	H	L	B	A	P	S	N	G	O
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A	N	S	O	P	Y	M	K	Y	S	B	I	N	I	M	U	W	L	O	J	M	A	N	O	G	I	S	A	R

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