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| **Theme: Crossing Lines****Session Nine: Health Maintenance or Human Enhancement****Session Plan**  |  |
| **Tutors:** |  | **Date:** |  |
| **Location:** |  | **Cohort:** |  |
| **Topic:** | *Healthy or beautiful? How to match exercise goals and means; and stay healthy?* | **Where session comes in the module:** | *1/2*  |
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| **Key questions:** |  |  |
| * *The reasons why people exercise?*
* *Is a beautiful body equal to a healthy body?*
* *Is PAES use necessary for maintaining a healthy, fit and active body?*
* *How can exercise be self-regulated to avoid using PAES; and how can harm minimised with PAES use?*
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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 aware of their own reasons to exercise and reflect on the need to use (or avoid using) PAES.*
* *Understand the distinction between a healthy and fit body and a body that is beautiful but not healthy because of PAES use.*
* *Know how to effectively self-regulate their own exercise/sport participation to avoid using PAES.*
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| **Expected contribution to self-efficacy through PAES literacy:** |  |
| *This Theme aims to help learners reflect on their own exercise/sport participation goals and accordingly define the relative importance of PAES use. This Theme enhances self-efficacy to make informed, evidence-based and holistic decisions about PAES by prompting learners to reflect on their own exercise/sport participation goals and helping them defining the relative importance of PAES use accordingly; and thus contributes to interactive health literacy. It is expected that upon completion of the Sessions, learners will develop better awareness of the ‘dark side’ of sport and exercise, leading to increased attention to both health and psychological consequences of PAES or stronger refusal/avoidance efficacy beliefs toward harmful substances.* |
| **TIME** | **LEARNING ACTIVITIES** | **TEACHING MATERIAL PROVIDED** | **NOTES** |
| **Starter (connect /hook)** |  |  |
| 10 mins | *Interactive discussion on the reasons why people exercise (young people; adults; seniors).* Do not spend more than 5 minutes in this activity.*Why do you exercise? Please mention the top three reasons.*Do not spend more than 5 minutes in this activity. | *This is a warm-up exercise and specific teaching materials are not relevant.*  |  *The facilitator should initiate the discussion and bring participants on board by facilitating an interactive discussion on the reasons why people in general and the participants decided to exercise.**Ensure that all learners are involved in the discussion and ask them to reflect on their own experiences to provide input to the discussion.* |
| **Series of learning activities (demonstrate & activate)** |  |  |
|  | **Activity 1:** |  |  |
| 30 mins | ***Sane mind in a healthy or in a beautiful body?*** * *This activity is based on a recent BBC video about bigorexia, the use of PAES and mental health in young people who exercise. The goal of the activity is to present some real facts about PAES use in exercise settings among young people; increase awareness about the perils of an overly focus on aesthetics vs. health; and stimulate discussion about the relative importance of health vs. beauty or achievement in exercising and sport participation.*
* ***Group/interactive discussion****: Facilitate and interactive group discussion by firstly asking learners about the thoughts, feelings and emotions elicited by watching the video. Then use the questions shown in the teaching materials column (on your right) to simulate further discussion.*

*Allow approx. 15 minutes for the video and another 15 minutes (maximum) for the interactive group discussion.*  | *Facilitators/moderators should show the following video:* [*https://www.youtube.com/watch?v=pSzzWttdFuU*](https://www.youtube.com/watch?v=pSzzWttdFuU)*Questions/prompts for interactive group discussion:* * *Is a beautiful body equal to a healthy body?*
* *What is more important for you? Why?*
 | *Ensure that all learners are involved in the discussion and ask them to reflect on the emotions, feelings and thoughts that were generated while watching the video.**Ensure timekeeping by equally distributing time for group discussion among learners or groups.* |
| **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:* * *Exercise can have a dark side depending on people's motives and reasons for exercising*
* *You can be healthy and fit without PAES*
* *Self-regulation of exercise plays an important role in staying healthy*
 | *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 skills to critically evaluate exercise goals and means to this end).**For setting independent study:** *Present the case for Healthy body maintenance –what are its key components?*
* *Reflect on the following questions:*
* *Do I want to be fit and healthy or just beautiful and sexually attractive? Why?*
* *Is it worthy to put my health at risk by using PAES to achieve my exercise goals?*
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| **Problem Based Learning activity:** |  |  |
| *Case Studies and Problem Scenarios: Episodes* The Acceleration: Kostas' story*,* The Norm: Jermaine's story*,* The Shortcut: Dimitrios' story*,* The Awareness: George's story*,* The Respect: Rita's story |
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| **Assessment of learning outcomes:** |  |  |
|  | *How will you know how much progress ALL learners have made during the session?** *This module is based on reflective and experiential learning, so progress should be defined by the level of self-reflection and mindfulness with respect to exercising goals and the need to use PAES. The active involvement of all learners in the interactive group discussions is the sole indicator of progress and success in completing this module.*

*How will the learners know how much progress they have made?** *Learners will be able to tell the difference between the progress they made before and after taking the module by considering the information they received about the perils of PAES use and a PAES use mindset (e.g., bigorexia), as well as their knowledge of the international exercising guidelines.*

*How will the learners know the level of their knowledge/understanding and how to make further improvements?** *Learners will be able to understand the impact of the module on their knowledge/understanding of the topic by being able to reflect on their own exercising goals and need to use PAES.*

*Assess SAFE YOU Self-efficacy after Session Two* |
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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.**