

Using the SAFE YOU Case Studies: Guide for Workshop Facilitators



The Problem-Based Learning (PBL) Approach

The aim behind the SAFE YOU PROJECT is to empower young people by building and strengthening their self-efficacy.

In line with our Educational Goals in the SAFE YOU TOOL we provide support for using the Case Studies by adopting a Problem Based Learning (PBL) approach. In Problem Based Learning the tutor/ team leader acts as facilitator and mentor rather than a source of "solutions."

- **Problem Based Learning relies on team work, sharing views attitudes opinions and knowledge**
- **Problem based learning should provide learners with opportunities to:**
 - examine and try out what they know;
 - discover what they need to learn;
 - develop people skills for in relation to teams;
 - improve communication skills;
 - state and defend positions with evidence and sound argument; and
 - become more flexible in processing information.

Ways to Use the SAFE YOU Case Studies:

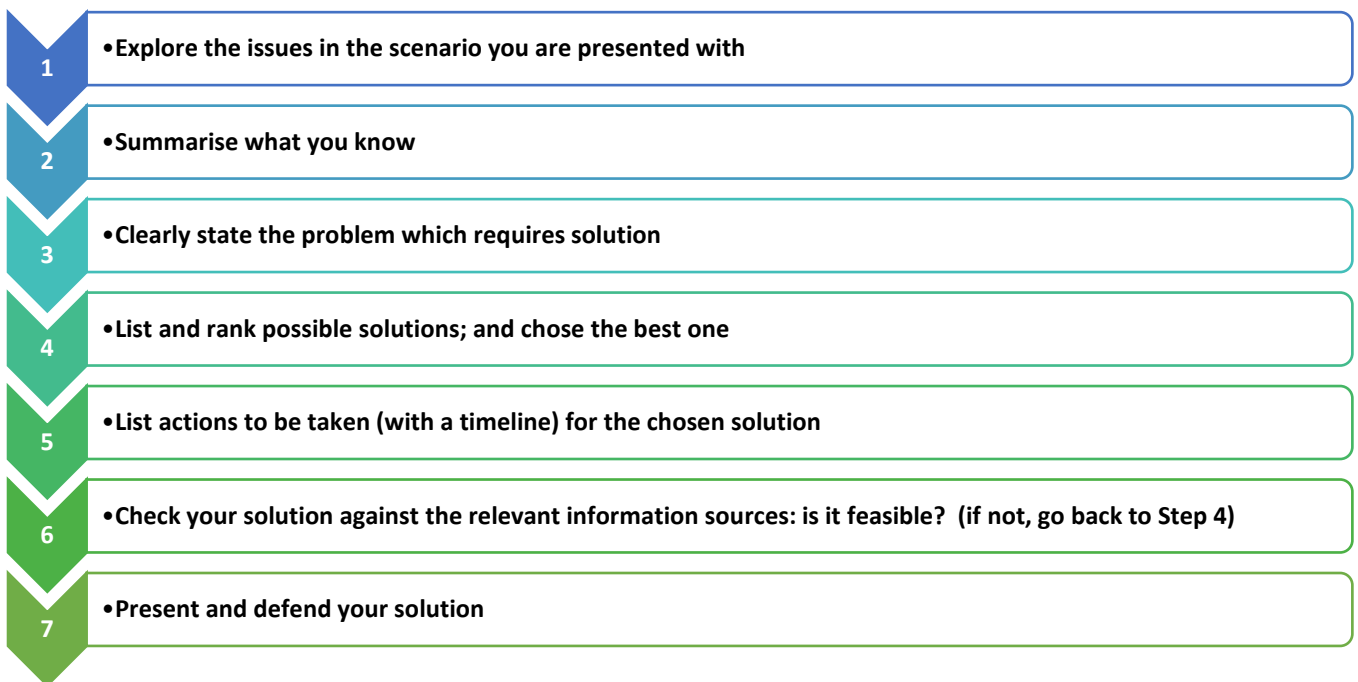
The SAFE YOU Project introduces an "ill-structured" problem, linked to one of the real Case Studies. Whilst each of the Cases presents a true story drawn from research, the added problem scenarios are purely hypothetical and have been created to facilitate PBL in workshop settings.

Option 1: Using the problem scenarios provided to facilitate discussion.

Option 2: Being creative and develop new scenarios! The scenarios we present for each Case Study in this Guide is but one of many possible scenarios that can be built around the true personal stories. Create your own.

Option 3: Asking the workshop participants to create scenarios where they think a dilemma or problem situation clearly exists. Through creating scenarios young people may feel more comfortable with voicing their own dilemmas or expressing their concerns than discussing these in a straightforward 'first person' voice.

Problem-Based Learning Process in Group Setting:



Step 1. Explore the issues

1. You may feel that you don't know enough to solve the problem but that is the challenge!
2. You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.
3. Discuss the problem statement and list its significant

Step 2. List "What do we know?"

1. What do you know to help solve the problem?
2. This includes both what you actually know and what strengths and capabilities each team member has.
3. Consider or note everyone's input, no matter how strange it may appear: it could hold a possibility!

Step 3. Develop, and write out, the problem statement in your own words:

1. A problem statement should come from you/the group's analysis of what you know, and what you will need to know to solve it.

You will need:

- A written statement.
- The agreement of your group on the statement.
- Feedback on this statement from your instructor (This may be optional, but is a good idea).

Note: The problem statement is often revisited and edited as new information is discovered, or "old" information is discarded.

Step 4. List out possible solutions

1. List them all, and then order them from strongest to weakest.
2. Choose the best one, or most likely to succeed

Step 5. List actions to be taken with a timeline

1. Answer the following questions:
 - What do we have to know and do to solve the problem?
 - How do we rank these possibilities?
 - How do these relate to our list of solutions?
 - Do we agree?

Step 6. List "What do we need to know?"

1. Research the knowledge and data that will support your solution you will need to information to fill in missing gaps.
2. Discuss possible resources- the SAFE YOU project offers a range of web based materials to support your search.
3. Assign and schedule research tasks, especially deadlines

If your research supports your solution, and if there is general agreement, go to Step 7. If not, go back to Step 4.

Step 7. Presenting and defending your conclusions:

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion.
- Summarize the process you used, options considered, and difficulties encountered.
- Convince, do not overpower!
- Bring others to your side, or to consider without prejudice you are supporting documentation and reasons.
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration.

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Problem-Based Scenarios for the SAFE YOU Case Studies

Below we present sixteen Problem-Based Scenarios (PBS) each to accompany one Case Study.

At the end of each PBS, we explicitly link the PBS to health literacy and workshop Themes.

Episode 1 The Competitiveness: Christos' story

The Problem: It won't happen to me...

Despoina, Christos' mother, just finished a discussion with her son, Christos, about the supplements he is using. She highlighted that these substances caused him severe health problems so far. Christos is not worried at all. *"I want to be an elite bodybuilder and this is the only way to do it. I made a mistake, OK? It won't happen again. Now I know how to use them. You don't need to worry. I can keep it in check"*

But Despoina worries a lot. She decides to call some of Christos' friends and ask their opinion. They tell her that Christos is convinced that in order to remain competitive and scale up his performance, it is necessary to use substances with performance enhancing effects - including both nutritional and pharmaceutical supplements. They have tried to discuss with him the side effects of PAES use but he's not convinced. *"All these side effects are reversible. If you do short cycles and make careful physical examinations, you won't have a health problem. I know how to use them. There is plenty of information in the internet and I also get information from others in the gym, who are more experienced. None had a problem, ever"* he says.

Despoina is desperate. She understands that Christos wants to be involved in bodybuilding. But she thinks that he is doing it the wrong way and she wonders whether it can be done through another way.

What do you think Despoina should do?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Remember: it is important that you *Know Your Body. Know Your Substances.*

Notes for facilitators:

Use it in conjunction with the Episode 1 Case Study.

This **problem scenario** plays on multiple levels: It explores the side effects on health of **PAES use that** one might experience and explores the idea of “**optimism bias**” beliefs of an unjustifiably positive nature **developed** to justify PAES use.

These beliefs should be examined as a **practical dilemma**, illustrated here as the idea that one’s personal ambition and desire to achieve a certain goal, cannot be realized without the use of pharmaceuticals.

The facilitator should initiate a discussion, relating the dilemma posed here directly to health-literacy, the examination of PAES use side effects, and the effect of optimism bias. Also, the discussion should involve a consideration of the effects of using purely natural means in improving physique and competing in bodybuilding competitions. It should become clear to learners that all information and any information sources do need to be evaluated, in order to come up with evidence-based decisions.

The facilitator could encourage learners to come up with different scenarios (e.g. use PAES, not use PAES), juxtapose them, and draw the best course of action for their choice, based on the material presented in the SAFE YOU TOOL.

The issues evident in this scenario are prompted in Theme 6, Theme 7 and Theme 8. Learners can draw upon Theme 6 about the consequences of PAES use, reflect upon the issues about optimism bias beliefs (covered in Theme 6), critically evaluate the information from internet sources, instructors and their peers (Theme 7) and reflect upon ways to achieve the desired physical appearance through natural means (covered in Theme 8).

Episode 2 The Influence: Yannis' story

The Problem: What would your girlfriend say...?

Danai is Yannis' girlfriend. When they first met she was impressed by his well-shaped body. They have been together for the past two years but now she feels that Yannis is very pre-occupied with his physique. He has a very attractive body and she thinks that if Yannis was more muscular he wouldn't look nice.

Yannis on the other hand wants to be more muscular. His fellow athletes in the gym are more muscular than him and they look really good. Everybody in the gym is using PAES. His trainer approached him and offered him steroids. He told him a few months ago *"You are doing really well, but if you try these substances you will see tremendous improvement"*. Yannis was tempted and so did a cycle with Winstrol.

Still, the results weren't as impressive as he expected. Although steroids didn't work for him, he thinks it is the only way to achieve the body he sees in his fellow athletes and fitness instructors. One of the better bodybuilders in the gym told him *"Winstrol and stuff like this is just too soft; they do nothing. I have got something new, it's not on the market yet, but it really works. Look at me"*. Yannis is really tempted to use this substance; its effects on his fellow body builder look amazing.

Yannis knows that Danai is happy with his body and she doesn't want him to be more muscular. But he wants something more.

What do you think Yannis should do?

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Notes for facilitators:

Use it in conjunction with the Episode 2 Case Study.

This **problem scenario** plays on multiple levels: It explores the **influence of the social environment** on the inclination towards PAES use, the **channels through which PAES use is promoted** and the **accompanying body stereotypes promoted by the media**. It presents a **practical dilemma**, posed as one's desire to look better but being uncertain however, whether using PAES for this purpose would be a good idea.

The facilitator could initiate a discussion and link it directly to health literacy, and explore whether and how Yannis can resist the influence of the environment (fitness instructors and media advertisements) and the part that Danai might play in this.

The formation of realistic beliefs about the 'ideal body' could be explored, addressing the issues that a) the ideal body in the media may not be realistic, and b) setting realistic and achievable goals in obtaining the desired outcomes may be a more healthy solution.

The issues in this scenario are prompted in Theme 2, Theme 4, Theme 5 and Theme 7. Learners can draw upon Theme 2 about the reasons for the popularity of PAES use, reflect upon the issues regarding the promotion of PAES (covered in Theme 5), comprehend the limits of human body and set realistic and achievable goals (Theme 4) and critically evaluate the information from internet and media, instructors and peers (Theme 7).

Episode 3 The Acceleration: Kostas' story

The Problem: I wanna to be like you...

Kostas is heavily influenced by social media and the image stereotypes promoted there. Yet, he is not happy with his body image, especially when comparing himself with some men in the gym that have a more muscular figure. Kostas notices that most discussions that these exercisers have about their results in looking better seem to be related to PAES. Everybody seems to believe in them and have seen impressive results. They all say that this is the only way to achieve the ideal body.

In his free time he hangs out with his friends from the gym and they all look more muscular and better shaped than him. This influences his self-esteem. He knows that when they approach girls' together the girls won't pay attention to him because he is too skinny, or at least has what he thinks. He wants to become more muscular and achieve an attractive body.

Therefore, he considers using steroids for two months in spring, along with a vigorous exercise program, in order to be beach body ready for the summertime.

What are the issues here can we help Kostas' with his choice of action?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the Episode 3 Case Study.

This **problem scenario** explores the **influence of the social environment** on one's decision in relation to PAES use, focusing on enhanced **body image versus staying healthy**. It also presents a **practical dilemma** as to how help exercisers resist the influence of the social environment, and form realistic beliefs about the 'ideal body'.

Relating the problem directly to health-literacy, the facilitator could lead the learners' discussion exploring possible solutions: how to resist the influence of the social environment, as well as how to set realistic and achievable goals in obtaining desired body shape.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 4 and Theme 7.

Learners can draw upon their understanding of the value of health enhancement through physical activity versus 'appearance enhancing' physical activity that they explored in Theme 3 and the importance of setting realistic and achievable goals (Theme 4).

Episode 4 The Norm: Jermaine's story

The Problem: What would your mother say...?

One day, Lisa, Jermaine's Mom, notices that a lot of the painkillers that she and her husband keep in the house are gone. She knows that Jermaine uses them during the American Football season but she didn't think he was in so much pain lately, he was just complaining about having headache. Lisa decides then to talk about this with her husband, she is starting to get concerned about Jermaine's use of painkillers and protein supplements that he now buys from the Internet.

Jermaine's parents decide together to sit with Jermaine and talk about their worries. *"Jermaine, your mum and I are worried of how many painkillers and supplements you are using now...We know we gave you your first protein supplements but now you've started buying these things from the Internet, do you even know what's inside these substances? Are you sure it is just proteins?"* Jermaine's Dad says to him.

Jermaine is starting to get frustrated, they gave him supplements, they always supported him and now they want him to stop using the supplements that are helping him so much? *"I know what I want and I know how to get there!"* *"Jermaine, we just want you to be careful, to think twice about the possible consequences, your health is more important than anything else to us. Maybe we could go to a nutritionist together, ask for help in planning a safe regime for you, even including recommended supplements, what do you think?"*

Jermaine is torn, on one hand his regime works perfectly fine for him, he doesn't feel any need to change it, and most of all he knows what he wants and what kind of supplements he likes and needs, on the other hand, these are his parents that have always supported him and now are only worried for him, maybe he should listen to them.

How do you think that Jermaine should face this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the Episode 4 Case Study.

This problem scenario plays on multiple levels and on two perspectives. It explores the **moral dilemma of Jermaine's parents** on having given Jermaine's the freedom to take supplements and painkillers, being afraid now that this could have got out of hand. As for Jermaine's point of view it explores the moral dilemma one might have (1) buying products from the Internet that you don't really know the composition of; (2) trusting his parents or going with his gut feelings; (3) using painkillers and supplements even when you don't really need them.

The scenario also presents a clear **practical dilemma** for Jermaine as if he should stick with the regime that has always worked for him, that he is really proud of, or if he should follow his parents' advice and address their worries, accepting their proposed solution of going to seek professional help.

By relating the problem directly to health-literacy, through the discussion and process of finding a solution for Jermaine's dilemma, learners reflect about information and information sources related to substances. They also learn to accept other opinions and learn how to deal with them (*e.g., are others, like Jermaine's parents, trustworthy information sources? what are motives behind the behaviour of Jermaine's parents? are their concerns based on correct information? where can Jermaine verify such information?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Theme 1, Theme 3 and Theme 6. They are also pushed to rely on the workshops from Theme 7, where they learned to carefully evaluate information collected by others and from the Internet. The problem scenario could also lead the learners to a discussion relating on Theme 8 about an eventual strategy to achieve personal goals without the aid of any kind of PAES.

Episode 5 The Look: Rico's story

The Problem: Crossing the lines...

Rico has been well known in his gym for years now, everybody knows him and admires his impressive body, they often tell him that he looks just like the movie stars that they see in the cinema and that they would "kill" to look like him. Rico often enough offers suggestions on to reach a similar result as him.

He is however surprised when his friend Boris asks him to join him in his production and distribution of PAES.

"Come on Rico, you have been taking this stuff for years, you know how good it works, all the kids in the gym look up to you, they would start buying our substances for sure if you were the face of it. You take them, why not make some money?"

Rico is uncertain, on one hand he has been taking steroids and testosterone for years and he is a strong 'advertiser' of these substances, on the other hand by actively promoting these substances, he might then be responsible for compromising the health of the buyers, often enough very young.

Again it would mean easy money, plus he is proud of his street knowledge and eager to share it with novice users... being a responsible 'spokesperson' is quite an attractive role for him. He is an active member of an online forum that discusses the best use of bodybuilding supplements and drugs. He could write guides on how to use anabolic steroids and fat burners from his personal experience – and promote the stuff his friend Boris produces and sells if he is approached personally for advice on access and purchase. He could hit two birds with the same stone... he could share the wealth of information he gathered; and make some money on the side, which is an attractive proposition.

Yet, Rico he is unsure how to proceed...

What do you think Rico should do?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the Episode 5 Case Study.

This problem scenario plays on multiple levels. It explores the **moral dilemma** one might have (1) assuming an active role in others approaching illegal substances and (2) knowingly promoting illegal substance to an (often young) audience.

The scenario also presents a **practical dilemma** for Rico: Should he accept his friend's offer and become a 'spokesperson' without thinking of the risks since they would be selling lots of substances to the young kids that have Rico's body as a model for what they want to look like? **Or** should he back off from something clearly illegal that could also be a danger for the buyers' health?

By relating the problem directly to health-literacy, through the discussion and process of finding a solution for Rico's dilemma, learners are confronted with the influence of others on their own image and behaviour. They become aware of the difference between consuming and promoting and aware of the thin line between semi-legal and clearly illegal behaviour associated to substances (e.g., *why is Rico's body transforming him into an expert in the eyes of others? What are consequences of promoting these substances?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Theme 1 and Theme 6. Rico's dilemma takes into consideration the possibility of health risks and the adverse consequences of PAES' use. The learners should also consider what they have learned in Theme 2 and in Theme 5; that there is no 'perfect body', that everybody is different with different needs, that they should be more confident about their own physical appearance and recognize the dangers of using PAES. Lastly, they are also pushed to rely on the workshops from Theme 7, where they were encouraged to carefully evaluate any information collected by peers and from the Internet.

Episode 6 The Mindfulness: Tim's story

The Problem: Cavalier approach...

Tim is having coffee with Sara, a friend from high school. They were really close as teenagers and are still very good friends. She often confides herself in him. Tim knows that Sara struggles with accepting her appearance but today she seems particularly happy...

"You know lately I am putting on so much weight for no reason at all! I did not change my diet or my training habits, but here I am not fitting into my clothes anymore, I feel so ugly, I am afraid nobody is going to like me anymore ...and then Anna, you know her, Marc's girlfriend...she recommended to me these fat burners, they are from an Asiatic website, Chinese... Japanese... I have no clue...but she says these are amazing and that she is easily losing weight, she is going to look like supermodel in no time! She gave me a few samples, I am not seeing big results yet but I am sure that soon enough I will have my perfect body again, I mean you should see the stories that are on the web site, the changes are amazing" - Sara says.

Tim is quite sceptical, he buys his supplements ONLY from the shop next to his CrossFit studio, he knows well the producers and knows that his supplements are safe *"I don't know Sara...what do you know about this substances, are you even sure of what is inside?"*

"I know that they work, I've seen Anna, that's more than enough for me!"

Tim is really worried for his friend and at the same time he is very upset with her for being so naïve and not thinking about her health and trying to lose weight simply by controlling her diet and her training, maybe seeking for professional help. She seems so determined to achieve this perfect body that she cannot be reasoned with.

How do you think Tim should face this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the Episode 6 Case Study.

This problem scenario plays on multiple levels. It explores the **moral dilemma** one might have (1) seeing that his friend is setting up unrealistic goals for herself and (2) using inappropriate resources to achieve them.

The scenario also presents a **practical dilemma** for Tim: Should he simply warn Sara strictly and forcefully about the danger she might be in or should he help her gain more information regarding the best available products that could help her to achieve her goals without jeopardising her health?.

By relating the problem directly to health-literacy, through the discussion and process of finding a solution for Tim's dilemma, learners are invited to reflect on their goal-setting against the backdrop of body image transmitted by others as well as by (social) media and advertising. Learners also become aware of how their own knowledge relates to information others have and in which ways their own attitudes, reflections or thoughts about substances can best be provided to other peers (*e.g., reflecting on Tim's own knowledge, how critical is the product Sara is using? Should Sara be addressed with a moralizing undertone or is there another way?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they learned in Theme 1 and Theme 6. Rico's dilemma takes into consideration the possibility of health risks and the adverse consequences of PAES' use. The learners should also consider what they have learned in Theme 2 and in Theme 5; that there is no 'perfect body', that everybody is different with different needs, that they should be more confident about their own physical appearance and recognize the dangers of using PAES. Lastly, they are also pushed to rely on the workshops from Theme 7, where they were encouraged to carefully evaluate any information collected by peers and from the Internet.

Episode 7 The Shortcut: Dimitrios' story

The Problem: I want it, and I want it now...

At the beginning of the year Dimitrios decided to enter himself into the bodybuilding competitions. He thought it would be fun. With this perspective in mind he started experimenting with steroids. He was already using many nutritional supplements.

'It is easier and better to consume nutritional supplements, such as protein shakes, rather than trying to get the same nutrients from regular food', he says. Dimitrios has discussed this with a personal trainer and with other gym users, and he feels that accessing and purchasing pharmaceutical supplements could be easily done on the Internet. He is convinced that it is acceptable as everybody is using them, even trainers promote them. Using steroids can help him reach a level that he will allow him to participate in the competitions much faster. So, at the beginning of the season he did two cycles of steroids.

Unfortunately, things didn't turn out well for Dimitrios.

He got injured and he had to stop training for four weeks with the result that he now doesn't have the right physique to participate in the competition. *"I wanted to participate in the bodybuilding competition for fun. But now training for the competition is an important part of my lifestyle. And my views of the ideal body have changed. I want to be like my fellow bodybuilders. I like this type of physique."* he admitted to a friend.

Dimitrios believes that the only way to get faster results in order to be able to participate in the competition is by using steroids. His friends however advise him to slow down, have a proper rehabilitation and prepare for the next season instead. But entering the competition has become particularly important for him, and he is thinking about using steroids as he wants a 'fast-track' to get back to the level that he was at as quickly as possible.

What do you think Dimitrios should do?

Instructions to learners: Discuss the problem statement and list its significant parts.

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Notes for facilitators:

Use it in conjunction with the Episode 7 Case Study.

This **problem scenario** explores the **beliefs about what PAES use can do** to help exercisers achieve their goals, It also presents a **practical dilemma** as to how to provide truthful information about what PAES can do and how to provide reliable information about achieving the 'ideal body' with natural means.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution: (how to present what PAES can do, how you can achieve the same results through natural means, and how to present the role of social environment and body stereotypes), learners can become aware of the role and importance of having information and information sources about PAES and the influence of social environment in the development of a mind-set favouring PAES use.

The facilitator could encourage learners to come up with different decision that may be taken (e.g. use PAES, not use PAES) and draw the best course of action for each choice, based on the material presented in the SAFE YOU TOOL. By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 2, Theme 3, Theme 5, Theme 7 and Theme 8.

Learners can also draw upon the information they obtained in Theme 1 about what PAES can and can't do, reflect upon their understanding about the value of health enhancing physical activity versus appearance enhancing physical activity that they developed in Theme 3, draw upon the understanding of the role of the social environment and media in the development of unrealistic body stereotypes (covered in Themes 2 and 5), critically evaluate the information from internet, instructors and peers (Theme 7) and reflect upon ways to achieve the desired physical appearance through natural means (covered in Theme 8).

Episode 8 The Awareness: George's story

The Problem: Health or look...?

Dimos is George's friend and they train together on crossfit. Dimos and George often discuss the pros and cons of CrossFit and what they want to achieve. Dimos sees CrossFit as a more holistic approach to training his body in order to be healthy. George on the other hand thinks that crossfit is an excellent type of exercise to improve his physique.

George has used steroids systematically for the past two years. He started using nutritional supplements but was soon introduced to steroids. He claims that he needs these substances as part of his 'sporting mind-set'. He said to Dimos: *"The combination of hard training in crossfit and steroids will help me achieve the body I have in mind"*.

Dimos doesn't agree with this view but on the other hand he can see that it is working well with George; he is getting strong faster, his body is changing and there are no signs yet of side effects.

Dimos is thinking that it would be nice to improve his physique too; he is training regularly after all. So, he has started asking George questions about steroids. However, when he tries to find information on the internet he has noticed that all sites were addressed to bodybuilders. He didn't trust these sites or the person that advises George. Dimos is mostly interested in exercising to maintain his health but PAES use seems to have very promising results. Especially, if there are no side effects as everybody says. Still, Dimos is not convinced that this is true and he is in a dilemma of what to do.

What do you think Dimos should do?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer,

acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

**Notes for
facilitators:**

Use it in conjunction with the Episode 8 Case Study.

This **problem scenario** explores the **consequences of PAES use that** exercisers may experience. It also presents a **practical dilemma** as to how to provide information about what consequences PAES use has and how to counter the effect of exercisers perceptions of the benefits they might bring.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution: (how to present the consequences of PAES use, what is the ultimate goal of exercising, and how to present the role of media and body stereotypes), learners can become aware of the role and importance of having reliable information and impartial information sources about PAES.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 2, Theme 3, Theme 5, Theme 6 and Theme 7; and by seeking for solutions that would help, Dimos they learn the process of making informed and evidence-based decision for themselves. Learners can also draw upon the information they obtained in Theme 6 about the potential consequence of PAES use, be aware of the advertising techniques used to promote PAES use (Theme 2 and 5), reflect on their understanding for the value of health enhancing through physical activity versus appearance enhancing physical activity (covered in Theme 3) and critically evaluate the information from internet, instructors and peers (Theme 7).

Episode 9 The Understanding: Giovanni's story

The Problem: Is there fast recovery from injury...?

One day, Giovanni goes to the training field of his rugby club to say hello to old friends and to see how the youth team is training for the next game. The season has just begun and players seem very eager to play and to compete in order to make the final roster.

Giovanni notices a young player who is sitting on a bench and who clearly has suffered a serious leg injury. Giovanni sits next to him and, after a few minutes of chat, he realizes that the kid is very troubled by his injury and obsessed by finding a quick way to recover from it. The player is afraid he will lose his spot in the team and fears that he will get out of shape by the time his injury has healed up.

Giovanni knows exactly what all this means and so he shares his personal story about using substances in the past for similar problems.

Giovanni shares what he knows about substance use and explains the overtime risks on health. Despite this, Giovanni quickly realizes that the young player has paid particular attention to the possibility of using substances and to the seemingly valuable benefits they have on injury recovery and on keeping the body in shape.

Giovanni is still thinking about this when, suddenly, the player asks him a favor and begs him to convince the coach to give him permission to use substances to recover from his injury. The player really insists on this and tells Giovanni that for him it shouldn't be hard because he knows so much about the benefits of using substances.

Giovanni does not know what to do, also because he has only ever advocated supplements or prescribed substances, rather than doping use. Giovanni does not want to leave, as he feels partly responsible for having brought up the possibility of using substances to recover from an injury.

How do you think Giovanni should deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting

- documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

Notes for facilitators:

Use it in conjunction with the **Episode 9 Case Study**.

This **problem scenario** plays on multiple levels: It explores the **moral dilemma** one might have (1) around the responsibility that one with more knowledge and experience has for the inexperienced; and (2) for someone that one is personally connected to; and (3) the importance of age difference.

It also presents a **practical dilemma** as to whether the young player should be given practical advice about safe use, minimising risks, and effective enhancement or just put off using substances altogether.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Giovanni's dilemma, learners can become aware of the role and importance of having information and information sources (e.g., *would the young athlete find the information he is seeking elsewhere?, what other information sources should Giovanni suggest to the young athlete to consult?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 6 and/or Theme 7; and by seeking for solutions that would help both Giovanni and the young athlete; they learn the process of making informed and evidence-based decision for themselves.

Episode 10 The Overload: Luigi's story

The Problem: I want it, and want it now....

Luigi has a friend who, since his early adolescent years has had a lot of issues with his body and appearance. He would often say that he has always been too skinny, that he could not gain any weight no matter what he tried and, most importantly, he strongly believes that there would be no way for him to gain muscle mass.

Luigi has tried to support and advise his friend. He has told him that he should eat better than he does, that he should take more seriously the plan of getting into a gym, being followed by engaging a weightlifting trainer and being committed to a long-term effort, a long game.

He has tried to talk to him but with no success. It seems that his friend only cares about taking some kind of substances to gain weight and muscle mass as quickly as he can.. His friend knows quite well Luigi's history with substance use and he often seeks support because of that. Of course, Luigi has told him all the risks there are in taking a lot of substances, supplements or otherwise, and also about the risk of overloading.

Despite this, his friend keeps arguing that yes, he knows all that very well and that the key is to take whatever type of substance just once in a while and, perhaps, even skipping one week here and there.

Luigi would like to warn him about the types of substances and teach him what he knows, but his friend is really stubborn about that.

How do you think Luigi should deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer,

acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

**Notes for
facilitators:**

Use it in conjunction with the **Episode 10 Case Study**.

This **problem scenario** plays on multiple levels: It explores a **knowledge-based challenge** in that Luigi has to confront a peer who stubbornly believes that he knows all that is needed and to deliberately choose to take substances; so, Luigi must find ways to persuade his peer about the knowledge that matters; the problem scenario also explores a **moral dilemma** one might have (1) for someone one is personally connected to; and (2) the importance age difference.

It also presents a **practical dilemma** as to whether Luigi should decide to give practical advice about safe use, minimising risks, and effective enhancement or, rather, just put off using substances altogether.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Luigi's dilemmas, learners can become aware of the role and importance of having information and information sources (e.g., *what other information sources should Luigi suggest to the young athlete to consult?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 6 and/or Theme 7; and by seeking for solutions that would help both Luigi and the young athlete; they learn the process of making informed and evidence-based decision for themselves.

Episode 11 The Environment: Emanuele' story

The Problem: Telling others about what you know....

Emanuele, after all that he has learned about supplements and substance use, feels confident that he can manage his future and reach the fitness and health he always has wanted for his body.

He is so confident that he is seriously thinking that he can be of help to all those kids like him who struggle with body appearance and body weight in the gym that he usually attends. He is thinking he will go there and talk to the managers and trainers and offer his help, perhaps by teaching in some way everything he knows about it.

One day, he goes to the gym and starts talking to a couple of trainers that he knows well and who, warn him about the difficulty in doing what he has in mind. They say that supplements are good sometimes and that many kids, younger than him, may benefit from using them. They also say that one of the managers is really into it, does speak well and promotes the use of many specific substances but is careful about the pros and cons of each substance. They tell him that he would get into trouble with the manager, who may probably try to cancel his annual registration at the gym.

Emanuele knows about the manager and his beliefs about substances and, yet, he really would like to reach gym users in some way and do his best to let them know his views about supplements and substance use.

How do you think Emanuele should deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer,

acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

**Notes for
facilitators:**

Use it in conjunction with the Episode 11 Case Study.

This **problem scenario** plays on multiple levels: It presents a **practical dilemma** as to whether Emanuele should insist and try his best to provide practical advice about safe use, and explain substances' risks despite the manager's objections or, rather, just desist from doing anything of that sort as other gym users are "not his problem".

The problem scenario also explores the possibility of a sort of "**organizational**" challenge, as Emanuele must face reluctance or opposition from the management of the gym. It is an issue of **possible conflict** between the possibility of reaching out to single gym users outside of the gym or, rather, do anything he can to persuade the management to support his ideas and effort.

By relating the problem directly to health-literacy (Theme 1, Theme 2, Theme 6 and Theme 7), through the discussion and the process of finding a solution for Emanuele's dilemmas and challenges, learners can become aware of the role and importance of having information and information sources (e.g., *what other resources or information should Emanuele use or consider to achieve his goals?*).

Episode 12 The Presence: Jeremy's story

The Problem: New decisions to be made...

One day Jeremy receives a message on Facebook from John, an old friend he met while working as a night club bouncer. John asks him if he can forward his contact to his nephew, who is training to compete in his first weightlifting competition. John knows Jeremy is a talent in this sport, and hopes he can help his nephew make significant steps towards winning his first medal! Jeremy is honoured by this and eagerly decides to meet with John's nephew and share some tips and advice.

Upon meeting Andrew, Jeremy immediately notices that Andrew must be taking steroids. He's unnaturally large for his age (18) and his back is covered with pimples.

Andrew warmly greets Jeremy and boldly states: *"Look, my uncle told me about your golden days at the club. He told me you were the worst! You need to help me; you know how to do this stuff..."*

"What do you mean?" replies Jeremy.

Andrew grins. *"I mean, how I can use stuff to get even bigger and stronger."*

Jeremy feels a bit embarrassed and exposed by this direct question.

There is a lot to say but perhaps, there is also a lot not to say. Jeremy realises he has mixed feelings about this situation and is unsure what to say to young Andrew.

How do you think Jeremy should deal with this situation?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating

what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

Notes for facilitators:

Use it in conjunction with the Episode 12 Case Study.

This **problem scenario** plays on multiple levels: It explores the **moral dilemma** one might have (1) the responsibility of one with more knowledge and experience for the inexperienced; and (2) for someone who one is personally connected to; and (3) one's age/generation difference.

It also presents a **practical dilemma** as to whether Andrew should be given practical advice about safe use, minimising risks, and effective enhancement or just put off using altogether.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Jeremy's dilemma, learners can become aware of the role and importance of having information and information sources (e.g., *would Andrew Just find the information he is seeking elsewhere anyway? What other information sources should Jeremy suggest to Andrew to consult?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 6 and/or Theme 7; and by seeking for solutions that would help both Jeremy and Andrew; they learn the process of making informed and evidence-based decision for themselves. Learners can also draw upon the understandings developed in Theme 4 about recognising a realistic model of the human body and reflecting on issues around unrealistic expectations created by the media and advertisements (covered in Theme 5) and obtaining realistic achievement goals without drugs (Theme 8).

Episode 13 The Machine: Harry's story

The Problem: Job complications...

Harry has never posted online about his use before. Recently, he found a new forum. This new forum offers a wealth of information, but at a cost; you have to post in order to become a member. Harry is torn; does he risk posting, and possibly someone finding out his identity, or lose out on what is considered the best internet forum for performance enhancing drug information?

Harry decides to take the risk, and starts posting. Over the period of a few weeks, he slowly gets to know the community better. He starts to become known as a 'regular', and people are welcoming him.

However, one day he got careless and posted some information which was easy to recognise him by. A few days later, his boss at work calls him in for a talk. Someone in 'real life' clearly found his posts and has sent them to his boss.

His boss is very concerned and is worried about how Harry will represent the company to the 'outside world' once they know about his PAES use. Harry is now extremely worried that his PAES use has jeopardised his job.

What are the implications of this experience? What would you advise Harry if you were his friend?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge

arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

**Notes for
facilitators:**

Use it in conjunction with the Episode 13 Case Study.

This **problem scenario** presents a **practical dilemma**: how to manage the conjunction between personal and professional life?

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Harry's dilemma, learners can become aware that consequences of using PAES can go beyond direct effects on health and well-being. Clearly Harry believes that it is his body, his life and as long as it does not affect his performance on the job, it should not matter what he does with his body. On the other hand, he understands that the stigma attached to PAES use, particularly to anabolic steroids, could jeopardise his work career.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 4 and/or Theme 6. By seeking acceptable solutions for Harry; they learn the process of making informed and evidence-based decision for themselves that takes the broad scope of implications into consideration (Theme 6). Learners are encouraged to draw upon their understanding they developed in Theme 4 about a realistic model of the human body.

Episode 14 The Respect: Rita's story

The Problem: Relationship issues...

Rita has a long-term partner. So far, he has been very supportive of all of her sporting endeavours. However, throughout the course of her experimenting with many substances, his enthusiasm has started to wane more and more.

When he noticed the small changes in her voice, in her body, in her face, he tried to ignore it as best as he could. However, this was extremely difficult when his friends started to notice these changes too. They made jokes about dating a 'man' around him. He found this extremely difficult to tolerate.

Then she started using fat burners; Rita's partner decided to research T3 and 2,4-DNP. He was extremely alarmed by what he found out on the Internet.

One day he decided to confront Rita once and for all about her substance use. He says he is not comfortable with her using these substances due to the myriad of physical changes, as well as the huge risks with her health she is taking. He said he '*didn't want to date a man*', and people had been making fun of him. He also said he didn't want her to die just to look a bit more muscular or lean.

Rita thinks he is completely uneducated, having been totally ignorant of everything up until this point. She tries to educate him on what she has used and why she has used it.

Look at both sides of the situation: What should Rita do/say and what should her partner say/do?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer,

acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

**Notes for
facilitators:**

Use it in conjunction with the Episode 14 Case Study.

This **problem scenario** explores personal freedoms and the impact of PAES use on personal relationships. It presents a **practical dilemma** that PAES use affects not only the users but also those who close to them – family and friends.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for the situation Rita and her partner faces, learners can become aware that consequences of using PAES can go beyond direct effects on health and well-being. Clearly Rita believes that it is her body and she feels that her workout and PAES use regime is an important part of her identity. On the other hand, her partner is concerned at seeing his partner slowly morphing into someone else.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 3, Theme 4 and/or Theme 6. By seeking acceptable solutions for Rita and her partner; they learn the process of making informed and evidence-based decision for themselves that takes the broad scope of implications into consideration (Theme 6). Learners are encouraged to reflect upon what they have learned in Theme 3 about human enhancement; and to draw upon the understandings developed in Theme 4 about a realistic model of the human body.

Episode 15 The Balance: Jena's story

The Problem: Medical complications ...

Jena is training at the gym. She sees Christina, another weightlifting friend of hers at the gym. Recently, Jena noticed there had been some changes in Christina; her face was looking more puffy, she had started developing acne on her face and her voice had also changed drastically. She seemed in good spirits, but was much quicker to anger than before.

After her session, she bumps into Christina in the changing rooms.

Jena asks: *'How's your training going Christina?'*

Christina responds: *'Going well, thanks Jena. Well, except...'*

Jena is concerned. *'What's going on?'*

Christina: *'Well... some guy told me he could give me some pills that would make me super strong and toned. You know how much I want to win my competitions, right? He told me these were totally competition legal and they're exactly what I want. But since I started taking them... I don't know. I think I've made a big mistake.'*

Jena immediately knows who Christina is talking about in the gym, and strongly suspects Christina has been taking some very strong oral anabolic steroids yet she is unsure how she should reply as Christina's friend. *'What are the medical implications of Christina's brief potential steroid use? Should she do something about the guy in the gym? What should she say to Christina?'* Jena wonders...

What would you do if you were Jena?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and
- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

Notes for facilitators:

Use it in conjunction with the Episode 15 Case Study.

This **problem scenario** plays on multiple levels: It explores the **moral dilemma** one might have (1) around the responsibility of one with knowledge for someone who one is personally connected to (a friend); and (2) the obligation to do something about the situation to prevent similar incidences.

It also presents **practical dilemmas** for instance, how this substance might affect Christina's competition; and how Jena should act now she is aware of that fact that someone in the gym sells anabolic steroids.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Jena's dilemma, learners can become aware of the importance of having accurate information from reliable information sources before making any decision about PAES.

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 6 and/or Theme 7; and by seeking for solutions that would help both Jena and Christina; they learn the process of making informed and evidence-based decision for themselves. Learners can also draw upon their understanding they developed in Theme 8 regarding realistic achievement goals without drugs.

Episode 16 The Purity: Annie's story

The Problem: Is it my business...?

Annie and her class-mates from circus-school decided that they would work together on their assignments. One of them, Paige, lives closest to the university so they all went to her place. Having entered the room, Annie asked if she could use Paige's laptop to check the train times for her journey to the place where she teaches. The laptop was running Annie sat down to use it. When the machine came back to life from the sleep mode, Annie saw the last website that Paige had been using. Annie didn't want to invade Paige's privacy but she couldn't help noticing that the website was one of the bodybuilding forums discussing 'DNP'.

Annie was intrigued and kept reading the thread. She found out that Paige had been asking advice for quick weight loss and particularly about DNP which - as Annie found out is a potent, but extremely dangerous, fat-burner and a substance not even licensed for human consumption, in fact a pesticide!

Annie was shocked. *"She certainly does not need to lose weight in a first place"* - Annie thought - *"and most definitely not by buying something dodgy from the Internet!"* Paige is so pretty! She was a dancer before she came to training for circus. As a ballet dancer, she is slim built and insanely flexible which suits her perfectly for the 'pretty' hoop and trapeze acts. *"Why on the earth would she want to lose weight....?"*

Now Annie is conflicted. She feels she should talk to her friend. Circus is like a big family.. But on the other hand, she came to this information by accident; it is something that Paige did not share. Besides, Annie does not really know what to say, she feels that what Paige is trying to do is wrong but she is unsure what would be the best way to help. She knows that she wants to help somehow....

If you were in Annie's situation, what would you do?

Instructions to learners: Discuss the problem statement and list its significant parts.

You may feel that you don't know enough to solve the problem but that is the challenge!

You will have to gather information and learn new concepts, principles, or skills as you engage in the problem-solving process.

Access the SAFE YOU website and supporting materials: www.safeyou.eu

The goal is to present not only your conclusions, but the foundation upon which they rest. Prepare to:

- State clearly both the problem and your conclusion;
- Summarize the process you used, options considered, and difficulties encountered;
- Convince: don't over-power your colleagues!
- Bring others to your side, or to consider without prejudice your supporting documentation and reasoning; and

- Help others learn, as you have learned.

If challenged and you have an answer, present it clearly and if you don't have an answer, acknowledge it and refer it for more consideration

Sharing your findings with the tutor and your group is an opportunity in demonstrating what you have learned. If you know your subject well, this will be evident. If a challenge arises that you cannot respond to, accept it as an opportunity to be further explored.

Remember: it is important that you *Know Your Body. Know Your Substances.*

Notes for facilitators:

Use it in conjunction with the Episode 16 Case Study and Episode 14 Case Study.

This **problem scenario** plays on multiple levels: It explores the **moral dilemma** one might have (1) about accidentally invading someone's privacy and (2) how to act on information that was obtained as a result of this.

It also presents a **practical dilemma** as to what Annie can do to feel confident about talking to her friend and about what to say.

By relating the problem directly to health-literacy, through the discussion and the process of finding a solution for Annie's dilemma, learners can become aware of the role and importance of having information and information sources (e.g., *would Paige eventually have enough information on DNP to understand how dangerous this substance is?, what information sources should Annie suggest to Paige to consult?*).

By encouraging learners to come up with a practical solution to the problem posed, they are prompted to rely on what they have learned in Theme 1, Theme 6 and/or Theme 7. By seeking solutions that would help both Annie and Paige; they learn the process of making informed and evidence-based decision for themselves. Learners can also draw upon their understandings developed in Theme 4 about a realistic model of the human body and reflect upon the issues about unrealistic expectations created by the media and advertising (covered in Theme 5).