Lesson 5 – Post Visit
Sharing Good Health with Others

Objective: Students will be able to:
• Reflect upon their learning experience with the National Baseball Hall of Fame and Museum.
• Access and use information from a variety of sources.
• Analyze and explore how media messages are constructed.
• Express or create messages effectively using a variety of media tools.

Materials Needed:
- Multi-media equipment with the ability to stream online videos for class viewing
- Project planning worksheet (included)
- Equipment and supplies for project deliverables (based on teacher’s discretion, see “activity” section of the lesson)

Additional Resources:
  o Videos available at [http://vimeo.com/taylorhooton/videos](http://vimeo.com/taylorhooton/videos)
- I Won’t Cheat ([www.iwontcheat.com](http://www.iwontcheat.com))
- Play Healthy ([www.playhealthy.drugfree.org](http://www.playhealthy.drugfree.org))
  o Videos available at [http://playhealthy.drugfree.org/](http://playhealthy.drugfree.org/)
- Partnership for a Drug Free America ([http://www.drugfree.org/](http://www.drugfree.org/))
  o Videos available at [http://www.drugfree.org/give-get-involved/you-are-not-alone](http://www.drugfree.org/give-get-involved/you-are-not-alone)
  o Videos available at [http://www.youtube.com/wadamovies](http://www.youtube.com/wadamovies)

***For information on how you can have your student’s completed projects placed on display at the Baseball Hall of Fame, contact the education department at Education@Baseballhall.org
Vocabulary:

Performance-enhancing substances (PESs): This term covers a variety of substances that attempt to improve an athlete’s strength and muscle mass.

Applicable Common Core State Standards:

CCSS.ELA-Literacy.SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.9-10.5, SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.W.9-10.4, W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.8, W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Relevant National Learning Standards:
(Based on Mid-continent Research for Education and Learning)

Health. Standard 1. Knows the availability and effective use of health services, products, and information

Health. Standard 2. Knows environmental and external factors that affect individual and community health


Health. Standard 6. Understands essential concepts about nutrition and diet

Health. Standard 7. Knows how to maintain and promote personal health


Health. Standard 10. Understands the fundamental concepts of growth and development

Life Skills. Life Work. Standard 2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
1. Begin the lesson by asking students to think about their individual health and how it relates to the things they learned about during their experience with the National Baseball Hall of Fame and Museum. Brainstorm why it is important to live a healthy life at any age.

2. Ask the students to identify some of the consequences of using performance enhancing substances (PESs) using the following categories as a guide. To help students organize their thoughts, write the categories on a white board or chalkboard, and record the consequences identified by students. Visit the Partnership for a Drug Free America for a complete list of side effects directly linked to PES abuse [http://www.drugfree.org/drug-guide/steroids](http://www.drugfree.org/drug-guide/steroids).
   - Physical
   - Mental
   - Social

3. As each category is explored, ask students to think beyond the physical consequences of drug use, and explore how the use of Performance Enhancing Substances can affect an athlete’s mental health, as well as their relationships with family members and friends.

4. Have students write a synopsis or summary of the consequences of using PESs, something new they learned, an issue they feel is important, etc.

5. Ask students if they have ever seen a Public Service Announcement or a commercial that discusses the dangers of PES abuse.

6. Discuss the role of a Public Service Announcement in the greater community and ask students to explain the significance of a PSA.

7. Play the PSA videos listed in the “Additional Resources” section of this lesson one at a time. Allow time for students to research each individual organization if time and resources permit.
8. After viewing each video, students should address the following in writing:
   • Describe what you saw in the PSA. What aspects (images, sounds, etc.) made the strongest impression on you?
   • What was the tone of the video?
   • What was the main message of the PSA?
   • Can you identify any goals or motivations of the organization sponsoring the PSA?

9. Discuss that each organization has a different strategy in presenting its information to the community. As a class, identify the strategies that were used in each of the PSA videos viewed by students. Point out the involvement of celebrities, shock value, sharing of personal stories, etc.

10. Introduce the activity.
1. Explain that students will be using the information they have learned in this unit to create an awareness campaign for their school and community about the dangers of using performance enhancing substances. *Note* If students were not exposed to the earlier lessons in this unit, they should engage in some research to find out additional information about specific consequences of PES use.

2. The scope of the project is at the discretion of the teacher. Students may create print, audio, or video messages.

3. Divide the class into even groups of approximately 3-4 students. Distribute one copy of the project planning worksheet to each group.

4. Explain the major elements of the planning worksheet:
   - **Key Message**: Here, students should decide what message they ultimately want their audience to take away from their PSA.
   - **Campaign Slogan**: This should be a catchy title that incorporates the goals of the project and the strategies that the group elects to use. For example, if the students elect to use “shock value” as one of their strategies their title should incorporate this goal.
   - **Target Audience**: Who are you trying to reach with this campaign? Possible audiences include athletes, younger students, peers or parents of teenagers.
   - **Strategies for Success**: Encourage the students to consider which PSA videos affected them the most and what strategies would most affect their target audience. For example, younger students look up to older students so a campaign that features the advice of older athletes would likely have a strong impact.

5. Before beginning to work on their projects, students should brainstorm ideas or sketch out their thoughts for their project proposal.

6. Remind the students that although some campaigns use humor as a strategy for sending a message that this must be done tastefully. Use of performance enhancing substances is a serious topic and should be treated as such.
Conclusion:

To complete this lesson and check for understanding, once student projects are completed, have each group look at one another’s PSA messages. If they are video clips, students could watch them in a computer lab. If they are posters or photographs, they can be displayed around the classroom. If they are audio clips, students can listen to them on computers with headphones.

Each group should have the opportunity to watch/see/listen to at least three PSA messages created by other groups. Have students note what they believe to be the key message of each PSA. As a class, compare students’ perceptions of each project’s key message with the creators’ message intent.
Project Planning Worksheet

Group Members: ____________________  
__________________  
__________________  
__________________

Key Message: ____________________________________________________________  
________________________________________________________________________

Target Audience: _________________________________________________________  
________________________________________________________________________

Campaign Slogan: _________________________________________________________  
________________________________________________________________________  
________________________________________________________________________

Strategies for Success: _____________________________________________________  
________________________________________________________________________  
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