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| **Theme: Resilience**  **Session TWELVE: “Au Naturel” - Sports without PAES**  **Session Plan** | | | | | |  | |
| **Tutors:** | | |  | **Date:** | |  | |
| **Location:** | | |  | **Cohort:** | |  | |
| **Topic:** | | | *Au naturel: Sport without PAES* | **Where session comes in the module:** | | *2/2* | |
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| **Key questions:** | | | |  | |  | |
| * *Provide guidance on diet and training for those who wish to avoid PAES* | | | | | | | |
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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: | | | | | | | |
|  | * *Be able to describe in general terms what outcomes are expected without the use of PAES in leisure sports* * *Be able to describe in general terms the concept of late gratification* | | | | | | |
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| **Expected contribution to self-efficacy through PAES literacy:** | | | | | |  | |
| *In addition to increased awareness of what can and cannot be achieved, the Sessions also offer information on setting realistic and achievable goals and resisting temptations to seek immediate gratification. By considering personal values and value systems when it comes to make decisions about PAES, this Theme contributes to interactive health literacy by enhancing self-efficacy to make informed and holistic decision about PAES.* | | | | | | | |
| **TIME** | | **LEARNING ACTIVITIES** | | | **TEACHING MATERIAL PROVIDED** | | **NOTES** |
| **Starter (connect / hook)** | | | | |  | |  |
| 1. mins | | *Reflect on the content and activities from Session 1* | | |  | | *Facilitators may have to do some independent research to adjust the material in their own context* |
| **Series of learning activities (demonstrate & activate)** | | | | |  | |  |
|  | | **Activity 1:** *Short term goals* | | |  | |  |
| 1. mins | | * *Recall your exercise goals for the next 6 months from the first session.* * *Discuss in groups how you plan to achieve those goals? Focus on diet and exercise regimes, supplements* *and timetable* * *Interactive discussion* | | | *Paper and pencil* | | *Have the participants form a concrete program that will to achieve their goals. Discuss if those goals and the relevant timetables are realistic* |
|  | | **Activity 2:** *Barriers in achieving your goals without PAES* | | |  | |  |
| 15 mins | | * *People are tempted to seek immediate gratification, even if some patience would bring them better outcomes* * *Present the marshmallow experiment* * *Interactive discussion* | | | *Example video*  [*The marshmallow experiment*](https://www.youtube.com/watch?v=QX_oy9614HQ) | | *Discuss occasions where exercisers choose to take “short cuts” or seek PAES to have faster results* |
| **Plenary (consolidate & evaluate)** | | | | |  | |  |
| 5 mins | | *In this round-up activity facilitators/ moderators should close the session by reflecting on the activities that took place and by conveying the following take-home messages:*   * *You can achieve your goals without PAES use, through proper diet, exercise and time plan* * *Seek for long term outcomes rather than immediate gratification* | | | *None required* | | *Ensure that you have communicated clearly the activities that took place, and that the take home messages are clear and meaningfully communicated to all learners. Allow time for questions so that all learners leave the session without unresolved queries.* |
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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 understanding of late gratification and natural progress).*  *For setting independent study:*   * *Assess peers reaction to the proposition that all exercise/sport should be clean exercise/sport* * *Consider grouping reactions by type/type of exercise/ type of sport*   *Participants should reflect on what is a realistic achievement with natural progression / without PAES; cognisant of the advantages and disadvantages.* | | | | | | | |
| **Optional further reading:** | | | | |  | |  |
| * *Forstmeier, S., Drobetz, R., & Maercker, A. (2011). The delay of gratification test for adults: Validating a behavioral measure of self-motivation in a sample of older people. Motivation and Emotion, 35(2), 118-134. Available at (*[*link*](https://www.researchgate.net/profile/Andreas_Maercker/publication/226563837_The_delay_of_gratification_test_for_adults_Validating_a_behavioral_measure_of_self-motivation_in_a_sample_of_older_people/links/00463530c567d1cd4d000000.pdf)*)* * *NHS Healthy diet (*[*link*](http://www.nhs.uk/tools/documents/weight-loss-pack/all-weeks.pdf)*) and NHS exercise guidelines (*[*link*](http://www.nhs.uk/Livewell/fitness/pages/physical-activity-guidelines-for-adults.aspx)*)* * [*Find your athletic edge*](https://www.youtube.com/watch?v=Jqpjap8rewo)*: Brendan Brazier at TEDxFremont* * [*Strong and healthy eating*](https://www.youtube.com/watch?v=AAkEYcmCCCk)*: Ryp Esselstene at TEDxFremont* | | | | | | | |
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| **Problem Based Learning activity:** | | | | |  | |  |
| *Case Studies and Problem Scenarios: Episodes* The Competitiveness: Christos' story*,* The Norm: Jermaine's story*,* The Mindfulness: Tim' story*,* The Shortcut: Dimitrios' story*,* The Presence: Jeremy's story*,* The Purity: Annie's story | | | | | | | |
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| **Assessment of learning outcomes:** | | | | |  | |  |
|  | * *Increased awareness of the issue can be reflected upon during the ’plenary’ discussion;* * *Using exemplars assess participants understanding of ‘Late Gratification’ concept.* * *Present scenarios for consideration – Exercisers dilemmas re. Success and use of PAES; analyse in pairs, present to the group.* * *Assessing self-efficacy specific to this session, use the following 4 questions either before and after; or after the session. Individual scores are calculated by averaging Q21, Q22, Q23 and Q24.*  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *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) | | *Q21* | *…because I know that I can achieve my performance goals without using PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q22* | *…because I know that I can achieve my physical appearance goals without using PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q23* | *…because I know that PAES is not the only way to achieve my exercise goals.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q24* | *… even when I want results fast.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  * *Use these questions for self-reflection after the workshop session.* | | | | | | |
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| **Resources required:** | | | | |  | |  |
| *Screen or Data Projection, Internet connection; papers. pencils*  *Prepared Exemplars and scenarios* | | | | | | | |
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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.**