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| **Theme: Crossing Lines**  **Session Ten: Body as Machine**  **Session Plan** | | | | | |  | |
| **Tutors:** | | |  | **Date:** | |  | |
| **Location:** | | |  | **Cohort:** | |  | |
| **Topic:** | | | *Body Image, Body change and Ideas on Body* | **Where session comes in the module:** | | *1/1* | |
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| **Key questions:** | | | |  | |  | |
| * *What ideas people / athletes have about their body? Are these ideas realistic and spread across society?* * *Because the society has many examples of such a practice, is it worth considering how people wish to intervene and modify one’s own body? Are these examples effective and safe?* * *Is there any other way to intervene and modify one’s own body that is “more realistic, effective and safe”?* | | | | | | | |
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| **Who are the learners? Group composition and description:** | | | | | | | |
| *This session has been developed for adolescents and young adults (16-25 years old, both males and females) involved in exercise and/or amateur or recreational sports. No specific knowledge or skill requirements are needed to follow through the sessions, other than the learner's own motivation to learn!* | | | | | | | |
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| **What is the learning outcome?** | | | | | | | |
| At the end of the session, participants are expected to: | | | | | | | |
|  | * *Recognize, be thoughtful of and personally evaluate different points of views about human body and the risks associated with these views;* * *Comprehend and illustrate a realistic model of human body and of the ways one can intervene on and modify it;* * *Prepare and illustrate actions’ plans that can promote - across different social environments (i.e., school, sport federations, gyms, media, etc) – a more effective and safe view about the human body and about the ways people may intervene on and change their body.* | | | | | | |
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| **Expected contribution to self-efficacy through PAES literacy:** | | | | | |  | |
| *Self-efficacy to make informed choices about PAES is augmented via enforcing personal value systems and disciplines in relation to employing PAES to reach the ‘ideal’ body. By recognising, being thoughtful of and personally evaluating different points of views about the human body and the risks associated with these views, learners will be better equipped to comprehend a realistic model of the human body and understand to what extent one can intervene and modify his/her own body – leading to increased critical health literacy.* | | | | | | | |
| **TIME** | | **LEARNING ACTIVITIES** | | | **TEACHING MATERIAL PROVIDED** | | **NOTES** |
| **Starter (connect / hook)** | | | | |  | |  |
| 10 mins | | *Illustrate the aims of the session*  *- Illustrate the general rules of the session*  *- Illustrate the meaning of “PAES”* | | | *Presentation slides 1-5* | |  |
| **Series of learning activities (demonstrate & activate)** | | | | |  | |  |
|  | | **Activity 1:** | | |  | |  |
| 15 mins | | *What is your idea about the human body?* | | | *Presentation slides 6-8*  *Activity 1 Form* | | *Stress to participants that the activity is designed to highlight personal views about the human body* |
|  | | **Activity 2:** | | |  | |  |
| 10 mins | | *The case of Luigi (Episode 10)* | | | *Presentation slides 9-12*  *Case study Episode 10: The Overload*  *Activity 2 Form* | | *Stress to participants to keep the focus on Luigi’s views about the human body* |
|  | | **Activity 3:** | | |  | |  |
| 15 mins | | *Working together on possible action plans* | | | *Presentation slides 13-18*  *Activity 3 form* | | *Stress that the activity is designed to collect the groups’ views and not individual views* |
| **Plenary (consolidate & evaluate)** | | | | |  | |  |
| 10 mins | | *Summarise key points* | | | *Presentation slides 19-20* | |  |
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| **Purpose and nature of INDEPENDENT STUDY:**  ***Core reflection:*** | | | | | | | |
| *To 1) embed the newly acquired knowledge and 2) facilitate improvement in self-efficacy through increased health-literacy (developing skills to search for and critically evaluate how society considers body; and body image).*  *For setting independent study:*   * *Find examples of everyday human enhancements (in and beyond sport and exercise)* * *Critically evaluate the effect on PAES use and public health initiatives to prevent PAES use or mitigate against harm*   *Participants should reflect on today's society's view on human enhancement in general; and recognise the challenges for PAES use prevention and/or harm reduction.* | | | | | | | |
| **Optional further reading:** | | | | |  | |  |
| * *McVeigh, J., Evans-Brown, M., & Bellis, M. A. (2012). Human enhancement drugs and the pursuit of perfection. [Drogas potenciadoras para la búsqueda de la perfección]. Adicciones, 24(3), 185-190. (*[*link*](https://www.ncbi.nlm.nih.gov/pubmed/22868973)*)* | | | | | | | |
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| **Problem Based Learning activity:** | | | | |  | |  |
| 1. *Case Studies and Problem Scenarios: Episodes* The Influence: Yannis' story*,* The Acceleration: Kostas' story*,* The Mindfulness: Tim' story*,* The Presence: Jeremy's story*,* The Machine: Harry's story*,* The Respect: Rita's story*,* The Purity: Annie's story | | | | | | | |
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| **Assessment of learning outcomes:** | | | | |  | |  |
|  | * *Increased critical awareness of the issue can be reflected upon during the ’plenary’ discussion.* * *Assessing self-efficacy specific to this session, use the following 5 questions either before and after; or after the session. Individual scores are calculated by averaging Q6, Q7, Q10, Q11 and Q12.*  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *I feel confident in making an informed and evidence-based decision about PAES use…* | | Strongly disagree  (-2) | Disagree(-1) | Neither agree or disagree  (0) | Agree (+1) | Strongly agree (+2) | | *Q6* | *…even when I think that PAES can provide a quick solution to achieving a "perfect" body.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q7* | *…because I know that I can have a healthy and fit body without using PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q10* | *…even when I feel the need to use PAES to recover quickly after hard trainings.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q11* | *…even when I feel that PAES can help me push myself to the "limits" in training.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q12* | *…because I appreciate that my body can be in harmony with my exercise goals without the use of PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  * *Use these questions for self-reflection after the workshop session.* | | | | | | |
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| **Resources required:** | | | | |  | |  |
| *Screen or Data Projection, Internet connection* | | | | | | | |
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| **Session evaluation to be completed by the tutor** (reflect on what went well and what could be improved or changed): | | | | | | | |
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**Safe You: Know your body. Know your substance.**