

**Resilience for the Rocky Road:
Supporting first year student-athletes in their
transition to college**

**Lesson Plans for
In-Person Program Facilitators**

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Overview of the Facilitator Workbook

Thank you for being an advocate for student-athlete growth and development! Enclosed in this workbook you will find an introduction to the program and four modules designed around student-athletes challenges as they transition from high school to college. These four workshops include “Starting the journey with a balanced student-athlete identity”, “Coping with bumps along the road”, “Who’s got my back: Exploring social support for student-athlete”, and “Focus on the road ahead: Developing as a current and future leader”. Workshops were designed to be conducted in sequence but with slight modifications could be reordered or delivered individually.

In each workshop lesson plan you will find distinct program components:

- **Overview and Rationale** – This section provides a very brief research summary for why the topic is important for student-athlete development. These are designed to provide some idea of why the topic was chosen and why we hope that student-athletes develop these skills throughout their athletic career.
- **Expected Learning Outcomes** – This section provides specific statements for what student-athletes should know or be able to complete at the end of the workshop. The Expected Learning Outcomes were conceptualized first and activities in each workshop were designed to help athletes complete these tasks.
- **Provided Documents** – This section overviews the documents that are provided for the module. This typically includes a PowerPoint deck and may also include various worksheets or self-assessment documents.
- **Lesson Outline** – This section provides a variety of activities to complete with student-athletes. These activities were designed to be primarily active learning with some content provided in mini-lectures or debriefing sessions. You may choose some or all of the activities, depending on time.
- **Final thoughts** – This section provides final thoughts for student-athletes to consider as they complete the workshop.
- **Homework** – Several of the workshops include homework that is designed to prepare student-athletes for the next workshop. These activities are primarily reflection activities that student-athletes should complete on their own and bring for the following workshop.

The program was designed for both in-person and online facilitation with parallel activities and lesson plans. If desired, instructors could choose to do all modules in-person, online, or some combination of the two. If modules are engaged by student-athletes online, find facilitator prompts for follow-up discussion to promote deeper student-athlete learning and reflection.

Week 0/Module 0 – “Overview of Program - Resilience for the Rocky Road”

Overview and Rationale

The transition from high school to college brings many challenges, yet also presents the opportunity for personal growth and development (Compas, Wagner, Slavin, & Vannatta, 1986; Gayles & Baker, 2015). Academically and socially, students encounter increased course rigor, decreased in-class time, and adjustment to new social groups (Kadison & DiGeronimo, 2004). Additionally, student-athletes encounter scrutiny from the public, extensive time commitments, and physical and mental demands as they combine athletic and academic pursuits (Carodine et al., 2001). For first year student-athletes, resilience emerges as a psychological quality that *can* greatly benefit student-athlete development. Strengths-based programming can aid in student-athletes creating a more holistic student-athlete experience linked to increased self-esteem (Martin, 1999), quality of life (Groff, Lundberg, & Zabriskie, 2009), and athlete satisfaction (Burns, Jasinski, Dunn, & Fletcher, 2012). Currently, several NCAA institutions offer programming to aid in this transition. However, little empirical data has been collected to assess the success of such programs, and programs have little standardization between institutions (Ohashii & Martin, in preparation). Because of the variation between programs, there is a need for systematic evaluation of standardized curriculum. Further, as NCAA institutions vary in available resources, creating multiple modes of programming can make programs more accessible to a larger number of member institutions and allow for the greatest impact. The following multi-modal resilience-based educational curriculum focuses on developing a healthy student-athlete identity, stress management and coping skills, social networks, and a leadership mindset.

Expected Learning Outcomes

- #1. Athletes understand the program’s four components
- #2. Athletes begin to conceptualize the definition of resilience

Note: This Module 0 is a brief overview of the program and can be used as an introductory module or combined with Module 1.

Provided Documents

- Module 0 PowerPoint
- Resilience Program Model

Lesson Outline

1. Activity: What is Resilience? (~15 minutes)
 - a. Pair up student-athletes and have them answer two different questions and be prepared to share:
 - i. “What is resilience?”
 - ii. “How does resilience in sport and resilience in other areas of your life differ/share similar characteristics?”
 - b. Once you have given sufficient time for pairs to have answered both questions (2-3 minutes) have groups share their answers to question 1. As groups share, discuss or write down common ideas on a white board or on large note pads so each group could post their definitions at the front of the room.
 - i. Note similarities and differences in the definitions provided by student-athletes and why those differences might exist. Some discussion points to consider:
 1. Where did we come up with our definitions of resilience?
 2. Do our past experiences influence how we see resilience?

3. Does resilience in sport look the same as resilience in academics or other domains?
 4. How do our experiences in sport influence our resilience in other domains? How do our experiences in other domains influence our resilience in sport?
- c. Once discussion is completed, provide the definition of resilience to the student-athletes with two distinct types of resilience
- i. Definition: Resilience is a process of positive adaptation as a result of significant adversity (Luthar, Cicchetti, & Becker, 2000)
 1. **Robust Resilience - Handling of pressure and adversity** (i.e., the capacity to deal with routine stressors of training and competition),
 2. **Rebound Resilience - Using psychological characteristics to overcome the pressure and adversity** (i.e., the capacity to deal with potentially more extreme stressors, such as long-term illness)
 - ii. Two other important points to emphasize in providing this definition
 1. Resilience is a quality that facilitates athletic and academic success.
 - a. That is, resilience is something that is grown and developed. You are not either resilient or not resilient, but rather each person has a capacity to grow their resilient qualities.
 2. Resilience is not automatically developed through experience or as the result of significant adversity.
 - a. Reflection and support is critical to the development of resilience.
2. Introduce Program
- a. This program is designed to
 - i. (1) support student-athlete psychosocial growth by helping develop skills and the capacity to define oneself in a positive healthy way, communicate and work effectively with others, and make commitments to and express values that reflect one's identity and
 - ii. (2) prepare you for when you are presented with new, often conflicting, information that challenges your current way of thinking. (Gaston Gayles & Baker, 2015)
3. Explore the Model of Resilience (next page) with four workshops designed to influence resilience

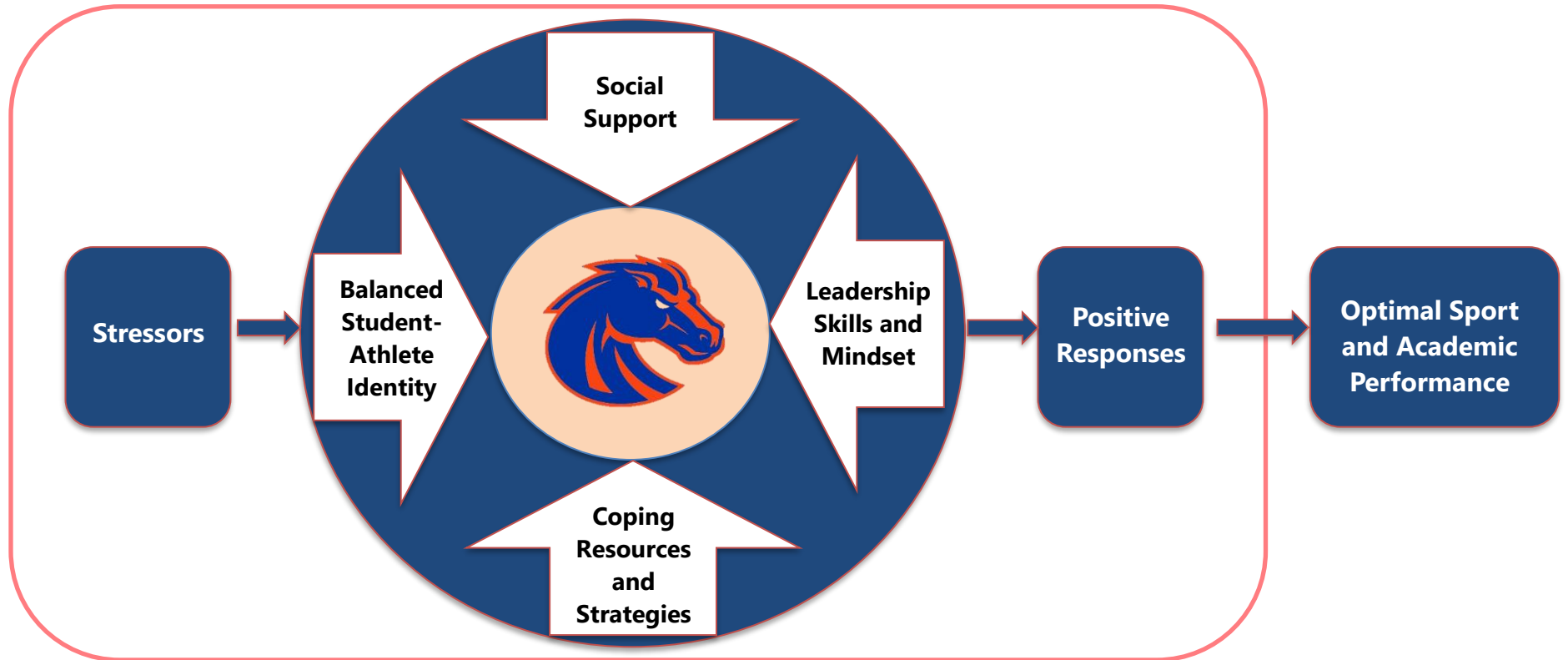
Final Thoughts

1. After the introduction module to the program, student-athletes should have some idea of the resilience construct and the four components of the program that are upcoming.
2. Students could be encouraged to gauge their interest in the program (or their resilience) with a simple thumbs up/down prompt.

Homework

No homework due for Module 1

Resilience Program Model (adapted from Fletcher & Sarkar, 2012)



Week 1 - “*Creating a balanced student-athlete identity*”

Overview and Rationale

For many student-athletes, the athlete role is the most significant piece of their identity. In fact, some athletes see the role of student and athlete as competing, so they actively neglect growth opportunities outside of sport (Lance, 2004). Developing a narrow vision of one’s identity can lead to difficulties such as lower career maturity (Houle, & Kluck, 2015) and anxiety as they transition out of sport (Brewer, Van Raalte, & Linder, 1993, Grove, Lavallee, & Gordon, 1997). In addition, this decreased exploration of identity can limit athletes’ ability to demonstrate resilience, a trait Galli and Vealey (2008) and Fletcher and Sarkar (2012) identify as being critical to athlete success. While several universities have programming to aid in student-athletes’ identity development (Ohashi & Martin, in preparation), these programs typically target junior and senior student-athletes as they prepare to graduate. Delivering this message earlier is critical to ensuring that athletes find the opportunities that allow for successful life after sport. Therefore, the first workshop will focus on **identity development** with assessment of their personal strengths and weaknesses, exploration of past experiences and how they shaped their identity, and how positive characteristics in sport can transfer to other life domains.

Expected Learning Outcomes

- #1. Assess one’s own personal purpose, goals, motivation, strengths and weakness
- #2. Identify characteristics and assets of a healthy, balanced student-athlete
- #3. Identify barriers to a healthy student-athlete identity and ideas for overcoming those barriers
- #4. Explain how a healthy student-athlete identity will enhance resilience for the rocky road

Provided Documents

- Module 1 PowerPoint
- Values List
- Handout: Personal Timeline
- Handout: Dimensions of Wellness

Lesson Outline

1. Activity #1: **What are my Values?** (~15 minutes)
 - a. Warm up Activity: Present values list (included in Packet and PowerPoint). Provide time for student-athletes to select the 10 values they rate as most important and briefly journal on why they selected those values.
 - b. Part 2: Peer Reflection:
 - i. Once student-athletes have had time to journal about their 10 values, have them share those values with a partner. Prompt them to explain why they chose the values they selected.
 - ii. Next, have student-athletes discard 5 of the 10 original values. Once student-athletes have a list of 5 values, have them pair up with someone new and share why they chose those 5 values.
 1. Discussion prompt: Do these five values summarize you well?
 - iii. Finally, have athletes discard four more values (this should leave them with a single value). Again, ask student-athletes to pair up with a new partner and discuss why they chose their final value.
 - c. Class discussion: Have student-athletes come back as a group and lead a discussion that explores the activity.

- i. Questions to guide the discussion:
 1. What was it like giving up some values as you moved through the exercise?
 2. Was it harder to move from 10 to 5 values or from 5 to 1 value?
 3. Are you happy with the value you were left with in the exercise?
 4. From what sources did you learn your values?
 5. Can you provide an example of when your values guiding in your decision-making process or engaging in some behavior?
 - d. We want student-athletes to begin to think that our values can set a foundation for our behaviors and each individual's past experiences shape what we value. Further, values can come from sport or other domains, but they all influence each other in our actions.
- 2. Activity #2: **Who are you within and beyond your sport?**
 - a. Part 1 – Individual Reflection: Give each student-athlete the Personal Timeline Handout. Have them list at least 5-6 examples of the most significant events in their life up to this point. Encourage them to include both sport and non-sport examples in their list.
 - i. Use the Video embedded in the PowerPoint as an example of the timeline activity.
 - b. Part 2 – Peer Interaction: After they have created their timeline, have student-athletes pair up to conduct an interview. Instruct student-athletes that one person will share about their life for 5 minutes and then they will switch roles.
 - i. Have one student-athlete explain each of the significant life events to their partner. They should include the following information for each event.
 1. What happened?
 2. What did you learn (good or bad)?
 3. How did the event change you/your viewpoint?
 - ii. Have the listener ask any questions about the event.
 1. Once 5 minutes are up, have the student-athletes switch roles and do a second round of interviews with the same prompts.
 - c. Discussion/Reflection from Activity (~15 minutes)
 - i. Questions to pose in either large or small discussion groups.
 1. In your timeline, how many events were positive and how many were struggles that you overcame?
 2. In which domain (sport, academic, family, peers or significant relationships) did significant events most frequently occur?
 3. What values from the previous activity aligned with the significant events you listed? How did your values influence how you reacted?
 - a. Did values influence the significant events?
 - b. Did you learn your values from significant events?
 - ii. As a facilitator, try to have students reflect on the fact that significant events can come from both successes and failures. Spend more time in the discussion on overcoming challenges or developing strengths than on the failure or negative event itself.
 - iii. Take home ideas:
 1. We can learn significant lessons from success, but we often learn significant lessons from failure, challenges, or struggle
 2. We should begin to conceptualize that not all adversity is bad – if a lesson is learned or personal growth is achieved it is helping you on your path to success.

- d. Draw timeline on board that shows how long they will be in college in scheme of their own life.
 - i. Everyone has a large number of significant experiences that have led up to this point, but each of you are at the beginning of your story. We need to begin to decide how these next four years, which will be a blink of an eye, will shape you for the next 60 years of life.
 - e. How can the experiences you have gone through previously transfer/impact similar experiences you might experience in college
 - i. Highlight transfer piece – overcoming adversity in sport to school or vice versa
 - ii. You are more than your sport, but you take pieces of you to each domain and not realizing that each influences the other loses the values of the experiences.
3. Activity 3: What are the characteristics of a balanced student-athlete? (~15 minutes)
- a. Group brainstorm question:
 - i. What life domains will you have to balance over the next 4-5 years?
 - b. PowerPoint slides
 - i. Provide examples of student-athletes domains they will be in over the next few years.
 - c. YouTube Video:
 - i. Video clip of Torrey Smith “Dear Football”
 - 1. Two time Super Bowl Champion still views himself as more than a football player.
 - 2. Everyone will retire sometime – how are you preparing for the transition now?
 - d. Introduce the Domains of wellness (handout).
 - i. Briefly explain the 8 domains of wellness
 - ii. Prompt student-athletes with the following questions (on PowerPoint):
 - 1. What do we mean when we talk about achieving balance?
 - 2. Are you focusing some time on each of these domains?
 - 3. Which domain is the easiest to lose in this process?

Final Thoughts

- 1. Brief Recap/Summary: Healthy, Student-Athlete Identity = Resilience for the Rocky Road
 - a. Values should drive our behavior. Our values come from a variety of sources and experiences and should help us in times of adversity and challenge.
 - b. Student-athletes should reflect on major life events and begin to transfer lessons learned in one domain to others that are relevant. Only through guided transfer will we become a well-developed individual.
 - c. A balanced student-athlete identity is able to help them move through challenging situations in any domain. If too much of our identity is wrapped into one domain, when that domain experiences challenge, a significant imbalance might occur.
 - d. Student-athletes should begin to think about how they are going to develop athletically, academically, personally, and socially over the next 4-5 years of college. Have them begin to plan actionable items they can achieve to keep a well-rounded identity as much as possible during their time at Boise State.
- 2. Checkout: Begin to plan for the rest of your life
 - a. Best time to plan is yesterday. Second best time to plan is right now.

- b. Have students begin to think about what their next 5 years will look like in terms of athletics, academics, personal, and social domains. Then have them think about how these domains align with the 8 dimensions of wellness.
 - i. Have student-athletes create at least one goal for 4 of the dimensions of wellness that they will work toward over the next year.

Homework

1. Discussion Board Prompt
 - a. Think of three challenges you will face in becoming a better-rounded student-athlete during your time at Boise State University.
 - i. Name those challenges
 - ii. Provide ideas for how you will attempt to overcome the challenge
 - iii. Describe how having a well-rounded identity will help/hinder you during this challenge
2. Complete the **Coping Skills Scale**

Values for Activity #1

Achievement	Excellence	Open Mindedness	Self-Knowledge
Advancement	Excitement	Order	Self-Respect
Adventure	Facts/Data	Passion	Service
Alone Time	Fairness	Peace	Social Responsibility
Ambition	Fame	Personal Growth	Spirituality
Appearance	Family	Potential	Stability
Authenticity	Family Happiness	Power	Structure
Balance	Freedom	Play	Sustainability
Beauty	Friendship	Pleasure	Teamwork
Being	Fun	Positivity	Thinking
Belonging	Growth	Problem Solving	Time
Change	Harmony	Prosperity	Tolerance
Collaboration	Health	Purpose	Tradition
Community	Helping	Risk	Travel
Competitiveness	Inner Harmony	Recognition	Trust
Conformity	Integrity	Rejuvenation	Wealth
Contribution	Knowledge	Relaxation	Wisdom
Courage	Learning	Resolving Conflict	Work
Creativity	Loyalty	Respectfulness	Work Life Balance
Curiosity	Moderation	Romance	
Economic Security	Money	Routine	

PERSONAL TIMELINE

Name:

Instructions: Identify the most significant events in your life for each of the following times

- Identify a mixture of sport and non-sport events for each section

Junior High

Freshman Year of High School

Junior Year of High School

Senior Year of High School

Today

Dimensions of Wellness

Social

Developing a sense of connection, belonging, and a well-developed support system. Make at least one social connection daily, seek advice from peers or support groups and foster healthy relationships.

Financial

Satisfaction with current and future financial situations. Make it a point to understand your finances, establish good financial habits and plan for the future.

Emotional

Coping effectively with life and creating satisfying relationships. Listen to your feelings and express them to people you trust to maintain a positive outlook.

Intellectual

Recognizing creative abilities and finding ways to expand knowledge and skills to foster curiosity. Be open to new ideas, insights, and wisdom.

Occupational

Personal satisfaction and enrichment from things you are passionate about, whether it is through work, school, or volunteering.

Environmental

Good health by occupying pleasant, stimulating environments that support well-being. A positive environment has a calming effect and should also be a place where you are safe.

Physical

Reduce your risk of many illnesses by increasing activity levels according to your abilities, getting restful sleep at night, choosing healthy and balanced foods, and exploring ways to reduce stress and increase energy levels.

Spiritual

Expanding a sense of purpose and meaning in life. Enhance your connection to self, nature, and others to bring balance and peace in your life. Take time to discover what values and beliefs are most important to you.

Week 2 - “Coping with bumps along the road”

Overview and Rationale

One especially critical factor in how student-athletes manage stress effectively is their method of coping. Stress is inevitable in the life of a college student (Brown, 1992) and failure to cope effectively with stress may lead to short- and long-term issues (Chang, 2006; Hudd et al., 2000). The most common coping models distinguish between problem-focused and emotion-focused coping strategies (Lazarus & Folkman, 1984). Problem-focused coping refers to efforts that identify and solve a problem while emotion-focused coping decrease emotional distress and are utilized when the problem cannot be modified. Both types of coping are especially important for student-athletes, but emotion-focused coping is especially critical for resilience as effective cognitive appraisal and psychological response to stress have been shown to facilitate resilience (Fletcher & Sarkar, 2012). The second workshop will focus on athletes' self-assessment of their coping style preferences, expose them to varied coping strategies, and aid in creating a specific coping plan for when stress occurs in both academics and sport.

Expected Learning Outcomes

- #1. Summarize and provide examples of problem- and emotion-focused coping for sports, school, and other life contexts
- #2. Demonstrate several specific coping strategies
- #3. Create a personal coping plan with specific examples of various coping mechanisms from both coping categories
- #4. Explain how a coping strategies enhance resilience for the rocky road

Provided Documents

- Module 2 PowerPoint
- Handout: My Five Coping Strategies Worksheet
- Role Play Scenarios for Coping Strategies
- List of Example Coping Strategies

Lesson Outline

1. Review from previous module (~10 minutes)
 - a. Warm up:
 - i. What steps did you take to move closer to the four goals you set last week?
 - ii. What barriers did you encounter in moving toward achieving your goals?
 - iii. What steps did you take to overcome any of those barriers?
 - b. Small group discussion – into whole class discussion: What are the barriers in becoming a better-rounded student-athlete during your time at Boise State University
 - i. Have small groups talk about the barriers they identified and discuss commonalities or differences in small groups.
 - ii. After providing sufficient time for small groups to discuss, ask groups to share one of the barriers they discussed. After the group provides the barrier, including a definition or explanation if needed, ask the rest of the class how many groups also had that barrier.
 - iii. Keep asking groups to share until all of the barriers have been identified from the groups.
 - iv. Transition to stress:

1. Example script: "All of you have to deal with a variety of things every day which cause you stress. Today we are going to talk about stress and how you can deal with that stress in your own life."
2. Activity #1: What is stress?
 - a. Have athletes begin by answering these questions one by one.
 - i. Think back to your senior year in high school, what was the biggest stress in your life then?
 - ii. In your life right now, what are you stressed about in your own life?
 - iii. What are you doing about your stress right now?
 - b. Ask students to define stress. (What is stress?)
 - i. Provide the definition "A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances."
 - c. Ask students to share some of the stressors they identified earlier in the warm up.
 - i. Share video "What is stress?"
 - d. Ask students "Why should we care about stress?"
 - i. We all encounter stress in some way every day. Our ability to cope with stressful situations will largely impact the outcomes from those stressful situations.
3. Activity #1: Case Study Coping Situations Part 1
 - a. Rationale: Every student-athlete will encounter barriers, challenges, or something they must cope with at some time in their university career. It is important to begin thinking about how they might cope in these situations
 - b. Have student-athletes create groups of 4-5. Each group will review and create a plan on how to cope for two case-studies. During each rotation, groups should create a coping plan. These rotations should be ~5 minutes each, with 5 minutes allowed for discussion after completion.
 - c. Scenario #1: Coping with no external information (~5 minutes)
 - i. Ask student-athletes to briefly discuss the scenario and talk about **at least 5 ways** they would cope in that situation. The first round is done without explaining coping style definitions or rationale for when to use each type of coping style.
 1. Scenario 1A: You are excited to be playing for the Broncos, but the first few weeks have been stressful with adjusting to the new and higher level of play. You constantly are worried about how you are playing and stressing that you are not doing enough for the team.
 2. Scenario 1B: Your time on campus started really well. However, recently you feel that your head coach is singling you out whenever he feels like he/she needs to make a point to the team. Additionally, he seems to yell at you whenever you make a mistake in practice and competition.
 - a. After groups come up with coping strategies, have several of the groups share one coping strategy and see how many of the groups had similar responses.
4. Mini lecture: Coping
 - i. What is coping?
 - ii. There are two main types of coping: Problem Focused and Emotion Focused.
 1. Problem-focused - Cognitions and behaviors aimed at managing or altering the problem

2. Emotion-focused - Cognition or behaviors directed at regulating our emotional responses to the problem
 - iii. Why do we use each of these? When should we use each of them?
 1. Point to emphasize – We need to select the best type of coping for the situation and emotion focused coping skills can be behavioral as well (going for a run)
5. Activity #1: Case Study Coping Situations Part 2
- a. Scenario #2: Coping after problem- and emotion-focused examples provided
 - i. Provide student-athletes with the example coping strategies (each group should receive a stack of coping strategies included in this document). Encourage athletes to sort these into two groups: Emotion- and Problem-Focused coping.
 1. As a facilitator, go around and help if any groups struggle with any of the aspects.
 2. Discuss that some coping examples (talking to a teammate) can be either problem or emotion-focused depending on what sort of support you are asking for from them. For example, if you are asking them to listen to you and provide emotional support it is most likely emotion-focused coping and if you are asking them to help solve the problem (i.e., extra practice, tutoring) you are utilizing problem-focused coping.
 - ii. After sorting activity and discussion, provide student with two new scenarios and have students come up with 5 new strategies for coping.
 1. Scenario 2A: Academics are very important to you. Recently though, you got a project grade back (it's a huge part of your final grade) and you did not do how you wanted to do. This means you might not get the final grade you hoped.
 2. Scenario 2B: Your time as a Boise State Bronco has been outstanding. Recently though, you feel like you have been losing touch with your high school friends who you were extremely close with beforehand. In fact, one of them recently told you that you “had changed” and were now acting like you were better than them.
 - b. Discussion points:
 - i. Did you use mostly emotion or problem-focused coping? What made you choose those coping strategies?
 - ii. Did you tend to choose things alone or with someone else? (individual vs social coping)? What made you choose doing things alone or in a group?
 1. Get athletes to begin to think of group coping even with individual problems, especially with the resources they have available.
 - c. Scenario #3: My Five Coping Scenarios (~10 minutes)
 - i. Thinking about all the ways of coping discussed so far, list 5 strategies in how you coped/will cope in this situation.
 1. What is a challenge you have experienced in your life and how did you cope with it?
 2. What is a challenge you expect to face and what are your goals for coping? How will you address the situation in the future?
 - a. Encourage them to think beyond the coping card strategies.
 - ii. Discussion points:

1. In the experience that you coped with previously, if you had used different coping strategies would you have had a better outcome?
2. Are you using a balance of Problem- and Emotion-Focused coping strategies?
3. Are you incorporating coping alone or are you utilizing others in your coping strategies?

Final Thoughts

1. Brief Recap/Summary: Coping = Resilience for the Rocky Road
 - a. We will all encounter challenges, but how effectively we cope with challenges will dictate success/failure and growth/stagnation
 - b. We need to think about what type of coping is most effective for each situation and adjust our coping skills as needed
 - c. The more effectively we cope with obstacles, the more likely we will be to demonstrate resilience in those situations.

Homework

1. Journal Prompts
 - a. At least once in the last week, when you are confronted by a challenging situation, reflect on how you coped with that situation?
 - i. What coping strategies did you use that you learned in class?
 - ii. In terms of your coping strategies, what worked, what didn't and how or why did they work?
 - iii. Who was a part of your coping process, if anyone? How?
 - iv. What lessons can you learn from this challenging experience moving (think big picture)?
2. Complete the **Desired and Received Social Support Scales**

Coping with bumps along the Road

1. Challenge you have experienced

My Five Coping Strategies

1.

2.

3.

4.

5.

2. Challenge you expect to face

My Five Coping Strategies

1.

2.

3.

4.

5.

Scenario 1A:

- You are excited to be playing for the Broncos, but the first few weeks have been stressful with adjusting to the new and higher level of play. You constantly are worried about how you are playing and stressing that you are not doing enough for the team.

Scenario 1B:

- Your time on campus started really well. However, recently you feel that your head coach is singling you out whenever he feels like he/she needs to make a point to the team. Additionally, he seems to yell at you whenever you make a mistake in practice and competition.

Scenario 2A:

- Academics are very important to you. Recently though, you got a project grade back (it's a huge part of your final grade) and you did not do how you wanted to do. This means you might not get the final grade you hoped.

Scenario 2B

- You know that being a Boise State Bronco is awesome, but this week you have felt like you really are missing home. Your mom's birthday was last week and you saw pictures of your whole family celebrating when you were here. You have noticed that you are missing home more than you thought you would when you first got here.

Withdraw (Not talk to anyone)	Seek advice to make a decision	Listen to music	Avoid it	Start a fight	Take a shower
Write about it	Walk the dog	Be positive about how it will turn out	Tell my friends on Facebook	Put off having to do it	Blame someone else
Do risky things	Eat junk food	Ask for help	Blame myself	Talk to someone	Find new friends

Plan to do something different	Put it in perspective	Complain	Go and see a favorite person	Meditate	Work harder
Stay up late	Play computer games	Set goals	Drink Alcohol	Pray	Look up information and advice
Plan out my schedule	Sleep more/less	Go out with my friends	Problem solve	Pretend it's all ok	Cook something

See it as a challenge	Be grateful	Go shopping	Take a day off	Cry	Call friends
Watch TV	Do nothing	Have a laugh	Draw/paint	Exercise	See a counselor
Prioritize and break the problem down	Practice/ Prepare	Call a helpline			

Student-Athlete Survey - Coping Preferences Survey

Assessing My Problem-Focused Coping Strategies and Behaviors	
<p>Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.</p>	
Active Coping	0
I take additional action to try to get rid of the stressor. I concentrate my efforts on doing something about it. I do what has to be done, one step at a time. I take direct action to get around the stressor.	
Planning	0
I try to come up with a strategy about what to do. I make a plan of action. I think hard about what steps to take. I think about how I might best handle the stressor.	
Suppression of Competing Activities	0
I put aside other activities in order to concentrate on this. I focus on dealing with this stressor, and if necessary let other things slide a little. I keep myself from getting distracted by other thoughts or activities. I try hard to prevent other things from interfering with my efforts at dealing with this.	
Restraint Coping	0
I force myself to wait for the right time to do something. I hold off doing anything about it until the situation permits. I make sure not to make matters worse by acting too soon. I restrain myself from doing anything too quickly.	
Seeking Social Support for Instrumental Reasons	0
I ask people who have had similar experiences what they did. I try to get advice from someone about what to do. I talk to someone to find out more about the situation. I talk to someone who could do something concrete about the stressor.	
Seeking Social Support for Emotional Reasons	0
I talk to someone about how I feel. I try to get emotional support from friends or relatives. I discuss my feelings with someone. I get sympathy and understanding from someone.	

Assessing My Emotion-Focused Coping Strategies and Behaviors	
Instructions: There are lots of ways to try to deal with stress. This questionnaire asks you to indicate what <i>you</i> generally do and feel, when <i>you</i> experience stressful events. Obviously, different events bring out somewhat different responses, but think about what you <i>usually</i> do when you are under a lot of stress. Please rate each item using a 1-5 scale.	
Acceptance	0
I learn to live with it. I accept that this has happened and that it can't be changed. I get used to the idea that it happened. I accept the reality of the fact that it happened.	
Focus on and venting of emotions	0
I get upset and let my emotions out. I let my feelings out. I feel a lot of emotional distress and I find myself expressing those feelings a lot. I get upset and am really aware of it.	
Denial	0
I refuse to believe that it has happened. I pretend that it hasn't really happened. I act as though it hasn't even happened. I say to myself "this isn't real".	
Behavioral Disengagement	0
I give up the attempt to get what I want. I just give up trying to reach my goal. I admit to myself that I can't deal with it and quit trying. I reduce the amount of effort I'm putting into solving the stressor.	
Mental Disengagement	0
I turn to work or other substitute activities to take my mind off things. I go to movies or watch TV, to think about it less. I daydream about things other than this. I sleep more than usual.	
Positive Reinterpretation and Growth	0
I look for something good in what is happening. I try to see it in a different light, to make it seem more positive. I learn something from the experience. I try to grow as a person as a result of the experience.	

Week 3 - "Who's got my back?"

Overview and Rationale

An athlete's ability to identify their social support and engage in the process of cultivating healthy relationships is critical to managing stress and demonstrating resilience in stressful situations. In fact, in a recent review of both the occupational and sport settings, Bryan, O'Shea, and MacIntyre (2017) found that support was the most highly cited psychological resource associated with the resilience process. If athletes perceived high levels of social support, they were more apt to have a facilitative response to stress (Fletcher & Sarkar, 2012). Additionally, a recent study indicated that the support type athletes received (e.g., informational, emotional, and esteem) accounted for unique variance in athletes' satisfaction with coaches and their own sport experiences. In the third workshop, student-athletes will identify the various types of social support that exist, self-assess their own support networks, and produce a plan on how to use those networks when they encounter stressful situations.

Expected Learning Outcomes

- #1. Identify the various types of social support and recognize effective verbal and non-verbal communication for sports, school, and other life contexts
- #2. Assess preferences for social support and social support strengths and weaknesses
- #3. Create a plan on ways to supplement their own social support networks with specific examples

Provided Documents

- Module 3 PowerPoint

Lesson Outline

1. Review from previous module (~5 minutes)
 - a. Warmup
 - i. Briefly reflect on something that you had to cope over the past week.
 1. How did you cope with the challenge? What went well/what did not? Did you try something new?
 - a. How did you cope with the challenge?
 - b. Did you try anything new?
 - c. What helped or didn't help?
 - d. What were the outcomes of your coping strategies?
 2. Did you cope at an individual or social level?
 3. Did you get what you needed from others you involved in your coping process? How?
 - ii. Discussion Point: Coping is not just for major life events, you are coping at all times and incorporating those skills is critical to coping when something major happens in your life. Resilience is not just for major life events.
2. Activity #1: Individual vs Social Resilience (~5 minutes)
 - a. Have all student-athletes stand up. Label one side of the room as "individual" and the other side of the room "community/social" (see PowerPoint) After each prompt, have students from each end of the spectrum (as well as the middle) share their perspectives in why they hold that view.
 - i. Ask student-athletes to move to the side of the room that is most important for developing and demonstrating resilience.

- ii. Example needs: exam help, relationship conflict, got injured in practice, moving to a new house/city, a bad game/match/race
 - b. YouTube video Segment
 - i. Supporting Resilience (https://www.youtube.com/watch?v=eHyv_LFXkVU)
- 3. Mini Lecture: Social Support Types (~10 minutes)
 - a. Informational support

Provide factual information or advice about a problem. Behaviors such as suggesting the best doctor or providing advice about coping with infertility constitute informational support. Getting the information you need from a professor
 - b. Emotional support
 - i. Express interpersonal solidarity and allowing people to vent negative affect. For example, emotional support is communicated when people are encouraged to express their feelings or when support providers state they love or care for a support seeker.
 - c. Esteem support
 - i. Centered on enhancing people's self-worth. Messages that express respect or admiration for people's attributes or abilities exemplify esteem support. A teammate telling you that you're great at your sport, even if you didn't have the best race/match/game.
 - d. Network support
 - i. Expand people's social resources, often by initiating interpersonal contacts. Integrating distressed people into social activities and establishing connections with unknown acquaintances exemplify network support. Finding groups and organizations on campus to find similar others.
 - e. Tangible (instrumental) support
 - i. Provide practical aid to improve people's lives. Support providers may lend someone money, help around the house, or drive people on errands as forms of tangible support.
- 4. Activity #2: Role Play support seeking/providing in difficult times (~10 minutes)
 - a. Role Play Scenarios. Have student-athletes think about each scenario and write what they would like someone to do or say to them in the situation on a sticky note. Place the sticky note on the matching support type posters placed around the room. At each spot, have groups discuss and record the reasons they selected this type of support and then share to the rest of the class their response.
 - i. Scenario #1: "My roommate is so upset with me because I didn't clean up after the party last night."
 - ii. Scenario #2: "I'm so bummed. My partner broke up with me for no reason. I gotta figure out how to get him/her back."
 - iii. Scenario #3: "I can't believe I lost my starting spot. It seems so unfair."
 - b. As groups share, note differences and similarities between groups. Other specific questions to ask:
 - i. Did you use different support strategies? Why/Why not?
 - ii. Did you choose a type of support you are most comfortable providing? Why/why not?
 - iii. Why is it important to understand the type of support that is needed, even if it isn't the kind that comes most naturally to us (in seeking and providing)?

- c. Video Reflection – It’s not about the nail (<https://www.youtube.com/watch?v=-4EDhdAHRog>) (~5 minutes)
 - i. What type of support was she expecting?
 - ii. What type of support was he giving?
 - iii. What was the consequence for both sides?
5. Activity #3: Support in positive situations (~15 minutes)
- a. Overview of Response Types that apply primarily to emotional and esteem support
 - i. Active-constructive response - I am even more happy and excited than he/she is
 - ii. Passive-constructive response - I try not to make a big deal out of it but I am happy for my teammate
 - iii. Active-destructive response - I remind my teammate that most good things have their bad aspects as well
 - iv. Passive-destructive response - I often seem disinterested
 - b. Have student-athletes create the four different response types for each of the positive scenarios on their own.
 - c. Role Play Positive Scenarios: Friend comes to tell you they...
 - i. You got a starting spot on your team and were chosen over your best friend.
 - ii. You got a high score on a test that you and your teammate both took (and s/he did not).
 - d. Class Discussion
 - i. Who responded to you in the different ways?
 - ii. What was the effect?
 - iii. Which responses came most naturally? What was difficult?
 - iv. How would these responses impact your relationship?
 - 1. How responses are provided can impact reception of ideas. Sometimes just as important for how you say something to what you say.
6. Small Group Discussion (~5 minutes): What individuals/groups on or off campus do you currently get support from and what type of support do you get from each of them?
- a. Provide resources on campus and identify what type of support each typically provides.
 - i. See PowerPoint slides for examples

Final Thoughts

- 1. Brief Recap/Summary: Social Support → Resilience for the Rocky Road
 - a. Not all types of social support are the same and each situation requires an analysis of what type(s) are most appropriate
 - b. How you provide feedback is as important as what the content of the feedback is for relationship quality
 - c. Reflect on where you currently are receiving support, what types you are getting, and where you need to find more information.
- 2. Checkout:
 - a. Think about your desired and received support surveys
 - i. What types of support do you think you desire most?
 - ii. What types of support do you think you receive most?
 - iii. Where do you think your desired and received (mis)match?
 - b. Where is one place you can find support in the next week?
 - i. Go there, collect information, and bring it next week

Homework

1. Complete the **Leadership in Sport Scale**
2. Choose one of the resources from the list and get information from them. Write a brief reflection on when you might use the resource and what type of support you would receive from them.

Student-Athlete Survey - Assessing Desired Social Support

Assessing My Desired Types of Social Support	
<p>Instructions: We are interested in learning what support you desire from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you desire from these significant others. For each of the items below, please indicate how much of each behavior you desire from these significant others using a 1 (Not at all Desirable) to 5 (Strongly Desirable).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Student-Athlete Survey - Assessing Received Social Support

Assessing My Received Types of Social Support	
<p>Instructions: We are interested in learning what support you receive from significant others in your lives (e.g., coaches, class/teammates, professors, parents). We want to know what is important and what kind of things you receive from these significant others. For each of the items below, please indicate how much of each behavior you receive from these significant others using a 1 (Not at all received) to 5 (Receive frequently).</p>	
Emotional Support	0
<p>Telling you that they love you and feels close to you.</p> <p>Expressing understanding of a situation that is bothering you, or disclosing a similar situation that they experienced before.</p> <p>Comforting you when you are upset by showing some physical affection (e.g., hugs).</p> <p>Promising to keep problems you discuss in confidence.</p> <p>Providing you with hope or confidence.</p> <p>Expressing sorrow or regret for your situation or distress.</p> <p>Offering attentive comments when you speak.</p>	
Esteem Support	0
<p>Expressing esteem or respect for a competency or personal quality of yours.</p> <p>Telling you that you are still a good person even when you have a problem.</p> <p>Trying to reduce your feelings of guilt about a problem situation.</p> <p>Asserting that you will have a better future than most people will.</p> <p>Expressing agreement with your perspective on various situations.</p> <p>Telling you that a lot of people enjoy being with you.</p> <p>Assuring you that you are a worthwhile person.</p>	

Network Support	0
<p>Offering to provide you with access to new companions.</p> <p>Offering to do things with you and have a good time together.</p> <p>Connecting you with people whom you may turn to for help.</p> <p>Connecting you with people whom you can confide in.</p> <p>Reminding you of the availability of companions who share similar interests or experiences with you.</p> <p>Offering to spend time with you to get your mind off something (chatting, having dinner together, going to a concert, etc.).</p> <p>Helping you find the people who can assist you with things.</p>	
Informational Support	0
<p>Giving you advice about what to do.</p> <p>Analyzing a situation with you and telling you about available choices and options.</p> <p>Helping you understand why you did not do something well.</p> <p>Telling you whom to talk to for help.</p> <p>Giving you reasons why you should or should not do something.</p> <p>Teaching you how to do something that you don't know how to do.</p> <p>Providing detailed information about the situation or about skills needed to deal with the situation.</p>	
Tangible Support	0
<p>Offering to lend you something (including money).</p> <p>Taking you to see a doctor when you don't feel well.</p> <p>Taking care of your domestic chores when you are feeling ill due to a cold.</p> <p>Doing laundry or cooking for you while you are preparing for an important task.</p> <p>Joining you in some activity in order to alleviate stress.</p> <p>Expressing willingness to help you when you are in need of help.</p> <p>Offering to help you do something that needs to be done.</p>	

Week 4 - "Focus on the road ahead"

Overview and Rationale

Coaches and athletes identify leadership as one of the most important life skills athletes should acquire and develop for sport and life success (Gould, Chung, Smith, & White, 2006). It is problematic, however, that coaches frequently identify poor leadership as a problem among adolescent athletes today, and many young athletes believe that they are not provided opportunities to exercise advanced leadership skills in the high school sport setting (Gould et al., 2006; Voelker, Gould, & Crawford, 2011). In the final workshop, student-athletes will reflect on and develop their personal leadership style and approach. They will identify explicit (e.g., ask for recommendations from coaches) and implicit (e.g., learn from role-modeling from teammates/peers) leadership development opportunities, while acknowledging both successes and challenges to provide a roadmap for navigating adverse times with resiliency. This workshop will culminate in the creation of a four-year plan for developing a resilient leadership mindset while also recognizing potential barriers to the development of leadership skills.

Expected Learning Outcomes

- #1. Define effective leadership and its application in sports, school, and other life contexts
- #2. Assess one' own leadership strengths and weaknesses
- #3. Identify opportunities to develop leadership as well as barriers that may exist
- #4. Explain how effective leadership will enhance resilience for the rocky road

Provided Documents

- Module 4 PowerPoint
- Handout: Leadership Worksheet

Lesson Outline

1. Review from previous module (~5 minutes)
 - a. Warm up
 - i. Think about the leader who has had the largest impact in your life.
 - ii. Who was that individual? What context?
 - iii. What differentiated them from other leaders?
 - iv. What did they do that made them a great leader?
 - v. How did they interact with you (what behaviors)?
 - vi. How did they make you feel?
2. Activity #1: What is leadership? (~15 minutes)
 - a. Have each group create a definition of leadership and then share out to the larger group.
 - b. Once groups have shared their definitions of leadership, discuss the definition provided on the PowerPoint slide.
 - i. Northhouse defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal".
 - ii. Explain the key components of the definition for student-athletes
 1. Process – leadership is not just a singular action or event; instead leadership is a process that takes work and consistently is evolving.
 2. An individual influences a group of individuals – a leader cannot lead without a group and therefore, leaders need to consider how best to interact with the group they are involved with at that time.

3. Achieve a common goal – leaders need to know the groups goals and then work to help the group achieve those goals.
 - iii. Have athletes explore commonalities that existed in their own definitions and the Northhouse definition. What differences were there? Are there other aspects of leadership that weren't mentioned by students or in this definition?
 - c. Introduce the concepts of personal and athletic leadership to the group.
 - i. Personal leadership - Leadership of the self. The ability to define a direction for your leadership and life, and to move in that direction with consistency and clarity.
 - ii. Athletic Leadership - Occupying a formal or informal role within a team and influencing team members to achieve a common goal.
 - d. Key discussion point: Every person on the team, no matter what age or position, can demonstrate personal and athletic leadership to help the team achieve their goals. You do not have to be a formal leader to be a leader on the team.
3. Activity #2: What do leaders do (or what should they do)? (~20 minutes)
- a. Have groups brainstorm the activities/roles that leaders should do/take on their team. After providing them sufficient time in creating a list, allow groups to share out what leaders do. As they share, on select roles, have student-athletes indicate if they have someone on their team who currently fills that role.
 - b. Once they have finished sharing lists, indicate that research has shown that leadership roles typically fit into four categories:
 - i. Task leader - A task leader is in charge on the field; this person helps the team to focus on our goals and helps in tactical decision-making. Furthermore, the task leader gives his/her teammates tactical advice during the game and adjusts them if necessary.
 - ii. Motivational leader - The motivational leader is the biggest motivator on the field; this person can encourage his/her teammates to go to any extreme; this leader also puts fresh heart into players who are discouraged. This leader steers all the emotions on the field in the right direction in order to perform optimally as a team.
 - iii. Social leader - The social leader has a leading role besides the field; this person promotes good relations within the team and cares for a good team atmosphere, e.g., in the dressing room, in public or on social team activities. Furthermore, this leader helps to deal with conflicts between teammates besides the field. He/she is a good listener and is trusted by his/her teammates.
 - iv. External leader - The external leader is the link between our team and the people outside; this leader is the representative of our team for the athletic department, university and community. If communication is needed with individuals or groups outside of the team, this person will take the lead.
 - c. Ask students to identify which of the four roles they feel they are most comfortable filling. They should not feel like they need to do all of these roles and responsibilities. In fact, a research study with over 3,000 athletes indicated that only 2% of athletes identified a single person who filled all four of these roles (Fransen, Vanbeselaere, De Cuyper, Vande Broek, & Boen, 2014).
 - i. Key take away: Everyone can add to the team in some way, and no one person should feel as if they have to do everything in terms of leadership.

4. Activity #3: Class Discussion: Leadership as a process – we must first lead ourselves. Leadership skills developed in one context can be used in multiple others. (~10 minutes)
 - a. Have athletes think about the roles they can fulfill for the betterment of the team as well as what roles they fill in other domains (e.g., family, class, social group).
 - b. Optional Video – Leadership Lessons from Dancing Guy (<https://www.youtube.com/watch?v=fW8amMCVAJQ>)
 - i. Debrief questions:
 1. Are you comfortable being the first to a movement and possibly looking foolish?
 2. Why is the first follower so critical to a movement?
 3. If you are a leader, how can you support the followers so your movement expands?
 4. What things are you doing that are either leading or supporting a movement that you believe in?

5. Activity #4: Worksheet: Obstacles to leadership and ways leaders can build resilience (~10 minutes)
 - a. Have students complete the following worksheet individually. After providing them with enough time to complete the worksheet individually, have them share in small groups, and then out to the larger group.
 - b. Prompts with common responses below:
 - i. What are the barriers and challenges to you developing as a leader?
 1. Thrown in the deep end without training
 2. Being a leader to older teammates
 3. Perception that freshmen aren't experienced
 4. Overstepping boundaries
 5. Not knowing where to start
 6. Lack of Confidence
 7. Controlling Coach
 - ii. How have leaders/coaches helped you build resilience?
 1. Lead by example
 2. Foster a sense of purpose
 3. Promote a sense of control and confidence
 4. View challenge as an opportunity
 5. Encourage connections on the team
 6. Display optimism
 7. Encourage adaptability
 8. Develop team strengths
 - iii. What are some specific actions you will take to grow as a leader moving forward?
 1. Meeting with coach one on one
 2. Practicing speaking in front of a mirror
 3. Leading by example
 4. Asking teammates who are struggling on a drill how I can help
 5. Mentoring younger athletes

Final Thoughts

1. Brief Recap/Summary: Leadership → Resilience for the Rocky Road
 - a. Every student-athlete, regardless of experience, athletic skill and year, can act and grow as leader.
 - b. You should view leadership as an ongoing process of development. Your first-year is a critical stage in that development. Leadership should not be viewed as a label that a senior student-athlete gets bestowed upon them. That is, you should view leadership, as a key component of your student-athlete identity that you can develop to help you navigate the adversity and challenges that you will experience as a student-athlete.
 - c. We challenge you to act as a leader by identifying the role/s that best suits you and your environment. While doing this, your goal should be to develop a guiding philosophy to lead yourself and lead others with integrity and purpose. Doing so, you will exhibit effective leadership skills and develop a leadership mindset for success in athletics, academics, and life.

2. Checkout
 - a. Do you identify more as a...
 - i. Task Leader
 - ii. Motivational Leader
 - iii. Social Leader
 - iv. External Leader
 - b. Indicate at least one way you will grow in one of the leadership domains this year.
 - c. This year, I will take initiative in my leadership development by:

Homework

1. No homework

1. What are the barriers and challenges to you developing as a leader?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

2. How have leaders/coaches helped you build resilience?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

3. What are three specific actions you will take to grow as a leader moving forward?

- 1. _____

- 2. _____

- 3. _____
