



Senior Secondary Lesson Plans/Guides INTEGRITY AND ANTI-DOPING IN SPORT



TEACHERS NOTES



Australian Government
Australian Sports Anti-Doping Authority



Australian Government
National Integrity of Sport Unit

OVERVIEW

Issues around cheating or unfair advantage and the use of illicit drugs and performance enhancing substances to improve physical sporting performance are as old as the history of sport itself, and have consistently been a feature of human competition.



In recent years, corruption incidents and unethical behavior have increased in sport, involving illegal activities such as match-fixing, the use of inside information for betting purposes and the use of performance enhancing drugs (PEDs). Discrimination and abuse have also been an increasingly prominent area of negative behavior in sport.

New laws, rules, codes and government frameworks on illicit drugs, doping and match-fixing have been established; improved governance standards have been enforced to protect against corruption and inequity, and; sporting organisations have implemented policies, programs and education to address poor conduct. Despite these protections, violations continue to occur from the elite to grassroots level.

Integrity issues occur as a result of people who don't 'walk the talk' in terms of living up to their personal values, to the values/principles of professional practices, and to the ethical standards of their organisation. This lack of integrity is taking the focus away from all of the positive aspects of sport and potentially reducing people's trust and belief in the very essence of sport and what it can achieve.

Following is a suite of Lesson Plans/Guides on integrity and anti-doping in sport topics developed by the Australian Sports Anti-Doping Authority (ASADA) and the National Integrity of Sport Unit (NISU). They are intended to provide teachers and schools with a singular set of information, resources and activities to develop greater knowledge and awareness of anti-doping, match-fixing, illicit drugs and ethical decision making in sport.

PURPOSE

The purpose of these Lesson Plans/Guides is to:

- Increase awareness of current integrity issues impacting sport and its participants, and provide an overview of the laws, rules, codes and frameworks established to safeguard and protect from these challenges.
- Highlight the importance of ethics, values, principles, purpose and morals in the sporting context.
- Enhance students' ethical decision making and problem solving skills through using a guiding framework.
- Heighten awareness of the key resources, links and support that people can turn to for further assistance.



SUBJECT ALIGNMENT

In consultation with practicing teachers in senior secondary school settings, ASADA and NISU have developed a series of Lesson Plans/Guides to support the education outcomes for:

- Student-athletes in high performance school-based sport programs.
- Senior secondary students studying Physical Education, Legal Studies, Media Studies, Psychology, Religion and Society, and Ethics/Morality related units and sport-themed senior studies.

The lessons may form part of the extra-curricular athlete education program or be used to support core curriculum studies or sport-themed senior studies.

The new National Health and Physical Education Curriculum (Years 9-10) now contains direct references to relevant areas of study which include:

- Discussing the role of organisations in promoting fairness and ethical behaviour in sport such as the ASADA, sporting tribunals, Anti-Discrimination Commissions and the Court of Arbitration for Sport.
- Investigating the impact of performance enhancing drugs on individuals and sporting codes.

Informed by the learning area content descriptions for Year 9-10 in the Australian Curriculum and relevant senior curriculum statements across all Australian jurisdictions, this resource is design to complement learning outcomes enabling teachers across the country to adapt content to meet the needs of their programs.

RESOURCE TOPICS AND UNITS

The content of this resource is categorised into five Topic areas with a number of Units as follows:

	Topics	Units
1	Integrity and Anti-Doping in Sport	1. Introduction to Integrity and Anti-Doping in Sport 2. Rules in Sport
2	Anti-Doping in Sport	1. Introduction to Doping in Sport 2. Permitted and Banned Substances/Methods 3. World Anti-Doping Code and ASADA's Role 4. ASADA's Anti-Doping Program 5. Supplements in Sport 6. Athlete's Rights and Responsibilities 7. Strict Liability 8. Managing Risks

Topics		Units
3	Match-fixing in Sport	1. Introduction to Match-fixing in Sport 2. Illegal Gambling, Organised Crime and Match-fixing
4	Illicit Drugs in Sport	1. Introduction to Illicit Drugs in Sport 2. Choices and Consequences
5	Ethics and Ethical Decision Making in Sport	1. Introduction to Ethics in Sport 2. Using an Ethical Decision Making Framework

HOW TO USE THE LESSON PLANS/GUIDES

The Lesson Plans/Guides provide background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Flexibility is at the heart of the design of this resource. Although there is some logic to the topic flow, the resource is not designed to be used in a linear manner. However, in some instances, knowledge gained from earlier Topics/Units will enhance learning outcomes for later Units.

Similarly, the duration of a Topic and its Units has not shaped the scope of the suggested activities offered in the resource. Planning and teacher experience will determine the most effective way to maximise learning outcomes.

Each Unit has an element of enquiry, reflection and applied learning. With this approach, it is suggested that the content could be adapted for Year 9 and 10 students and be successfully used to support core curriculum in related learning areas.

OVERVIEW OF TOPICS AND UNITS

TOPIC AREA 1: INTEGRITY AND ANTI-DOPING IN SPORT

Unit 1 - Introduction to Integrity and Anti-Doping in Sport

In this Unit, students will reflect on how, despite new laws, policies, codes and government frameworks on illicit drugs, doping and match-fixing, violations continue to occur from the elite to grassroots level. Students will recognise how this lack of integrity is taking the focus away from all of the positive aspects of sport and potentially reducing people's trust and belief in the very essence of sport and what it can achieve.

Aligns to key knowledge statements in some senior Physical Education curriculum (evaluate codes used to govern including ASADA/WADA); and some senior Legal Studies curriculum (effectiveness of laws/rules).

Unit 2 - Rules in Sport

Rules are important for establishing integrity of competition in sport. They set out the fundamental elements of legitimate competition and fair play, and the standards of behavior required. In this Unit, students will learn why we need rules in sport and what the consequences are when they are broken. Students will reflect on the laws, policies, codes, frameworks, integrity units and training that have been established to manage integrity risks in sport.

Aligns to key knowledge statements in some senior Physical Education curriculum (evaluate codes used to govern including ASADA/WADA); and some senior Legal Studies curriculum (effectiveness of laws/rules).

TOPIC AREA 2: ANTI-DOPING IN SPORT

Unit 1 - Introduction to Doping in Sport

Doping refers to the use of prohibited drugs/methods by an athlete to improve sporting performance. A range of research and reports suggest that doping and the use of illicit and Performance Enhancing Drugs (PEDs) at professional, sub-elite and grassroots levels in sport in Australia are growing issues that warrant serious concern and action.

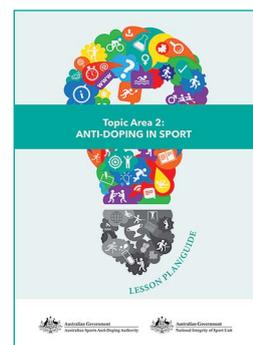
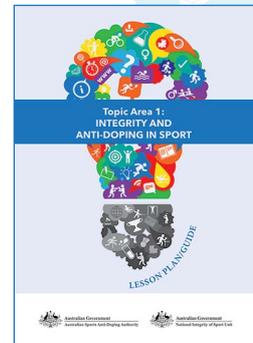
In this Unit, students will analyse a historical overview of doping in sport, review the current anti-doping framework, and discuss why some athlete may choose to dope.

Aligns to key knowledge statements in some senior Physical Education curriculum.

Unit 2 - Permitted and Banned Substances/Methods

A substance or method will be considered for the World Anti Doping Authority Prohibited List if it meets any two of the following three criteria: it has the potential to enhance or enhances sport performance; it represents an actual or potential health risk to the athlete; it violates the spirit of sport. In this Unit, students will delve deeper into substances or methods that are banned or permitted according to the World Anti Doping Code, question ideals such as *'the spirit of sport'*, and discuss whether a better approach exists.

Aligns to key knowledge statements in some senior Physical Education curriculum.



Unit 3 - World Anti-Doping Code and ASADA's Role

The World Anti-Doping Code is the core document that harmonizes anti-doping policies, rules and regulations around the world. The Code influences the approach taken by Olympic sports, many professional sports, governments and other authorities such as International Olympic Committee. This Unit examines the hierarchy of rules, the authorities that govern and administer them, and the strengths and weakness of the system. Students will learn to identify the set of rules that apply to their situation and how a different situation can change which organisation's rules will apply.

Aligns to key knowledge statements in some senior Physical Education curriculum; and is relevant to Legal Studies.

Unit 4 - ASADA's Anti-Doping Program

Enforcing anti-doping rules has, and remains, a significant challenge. In the 1980s, event testing was the primary method used to detect doping. Out-of-competition testing was minimal and mostly ineffective due to the advanced notice athletes were provided to arrange sample collection. However, since the introduction of WADA and the response from anti-doping authorities such as ASADA, the gaps in enforcement have narrowed.

In this Unit, students will look at the development of doping control, review the role ASADA and sporting organisations play in enforcing anti-doping rules, and assess what else can be done to close current enforcement gaps.

Aligns to key knowledge statements in some senior Physical Education studies.

Unit 5 - Supplements in Sport

Supplements have been identified as a major 'grey area' due to the lack of knowledge and confusion around their legal status, and where to find accurate information about what they contain and their effects.

This Unit will review 'effective' and proven methods to enhance performance including: training programs and methods, recovery methods, nutrition, psychological techniques and other interventions. Focusing on proven methods, it will also analyse scientific evidence of ergogenic aids (supplements), the regulation of supplements, the risks involved with supplement use and actions athletes may take to limit risks.

Aligns to key knowledge statements in some senior Physical Education studies.

Unit 6 - Athlete's Rights and Responsibilities

The purpose of anti-doping rules, as stated in the World Anti-Doping Code, is to protect the athletes' fundamental right to participate in doping-free sport. In protecting this right, anti-doping laws such as the ASADA Act impact on other rights afforded most individuals. Anti-doping rules also impose responsibilities for athletes to meet. In this Unit, students will identify the rights of athletes that anti-doping rules impact and the rights that are protected. Students will also undertake a practical exercise that mimics the actions many athletes must undertake to meet the Athlete Whereabouts requirements.

Aligns to key knowledge statements in some senior Legal Studies curriculum (Human Rights); and in some senior Physical Education studies.

Unit 7 - Strict Liability

Sport requires players, coaches and administrators to take responsibility for their performance, as well as their actions on and off the field. This responsibility requires that they are up-to-date on the rules and regulations governing their sport, including anti-doping rules. This Unit defines the term 'strict liability' and provides examples of laws where strict liability often applies.

Students will explore why doping rules have placed the onus on the athlete to prove their innocence, and question, could clean sport be achieved without strict liability?

Aligns to key knowledge statements in senior Legal Studies curriculum.

Unit 8 - Managing Risks

This Unit summarises the key risks athletes face in navigating anti-doping rules. Students will examine case studies and identify the actions an athlete can take to avoid concern or controversy. Students will also develop an athlete management plan to eliminate risks and source accurate information.

Aligns to key knowledge statements in senior Legal Studies curriculum.

TOPIC AREA 3: MATCH-FIXING IN SPORT

Unit 1 - Introduction to Match-fixing in Sport

In recent years, illegal activities such as match-fixing, illegal gambling and the use of inside information for betting purposes have become more prominent integrity issues in sport. Match-fixing hollows out sport as it destroys the one aspect that is essential – the uncertainty of outcome. It is trust and belief in this uncertainty that draws many people to sport, and without it, totally compromises the meaning and integrity of sport. In this Unit, students will gain an insight into the nature and extent of this issue, and discuss the implications for those who engage in such illegal activity and those who monitor and protect against it.

Aligns to key knowledge statements in some senior Legal Studies curriculum (effectiveness of laws/rules); and some senior Physical Education curriculum.

Unit 2 - Illegal Gambling, Organised Crime and Match-fixing

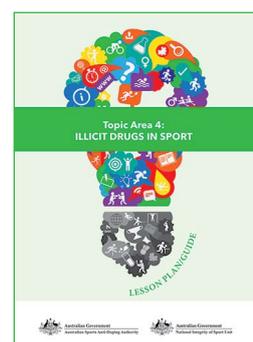
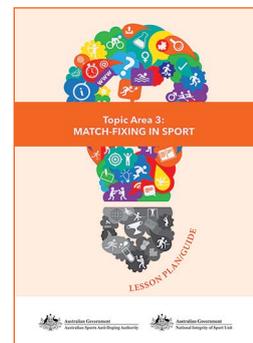
With the world gambling industry turning over more than a trillion dollars a year, organised crime networks are exploiting vulnerable sports to fix matches or manipulate elements of the sporting fixture and launder money. Criminals develop associations with individuals who can influence a sporting contest or provide inside information that would enable them to profit from the sporting contest. In this Unit, students will explore the scale and different elements of illegal gambling, organised crime and match-fixing in sport. They will develop an understanding of how collaboration and information exchange between domestic and international sporting organisations and betting agencies are working to prevent this illegal activity.

Aligns to key knowledge statements in some senior Legal Studies curriculum (effectiveness of laws/rules); and some senior Physical Education curriculum.

TOPIC AREA 4: ILLICIT DRUGS IN SPORT

Unit 1 - Introduction to Illicit Drugs in Sport

There is increasing concern from sporting authorities on the use of illicit drugs in sport, particularly in local community sport settings. The use of illicit drugs is not only harmful to athletes, it brings sport into disrepute, and its use by high-profile sportspeople sets a poor example for fans and supporters. In this Unit, students will examine the extent of the issue in sport and discover how government agencies, backed by national frameworks, strategies and plans, work with sports to address illicit drug issues.





Students will closely examine the Australian Government’s Illicit Drugs in Sport online e-learning program and review how it has supported national sporting organisations to ensure Australian athletes have the education and support to make the right choices when it comes to illicit drugs.

Aligns to key knowledge statements in some senior Physical Education curriculum; and some senior Legal Studies curriculum (effectiveness of laws/rules).

Unit 2 - Choices and Consequences

In sport there are many choices made every day about performance, training and health. Unfortunately, there are many examples of how drugs have destroyed the careers of up-and-coming or successful athletes who have made the wrong choices. In this Unit, students will examine the dangers of illicit drug use in sport and see how sport is used as an important tool in modelling positive behaviours that can potentially reduce the number of people taking harmful drugs. Students will explore the link between illicit drug use in sport and match-fixing, and analyse the role coaches, sports science and support personnel have in guiding athletes’ choices.

Aligns to key knowledge statements in some senior Physical Education curriculum; and some senior Legal Studies curriculum (effectiveness of laws/rules).

TOPIC AREA 5: ETHICS AND ETHICAL DECISION MAKING IN SPORT

Unit 1 - Introduction to Ethics in Sport

Athletes, coaches and administrators live in a complex world where decisions and choices are made every day about health, training, competition and how they can be the best in their chosen sport. In this Unit, students will discover how ethics guides the behaviours and choices we make every day and incorporates rules, principles, values and purpose. Students will work forward from thinking about what they believe about sport, it’s meaning and it’s purpose, to what they think matters in terms of their own values, principles and ethical beliefs.

Aligns to key knowledge statements in some senior Physical Education curriculum (theory of moral development); and in some senior Religion and Society curriculum (ethical method in a pluralistic society).

Unit 2 - Using an Ethical Decision Making Framework

Ethical decision making is a process that involves building awareness of ‘ethical content’. It is also something that involves reflection, self-management, judgment and action. This Unit aims to build students’ ethical strength and muscles, so they not only become literate about ethics in terms of understanding the logic, reasoning and psychology behind the choices we make on various matters, but also understand how to arrive at ethical decisions, and then practice voicing and enacting those choices in their sport (and lives).

Aligns to key knowledge statements in some senior Physical Education curriculum (theory of moral development); and in some senior Religion and Society curriculum (ethical method in a pluralistic society).

