

Manitoba Addictions Awareness Week

DRUGS & SPORTS



TRUTH IN ADVERTISING - GET THE STRAIGHT GOODS!

Drugs & Sports - Activity 1

Objective: To provide opportunities for students to identify and recognize how advertising is used to influence our behaviour.

Method:

- Use two familiar television/magazine ads to open the discussion on how advertising is designed to persuade people to adopt healthy and unhealthy lifestyle choices. Record the healthy/unhealthy choices students identify.
- Divide the class into groups. Have each group: discuss and analyze two sample ads using the discussion guide; record their main ideas and report back to the class.
 - Discussion guide:
 - Look at the advertisement and describe the contradiction between the product and healthy lifestyle choices.
 - Discuss the contradictions of advertising unhealthy products during sporting events.
 - Discuss and identify ways to avoid being influenced by the media.
- Have students use their knowledge to:
 - Develop an advertisement that realistically depicts the effects of the product.
 - Develop an advertisement for a healthy product or healthy lifestyle choice.
 - Develop an advertisement campaign for the healthy product/lifestyle choice and discuss the techniques that can be used to persuade an audience.

Note: Activity links to the ELA curricular outcomes 4.2.4, 4.2.5, 4.2.2, as well as General Outcomes 1 & 5.



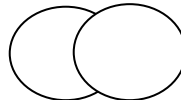
COMPARE & CONTRAST!

Drugs & Sports - Activity 2

Objective: To provide opportunities for students to compare and contrast the use of various substances, e.g. harmful/helpful substances, legal/illegal drugs, etc.

Method:

- This activity can be done as a large group or individually.
- With students, create a list of helpful and/or harmful substances that can affect the healthy body, (e.g. specific medicines, juice, coffee, milk, alcoholic drinks, bug spray, perfume, vegetables).
- Using a simple model to have students compare and contrast the helpfulness and harmfulness of various substances and their effects on a healthy body. Record their comments in the appropriate circles. Students or facilitator should explain why substances might be in several circles, for example: substances may be helpful or harmful depending on use (e.g. medicine).
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|----------------------|----------------------|-----------------------|
| <i>Helpful(Why?)</i> | <i>Either (Why?)</i> | <i>Harmful (Why?)</i> |
|----------------------|----------------------|-----------------------|



FAIR PLAY - WHAT DOES IT MEAN TO YOU?

Drugs & Sports - Activity 3

Objective: To provide students with opportunities to use Internet sites to research the negative effects of drugs such as tobacco, alcohol, steroids, etc., on athletic performance. Use some of the websites included in the "Surf the Facts" Section of this kit 2.6.

Method:

- Prior to research have students review topics using **KWL format** (K- what you know, W - What you would like to know, L- What you've learned). Once research has been completed, discuss results during Phys/Ed. stretching or cool down periods.
- Questions for discussion can include: (see "Exploring the Issues....Sharing Opinions" activity 2.5.5)
 - ➡ What does fair play mean to you? ➡ Should drugs be allowed at the Olympics?
 - ➡ Should all the members in a team sport be punished if one member of the team has been found to be using an illegal substance?
 - ➡ Should a person lose their medal if they unknowingly take a banned substance, such as that found in a cold medicine?

Note: Activity links to 6 ELA Outcomes 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4 as well as General Outcome 3 and 4.

