How Did the Pandemic Affect College Sports and Students?

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Abstract

The pandemic greatly affected college athletics, which caused student-athletes to withdraw, face financial hardships, and have mental health issues. Colleges and universities, however, put in place a number of strategies to deal with these difficulties and help their students and athletes. Universities and colleges utilized a variety of health and safety precautions to slow the spread of the virus. Some of these were regular testing, mandated quarantines, travel prohibitions, and caps on the number of attendees at athletic events. There were setbacks to the practicing and training schedules of student-athletes. Maintaining their skill and fitness levels was challenging for athletes since many institutions shuttered their sporting facilities and instituted social isolation policies. Colleges and universities had financial difficulties as a result of the cancellation of sporting events. The entire budget of the sports department was greatly impacted by the considerable decline in revenue from ticket sales, broadcast deals, and sponsorships. Many student-athletes had to find new methods to manage their academic and athletic duties as a result of the transition to remote learning. Many had to adjust to remote training or make do with a lack of facilities and equipment. They may experience frustration and stress as a result of this change to their routine. Due to the limitations enforced by the outbreak, many student-athletes were separated from their teammates and coaches. Feelings of isolation and despair might result from this lack of social interaction.

Chapter 1: Introduction

Many athletes were affected because of the covid outbreak due to schools and programs closing around the nation. Athletes suffer in many different ways and most went into depression without any help or people knowing what was wrong. My Capstone is about how the pandemic affected college sports and students. This was an important thing during the pandemic because many teenagers didn't get the chance to play in their final year of college. Also, an important fact about the topic is that I was a part of the students who suffered and had no backup plan on what to do throughout the pandemic so most of the athletes were stuck. The findings I was able to find throughout all of my articles cited were data on depression, budget, schools shutting down and schools choosing to not budget to help other schools due to the huge money lost during the pandemic.

Covid was a very difficult time for everyone, especially college athletes. College athletes went through a lot since there was a pandemic and they had to move out of school. College athletes have difficulties when they reintegrate into school life and athletics as a result of the COVID-19 epidemic. Similar pressures have been linked to the impact of COVID-19 on athletes' life generally, including their economic state, their fear of getting COVID-19, their separation from teammates and coaches, and their inability to perform at the same level as previously. Athletes were angry because their bodies had changed from what they were accustomed to. Athletes are more likely to experience negative emotions, restlessness, somatic anxiety, a lack of drive, and despair.

Chapter 2: Literature Review

This story was talking about the difference between covid and how it was brought upon countries around the world. It also broke down the amount of money that went to covid issue as well as the money lost. Since SARS-CoV-2 was originally linked to clusters of atypical pneumonia cases in Wuhan, China, less than four months ago, COVID-19 has quickly spread over the world, posing a threat to every nation. In 2020, the COVID-19 response framework committed US$220 million for One Health initiatives in 13 countries, far less than their estimated US$3.4 billion annual cost to develop and maintain systems for efficient zoonotic disease prevention and control throughout One Health systems in low- and moderate-income countries. (Arteaga, 2021) For governments to be informed of a potential health emergency and to take confinement measures, it is essential that novel pathogens are identified as soon as possible and that new information and scientific findings on their modes of transmission are shared openly and quickly. Being prepared for a pandemic has a significant return on investment. Less than 1% of the entire cost as it stands at the present time is represented by the anticipated readiness cost of US$72 billion. (Arteaga, 2021)

Only if health systems have made advance plans in a number of areas, such as the provision and usage of appropriate protective gear, assistance for child care, and support for mental health, will they be able to respond to a crisis. Independent production and procurement capacities, as well as quick and committed funding at the appropriate size, were lacking. This mega-crisis offers a strong argument for the need to create a real and efficient international system that prevents disease outbreaks from spreading into pandemics and prevents pandemics from

worsening into global social, economic, and health disasters. (Arteaga, 2021) In the near future, endemic COVID-19 may need 5 billion booster shots to be made available annually worldwide.

Unlike the previous paper, the next paper shows the percentage of departments that didn't lose much in their budgets because they didn't anticipate the distribution. The COVID-19 Pandemic struck the United States in the early spring of 2020, paralyzing not only the economy but also collegiate athletics. The NCAA Men's Basketball Tournament and other spring collegiate sports were suspended, which resulted in a loss of income for college athletics. College athletic departments have made a concerted effort over the past several years to modernize their facilities in order to better serve the requirements of the supporters and, more crucially, to draw in better recruits. To have a considerable competitive recruiting edge over other universities and entice the top-tier student-athletes, there was a movement to modernize the facilities.

Most sports departments probably didn't anticipate a 62.5% loss on their annual distribution budget. The NCAA decided to reduce the anticipated 600 million to $225 million in March 2020. (Willam, 2021) The amount given to institutions is just 37.5% of what was anticipated. The Association is utilizing $50 million from reserves to assist finance the $225 million allocated to the NCAA's universities (Willam, 2021). The majority of the money that athletic departments get comes from ticket sales, TV broadcasting rights, contributions, and business sponsorships from previous and current seasons. The income budget gap in sports departments was not caused by the COVID-19 outbreak; rather, it served to highlight the underlying issue.

Even while some have fared better than others, it is still true that the program must reduce some sports, jobs, wages, and budgets in order to survive. The effect of COVID-19 on sports finances has taught us a valuable lesson about the precarious link between

profitability-financed initiatives and athletic funds(Willam, 2021). The COVID-19 Pandemic surprised athletic departments by causing so much mayhem this past year. The COVID-19 epidemic came as a real surprise, and it made it clearer than ever that athletic departments would have to alter their long-standing approach to managing sports programs.

Unlike the previous paper, the next paper speaks about how many schools and students lost their sports season due to the pandemic. Nearly all sporting events were suspended in the spring of 2020 due to the COVID-19 pandemic, and collegiate players at NCAA-affiliated universities whose sporting seasons were impacted were given an additional year of athletic eligibility. Between August and September 2021, the authors performed a merge survey with 632 athletes from two institutions in the Midwest of the United States(Smith,2022). This study was done to find out how collegiate athletes intended to use the extra year of eligibility they had been given by the NCAA(Smith,2022). The participants' demographics and plans for using their additional academic year of eligibility were described using standard descriptive statistics. A prime example is me being in my 5th year at Purchase because since Covid happened I was rewarded another year to play. In this case over 1,000+ student-athletes all over the world were able to go back to college and play or were forced to go back because Covid ruined their chances of going Pro. So they had to go back for another chance to prove themselves again.

Unlike the previous paper, the next paper speaks about depression and shows the data on the percentage of athletes. This study aimed to determine how the COVID-19 change event affected student-athletes and other campus groups. There were 249 individuals who completed the survey battery in full or in part. It's noteworthy that 172 respondents (69.1%) said "a lot has changed"(Garver,2021). One-word summaries of the feelings associated with this change event included dissatisfaction, anger, frustration, sorrow, aggravation, and depression. Many students

had doubts about taking part in exercises, practices, rehearsals, and contests before the autumn semester began. The change event was COVID-19, a calamity that affected the whole world. The unexpected cessation of athletic competition has since been seen as a turning point. There is scant but fascinating research regarding how athletes are affected by the COVID-19-related loss of sports. Over half (52%) of South African semi-elite and elite athletes surveyed reported feeling melancholy, and (55%) struggled to maintain exercise motivation. More than 70% of respondents expressed optimism about their chances of passing spring 2020 courses. (Garver,2021) Over 37,600 collegiate athletes from all major divisions (I, II, and III), sports, and conferences participated in the Student-Athlete COVID-19 Well-Being Survey, which was administered by the NCAA in April 2020. (Garver,2021) The survey asked participants about their perceptions of their physical and mental health. Most people have a connection to sport either as participants or as spectators of it. Fewer people have taken part in college or professional sports. Fewer yet have experienced a global epidemic that prevented them from playing college or professional sports.

Unlike the previous article, This article speaks about the serious health issues people had to experience. Respiratory viruses have recently begun to represent a serious threat to the health of people all over the world, and it is very possible that they will do so in the future. In today's culture, there is a greater desire for and commitment to achieving healthy living. It happens in a variety of dimensions and is a universal idea required to achieve a fulfilling existence for everybody in society. The desire of continuing involvement was the variable that served as a major determining factor in the current investigation. The government refused to implement measures on COVID-19 like forced travel restrictions despite the widespread dread or concern, thus the majority of individuals continued with their regular lives. Given that COVID-19

following SARS and MERS is expected to continue spreading, as well as research on the majority of the population, hypochondriasis was chosen as a significant element in the current study. Who are now in good health but worry about infection are needed just as much as the study on fundamental topics, such as the efficient regulations of government organizations in charge of creating therapeutic agents and managing disorders. “Data were collected from 10 March to 6 April 2020 in the Han River National Park and from three large sports centers located in Seoul. The survey was conducted when the whole nation became aware of the seriousness of

COVID-19 in that the number of confirmed cases sharply increased after the first confirmed case on 20 January 2020, and on April 6 when the data collection was terminated, there were 10,284 accumulated confirmed case” (Choi, Chul-ho, 2020). This goes to show that there were a large number of cases in Seoul. Imagine how many cases there were worldwide.

Since infected individuals cannot be seen with the naked eye, psychological worry may be stronger in the case of extremely infectious COVID-19. The notion that age is statistically a very important factor for hypochondriasis in COVID-19 is supported by the less favorable results of the young age group for all variables. Currently, COVID-19, which is known to spread through direct contact with an infected individual, not only poses a danger to human life but also puts national institutions at risk around the globe. The COVID-19 virus, which was widespread around the end of 2019 and quickly transmitted through human contact and respiratory system interaction, altered not only the everyday activities of individuals but also patterns of engagement in sports.

Unlike the previous article, this article expresses the collapse of the college department due to the pandemic. They couldn't keep using their outdated company strategy. College sports

departments were compelled by COVID-19 to deal with circumstances they had never anticipated or were insufficiently prepared to address. COVID-19 put college athletics in a chokehold. Early in the spring of 2020, COVID-19 raised its ugly head, causing a pandemic to take over college athletics and cause the majority of programs to lose their funding sources. In order to survive, they looked at facility debt, spending cuts, athletic staff elimination, compensation decrease, and athletic department decrease. The most typical business model used by schools when planning facility enhancements is to make payments over a long period of time. College sports organizations have embarked on a concerted effort over the past few years to improve their facilities in order to better serve the requirements of the supporters and, more significantly, to draw in better recruits. “Large college athletic budgets were already set for the 2019-2020 academic year with planned funding by a revenue stream of ticket sales, TV broadcasting rights, advertisement, corporate sponsorship, and personal donations used to keep these athletic departments going when, in the Spring of 2020, the COVID-19 outbreak forced college athletics to be shut down. Athletic directors had no idea when athletics would ever be back to normal”(Williams, Mathis 2021). “It was doubtful that most of the athletic departments expected a 62.5 % shortfall on their annual distribution amount. Last March, the NCAA made a decision to cut the expected 600 million down to $225 million“(Williams, Mathis 2021). This explains how much money was lost and how badly athletics programs were affected.

The athletic departments had the difficult challenge of cutting their budgets for the sports they kept. Focusing on the pay of head coaches and assistant coaches was the simplest approach to reduce these expenditures. It was obvious that if and when this happened, there would also be a proportional reduction in the number of athletic employees. Athletic trainers, sports data directors, and numerous additional occupations were impacted. The COVID-19

pandemic-driven budget cuts affected everyone, including the sports departments. Across the United States, presidents, athletic directors, and boards of trustees had to make difficult choices about the elimination of several sports teams. Several years before the COVID-19 Pandemic, an economic shortfall developed as a result of the rising expenses of running such a sizable athletics department. The necessity for reforms in sports organizations has to be accepted by athletic departments worldwide.

Athletic programs are still feeling the effects of the epidemic. In some areas, COVID-19 incidences have recently risen. At the same time, reports of novel coronavirus strains have been made, notably the coronavirus delta strain. They are dealing with the pandemic-related pressures in a variety of ways. Even while some have fared better than others, it is still true that the program must slash certain sports, wages, budgets, and positions in order to survive wages. Let's say the incidence of COVID-19 or one of its variations spikes to an intolerable level. The COVID-19 epidemic came as a real surprise, and it made it clearer than ever that athletic departments would have to alter their long-standing approach to managing sports programs. The COVID-19 Pandemic surprised athletic departments by causing so much mayhem during the previous year.

Despite the fact that those at the top of the collegiate sports food chain are itching to get their athletes on the field, not everyone believes it to be a wise decision or even morally right. According to a short research released in September 2020, sportsmen who heal from even minor coronavirus infections have the risk of contracting myocarditis, a disorder that affects the heart. Coaches, directors, and supporters all contend that COVID-19 has minimal impact on youth. For example, some teams receive daily testing while others only receive weekly testing. While some sports organizations are transparent about test findings, others are reluctant to share their

information. Due to Covid-19-related cutbacks, nearly all of more than 1,500 NCAA Division I student-athletes will soon be unable to play at the varsity level at their institutions. Numerous organizations and, in numerous instances, employment will no longer be available to hundreds of coaches and staff people. Coaches and student-athletes also discuss the cascading effects that these reductions can have when different educational institutions use one school's reductions as a model. Water polo, Rowing, and swimming are just a few of the sports that colleges are discontinuing because they lack professional organizations that rival the NBA or major-league baseball in scale or resources for players to join when their undergraduate careers are finished. Many collegiate athletic leagues and colleges postponed fall activities due to issues with student-athlete health around COVID-19.

A veritable avalanche of limits and bans on sports activity occurred during the spring semester of 2020. More alarming data from the spring poll revealed that over one-third of the 37,658 athletes who participated reported experiencing sleep issues. Because of this, our programs for collegiate sports coverage and student health insurance are made to increase access to treatment, support the provision of high-quality care, and enhance results. As a result, over half of all seniors lost or declined job opportunities due to the virus, and 18 percent of senior males and 12 percent of senior women reported having to delay their graduation date. Over 60% of seniors thought the epidemic had a negative influence on their career aspirations. “ The top factors were, Concern for their academic progress (43 percent), Lack of access to sports (33 percent), Concerns about the virus (31 percent), and Financial worries (24 percent) (Lazzareschi, 2021). This shows that people struggled a lot and had to go through different circumstances to make it through life.

The WHO Department of Mental Health and Substance Abuse was created in response to the stress that the crisis caused all around the world. bringing attention to the detrimental effects that this epidemic may have on the mental health of individuals from all walks of life, taking care of mental health requirements, and reducing ongoing stress and worry. Life as we knew it vanished when schools shuttered and jobs switched to working remotely. Although closures assisted in flattening the trend, COVID-19 had extensive economic impacts. Individual job lives were being disrupted, families were adjusting to a new normal, kids were being educated at home, and college students weren't on campuses. Similar to the disruptions brought on by COVID-19 are the stresses of mortality, the danger of mortality, economic suffering, and uncertain prospects that were felt in the wake of Hurricane Katrina. Due to the demanding demands of being both a student and an athlete, college student-athletes constitute a high-risk category. Literature has shown that under normal conditions, college athletes report greater levels of sadness and anxiousness. “The Fall 2020 NCAA Student-Athlete Well-Being Survey indicated that 19% of fully in-person student-athletes felt overwhelming anxiety and 6% of student-athletes were so depressed that it was difficult to function” (Glascock, 2021). “One study found that student-athletes felt that feelings of depression and anxiety could result from poor performance and injuries also increased the likelihood of depressive symptoms (11). Over 85% of athletic trainers found anxiety to be an issue among student-athletes on their campuses” (Glascock, 2021). This shows the math and data that prove the suffering college athletes had to go through due to the pandemic. The injury and cancellation of sports put a toll on players’ mental states. Participants face emotions that are unsure about their future and a lack of control, as well as feelings of anger, disappointment, and sorrow, after the unexpected loss of their sport.

During this period, student-athletes require assistance from their sports departments, the NCAA, and their social networks.

Chapter 3: Methods

I aimed to get an athlete from each sport season. Got a basketball player which is a winter sport, a soccer player which is a fall sport, and got two baseball players who are a spring sport. I chose these interviewees because these were people who I knew would have different answers and feelings about the pandemic. All four of them had their own emotions and opinion about the sports being canceled and if they still had a love for the sport. Things I wasn't concerned about was getting the same answer or feelings throughout the interviews. I also didn't worry about the interviewees feeling upset about the questions or getting backlashes on their experience throughout the pandemic. I did the interviews in person through the Otter app on my phone and got the translation from there.

The codes I used throughout my interview were Accurate Facts, Emotion, Positive Response, Opinion, and Negative Response. The codes were also prepared beforehand. I chose these codes because they were the best ones to fit my topic because people agreed, disagreed, and stated their feelings and opinion about sports throughout the pandemic.

I used accurate facts in my interview because the interviews used good facts and valid points that made it clear they knew what they were talking about. Another code I used was emotion because there were a lot of emotions during my interview where people show what they truly felt. I also used Positive and negative responses because there was a mix of both in which people agreed and disagreed with the questions I was asking. Lastly, opinion was the last code I

used because there was a moment in my interview where all 4 people had different opinions about certain questions and everyone is allowed to have thier own thought process. **(I WROTE IT LIKE THIS BECAUSE I DIDN'T KNOW IF YOU WANTED ME TO DO IT LIKE THIS OR WRITE IT NEXT TO THE CODING)**

Yellow: Accurate Facts

Blue: Emotions

Red: Positive Response

Purple: Opinion

Gray: Negative Response

This was a Semi-structured interview, the questions were pre-written before the interview and I chose those questions because it was a great question that I knew wasn't going to trigger the interviewees' feelings. The benefit of this method was that I went through the same thing the interviewees did so I know how they felt which gave me the chance to relate to them and compare myself. Another benefit was since school got shut down we all had to leave together and it made us speak about how fun and close we were before the pandemic hit.

Chapter 4: Findings

The discussion was important because I learned the data on how much students suffer and how covid affected the teen sports season getting canceled. I also found that families lost their houses and were financially challenged which made the athletes have to go through more than what they already had. The stuff I found could not be prevented because we never know how bad covid could hit us again so if it gets as deadly as it was back in 2020-2021. One thing that can be prevented athletes from going through depression is because some players took their life and there has to be more research on a better system that could help athletes if this happens again.

So in the interviews I did, nobody agreed with sports being canceled and schools closing down at the time. Nobody agreed with the cancellation in 2020 because they didn't know as much information as they know now so most of them were upset. The athletes in my interview missed out on most of their college experience because they didn't get to live it out. I interview athletes from every school year when the pandemic happens and one of them missed out on their last season of college sport while the other one missed his freshman year because he couldn't enjoy it. I personally missed out on playing with the best baseball team this school has been a part of. I interviewed two baseball athletes, one soccer player, and one basketball player. The basketball player was mad because her season got canceled because it was an indoor sport but the outside sports got the chance to have a season when the school opened up in 2021.

This helps us understand the pandemic and the fact why the sports season was canceled but it didn't give a good plan for a better future or a better idea if it happens again. It affects athletes emotionally, physically, and mentally. In the future, we can think about this and find more resources to help teens feel better about themselves. Somebody should do some more research on this issue due to scholarship, lack of mental health, and people gaining weight due to the lack of gym access.

Three of the interviewees agreed to the sports season being canceled during the coding interview, but one objected since we were doing in-person lessons, even though her basketball season was still canceled because it was an indoor sport. They all expressed their emotions and viewpoints. As you can see from my coding interview, the majority of the interview was filled with a lot of emotional and opinion codes. Nobody spread false information; instead, a lot of positive responses and accurate information were made.

Through the sources, I was able to learn about hardships that were comparable to mine that other individuals had to endure. Because it was related to the questions and there was a pattern to all the yes answers I received, which they supported with proof and comments, my finding coincided with the sources. They all gave identical justifications for their sentiments and for supporting the epidemic. I discovered that collegiate athletes experience despair, alienation, and health problems as a result of their inability to play and their separation from their friends and families.

Chapter 5: Discussion

The pandemic affected college sports and students because people suffered a lot back home. Students suffered and struggled with mental health, body shaming, isolation, and years of depression that some students have yet to recover from. We should have counseling hours weekly, we should check in on students more, and give players more activities to do. This is important because students don't speak up and believe that they can get through life without speaking to anyone. This is important because it makes sure that people know that there are people there for them who won't allow them to struggle alone or in silence. This helps people know that they have support and have people on their backs, backing them up. What I suggest with the information we know about the outbreak is to analyze the success of current support and intervention programs for college students' mental health during the crisis. Recognize the influence of social and cultural variables on college students' experiences with mental health throughout the pandemic. Look at the particular difficulties that international students, students from low-income families, and members of disadvantaged communities confront. Examine if mental health issues linger after the initial crisis has passed, as well as any long-term effects on academic achievement, future job ambitions, and general life satisfaction. Examine the coping strategies used by college students to handle the difficulties that the outbreak has brought forth. Examine the merits of various coping mechanisms and how they affect mental health results. Determine how readily available and how often college students used mental health services

throughout the pandemic. Look at the obstacles that kids must overcome in order to get help, such as embarrassment, a lack of resources, and ignorance. Investigate the effects of elements including social isolation, academic stress, financial hardships, lack of routine, and strained social bonds. Additionally, look into potential safeguards including coping mechanisms, social support, and availability of mental health resources. Analyze the prevalence of conditions including stress, loneliness, anxiety, and depression. Check these rates against pre-pandemic statistics to see whether there have been any substantial adjustments.

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Appendix A

Yellow: Accurate Facts

Blue: Emotions

Red: Positive Response

Purple: Opinion

Gray: Negative Response

Justin Dosk

Speaker 1: Do you think canceling sports in school was the right move?

Speaker 2: I think it was the right move considering how bad Coronavirus actually was.

Speaker 1: How COVID affected your athletic season?

Speaker 2: Well it cut my senior short so after that I couldn't play anymore so it made me really upset because I couldn't play with any of my best friends.

Speaker 1: When did you return to play or practice once your season got canceled? Speaker 2: I didn't want to COVID Shut down the season I was done.

Speaker 1: What was your mental health like during the pandemic?

Speaker 2: I was sitting at home and I was really upset because I couldn't do much and I knew that was the end of my baseball playing career.

Speaker 1: Did your family allow you to go out to practice while COVID was at its highest peak?

Speaker 2: No, not at all

Speaker 1: How did you remain motivated?

Speaker 2: I really wasn't. I was really upset at that point in time. And then I still go around and throw a baseball or something my friends but that's about it.

Speaker 1: Did you agree with the season being canceled?

Speaker 1: I thought it was a smart decision but it made me really upset because that was the end of it for me.

Cleefor Hernandez

Speaker 1: Do you think canceling sports and school was the right move?

Speaker 2: I think at the time it was the right move. We didn't know what we knew about Covid back then. So it was it was

Speaker 1: How covid affect your athletic season?

Speaker 2: It affected it because everybody stopped playing and it was just boring going to the football myself. And I've even been able to play with the group.

Speaker 1: What did you do to stay in Shape?

Speaker 2: I would go to the field and go on runs and stuff like that.

Speaker 1: What was your mental health like during the pandemic?

Speaker 2: It was fine. I was home for my family. And I was constantly having conversations. It was alright.

Speaker 1: Did your family allow you to go practice while COVID was at its highest peak?

Speaker 2:I mean, we didn't have any really any old people at the house. So they didn't mind me **Speaker 1:** How did you remain Movatition for your sport?

Speaker 2: It was hard. I think I lost because he hasn't been the same ever since.

Speaker 1: Did you agree with the season being canceled?

Speaker 2 :I hated it. Even though I knew that we didn't know much about the virus. I still got out there and trusted everything that was happening. I think we overreacted in some way.

Jackson Hill

Speaker 1: Do you think canceling sports in school was the right move?

Speaker 2: I mean, obviously it was terrible. But looking back at it probably was the best option.

Speaker 1: How COVID affected your athletic season?

Speaker 2: I mean, for me personally, it sucked because I couldn't play my freshman year of college but it probably was the best move of everything going on.

Speaker 1: When do you return to play or practice once your season got canceled?

Speaker 2: Um, after that year I came back so it was my sophomore year.

Speaker 1: What did you do to stay in shape?

Speaker 2: I mean, I just have a gym in my house. So I stayed in shape in my house.

Speaker 1: What was your mental health like during the pandemic?

Speaker 2: I mean, I had a lot of friends. I was playing Xbox every day. So I stayed in touch with a lot of my friends so everything was good, mentally.

Speaker 1: Did your family allow you to practice while COVID was at his highest peak?

Speaker 2: I mean, I have a big backyard because I live on eastern Long Island. So I was able to like go home and throw in the backyard and stuff like that.

Speaker 1: How did you remain motivated for your sport?

Speaker 2: I mean, I love doing it so it wasn't really hard for me to stay motivated. **Speaker 1:** Did you agree with the season being canceled?

Speaker 2: I mean, it definitely sucked but looking back at it and COVID at that high state probably was the best option.

DJ Peoples

Speaker 1: Do you think canceling sports and school was the right move?

Speaker 2: I think at the height of it, yeah. But then I think that it just kind of pushed a lot of people out of playing sports.

Speaker 1: How covid affect your athletic season?

Speaker 2: So it started at the end of my junior year and it had just finished so not that season, but then I didn't get to have my senior season in college.

Speaker 1: When did you return to play or practice once your season got canceled?

Speaker 2: We did some workouts over the summer, just in case we had a season but we didn't end up having one.

Speaker 1: What did you do to stay in Shape?

Speaker 2: Our coaches sent us workouts and then I just went to the gym.

Speaker 1: What was your mental health like during the pandemic?

Speaker 2: It was good. I was mostly surrounded by family and we were kind of just hanging out so it was super chill.

Speaker 1: Did your family allow you to go practice while COVID was at its highest peak?

Speaker 2: Yeah, because I was going to a private gym so they really weren't really worried about exposure.

Speaker 1: How did you remain Movatition for your sport?

Speaker 2: I just hoped that I had a senior year so I figured that if I did that I wanted it to be the best season I played.

Speaker 1: Did you agree with the season being canceled?

Speaker 2: I don't agree with it being canceled and then still having like in person classes. I feel like if we're gonna have in person classes then we should be able to play and then kind of also the same thing with sports like spring sports we were able to play. But the fall sports weren't so