

ELEMENTARY
AND MIDDLE
SCHOOL

TOPIC SERIES ACTIVITY

Steroids



ACTIVITY OVERVIEW



Steroids

Overview

During this activity, students will view the Operation Prevention Steroids Topic series video and use their reporter's notebook to separate fact from feeling. After viewing the video, students will debrief what they discovered and then use sources to further their investigation on the impact of steroids on the brain and the body. Students will use this information to finalize their reporter's notebook to create a newspaper article highlighting the impacts of steroids.

Modifications

Please note that all activities can be adjusted to accommodate both a face to face and a virtual learning experience.

Grade Level

Grades 3–8

Activity Duration

30–45 minutes

Objectives

Students will:

- Evaluate the impact of steroids on the brain and the body by investigating current information in their reporter's notebook.
- Use informational text to write an editorial on the impact of steroids on the brain and body.

Materials

- Operation Prevention Steroids Topic Series Video
- *What are Steroids?* Image
- *Reporter's Notebook Thought Catcher* Handout
- *Points to Remember Handout (Middle School and Elementary School Versions)*
- News Article Handout

HEALTH STANDARDS

Standards

ELA Common Core State Standards

- W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

National Health Standards

- 1.8.1 Analyze the relationship between healthy behaviors and personal health
- 5.5.6 Describe the outcomes of a health-related decision
- 8.5.1 Express opinions and give accurate information about health issues

ENGAGE

- Begin with a class-wide brainstorm about steroids. Tell students that there are many misconceptions about steroids and that it is important to highlight what we know and do not know.
- To engage students, project or distribute the What are Steroids? Image for students to view. Explain to students that they are going to participate in something called See, Think, Wonder and this is a process to help the class understand what they know and think they know about steroids. *During this activity, it may be helpful to define or spotlight terms that may be new for younger students.*
- As students view the image, ask students to consider the following:
 - See: Write down things that you see on the image; not everything, just a few key points
 - Think: Write down what you think this is trying to tell you or connect to your previous knowledge.
 - Wonder: Write down what questions you have about what you see.
- Provide students with a few minutes to capture their thoughts. As students begin to finish writing, invite students to share what they have written. Ask students to share what connections they have made to prior knowledge and what questions they may have about steroids.

INVESTIGATE AND VIEW

- Tell students that they are about to watch a quick video that will help them investigate the impact steroids have on the brain and the body. Tell the students that they will be using the reporter's notebook graphic organizer to help with their wonderings from the previous activity.
- Invite students to keep their *Reporters Notebook Thought Catcher* handout on their desk and to be sure to complete all the sections. Explain that as they watch the video, they will be separating fact from fiction on the impact steroids have on the brain and the body.
- Review the instructions with students by explaining that as they watch the video they are going to write down the facts and feelings they heard or read in the grid. It may be helpful to show an example of a fact and the difference in a feeling.
- Next, show the video segment on steroids and remind students to jot notes on the top half of their handout.
- Once the video is complete, instruct students to share a fact they heard or read. Ask the class if it is a clear fact or if they need more information. Repeat this process until students have stated all the facts.
- Ask students to share a feeling they heard in the video clip. Continue this until students have shared several feelings they got from the video.
- Encourage students to discuss the facts from the video and separate them from their thoughts.

APPLY

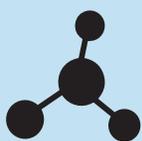
- Now provide students with a few of the excerpts from the Points to Remember handout about steroids to help further their knowledge and help students find answers to their wonderings. As students read through the excerpts, help them identify the facts about the impact of steroids on the brain and the body.
- Pass out to students the News Article handout. Instruct students that they are going to use all the information they have gathered to write a short informational article on the impact of steroids on the brain and the body.
- Give students until nearly the end of the class session to work on their factual article. If need be, show the video for a second time to help highlight information.
- When there are just a few minutes left in the session, regroup as a class and discuss the students' writing. Challenge students to consider: What impact do steroids have on the body? What impact do they have on the brain?

NOTE: as students create their article, it may be helpful to provide younger students with a graphic organizer to capture their thoughts for the article. Older students may be expected to create more complex pieces of writing or do independent research from approved sites.

WHAT ARE STEROIDS?

The word 'Steroids' has Greek roots, composed of the words-'**Ster**' (from Stere meaning Solid) and '**Oid**' (Oides meaning Three-dimensional form).

Steroids are made to recreate the male hormone testosterone.



Steroids are given as medications and prescribed by doctors to treat various diseases.



More commonly steroids (anabolic) are associated with enhancing muscles and improving performance, illegally.



Certain steroids can prove to be harmful for those who take them, especially on a regular basis.



Steroids are used as a pill or a rub-on gel, they can also be injected using a needle.

<https://teens.drugabuse.gov/drug-facts/steroids-anabolic>

REPORTER'S NOTEBOOK



THOUGHT CATCHER

	Clear	Need to Check
Facts & Events		
Thoughts & Feelings		

POINTS TO REMEMBER

MIDDLE
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- Anabolic steroids are synthetic variations of the male sex hormone testosterone.
- Health care providers can prescribe steroids to treat various medical conditions. But some athletes and bodybuilders misuse these drugs to boost performance or improve their physical appearance.
- People who misuse anabolic steroids usually take them orally, inject them into the muscles, or apply them to the skin with a cream or gel.
- People misuse steroids in a variety of doses and schedules.
- Misuse of anabolic steroids might lead to short-term effects, including paranoid jealousy, extreme irritability and aggression, delusions, impaired judgement, and mania.
- Continued steroid misuse can act on some of the same brain pathways and chemicals that are affected by other drugs, including dopamine, serotonin, and opioid systems.
- Anabolic steroid misuse might lead to serious long-term, even permanent, health problems.
- Several other effects are gender and age-specific.
- Even though anabolic steroids do not cause the same high as other drugs, they can lead to addiction.
- Some people seeking treatment for anabolic steroid addiction have found behavioral therapy and medications to be helpful. Medicines can help treat symptoms of withdrawal in some cases.

<https://www.drugabuse.gov/publications/drugfacts/anabolic-steroids>

POINTS TO REMEMBER

ELEMENTARY
SCHOOL

- Anabolic steroids are made to act like the male hormone testosterone.
- Doctors can order steroids for a patient to treat various medical conditions. But some athletes and bodybuilders misuse these drugs to boost performance or improve their physical appearance.
- People who misuse steroids usually take them in a pill form, inject them into the muscles using a needle, or rub them on the skin with a cream or gel.
- People misuse steroids by changing the amount taken and how often they use them.
- Misuse of steroids might lead to short-term effects, including paranoid jealousy, extreme irritability and increased anger.
- People who use steroids for a long time or very often can damage the way the brain communicates with other parts of the body.
- People who misuse steroids can sometimes have long-term health problems.
- Steroids have different effects on males vs. females and on younger vs. older people.
- Even though steroids do not cause the same high as other drugs, they can lead to addiction.

<https://www.drugabuse.gov/publications/drugfacts/anabolic-steroids>

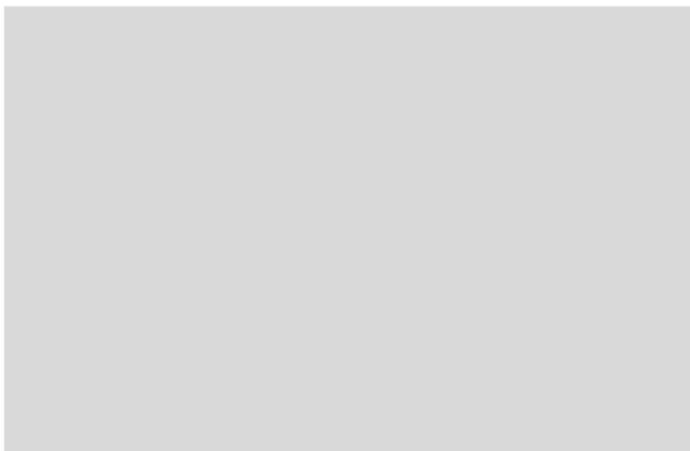
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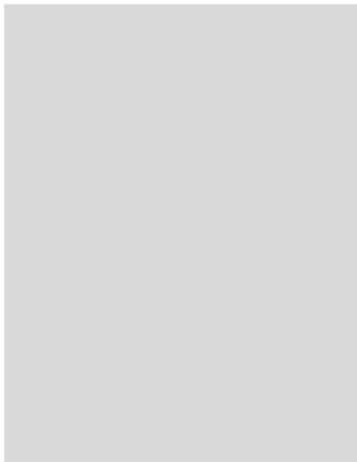
NEWSPAPER

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