Action Sports: Mental Health Implications for Adolescents

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Abstract

This study explored the immediate effects on youth participating in an action sports program focused on snowboarding. Drawing from a cognitive behavioral theory of mental health treatment, and the results of previous research on the beneficial effects of sporting activities on mental health, I tested two hypotheses, assuming that snowboarding may improve the self-concept and the resilience of participants. I implemented a one-group pretest-posttest design and tested the hypotheses using data collected with a self-report questionnaire administered to a convenience sample of youth aged 10 to 18 years ($N = 39$). Due to threats to internal and external validity, including the lack of a control group, it was not possible to provide a definitive answer to the question of what degree participating in snowboarding changed the self-concept and resilience of adolescents. The participants did not report a statistically significant increase in resilience ($p = .866$). Although the participants reported a statistically significant ($p = .048$) increase in self-concept, the effect size was small (Cohen's $d = .34$). Due to the small sample size, which was not representative of the population, this finding could not be generalized. Nevertheless, the observed improvement in the self-concept of the participants may have practical implications for counselors, mental health professionals, and social workers to encourage adolescents to participate in snowboarding. I recommend further research to overcome the weaknesses and limitations of this study.

Keywords: action sports, adolescent mental health, adventure sports, adventure therapy, extreme sports, resilience, resilience, self-concept, self-efficacy, snowboarding.

Chapter 1

The purpose of this study was to explore the immediate effects on self-concept and resilience among youth participating in an action sports program based on snowboarding. Increasing evidence has shown that participating in action sports can enhance the quality of life. This chapter explores the challenges youth face, the history of action sports, the current physical and emotional benefits of participating in action sports, and then focuses on whether snowboarding can increase resilience and self-concept among youth.

Biopsychosocial Challenges to Youth

The mental health of youth has been a significant public health issue (Power et al., 2020). According to the Committee on Adolescent Health (2020), one in five youth aged 9–17 years has a mental health diagnosis. Adolescence is a vital life stage accompanied by a variety of behavioral, cognitive, emotional, developmental, social, and physiological changes that put youth at a higher risk of destructive physical and emotional health behaviors (Kipke, 1999; Romeo, 2013; Siegel, 2014; Steinberg, 2008). Navigating through these behavioral and lifestyle transitions has been considered a cause of undesirable emotional and physical health outcomes among youth. Some of these causes could be related to vocational stresses, (Deb et al., 2015) poor eating habits, (Oddy et al., 2018) substance abuse, (Das et al., 2016), and social media consumption (Barry et al., 2017; O'Reilly, 2020). It is well known that stress, poor eating habits, and substance abuse are correlated with mental health symptoms (Das et al., 2016; Deb et al., 2015; Oddy et al., 2018). Reports show that almost one-half of high school students smoke, drink alcohol, and/or use illegal drugs by the time they graduate (Mann, 2011). Excessive

time on screens (computers, tablets, phones, TV, and video games) has been linked to high blood pressure, an increase in cholesterol, and obesity, which all carry over into adulthood (Herrick et al., 2016). Cyberbullying, which mainly occurs on social media, can lead to a heightened risk of developmental and psychological challenges and even suicide (Garett et al., 2016). One problem facing youth is obesity since it can lead to many health problems (McCurdy et al., 2010; Morrison et al., 2015; Robinson et al., 2018). From 2017 to 2018, the obesity rate increased to 19.3% among adolescents, according to the CDC (2020). The rates of obesity reached upwards of 25.6% among Hispanic children and 24.2% among Black children. According to the National Center for Health Statistics (2011), obesity has more than doubled among children and quadrupled in adolescents in the past 30 years. Asthma, diabetes, and vitamin D deficiency have also been on the rise in the past 20 years (McCurdy et al., 2010). Screen time has been documented as a cause of obesity in youth (Robinson et al., 2018). Youth are spending more of their free time inside on screens and a lot less time outside being active (McCurdy et al., 2010).

Not only are youth facing all of the problems elucidated above, during adolescence there is an influx of activity occurring in the neural circuits involving the neurotransmitter dopamine (Siegel, 2014). “Enhanced dopamine release causes adolescents to gravitate towards thrilling experiences and exhilarating sensations” (Siegel, 2014, p. 67). Steinberg (2008) added that the changes during puberty are “associated with a biologically-driven re-modeling of dopaminergic pathways” (p. 92), which increases the need for risk-taking in the presence of peers, which could lead to detrimental consequences. The need to feel accepted by peers during adolescence is

crucial, especially when youth are noticing changes to their self-concept while transitioning away from spending time with their immediate family (Chamberlain et al., 2021; MacPherson & Stirling, 2016). Adolescents who adequately navigate developmental milestones have been found to display higher degrees of moral reasoning and self-esteem. Youth who do not achieve these milestones typically have been found with higher degrees of reckless behavior and other social developmental challenges (Bruner, et al., 2014; MacPherson & Stirling, 2016). McCabe et al. (1991) found that the trek from adolescence to adulthood entails physical and psychological changes, impacting one's identity. In response, individuals must constantly re-assess their identity in accordance with these revisions, which is called identity formation. Identity formation includes individuals ascertaining their strengths and weaknesses regarding emotional intelligence, talents, passions, intellectual capabilities, physical characteristics, and life experiences that create an exclusive identity (Josselson, 1987). The transition through adolescence can be difficult, and these changes have the potential to develop into serious mental health concerns that can increase risk of suicide among youth. According to the Centers for Disease Control and Prevention (2020), suicide is the second leading cause of death among youth aged 10–14, and the third leading cause of death among adolescents aged 15–24.

Today's youth face a multitude of challenges. Many things help youth, such as therapy, faith-based activities, positive social support, and sports (Johnson, 2003). Traditional team sports have historically been a means for youth to feel connected to their peers, have a physical outlet, enrich their psychological well-being, and achieve a sense of identity (Callaghan, 2004; Chamberlain et al., 2021; Fox, 1999; Williams et al., 2002).

Therefore, the current study explored whether individual action sports could have similar psychological results to traditional team sports. The following sections examine the literature surrounding action sports enhancing mental health and whether action sports can decrease the multifaceted challenges youth face.

Brief History of Action Sports

Action sports, sometimes referred to as extreme, adventure, or alternative sports, include any relatively novel individual sport that has risky, progressive methods that contrast with traditional team sports (Bennett & Henson, 2003; Rinehart & Sydnor, 2003). Stogsdill (2014) defined action sports as a "group of individually-fueled activities on a progressive continuum, ranging from casual to extreme, to adrenaline-pulsating" (par. 10). While action sports constantly evolve, some include, but are not limited to BMX, skateboarding, snowboarding, skiing, rock climbing, and mountain biking. Other action sports are surfing, white water kayaking/rafting, wakeboarding/surfing, and windsurfing (Rinehart & Sydnor, 2003).

Historical depictions of youth that participate in adventure or action sports (AAS) have been pejorative, having atypical personalities or behaving maladaptively or pathologically by taking chances to achieve a rush or sense of adventure (Immonen et al., 2017). Skateboarding and snowboarding have been depicted as "outlaw sports" (Ko, et al., 2008, par. 8) because they were portrayed as risky and destructive (Browne & Francis, 1993). Once snowboarders started to join skiers on the mountains, it was common for most ski resorts to prohibit guests from snowboarding (Derr, 2022). The participants were deemed crazy and thought to take uncalled-for risks or have a death wish (Brymer & Oades, 2009). Action sports such as BMX, skateboarding,

snowboarding, and surfing, made a prominent impact in the 60s and 70s as an alternative communal aspect of culture. Action sports participants differed from the status-quo traditional team sports by abiding by their own rules, setting progressive, individualist goals, and appearing independent and self-sufficient (Eichberg, 1998). BMX started in empty fields and parking lots in the 1960s in California (Ciannoulakis & Pursglove, 2017) when mostly adolescent boys, in awe of the growing sport of motocross and supercross (racing dirt bikes on dirt tracks outside or inside arenas, respectively), altered their bikes and constructed dirt jumps and wooden ramps to launch off. BMX was far more affordable than dirt biking and more available, hence the sport's rapid growth globally, especially in Australia, Europe, and the USA (Edwards & Corte, 2010; Nelson, 2007). The televising of the Extreme Games, now known as the X Games, in 1995 on the popular channel Entertainment and Sports Programming Network (ESPN), sparked a sudden and significant surge of business, popularity, and marketing intrigue that set action sports on a mainstream trajectory for a respectable platform in the future (Beal & Wilson, 2004; Collins & Brymer, 2018). One year after the debut of the X Games, 3.7 million people traveled to the mountains to snowboard in the United States, which produced the quickest growing action sport at that time (Howe, 1998). By 2002, roughly 86 million individuals were taking up some sort of action sport (Ostrowski, 2002). In 2003, the most appealing sports in the USA were inline skating, skateboarding, and snowboarding, and their popularity surpassed the growth rate of traditional team sporting activities (American Sports Data, 2002; Pain & Pain, 2005). In 2003, $14 billion was spent on action sport merchandise in the USA, which made up nearly a third of all

sporting goods sold (Liberman, 2004). In the past few decades, action sports have shown an extraordinary rise in participation and spectating (Thorpe & Wheaton, 2011).

Mountain biking entered the Olympics in 1996 and snowboarding was officially accepted by the Olympics in 1998 (Burton, 2003). A decade later, bicycle motocross (BMX) officially entered the Olympics (Honea, 2013; Mitchell, 2004). Younger, (Olivier, 2006) heterosexual white males from middle-to-upper socioeconomic statuses, mostly made up the primary demographic of action sports, but this has been changing with rising engagement across varying socioeconomic statuses and ages in addition to underrepresented groups (Thorpe & Wheaton, 2011). According to Puchan (2004), this occurrence was not just a simple fad but a paradigm shift in people's quest for purpose in their lives through innovative channels. The popularity and organic interest in action sports has progressed from backyard sub-culture to established organized venues (Brymer & Schweitzer, 2015). But these sports are not just popular, participating in extreme or adventure sports can be mentally and physically healthy (Immonen et al., 2017).

Current Status of Action Sports

Regardless of how action sports were once perceived and the lack of past participation, the acceptance and rates of participation in AAS have increased dramatically since their inception. Along with the support from major industries and media coverage, the popularity of participating in AAS is as common as participation in traditional sports (Howe, 1998; Olivier, 2006; Thorpe & Wheaton, 2011). The argument that adventure or action-sports athletes were reckless adrenaline junkies has been debunked because any athlete that did not carefully calculate the risk of injury or death would not have a sustainable career (Collins & Collins, 2018). Twenty-one million

viewers tuned in during the 2018 Olympics to witness Shaun White win the gold medal in the men's snowboarding halfpipe competition (Moraes, 2018). The International Olympic Committee (IOC) has made deliberate attempts to appeal to youth over the past 10 years by adding action sports such as BMX, mountain biking, and windsurfing to the Summer Olympics, as well as freestyle skiing and snowboarding to the Winter Olympics (Thorpe & Wheaton, 2011). While the majority of the IOC's motivation to incorporate action sports is to attract more youthful spectatorship, the next step in advancing the field of action sports is to promote gender equality at the Olympic level. (Postlethwaite & Grix, 2016; Wheaton & Thorpe, 2018). On July 21, 2021, BMX made history as it debuted Freestyle Park at the Tokyo Olympics. Hannah Roberts, a three-time BMX world champion acclaimed, "No matter what place I get or what place my teammate gets, or whoever we're competing against, I'm going to be right there to celebrate it with them. This is history, and this is a huge deal" (Union Cycliste Internationale, 2021, par. 9). Roberts won the silver medal in the 2020 Olympics in BMX freestyle. The evolution of perception is apparent when noting that successful action-sports athletes have obtained huge corporate sponsors, catapulting them into the limelight, making them multi-millionaires and superstars with some of the highest paid athletes in the Olympics (Settimi, 2010).

Risk-Taking and Safety

Although action sports that were presumed dangerous decades ago are currently deemed much safer than originally believed (Olivier, 2006) and arguably less dangerous than traditional team sports, (Cohen et al., 2018; Fuller, 2008; Gabbe et al., 2005) there remains an element of risk which could include personal injury and potentially death.

Merriam-Webster (2021) defines *risk-taking* as "doing something that involves danger or risk in order to achieve a goal." The term may be used in an example sentence such as, "Starting a business always involves some risk-taking." Likewise, applying for college can be considered taking a risk for some people. Life consists of many risks, and sometimes risks lead to self-actualization (Borden, 2001; Maslow, 1987), a constructive behavioral change (Brannigan & McDougall, 1983), or accomplishing a bucket list item (Brymer & Oades, 2009).

Unbeknownst to many, action sports athletes invest the utmost care, self-control, and training into developing and maintaining their skill sets and talents (Pain & Pain, 2005). These athletes must calculate risks and rewards carefully. Jones et al. (2002) introduced mental toughness exclusively as a characteristic that can endure tension, persist, sustain concentration, and execute efficient choices in challenging circumstances. According to Crust et al. (2016) mental toughness consists of "values, attitudes, emotions, and cognitions that enable people to pursue successfully their goals and produce consistently high-level performances regardless of obstacles or adversity" (p. 598).

Mental toughness can depend on the existence or lack of specific variables such as belief, personal motivation, and self-efficacy (Gucciardi et al., 2015). Crust et al. (2016) found that embracing one's boundaries and preventing "costly perseverance" is a crucial component of mental toughness in action sports. Action-sports athletes confront emotional challenges that can strengthen their self-efficacy (Thatcher et al., 2012) and help modulate their emotions for optimal results (Rathschlag & Memmert, 2015).

The current consensus in the neuroscientific research community is that risk taking is a normal and necessary step for healthy youth development (Siegel, 1994). Adolescence is a time for pushing the limits and making mistakes. Siegel (1994) shared that during adolescence there is a need for novelty seeking, social engagement, increased emotional intensity, and creative exploration, all of which are found in action sports. During adolescence, a surge of "growth and maturation" happens more than at any time in our lifetime development (Siegel, 2014). This process has advantages and disadvantages. Siegel (2014) states that "Novelty seeking emerges from an increased drive for rewards in the circuits of the adolescent brain that creates the inner motivation to try something new and fill life more fully, creating more engagement in life" (p. 8). Unfortunately, novelty seeking coupled with risk-taking behaviors tend to overindulge the excitement and underestimate the risk of destructive actions and physical harm. Hence, youth during this stage typically turn thought into action without considering repercussions and this can lead into serious problems. During the changes in adolescence, creative social interactions augment peer attachments and lead to friendships, but youths may turn away from healthy adults and spend more time with risk-taking youth, which can increase negative risk-taking. Being aware of these developmental shifts during adolescence can not only help parents, teachers, and healthcare professionals, but also the youth themselves can channel that energy into adventurous and constructive outlets (Siegel, 2014).

The current evidence is that risk-taking among youth is a normal stage of development:

> Heightened risk-taking during adolescence is likely to be normative, biologically driven, and, to a degree, inevitable. There is probably very little we can or ought to do to either attenuate or delay the shift in reward sensitivity that takes place at puberty, a developmental shift that likely has evolutionary origins (Steinberg, 2008, para. 57).

The Diagnostic and Statistical Manual of Mental Disorders (DSM-V; American Psychiatric Association 2013) compiled a new section composed of Disruptive, Impulse-Control, and Conduct Disorders that include oppositional defiant, conduct, antisocial personality, and intermittent explosive disorders. Dahl (2004) stated that some youth gravitate toward powerful emotions, and the attraction to exhilaration can be managed effectively. In some youths "inclinations toward high-intensity feelings can lead to emotionally-charged and reckless adolescent behaviors and at times to impulsive decisions by (seemingly) intelligent youth that are completely outrageous" (Dahl, 2004, p. 8).

Individuals with a propensity to chase adrenaline-causing activities and behave compulsively can choose to suppress their urges, act out destructively, or they can turn their risk-taking behavior toward more constructive outlets. Prevention and treatment of compulsive mental health disorders could concentrate on instructing intense sensation-seeking people on new activities. These activities could quench their zeal for excitement, risk-taking, and novelty while avoiding boredom by getting an adrenaline high on organic endorphins—while benefiting their physical health (Siegel, 2014; Stogsdill, 2014). Treatment modalities can accept and honor the dopamine-driven trajectory of youth risk-taking by directing youth in an appropriate and meaningful way (Siegel, 2014). Safely

pushing the boundaries or taking risks can “set the stage for the developmental core character traits that will enable adolescents to go on to lead great lives of adventure and purpose” (Siegel, 2014, p. 2). The one treatment approach that best explains how participating in action sports could impact youth psychology is cognitive-behavioral therapy.

Cognitive Behavioral Therapy

Cognitive behavioral therapy (CBT) is currently deemed by many healthcare professionals as the highest level of evidence-based treatment for many mental health disorders in varying settings (Hofmann, Asmundson, & Beck, 2013). Promoting wellness among adolescents requires a multifaceted, research-based approach. Traditional therapeutic approaches aim to tackle youth mental and physical health through cognitive-behavioral therapy (CBT) and by enhancing the richness of their lives by promoting eating healthily, getting proper sleep, decreasing social media usage and/or screen time, and having physical outlets (Tillmann et al., 2018; Zamora et al., 2021).

There are five features of CBT that coincide with action sports participation: positive thinking, collaborative therapeutic alliance, positive praise through behaviorism, mindfulness, and exposure. Cognitive-behavioral therapy (CBT) focuses on exploring associations between a person’s thoughts, feelings, and behaviors. CBT attempts to identify maladaptive patterns of thinking that may produce self-destructive habits and patterns. Understanding one’s behaviors can be the impetus for cultivating constructive thinking habits that can produce healthier thoughts, feelings, and behaviors (Hofman et al., 2012). Cognitive-behavioral therapy in relation to action sports begins with an individual’s belief about their ability in a particular activity. The youth participants have

baseline thoughts regarding their ability to learn snowboarding and these thoughts may be either inaccurate or accurate. They may think they will do great and feel great or they may think they will not do well, and in response, they may not feel well about their abilities. Regardless of the accuracy of their thoughts, they will impact how they feel about learning a new sport. Therefore, the youth are encouraged to think positively about their experience. Once they become familiar with snowboarding, continue to practice, and eventually learn, they tend to believe or think they can figure it out, which changes how they feel about their ability, and typically that is a positive feeling. When someone has a positive feeling about learning, it tends to motivate their behavior to perform better (Hofman et al., 2012).

CBT attempts to establish a strong therapeutic relationship between the client and the therapist (Hofman et al., 2012). The alliance can develop naturally and quickly when participating in a group, especially when the therapist, coordinator, or volunteer is encouraging. Saying positive statements to youth participants can lead to a constructive internal dialogue. In line with the theoretical orientation of CBT, a positive internal dialogue will impact how the individual feels, which then impacts behavior and engagement in the activity (Hofman et al., 2012).

As the youth learn how to snowboard, the coordinator, volunteers, social workers, and other participating teens positively reinforce their engagement through encouragement, acceptance, and praise. Simple and natural behaviorism modalities are in effect when youth are positively praised after executing a new trick or accomplishing a new maneuver. Praise increases the individual's desire to perform such tricks or engage

in such behavior again. Therefore, positive reinforcement tends to lead to continued, enriched participation in the activity (Catania, 2001).

Not only is the developmental phase of adolescence challenging but adding a traumatic event, such as physical, emotional or sexual abuse, could make it exponentially more difficult for youth. People with a history of trauma may need an interaction that feels more stimulating than individuals without a history or trauma (Van der Kolk, 2014). When trauma goes without treatment, stress hormones continue to discharge, and traumatized individuals may react compulsively and destructively to develop a false sense of control (Van der Kolk, 2014). They can become exhausted and disheartened. It can then become challenging to react to the mundane nuances of life (Van der Kolk, 2014) and trauma survivors become unmoved by the present while remaining stuck in the past. In this state, social interactions and awareness of human speech are dimmed, yet the sensitivity to hostile noises goes up. Paradoxically, an adrenaline rush from risky behavior is more desirable than it would be otherwise because the fight or flight response encourages an individual with a history of trauma to feel invigorated (Van der Kolk, 2014). For example, a veteran with posttraumatic stress disorder (PTSD) may resort to recklessly speeding a motorcycle to feel “normal” or in control because they have been activated by their trauma and the excitement counteracts the internal emotional turmoil caused by it. Treatment approaches for trauma may dissuade clients from continuing because of a lack of exhilaration or from delving into an individual’s trauma history too soon without establishing the appropriate coping skills (Van der Kolk et al., 1996). Dialectical-behavioral therapy (DBT) is a therapeutic modality derived from CBT for difficult-to-manage diagnoses (Linehan, 1993) that has been shown to be effective at

managing destructive behaviors (Panos et al., 2014). DBT utilizes components of CBT and behavior therapy while inserting a grounding method called mindfulness, which helps people focus on the here and now without judgment (Linehan, 1993). Participating in action sports encourages youth to practice mindfulness due to the thrill of the sport. It is important they focus on the moment to enhance their learning while minimizing mistakes.

The mindfulness coping technique can deliver many benefits to one's mental health and is an effective starting point for people struggling with trauma or other mental health challenges (Davis & Hayes, 2012; Linehan, 1993; Panos et al., 2014). While engaging in an action sport such as skateboarding, clients are forced to engage in mindfulness practices. Participants must be alert to their present surroundings and the task at hand or they could suffer injury. This risk/reward of learning a new sport can be intoxicating to the adolescent brain, which can also help adolescents focus on the moment, and being in the moment helps ground us to be more focused (Van der Kolk, 2014).

One conventional and evidenced-based technique in CBT to treat multiple mental health disorders, such as anxiety, phobias, and obsessive-compulsive is exposure (Franklin & Foa, 2008; Hazlett-Stevens & Craske, 2013; Turk, et al., 2008). By repeatedly exposing someone to a feared stimulus over a period can desensitize them to that fear. With successful exposure, the cognitions surrounding that fear change and become more accurate and adaptive and eventually extinction of the fear altogether can be achieved (Sisemore, 2012). After careful exposure to the potential feared stimulus of learning how to snowboard, along with positive encouragement from peers and staff, a

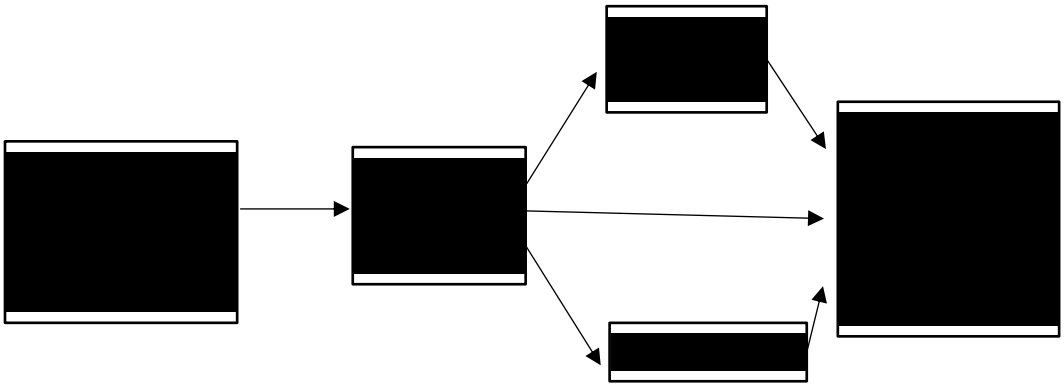
reduction of symptoms pertaining to fear occurs, granted no new negative repercussions emerge (Vögele et al., 2010). Youth expose themselves to the challenges of learning something new and eventually believe they can excel, activating a healthy internal dialogue, and their fear and anxiety typically subside. Even with the efforts to foster youth interventions, resource distribution for adolescent mental health continues to be limited (Power et al., 2020).

Theoretical Framework

The theoretical framework underpinning this exploratory study is based on several fundamental assumptions. Figure 1 outlines these assumptions with a conceptual flow diagram. The first theoretical assumption is that a one-group pretest-posttest will generate valid and reliable evidence to address the research questions and test the associated hypotheses logically, unambiguously, and as ethically as possible (Royal, 2018). The second theoretical assumption is that youth who participate in snowboarding will report a positive change in test scores for self-concept and resilience. The third theoretical assumption is that the outcomes of this study will have practical implications for the development of counseling and therapy services to improve the self-concept and resilience of youth.

Figure 1

Conceptual Flow Diagram of the Theoretical Framework



I discuss the assumptions of the theoretical framework outlined in Figure 1 in the following four sections: the strength of the research design, the effect of self-concept, the effect of resilience, and the rationale for the study, focusing on practical implications with respect to counseling and therapy.

The fundamental assumption underlying a one-group pretest-posttest design is that a prescribed intervention among a single group of participants in an educational setting is considered effective if a positive mean difference is observed between the posttest score minus the pretest score; however, if the mean difference between the two scores is zero or negative, then the intervention is considered ineffective (Fraenkel & Wallen, 2018). In the current study, if I found a positive change in the test scores for the reported self-concept and resilience between the pretest and the posttest, then participating in the action sports program was assumed to have improved the mental health of the participant. Moreover, the positive change scores may have practical implications with respect to the future development of counseling and therapy for adolescents with mental health disorders.

The validity and reliability of the findings of a pretest-posttest research design depend on factors outside of the control of this study, all of which may confound the interpretation of the changes in test scores between the pretest and posttest (Fraenkel & Wallen, 2018). Due to threats to internal and external validity, the non-randomized one-group pretest-posttest research design (excluding a control group consisting of participants not exposed to the intervention) provides limited evidence to determine whether the intervention was effective (Chiang et al., 2020; Knapp, 2012; Spurlock, 2018; Stratton, 2019). I discuss these limitations in more detail in Chapter 4.

Resilience

One variable I examine in this study is resilience, with the goal of determining whether snowboarding can increase resilience among youth. Resilience or resiliency is an extensive and complex term, as it typically applies to the function of a system to adapt successfully to challenges that threaten the function (Cheung et al., 2015), survival, or future development of that system (Masten, 2007). In this study, resilience is defined in terms of the extent to which individuals can manage hardships. Cohu (2006) indicated that resilience allows the individual, group, or other entities to constructively adapt to hardships and give hope to those who are struggling. Rutter (2012) defined resilience as "reduced vulnerability to environmental risk experiences, the overcoming of a stress or adversity, or a relatively good outcome despite risk experiences" (p. 336). Luthar & Cichetti (2000) stated that resilience is an established behavior of social proficiency or mastery at executing a specific task during a particular developmental life stage. Prince-Embury (2008) believed that a higher degree of resilience correlated with a stronger perception of self-efficacy, a higher belief in relatedness, and a stronger degree of

emotional responsiveness. Masten and Barnes (2018) suggested that “resilience reflects all the adaptive capacity available at a given time in a given context that can be drawn upon to respond to current or future challenges facing the individual, through many different processes and connections” (p. 98). These definitions capture only part of the intricacy of resilience.

Resilience is not a permanent state that a person either has or does not have. Resilience is acquired by adapting to traits that can be developed, improved, and changed across one’s lifespan in many contexts (Masten, 2007; Masten & Barnes, 2018; Unger, 2004). Richardson et al. (1990) stated that most protective factors can boost self-esteem and self-efficacy, which are needed to gain and develop resilience in youth. Alvord and Grados (2005) observed that resilience in youth was correlated with protective factors that enhanced their capabilities to manage stress like having healthy attachments with pro-social groups, having at least one caregiver, having the opportunity to excel academically, and receiving positive recognition (Alvord & Grados, 2005).

The Center of the Developing Child (2016) reported results showing that multiple factors develop resilience in children, including confidence in one’s own ability, feeling a sense of mastery, effective emotional regulation, having a consistent and healthy relationship with a considerate adult, and being involved in cultural and faith-based traditions. Liu et al. (2017) stated that resilience is multidimensional and includes intra-individual, interpersonal, and socio-ecological components. Masten and Barnes (2018) suggested that resilience is produced through interactions in multiple systems from the biological to the sociocultural. The ability of an individual to adapt to challenges,

therefore, would somewhat depend on their relationships with many other people and other external systems and processes.

Some resilience research has considered the consequences of adverse childhood experiences on lifelong development. Adverse childhood experiences include physical, emotional, and sexual abuse, and these traumas tend to increase the likelihood of depression, substance abuse, and poor work performance for those impacted. Evidence shows that people with high resilience are more protected from the risks of adverse childhood experiences than those with lower levels of resilience (Liu et al., 2017; Masten & Barnes, 2018). However, the benefits of a sport as it relates to enhancing resilience in children and adolescents have not been extensively studied.

Peacock-Villada et al. (2007) described sport-based activities that target resilience fostering, focusing on boys and girls in Zambia and South Africa. The activities were designed to teach children between 10–18 years old the skills they required to build resilience and prevent infection of HIV. They taught young soccer players about HIV/AIDS, helped them consider the repercussions of their choices, and taught them to use their soccer coach's voice to deliberate on a decision. The participants agreed that they wished to practice these methods. Several of the participants stated they would like to share the information they had learned about HIV/AIDS with people in their community; some participants implied they hoped to be a grassroots soccer trainer (Peacock-Villada et al., 2007).

Hall (2011) conducted a qualitative study interviewing young male athletes in Australia. The subjective interpretation of the stories of the subjects' sporting encounters gave insights into the ways participation in sports does and does not build resilience.

Ghiami et al. (2015) compared the mental health of male and female athletes and non-athletes among groups of high school students in Iran. Statistically significant differences between the mean scores for mental health were found between the groups. The conclusion was that increasing opportunities for students to take part in athletic sports may protect them against poor psychological well-being (Ghiami et al. 2015).

Johnson (2015) compared the resilience levels of adolescents who participated in team sports in the US compared to the resilience levels of those who did not. The overall mean resilience score of those who participated in a sports team in the last year was significantly greater than the overall mean resilience score of those who did not. A statistically significant, positive correlation was obtained between the number of sports played by the participants and their resilience ratings. The conclusion was that participation in team sports through school and community programs is an intervention that fosters resilience among adolescents.

The outcomes of interventions to enhance the resilience of youth through sporting activities may be confounded by demographic factors. The sex of the participants must be considered, because males tend to be more resilient than females, according to Ramirez-Granizo et al. (2020). Researchers must be cognizant of the factors contributing to the development of resilience among youth, to offer a better context for designing interventions such as counseling or therapies that may help to enhance resilience among adolescents. For example, Masten and Barnes (2018) suggested that an intervention that aims to enhance the resilience of individuals must include the following elements if it is to become successful for long-term sustainability: a mission with positive goals, a model that measures and includes promotive and protective factors as well as reliable criteria to

evaluate the success of the intervention, a model that decreases risks while organizing adaptive systems, and a model that maximizes force for change by aligning multi-sector and multi-level factors with optimal timing. Because participation in an action sports program with snowboarding does not include all these variables, some of the participants in the current study may not report a positive change in their test scores for resilience between the pretest and the posttest.

Self-Concept

The second dependent variable I assessed in this study is self-concept. Self-concept is the set of ideas, perceptions, and cognitions an individual has about themself, which may be positive or negative and/or accurate or inaccurate (Babic et al., 2014; Craven & Marsh, 2008; Jaswal & Choudhuri, 2017). Self-concept is related to self-efficacy, defined as the degree of confidence in one's ability to manage a task and/or accomplish a goal (Van Dinther et al., 2011). Self-concept and self-efficacy are associated with self-esteem or self-worth, defined as a person's sense of importance (Balaguer et al., 2012; Ramirez-Granizo et al., 2020). Self-concept, self-efficacy, self-esteem, and self-worth are "self-beliefs" because they are constructs focused on the beliefs individuals have about themselves, which may be accurate or inaccurate (Habók et al., 2020).

Individuals have self-beliefs about their academic abilities, environment, interpersonal interactions, and physical domains (Ramirez-Granizo et al., 2020). All self-beliefs are essential because those who can think adaptively about themselves in multiple contexts are more likely to achieve their goals, feel healthier, experience more wellness, and have a more fulfilling life (Craven & Marsh, 2008).

The demographic, social, physical, and environmental factors that determine the self-beliefs of youth are not fully understood. Sex differences in self-concept have been reported, but the reasons remain unclear. Klomsten et al. (2004) found that males had a significantly higher physical self-concept and much correlated sub-domains (e.g., self-esteem) than females relative to participating in sports. Babic et al. (2014) performed a meta-analysis of 64 published studies and discovered that sex facilitated the relationship between physical self-concept and physical activity in youth. Recber et al. (2018) discovered that sex had a substantial direct effect not only on self-efficacy but also on anxiety and school performance. Ramirez-Granizo et al. (2020) reported that male pupils reached higher scores for academic, social, and physical dimensions of self-concept compared to females.

Annesi (2006) reported that physical self-concept and self-efficacy among preadolescents grew with respect to their frequency of engaging in physical activity. Barr-Anderson et al. (2007) suggested that adolescents who engage in formal physical activities such as team sports have more adaptive self-concept and self-efficacy than those who do not. Shields (2010) reported that self-efficacy was positively correlated with higher levels of physical engagement among adolescents. Balaguer et al. (2012) found that sports participation improved the self-perceptions and perceived self-worth of adolescents. Velde et al. (2018) concluded that participating in sports enhanced the self-perception, self-efficacy, and quality of life of youth who struggled with a physical disability or chronic disease. Clevinger et al. (2020) reported that the more adolescents were involved in sports, the greater the positive correlations between their levels of physical activity, self-efficacy, and self-concept.

The research above, positing that sporting activities significantly improve the well-being of youth, must be considered with caution. For instance, if the orientations and dimensions of sporting and physical activities are not properly designed by adults to positively heighten the psychological development of youth, then these activities may have negative outcomes and decrease the incentives and motivations of children and adolescents to play sports (Garrido et al., 2010; Gómez-Mármol & Valero, 2013; Gómez-Mármol et al., 2017). Hermens et al. (2015) urged that research that supports the advantages of sporting activities may be prejudiced by threats to internal and external validity. Pascoe et al. (2019) stated that research on the effects of physical exertion on the mental health of youth is insufficient. I discuss the threats to the validity of the results and conclusions of the current study in Chapter 4.

Benefits of Physical Activity

The Office of the Surgeon General (2010) stated that physical activity and healthy eating can lower the likelihood of becoming overweight and developing cardiovascular diseases. Physical activity has physical, social, and mental health benefits (Callaghan, 2004; Fox, 1999; Tyson et al., 2010; Williams et al., 2002). Children who exercise have reduced body fat, lower blood pressure, and are more likely to stay physically active as adults (Williams et al., 2002). Exercise can lower levels of maladaptive mental health symptoms (Calfas & Taylor, 1994), decrease hopelessness, ameliorate self-esteem (Yigiter, 2014), and increase sociological aspects of well-being (Monshouwer et al., 2001). Adolescents who consistently participate in physical activities have reduced symptoms of depression and anxiety (Kirkcaldy et al., 2002; Kremer, 2013).

Haugen (2013) implored healthcare professionals to get youth involved in sports or physical activities that lead to productive social engagements. He suggested that physical activities can prevent mental health symptoms like loneliness during teenage years. Adolescents who invest in sports and play well tend to be viewed as proficient in their abilities and revered by their friends (Garton & Pratt, 1987). Action sports require physical activity at any level of engagement, whether pedaling a bike, climbing a rock wall, or snowboarding.

Benefits of Being Outdoors

One attempt to achieve the need for physical activity among adolescents is adventure therapy (AT). This approach intertwines the use of adventure-based experiences with features of traditional therapeutic office-based therapy methods (Bandoroff & Newes, 2004). Likewise, Outward Bound Experiences take youth into the wilderness develop problem-solving, and teamwork as well as compassion. Over 90% of 180 subjects who participated in at least one Outward Bound excursion between 1967-2017 self-reported that the program had made a positive change in their lives, fostered self-confidence, and improved their self-awareness (Daniel et al., 2022). Participants in AT tend to benefit from unconventional therapeutic experiences (Scheinfeld et al., 2011; Tucker et al., 2013). Although effective interventions increased the participant's self-concept, locus of control, and problem-solving skills (Marsh et al., 1986a), few studies focused on specific mental health factors (Hyer, 1996).

People who immerse themselves in physical activities outside in nature or in green spaces tend to feel better about their sense of wellness and emotional health when tested against people exercising in man-made surroundings (Araújo et al., 2019). Even

viewing photos of nature can improve several aspects of one's health (Brymer et al., 2020; Schweitzer et al., 2018).

Due to changing cultural, social, and technological norms, children's rates of outdoor play have decreased significantly (Tower, 2020). These reductions in outdoor play have had profound repercussions on children's physical health and emotional well-being. Schools that emphasize forest and nature-friendly settings have demonstrated that it helps improve perceptions of oneself while promoting cognitive, mental, physical, and social development in youth (Tower, 2020).

Being in nature and engaging in outdoor activities boost wellness, preventing heart disease (Oh, 2017), and decreasing early mortality rates (Seymour, 2016; Warburton & Bredin, 2017). Physical activity increases short and long-term levels of blood flow to the brain and neurotransmitters (Ng et al., 2017) and decreases obesity and high blood pressure (Duncan et al., 2014). Outdoor physical activities decrease sedentary habits (Eigenschenk et al., 2019) and decrease stress (Puett et al., 2014), enhancing positive thoughts (Bratman et al., 2015) and improving academic performance (Widmer et al., 2014). Involvement in outdoor sports encourages working in groups, which can lead to healthy interpersonal relationships (Eigenschenk et al., 2019).

Most outdoor research takes place in green spaces that include forests and parks, but there has been an increased interest in the advantages of blue spaces like oceans, rivers, and lakes (Mnich, et al., 2019). Researchers found that spending time in, near, or around blue spaces leads to a sense of well-being as it pertains to psychological and social health (Britton et al., 2018; White et al., 2021). Youth who regularly canoe, row, sail, or surf have advantages in their academics and emotional, social, and physical health

(Zamora et al., 2021). Exercising in green spaces is great for one's health and wellness, and exercising in blue spaces creates similar results (Rocher et al., 2020).

Spending time in nature decreased anxiety symptoms among young people while increasing their sense of tranquility (McCurdy et al., 2010; Zamora et al., 2021). Results from studies in ecology, environment, health, medicine, psychiatry, and psychology have all suggested that being active and outside offers constructive outcomes on health separate from physical aspects (Barton & Pretty, 2010; Kahn et al., 2009; Maller et al., 2006; Weber & Anderson, 2010).

Evidence of positive psychological outcomes from being outdoors included stress relief (Wolsko & Hoyt, 2012), enrichment of life skills (Mayer et al., 2009), higher levels of positive attitude (Maller et al., 2006), decrease in aggressive behavior (Kuo & Sullivan, 2001), decrease in cerebral exhaustion, and a higher ability for concentration (Maller et al., 2006). Mayer et al. (2009) suggested that life problems are more easily managed while being physically active in nature. In their study, results from walking for fifteen minutes in nature were compared to walking for the same amount of time in an urban environment, and another comparison was made between viewing a film of wildlife and viewing a film of an urban environment. The results demonstrated that walking in nature and viewing a nature film increased emotional health and one's capacity to manage life problems more effectively than walking in an urban environment or viewing a video of an urban environment (Mayer et al., 2009).

Pretty et al. (2009) reported that a walk in a landscape of shrubbery and foliage can raise psychological well-being. According to a meta-analysis by Kelley et al. (2022), it seems as though physical activity in a natural outdoor environment is correlated with a

sense of higher wellbeing. Doucette et al. (2007) evaluated a camp where students spent time in nature for a week. Outcomes from their study showed that the youth profited from increased confidence, abilities to manage fear, and comprehension of social collaboration.

Correlations exist between being active outside and better behavior in youth (Banderoff & Scherer, 1994; Louv, 2008). The results encourage people to push youth to discover new things in their environment, whether in backyards, gardens, parks, or wildernesses because it fosters new interests, concentrated knowledge, and thoughtful training (Han, 2009; Pretty et al., 2009). MacKay and Neill (2009) researched the association between anxiety and physical activity and discovered that greater amounts of observed greenery while engaging in exercise were linked with a decrease in anxiety. Although research has shown that being in nature improves mental wellness, it is not clear why this occurs. Brymer et al. (2021) discovered that being in nature helped mental wellness by providing "a sense of perspective" and "mental and emotional sanctuary," while encouraging people to be "immersed in the moment."

Benefits of Participating in Action Sports

Griffin et al. (2020) assessed the motivational characteristics of youth participating in an after-school mountain bike program. The youth who participated in the program recounted a sense of "autonomy, competence, and relatedness." When programs like this are designed to include self-determination and a mastery motivation approach, adolescents have a higher likelihood of feeling motivated to learn a new physical activity despite the fear of failure (Griffin et al., 2020).

Although most action sports are individualized, they can be conducted while still participating with others. Several benefits arise from engaging in group activities. Loneliness can be stressful and oftentimes youth associate it with boredom and unhappiness (Hymel et al., 1999). Sports that promote a sense of positive camaraderie (Fletcher & Shaw, 2000) may help individuals see themselves in interpersonal settings more positively (Harter, 1999) and decrease the sense of feeling alone (Page et al., 1992).

Browne and Francis (1993) studied 271 adolescents who played team baseball, a traditional sport, and skateboarded, a non-traditional sport. Regardless of the sports youth participated in, positive self-regard was related to the amount of involvement in the sport. Individuals who exerted more effort felt better about their abilities. Trials, exploration, and accomplishment foster intrinsic motivation in non-traditional sports (Deci & Ryan, 1994). Skateboarding is "inherently intrinsically motivated" (Ryan & Deci, 2000) and does not appear to have an external regulating force. For example, there are no drills or supervision nor are there team practices to structure one's participation in the sport. Although skateboarders discuss tricks, the skateboarders themselves dictate what they do as individuals. Beal (1996) found two themes among the reasons why skateboarders do what they do: self-determination and freedom. The aspect that stems from the significance of extreme sports is the feeling of freedom experienced while performing them (Brymer & Schweitzer, 2013b). However, more research is needed surrounding the concept of freedom related to motivation and action sports.

The faith a skateboarder has in their abilities helps them persevere and attain mastery regardless of failure. Intrinsic motivation can be maintained by the feeling of liberation to set tasks and strive for their accomplishment (Seifert & Hedderson, 2010).

Moreover, “Conquering challenges required concentration and effort, and the resultant success may culminate in a flow episode that was described as peak performance, elation, and transcendence” (Seifert & Hedderson, 2010, p. 288). Without the structure of organized sport, skateboarders found freedom of self-expression, intrinsic motivation, and self-determination (Deci & Ryan, 1994). Seifert and Hedderson (2010) stated:

> Feelings of satisfaction and pleasure, confidence and control, and relaxation and freedom permeate one’s being, leaving one feeling enhanced and fully alive. While the subjective experience may accompany the success, and in some instances be the motivation for the activity, arguably a sense of agency is the foundation of intrinsic motivation. (p. 288)

Individuals diagnosed with autism have benefited from rock climbing (Allison et al., 1991). Rock climbing is valuable to those with autism spectrum disorder because it has concrete and simple rules that complement certain needs of autistic individuals (Kalan-Reimer, 2011). Rock climbing is a cardiovascular exercise that increases gross motor development skills (Jasmin et al., 2009).

Researchers discovered that those who are invested in action sports tend to exhibit less anxiety and are more autonomous and confident (Brymer & Schweitzer, 2013). Celsi, Rose, and Leigh (1993) established that action-sports participants have a desire for high-risk activities because it can lead to “catharsis and, above all, a sense of maximized potential and a life more richly experienced” (p. 21).

Transpersonal experiences are created by maximizing one’s ability and pushing limits while performing action sports outside. Transpersonal experiences are “peak,” which means they create a state of “optimal well-being” (Roscoe, 2009). A peak

experience contains reverence, awe, and feelings that inspire the belief that there is a blissful, ecstatic, ineffable, and collaborative way of being. The experiences may include anything from momentary events with few long-standing effects to intense, life-impacting events (Brymer, 2005; Davis, 1998). Extreme sports athletes view nature as a friend and ally. Extreme athletes are in harmony with nature (Brymer, 2008).

Brymer and Schweitzer (2013) used a phenomenological approach to study 15 extreme-sports participants. Of the fifteen participants, five were women and ten were men, aged 30 to 70 years from Australia, Europe, and North America. Brymer and Schweitzer (2017) coded their qualitative research with the term "ineffable" to indicate that some experiences can be described as beyond space-time reality. Many extreme-sports experiences were ineffable and transcendent (Brymer & Schweitzer, 2013b). Time was perceived as slowing down as if space was transformed and senses were heightened (Valle, 1998). In instances like these, "ineffability, as a phenomenological construct, reflects the extra-ordinary nature of the experience itself" (Brymer & Schweitzer, 2013, p. 4). For example, one woman in the study named Priya, a BASE (buildings, antennas, spans, earth) jumper, described her experience:

> English is a very limited language and there are no words because it is a complete sensation . . . It's more of a self-discovery activity, it's more of a spiritual esoteric . . . it's another form of expression that's so outside any normal type of activity yet you can get results from it that are so outside anything you'd expect from any normal activity. (p. 7)

Priya described time as slowing down and the details of her surroundings emerging clearly even though she was falling out of the sky at 124 mph (Brymer & Schweitzer).

Brymer (2005) described the thrill of extreme sports: “Senses are enhanced, time slows down, and the separateness of inner and outer worlds is deemed to dissolve, thus evoking, for participants in extreme sports, a glimpse into a world of multidimensional possibilities” (p. 301). Serious involvement in AAS has been found to (a) meet the rudimentary needs of autonomy; feelings of accomplishment and connection to others (Clough et al., 2016), (b) increase the potential to prevail over trial (Kerr & Mackenzie, 2012), (c) provide opportunities to feel powerful sensations (Brymer & Schweitzer, 2012), (d) increase resilience, self-concept, and self-efficacy (Brymer & Schweitzer, 2013), (e) increase participation in physical activities (Clough et al., 2016), and (f) provide a sense of being one with nature (Brymer & Schweitzer, 2015; Immonen et al., 2017). When done properly, action sports create a rich outlet for youth.

Facing Challenges and Fears

Learning something new, whether a new sport or a different stunt, can be scary. Perhaps the most significant emotion to manage is fear. Collins et al. (2018) argued that fear is possibly the most incapacitating emotion to performance, within the context of competing and incidentally hindering progress. Therefore, when considering risks, it is imperative to practice prudent decision-making to stay safe. Fear of failure motivates the athlete to execute the maneuver or stunt successfully, which helps circumvent pain or failure (MacPherson et al., 2008).

Although participants and athletes in extreme sports generally feel less anxious than others, they can experience intensified anxiety and fear while performing their sport activity (Brymer & Schweitzer, 2013b). Fear is derived from lacking confidence in one’s being and capabilities. Therefore, when one confidently faces their fears, they provide

evidence that they can accomplish challenging tasks, which has mental health benefits (Brymer & Schweitzer, 2013b). Individuals can overcome fears by surfing a huge wave or jumping off a bridge span, as Priya demonstrated. This can lead to a "transformational" change which may include development in humility and/or courage (Brymer & Oades, 2009). According to Gonzales (2003), humility is a crucial component for fruitful involvement in exhilarating events. Performing action sports in nature that create a high level of fear "act as frameworks for experiencing humility and courage. Being in nature at this level transforms the human tendency for anthropocentricity and replaces it with eco-centricity and the realization of true courage and humility" (Brymer & Oades, 2009, p. 124). Learning is a part of life and sometimes it can create fear and be difficult, but thankfully with practice, failures, and success we tend to improve our abilities and that feels good.

Rationale for the Study

The literature review revealed a gap in the research literature regarding the degree to which a snowboarding program could change the self-concept and resilience of adolescents. This study contributes to closing that gap. If I find that participating in snowboarding improves the self-concept and resilience of a sample of adolescents, it could augment the treatment of youth with mental health disorders. The rest of this section considers the counseling and therapy of youth.

According to the Committee on Adolescent Health (2020), at least one in five youths aged 9–17 years has a diagnosable mental health disorder that causes some degree of impairment. And one in ten has a mental disorder causing significant impairment. The most common mental illnesses in youth are anxiety, mood, attention, and behavior

disorders, all of which are responsive to counseling and therapies (Committee on Adolescent Health, 2020).

For youth, traditional counseling models may be seen as authoritarian and rigid. Often parents or authority figures try to fix youth by forcing them to receive counseling. Therefore, many adolescents have a negative reaction to traditional counseling models (Stogsdill, 2014). Yet some youth need counseling. Youth need innovative ways to express themselves appropriately, learn about the psychological aspects of their lives, implement constructive coping techniques, and push boundaries in healthy ways (Haugen, 2013; Siegel, 2014). Introducing youth to action sports could augment the therapeutic process, encourage youth to spend more time outdoors, be more physically active, accomplish goals, and spend more time with peers.

Summary

The review of the literature indicated that limited research has explored the effects of action sports on the self-concept and resilience of children and adolescents (Power et al., 2020). Research has exaggerated the risks of action sports and endorsed a prejudiced view where action sports are seen as a framework for adolescents attempting socially deplorable, irrational, and unwarranted risks (Immonen et al., 2017). Other research focused on benefits rather than risks. A rise in research on the benefits of action sports started in 2010, in parallel with the growing popularity of action sports (Elmer & Rynne, 2021). Research in the last two decades revealed the physical and psychological benefits of action sports. Those benefits include feeling accomplished and connected to others (Clough et al., 2016), the potential to prevail over trial (Kerr & Mackenzie, 2012), having opportunities to feel powerful sensations (Brymer & Schweitzer, 2012), increased

resilience, self-concept, and self-efficacy (Brymer & Schweitzer, 2013), increased involvement with physical activities (Clough et al., 2016), and having a sense of being one with nature (Brymer & Schweitzer, 2015; Immonen et al., 2017). However, little is known about whether participating in new action sports, like snowboarding, can positively affect the mental health of youth. This gap in the literature provided a rationale and direction for the current study to explore the effects of snowboarding on self-concept and resilience. No research has tested the hypothesis that participating in snowboarding will enhance resilience and self-concept, providing the rationale to address the question, to what degree does an action sports program, involving snowboarding, change the self-concept and resilience of adolescents?

The literature review revealed that it is essential to shift counseling and therapeutic interventions that aim to improve the resilience and self-concept of youth and to broader models that focus on positive goals and measures guided by evidence-based research (Masten, 2011). It is a challenge to engage youth in counseling and imperative that counselors, social workers, and professionals are informed of the outcomes of pushing the physical and mental limits of youth in a therapeutic framework (Haugen, 2013; Siegel, 2014). The practical outcomes of this study are that counseling and therapeutic practices involving the recommendation to participate in snowboarding may reach youth who would not normally engage in treatment for mental health disorders.

Chapter 2

Research Design

I explored the immediate effects participating in snowboarding during a short-term six-week-long action sports program had on the self-beliefs of adolescent participants. Underpinned by the theoretical framework presented above, I addressed the following research question:

RQ1: To what degree does an action sports program, involving snowboarding, change the self-concept and resilience of adolescents?

Before choosing an appropriate research design to address RQ1, I looked through a philosophical stance to obtain an underlying perspective to guide my research. I defined my philosophical stance by answering the following questions: what is the nature of reality? (ontology); how is knowledge acquired? (epistemology); what is the value of research? (axiology); and what is the process of research? (methodology). The answers to these questions in the context of social science involved my applying one of three major world views or paradigms: positivism/post-positivism, constructivism, or pragmatism (Blalkie & Priest, 2016; Creswell & Creswell, 2018; Kelly et al., 2018). I considered whether to adopt an exploratory or a confirmatory methodology in a social science context (Babbie, 2012; Stebbins, 2001).

Methodology

I chose between an exploratory or a confirmatory approach. The purpose of an exploratory methodology in social science is to gain new insights into a social problem about which little is known, using a small convenience sample (e.g., a non-randomized quasi-experiment or survey); the outcome of which may not be definitive, because it

raises more questions than answers (Babbie, 2012; Casula et al., 2020; Tukey, 1980). In contrast, a confirmatory methodology (e.g., a randomized controlled trial) seeks to explain cause-and-effect relationships using a large random sample representative of the target population, and the desired outcome is one or more definitive answers (Butler, 2014; Hariton & Loscasio, 2018).

A well-designed and properly conducted parallel-group randomized controlled trial is the gold standard confirmatory methodology in healthcare research to evaluate the effectiveness of a prescribed intervention or treatment because it helps to eliminate sampling bias and controls for factors (e.g., the age, sex, and baseline status of the participants) that may confound the effects of an intervention or treatment on the measured outcomes (Hariton & Loscasio, 2018). However, I had to use an exploratory approach because of methodological restrictions outside of my control preventing me from implementing a randomized controlled trial. According to Kimmelman et al. (2014) exploratory studies are designed to find something clearer than what is typically intended in statistics. Exploratory studies focus mostly on improving pathophysiological beliefs that allow the investigation of various methods. Exploratory studies have a propensity to involve a set of modest and adaptable experiments using various approaches. Exploratory research typically evolves from a string of assumptions that are either lightly conveyed or that expand over the course of a series of experiments (Kimmelman et al., 2014). In sum, exploratory research can decrease the discipline of intervention candidates by utilizing an economy of sources, to pick from countless pathophysiological concepts, and to pinpoint practices of assessing clinical potential. “Exploratory studies should be evaluated on the

basis of whether findings using disparate and methodologically sound lines of investigation are coherent and fecund" (Kimmelman et al., 2014, p. 3).

The disadvantage of exploratory research is that it does not necessarily lead to definitive conclusions (Babbie, 2012). The advantage of exploratory research is its power to generate new information that may later feed into confirmatory research. Tukey (1980, p. 22) asserted that "We need both exploratory and confirmatory because . . . finding the question is often more important than finding the answer." The results of exploratory research can provide new information about the feasibility of interventions, and, similar to pilot studies, lay the foundation for future research using more rigorous experimental designs such as randomized controlled trials (Thabane et al., 2010). In Chapter 4, I discuss the recommendations for future research, based on the findings of this exploratory study. The exploratory methodology in this study involved a quantitative quasi-experimental single-group (or one-way) pretest-posttest study, which was emphasized by the tenets of exploratory research. In the context of research in psychology, the difference between exploratory and confirmatory research can be condensed as "exploring small, confirming big" (Sakaluk, 2016, p. 47). A review of the literature on pretest-posttest designs implied that a quasi-experiment without a control group is exploratory and not confirmatory because it produces little or no evidence to ascertain the degree to which an intervention is effective (Gu et al., 2021; Hong et al., 2020; Spurlock, 2018). Without comparing the changes in the self-concept of the group of students who participated in the six-week-long action sports program versus the changes in a control group who did not do so, it is not possible to confirm if the program

alone was the primary cause of the observed significant improvement in the self-concept of the participants.

The main feature of this research design is that one group of participants is examined to obtain a baseline score prior to a prescribed intervention, termed the pretest. After the intervention, the same group of participants is examined to obtain a second score, termed the posttest (Fraenkel & Wallen, 2018). The design was quasi-experimental because the participants consisted of a convenience sample. For ethical and practical reasons, it was not possible to use non-random sampling to select the participants. Although I initially proposed a pretest-posttest control group design, this design was not possible in practice, because all the participants in the control group did not show up or were unavailable to be evaluated for the posttest.

I measured levels of self-concept and resilience in one group of adolescents at a pretest (before snowboarding) and at a posttest (after snowboarding) through the administration of the Beck Self-Concept Inventory for Youth (BSCI-Y; Beck et al., 2005), and the Resilience Scales for Children and Adolescent (RSCA; Prince-Embury, 2008). I performed repeated measures ANOVA to examine the within-subjects changes in the test scores over time. The changes in the test scores between the pretest and the posttest were projected positive, reflecting a significant increase in the self-concept and resilience of the snowboarding subjects.

Participants

Various agencies in King County such as Sound Mental Health, Friends of Youth, YMCA, Abused Deaf Women's Service, Compass Health, and YETI, applied to participate in Chill, and once selected, each individual agency invited youth to participate

in learning how to snowboard with the Chill Foundation. The entire program was voluntary. The youth and caregivers signed liability forms to participate with Chill. All the youth were asked if they would like to participate in the study. Those youth subjects and primary caregivers that agreed completed a consent form.

The participants were between the ages of 10–18 years, with an approximate mean age of 14 years. All participants wore protective gear such as helmets and proper snowboard equipment to keep them safe and comfortable in the cold weather. Participants were given group instructions by specialists in each activity, 1:1 support if needed, and staff checked in with them while participating in all activities. Each activity was based on the national curriculum Chill offered that focused on the theme of the week: patience, persistence, respect, responsibility, courage, or pride (See Appendix B). Chill emphasized that staff and youth should always be in a group of no less than three for safety precautions.

The Chill Program

Chill is a non-profit organization based in Burlington, Vermont that provides outdoor learning and snowboarding opportunities for youth, who otherwise may not have been able to participate. At the time of my study, Chill operated out of 12 cities across the United States and Canada, including Seattle where this study took place. The opportunity came at no cost to the youth participants through their associated agency. Chill has served over 17,500 underprivileged youth since the commencement of its foundation in 1995.

Chill has an exceptional safety history. They have professionally certified instructors to teach the youth; safety is a high priority. In addition to their instructors, they have on-site coordinators, staff, and volunteers to provide approximate 1 to 3 ratios

of support to their youth participants. However, as with any sport, injuries can occur despite proper instructions, safety equipment, and supervision.

The Chill Foundation provides annual training for coordinators. Local Managers receive Chill Training replicable across all 12 Chill locations in North America. The staff receives local professional development opportunities on the topics of youth development, fundraising, networking, and project management. They are trained to conduct a program standardized across each city. Regional Coordinators visit each location to ensure the training has been executed and implemented as expected. Training consists of 2–4 workdays covering the following topics, among others: program operations and facilitation, weekly lessons based on the Chill Curriculum, risk management, equipment overview and demonstration, outcomes-based evaluations, and mandated reporter training, and site reporting (attendance, agency evaluations, host site feedback, curriculum tracking).

Chill's core youth development program revolves around a six-week curriculum that uses action sports, such as skateboarding, stand-up paddling, and snowboarding to teach life skills and increase self-esteem in underserved youths between the ages of 10–18. The weekly themes are respect, patience, persistence, responsibility, courage, and pride, which provide a framework for personal growth discussion areas. Group activities are led by Chill Coordinators in their selective cities. The coordinator relates the week's theme to the sport itself and daily life.

The Chill Program commences once all the youth participants, counselors, and volunteers settle in on the bus and the coordinator starts the program activity. The activity is based on the word of the week. Each word is defined and an activity related to the

word is conducted by all the participants. The coordinator then uses the theme of the week to relate to life and snowboarding. This structure allows participants to make meaningful connections to the curriculum while experiencing the joy of snowboarding.

The Seattle Chill Snowboard Coordinator typically starts each week with famous quotes about the word of the week such as the quote attributed to Albert Einstein, "I speak to everyone in the same way, whether he is the garbage man or the president of the university" (Appendix B). The youth then review the definition of the presented word of the week and its synonyms in groups. The coordinator asks the youth questions about the weekly word, respect for example, *"*How will you use respect during your lessons today?" This is followed up with an activity in relation to respect. The coordinator can choose from several activities in the training manual.

The youth are placed into groups to learn how to snowboard. Once the youth arrive at the mountain, they put their gear on and snowboard instructors from the host mountain break up the larger group into smaller groups to learn how to snowboard. Staff support and encourage youth and make sure everyone is attended to and learning appropriately. Most youth progress through the weeks and become proficient at snowboarding. Those who struggle are quick to receive one-on-one attention from an instructor. Once the youth know how to snowboard, they are encouraged to ride with staff, free-ride, or learn advanced skills to navigate the snow park's jumps, rails, and other technical obstacles. The youth are supported by praise from staff and other youth.

Back on the bus, everyone is asked how they implemented the core concept on the mountains and how they plan to continue doing so throughout the week. Once the activities on the bus are completed, the youth, volunteers, and chaperones share

"shoutouts," or praise those who demonstrated the theme of the week appropriately. Sometimes youth are rewarded with stickers, hats, shirts, or bracelets.

Most youths were selected for participation through partnering agencies that provide support for youth such as mental health counseling. All youth voluntarily participated in Chill. According to self-reports by staff, youth, and families, involvement in the program was a memorable experience for those that participated. Chill takes participants snowboarding, skateboarding, and stand-up paddle boarding in a cyclical schedule that spans the course of a year.

Protection of Human Subjects

Youth are considered a vulnerable population because they are constrained to developmental establishments based on their age and regulated by their age, youth are at a critical development stage, and are considered a powerless social group (Heath et al., 2009). Acknowledging that youth have traditionally been marginalized and shushed in an adult civilization, should propel researchers to protect them even further. Instead of taking the historical presumption that young people are passive and dependent, we ought to view them as expressive reporters of their social society (Meloni et al., 2015). The American Psychological Association (APA) has created ethical guidelines for researchers to follow when working with young people. To conduct research with young people, "institutional approval is required" (APA, 2017, 8.01), informed consent to research from primary caregivers is required (APA, 2017, 3.10), as well as child assent. Furthermore, the following must be met when conducting research with minors:

> inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the

> research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought (APA, 2017, 8.02).

Researchers and psychologists must take sufficient safeguards to protect the child's rights and welfare. It is imperative that researchers do no harm nor comprise the integrity of the field that can ultimately support and empower them (APA, 2017).

The administration of the assessments was conducted at agencies participating in Chill prior to the commencement of the snowboarding program and again once the program was over. At this location, youth, families, and staff were given pertinent information about Chill Snowboarding by Chill staff. Those who participated in the study

were led into an office and given the surveys. If, at any point, participants did not wish to continue in the study, they could withdraw without jeopardizing their participation in the Chill program. Subjects were encouraged to raise their hand if they had questions about the surveys, and the research staff was quick to assist them. Once completed, a research assistant helped each subject put their surveys inside a large envelope. All data were confidential. Participants were identified with a numerical code, and identifying information was removed to protect confidentiality. Participants' names were not directly attached to the surveys. Signed consent forms were kept in a locked office in a locked drawer inside Sound Mental Health. A singular document containing information that linked numeric codes to participant identities was kept in a separate locked cabinet. Only I had access to the key.

Materials

The Beck Self-Concept Inventory (BSCI-Y) for Youth

The five Beck inventories measure emotional and social impairment in the following domains: Beck Depression Inventory for Youth (BDI-Y), Beck Anxiety Inventory for Youth (BAI-Y), Beck Anger Inventory for Youth (BANI-Y), Beck Disruptive Behavior Inventory for Youth (BDBI-Y), and Beck Self-Concept Inventory for Youth (BSCI-Y). The inventories are intended for use with children and adolescents between the ages of 7–18 years. Each inventory contains 20 statements about the participant’s thoughts and feelings. For each scale, the respondents describe how frequently each statement is true for them (Beck et al., 2005).

The BSCI-Y is a 20-item, 5-point Likert-type scale (0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = almost always) with a high level of internal consistency

reliability (Cronbach's alpha > .83 to .92) that measures perceptions about self-confidence, potency, and positive self-worth in children and adolescents (Beck et al., 2005). The total score ranges from 0 to 80. Runyon et al. (2008) confirmed the factor structure, criterion-related validity, and construct validity of the BSCI-Y.

Resilience Scales for Children and Adolescents (RSCA)

The RSCA consists of a 20-item, 5-point Likert scale (0 = never, 1 = rarely, 2 = sometimes, 3 = often, 4 = almost always) developed to assess three factors: a sense of mastery, a sense of relatedness, and emotional reactivity in children from 9–20 years old (Prince-Embury, 2008). Resilience is measured by adding up the scores for twenty items. The total score ranges from 0 to 80 and has a high level of internal consistency reliability (Cronbach's alpha > .9).

Procedures

The program was conducted on a Wednesday and Thursday evening after school for six consecutive weeks. The Wednesday group met at the YMCA in Kirkland, Washington a week prior to the start of the program for an orientation. At the orientation, the youth completed the assessments in a secure room. Once completed, their answers were given to a research assistant in a large envelope. Their names were not associated with the assessments. Their answers were confidential. The Thursday group met at Sound Mental Health in Tukwila, Washington a week prior to the start of the program for an orientation. At this orientation, the youth completed the assessments in a secure room. Once completed, a research assistant collected their answers in an envelope. Their answers were confidential. The subjects received a choice of an energy bar or Vitamin Water for participation.

Data Analysis

The independent variable for this study was participation in snowboarding. The dependent variables were a sense of self-concept (measured by the BSCI-Y; Beck et al., 2005), and a sense of resilience (measured by the RSCA; Prince-Embury, 2008). The purpose of the data analysis was to test the following two research hypotheses using the data collected with a one-group pretest-posttest design:

H1: Youth who participate in a short-term six-week-long action sports program with snowboarding will report increased self-concept.

H2: Youth who participate in a short-term six-week-long action sports program will report increased resilience.

I conducted the data analysis using IBM SPSS v. 22.0 and the protocols described by Field (2018). I transcribed the responses to the 20 items in the Beck Self-Concept Inventory for Youth (BSCI-Y) measuring self-concept into the data editor of SPSS with the responses to the twenty items in the Resilience Scales for Children and Adolescents (RSCA) measuring resilience.

Screening and Cleaning

I screened the responses for missing values and identified them as blank cells in the data editor. I found three missing item scores for Items 3, 12, and 14 in the BSCI-Y Pretest. The measurement of self-concept by adding up the 20-item scores would be inaccurate if the missing values were ignored. I replaced the three missing values by the rounded mean score (2) for each item. Table 1 shows that the replacement of the three missing values did not substantially alter the mean or standard deviation of the scores for

items 3, 12, and 14. Thus, the replacement of the missing values was assumed not to cause bias in the results of the data analysis (Enders, 2010).

Table 1

Analysis of Missing Values

Item	Number of missing values	Excluding missing value		Including replacement value (2)	
		M	*SD*	*M*	*SD*
3	1	2.08	0.91	2.08	0.90
12	1	2.34	0.71	2.33	0.70
14	1	1.61	0.95	1.61	0.94

Descriptive Analysis

I conducted a descriptive analysis to summarize the two dependent variables, specifically the mean (M) and standard deviation (SD) of self-concept and resilience at the pretest and the posttest.

Repeated Measures ANOVA

I used repeated measures ANOVA, also known as within-subjects ANOVA or ANOVA for correlated samples, to address the research questions and test the associated hypotheses, based on the evaluation of statistical significance at the conventional .05 level. ANOVA has multiple assumptions of repeated measures using the General Linear Model (GLM) approach supported by SPSS (Field, 2018). According to Field (2018), some assumptions for repeated measures ANOVA follow. The participants must be entirely representative of the target population from which they were drawn in all their essential demographic and contextual details. The participants must be selected from the population by random sampling, (implying that every member of the target population must have an equal probability of being sampled). The methods to calculate the repeated measures *F*-ratio statistic assumes that the residuals (the differences between the

observed and predicted values) are normally distributed, as well as homogeneity of variance or homoscedasticity (Fields, 2018). If these assumptions are violated, then the calculations of the sums of squares to estimate the *F*-ratio statistic and *p*-value are biased, and the statistical inferences are compromised or meaningless (Weerahandi, 1994). Therefore, prior to using repeated measures ANOVA, I conducted appropriate diagnostic tests to determine if any assumptions were violated.

I tested residual normality using the Shapiro-Wilk (1965) test to estimate the probability that the data were not compatible with a normal model. A low value of the test statistic and a low *p*-value reflected deviation from normality (Razali & Wah, 2011). I tested homoscedasticity by visual examination of the scatterplot of the residuals vs. the predicted values. I identified homoscedasticity if the residuals were evenly distributed on either side of their mean (zero) value. Violation of the assumption of homoscedasticity (termed heteroscedasticity) was identified if the residuals displayed a triangular pattern on either side of their mean (zero) value or an upward or downward-sloping diagonal line across the plot. A geometric pattern of residuals implied that the variances increased or decreased systematically with respect to an increase in the predicted values (Field, 2018). If the assumption of homoscedasticity was violated, then accurate values of the *F*-ratio statistic and *p*-value for the repeated measures ANOVA could not be estimated using SPSS, and the *F*-ratio statistic should be estimated using different formulae for the variance components than the standard formulae supported by SPSS (Ho & Weerhandi, 2007; Rao, 1973; White, 1980).

Testing of Assumptions

I tested the following assumptions:

1. The participants were not entirely representative of the target population from which they were drawn, and therefore the external validity of the findings was threatened (i.e., the findings could not be generalized from the sample to the population).
2. I selected a convenience sample from the adolescent population instead of a random sample. The statistical inferences using repeated measures ANOVA were compromised because *p*-values cannot be "meaningfully interpreted without random sampling" (Hirschauer, 2020, p. 71), and "it is pointless to estimate the *p* value for non-random samples" (Filho et al., 2013, p. 31).
3. I did not randomly allocate the participants into two or more independent groups.
4. I identified two outliers by *Z*-scores outside of the expected limits of ± 3.3. Following the accepted practice of researchers in psychology, I excluded the outliers before testing the hypotheses to ensure the data fit a parametric statistical model (Bakker & Wicherts, 2014; Osborne & Overbay, 2004).
5. Internal consistency reliability is the extent to which multiple-item scores in a questionnaire measure a unifying construct and reflect the degree of inter-correlation between the items. I estimated the internal consistency reliabilities of the 20 items used to measure self-concept and the 20 items used to measure resilience using Cronbach's alpha, which can range from 0 to 1. The values of Cronbach's alpha should be at least .7 to indicate adequate internal consistency reliability, but if the value is less than .7 due to poor inter-

correlation between the items, the unreliable items should be deleted (Tavakol & Dennick, 2011).

6. I computed Pearson's *r* correlation coefficients to determine the degree to which the repeated measures were positively correlated.
7. The assumption of sphericity was not applicable because Mauchly's test for sphericity operates only when the data contains three or more repeated measures.
8. I tested residual normality using the Shapiro-Wilk test. If $p > .05$ then the residuals were assumed not to deviate from normality.
9. The results of a power analysis using G*Power software (Faul et al., 2007) shown in Figure 1 suggest that the sample size used in this study ($N = 39$) may be too small to measure the within-subjects' effects of snowboarding on self-concept and resiliency using repeated-measures ANOVA.

Power Analysis for Repeated Measures ANOVA

The input parameters for the power analysis were Ferguson's (2017, p. 305) "recommended minimum effect size representing a practically significant effect for social science data" ($f = 0.2$) equivalent to Cohen's $d = 0.4$ and $eta^2 = .04$ (IBM Support, 2020), a conventional level of statistical significance ($\alpha = .05$), an adequate level of power ($1 - ß = 0.8$), number of groups = 1, number of repeated measures = 2, and a very weak correlation between the repeated measures = .1 (based on the results of correlation analysis in Table 5). The minimum required sample size to obtain accurate results using repeated measures ANOVA was $N = 91$ (i.e., over twice the observed sample size).

In comparison, the results of a power analysis suggested the sample size used in this study ($N = 39$) was large enough to measure the effects of snowboarding on two dependent mean scores (i.e., the pretest and posttest scores for self-concept and resiliency) using a one-tailed paired t-test to compare the difference between two dependent means.

Interpretation of Statistical Significance

To comply with American Statistical Association guidelines, the results of inferential statistical tests should not be interpreted using statistical significance. The results should be interpreted in terms of "practical significance," defined as "whether the result is useful in the real world" (Kirk, 1996, p. 746). The effect size reflecting practical significance was indicated by Cohen's *d*, which measured the standardized difference in the mean scores for self-concept and resilience between the pretest and the posttest. The interpretation of Cohen's d was 0.2 = a small effect size; 0.5 = a medium effect size; and 0.8 = a large effect size (Cohen, 1992).

Summary

I implemented a quasi-experimental one-group pretest-posttest design to measure the effects of snowboarding on self-concept and resilience among youth. Youth with their caregiver's permission volunteered to participate and snowboard with Chill and have the additional opportunity to volunteer for this research project. Before and after snowboarding, the participants completed the Resiliency Scales for Children and Adolescents (RSCA) and the Beck Self-Concept Inventory for Youth (BSCI-Y). Once they had completed the surveys, their information was kept confidential.

The purpose of the data analysis was to address the following research question and test the following research hypotheses:

RQ1: To what degree does an action sports program, involving snowboarding, change the self-concept and resilience of adolescents?

H1: Youth who participate in a short-term six-week-long action sports program with snowboarding will report increased self-concept.

H2: Youth who participate in a short-term six-week-long action sports program will report increased resilience.

Chapter 3

Results

This study examined the immediate effects on adolescents participating in snowboarding during a short-term six-week-long action sports program, using a one-group pretest-posttest design, and to address the following research question.

RQ1: To what degree does an action sports program, involving snowboarding, change the self-worth and resilience of adolescents?

I administered two questionnaires to a convenience sample of youth (N = 39) immediately before they learned how to snowboard (the pretest) and immediately after learning how to snowboard (the posttest). This chapter presents the results of reliability analysis, descriptive analysis, and a repeated measures ANOVA to provide the evidence to examine the following two research hypotheses:

H1: Youth who participate in a short-term six-week-long action sports program with snowboarding will report increased self-concept.

H2: Youth who participate in a short-term six-week-long action sports program will report increased resilience.

I present the results in four sections. The first section presents the results of the testing of assumptions. The second and third sections present descriptive and inferential statistics to address the research question and test the associated hypotheses. The final section presents a summary of the results.

Testing of Assumptions

I tested the assumptions of reliability, the correlation between the dependent variables, residual normality, and homoscedasticity.

Reliability

I present the results of the reliability analysis in Table 2 for the 20 items in the BSCI-Y pretest and posttest, and in Table 3 for the 20 items in the RSCA pretest and posttest. Each table includes the mean and standard deviation of the 5-point score for each item, and the value of Cronbach's alpha if each item was deleted. If any of the items were deleted, the reliability would not be improved. The high levels of internal consistency reliability provided the statistical evidence to justify the addition of the 20-item scores in the BSCI-Y to operationalize self-concept and the addition of the 20-item scores in the RSCA to measure resiliency.

The range in the mean item scores for the BSCI-Y at the pretest (M = 1.59 to 2.21) was lower than the range in the mean item scores for the BSCI-Y at the posttest (M = 1.62 to 2.46). The range in the mean item scores for the RSCA at the pretest (M = 2.38 to 3.38) was not lower than the range in the mean items scores for the RSCA at the posttest (M = 2.42 to 3.21).

Table 4 summarizes the results of the reliability analysis, indicating that measurement of self-concept (Cronbach's alpha = .88 and .91) and resilience (Cronbach's alpha = .91 and .92) exhibited good internal consistency reliability. The reliability assumption was not violated.

Table 2

Internal Consistency Reliability of Pretest and Posttest Scores (N = 39)

Test	Cronbach's alpha	Number of items
Pretest BSCI-Y	.91	20
Posttest BSCI-Y	.82	20
Pretest RSCA	.92	20
Posttest RSCA	.91	20

Correlations Between the Dependent Variables

Table 5 shows the matrix of Pearson's r correlation coefficients between the pretest and posttest scores for resilience and self-concept. The two coefficients (Pearson's r (N = 39) = .008, p = .963; and Pearson's r (N = 39) = .239, p = .161) respectively were very weak and not statistically significant. The lack of correlation may compromise the calculation of sums of squares in ANOVA.

Table 3

Correlation Matrix

	Resilience Pretest	Self-concept Pretest
Resilience Posttest	.008	
Self-concept Posttest		.239

Residual Normality

The assumption of residual normality was not violated with respect to the linear relationship between the pretest and posttest scores for resilience (Shapiro-Wilk = .976, p = .569) and self-concept (Shapiro-Wilk = .977, p = .642).

Homoscedasticity

The scatterplots in Figures 2 and 3 indicate that the assumption of homoscedasticity was violated with respect to the linear relationship between the pretest and posttest scores for resilience and self-concept. The distribution pattern of the residuals displayed a triangular pattern, implying that the variance did not remain constant when there was an increase in predicted values. The violation of the assumption of the equality of variance may compromise the calculation of sums of squares in ANOVA.

Figure 2

Test for Homoscedasticity in Repeated Measures of Resilience

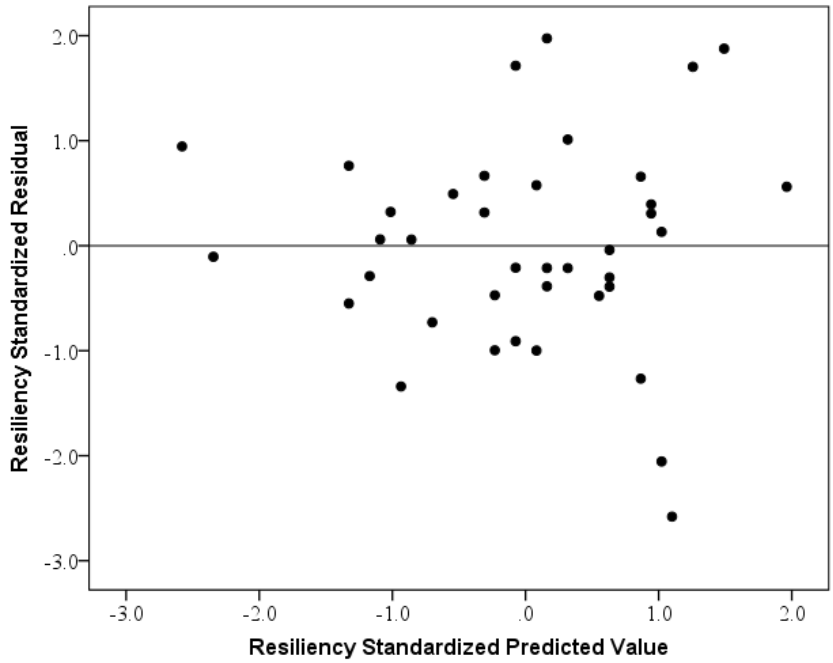
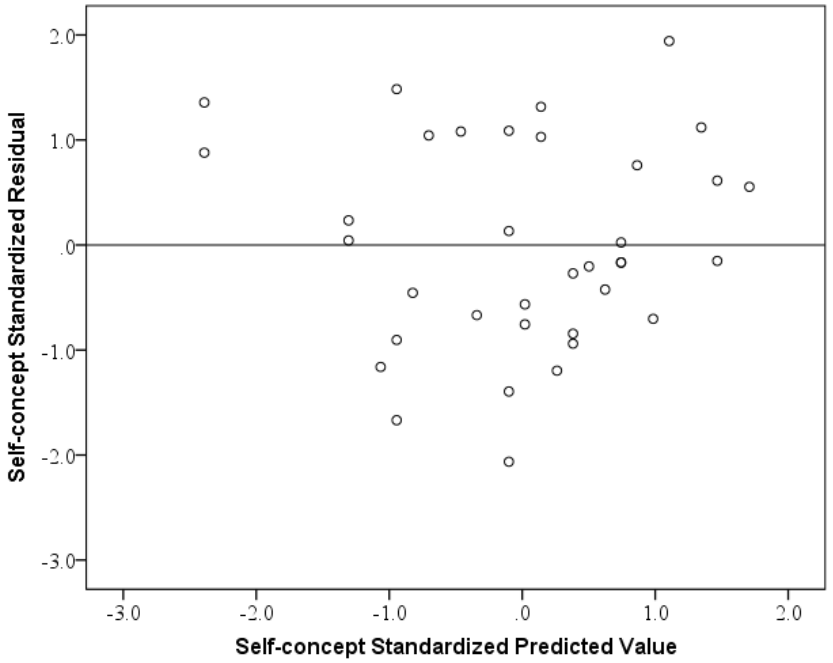


Figure 3

Test for Homoscedasticity in Repeated Measures of Self-Concept



Descriptive Analysis

In the context of a repeated measures analysis, the relevant descriptive statistics are the paired differences in the scores between dependent samples. The most important statistics are the mean of the paired differences between the posttest minus pretest scores (M = 0.46 and M = 4.03 respectively) and the corresponding effect sizes (Cohen's d = .03 and .34 respectively). Applying Cohen's (1992) interpretation, the effect of snowboarding on resilience was negligible, but there was a small effect of snowboarding on self-concept.

Table 4

Descriptive Statistics and Effect Size

	M	*SD*	*M of Paired Difference*	*SD of Paired Difference*	*Cohen's d (Paired Difference)*
Resilience Pretest	54.95	12.77	0.46	16.98	.03
Resilience Posttest	55.41	11.29			
Self-concept Pretest	39.21	9.32	4.03	11.82	.34
Self-concept Posttest	41.86	10.63			

Testing of H1

This section presents the evidence to test H1: Youth who participate in a short-term six-week-long action sports program with snowboarding will report increased self-concept. The results of repeated measures ANOVA in Table 7 indicate that the increase in the self-concept scores over time was statistically significant at the conventional .05 level (F (1, 38) = 4.18, p = .048). The F statistic was the square of the paired t-test statistic, and the *p-value* of the t-test was the same t (38) = 2.05, p = .048), confirming that a t-test and ANOVA were both applicable to test H1.

Table 5

Results of Repeated Measures ANOVA (Within-Subjects Effects) for Self-Concept

Source of Variance	Type III SS	df	MS	*F*	*p*
Time	292.01	1	292.01	4.18	.048
Error	2443.49	38	69.81		

Testing of H2

This section presents the evidence to test H2: Youth who participate in a short-term six-week-long action sports program with snowboarding will report increased resilience. The results of repeated measures ANOVA in Table 8 indicate that the increase in the resilience scores over time was not statistically significant at the conventional .05 level (F (1, 38) = .029, p = .866).

Summary

Before and after participating in a short-term, six-week-long action sports program with snowboarding, one group of adolescents (N = 39) completed the Beck Self-Concept Inventory for Youth (BSCI-Y; Beck et al., 2005) and the Resilience Scales for Children and Adolescents (RSCA; Prince-Embury, 2008). The high levels of internal consistency reliability provided the statistical evidence to justify the addition of the 20-item scores in the BSCI-Y to operationalize self-concept and the addition of the 20-item scores in the RSCA to measure resilience. I tested two hypotheses using repeated measures ANOVA. The findings supported H1 because a statistically significant (p = .048) and practically significant (Cohen's d = .34) increase in self-concept was found between the pretest and the posttest. The findings did not support H2 because no statistically or practically significant increase in resilience was found between the pretest

and the posttest. The conclusions derived from the results of repeated measures ANOVA with two levels were similar to those derived from the results of a paired t-test. However, the results and conclusions are limited due to violations of the assumptions, as discussed in Chapter 4.

Chapter 4

Discussion

This study explored the immediate effects on youth participating in an action-sports program based on snowboarding. The results of the study found that youth who learned how to snowboard for six weeks did not increase resilience but showed a small increase in self-concept. This chapter presents an interpretation of the findings in the context of the larger literature, discusses the weaknesses and limitations of the study, and considers areas for future research. This chapter also focuses on the implications of the research and finishes with the conclusions.

Interpretation of the Findings

The lack of a change in the mean resilience score between the pretest and the posttest indicated that the participants did not appear to demonstrate a greater sense of mastery, an improved sense of relatedness, or an elevated level of emotional reactivity (Prince-Embury, 2008) after completion. The lack of change in the mean resilience indicated the sample did not show any improvement in competence or success and did not appear to improve their tenacity to persevere through tribulations and succeed in the light of risk (Luthar & Cicchetti, 2000). The findings of this study were not consistent with the conclusion that mastering new skills can automatically increase resilience. Moreover, the sample of participants did not show an improvement in self-protective factors including self-esteem and self-efficacy, which are essential for fostering resilience in children (Richardson et al., 1990).

The increase in self-concept between the pretest and the posttest indicated that the participants appeared to demonstrate a small improvement in their perceptions of self-confidence, potency, and positive self-worth (Beck et al., 2005). Increased self-concept

by engaging in a sport can reduce maladaptive symptoms (Haugen, 2013). By alleviating the stressors of anxiety and depression, youth can feel better about themselves and their environment. By participating with other youth, they can increase their self-concept by improving interpersonal skills and connecting with others. By spending time outside in nature, youth participants can experience mental health benefits (Pretty et al., 2009). By participating in sports the youth can experience an increase in self-worth (Callaghan, 2004; Fox, 1999; Williams et al., 2002).

Limitations and Weaknesses of the Study

The major limitation and weakness of this study was that I, due to factors outside of my control, was forced to adopt the principles of exploratory research. I originally designed control groups in the study, and meant for several participants to start with the pretest evaluations. However, during the posttest procedures, two agencies with most of the control subjects did not show up for the assessments. To salvage the control group, I scheduled subjects to participate in the posttests, but, unfortunately, their phone numbers were disconnected, they were not interested in participating, or they did not show up. It may be more helpful to adapt incentives to the subject's needs to motivate them to complete the assessments. Therefore, to further understand and contribute to a gap in the literature, I used an exploratory rather than a confirmatory approach to discover if the self-concept and resilience of the participants were improved by participating in an action sports program that included snowboarding. The principles of exploratory research were appropriate to acquire new insights into a difficult problem, using a small convenience sample, in a setting where data were difficult to collect (Babbie, 2012). The main limitations were that, for practical and ethical reasons, the sample size may have been too

small to achieve sufficient statistical power, and the participants may not have been representative of the population from which they were drawn. Consequently, the results of this study were subject to threats to external and internal validity.

External validity was threatened because the results of this study were based on one small convenience sample of youth, and therefore the conclusions cannot be generalized to represent the larger population of youth who snowboard. Because the participants and the measuring instruments used in this study were not randomly selected from the population, the results of this study only applied to the sample and not to the population.

It is possible that the statistical inferences were compromised due to a violation of two assumptions, specifically the pretest and the posttest scores were not correlated, and the variances were not homogenous between the pretest and posttest scores. This may be due to the fact the assessments were self-reports and the subjects did not put forth enough effort in completing the assessments as accurately as possible.

The sample size of participants available for this study (N = 39) was too small to obtain accurate results. There were more than twice the subjects that began the study and snowboarding, but due to various reasons, did not either continue to participate in Chill, did not come to the second half of the study, or did not participate in the study. For those reasons the sample was much smaller than anticipated. Because the sample size was too small, there was insufficient statistical power to estimate the difference in test scores before and after an intervention using repeated measures ANOVA (Tomczak et al., 2014).

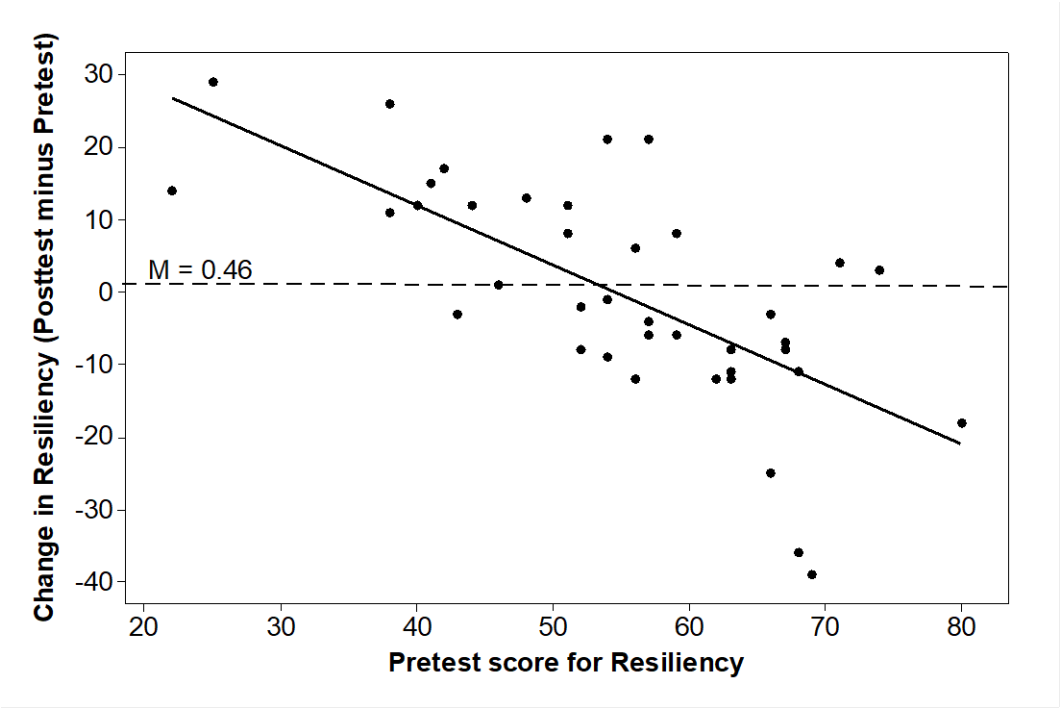
A one-group pretest-posttest design without a control group, where the participants are exposed to a prescribed intervention, provides limited evidence to support claims that the intervention is effective (Chiang et al., 2020; Knapp, 2012; Marsden & Torgeson, 2012; Spurlock, 2018; Stratton, 2019). When using a pretest-posttest design, it is essential to compare the outcomes in a control group (not exposed to the intervention) versus the outcomes in an experimental group (exposed to the intervention). Without comparing the changes in the self-concept of the group of students who participated in the six-week-long action sports program versus the changes in a control group who did not do so, it was not possible to determine if the program alone was the primary cause of the observed significant improvement in the self-concept of the participants. It is possible that the students who did not turn up for the control group may also have experienced a significant improvement in their self-concept, at the same time as the students who did participate in the sports program; however, because data could not be collected for the control group, the results of this study are inconclusive.

The regression to the mean effect often occurs in the analysis of pretest and posttest scores. If the pretest scores overestimated self-concept and/or resilience at the pretest but the scores for self-concept and/or resilience were underestimated at the posttest, then the changed scores were not caused by snowboarding but by random measurement error. Figure 4 provides evidence for the regression toward the mean effect in this study by illustrating a scatterplot of the change in resilience (posttest minus pretest) vs. the resilience score at the pretest, fitted with a linear regression line. The regression line slopes downward, reflecting that the change in resilience tended to move downwards toward a small mean score ($M = 0.46$) between the pretest and the posttest.

The regression toward the mean effect may have caused the non-significant difference in resilience between the pretest and the posttest because most of the students who scored lower (< 50) on the pretest (represented by the points above the trend line on the left-hand side of the plot) tended to have a positive change in self-concept (> 10) while most of the students who scored higher (> 50) on the pretest (represented by the points below the trend line on the right-hand side of the plot) tended to have a negative change in self-concept (less than zero). The positive effects were balanced by the negative effects, resulting in no overall effects. The insidious effects of random measurement error, which cannot be controlled, often cause biased results when interpreting the findings based on a one-group pretest-posttest design; however, many researchers who use this flawed design appear to be unaware of the regression toward the mean (Knapp, 2012; Marsden & Torgeson, 2012).

Figure 4

Illustration of the Regression Toward the Mean



The final threat to internal validity is the ecological fallacy, a common fault made by researchers in education. The ecological fallacy is caused when inferences about the nature of individuals are made using statistics (e.g., mean scores) based on data that has been aggregated for all the individuals within a group without classifying those individuals into sub-groups (May et al., 2003). For example, in this study, a significant improvement in self-concept was identified based on the change in score between the pretest and the posttest for the entire group; however, the mean score did not apply to all the students within that group. For example, after excluding outliers, nearly half of the students (n = 17. 43.6) had negative change scores for self-concept, implying that they experienced a reduction and not an increase in self-concept. Consequently, it is not true to

conclude that all the youth who participated in a short-term six-week-long action sports program with snowboarding reported increased self-concept. This conclusion does not apply to those students whose mean change score was less than zero.

Future Research

Future research may focus on the possible benefits of snowboarding correlated with increased self-concept, including a reduction in depression and anxiety and an elevation in competency in adapting to and recovering from adversity, thus helping the participants to achieve greater life satisfaction (Liu et al., 2018). To reduce the threats to external and internal validity discussed above, future research examining the effects of snowboarding on self-concept and resilience should use a larger random sample of youth to ensure the conclusions can be generalized to the targeted population of youth. It is necessary to include a control group, as it was originally planned because it is possible that one or more other events or processes occurring at the same time as snowboarding could be associated with the changes in the outcomes for both the control group and the experimental group. The incentive to encourage youth who did not participate in the snowboard program could have changed to be more desirable in hopes of securing their participation in the posttest. The results would be more conclusive if data had been collected from a randomly allocated control group and a randomly allocated experimental group before and after participation in the Chill program. The use of a control group would also help to determine the degree to which the results were biased by the regression toward the mean effect or influenced by confounds.

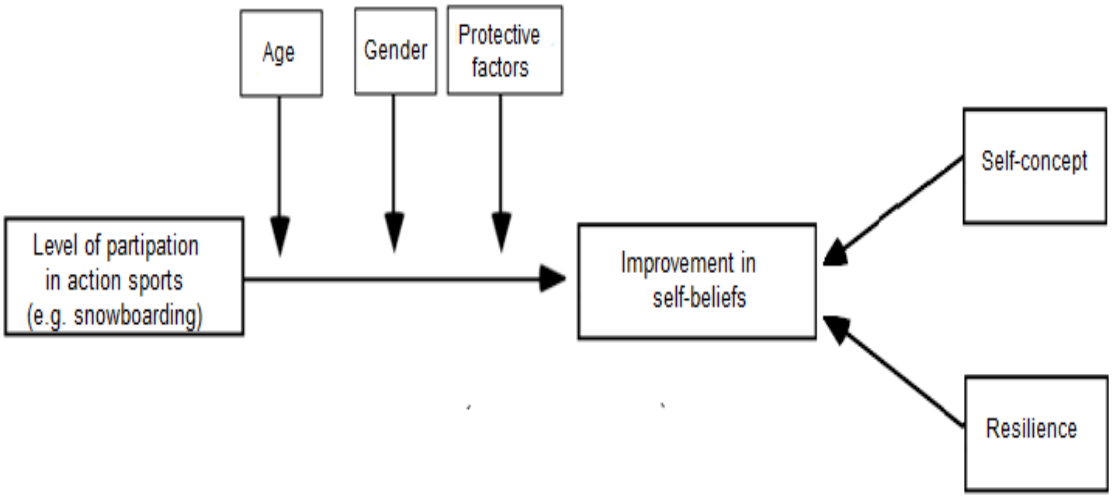
The statistical analysis used in future research should not be restricted to simple statistics with SPSS software. Simple univariate and bivariate inferential statistics that

only examine the relationships between two variables do not provide a meaningful understanding of reality, because they do not consider the myriads of simultaneous interactions and confounding effects that occur between multiple independent variables, dependent variables, and covariates (Jackson, 2018; Mertler & Vanatta, 2016).

SPSS does not support advanced methods of repeated measures analysis that are not compromised if the assumption of homoscedasticity is violated. It is necessary to use different formulae for the variance components than the standard formulae supported by SPSS (Ho & Weerhandi, 2007; Rao, 1973; White, 1980). SPSS alone does not support advanced multivariate methods such as structural equation modeling (SEM) that could explore the effects of an action sports program like snowboarding on the correlated self-beliefs (i.e., self-concept and self-efficacy) of adolescents. SEM is a second-generation technique developed in the last 25 years that supersedes the first-generation statistical methods available in SPSS developed in 1968 (Puteh & Ong, 2017). The utility of SEM is that it facilitates the examination of a network of pathways connecting multiple independent variables, dependent variables, and covariates simultaneously within one empirical model defined with a single path diagram (Avkiran, 2018). For example, Figure 5 presents a conceptual flow diagram to show how SEM could be used in future research.

Figure 5

Proposed Structural Equation Model



In Figure 5, variables are symbolized by rectangles and the arrows represent the path coefficients, equivalent to the regression coefficients in a multiple regression model, each of which measures the partial correlation between a pair of continuous-level variables, assuming that all the other variables in the model are constant (Beran & Violato, 2010). The path diagram in Figure 5 outlines the ways the strength and/or direction of the correlation between the level of participation of adolescents in an action sports program and the concomitant improvement in their self-beliefs (i.e., a combination of self-concept and self-efficacy) may be controlled by multiple moderators, including demographic factors (e.g., age and sex) and the protective social, academic, physical, and environmental factors that promote psychological well-being (Alvord & Grados, 2005; Liu et al., 2017; Masten & Barnes 2018; Ramirez-Granizo et al., 2020; The Center of the Developing Child, 2016).

SEM results are compromised by the ecological fallacy because the mean values of the path coefficients are calculated using aggregated data for all the individuals within a group; however, the mean path coefficients do not represent every member of that group (May et al., 2003). Hierarchical cluster analysis is an alternative method of analyzing the data collected in a pretest-posttest design not compromised by the ecological fallacy because it takes the data from every participant into account. In the research in the healthcare and psychology context, hierarchical cluster analysis is useful for classifying a number of individual participants into smaller groups based on the relative similarity between health-related attributes, including item scores collected in a survey (Agterberg et al., 2020; Clatworthy et al., 2005; Henry et al., 2005).

Implications for Practice

The implications for practice assume that people participating in action sports such as snowboarding inherently and organically utilizes modalities similar to evidence-based treatments (Van der Kolk, 2014). Further research could show how action sports such as snowboarding may be prescribed by counselors, social workers, and mental health professionals to encourage adolescents to face fears associated with an improvement in self-concept (Vögele et al., 2010).

I encourage counselors, social workers, and mental health professionals to praise action sports participants like snowboarding and engage in constructive dialog with them, particularly if the participant executed a new trick or accomplished a new maneuver, because this experience may positively reinforce the participant's self-concept (Catania, 2001). Saying positive statements to youth participants who enjoy activities such as snowboarding may lead to a constructive internal dialogue that positively impacts the

participant's behavior and engagement in the activity (Hofman et al., 2012). Further research could show that for adolescents encouraged to become more proficient at action sports like snowboarding, their new proficiency may impact their emotional well-being associated with an enhanced self-concept and elimination of maladaptive internal dialogues.

Conclusion

This study examined the immediate effects on adolescents of participating in snowboarding during a short-term, six-week-long action sports program, using a one-group pretest-posttest design. Based on a cognitive-behavioral approach, and the results of previous research on the beneficial effects of sporting activities on mental health, I collected data from two self-report questionnaires and tested to determine if snowboarding may improve the self-concept and the resilience of youth participants. However, due to threats to internal and external validity, including the lack of a control group, it was not possible to provide a definitive answer to the question of the degree to which the program changed the self-concept and resilience of adolescents. The participants did not report a significant increase in resilience after learning how to snowboard. Although the participants reported a significant increase in self-concept, the effect size was small, and due to the small sample size, this finding could not be generalized. Nevertheless, the improvement in self-concept may have practical implications for counselors and social workers to encourage adolescents to participate in snowboarding. I recommended further research to overcome the weaknesses and limitations of this study.

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Appendices

Appendix A

VOLUNTARY YOUTH INFORMATION FORM

To be completed by parent/guardian

The Chill Foundation requests the following information to ensure the sustainability of our programs in each Chill location.
Release of the requested information is **voluntary and will not be attached to youth names**, however it is very important to gather this information for development purposes. Thank you!

Select one box that specifies youth race and/or ethnicity:

☐ **Hispanic or Latino-** A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin regardless of race.

☐ **White (Not Hispanic or Latino)-** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

☐ **Black or African American (Not Hispanic or Latino)-** A person having origins in any of the black racial groups of Africa.

☐ **Native Hawaiian or Other Pacific Islander (Not Hispanic or Latino)-** A person having origins in any of the peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

☐ **Asian (Not Hispanic or Latino)-** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

☐ **American Indian, Alaska Native, or First Nation (Not Hispanic or Latino)-** A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

☐ **Two or More Races (Not Hispanic or Latino)-** All persons who identify with more than one of the above five races.

Check any box that applies:

Qualify for free or reduced lunch
☐ Yes
☐ No

History of alcohol/drug use
☐ Yes
☐ No

History of depression/low self-esteem
☐ Yes
☐ No

Has been involved in restorative justice, court diversion program(s), or been convicted of any crime
☐ Yes
☐ No

Has been placed in foster care or a group home
☐ Yes
☐ No

Is currently an ELL (English Language Learner) student
☐ Yes
☐ No

Select one box that specifies average annual household income of youth:

☐ Below $20,000 USD
☐ $20,001 - $25,000 USD
☐ $25,000 - $30,000 USD
☐ $30,001 - $35,000 USD

☐ $35,001 - $40,000 USD
☐ $45,001 - $50,000 USD
☐ Over $50,001 USD
☐ N/A (youth primarily supported through state custody, residential program or other)

Appendix B

RESPECT

"My best performances happened because my mind was in the right place. The mind is definitely stronger than the body." - ***Kelly Slater (Pro Surfer)***

"Leave everything better than you found it." - ***Leave No Trace***

"I speak to everyone in the same way, whether he is the garbage man or the president of the university." - ***Albert Einstein (Physicist and Philosopher)***

"Skaters, I think they tend to be outsiders who seek a sense of belonging, but belonging on their own terms, and real respect is given by how much we take what other guys do, these basic tricks, 360 flips, we take that, we make it our own, and then we contribute back to the community the inner way that edifies the community itself." - ***Rodney Mullen***

"Treat others as you want them to treat you, because what goes around comes around."

"Respect is learned, earned, and returned."

"Leave everything a bit better then you found it."

"We are all equal in the fact that we are all different. We are all the same in the fact that we will never be the same."
C. JoyBell C. (Famous Female Author, born in Baltimore)

"I speak to everyone in the same way, whether he is the garbage man or the president of the university." ***Albert Einstein (Physicist and Philosopher)***

"I firmly believe that respect is a lot more important, and a lot greater, than popularity."
Julius Erving (Professional Basketball Player)

"I'm not concerned with your liking or disliking me… All I ask is that you respect me as a human being." ***Jackie Robinson (first African American Major League Baseball Player)***

DEFINITION:

A feeling of admiring someone or something that is good, valuable, important, etc.
A feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way
A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements
SYNONYMS: Admire, value, look up to, open-mindedness, appreciate differences

RESPECT DEBRIEF QUESTIONS:

- How are you different from some of the others in the group?
- How do these differences strengthen the group as a whole?
- When do differences in people in a group prevent reaching certain objectives?
- What would this group be like if there were very few differences in people? How would you feel if this were so?
- In what instances did being different help and hinder the group members from reaching their objectives?
- Do you think you have other things in common with some of the group members that you haven't found yet?
- How will you use respect during your lessons today?
- How did respect help you with snowboarding today?
- How can respect help you in other areas of life?

ACTIVITIES:

Respect Stickers/Buttons

TIME NEEDED:
55 minutes total (25 minutes on bus ride up to the mountain, 30 minutes on bus ride home)
MATERIALS NEEDED:
-Paper cut into 11.5 x 4 inches (approximately bumper sticker size)
-Writing utensils

1. Ask everyone to get in groups according to their agency and work together to create a snowboard sticker/button about RESPECT. Include on the sticker: the word RESPECT, a motto or slogan for why you should use it, and at least three words that describe it.
2. Hand out paper and writing utensils to each agency
3. Rules for the sticker/button:
    a. Each youth in the group must contribute at least one word or motto
    b. Drawings and designs are great too

Let everyone know that the sticker/button will be presented for the bus on the way back

DEBRIEF:

-Invite groups to present their stickers
-Discussion of why Respect is important and picking a metaphor that matches their experience

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We'll be right back after these messages…

TIME NEEDED:
60 minutes total (30 minutes on bus ride up to the mountain, 30 minutes on bus ride home)
MATERIALS NEEDED:
-Paper
-Writing utensils

1. Ask everyone to get in groups according to their agency and work together to write a commercial about respect. Try to sell respect so others will want to start using it. For instance, say something positive that might happen in the world if more people showed respect to one another.
2. Hand out paper and writing utensils to each agency
3. Rules for the commercial:
    a. Each youth in the group must contribute at least one line
4. Let everyone know that the commercial will be performed for the bus on the way back and that they will be voted on and the best one will receive a prize.

DEBRIEF:
-Invite groups to perform their commercials

Who am I?/Private Eye

TIME NEEDED:
45 minutes total (25 minutes on bus ride up to the mountain, 20 minutes on bus ride home)
MATERIALS NEEDED:
-Different identities written on small pieces of paper
-Tape

-Paper
-Writing utensils

1. Prior to programming, write out identities on small pieces of paper (ie. two-year old, president of the United States, grandmother, rock-star, teacher, rich person, poor person, etc.)
2. Ask everyone to get in groups of at least 4 and have chaperones pass out the identities, not letting participants see what is written on their sheet of paper. Have them tape the paper to their forehead.
3. Have each group interact with one another, treating each other the way they would treat the person if they were who their paper says they are. This can go on for as long as seems reasonable.
4. Once time is up, have people guess who they were and have a discussion about how everyone felt being treated as these labels.

PRIVATE EYE:
Have chaperones write down the names of their youth on pieces of paper to toss into a hat. As youth are getting off the bus, have them pick a name out of the hat and keep it a secret. They will observe that person for the entire day of program and then share the positive/respectful actions taken by that person on the bus ride home.

Respect List

Make a list of things people do who are respectful. Here are a few: hold the door open for someone who needs help, listen without interrupting, don't talk back, whine, or sass, throw away trash.

Instead Say something that is considered respectful and then point to a random person, that person then says something is a respectful action, and then quickly points to the next person at random… GO as quickly as you can.

Respect Roll-Call

Everyone introduced themselves and one (1) person they respect. The next person then introduces themselves and a person they respect, along with the names of the people behind them and who they respect. This continues as long it is broken. Prizes for the longest string of correct answers.

Great icebreaker as well!

What makes you respect someone?

Think about somebody that you respect in your life. This might be a parent, brother, friend, teacher, sports hero.

What is it about them that makes you respect them? In what way do they live their life that makes you respect them? Do they work hard? Have they achieved something amazing? (Could use this as a taster / way to early intro other themes - it might be through persistence etc that the person has achieved / is doing something that the child really respects).

Discuss with the person sitting next to you who it is that you respect and explain the reasons why.

What are ways that you could live your life to be someone who others might respect? Use the way your chosen person lives theirs as a point of inspiration.

Then give the option to share with the group.

Think about this person when you're snowboarding tonight and whether they would respect the way you behave. Showing respect earns respect - the more you treat others with respect the more they will respect you!

Design a Self-Respect Snowboard

TIME NEEDED:
55 minutes total (25 minutes on bus ride up to the mountain, 30 minutes on bus ride home)
MATERIALS NEEDED:
-Self-Respect Snowboard Graphic Templates (next page)
-Writing utensils

1. Ask everyone to get in groups according to their agency and work together to create their own snowboard design.
2. Hand out pre-printed Self-Respect Board templates (see below) and writing utensils to each agency

3. Let everyone know that their snowboard designs will be presented for the bus on the way back and that they will be voted on and the best one will receive a prize.

DEBRIEF:
-Invite groups to present their snowboard design
-What qualities do you have that contribute to your self-respect?
-Describe or draw one quality in each of the squares to design your snowboard graphic.

******This can be better designed to actually have a snowboard shape around the squares/other squares can be added to include how you respect <u>others</u>.)***

<u>Respect Goals</u>

Before going on the hill, give kids a couple of minutes to set two goals in relation to respect e.g. I will help someone else who is having a hard time, I will say thank you to my instructor, I will wait patiently etc.

Get them to share those two goals with a buddy - once you have shared your two goals with your buddy raise your hand and wait quietly (or some similar signal so that you know when everyone on the bus has decided two goals), when everyone's hands are

raised choose kids at random to share goals with the group (warn them that this will happen so they all make a genuine effort to come up with something).

Then on the bus ride down get them to share again with their buddy how they achieved their goal and encouraging sharing with the group.

PATIENCE

“Patience is waiting. Not passively waiting. That is laziness. But to keep going when the going is hard and slow; that is patience.”

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.”

Michael Jordan (NBA Basketball Player)

“It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something.”

Franklin D Roosevelt (Former US President)

“The Olympics and medaling at the Olympics has been a dream of mine since I was a little kid, and I worked so hard to get where I am and it’s an unbelievable feeling.”

Gretchen Bleiler (Professional Snowboarder)

“Do not let what you cannot do interfere with what you can do.”

John Wooden (UCLA Basketball Coach)

“There is no GIANT step that does it. It’s a lot of LITTLE steps.”

Peter Cohen (Famous Film Director)

“Failure happens all the time. It happens every day in practice. What makes you better is how you react to it.”

Mia Hamm (Professional Soccer Player)

DEFENITION:

The ability to accept delay, trouble or suffering, without getting angry or upset

SYNONYMS: tolerance, endurance, open-mindedness

DEBRIEF QUESTIONS:

- What did you find difficult/challenging with the activity?
- What did you have to do to make it finally work?
- How did patience bring you closer to the goal of the activity?
- What emotions were you feeling as you attempted this task?
- Have you ever felt these emotions before in other areas of your lives? Where/when and what did you do to deal with those feelings in those moments?
- How will you use patience during your lessons today? // How did patience help you with snowboarding (skateboarding, surfing, SUPing?) today?
- How can patience help you in other areas of life?

ACTIVITIES:

Don’t Spill Your Patience

TIME NEEDED:

40 minutes total (25 on the way to the mountain, 15 on the way home from the mountain)

MATERIALS NEEDED:

-2 balls, oranges, or objects of similar size/softness.

1. Show everyone the “patience pass.” Balance a ball on the back of your hand and carefully pass it to the other coordinator or chaperone without using your palm or any other part of your body for extra help. Your partner must receive the item on the back of their hand as well.

2. Show what happens if you try to go to fast. Exaggerate the item falling when rushed.

3. Split the bus into two sides.

4. Ask everyone on the bus to try to pass the item from the front to the back without it hitting the ground. If the item falls, they must start at the beginning again.

5. In addition to the patience debrief questions, discuss how slowing down and using PATIENCE helped the group accomplish their goal

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Marble Shoot

TIME NEEDED:

40 minutes total (25 on the way to the mountain, 15 on the way home from the mountain)

MATERIALS NEEDED:

-Multiple (3-4) long cardboard wrapping paper tubes or pvc pipe cut in half length ways (so if resembles a half pipe)

-Marbles or bouncy balls (make sure you have extras, you will lose some!)

Participants are given a task of rolling a marble from the front of the bus to the back through the cardboard tubes/pipe. However there is not enough pipe/tube to extend all the way from the front to the back. Participants will have to work together and control the marble's/ball's decent down the tube to allow enough time for the other participants to pass the pipe/tube from the front to the back of the bus once a marble has travelled through a section of the tube. Participants will find if they do not go slowly the marble with inevitably fall out the end of the tube before the next section is passed.

DEBRIEF:

Pull from the patience debrief questions

(This can also be easily adapted to a persistence activity based on the types of questions asked in the debrief)

Bubble Collection

The bubbles used in this activity will not pop if they do not come into contact with skin. You can catch bubbles on a gloved hand and they will sit gently unless they are disturbed. Have the participants see how many bubbles they can catch without having any pop.

TIME NEEDED:

40 minutes total (25 on the way to the mountain, 15 on the way home from the mountain)

MATERIALS NEEDED:

-Unbreakable Bubble Solution

- 1 C distilled drinking water
- 1 Tablespoon dish soap
- 1 Teaspoon of glycerin

-Empty bottles with wide openings to store and transport bubble solution (Gatorade or other sports drink bottles are usually good)

-Bubble wands or straw (usually can be found at a dollar store)

Mix the Unbreakable Bubble Solution ahead of time and let sit for 24 hours. Make sure to make enough solution and to have enough bubble kits for each chaperone group. Assign one participant from each group to be the bubble blower who will blow the bubbles for their agency groups. The rest of the group's participants are instructed to try to catch as many of the unbreakable bubbles on the back of their hands or arms (NOTE: The bubbles will pop if they come into contact with skin. Be sure to have participants catch bubbles on their sleeves or the backs of their mittens/gloves).

DEBRIEF:

In addition to the patience debrief questions, poll the participants and find out who caught the most bubbles. Ask this participant what they did to catch so many. Hopefully the participant will respond that they moved slowly, they didn't rush, or they were patient. Discuss how this allowed them to succeed and how doing this can allow them to succeed in other parts of their lives.

Play a game of Simon Says

Whoever is designated as Simon will lead the game. Simon must stand in front of the group so that everyone playing can see him. Simon will speak commands, such as "Simon says touch your nose" or "Simon says put your left hand in the air," which the group must follow. Once another command is given, the previous one is erased. For example, if Simon tells everyone to raise their left hand and then says to jump on one foot, the group can put their left hand down to do so. However, the group is allowed to follow a command only if it is preceded by the expression "Simon says." If Simon gives a command without saying this first, the group is prohibited from following the command.

As the game progresses, players will be eliminated. It may be that one player is eliminated at a given time, or multiple players can be eliminated together. Players are eliminated if they follow a command that was not preceded by the expression "Simon says." Once eliminated, a player must sit out until a new game begins. When only one

person remains alive in the game, that person is deemed the winner and a new game can begin. The winner assumes the role of Simon for the new game

Have some burton stickers (or some kind of incentive) to give to whoever wins. This will prove that by listening patiently and following instructions they get some kind of reward. This is also a fun game to kind of relax everyone.

PERSISTENCE

"We are what we consistently do. Excellence then, is not an act, but a habit."
Aristotle

"Never, never, never, never give up."
Winston Churchill

"The road to success is always under construction."
Lily Tomlin

"Our greatest glory is not in never falling, but in rising every time we fall."
Confucius

"Many of life's failures are people who did not realize how close they were to success when they gave up."
Thomas Edison

"*Instead of worrying about failure, imagine what you miss out on by deciding to not even try"*

- Unknown

"Just keep going. Everyone gets better if they keep at it."

- Ted Williams (Baseball Player)

DEFENITION: Continuing a course of action, despite the difficulty or obstacles involved **SYNONYMS:** determination, endurance, dedication Steadfastness

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Weekly Activities

Showcase - youth gather with their instructor to show everyone what they learned that day within the last 10-15 minutes of lesson

Use ONE word to describe your experience at program today (within agency groups or as a whole)

-Make youth cards - have youth fill out a number between 1-10 at the end of each night on how successful they used the theme, 1 being low and 10 being high

ACTIVITIES:

Goal Setting

TIME NEEDED

40 minutes (30 minutes to start; 10 to debrief)

MATERIALS

-Paper

-Pens/pencils/markers

1. Discuss the difference between short-term and long-term goals. Can you achieve a goal in a day? In a week? In a year?

2. Give some examples and ask the bus/group if it is a short-term goal or a long-term goal. (Examples: learning how to kick flip versus getting a college degree; saving for a new hat versus saving for a car.)

3. Choose two short-term goals you would like to achieve at Chill and two long-term goals you would like to achieve in your lives. Write out the steps you would need to take to achieve these goals. What might prevent you from achieving these goals? How long will each one take you? Can you start your Chill goals today? Turn to your neighbor and share what your goal is for the day.

Dream Hat:

1. Have everyone break into groups of 5-8 participants with one chaperone/volunteer in each group.

2. Have each participant write one of their long-term life goals on a piece of paper and hand it to the chaperone/volunteer. Pass the papers out again, allowing each person to draw one that isn't their own.

3. As the life dreams/goals are read, participants can guess whose dream it is and that person can then have the opportunity to elaborate on their dream and talk about how persistence (and other themes) will play into their success.

Debrief:

-Discuss how does persistence relate to goals? What can you do when there is an obstacle and you want to give up? Did you see your friends being persistent? What were they doing? What steps did you take to get closer to your goals today?

-Pass out Persistence bracelets and encourage them to be persistent at home and at school. Ask them to encourage their friends and family if they see someone about to give up.

RIDDLE ME THIS…

OVERVIEW AND PURPOSE:
This lesson will introduce/reinforce the concept of not giving up. Achieving goals depends on persistence. Youth will identify a time when they were persistent, incorporate the practice of persistence into an activity and will identify how persistence will help them become snowboarders.
TIME NEEDED:
30 - 40 minutes total (20 on the way there and 15 on the way back)
MATERIALS NEEDED:
-Printed copies of riddles for chaperones. Stickers.

1. Participants on the bus (including chaperones) should be divided into 6-8 in groups.
2. Each chaperone will have a copy of the riddles. You will say a riddle on the loudspeaker and then float from group to group.
3. Each group, headed by one chaperone with the answers, will be trying to answer the same riddle
4. As a prize, first say the quote "The most interesting thing about a postage stamp is the persistence with which it sticks to its job." Postage stamps aren't quite as fun as stickers, so hand everyone a sticker who shows persistence in trying to solve the riddle.
5. When everyone has a sticker, we will have reached our goal!

DEBRIEF:
If there are individuals who find this challenging throughout the process, discuss that. What made you want to give up? Why was it hard to keep going until we reached the goal? What made some of you decide that it was worth continuing to work through this until the goal was accomplished? How does this relate to what people often do when a challenge is put in front of them? Challenge participants to identify when they may need to practice persistence on the mountain tonight.

SAMPLE RIDDLES:

I'm as small as an ant, as big as a whale. I'll approach like a breeze, but can come like a gale. By some I get hit, but all have shown fear. I'll dance to the music, though I can't hear. Of names I have many, of names I have one. I'm as slow as a snail, but from me you can't run. What am I? *Shadow*

This thing runs but cannot walk, sometimes sings but never talks. Lacks arms, has hands; lacks a head but has a face. What is it? *Clock*

Where will you find roads without cars, forests without trees and cities without houses? *On a map*

What's Behind the Green Glass Doors? All variations on the same theme. The things you can bring through the Green Glass Doors are anything with double letters (eggs but not bacon, yellow but not orange, Jimmy but not James, etc.)

You use it between your head and your toes, the more it works the thinner it grows. What is it? *Soap*

What starts with an "e," ends with an "e," and contains only one letter? *An envelope*.

How far can you walk into the woods? *Halfway, then you start walking out.*

You're making a purchase at a hardware store. 3 is $5. 87 is $10. 111 is $15. (The only hint is to start over but with different numbers. 5 is $5. 14 is $10. 400 is $15.) What are you buying? *Numbers for a house. Each digit is $5 (or whatever amount you choose).*

Give me food and I will live. Give me water and I will die. What am I? *Fire*

One is three, two is three, three is five, four is four, five is four, six is three… what is seven? *Five. And so on. The answer is the number of letters in the word.*

What's light as a feather, but even the strongest man can't hold it for more than a minute? *Your breath.*

I'm where yesterday follows today and tomorrow's in the middle. What am I? *A dictionary.*

The Rose That Grew from Concrete

TIME NEEDED: 30 - 40 minutes total (20 on the way there and 15 on the way back.)

MATERIALS NEEDED:

-Printed copies of poem "The Rose that Grew from Concrete," by Tupac Shakur for chaperones (or for each student)
-Paper
-Pens or pencils

The Rose that Grew from Concrete

Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's law is wrong
It learned to walk without having feet.
Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.
-
Tupac Shakur

1. Ask the students to think of a time in the past when they had to overcome an obstacle that felt impossible at the start. It would be helpful if you could give a personal example, or a couple general examples to get them thinking. (A fight with your best friend and you found the strength to ask for forgiveness. When you learned how to snowboard, surf, or skate. Learning geometry.) Have some students share their story.
2. Pass out the poem. Participants will receive the Tupac poem and will follow along as you read it over the PA. (Or feel free to have a student volunteer to read it.)
3. Ask them to think about ways they are like the rose. They are going to write down three things the concrete could represent in their lives at home/school and then three things when learning something new at Chill, such as snowboarding/surfing/skateboarding/SUP.
4. Ask for volunteers to read their lists. Ask for a show of hands if others are facing similar obstacles. In smaller groups (agency groups, or rows on the bus), work together/talk about what can be done to break through the barrier and find a solution.
5. Have each youth choose an obstacle that is on their Chill list and commit to working persistently on breaking through the barrier today.

DEBRIEF:

1. Ask for volunteers to come up front and discuss what their obstacle was; how they were persistent throughout the day; and if they felt like they started to conquer the obstacle. (Examples might include getting on the lift for the first time; standing up on the surfboard/paddle board for the first time; completing an S or J turn properly.)
2. Now choose an obstacle from the home/school list and talk about how you are going to work on it in the next week before coming back to Chill. Remind them they had the persistence to do it at Chill and you are confident they will have the persistence to find solutions at home.
3. Pass out Persistence bracelets and tell them to use them as reminders of how persistent they can be anywhere.

Persistence Menu

TIME NEEDED:
35 minutes total (20 on the way there and 15 on the way back.)
MATERIALS NEEDED:
-Menus from local restaurants (to show as examples)
-Paper
-Pens or pencils

1. Start a conversation about favorite restaurants and favorite foods. This is a very familiar topic and youth should be eager to participate. Ask them if they have the same thing every time they eat at that restaurant, or if they try different things from the menu. (Be sure to include chaperones if youth do not seem to ever try new things on a menu!)
2. Explain that a menu is a nice way to display options and that just like with meals, different people choose different ways to express frustration and persistence.
3. Among agency groups, brainstorm a list of appropriate ways to express frustration and ways to be persistent. (Examples: breathe deeply; count to 5; tell yourself you are proud of yourself; tell yourself 'five more minutes'; believe in yourself; cheer someone else on; stay positive; think of your long-term goals; try again; never give up, etc)
4. Make a menu by folding a piece of blank paper. On the front page, write the words PERSISTENCE MENU. Open the menu and on the inside, write menu options at the top. Underneath, list the various things you can do to be persistent when you are learning something new and feeling like you want to give up.
5. Ask them to set a goal for the day and think about the menu throughout the lesson.

DEBRIEF: Talk about circumstances on the mountain/at the beach where you were frustrated and wanted to give up. What did you do? Did you keep going in the face of difficulty? Discuss how this menu can be used anywhere else in life.

Pass out Persistent bracelets. Ask everyone to look at their menus during the week when they are feeling frustrated and need some options on how to conquer what they are facing.

Goal Setting

TIME NEEDED

40 minutes (30 minutes to start; 10 to debrief)

MATERIALS

-Paper

-Pens/pencils/markers

Discuss the difference between short-term and long-term goals. Can you achieve a goal in a day? In a week? In a year?

Give some examples and ask the bus/group if it is a short-term goal or a long-term goal. (Examples: learning how to kick flip versus getting a college degree; saving for a new hat versus saving for a car.)

Choose two short-term goals you would like to achieve at Chill and two long-term goals you would like to achieve in your lives. Write out the steps you would need to take to achieve these goals. What might prevent you from achieving these goals? How long will each one take you? Can you start your Chill goals today? Turn to your neighbor and share what your goal is for the day.

Dream Hat:

Have everyone break into groups of 5-8 participants with one chaperone/volunteer in each group.

Have each participant write one of their long-term life goals on a piece of paper and hand it to the chaperone/volunteer. Pass the papers out again, allowing each person to draw one that isn't their own.

As the life dreams/goals are read, participants can guess whose dream it is and that person can then have the opportunity to elaborate on their dream and talk about how persistence (and other themes) will play into their success.

DEBRIEF:

Discuss how does persistence relate to goals? What can you do when there is an obstacle and you want to give up? Did you see your friends being persistent? What were they doing? What steps did you take to get closer to your goals today?

Pass out Persistence bracelets and encourage them to be persistent at home and at school. Ask them to encourage their friends and family if they see someone about to give up.

Helium Stick

Good activity for the beach, skatepark, or lake; would not work as well on a bus.

TIME NEEDED:

~25 minutes (5 minute briefing and set up, 10-15 minutes of active problem-solving (until success), 10 minutes discussion

MATERIALS NEEDED

-A thin, light-weight long stick or rod

Deceptively simple but powerful exercise for learning how to work together and communicate in small to medium sized groups.

Line up in two rows which face each other.

Introduce the Helium Stick- a long, thin, lightweight rod.

Ask participants to point their index fingers and hold their arms out.

Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.

Explain that the challenge is to lower the Helium Stick to the ground.

- The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole in not allowed - it must rest on top of fingers.
- Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin....
- Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!
- Participants may be confused initially about the paradoxical behavior of the Helium Stick.
- Some groups or individuals (most often larger size groups) after 5 to 10 minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.
- The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.
- Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.
- Eventually the group needs to calm down, concentrate, and very slowly, patiently lower the Helium Stick - easier said than done.

How Does it Work?

The stick does not contain helium. The secret (keep it to yourself) is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.

DEBRIEF

What was the initial reaction of the group?

How well did the group cope with this challenge?

What skills did it take to be successful as a group?

What creative solutions were suggested and how were they received?

What would an outside observer have seen as the strengths and weaknesses of the group?

What roles did people play?

What did each group member learn about him/herself as an individual?

What other situations (e.g., at school, home or work) are like the Helium Stick?

RESPONSIBILITY

"The price of greatness is responsibility."
Winston Churchill

"Concern yourself more with accepting responsibility than with assigning blame. Let the possibilities inspire you more than the obstacles discourage you."
Ralph Marston (Professional Football Player)

"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else."
Les Brown (Former Politician)

"Responsibility is accepting that you are the cause and the solution of the matter"

Unknown

DEFENITION: the state of being the person who caused something to happen/ a duty or task that you are required or expected to do/ something that you should do because it is morally right, legally required, etc.
SYNONYMS: Dependability, Reliability, Ownership

ACTIVITIES:

Snowball Fight

Overview:
This game takes fun and allows the youth to make a mess, but the twist is that they have to be **responsible** for the mess and clean up all the snowballs they throw!

Time needed: 20 mins

Material needed:
“snowballs” (soft balls, rolls of cray paper, Toilet paper, balled up paper, etc…)
Trash bags for clean up

For this game you need “snowballs” (cray paper rolls, soft balls, crumpled up paper) and bags. Now, split your bus down the middle, (that should be easy most buses have a walkway in the middle) make sure each side is as even as possible. Have chaperones hand out the “snowballs”.

The object of the game is to have the least number of snowballs on your side at the end of the game.
Tell the youth to throw nicely and not to throw them at other people faces. Also make a DMZ zone in the front of the bus so we don’t distract or hit the driver.

Count down and let them fly. Give teams 30-60 seconds to play. Yell, “Time!” when time is up.

Now tell them that the game is not over but that the side who cleans up the best is the winner, no more throwing or sweeping the “snowballs” to the other side. Talk about how its ok to have some fun and play some messy games but you must remain **RESPONSIBLE** for what you do and the mess you make.

First team to have their side entirely cleaned up wins the game!

Mountain Code

Overview:

This lesson will teach youth about the mountain code that all mountain users must adhere to. They will create their own life code which will provide some thoughts and guidelines about positive ways to live their lives. In addition, they will be taught the value of responsibility and challenged with responsibility for the following weeks.

Time Needed:

50 minutes total (30 minutes on the way to the mountain, 20 minutes on the bus ride home)

Materials:

-8-10 different “Mountain Code Puzzles”. Each Mountain Code Puzzle will have 3-5 pieces which all fit together. The “Puzzles” will need to be printed with the mountain code on one side, and made of an easily writeable surface, so the youth can write on the back.

-Enough writing utensils for all participants

1. Before introducing the mountain code, walk around the bus and hand out the puzzles to groups, making sure that there are enough pieces for each youth. Explain that each group should have one puzzle with enough pieces for each member of the group.

2. Introduce the puzzle pieces to the youth. Explain that if they put their pieces with the other pieces in their group, they will be able to read the mountain code.

3. Ask for youth and chaperone volunteers to read each rule in the mountain code. After each rule, ask follow-up questions like: “What does this mean?” and “ Why might this be important?”

4. Ask them to develop a “Life Code” to be discussed on the way home.

Mountain Code Rules:

Be safety conscious and: KNOW THE CODE. IT’S YOUR RESPONSIBILITY.

1. Always stay in control.
2. People ahead of you have the right of way.
3. Stop in a safe place for you and others.
4. Whenever starting downhill or merging, look uphill and yield.
5. Observe signs and warnings, and keep off closed trails.
6. Know how to use the lifts safely.

Debrief:

- Ask youth about what they just witnessed. You can ask questions like: What happened when one of the pieces was gone?

-What would happen if one person lost their piece?

-How were each one of you responsible to your group members tonight?

-Who else can you be responsible to?

-Where else can you be responsible?

-How can you be responsible tonight when you get home?

-How can you be responsible tomorrow, when you go to school

-Tell the youth it is their RESPONSIBILITY to keep the puzzle piece throughout the entire week. If they can show it to a coordinator on week ___ of Chill, they will receive a small prize.

Be safety conscious and
KNOW THE CODE. IT'S YOUR RESPONSIBILITY.

1. ***Always stay in control.***
2. ***People ahead of you have the right of way.***
3. ***Stop in a safe place for you and others.***
4. ***Whenever starting downhill or merging, look uphill and yield.***
5. ***Use devices to help prevent runaway equipment.***
6. ***Observe signs and warnings, and keep off closed trails.***
7. ***Know how to use the lifts safely.***

Constitution Flag

TIME NEEDED:
30 minutes total (20 minutes on the way to the mountain, 10 minutes on the bus ride home)
MATERIALS NEEDED:
-wooden pole or post,

-sheet of clear vinyl or plastic drop cloth
-magenta paint marker or dry erase marker

This activity is about creating a beach flag that declares what each participant will be responsible for. With the vinyl/plastic laying on the ground each participant must come write a proclamation statement on the flag. “I am Responsible for……” During the Chill program fly the flag as a reminder a declaration of what the participants have committed to. Ownership of their statements is key.

DEBRIEF:
Gather as participants are preparing to leave and ask them to each state something they will be responsible for during their week. This could be helping a parent, sibling or teacher in some way throughout the week. Emphasize that it is important that they commit to responsibility regardless of the circumstances that they encounter through the week.

Responsibility Ball

TIME NEEDED:
40 minutes total (30 minutes on the way to the mountain, 10 minutes on the bus ride home)
MATERIALS NEEDED:
-beach balls with responsibility questions written on them

Get enough beach balls so you can split the everyone into groups of 10-12 and with each group having their own ball. Prior to program, blow up the beach balls and using a sharpie, draw lines to section out different blocks and triangles on the balls. Within each section, write a question that pertains to responsibility (ie. What is one thing you are responsible for at home? How do you take responsibility for the environment? What was a time that you found it challenging to accept responsibility for something?).

Once everyone is in their groups, hand them a beach ball and have them blow it up. They will then toss it around their group (everyone must catch it at least once) and tell them that they must answer (and share aloud with the group) the question that their right pointer finger (or thumb, or right hand, etc.) is touching when they catch the ball.

Moon Ball:

Once everyone has had a chance to answer at least one question (questions are allowed to be repeated), challenge the group to see how many touches they can get without the ball falling to the ground. Apply these rules:

1. Everyone must touch the ball at least once
2. You can tap the ball, but not catch and hold the ball
3. AND it is the group's responsibility for coming up with a consequence for dropping the ball (ie. Every time the ball drops, a group member loses their voice; Every time the ball drops, a group member has to give another group member a compliment…)

DEBRIEF:

- After hearing about different types of responsibility that people have, did anyone's perspective change on the meaning of responsibility?
- Was anyone surprised/challenged by/proud of the questions that came up on the Responsibility Ball?
- What was it like to have full responsibility for coming up with a consequence if your ball drops? (Empowering, challenging?) Did everyone take responsibility for their actions? Why or why not?
- Did any group reach their goal of how many touches they could get in Moon Ball? Did you exceed your goal? Who's responsibility was it to find success? How did you tackle that responsibility?
- How can we keep responsibility in mind while we're on the mountain? What types of responsibilities do we have out there?

COURAGE

"I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear."

- Nelson Mandela

"Courage is knowing what not to fear"

- Plato

"It takes a great deal of courage to stand up to our enemies, but just as much to stand up to our friends"

- **J.K. Rowling**

"I have a lot of things to prove to myself. One is that I can live my life fearlessly."

- **Oprah Winfrey**

"I can be in completely foreign place, but I know if I can snowboard, everything is going to be alright."

Hana Beaman

Definitions

-Mental or moral strength that enables a person to face difficulty, danger or pain without fear

Synonyms

-bravery, fearless, daring

Pre-Program Activities

#1 Charades

Overview and purpose:

To provide youth with examples of real world characters who use courage and allow them to build their own courage while performing to peers.

TIME NEEDED:

45mins on bus ride to the mountain

MATERIALS NEEDED:

-pens and paper

1. Talk about what courage means to youth. Bravery; sticking up for what you believe in; facing your fears; hard work in the face of adversity; etc.

2. Have youth come up with examples of famous people who have displayed courage (Nelson Mandela, Dr. Martin Luther King, Harriet Tubman, Sir Edmund Hilary, Rosa Parks, pro snowboarders...).

3. After discussing what makes each of these famous people courageous, have the youth work with the people around them to come up with on courageous famous person and write it down on paper as a secret.

4. Now it is the youth's turn to be courageous, after gathering all the pieces of paper with names written on them have one individual from each group come up to the front of the bus and draw a name out of the hat.

a. Groups have 5 min. to come up with a presentation to help the rest of the bus guess what name is on their piece of paper.
b. Groups/individuals present one at a time and have 2 min. to get the bus to guess their courageous person.

c. The first minute of their presentation they cannot speak, the remaining minute they may speak, but cannot say the name of the courageous person.
d. If the bus does not guess the right name in 4 minutes have the presenter tell them.

5. Before getting off the bus at the mountain, commend all groups for their courage in presentations. Have them think about one way they will use courage on the mountain tonight.

Debrief:

-On the way home from the mountain, ask youth to present ways in which they used courage on the mountain that evening. Recommend youth act out presentations.

-Discuss how youth can use their new courage in healthy ways at home/school. (Trying something new, talking to a new person/neighbor, presenting a project at school, standing up for yourself in the face of adversity.)

#2 New Faces

TIME NEEDED:

25-30 Minutes

MATERIALS:

-Pencils and paper

On the Ride Up:

1. Ask youth to sit with another youth *not* from their group and whom they don't already know.

2. Start with conversation on COURAGE. What is courage? Ask youth to share ideas of what courage means to them. Ask them to share. Offer examples: trying something new; going back to something that is difficult; conquering a fear; etc.

3. Talk about how it can be hard to be courageous and it can sometimes be uncomfortable or scary to try something new, but if they have the courage to do so, it can be very rewarding.

4. Remind them they have been asked to sit next to somebody they do not know. Talk about how meeting new people or making new friends is something that might be a little scary or hard, but how it's usually rewarding. Tell them we are going to practice being courageous *while* meet new friends, and that they're going to practice courage by meeting a new person and finding out about them, and sharing about themselves.

5. Generate three or four "interview" questions with the group. Keep them light and fun—avoid potentially difficult topics, i.e. family, etc. Examples: What's your favorite food? What's your favorite movie? What's your favorite thing to do for fun? You know. The basics! Also include: What is one time you were courageous?

6. Tell youth that their job is to "interview" their partner and that they can write their answers down, and they'll share what they learned on the ride home. Encourage youth to take a run together for the first time on the hill and practice courage together.

7. Ask if anyone wants to present their partner to the group and vice versa. Hand out Stickers to the groups that participate. Ask them if it was harder presenting or asking the questions of their partner and what do they think takes more *Courage.*

On the Ride Home:

1. Ask youth how the evening went and how many people used courage. Ask who took a run with a new friend or participant they met on the bus.

2. Ask them to share how they used courage, and where they saw it in others.

3. Ask youth to share together what they learned about one another in the courage interview. Ask what it was like meeting someone new and how it took courage.

Debrief:

-Talk about how it is scary to try something new, especially when there are new people involved, but how it is a rewarding experience and exciting. Play up how they've been using courage on the mountain, and how this was an example of how they can think about using courage *off* the mountain.

-Shout outs, etc.

Post-Program

Weekly Activities

-Showcase - youth gather with their instructor to show everyone what they learned that day within the last 10-15 minutes of lesson

-Use ONE word to describe your experience at program today (within agency groups or as a whole)

-Make youth cards - have youth fill out a number between 1-10 at the end of each night on how successful they used the theme, 1 being low and 10 being high

THEME #6: PRIDE

Definitions

-A feeling of satisfaction or pleasure through our own achievements; giving credit to ourselves through accomplishment

Synonyms

-dignity, honour, self-respect, self-esteem, self-worth

Quotes

“If you want to snowboard with the best of them, you need to take care of yourself” – Jake Blauvelt

“I believe that people should take pride in what they do, even if it is scorned or misunderstood by the public at large.” – Tony Hawk (Professional Skateboarder)

“I am not someone who is ashamed of my past. I’m actually really proud. I know I made a lot of mistakes, but they, in turn, were my life lessons.” - Drew Barrymore (Actress)

Pre-Program Activities

<u>#1 Pride Pose</u>

OVERVIEW AND PURPOSE:

This lesson will help youth understand what it means to have PRIDE in themselves because of snowboarding and ways to consider PRIDE in other walks of life as well. It will teach them ways to recognize PRIDE in themselves

and others. This is a good activity for groups that like to be a little silly/goofy, or have a hard time expressing themselves and feelings verbally.

TIME NEEDED:

55 minutes total (25 minutes on bus ride up to the mountain, 30 minutes on bus ride home)

How do you SHOW pride?

1. Introduce PRIDE

2. Ask everyone to think for a minute or two about what PRIDE means to them

3. Ask a few people to give their definition and examples of PRIDE.

4. Talk about what it means to have PRIDE and be sure to share your own stories and ideas.

-When have you felt the most PRIDE?

-Why is it important to have PRIDE?

-How does it feel when someone tells you they are PROUD of you?

-Is it important to tell your family and friends that you are proud of them?

-How can having too much PRIDE affect others opinions of you?

Participants will brainstorm their “PRIDE POSE” or decide how they’ll SHOW pride.

1. Talk with participants about how pride is something we often feel, but sometimes harder to *show*. Tell them “tonight we’re going to practice *showing* our pride.

2. Have participants group up in areas around them or with their agency, and have them brainstorm ideas of how they could *show* pride. It could be a fist

pump, arms up pose (think our brochures), muscle poses, etc. Have each group pick a pose; this is the pose they'll show others when they're feeling proud of themselves or someone else on the hill

3. Go down the bus and have each group show what their PRIDE gesture is. Encourage them to share their pride with at least three other people on the mountain.

#2 Alphabet Pockets

Time 20-25 minutes

1. Divide up the groups into 4-6 people with 1 Chaperone in each group, if at all possible.

2. The group then goes through their backpacks, pockets, wallets, lunches trying to find items that begin with a letter in the alphabet.

3. Give the groups 10 minutes to find as many items as they can, once the ten minutes is up ask each group what they found and what letter it represented. Making note of how many letters they found.

4. Hand out Prizes for the winners of the game and then ask them how they feel about being the winners and what their strategy was on they were going to win the game.

On The Bus Ride Home:

1. Ask youth to tell you some stories about people they saw showing PRIDE tonight, and how they did showing others pride.

2. Invite groups to share stories of what it felt like to *show* pride to others, and how it felt to give it and also get it.

Debrief:

-Quick review of the ways pride was used on the mountain.

-Remind participants of how they can show pride—for themselves and others—on and off the mountain, and remind them how encouraging it can be to have others be proud of them and to share that positive feeling.

Post-Program

Weekly Activities

-Showcase - youth gather with their instructor to show everyone what they learned that day within the last 10-15 minutes of lesson

-Use ONE word to describe your experience at program today (within agency groups or as a whole)

-Make youth cards - have youth fill out a number between 1-10 at the end of each night on how successful they used the theme, 1 being low and 10 being high