

Vanity Insanity - IPEDs

Teacher Support Materials and Activities

The IPEDs activities provide pupils with opportunities to achieve Key Stage 4 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales. The activities presented below are not sequential but rather are a menu for teachers to select from.

Vanity Insanity activities	Links with the PSE Framework for 7 to 19 year olds in Wales	
	Skills	Range
1. Introductory Activities	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions 	
2. Class debates about IPEDs	<ul style="list-style-type: none"> • To take different perspectives into account when making informed decisions and choices effectively. • Listen perceptively in a range of situations and respond appropriately. • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods. • Appreciate, reflect on and critically evaluate other points of view. 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances. • The short and longer term when making decisions about personal health. • Develop respect for themselves and others.
3. Do IPEDs improve your image?	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions. • Create and present information and ideas 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances

<p>4. Front page activity.</p>	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions • Analyse information and ideas in order to assess bias, reliability and validity • To take different perspectives into account when making informed decisions and choices effectively • Create and present information and ideas 	<ul style="list-style-type: none"> • Understand the short and longer term consequences when making decisions about personal health • Understand the personal, social and legal consequences of the use of legal and illegal substances
<p>5. Energy Drinks, Steroids and Tanning Research tasks</p>	<ul style="list-style-type: none"> • Work both independently and cooperatively to plan and complete a range of tasks • Find and develop information and ideas • Access numerical data from written and graphical sources. 	<ul style="list-style-type: none"> • Understand the short and longer term consequences when making decisions about personal health • Accept personal responsibility for keeping the mind and body safe and healthy
<p>6. Dear Andy letters</p>	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions. • Take different perspectives into account when making informed decisions and choices effectively • Listen perceptively in a range of situations and respond appropriately • Appreciate, reflect on and critically evaluate other points of view. 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances • Understand the short and longer term consequences when making decisions about personal health

<p>7. Values Continuum</p>	<ul style="list-style-type: none"> • Use a range of techniques for personal reflection • Appreciate, reflect on and critically evaluate other points of view 	<ul style="list-style-type: none"> • Accept personal responsibility for keeping the mind and body safe and healthy • Understand the short and long term consequences when making decisions about personal health • How beliefs and values affect personal identity and lifestyle
<p>8. 'No short cuts' DVD extract - 'At what cost?'</p>	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions • To take different perspectives into account when making informed decisions and choices effectively • Create and present information and ideas • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods. • Appreciate, reflect on and critically evaluate other points of view. 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances. • The short and longer term when making decisions about personal health. • Develop respect for themselves and others.
<p>9. 'No short cuts' DVD extract - 'Is she a drug user?'</p>	<ul style="list-style-type: none"> • Use prior knowledge to explain links between cause and effect, and make predictions • To take different perspectives into account when making informed decisions and choices effectively 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances. • The short and longer term when making decisions about personal health.

	<ul style="list-style-type: none"> • Create and present information and ideas • Communicate personal feelings and views effectively in a wide range of situations through a range of appropriate methods. • Appreciate, reflect on and critically evaluate other points of view. 	<ul style="list-style-type: none"> • Develop respect for themselves and others.
10. Tanning Injections and Tablets - Cards True or False Activity	<ul style="list-style-type: none"> • Work both independently and cooperatively to plan and complete a range of tasks • Listen perceptively in a range of situations and respond appropriately 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances • Understand the short and longer term consequences when making decisions about personal health
11. Energy drinks slogan activity	<ul style="list-style-type: none"> • Create and present information and ideas • Appreciate, reflect on and critically evaluate other points of view. 	<ul style="list-style-type: none"> • Understand the personal, social and legal consequences of the use of legal and illegal substances. • The short and longer term when making decisions about personal health. • Develop respect for themselves and others.
12. Air-brushing activity	<ul style="list-style-type: none"> • To take different perspectives into account when making informed decisions and choices effectively • Create and present information and ideas • Communicate personal 	<ul style="list-style-type: none"> • Develop respect for themselves and others.

	<p>feelings and views effectively in a wide range of situations through a range of appropriate methods.</p> <ul style="list-style-type: none"> • Appreciate, reflect on and critically evaluate other points of view. • Be assertive and resist unwanted peer and other influence 	
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1. Introductory Activities

- a) As an introduction to connect and recap the School Community Police Officer's lesson the teacher can review the following with the whole class.
- What is a drug?
A drug is something that changes the way your mind or body works
 - What are IPEDs?
IPEDs (Image and Performance Enhancing Drugs) are substances used by people to enhance their performance or looks.
 - What are the dangers of using IPEDs?
Irreversible changes to the body
Legal consequences
 - Name healthy ways that young people can:
Get a tan
Get bigger muscles
Lose weight
Get more energy
Look more attractive
- b) Using the power point slide Resource 1b. Complete as an oral class exercise the true and false statements about Steroids. See the statements and answers below.

	Statement	True /False
1	Steroids alone will increase muscle mass	False
2	Steroids are a class B drug	False
3	Taking Steroids stops a young person's body developing properly	True
4	Steroids cannot be injected	False
5	Taking Steroids regularly can cause mood changes	True
6	The content of all Steroids is known and tested	False
7	Steroids can cause acne for both men and women	True
8	Men who take Steroids can become sterile	True
9	It is illegal to buy Steroids over the Internet	True
10	Steroids do not show up on a drug test	False

Teacher Notes

	True /False	Answer
1	False	Steroids alone do not increase muscle. A balanced diet and regular exercise are still essential.
2	False	Under the Misuse of Drugs Act 1971 Anabolic Steroids are class C drugs, the penalty for which is up to 14 years and/or a fine for supply. Under the Medicine Act 1968, Steroids that are prescribed by a doctor for your personal use are not illegal.
3	True	Taking Steroids when the body is not fully mature will result in the body ceasing to make naturally produced chemicals which will stunt growth.
4	False	Steroids are predominately injected. There are major risks associated with injecting substances, for example HIV, Hepatitis B and C, abscesses and scarring.
5	True	This is one of a range of psychological symptoms which may be experienced as a consequence of taking Steroids. Others are insomnia, anxiety, depression and body dysmorphia.
6	False	The quality and purity of Steroids cannot be guaranteed unless medically prescribed.
7	True	Steroids can cause acne on the face and body, which is often severe, due to the increase in synthetically produced Testosterone.
8	True	Steroids can cause infertility in men because Steroids can lower sperm count.

9	True	Importing (Internet orders) Steroids for personal use is illegal.
10	False	As any other drug, Steroids do show up on a drug test. Drugs testing can be carried out by employers, by sporting governing bodies and any other organisation that sees fit.

2. Class debate about IPEDs

The SCPO lesson and other follow-up activities could be used to prepare the pupils to take part in a class debate about IPEDs, helping them to consider other points of view, clarify their attitudes to their use, and apply their thinking skills to a real life context. The class needs an understanding of how a debate works in order for them to have a clear picture of what is going to happen and what their part in it is.

Divide the class into groups and allocate specific roles within each group e.g. chairperson, scribe, speaker, timekeeper and an opposer. Key terms such as 'for' and 'against', 'chair', 'summing up', 'voting', 'motion' need to be introduced and explained as necessary. Once the group understands the activity, they will need a topic to debate. To evaluate the attitudinal change as a result of the debate the teacher can facilitate a pre and post vote on the topic. (Resource 2a)

The topic can be decided at in various ways:

- The teacher or a pupil could suggest a motion that they would like the young people to debate or 2 or 3 motions can be suggested and the group decide the one they would like to debate.

Possible motion/statements might include:

- If caught using a banned substance, you should never be allowed to represent your country in major sports events
- Energy drinks should be banned from schools
- It's OK to take a substance to improve your appearance

3. Do IPEDs improve your image?

Using a computer, phone app or paper and pencils ask pupils to download or draw a picture of themselves. (Resource 3a.) They should then use the programme to improve their image with the effects of IPEDs. Pupils could include excessive use of tanning injections, slimming pills, steroids or energy drinks etc.

They will need to print copies and discuss their results with a group and decide if the enhancements really improve the image or not. Ask the pupils to label their own images to show what methods they have used to bring about these changes.

The teacher must emphasise the fact that these are unsafe methods of looking good - the healthier alternative message e.g. exercise, healthy diet, make up etc. needs to be reinforced here as well as the Law which states:

- Anabolic Steroids are controlled as Class C substances
- It is against the law to purchase Steroids and associated drugs from outside the UK through the Internet and mail order sites and have the product delivered.
- You could get up to 14 years in prison and/or a fine for supplying Steroids.

4. Front page activity

This exercise could be used over two lessons, one for exploration and research and the second for creating the article. For this activity, the teacher needs to collect actual examples of celebrities or well-known figures from media sources such as newspapers, websites, TV adverts.

Provide each group/pupil with an instruction sheet Resource 4a and ask the pupils to create a front page article reporting a young person's misuse of IPEDs and the negative effects it caused e.g. tanning, steroids etc. The front page can include health, social and legal consequences.

Ask the pupils to consider the following:

- Headline, print size, layout etc.
- Photo images.
- The story: what happened - before, during and after?
- What does the IPEDs user say? Could include a quote.
- What do others say: family, friends, doctors, social workers? Could include further quotes.
- Summary statement /advice line.

Pupils may complete this exercise by using either the writing template provided (Resource 4b) or work on a computer. (Resource 4c) Ask the pupils to conclude the article with a positive message for a young person.

5. Internet research task

Ask the pupils to use the Internet to research energy drinks using the template provided (Resource 5a). Pupils will need to find out details such as:

- brand name
- cost per 100ml
- list of ingredients
- nutritional value (including grams of sugar and % of Caffeine).

Pupils must choose 3 of the ingredients (one from the beginning, middle and end of those listed) that they found during their research and then find out the following information about each ingredient:

- What is it?
- What does it do?
- What are the health risks?

Once they have completed their work, they must join another group to compare the information.

Or

Alternatively pupils could research slimming pills (Resource 5b) or tanning products (Resource 5c)

6. Letters - Dear Andy

Divide the class into groups. Ask the pupils to read the letters to Andy an Agony Aunt (Resource 6a) and discuss the questions posed. Feedback and discuss any issues that arise as a whole class and dispel any misconceptions.

Teacher guidance notes

LETTER 1 - I am 15 years old. I feel I am small for my age. I often feel that I do not fit in with the rest of my friends who seem to be bigger and stronger than me. I do not understand as my older brother is physically well developed for his age. I want to be like him and my mates. I am contemplating taking Steroids to get bigger. I don't know a lot about Steroids - would it be a good idea to try them?

1. Remember that you are only 15 and your body is still developing. Young people grow at different rates - mainly between the ages of 14 and 18 - so there is plenty of growth to come! You may feel that you do not fit in with the rest of your friends who seem to be bigger and stronger than yourself at the present - but you will grow. I am sure you will make up for it in the meantime by being yourself. Using Steroids to get bigger would be a bad idea as they could affect

your normal physical and mental maturational processes. Steroids could also cause damage to your internal organs such as the kidney, liver and heart. If you are really worried about this - see your GP who will give you advice.

LETTER 2 - My name is Sam and I love sports and have recently been selected for the county trials. I really want to get into the team but feel the other athletes are bigger and stronger than me. I am thinking about taking a performance enhancer to give me the confidence to be able to challenge them. When I'm older, I really want to be a professional sports' person. Could this spoil my dream?

2. Congratulations on doing so well - I am sure you will get into the team. It's natural to compare yourself to other athletes. You should never take a performance enhancer to give yourself the confidence to be able to challenge the other competitors as it's against competition rules. Your coach should be able to advise you how to develop your physique and confidence.
If you want to be a professional sports' person when you grow up, taking performance enhancers will spoil your dream. The public see it as cheating - and I don't think you would like to be known as a cheat!

LETTER 3 - I'm Jack. I am a regular user of Anabolic Steroids. I am finding it very expensive. To help me afford this, I'm thinking of selling some to my mates at the local gym. This is OK isn't it - because Steroids aren't drugs are they?

3. Well Jack, Anabolic Steroids are a Class C drug (remember a drug is something that changes the way your mind or body works). Possession of a Class C drug could see you end up in prison for 2 years! If you sell drugs to your mates at the local gym this would be supplying, which could see you spending up to 14 years in prison and / or receive an unlimited fine. If someone is caught making a profit from a crime, the Police can legally seize the criminal's assets. That means your house, bank account, possessions etc. The Police then often use the money made from selling your things for prevention work. I don't think you would want all that to happen to you!

LETTER 4 - Hi, I'm Jenna. OMG! I luv reality TV! I so want to look like them! I exercise every day, watch my diet and love my make-up. But - it's not good enough; I'm still not perfect and never look as good as them. I've seen an advert on the web for diet pills that all celebrities are taking. I'm thinking about trying them to get quick results. What do you think?

4. Jenna - you seem to be doing everything right at the moment - you are getting plenty of exercise and watching your diet. Celebrities may well look perfect in magazines in which the images have been air-brushed. Perfection is therefore just an illusion. Remember that celebrities employ personal trainers, make-up

artists and stylists because looking good is their business. The adverts you have seen for diet pills may state that celebrities endorse their product but remember that the celebrities may get paid a lot of money to allow the company to use their name. They may not be able to control what is said about the product in the advert. Diet pills are extremely dangerous and there is no such thing as a quick fix. There are loads of side effects you should know about. Some are really serious such as increased blood pressure and heart rate which can lead to heart attacks as well as things like headaches, lack of sleep and stomach cramping.

LETTER 5 - My name is Jamie and I am a party animal and regularly attend parties with my older mates. I've noticed recently that the girls seem to go for the more muscular boys. I've discussed this with my mates and they have told me that the secret to looking good and getting all the girls would be to take some Steroids and use some tanning substances. There would be no problem as everyone is doing it anyway. I would look great in no time. I'm slightly worried if this is the only option for me - are there any other alternatives?

5. Jamie - not everyone is using Steroids and tanning injections. Anabolic Steroids are a Class C drug (a drug is something that changes the way your mind or body works). Possession of a Class C drug could see you end up in prison for 2 years! There are also severe physical side effects which include male pattern baldness, shrinking of the testicles, a low sperm count leading to low fertility in the future. Psychological side effects also include mood swings, anxiety and depression. Tanning injections also have side effects such as nausea, increased blood pressure, tiredness and spontaneous erections in men.

There are many healthier alternatives which you may well consider such as joining a gym or taking up a sport which would encourage natural muscle development. The girls would be more impressed with this! With regards to tanning, you can buy many tanning creams and sprays which are safe and easy to use on the high street. Otherwise visit a salon for a professional spray tan.

LETTER 6 - I am so frustrated! For the last 2 years, I've finished second in the 100 metre butterfly at the National Swimming Gala. This year my coach has told me that I will win the gold medal. She suggested I take Steroids to help increase my stamina and improve my performance. This is something I have never considered but winning is everything. Should I do it?

6. You are obviously very talented. However winning is not everything! Your coach should never have suggested that you take Steroids. Anabolic Steroids are a Class C drug (a drug is something that changes the way your mind or body works). Possession of a Class C drug could see you end up in prison for 2 years. It seems that your coach is pushing you too hard. Stay clear from Steroids as

this is cheating. You may well need to consider changing or reporting your coach!

LETTER 7 - Recently I went to my brother's room to look for a DVD I'd lent him. While trying to find it, I found a bottle of liquid labelled Testosterone. I know my brother is trying to bulk up, but now I'm worried that he may harm himself, or get into trouble. I haven't told anybody. What should I do?

7. Firstly, you will need to talk to your brother. Tell your brother he may well harm himself by injecting Testosterone or get into trouble.

Check with him, in case this has been prescribed by a doctor. If it has, the correct dosage will be clearly written on the label. If it's not, and the wrong dosage is taken, it could lead to a headaches, blurred vision, slurred speech, an inability to speak, seizures, temporary blindness and weakness in arms and legs on one side of the body. Consider talking to your parents or someone you trust.

7. Values Continuum

Explain to the class the rules of the Values Continuum. Place the - agree / disagree cards (Resource 7a) on opposite walls. Ask the pupils to stand in the centre of the room. When each statement is read out using the PowerPoint (Resource 7b) the pupils must move towards the answer they believe to be correct. Promote discussion by asking the pupils to justify their choices. Ask the class to return to the centre after each statement.

	Statements
1	Energy drinks are safe to drink
2	Energy drinks should be banned
3	Energy drinks should only be sold to young people over the age of 16
4	It is OK to have a tattoo at any age with your parents' permission
5	You have to be tanned to look good
6	Going to a tanning salon is a safe way to get a great tan
7	Thin people are projected as better looking by the media
8	You have be attractive to be successful
9	Botox always makes older people look more attractive
10	A six pack is always desirable

8. No short cuts DVD extract - At what cost?

Ask the pupils to watch the video clip (Resource 8a.) about Steroid use entitled, At What Cost? Using the worksheet resource 8b ask the pupils to discuss Ben's arguments for using Steroids and then consider if they would be persuaded by his arguments.

Highlight the top 10 Steroid side effects. After this discussion ask how many of the pupils have changed their minds? This task can then be used in conjunction with the research task on Steroids (Resource 5d). Pupils could create a PowerPoint presentation or information leaflet to raise awareness of the dangers of Steroid use to young people.

9. No short cuts DVD extract - Is she a drug user?

Ask the pupils to watch the video clip (Resource 9a.) about Anna, who has many body image issues and continues to feel under pressure to fit in with her peers and the media's unachievable image of perfection. Using resource 9b ask the class to discuss and decide if they think Anna is a drug user.

Ask the pupils to discuss the reasons why Anna is considering using slimming pills and tanning injections. They will need to predict what her decision might be and the possible risks, if any, she is taking. Ask the pupils to discuss if she is breaking the Law.

To complement this activity - you may consider using the Tanning Injections card sort activity, activity 10.

10. Tanning injections and tablets cards

Pupils are given a set of cards (Resource 10a.) and have to decide if the statements about tanning tablets and tanning injections are true or false.

Statements	
They are illegal	True - Most are unlicensed in the UK. Melanotan is illegal to sell.
The side effects are not known	True - The side effects and how serious they can be are not known yet.
The product is safe and effective	False - There is hardly any research on the safety of tanning injections and tablets. They have not been tested.
It has been tested for quality and effectiveness	False - They have not been tested - therefore their possible side effects are not known.

They change the appearance of moles	True - A new report from the British Medical Journal, suggests that tanning injections and tablets can cause a change in the appearance of moles.
The effects can be permanent and even make your skin blotchy	True - Their effects could be permanent. The tan is often uneven and blotchy.
It protects against skin cancer	False - There is no evidence that they protect against skin cancer. Tanning injections manufacturers often claim that they do.
They will not interact with any prescribed drugs a person is taking	False - As the drugs are not licenced in this country - it's not known how they will react with other drugs or medication a person may be taking.

11. Energy drinks slogan activity

Divide the class into pairs and give each pair a slogan activity sheet (Resource 11a.) and ask them to match the slogan to the energy drink. The answers are as follows:

RED BULL	GIVES YOU WINGS
MONSTER	UNLEASH THE BEAST
BOOST	BOOST UP YOURSELF
RELENTLESS	NO HALF MEASURES
ROCKSTAR	PARTY LIKE A ROCKSTAR
FULLTHROTTLE	GO FULLTHROTTLE OR GO HOME

Divide the class in to groups and ask the pupils to discuss the marketing techniques that are used to promote these drinks e.g. packaging, slogans, graphics, and any health claims they may have.

Pupils can then consider other healthier ways on how to get more energy. Ask the pupils to design a recipe for their own healthy drink to provide natural energy by using healthy ingredients such as fruits, yogurt, milk, juices etc.

Ask the pupils to create their own slogan for the new healthy drink.

Extended activity

If possible, (with the support of the Design and Technology department) the pupils can prepare, compare and get their classmates to sample the drink. If this was possible, the pupils could analyse the content of their healthy drink. They should then give feedback to the rest of the group.

12. Air Brushing Activity

Divide the class into mixed groups of girls and boys and ask them to study the two photographs of a young woman. (Resource 12a). Ask the pupils to discuss and identify as many differences as they can in the photographs.

Ask each group to feedback to the class. There are 11 differences - Answers are available the power point (Resource 12b). The differences are as follows:

1.	Defined cheekbones
2.	Defined jaw line
3.	Lower shoulders
4.	Longer neck
5.	Fuller lips
6.	Smaller nose
7.	Thinner nose
8.	Bags under eyes have disappeared
9.	Scar has disappeared
10.	Lighter skin tone
11.	Hair deleted

For the second part of the activity, distribute a selection of magazines which are suitable for both males and females. The pupils will need to look for evidence of possible air brushing. They need to consider why these changes are made and whether it influences their perception of a perfect body.