

Navigating Life as a Student-Athlete

Phase 1: The purpose of this activity is to understand the pathways, including options and roadblocks, that currently exist for student-athletes.

Definition

Student-athlete: A student-athlete is a full-time or part-time student of a university or college who also participates in an organized and competitive athletic program offered by the school.

Goal of the student-athlete

As a student-athlete, your goal is two-fold: to play your sport at the highest level possible for as long as possible AND to get a college education.

Predict: What do you think are some of the challenges to navigating their role as a student-athlete?

Phase 2: College by the numbers

Congratulations! You've been admitted to a 4-year college of your choice as a student-athlete.

What is your sport? **Circle your sport on the list below:**

Football

Baseball/Softball

Hockey

Lacrosse

Basketball

Track

Soccer

You just chose your sport, now let's hope that sport pans out for you. Look at the chart on the next page to determine your sport & academic potential.

Read the explanation of your sport & academic potential. This potential will stay the same for all 4 years.

Sport	Sport Potential Value	Academic Potential Value	Explanation
Football	+3	-5	<p><u>Sport potential</u> determined by athletes' likelihood of going pro post-college.</p> <p><u>Academic potential</u> determined by the amount of time which is needed to invest in one's sport. The sport demand by extension limits one's ability to fully access the education.</p>
Basketball	+2	-5	
Baseball	+4	-3	
Track	0	-1	
Hockey	+5	-2	
Soccer	+3	-2	
Lacrosse	0	-2	

Now that you've determined your sport & academic potential, each team will work on your own to see how you make out year to year in terms of costs and surprises.

Have the oldest person in the group read the following section aloud to your group:

As we know, college isn't cheap. You will be getting a high quality education while also being given the opportunity to play your sport at a high level of competition - that does come with a financial cost. That cost remains fixed for each of the 4 years you will be enrolled in college.

Look at the chart on the next page.

Step 1: Record your sport and academic potential numbers in the chart below. That number stays the same for all 4 years.

Look at the rest of the chart. Your college costs are already plugged in because that is a fixed cost each year. College costs include the cost of tuition, room & board, books and food.

Have the youngest person in the group read the next section aloud to your group:

Step 2: It's time to see whether you won one of your team's coveted sports scholarships. The head coach (Mr. Cobbett/Ms. Shen) gets to decide who gets those scholarships. Roll the dice and ask the coach if you won a scholarship and what it will cover. (Here's hoping you get a full or partial scholarship!)

Step 3: Now you're going to roll the dice for the remaining 2 columns to determine your sport and academic surprises. With each roll of the dice, one member of your team will read out what led you to that number and then record the cost/gain in the appropriate column.

PLEASE DO NOT SKIP THIS STEP! You will be asked to reflect on which actions impacted your sports or academic career so you do need to know the written explanation behind the numbers.

Step 4: After you figure out your scholarships and surprises, work right to left and tally your yearly total at the end of each row. Once you have tallied all 4 years, figure out your grand total.

Year	Sport potential	Academic potential	College cost (tuition, room & board, books, food)	Scholarship opportunity	Sport <u>surprises</u>	Academic surprises	Yearly totals
	(Refer to chart above for potential.)	(Refer to chart above for potential.)	(This is a fixed cost annually.)	(Roll once - the coach will tell you what it means. Assuming no surprises, this number stays fixed for 4 years.)	(Different roll for each year. Teams must roll once for each of the 4 years. See explanation on handout.)	(Different roll for each year. Teams must roll once for each of the 4 years. See explanation on handout.)	(Working right to left, add each of the columns to see how you made out each year.)
First year			-3				
Sophomore year	(same as above)	(same as above)	-3				
Junior year	(same as above)	(same as above)	-3				
Senior year	(same as above)	(same as above)	-3				
Grand Total:							

Phase 3: Reflection (successes & challenges)

→ How did you make out?

→ How did your sport potential impact your overall gains/losses?

→ What types of “surprises” impacted your life as a student-athlete positively or negatively over your 4 years in college?

→ Given what you know about your sport, how likely are you to have options to continue playing your sport beyond college?

Phase 4: The student-athlete schedule

We've looked at one side of navigating college as an athlete. Now let's shift the focus to the daily life & schedule of the college athlete.

→ What's the hardest part about navigating sports & school for YOU when your sport is in season?

Athlete schedule (M-F in-season)

- Strength & conditioning (2 hours - AM)
- Team meeting (30-45 min)
- Review game film (30 min)
- Get ready in locker room/get taped at trainer (45 min)
- Practice (2.5-3 hours - PM)
- Dinner with team (30 min)

Student schedule (M-F in-season)

- Classes (3.5 hrs on M/W/F & 5 hrs on T/Th)
- Academic support center (2 hours)
- Homework (? extra hours)

Miscellaneous

- Shower (1-2x daily)
- Meals (2x daily)
- Travel time to/between/from classes
- Social life?
- Sleep?

Fill in the blank weekly schedule below with your student and athlete schedules. Each of the items on the schedules above must fit into your schedule daily.

WEEKLY SCHEDULE					
	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 AM					
7:00 AM					
8:00 AM					
9:00 AM					
10:00 AM					
11:00 AM					
NOON					
1:00 PM					
2:00 PM					
3:00 PM					
4:00 PM					
5:00 PM					
6:00 PM					
7:00 PM					
8:00 PM					
9:00 PM					
10:00 PM					

Discuss with your group: Is this a schedule YOU would want for 4 years? Why or why not?

→ What problems (if any) do you see with this schedule?

