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| **Session: Behind the Scenes - Exposing the Truth**  **Session Plan** | | | | | |  | |
| **Tutors:** | | |  | **Date:** | |  | |
| **Location:** | | |  | **Cohort:** | |  | |
| **Topic:** | | | *Body Image and body use in product advertising* | **Where session comes in the module:** | | *1/1* | |
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| **Key questions:** | | | |  | |  | |
| * *What ideas people / athletes have about product/PAES advertising’s use of human body?* * *Are these ideas spread across society and valid?* * *Is it worth considering a change in how advertising shows the human body?* * *Is there an alternative way to think about and show the human body in advertising campaigns?* | | | | | | | |
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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 types of product advertising that uses human body in its campaigns* * *Comprehend and illustrate the reasons why product advertising relies on “distorted” views and portrayals of human body* * *Prepare and illustrate actions’ plans that can suggest - across different advertising products (i.e. cars, PAES, perfumes) – a more realistic and respectful use of human body* | | | | | | |
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| **Expected contribution to self-efficacy through PAES literacy:** | | | | | |  | |
| *This Theme builds critical health literacy through better self-efficacy to make informed and holistic decisions about PAES by helping participants feel more confident of their physical appearance and their capacity to recognize the dangers of using PAES, as well as to understand that what they see in the media is not realistic.* | | | | | | | |
| **TIME** | | **LEARNING ACTIVITIES** | | | **TEACHING MATERIAL PROVIDED** | | **NOTES** |
| **Starter (connect / hook)** | | | | |  | |  |
| 1. mins | | * *illustrate the aims of the session* * *explain the basic rules of the session* * *explain the meaning of “PAES”* | | | *Presentation slides 1-5* | |  |
| **Series of learning activities (demonstrate & activate)** | | | | |  | |  |
|  | | **Activity 1:** | | |  | |  |
| 10 mins | | * *Think about advertisements* | | | *Presentation slides 6-9*  *Activity 1 Form* | | *Stress to participants that the activity is designed to highlight personal views about the use of human body in advertising* |
|  | | **Activity 2:** | | |  | |  |
| 15 mins | | * *Look together at some videos* | | | *Presentation slides 10-13* | | *Must promote active discussion on the contents of the videos* |
|  | | **Activity 3:** | | |  | |  |
| 15 mins | | * *Work together on new advertising* | | | *Presentation slides 14-16*  *Activity 3 Form* | | *Must stress that it is designed to collect groups’ views and not individual views* |
| **Plenary (consolidate & evaluate)** | | | | |  | |  |
| 5 mins | | * *Summarise key messages* | | | *Presentation slides 17-18* | |  |
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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 PAES advertisements).*  *For setting independent study:*   * *Ask participants to collect a range of examples of advertising using the human body – identify what consistent themes appear; and* * *Be prepared to discuss findings with others (if workshop is arranged in more than one session).*   *Participants should reflect on how trustworthy advertisements about a product and on how to find accurate information.* | | | | | | | |
| **Problem Based Learning activity:** | | | | |  | |  |
| *Case Studies and Problem Scenarios: Episodes* The Influence: Yannis' story*,* The Look: Rico's story*,* The Mindfulness: Tim' story*,* The Awareness: George's story*,* The Presence: Jeremy's story*,* The Balance: Jena'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.* * *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 Q12, Q13 and Q14.*  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *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) | | *Q12* | *…because I appreciate that my body can be in harmony with my exercise goals without the use of PAES.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q13* | *…because I know that advertisements and promotional campaigns can exaggerate the benefits of PAES use.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 | | *Q14* | *… because I understand and respect my body.* | 🞎 | 🞎 | 🞎 | 🞎 | 🞎 |  * *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. Know your rules.**