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| **Theme: Consequences**  **Session 4: Becoming a Performance and Appearance Enhancing Substance (PAES) Expert**  **Session Plan** | | | | | |  | |
| **Tutors:** | | |  | **Date:** | |  | |
| **Location:** | | |  | **Cohort:** | |  | |
| **Topic:** | | | *Sources of information about PAES & how to evaluate the opinion of friends and peers* | **Where session comes in the module:** | | *2/2* | |
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| **Key questions:** | | | |  | |  | |
| * *How should we deal with the web as the second main source of information?* * *Is the Internet a reliable source?* * *What are alternative sources to take into account?* | | | | | | | |
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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 evaluate the reliability of the internet as a main source of information by considering different perspectives (regarding advantages as well as disadvantages) of this source* * *Have a set of individually significant criteria to consider while making a decision to use PAES or not use PAES based on an evaluation of information found on the internet* * *Have knowledge about alternative sources existing and the adaption of the collected criteria to several contexts* | | | | | | |
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| **Expected contribution to self-efficacy through PAES literacy:** | | | | | |  | |
| *This Theme builds functional e-health literacy directly through self-efficacy of critically evaluating the information available on the Internet, including how to search for reliable information; how to know if the information is impartial and scientifically accurate; and where to go for personal advice - and thus making evidence-based decision.* *Participants will learn to create criteria to evaluate the Internet by developing criteria for reliable websites at first in a group. They will be then invited to adapt these in accordance to their individual information seeking processes in order to strengthen and support personal decision-making*. *A strategy/plan for the effective evaluation of alternative information sources will be practiced.* | | | | | | | |
| **TIME** | | **LEARNING ACTIVITIES** | | | **TEACHING MATERIAL PROVIDED** | | **NOTES** |
| **Starter (connect / hook)** | | | | |  | |  |
| 1. mins | | *Brief summary of previous session*  *Content* | | | *Slides 1 to 4 of presentation* | |  |
| **Series of learning activities (demonstrate & activate)** | | | | |  | |  |
|  | | **Activity 1:** *Internet research training* | | |  | |  |
| 20 mins | | * *Participants will be asked to evaluate prototype websites (examples for bad, neutral and good websites created ad hoc for the module) as good and bad examples to find criteria for reliability of an internet source* | | | *Prototype websites (Slides 5 to 6 of presentation)*  *Supplement Material: ‘Website Examples’* | |  |
|  | | **Activity 2:** *Examples* | | |  | |  |
| 10 mins | | *Reliable web sources of information*  *Explanation of criteria that make a web-source reliable* | | | *Slides 7 to 8 of presentation* | |  |
|  | | **Activity 3:** *Individual list of criteria* | | |  | |  |
| 15 mins | | * *Each participant will create a list of individually important criteria to consider while evaluating the reliability of an internet source in order to make a decision about PAES use* * *The possibility to adapt this criteria to other contexts/sources will be discussed and can be extended with further aspects* | | | *Slide 9 to 10 of presentation*  *Supplement Material: “What makes a source reliable?”* | |  |
| **Plenary (consolidate & evaluate)** | | | | |  | |  |
| 5 mins | | *Summary of what was content of this session;*   * *Take Home Message: To use the internet as well as other sources to seek information about PAES can have advantages and disadvantages. A critical evaluation along elaborated criteria in accordance to personal features is important 🡪 everybody is an individual and has to find the best suitable solution for him-/herself* | | | *Slides 11 to 12 of presentation* | |  |
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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 evaluate Internet sources on PAES).*  *For setting independent study:*   * *Application of the criteria elaborated in the session to real life situation.* * *Rehearse the use of evaluative criteria in assessing web-based information.*   *Participants should reflect on how trustworthy the Internet sources are and on how to find accurate information.* | | | | | | | |
| **Optional further reading:** | | | | |  | |  |
| *Positive examples of websites:*   * *https://www.medicinenet.com/medications/article.htm https://www.sportaus.gov.au/ais/nutrition/resources* [*http://examine.com/*](http://examine.com/) * *SAFE YOU Project Website:* [*http://www.safeyou.eu*](http://www.safeyou.eu) | | | | | | | |
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| **Problem Based Learning activity:** | | | | |  | |  |
| *Case Studies and Problem Scenarios: Case Studies and Problem Scenarios:* The Competitiveness: Christos' story*,* The Influence: Yannis' story*, The Acceleration: Kostas' story,* The Norm: Jermaine's story*,* The Look: Rico's story*,* The Mindfulness: Tim' story*,* The Shortcut: Dimitrios' story*,* The Awareness: George's story*,* The Understanding: Giovanni's story*,* The Overload: Luigi's story*,* The Environment: Emanuele's 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;* * *Brief discussion at the end of the session, summarizing the contents and focusing on the Take Home Message.* * *Assessed task –present two comparable websites and use criteria learned in the session to assess the reliability of information/attitudes presented. Consider source and audience.* * *Assessing self-efficacy specific to this session, use the following 3 questions either before and after; or after the session. Individual scores are calculated by averaging Q18, Q19 and Q20.*  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *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) | | *Q18* | *… because I know where to find trustworthy and accurate information on PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q19* | *…because I can critically evaluate information about PAES use.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q20* | *…because I feel that I have a more holistic understanding of PAES use.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  * *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.**