

Teacher's Tool Kit

честна гра игра по правди
play true
gioca pulito
reilu peli
ایمانداری سے खेलو
tisza játék
ren sport
juego limpio
最高の感動のために
hakça oyun
aus mâng
spiel gerecht
שחקו נקי

Introduction Letter

The World Anti-Doping Agency (WADA) is pleased to introduce its Teacher's Tool Kit. This Tool Kit contains a series of lesson plans that can be used by classroom teachers to introduce students to issue of doping, or drug use, in sport.

About WADA

The World Anti-Doping Agency (WADA) is the international independent organization created in 1999 to promote, coordinate, and monitor the fight against doping in sport in all its forms.

Composed and funded equally by the sports movement and governments of the world, WADA coordinates the development and implementation of the World Anti-Doping Code (Code), the document harmonizing anti-doping policies in all sports and all countries.

How to use the Teacher's Tool Kit

This Tool Kit contains a series of lesson plans and activity ideas for introducing your students to the issue of doping. The intention is to use sport, sport values and doping as themes for putting into practice the life-long learning skills that you would like your students to build, including critical thinking, collaborative learning, reading comprehension, as well as oral and written expression.

The Tool Kit is divided into material for students 10-12 years of age (Youth) and for students 13-16 years of age (Teen). For each age group, a series of lessons and activities are suggested, which can be used independently or as part of a larger module.

Why discuss doping with students who are not elite athletes, who may never have to worry about being drug tested?

There are many reasons to discuss doping.

First, the anti-doping community believes that, by instilling anti-doping and fair play values in children, before they are exposed to drug use, they will be less tempted by doping substances.

Secondly, although your students may not be tempted by substances for performance enhancing purposes, they may be tempted to use substances such as supplements and medications to help with their body image (lose weight, put on body/muscle mass).

Finally, although the themes that we are using for these lessons revolve around sport, the values being taught go beyond sport.



Please be advised that this information is subject to change at anytime and that in case of any discrepancy between this information and the World Anti-Doping Code, the Code prevails. Always check with your International Federation, National Anti-Doping Organization or National Federation for the most up-to-date anti-doping regulations.

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Youth Unit 1: The Spirit of Sport

Introduction

In this unit, students will be introduced to the concept of the Spirit of Sport. Students will be encouraged to think about the importance of playing fair and what behaviours and values are associated with the Spirit of Sport. At the end of this unit, students will draft and sign a Play True pledge.

What topics will be covered in this unit:

- What is fair play?
- What is the Spirit of Sport?
- Applying the values of the Spirit of Sport to all aspects of life

What activities will be presented in this unit:

- Consider “play” behaviours associated with the Spirit of Sport Values
- Consider “daily life” behaviours associated with the Spirit of Sport Values
- Identify Spirit of Sport Values in a text
- Draft and sign a Play True pledge

What resources are included in this unit:

- *Spirit of Sport Values* Worksheets (completed table and blank table)
- *Spirit of Sport in Everyday Life* Worksheets (completed table and blank table)
- *Putting the Spirit of Sport into Action* Worksheet

What skills will be put into practice in this unit:

- Critical thinking
- Reading comprehension
- Written expression
- Oral expression
- Collaborative learning

Lesson 1: Introduction to the Spirit of Sport Values



Purpose: The purpose of this lesson is to introduce students to the concept of the Spirit of Sport.



Materials included:

- *Spirit of Sport Values* Worksheet (completed table and blank table)



Learning objectives:

- To acquire knowledge of the Spirit of Sport principles within the context of sport and physical activity
- To make connections between Spirit of Sport values and other aspects of the students' lives

What is the Spirit of Sport?

Background: Anti-doping programs seek to preserve what is intrinsically valuable about sport. This intrinsic value is often referred to as the "Spirit of Sport." The Spirit of Sport is the celebration of the human spirit, body and mind. Doping is fundamentally contrary to the Spirit of Sport.

- **Activity:** Explain to students that there are 11 core values that characterize the Spirit of Sport
 - Ethics, fair play and honesty
 - Health
 - Excellence in performance
 - Character and education
 - Fun and joy
 - Teamwork
 - Dedication and commitment
 - Respect for rules and laws
 - Respect for self and other participants
 - Courage
 - Community and solidarity
- But what does all this mean? Have students reflect on these values by:
 1. Having students use the blank Spirit of Sport Values worksheet to provide examples that support and are contrary to each of the 11 Values that characterize the Spirit of Sport.

Note: This worksheet can be completed in written format (individually or in small groups) or simply discussed orally (in a plenary session or in small groups).

2. Providing students with the completed table and having students discuss.

Note: This worksheet can be discussed in a plenary session or in small groups.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Ethics, fair play and honesty	I play within the rules even though I know that I will not get caught if I cheat.	I do not respect the rules of the game. I lie when I am caught cheating.
Health	I listen to my body. I eat well, get enough sleep and I do not overdo it.	I take risks when I play sport. I play even when I am hurt or am tired.
Excellence in performance	I always try my best. I am happy when I win, but do not make my opponent(s) feel badly.	I give up when I am losing or not playing well. If I am not playing well, I become aggressive towards my team mates and opponents.
Character and education	I show a good example to my team mates about playing fair. I am a good role model for younger players. I always stay in control even when I am losing or not playing well.	I encourage others to cheat with me or not to play fair.
Fun and joy	Playing my favourite sport makes me happy. I always have fun, whether I am winning or losing.	I often get aggressive when I am playing, which makes sport less fun. I get angry and sad. I sometimes hurt others (physically or emotionally). I play to win. I don't find playing fun any more.
Teamwork	I know that I cannot win alone. We win as a team and we lose as a team.	I do things on the field that make me look good but isn't really good for the team. I get mad at team mates because they aren't as good as me.
Dedication and commitment	I am dedicated to my sport and team. I go to all practices and games. I help younger kids play.	I only play in games. I do not practice or train. I don't play unless I think we are going to win.
Respect for rules and laws	I know the rules. I respect the rules and the officials.	I yell at officials and coaches. I challenge calls made by referees. I do not respect authority.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Respect for self and other participants	I don't let others treat me badly. I help my team mates and opponents up if they fall.	I yell at my team mates and opponents. I am rude. I am aggressive.
Courage	I speak out when I know that my team mate or opponent is not playing by the rules.	I do not say anything when I see a team mate or opponent breaking the rules or cheating.
Community and solidarity	I leave the competition on the field. I am friends with my opponents off the field. I speak out when I see something that isn't right.	I discriminate against other players who are different from me. I do not play with people who are not as skilled as me. I do not talk to opponents off the field.

Debrief: Once students have had a chance to reflect on the Spirit of Sport Values, ask students to think about some examples of behaviours or stories that embody the Spirit of Sport Values. These could include stories or examples from the school yard, playground or sport competition.

Lesson 2: Playing within the Spirit of Sport Values



Purpose: The purpose of this lesson is to identify the Spirit of Sport values in real sport stories.



Material included:

- *Putting the Spirit of Sport into Action Worksheet*



Learning objectives:

- To identify the Spirit of Sport values in real stories
- To think critically about the role the Spirit of Sport values play in sport

Spirit of Sport Stories

Background: The International Fair Play Committee awards individuals or teams for their commitment to fair play values. The Committee has three awards –

1. Pierre de Coubertin Trophy: Awarded for an act of fair play to a contender who sacrificed or compromised his/her chances of winning by complying not only with the written rules of the sport, but also with the 'unwritten' ones.
2. Jean Borotra Trophy: Awarded for a general attitude of sportsmanship all along a sports career, marked by an outstanding and constant spirit of fair play.
3. Willi Daume Trophy: Awarded for an activity aimed at promoting fair play, for example organization of national or local campaigns, lectures, books, articles, reports or comments in the media.

An example of a recent winner of the Pierre de Coubertin Trophy is German Paralympic table tennis player Jochen Wollmert, who corrected referees on two different occasions during the London Paralympic Games for missed calls, causing points to be taken away from him and then proceeded to comfort his opponent after Wollmert beat him in the final match.

For more information on the International Fair Play Committee, visit their Web site, which also includes all award recipients: <<http://www.fairplayinternational.org/>>

- **Activity:** The following stories exemplify the Spirit of Sport ideals. Using the 11 Spirit of Sport Values listed below, ask students to explain why these stories are good examples of the Spirit of Sport.
 - Ethics, fair play and honesty
 - Health
 - Excellence in performance
 - Character and education
 - Fun and joy
 - Teamwork
 - Dedication and commitment
 - Respect for rules and laws
 - Respect for self and other participants
 - Courage
 - Community and solidarity

Note: You may ask students to identify the ideals in all stories or assign one story to an individual or group of students. The stories and the 11 Spirit of Sport Values are included in worksheet format. An answer key is included below. As long as the students are able to make a clear and convincing connection between the value and the story, the response can/should be accepted. You may wish to include a local example(s) of Spirit of Sport in action, whether at the community/club level or the elite sport level.

Trading a silver medal to save a life

1988 Summer Olympics

Lawrence Lemieux was an Olympic sailor from Canada. During the 1988 Olympics, Lawrence was on his way to winning a silver medal, when he noticed that one of his competitors had fallen out of his boat. A sailor from Singapore was injured and having trouble keeping his head above water. Lawrence abandoned the race to save his competitor.

Lawrence did not win a silver medal in that race. He finished 22nd. During the closing ceremonies, Lawrence was given the Pierre de Coubertin Medal for Sportsmanship.

Answer key:

- Respect for others: Lawrence put saving his competitor's life over winning a medal.
- Courage: It took courage Lawrence to risk his career and possibly his own life to save the life of his competitor.
- Character: Lawrence is an excellent role model.

Jumping in to help a competitor in need

1936 Olympics

Jesse Owens was a very successful track and field star from the United States. Jesse's main competitor at the 1936 Olympics in Germany was Luz Long. Luz was a German athlete and was favoured to win a gold medal in the long jump.

Jesse fouled in his first two jumps. If he crossed the jumping line again he would be disqualified. Jesse was really discouraged. This was a lot of pressure on him.

Luz went over to Jesse. He introduced himself. Luz suggested that Jesse try jumping from a spot several centimetres from the line. Since Jesse almost always jumped further than the minimum required distance, he would be sure to qualify for the next round.

It worked! Jesse did not foul on his third jump. Jesse ended up winning the gold medal. Jesse even beat Luz's record.

Luz was the first person to congratulate Jesse on his victory. The two men walked off the track arm-in-arm.

Answer key:

- Dedication to the sport: Luz Long put helping an opponent with his technique ahead of coming first.
- Respect for others: Luz helped his opponent and was the first to congratulate him when he won the competition.
- Courage: It took a lot of courage for Luz to risk losing the competition by helping Jesse.
- Character: Luz is an excellent role model, showing that winning is not everything, and that it is key to have fun and play/compete to your best ability and help others do the same.

"The only thing I could do to maintain my integrity"

Ruben Gonzales was a very good professional racquetball player. In a tournament in 1985, Ruben was playing for the title of World Champion. It was a hard fought match. At match point, Ruben made a killer shot. The referee called it good. A linesman also said that it was a fair play. Ruben had won the match.

Ruben hesitated. He turned to his opponent and the referee declaring that his shot had skipped the floor. Ruben's opponent ended up winning the match.

"It was the only thing I could do to maintain my integrity," said Ruben after the match.

Answer key:

- Honesty and fair play: Ruben was honest in telling the referee that his shot had skipped the floor and therefore was not legal.
- Dedication to the sport: Ruben put the rules and integrity of the sport above his title as World Champion.
- Respect for others and the rules: Ruben respected his opponent and the rules of the game enough to admit that the shot was not legal and give up the title.
- Courage: It was courageous for Ruben to give up the title.
- Character: Ruben is an excellent role model demonstrating that playing within the rules of the sport is more important than winning.

"If you win but don't help somebody when you should have, what win is that?" 2006 Winter Olympic Games (Turin, Italy)

Sara Renner was leading the pack during the women's team sprint cross-country skiing event at the 2006 Winter Olympic Games in Turin, Italy. Suddenly, her left ski pole broke. Three other skiers passed her within seconds, and it looked as if her race was over.

Bjoernar Haakensmoen, a cross-country ski coach from Norway, stepped forward and handed Sara a ski pole. Sara could continue the race. In fact, it worked so well that Sara's team (Canada) won a silver medal.

Bjoernar did not regret his decision to give Sara the pole. Bjoernar saw an athlete in trouble, he had the means to help, and so he did.

"The Olympic spirit is the way we try to follow," Bjoernar said. "Without that, we are in big trouble. Every skier, every staff member from Norway follows that. If you win but don't help somebody when you should have, what win is that?"

Answer key:

- Courage: by giving Sara the ski pole, Bjoernar potentially risked his career and being ostracized or not accepted by his country/athletes.
- Character: Bjoernar is an excellent role model. He showed that helping an athlete in need and keeping the sport equal, even if it means that his athlete/team did not win, are the most important outcomes.
- Respect for others: Bjoernar helped an opponent when she needed it most.
- Dedication to sport: Bjoernar's actions showed that ensuring that his sport is played the way it should was more important than winning or losing.

Debrief: In all the stories, someone risked it all to help an opponent and maintain the integrity of his/her sport. In all cases, the athlete/coach gave up something to help another. Luz lost his gold medal and his record, Lawrence lost the silver medal, Ruben lost the World Championship title and Bjoernar's team just missed the podium. The students may think that the risk is not worth it, but all of these athletes believed that living and competing within the Spirit of Sport was more important and were recognized for it. It is just a coincidence that, in all of these cases, an athlete had to give up something or lose a race to exemplify the Spirit of Sport. This is, of course, not always the case. An athlete can be a winner and still embody these important values.

For more information: For a description of the sports or disciplines mentioned in the stories above please visit the following Web sites -

International Olympic Committee - http://www.olympic.org/uk/sports/index_uk.asp

International Association of Athletics Federations -
<http://www.iaaf.org/theSport/whatisathletics/index.html>

International Racquetball Federation - <http://www.internationalracquetball.com/>

International Ski Federation - <http://www.fis-ski.com/>

Lesson 3: Everyday Application of Spirit of Sport Values



Purpose: The purpose of this lesson is to make the connection between the Spirit of Sport values learned in Lesson 1 and students' everyday lives. Furthermore, this lesson will help students think about why it is important to embody the Spirit of Sport values.



Materials included:

- *Spirit of Sport in Everyday Life* Worksheet (completed table and blank table)



Learning objectives:

- Make connections between the Spirit of Sport values to other areas of life
- Think critically about the role the Spirit of Sport values play in sport and in other areas of life

The Spirit of Sport – Why Should We Care?

Background: In Lesson 1, students were presented with the 11 Values (see below) that characterize the Spirit of Sport. Students may believe that, because they are not interested or participate in sport or may never become an elite athlete, that the Spirit of Sport really has no bearing on them. It is important for students to recognize that these values go beyond sport. In this package, we use sport simply as the theme for highlighting these values, however they also apply to our daily lives.

Spirit of Sport Values –

- Ethics, fair play and honesty
- Health
- Excellence in performance
- Character and education
- Fun and joy
- Teamwork
- Dedication and commitment
- Respect for rules and laws
- Respect for self and other participants
- Courage
- Community and solidarity

- **Activity:** What role do the 11 Spirit of Sport Values play in your life? Why are they important? Explain to students that, so far, you have looked at the values from a sport perspective, however these values play a role in their everyday lives as well. But how?
- In Lesson 1, students completed a table with examples of good and bad behaviors associated with each of the 11 Spirit of Sport Values. Ask students to now complete the table with examples of what they do in their daily lives that exemplify these values. In the second column, ask students to explain how they expect others to show these values. Finally, in the last column, ask students to consider what would happen if they or others do not follow the values.

Note: As in Lesson 1, students can complete the blank table (individually or in small groups), or you could provide them with the completed table below and simply discuss/explain the contents (in a plenary session or in small groups).

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Ethics, fair play and honesty	I do not cheat on tests. I keep promises that I make to my friends and family.	I expect others not to cheat. I expect others to keep promises made to me.	If everyone cheated on a test no one would know how much they had actually learned.
Health	I take care of my body. I get enough rest.	I expect others to take care of themselves.	If everyone was tired and sick all the time, nothing would get done.
Excellence in performance	I try my best at school. Even when I do well, I try hard to do even better.	I expect my classmates to do their best. When I am playing a game with my friends or when I am working on school homework with a school friend, I expect them to try hard.	If no one does their best, work is harder and games are not as much fun. If no one tries their best, the results are not as good and there is not as much to be proud of.
Character and education	I like to learn new things. I listen to others so that I can learn more. I try to help a classmate who is having trouble understanding school work.	I expect that my friends and classmates will treat me fairly and will help me if I need it, in the same way as I would help them if they needed it.	If you are not curious about learning new things and if you are not willing to share what you know with others, each day will not be as fun and as interesting as it otherwise could be.
Fun and joy	I like to have to fun. Life is more fun when I am happy. I try to look at the positive side of a bad situation. I try to cheer my friends up when they are sad.	I expect my friends to be happy. I expect my friends to be positive.	If there was no happiness or fun, everyone would be angry and sad all the time. Work is easier to do if you are in a good mood.
Teamwork	I like to help my friends when they are in need. I help people in need even if they are not my friends.	I expect my friends to help when I am in need. I expect my friends to help others.	If you do not share and work with others, daily activities and work are harder and not as enjoyable. If people are not able to work together, trying to get anything done would be chaotic, messy and confusing.

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Dedication and commitment	I try to finish something that I have started, even if it is hard to do or requires a lot of time and effort.	I expect others to finish something that they have started. I expect others not to give up when something is hard to do.	If others did not finish what they have started, it would be difficult to get things done.
Respect for rules and laws	I follow the rules at school. I follow the rules at home. I follow instructions from my teachers and parents.	I expect my friends to respect the rules. I expect my classmates to respect the school rules.	If I don't respect the rules, I could get punished. If the rules are not followed, it will be unpleasant to take part in the activity.
Respect for self and others	I am polite with others. I wait for my turn to speak in class. I wait my turn when I play a game.	I expect my friends to be nice to me. I expect people to respect me.	There is a saying that 'Respect is a two-way street'. If I do not respect others, they will not respect me and, if others do not respect me, it will make it difficult for me to respect them.
Courage	I stand up for someone smaller or younger who is being picked on. I am not afraid to defend what is right and fair, even if others do not agree.	I expect people to stand up for what is right and fair. I expect my friends to help me if someone is unfairly picking on me.	If no one has the courage to stand up for what is right and fair, bullies may get away with behaviour that is harmful and makes it difficult to get work done or to enjoy group activities.
Community and solidarity	I do good things for my community. I help my teacher. I help my friends. I help out in the school. I like to help younger students. I share what I know and have with others in need.	I expect others to do good things for our community and to share what they know and have with others.	There is a saying that 'No man is an island'. If no one shared with others or helped others, each day would be much more of a struggle.

Lesson 4: Play True Pledge



Purpose: The purpose of this lesson is to have students think about the importance of the Spirit of Sport values and adopting them in their daily lives. This will be done by having students create and sign a Play True pledge.



Materials included:

- No special material is required to complete this activity.



Learning objective:

- To apply knowledge acquired about the Spirit of Sport values in creating a Play True pledge.

Writing a Play True Pledge:

Background: The World Anti-Doping Agency's (WADA) tag line or slogan is Play True. Students will be presented with this slogan throughout this package. In this lesson, students will be writing their own Play True pledge stating their commitment to the Spirit of Sport Values.

- **Pre-activity discussion:** Ask students what a pledge or oath is. Explain to students that certain professions require that their professionals take an oath or pledge, such as politicians, judges, doctors. Explain to students that a pledge is a promise.
- Explain to students that, at the Olympic Games, an athlete and an official (referee or judge) from the host country takes a pledge on behalf of all athletes and all officials. This is called the Olympic Oath. The athlete and official hold a corner of the Olympic Flag when he/she recites the pledge.
- **Activity:** Explain to students that it is now their turn to write a pledge. Explain that their pledges will be a promise to do their best to live up to the Spirit of Sport values.

Note: This activity can be done individually or in small groups (pairs).

- Ask students to choose 5-7 of the Spirit of Sport Values that they think are the most important in the way they live their lives/play with others. It is important that their pledges include action words explaining what they will do to demonstrate these values.

A Pledge to Play True

I _____ pledge to always Play True. I will Play True by –

Respecting the rules

I will respect the rules of the game, sport and my class.

Making sure the game is fun

I will not do anything that will take away the fun from the game.

Having the courage to speak out

I will speak out when I see someone doing something that is against the spirit of Playing True.

Doing my best

I will be happy with my performance even when it is not perfect as long as I am trying my best.

Showing good teamwork

I will cooperate and support my teammates.

Being dedicated

I will not give up when things get difficult.

This is my pledge. These are my goals. I am committed to living by this pledge.

Debrief: Once students have drafted their Play True pledge, have them recite them, as athletes and officials do during the Opening Ceremonies of the Olympic Games. Display your students' pledges in the classroom or outside of the class for the rest of the school to see, encouraging other students to also embrace the Spirit of Sport values and Play True!

Note: WADA would appreciate seeing/reading what your students have to say. Please feel free to send WADA your students' pledges by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Tour de la Bourse
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

For more information: For examples of oaths and pledges, please visit the following links.

- Olympic Oath: (general information, as well as the text of the oath)
- International Olympic Committee -
http://www.olympic.org/uk/utilities/faq_detail_uk.asp?rdo_cat=10_39_0
- Wikipedia - http://en.wikipedia.org/wiki/Olympic_Oath
- Other Pledges/Oaths:
- Hippocratic Oath (oath sworn by doctors) -
http://en.wikipedia.org/wiki/Hippocratic_Oath
- Oath of Allegiance (general) - http://en.wikipedia.org/wiki/Oath_of_allegiance
- Pledge of Allegiance (USA) –
http://www4.law.cornell.edu/uscode/html/uscode04/usc_sec_04_00000004----000-.html

Extension Activity



Purpose: The purpose of this section is to suggest areas where the messages included in this unit can be brought outside of the classroom.



Materials included:

- No special material is required to complete this activity.



Learning objective:

- To make connections between the Spirit of Sport values to other areas of life
- To put into practice what was learned in this unit

Background: As explored in Lesson 3, the Spirit of Sport Values extend beyond sport and are relevant to various aspects of our daily lives. This section suggests ways of extending the Spirit of Sport theme outside of the classroom.

Classroom Themes

- Rather than only exploring all 11 Spirit of Sport Values at once, each value or group of values could be used as a theme for the classroom for a given period of time (a week, month or term).
- The value or group of values could be displayed in the classroom. Learning activities, such as reading, spelling and/or composition, could revolve around this value.
- The value or group of values could serve as the focus for classroom rewards/punishments for the set period of time. For example, during “respect month” students could be rewarded for demonstrating behaviours that exemplify this value.

School-Wide Themes

- As with the Classroom Themes, each Spirit of Sport Value or group of values could be used as a school-wide theme for a given period of time (a week, month or term).
- The value or group of values could be displayed through-out the school. Learning activities, such as reading, spelling and/or composition, and assemblies could revolve around this value.
- The value or group of values could serve as the focus for school rewards/punishments for the set period of time. For example, during “respect month” students could be rewarded for demonstrating behaviours that exemplify this value.

Pledging to Play True

- In Lesson 4, students were encouraged to write and take a Play True Pledge. This activity could be extended so that students become accountable for their behaviors and attitudes based on what they pledged.
- The pledges could serve as the focus for rewards/punishments. For example, attitudes or behaviors that exemplify what students have pledged, either in the classroom or in school in general (school yard, lunch room, hallways), are highlighted.

Spirit of Sport Values

What does the Spirit of Sport mean?

In the table below, give examples of good Spirit of Sport behaviours and acts that would be contrary, or the opposite of the Spirit of Sport.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Ethics, fair play and honesty		
Health		
Excellence in performance		
Character and education		
Fun and joy		
Teamwork		

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Dedication and commitment		
Respect for rules and laws		
Respect for self and other participants		
Courage		
Community and solidarity		

Spirit of Sport Values

What does the Spirit of Sport mean?

Included in the table below are examples of good Spirit of Sport behaviours and acts that would be contrary, or the opposite of the Spirit of Sport.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Ethics, fair play and honesty	I play within the rules even though I know that I will not get caught if I cheat.	I do not respect the rules of the game. I lie when I am caught cheating.
Health	I listen to my body. I eat well, get enough sleep and I do not over do it.	I take risks when I do sport. I play even when I am hurt or am tired.
Excellence in performance	I always try my best. I am happy when I win, but do not make my opponent(s) feel badly.	I give up when I am losing or not playing well. If I am not playing well, I become aggressive towards my team mates and opponents.
Character and education	I show a good example to my team mates about playing fair. I am a good role model for younger players. I always stay in control even when I am losing or not playing well.	I encourage others to cheat with me or not to play fair.
Fun and joy	Playing my favourite sport makes me happy. I always have fun, whether I am winning or losing.	I often get aggressive when I am playing, which makes sport less fun. I get angry and sad. I sometimes hurt others (physically or emotionally). I play to win. I don't find playing fun any more.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Teamwork	I know that I cannot win alone. We win as a team and we lose as a team.	I do things on the field that make me look good but isn't really good for the team. I get mad at team mates because they aren't as good as me.
Dedication and commitment	I am dedicated to my sport and team. I go to all practices and games. I help younger kids play.	I only play in games. I do not practice or train. I don't play unless I think we are going to win.
Respect for rules and laws	I know the rules. I respect the rules and the officials.	I yell at officials and coaches. I challenge calls made by referees. I do not respect authority.
Respect for self and other participants	I don't let others treat me badly. I help my team mates and opponents up if they fall.	I yell at my team mates and opponents. I am rude. I am aggressive.
Courage	I speak out when I know that my team mate or opponent is not playing by the rules.	I do not say anything when I see a team mate or opponent breaking the rules or cheating.
Community and solidarity	I leave the competition on the field. I am friends with my opponents off the field. I speak out when I see something that isn't right.	I discriminate against other players who are different from me. I do not play with people who are not as skilled as me. I do not talk to opponents off the field.

Putting the Spirit of Sport into Action

The Spirit of Sport is important to athletes. Please read the stories of 4 athletes. Write which Spirit of Sport Values are demonstrated in each story.

Remember, the Spirit of Sport Values are –

- Ethics, fair play and honesty
- Health
- Excellence in performance
- Character and education
- Fun and joy
- Teamwork
- Dedication and commitment
- Respect for rules and laws
- Respect for self and other participants
- Courage
- Community and solidarity

Trading a silver medal to save a life

1988 Summer Olympics

Lawrence Lemieux was an Olympic sailor from Canada. During the 1988 Olympics, Lawrence was on his way to winning a silver medal, when he noticed that one of his competitors had fallen out of his boat. A sailor from Singapore was injured and having trouble keeping his head above water. Lawrence abandoned the race to save his competitor.

Lawrence did not win a silver medal in that race. He finished 22nd. During the closing ceremonies, Lawrence was given the Pierre de Coubertin Medal for Sportsmanship.

Can you identify what Spirit of Sport Values are related to Lawrence's story?



Putting the Spirit of Sport into Action

Jumping in to help a competitor in need

1936 Olympics

Jesse Owens was a very successful track and field star from the United States. Jesse's main competitor at the 1936 Olympics in Germany was Luz Long. Luz was a German athlete and was favoured to win a gold medal in the long jump.

Jesse fouled in his first two jumps. If he crossed the jumping line again he would be disqualified. Jesse was really discouraged. This was a lot of pressure on him.

Luz went over to Jesse. He introduced himself. Luz suggested that Jesse try jumping from a spot several centimetres from the line. Since Jesse almost always jumped further than the minimum required distance, he would be sure to qualify for the next round.

It worked! Jesse did not foul on his third jump. Jesse ended up winning the gold medal. Jesse even beat Luz's record.

Luz was the first person to congratulate Jesse on his victory. The two men walked off the track arm-in-arm.

Can you identify what Spirit of Sport Values are related to Jesse's story?



Putting the Spirit of Sport into Action

“The only thing I could do to maintain my integrity”

Ruben Gonzales was a very good professional racquetball player. In a tournament in 1985, Ruben was playing for the title of World Champion. It was a hard fought match. At match point, Reuben made a killer shot. The referee called it good. A linesman also said that it was a fair play. Ruben had won the match.

Ruben hesitated. He turned to his opponent and the referee declaring that his shot had skipped the floor. Ruben’s opponent ended up winning the match.

“It was the only thing I could do to maintain my integrity,” said Ruben after the match.

Can you identify what Spirit of Sport Values are related to Ruben’s story?



Putting the Spirit of Sport into Action

"If you win but don't help somebody when you should have, what win is that?"

2006 Winter Olympic Games (Turin, Italy)

Sara Renner was leading the pack during the women's team sprint cross-country skiing event at the 2006 Winter Olympic Games in Turin, Italy. Suddenly, her left ski pole broke. Three other skiers passed her within seconds, and it looked as if her race was over.

Bjoernar Haakensmoen, a cross-country ski coach from Norway, stepped forward and handed Sara a ski pole. Sara could continue the race. In fact, it worked so well that Sara's team (Canada) won a silver medal.

Bjoernar did not regret his decision to give Sara the pole. Bjoernar saw an athlete in trouble, he had the means to help, and so he did.

"The Olympic spirit is the way we try to follow," Bjoernar said. "Without that, we are in big trouble. Every skier, every staff member from Norway follows that. If you win but don't help somebody when you should have, what win is that?"

Can you identify what Spirit of Sport Values are related to Bjoernar's story?



Spirit of Sport in Everyday Life

What does the Spirit of Sport have to do with everyday life?

Complete the table below by first giving examples of how you demonstrate the Spirit of Sport Values in your everyday life (not sport related). Next, give examples of how you expect others to demonstrate the Spirit of Sport Values. Finally, there are consequences to people not following the Spirit of Sport. Provide an example for each value.

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Ethics, fair play and honesty			
Health			
Excellence in performance			
Character and education			
Fun and joy			

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Teamwork			
Dedication and commitment			
Respect for rules and laws			
Respect for self and others			
Courage			
Community and solidarity			

Spirit of Sport in Everyday Life

What does the Spirit of Sport have to do with everyday life?

In the first column of the table below you will find examples of how you can demonstrate the Spirit of Sport Values in your everyday life (not sport related). In the next column, you are given examples of what others can do to demonstrate the Spirit of Sport Values. Finally, there are examples of consequences of not following the Spirit of Sport Values.

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Ethics, fair play and honesty	<p>I do not cheat on tests.</p> <p>I keep promises that I make to my friends and family.</p>	<p>I expect others not to cheat.</p> <p>I expect others to keep promises made to me.</p>	<p>If everyone cheated on a test no one would know how much they had actually learned.</p>
Health	<p>I take care of my body.</p> <p>I get enough rest.</p>	<p>I expect others to take care of themselves.</p>	<p>If everyone was tired and sick all the time, nothing would get done.</p>
Excellence in performance	<p>I try my best at school.</p> <p>Even when I do well, I try hard to do even better.</p>	<p>I expect my classmates to do their best.</p> <p>When I am playing a game with my friends or when I am working on school homework with a school friend, I expect them to try hard.</p>	<p>If no one does their best, work is harder and games are not as much fun.</p> <p>If no one tries their best, the results are not as good and there is not as much to be proud of.</p>

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Character and education	<p>I like to learn new things.</p> <p>I listen to others so that I can learn more.</p> <p>I try to help a classmate who is having trouble understanding school work.</p>	<p>I expect that my friends and classmates will treat me fairly and will help me if I need it, in the same way as I would help them if they needed it.</p>	<p>If you are not curious about learning new things and if you are not willing to share what you know with others, each day will not be as fun and as interesting as it otherwise could be.</p>
Fun and joy	<p>I like to have to fun.</p> <p>Life is more fun when I am happy.</p> <p>I try to look at the positive side of a bad situation.</p> <p>I try to cheer my friends up when they are sad.</p>	<p>I expect my friends to be happy.</p> <p>I expect my friends to be positive.</p>	<p>If there was no happiness or fun, everyone would be angry and sad all the time.</p> <p>Work is easier to do if you are in a good mood.</p>
Teamwork	<p>I like to help my friends when they are in need.</p> <p>I help people in need even if they are not my friends.</p>	<p>I expect my friends to help when I am in need.</p> <p>I expect my friends to help others.</p>	<p>If you do not share and work with others, daily activities and work are harder and not as enjoyable.</p> <p>If people are not able to work together, trying to get anything done would be chaotic, messy and confusing.</p>

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Dedication and commitment	I try to finish something that I have started, even if it is hard to do or requires a lot of time and effort.	I expect others to finish something that they have started. I expect others not to give up when something is hard to do.	If others did not finish what they have started, it would be difficult to get things done.
Respect for rules and laws	I follow the rules at school. I follow the rules at home. I follow instructions from my teachers and parents.	I expect my friends to respect the rules. I expect my classmates to respect the school rules.	If I don't respect the rules, I could get punished. If the rules are not followed, it will be unpleasant to take part in the activity.
Respect for self and others	I am polite with others. I wait for my turn to speak in class. I wait my turn when I play a game.	I expect my friends to be nice to me. I expect people to respect me.	There is a saying that 'Respect is a two-way street'. If I do not respect others, they will not respect me and, if others do not respect me, it will make it difficult for me to respect them.
Courage	I stand up for someone smaller or younger who is being picked on. I am not afraid to defend what is right and fair, even if others do not agree.	I expect people to stand up for what is right and fair. I expect my friends to help me if someone is unfairly picking on me.	If no one has the courage to stand up for what is right and fair, bullies may get away with behaviour that is harmful and makes it difficult to get work done or to enjoy group activities.

Spirit of Sport Values	What can I do?	What do I expect of others?	What are the consequences of not having these values?
Community and solidarity	<p>I do good things for my community.</p> <p>I help my teacher. I help my friends.</p> <p>I help out in the school.</p> <p>I like to help younger students.</p> <p>I share what I know and have with others in need.</p>	I expect others to do good things for our community and to share what they know and have with others.	<p>There is a saying that 'No man is an island'.</p> <p>If no one shared with others or helped others, each day would be much more of a struggle.</p>

Youth Unit 2:

Doping and the Spirit of Sport

Introduction

In this unit, students will consider how doping is contrary to the values of the Spirit of Sport. Students will be presented with a definition of doping, and the history of doping and anti-doping. Finally, students will be presented with information on important organizations involved in the fight against doping.

What topics will be covered in this unit:

- What is doping?
- A history of doping and anti-doping
- Who is fighting doping?
- What is the World Anti-Doping Agency?
- Doping and the Spirit of Sport
- Doping: Why should I care?

What activities will be presented in this unit:

- Defining doping
- History of doping and anti-doping timeline
- WADA Logo Interpretation Activity
- WADA Anti-Doping Card Game

What resources are included in this unit:

- *History of Doping and Anti-Doping* Handout
- *About WADA* teacher resource
- *About WADA* handout for students
- *WADA Logo Story* Handout (with logo and without)
- *Spirit of Sport Values* (from Unit 1)
- Playing cards handout
- Game instructions

What skills will be put into practice in this unit:

- Reading comprehension
- Critical thinking
- Collaborative learning

Lesson 1: What is Doping?



Purpose: The purpose of this lesson is to introduce students to doping. Students will be presented with a definition of doping as well as be presented with a history of doping and anti-doping. Finally, students will be introduced to the types of organizations that fight doping.



Materials included:

- *What Is Doping?* Handout
- *History of Doping and Anti-Doping* Handout



Learning objective:

- To acquire knowledge about doping and anti-doping

What is Doping?

- **Discussion:** Before discussing doping, ask students to brainstorm, in small groups or individually, what they think the term means. A handout is provided to assist students in the brainstorming.
 - In the first section, "**Definition**", students should provide a definition for doping. In this case, they should not refer to a dictionary or any other resource material. Encourage students to write a definition as it might appear in the dictionary.
 - In the second section, "**Examples**", students should provide examples of how an athlete can dope.
 - In the third section, "**Cases of Doping**", students should include specific cases that they can think of, or name athletes who have been caught doping.
- Have students report what they included on their sheets.

- Athletics: Ben Johnson (1988, Canada); Dwain Chambers (2003, UK); Justin Gatlin (2006, US)
- Cycling: Lance Armstrong (2012, USA); Floyd Landis (2006, USA);
- Skiing: Olga Danilova (2002, Russia)
- Weightlifting: 11 Greek weightlifters and 11 Bulgarian weightlifters tested positive leading up to the 2008 Beijing Olympics
- Soccer/football: René Higuita (2004, Colombia);
- Baseball: Alex Rodriguez (2013, Dominican Republic) suspended for a season of major league baseball.

Note: You may wish to include local doping cases as well. You can find examples on Wikipedia (see link below). Although this list is not official or exhaustive, it is a good resource to find examples of athletes who have tested positive from your region or from a sport that is popular with your students.

http://en.wikipedia.org/wiki/List_of_athletes_found_guilty_of_using_banned_drugs

- Once students have had time to discuss their definitions of doping, provide them with the definition WADA uses. Have students compare their definition to WADA's definition.

Doping means that an athlete used a banned (prohibited) drug to improve his/her performance.

Note: There are other events/methods that are included in WADA's definition of doping. These will be explained later in this unit as well as in other units.

What is Anti-Doping?

- **Discussion:** Introduce the concept of anti-doping by asking students to explain what they think anti-doping refers to. Some points that should come up in the course of this discussion are:
 - Fighting doping/the use of drugs to improve performance
 - Testing athletes
 - Sanctioning or banning athletes who take drugs
 - Banning drugs
 - Educating/informing athletes about what not to take

History of Doping and Anti-Doping

- It is believed that doping has been part of sport since the time of the Ancient Greeks.
- **Activity:** Have students read the *History of Doping and Anti-Doping* handout and complete a timeline plotting the important events in doping and anti-doping history.
 - Have students decide on the intervals for the events.
 - You may want to ask students to prepare two timelines – one plotting the important “doping” events and one plotting the important “anti-doping” events.

Debrief:

How do you feel when you hear that an athlete has tested positive for using a banned substance? How do you feel when you are playing a game or sport and your opponent is cheating? Ask student to put their feelings to paper by writing a text or drawing a picture illustrating the impact cheating has on them specifically or sport in general.

Note: WADA would appreciate seeing/reading what your students have to say. Please feel free to send WADA your students' work by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Tour de la Bourse
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

Other Resources:

- World Anti-Doping Agency Web site – <http://www.wada-ama.org>
- UNESCO's Anti-Doping Education Brochure for Youth - <http://unesdoc.unesco.org/images/0014/001465/146586e.pdf>
- Wikipedia list of athletes who have tested positive for banned substances - http://en.wikipedia.org/wiki/List_of_athletes_found_guilty_of_using_banned_drugs

Lesson 2: What is the World Anti-Doping Agency?



Purpose: The purpose of this lesson is to introduce students to the fight against doping. Students will be introduced to the types of organizations that fight doping. In particular, students will be introduced to the World Anti-Doping Agency.



Materials included:

- *What Is WADA?* Handout



Learning objective:

- To acquire knowledge about the fight against doping

Who Fights Doping and What is the World Anti-Doping Agency?

Background: Athletes are tested by many organizations. Athletes competing at an international level could be tested by their National Anti-Doping Organization (NADO), by the International Federation (IF) that governs their sport, and by the competition or games organizers (such as at the Olympic Games, Paralympic Games, Commonwealth Games, Pan-American Games, Asian Games, etc.). Testing is but a small part of the anti-doping equation. Governments have a role to play as well, and this role is currently being overseen by an international organization, the United Nations Educational, Scientific and Cultural Organization (UNESCO).

Note: The WADA Web site (<http://www.wada-ama.org>) contains a lot of information and resources that you may find useful.

- **Discussion:** Ask students if they can think of organizations that fight doping in sport. Examples include -
 - The World Anti-Doping Agency
 - National Anti-Doping Organizations
 - Sports federations (e.g. FIFA (football), FIBA (basketball), UCI (cycling), IAAF (track and field))
 - Major games organizers (e.g. International Olympic Committee (Olympic Games), International Paralympic Committee (Paralympics))
- Briefly explain to students what the World Anti-Doping Agency represents -
 - The fight against doping
 - Ensuring that anti-doping rules are the same in all countries and all sports
 - Educating athletes, coaches and teachers about the harms of doping

The WADA Play True Logo Story

Background: McDonald's "golden arches", Nike's *Just Do It* slogan and "swoosh" symbol. These companies' logos and slogans are recognized around the world. In this section of the unit, students will be presented with the meaning behind the WADA logo and slogan.

- **Pre-Activity:** Explain to students that companies and organizations usually have a logo, or picture that is used to identify the organization and symbolize what the organization represents.
- Ask students if they can think of any logos that are easily associated with a company. Some examples could include, McDonald's (arches), Nike (swoosh).

- Explain to students that they will be introduced to the World Anti-Doping Agency's logo. Ask students what they think would be included on a logo for an organization that fights doping.

Background: You will notice that two *WADA Logo Story* handouts are included; one contains the WADA logo, while the second does not. There are different ways to complete the following activity. You may wish to simply describe the WADA logo to your students before showing them the logo, so they can then discuss their interpretation of the logo before them and propose an alternative logo. A handout is included that does not have the WADA logo on it should you decide to have students read the description, draw their own interpretation of the logo based on the description provided and then compare their interpretation to the actual WADA logo.

WADA Logo Activity: Option 1

- Distribute the WADA Logo Story handout (without the logo) to students.
- Ask students to read the description of the WADA logo.
- Once students have had time to read the text, ask them to draw the logo, as they imagine it, based solely on the description.

WADA Logo Activity: Option 2

- Distribute the WADA Logo handout (with the logo) to students.
- Ask students to read the description of the WADA logo.
- Once students have read the text, ask them to draw their own logo that they think would best represent WADA.

Note: WADA would appreciate seeing what your students have come up with. Please feel free to send WADA your students' work by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Tour de la Bourse
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

Lesson 3: Doping and the Spirit of Sport



Purpose: The purpose of this lesson is to make the connection between the Spirit of Sport Values and doping. Students will be encouraged to think about why doping is wrong.



Materials included:

- Playing cards
- *Game Instruction Sheet* Handout



Learning objective:

- To connect Spirit of Sport Values to other areas of life, specifically doping
- To think critically about the impact of cheating and breaking the rules on society

Cheating – What is the Big Deal?

Background: Reference is made to the lessons in Unit 1. Should you not have covered this material with your students, an overview of the concepts is provided.

- **Pre-Activity:** Review what was learned during the first lesson by asking students what the Spirit of Sport means.
- Review the 11 Spirit of Sport Values (listed below) with students. For more detail on the Spirit of Sport Values, refer to the *Spirit of Sport Values* handout (Unit 1 Lesson 1).

Ethics, fair play and honesty	Dedication and commitment
Health	Respect for rules and laws
Excellence in performance	Respect for self and other participants
Character and education	Courage
Fun and joy	Community and solidarity
Teamwork	

- Ask students to talk about what they can do when they play a game or sport, or even what they can do in their daily lives, to live up to the Spirit of Sport Values.
- Ask students how they feel when people they are playing with cheat or don't follow the rules.
- Ask students to remind you what the word "doping" means –

Doping means that an athlete used a banned (prohibited) drug to improve his/her performance.

- Ask students what they think about doping – is it fair? Does doping follow the Spirit of Sport Values?
- Explain to students that doping is cheating and is the opposite of the Spirit of Sport. Explain to students that doping also involves 'cheating' a drug test by trying to avoid taking the test or doing something to interfere with the test (putting something in the sample, using someone else's urine, etc.).

WADA's Anti-Doping Card Game

- **Activity:** Explain to students that they will play a card game in small groups (4-5 players).
- Before students break into groups and you explain the rules of the game, show students the logo at the back of the cards. Ask students to identify the logo and explain to you what it means.
- Explain the rules of the game.

Note: Please see the *WADA Anti-Doping Card Game* instruction sheet included.

- Once students are familiar with the rules of the game, arrange that there is a “cheater” in each group. The cheater will be instructed to –
 - o Play out of turn
 - o Not to follow the rules
- If the cheater receives the life-time ban card, he/she should no longer play the game but can continue to disrupt the game.

Debriefing:

After the game is played:

- Ask students how the game went (i.e. Was it fun?).
- Ask students if they noticed the text on the cards. If they did not notice that the text sets out Spirit of Sport Values, draw their attention to it.

Card number	Text	Spirit of Sport Values
1	Respect	Respect for rules; respect for self and others
2	Fair Play	Ethics & honesty
3	Fun	Fun & joy
4	No to Drugs	Ethics, fair play & honesty; health; respect for rules & laws; respect for self
5	Rest	Health
6	Positive Living	Health
7	Dedication	Dedication & commitment
8	Healthy Living	Health
9	Honesty	Ethics & fair play
+2	Cheated	Respect for rules and laws; Ethics, fair play & honesty
Miss a turn	Blamed Your Team Mates	Respect for other participants; fun and joy
Change direction	Didn't Play True	All 11 Spirit of Sport Values

- Encourage the students to share their feelings about being cheated and what they learned from playing the game. Encourage the students who were the “cheaters” to share their feelings about being the cheaters.
- Explain that when an athlete uses performance enhancing substances or methods, he/she is behaving in sport like the “cheaters” in the card game they just played. The sport is no longer fun for the person cheating (everyone is angry) and it is definitely not fun for the people trying to play by the rules.
- Explain to the students that they have an important rule to play in ensuring that sport is played fairly.

What is Doping?

You may have heard the term doping. What exactly does it mean? Can you define doping? Can you think of any examples of how people dope? Can you think of any examples of doping cases?

Definition:

Examples:

Doping cases:



History of Doping and Anti-Doping

Doping has been a part of sport since the beginning. Even the Ancient Greek athletes used special diets and potions to give them a boost. By the 1920s it was obvious that the use of drugs in sport had to be controlled.

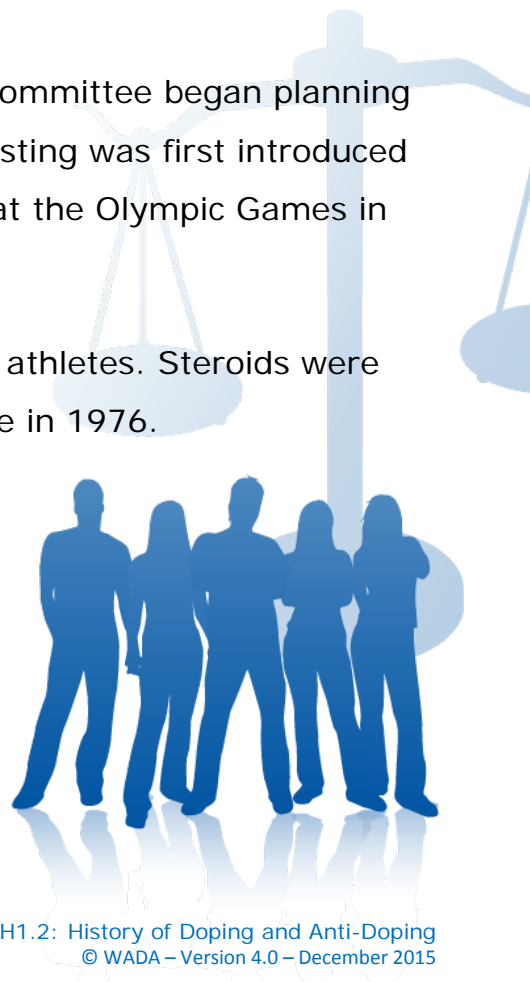
In 1928, track and field was the first sport to ban the use of substances. The problem should have improved but instead it got worse. Substances were banned but there was no way of knowing if athletes were taking them.

In 1960, a cyclist died during the Olympic Games. This event put pressure on organizations to start drug testing. In 1966, cycling and football were the first sport federations to start drug testing at their World Championships.

The following year, the International Olympic Committee began planning for drug testing at the Olympic Games. Drug testing was first introduced at the Olympic Winter Games in Grenoble and at the Olympic Games in Mexico in 1968.

In the 1970s, steroids were commonly used by athletes. Steroids were banned by the International Olympic Committee in 1976.

In 1988, Ben Johnson, a sprinter from Canada, tested positive at the Olympic Games. Ben's gold medal was taken away. This event brought a lot of attention to doping.



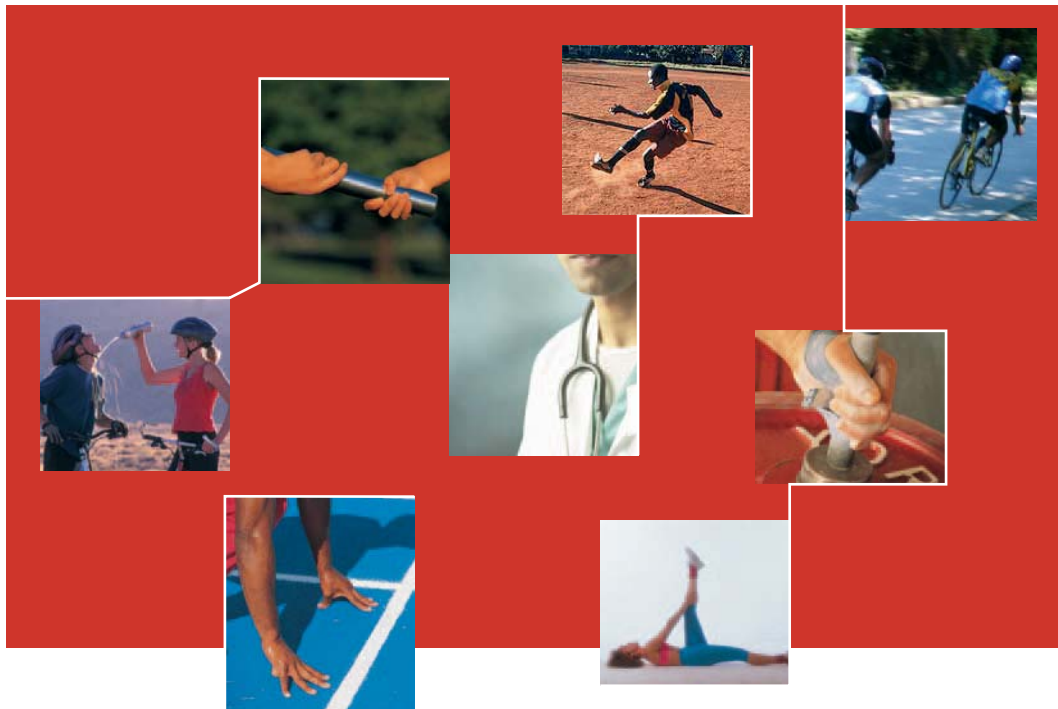
History of Doping and Anti-Doping

Many athletes were disqualified for being caught taking steroids, but testing was not enough. Some countries were helping their athletes cheat by giving them drugs.

In 1963, France was the first country to have anti-doping rules. Other countries followed. The problem was that there were different doping definitions, policies, and sanctions. Countries were not following the same set of rules.

The World Anti-Doping Agency was created in 1999. The World Anti-Doping Agency makes sure that all countries and all sports are using the same set of rules. This set of rules is now called the World Anti-Doping Code. Countries and sports must agree to the rules of the World Anti-Doping Code to be part of the Olympic Games.





Doping...

You may have heard this word used in sporting circles and in the media. While some of what you know about doping might be true, it is important to know the facts.



What is doping?

'Doping' refers to an athlete's use of prohibited drugs or methods to improve training and sporting results. Steroids are the drugs that often come to mind when we talk about doping, but doping also includes an athlete's use of other forbidden drugs (such as stimulants, hormones, diuretics, narcotics and marijuana), use of forbidden methods (such as blood transfusions or gene doping), and even the refusal to take a drug test or an attempt to tamper with doping controls.

As you continue to participate in sport, doping is an issue that you will increasingly face: you could be tested for drugs; some of your competitors will be cheating by using drugs; you may even be tempted to do so yourself.

Why do people cheat?

Most athletes know that doping is cheating, however, some still take the risk.

Sometimes prizes, money or fame can cause people to make bad decisions. They are told that doping might give them a boost, provide a shortcut to long years of training or help them win. And they are prepared to risk their sporting careers and their health - they are prepared to win at all cost!

Others feel pressure from coaches, parents or themselves to be the best. They see doping as a way to meet these expectations.

Some athletes use drugs to overcome an injury. Trainers or coaches might say that drugs can make you forget about the pain or may help speed up recovery, but they often do not mention the health risks and that doping is cheating.

Whatever the reason, there is no excuse for doping.



What is the big deal?

It is true that doping can help athletes to build strength and muscle, reduce tiredness or cover pain, but it has bad side effects too.

Some drugs can lead to obvious changes in appearance. For example, steroid use can cause acne, particularly on the back. In boys it can shrink testicles, cause impotence and baldness, and girls can develop a deeper voice and facial hair. There can be even more serious side effects. Doping can cause heart, liver and kidney problems and has even killed some athletes.

Doping in sport is also cheating. It destroys fair play and sporting competition. There is much more to sport than just winning and, for sport to survive as a positive, worthwhile activity, honesty, cooperation and courage are essential.

What drugs are banned?

There are many types of drugs that are banned in sport because of the damage they can do to an athlete's health and to fair play. Every year a new list of banned drugs is prepared by the World Anti-Doping Agency. These drugs fall within the following categories:

- *stimulants* may increase concentration and reduce tiredness, but they can also damage the heart;
- *steroids* can increase muscle and strength, but they harm the heart, liver and reproductive system and can cause sudden death;
- *hormones* can have a variety of useful medical purposes, but they can be harmful when you are young and still growing;
- *diuretics* may help with weight loss but they cover up the use of other banned drugs and can cause dehydration and fatigue;
- *narcotics* can relieve pain but this could lead to a lasting injury;
- *cannabinoids* (*hashish, marijuana*) can act as relaxants, but may also lead to a loss of coordination and concentration.

Even if you take something by accident it is still considered doping. Ultimately, *you* are responsible for everything that goes into your body.

Be sure to avoid any drugs that are not prescribed by a medical doctor who knows that you are an athlete. Some drugs or supplements from the pharmacy or supermarket can contain banned substances even if their labels state that the product is 'all natural'.

Tell your doctor that you are an athlete and that you have to be careful about the medicines you take. If you need medicine for a health problem, there are ways to ensure that the medicine you take does not impact on your ability to play sport. For example, if you need asthma medicine, your sport organization and doctor can give you a form to allow you to use this medicine and to play sport. This is called a TUE (Therapeutic Use Exemption).

Look after yourself

© INGRAM



Play fair

To be successful in sport, you need the right attitude. Honesty, dignity, fair play, respect, teamwork, commitment and courage are essential to a memorable sporting performance. All these values can be summed up in the term 'fair play'.

Fair play has to do with the choices you make - what is right and wrong. People will notice how you play the game. You will get a reputation for being a good or a bad sport which will follow you around long after the competition is over. It can shape how people act towards you before they even get to know you. To conform with the spirit of sport and build a good reputation, always:

- show respect for yourself and for others (competitors, umpires/referees and officials);
- respect the rules of the competition and of clean sport;
- be gracious as much in victory as in defeat;
- have fun and enjoy being part of the action!

Sport has little meaning without fair play. We play sport because of the chance to show our unique talents, to share, to make friends and to have fun. Fair play makes all this possible.



Doping control

As you get older and get better at sport it is likely that you will be tested for doping. These tests are aimed at preserving the spirit of sport by catching the cheats.

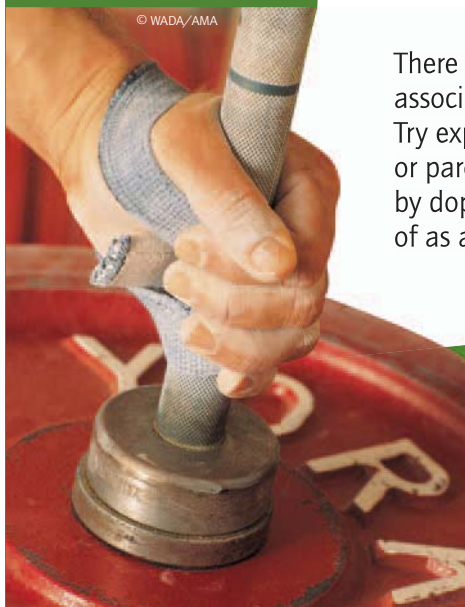
Testing can take place during a competition, during training, or in the off-season and will generally be given without forewarning. If you refuse to take a test or to follow the testing procedures, you will receive the same sanction as an athlete who tests positive.

These tests are done by a certified Doping Control Officer who collects a urine sample. In some cases, both a blood sample and urine sample is required. Samples are sent to an approved lab for analysis. Some drugs can be detected in very small amounts and months after they have been taken. Evidence of the use of some other drugs can be found as a result of the changes they cause inside the body.

Getting caught

Athletes caught cheating by doping will be banned from sport. Imagine not being able to play any sport for a two-year period or for the rest of your life. After all your training, the closest you would get to sport would be from the sidelines or the stands.

There is also a great deal of shame associated with being caught doping. Try explaining to your friends, teammates or parents that you have been cheating by doping. Nobody wants to be thought of as a drug cheat.



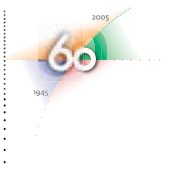
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Key things to think about

- Sport is about expressing your true self and realizing your own unique potential.
- Being successful at sport takes the right attitude, practice, time and effort.
- Giving your natural best is always good enough.
- You will be judged on *how* you play, not just the result.
- You, and only you, are responsible for what goes into your body.

ED 2006/WS 38

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www.unesco.org/en/antidoping

<http://www.wada-ama.org/en/>



What is WADA?

Helping Athletes Play True

The World Anti-Doping Agency was created in Lausanne, Switzerland, in 1999, and is known worldwide as WADA.

WADA was created to promote, coordinate, and monitor the fight against doping in sport in all its forms. WADA works to preserve the Spirit of Sport.

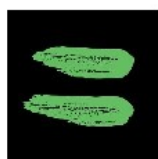
About the WADA Logo and Slogan

Like most major organizations, WADA has a logo and slogan. WADA's logo and slogan represent the Spirit of Sport Values. All aspects of the logo have a meaning.

The equal sign stands for fairness in sport. The square represents the rules that must be respected in sport.

Even the colors used in the logo were chosen for a reason. Black is the color that usually represents the referee. Green is the color of the playing field for many sports. Green is also a color that represents health.

WADA's slogan is "Play True." Play True, like the Spirit of Sport, represents all the values that are good about sport. When an athlete claims to Play True, he/she is promising to play within the rules. He/she is promising to compete without doping.



**WORLD
ANTI-DOPING
AGENCY**
play true



What is WADA?

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How to Play WADA's Anti-Doping Card Game

Object of the game: The object of the game is to be the first person to discard all his/her cards, without being banned for life for doping.

What you will need to play: All you need in order to play WADA's anti-doping card game is the special deck of cards.

How to play:

- To start the game, choose a dealer by having each player pick a card from the deck. The person with the highest number is the dealer. When selecting a dealer, the wild cards and the Life-Time Ban card count as zero.
- The dealer will give each player seven cards and put the remaining cards face down in the middle of the table. This is the draw pile.
- Turn the top card of the draw pile over to form the discard pile.
- Take turns beginning with the player to the left of the dealer and go clockwise around the table.
- When it is your turn, place a card on the discard pile. Your card must have the same number, color or wording as the top card of the discard pile – or be a wild or draw 4 card.
- If you cannot play a card, you must draw a card from the top of the deck. Play the drawn card if you can. If you cannot play the card that you drew, keep it in your hand. It's the next person's turn.
- You can play a wild card or draw 4 card any time it is your turn.
- If you are dealt or draw the Life-Time Ban card, you are instantly out of the game. The Life-Time Ban card should then be placed in the discard pile, under the card that is currently at the top of the discard pile.
- Say "Play True" when you have one card left in your hand. If you forget to say "Play True" and another player catches you, you must draw two (2) cards.

	<p style="text-align: center;">Regular cards</p> <p>The main playing cards look like this one – in green, red, blue and yellow with numbers from 1-9.</p>
	<p style="text-align: center;">Miss a Turn</p> <p>When this card is played, the person playing after the one who played this card misses his/her turn. There are green, red, blue and yellow "Blamed your Teammates: Miss a turn" cards.</p>



Draw 2

When this card is played, the person playing after the one who played this card must pick up two cards from the deck. There are green, red, blue and yellow "pick up 2" cards. Once the player has picked up his/her cards, his/her turn is over.



Didn't Play True!

This card changes the direction of play (from clockwise to counter-clockwise). There are green, red, blue and yellow change direction cards.



Wild Card

This card is used to change the colour or suit of play. When this card is played, the person who put the card down chooses what suit will be played.



Draw 4

This card is used to change the colour or suit of play. When this card is played, the person playing after the one who played this card must pick-up four cards from the deck. The person who played the card chooses what suit will be played.



Life-Time Ban

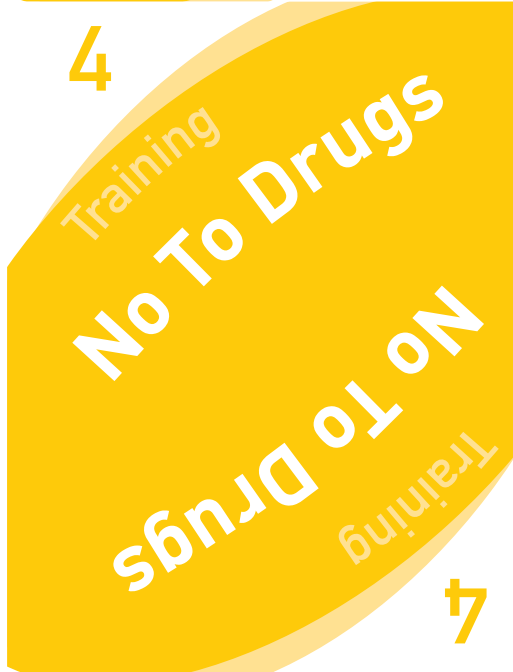
When a player had this card in his/her hand, he/she is automatically "banned" from the game. The player can no longer play during the game. He/she can play in subsequent games.

Tournament Play:

If you are planning on playing a series of games, players can keep track of their points. The object of Tournament Play is to be the first player to reach 500 points. At the end of each game (when a player has played all his/her cards) the **winner** gets points for cards left in **all** opponents' hands.

Card	Number of points
1-9	Face value
Draw 2	20 points
Reverse Direction	20 points
Miss a turn	20 points
Wild card	50 points
Draw 4	50 points

If a player draws a Life-Time Ban card during Tournament Play, the player is only banned for the game in which he/she is banned.



Training

Cheated

+2

Training

Training

Cheated

+2

Training

Training

Blamed your
Teammates

Miss a
turn

Training

Training

Blamed your
Teammates

Miss a
turn

Training

Training

Didn't
Play True



Change
Direction

Training

Training

Didn't
Play True



Change
Direction

Training

+4

Change
Color

Change
Color



Play True

Cheated

+2

Play True

Play True

Cheated

+2

Play True

Play True

Blamed your
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Miss a
turn

Play True

Play True

Didn't
Play True



Change
Direction

Play True

Play True

Didn't
Play True



Change
Direction

Play True

+4

Change
Color

Change
Color



Lifestyle

Cheated

+2

Lifestyle

Lifestyle

Cheated

+2

Lifestyle

Lifestyle

Blamed your
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Miss a
turn

Lifestyle

Lifestyle

Blamed your
Teammates

Miss a
turn

Lifestyle

Lifestyle

Didn't
Play True



Change
Direction

Lifestyle

Lifestyle

Didn't
Play True



Change
Direction

Lifestyle

+4

Change
Color

Change
Color



Attitude

Cheated

+2

Attitude

Attitude

Cheated

+2

Attitude

Attitude

Blamed your
Teammates

Miss a
turn

Attitude

Attitude

Blamed your
Teammates

Miss a
turn

Attitude

Attitude

Didn't
Play True



Change
Direction

Attitude

Attitude

Didn't
Play True



Change
Direction

Attitude

+4

Change
Color

Change
Color

Teen Unit 1:

What is doping?

Introduction

In this unit, students will be introduced to the concept of doping in sport. Students will consider what doping is as well as reflect on the history of doping in sport and the role this has played in the development of the anti-doping movement. Students will also be introduced to the types of organizations and documents that govern the fight against doping in sport.

What topics will be covered in this unit:

- What is doping?
- What is the history of doping in sport?
- What is the history of the fight against doping in sport?
- Who fights doping in sport?
- What are the important documents that govern the fight against doping?
- How anti-doping rules are the same in all countries and all sports to ensure that sport is fair for all athletes.

What activities will be presented in this unit:

- Defining doping
- History of doping and anti-doping timeline

What resources are included in this unit:

- *What is Doping?* Handout
- *Internationally Recognized Definition of Doping* Handout
- *History of Doping and Anti-Doping* Handout
- *Fact Sheet about The World Anti-Doping Code* Handout
- *Fact Sheet about UNESCO's International Convention against Doping in Sport* Handout
- *Who's Who in Anti-Doping* Handout

What skills will be put into practice in this unit:

- Reading comprehension
- Written expression
- Oral expression
- Collaborative learning
- Critical thinking

Lesson 1: History of Doping and Anti-Doping



Purpose: The purpose of this lesson is to introduce students to the issue of doping. Students will be presented with an internationally recognized definition of doping.



Materials included:

- *What is Doping* Worksheet
- *Internationally Recognized Definition of Doping* Handout
- *History of Doping and Anti-Doping* Handout



Learning objective:

- To acquire knowledge about doping and anti-doping.

What Is Doping?

- **Pre-activity:** ask students to brainstorm, in small groups or individually, what they think the term doping means. A handout is provided to assist student in the brainstorming.
 - In the first section, "**Definition**", students should provide a definition for doping. In this case, they should not refer to a dictionary or any other resource material. Encourage students to write a definition as it might appear in the dictionary.
 - In the second section, "**Examples of Substances**" students should provide examples of what an athlete can take to dope.
 - In the third section, "**Examples of Doping Cases**" students should include specific cases that they can think of, or name athletes who have been caught doping.
- Ask students to report what they included on their sheets.

Possible responses may include:

Definition:

- Taking medication, substances, drugs, medicine to make you a better athlete
- Taking a banned drug

Examples:

- Steroids
- hGH (human growth hormone)
- EPO
- Marijuana

Cases of Doping:

- Canadian sprinter: Ben Johnson (1988)
- US cyclist – Tour de France: Floyd Landis (2006)
- Major League baseball players
- East German athletes in the 1970s & 1980s
- US sprinter: Marion Jones (2008)

Note: You may wish to include local doping cases as well. You can find examples on Wikipedia (see link below). Although this list is not official or exhaustive, it is a good resource to find examples of athletes who have tested positive from your region or from a sport that is popular with your students.

http://en.wikipedia.org/wiki/List_of_athletes_found_guilty_of_using_banned_drugs

- **Debrief:** Once students have had time to discuss their definitions of doping, provide them with the definition WADA uses (*Internationally Recognized Definition of Doping*).
- Ask students compare their definition to WADA's definition. Draw students attention to the fact that doping encompasses far more than simply taking a substance for the purpose of enhancing performance.

For more information: For more information or supporting documentation on the definition of doping and the anti-doping rule violations, please consult the World Anti-Doping Code on the World Anti-Doping Agency Web site – <http://www.wada-ama.org/en/dynamic.ch2?pageCategory.id=250>

History of Doping and Anti-Doping

Background: It is believed that doping has been part of sport since the time of the Ancient Greeks.

- **Activity:** Have students read the *History of Doping and Anti-Doping* handout and complete a timeline plotting the important events in doping and anti-doping history.
 - Students can decide on the intervals for the events. You may wish to have them have two timelines; one for the major events in doping history and one for the major events in anti-doping history.
- **Debrief:** Ask students to react to the history of doping and anti-doping. They may notice that for much of history the anti-doping community has had to play catch-up to the “doping” community.
- Ask students how they feel about doping now that they have been exposed to a wider definition.
 - Do they think the anti-doping rules are fair?
 - Ask them to consider the rules from the perspective of the athlete who is sanctioned and from the athletes who comply with the rules.
 - What would happen if everyone decided to ignore the rules?

Note: You may wish to have students consider this topic in the following ways –

Option 1: An all-class oral debriefing session as described above.

Option 2: Break students into small groups to debate the issue. Assign students to a side – those who think that the anti-doping rule violations as outlined in the definition of doping are fair and those who do not believe they are fair.

Option 3: Ask student to put their thoughts to paper by writing an opinion piece on the topic – Is the internationally recognized definition of doping and therefore the anti-doping rule violations outlined fair to athletes?

Note: WADA would appreciate seeing/reading what your students have to say. Please feel free to send WADA your students' written work or filmed debates by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Stock Exchange Tower
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

Lesson 2: The Main Players in the Fight against Doping



Purpose: The purpose of this lesson is to introduce students to the fight against doping. Students will be introduced to the types of organizations that fight doping and the important documents that govern the fight. In particular, students will be introduced to the World Anti-Doping Agency and the World Anti-Doping Code.



Materials required:

- *Code Fact Sheet* Handout
- *Convention Fact Sheet* Handout
- *Who's Who in Anti-Doping* Handout



Learning objectives:

- To acquire knowledge about the fight against doping
- To acquire knowledge about the important documents that govern the fight against doping

Who Fights Doping?

Background: There are many types of organizations that fight doping. Each type of organization has a specific role to play in the fight and a specific set of guidelines that outlines this role.

- **Pre-activity:** Explain to students that in a previous lesson you looked at the definition of doping and at the history of doping and anti-doping. In this history, some organizations were named that had a role in the fight against doping. Ask students if they can remember any of the organizations that were named –
 - International Federations: International Association of Athletics Federations (IAAF), International Cycling Union (UCI), International Football Union (FIFA)
 - International Olympic Committee (IOC Medical Commission)
 - Governments (countries)
 - World Anti-Doping Agency (WADA)
- Explain to students that this is but part of the anti-doping story. Explain to students that there are three categories of organizations that fight doping, each assuming roles and having different documents that guide their roles or set-out policies that must be followed. The categories of organizations include:
 - Public authorities
 - Dedicated anti-doping organizations
 - Sport organizations

Note: A handout with the following table as well as information about the roles and responsibilities of WADA, sport and anti-doping organizations, and governments is included with this lesson, which could be provided to students.

	Public Authorities	Anti-Doping	Sport
International	United Nations Educational, Scientific and Cultural Organization (UNESCO)	The World Anti-Doping Agency (WADA)	International Olympic Committee (IOC); International Federations (IFs); other major games organizers
National	National Governments	National Anti-Doping Organizations (NADOs); Regional Anti-Doping Organizations (RADOs)	National Olympic Committees (NOCs); National Federations (NFs)

- Explain to students that there are two main documents that provide sport organizations and governments with guidance for fighting doping.
 - The **World Anti-Doping Code**: provides guidance to the sport movement
 - The **UNESCO International Convention against Doping in Sport**: provides guidance to countries

Note: Handouts outlining key information about the World Anti-Doping Code and the UNESCO International Convention against Doping in Sport are included with this lesson, which could be provided to students.

UNESCO International Convention Against Doping in Sport (Convention)	World Anti-Doping Code (Code)
Involves public authorities	Involves International Olympic Committee, International Paralympic Committee, National Anti-Doping Organizations, International Sport Federations and Major Games Organizers.
Public authorities draft policies and regulations to put the Convention into practice in their country.	In order to accept the Code, organizations have to ensure that they have anti-doping rules that are in line with the Code.

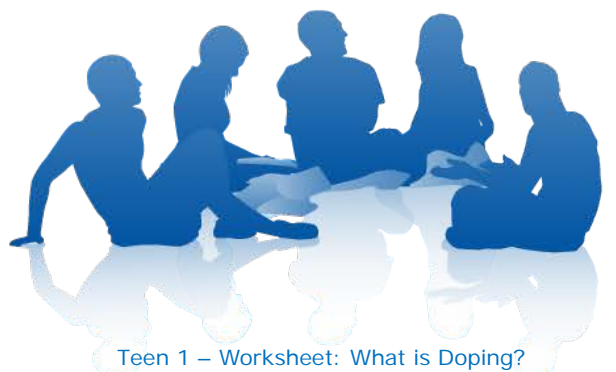
What is Doping?

You may have heard the term doping. What exactly does it mean? Can you define doping? Can you think of any examples of how people dope? Can you think of any examples of doping cases?

Definition:

Examples:

Doping cases:



Definition of Doping

Internationally Recognized Definition of Doping

We usually only think of doping as being the use of a prohibited (banned) substance, but breaking other anti-doping rules is also considered doping. In the World Anti-Doping Code (Code) doping is defined as breaking one or more anti-doping rule(s). This is also called an anti-doping rule violation.

Using a Prohibited Substance:

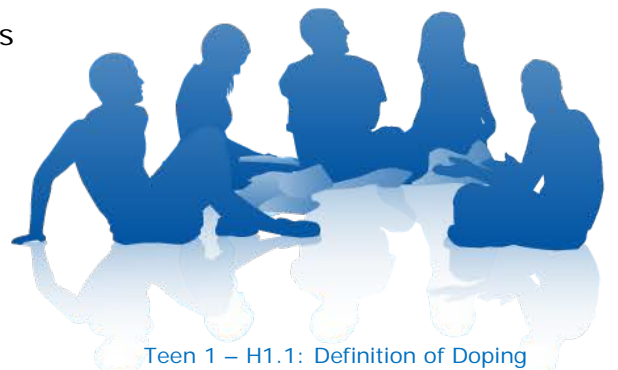
Athletes are responsible for everything that enters their body. This means that doping is not limited to the use of a prohibited substance with the intent to enhance performance.

Possessing a Prohibited Substance:

An athlete can be charged with an anti-doping rule violation even if he/she is found in possession of a prohibited substance or attempting to use a prohibited substance. This means that even if the athlete has not used the substance, he/she is not allowed to have possession of the prohibited substance. This anti-doping rule violation also includes trafficking and administering a prohibited substance to another athlete.

Interfering with the Testing Process:

An athlete who refuses to provide a sample after being notified that he/she has been selected for doping control, is committing an anti-doping rule violation. An athlete who agrees to provide a sample but who tampers with or attempts to tamper with the doping control equipment or any other part of the process is also considered to be committing an anti-doping rule violation.



Definition of Doping

Not Providing Whereabouts Information:

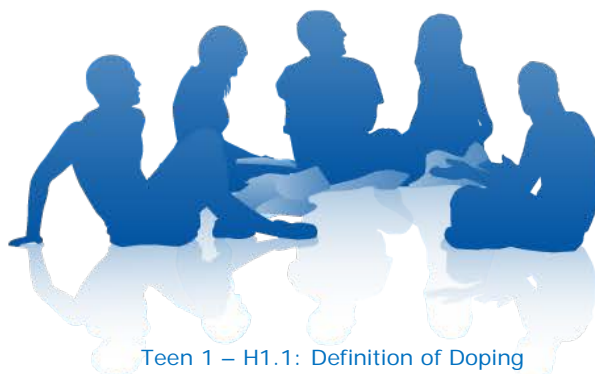
Athletes are required to inform Anti-Doping Organizations where they will be and when. An Anti-Doping Organization can test an athlete at home, at his/her training centre or at a competition. If an athlete does not provide this information or is not where he/she says he/she is three times within an 12-month period, the athlete will be charged with an anti-doping rule violation.

Encouraging or Assisting Others to Dope:

Any person who assists or encourages an athlete to dope or provides an athlete with a banned substance will be charged with an anti-doping rule violation. This includes covering up any of these activities.

Prohibited Association:

It is a violation for an athlete or other person to associate in a professional or sport-related capacity with athlete support personnel who are ineligible or have been convicted of an anti doping rule violation. "Prohibited Association" does not apply in unavoidable circumstances, such as a child/parent or wife/husband relationship.



History of Doping and Anti-Doping

Doping has been a part of sport since the beginning. Even the Ancient Greek athletes used special diets and potions to give them a boost. By the 1920s it was obvious that the use of drugs in sport had to be controlled.

In 1928, track and field was the first sport to ban the use of substances. The problem should have improved but instead it got worse. Substances were banned but there was no way of knowing if athletes were taking them.

In 1960, a cyclist died during the Olympic Games. This event put pressure on organizations to start drug testing. In 1966, cycling and football were the first sport federations to start drug testing at their World Championships.

The following year, the International Olympic Committee (IOC) began planning for drug testing at the Olympic Games. Drug testing was first introduced at the Olympic Winter Games in Grenoble and at the Olympic Games in Mexico in 1968.

In the 1970s, steroids were commonly used by athletes. A test to detect steroids was introduced in 1974 and steroids were banned by the IOC in 1976. Many athletes were disqualified for being caught taking steroids, but testing was not enough. Some countries were helping their athletes cheat by giving them drugs.

In 1988, Ben Johnson, a sprinter from Canada, tested positive at the Olympic Games in Seoul, South Korea. Ben's gold medal was taken away. This event brought a lot of attention to doping.



History of Doping and Anti-Doping

In the 1990s, some scientists helped athletes avoid testing positive by developing new doping techniques and drugs that were not detectable.

One of these techniques is blood doping. Blood doping refers to an athlete changing the composition of his or her blood to improve his or her performance. Meanwhile, new drugs such as EPO (erythropoietin by its scientific name) or the human growth hormone (hGH) were being used by athletes. With the support of top scientists of the world, new detection methods are now used to detect these substances and prevent athletes from cheating.

It is important to know that not only scientists contribute to the fight against doping in sport, but governments are also involved. In 1963, France was the first country to have anti-doping rules. Other countries followed. The problem was that countries were not following the same set of rules.

In 1999, the World Anti-Doping Agency (WADA) was created to make sure that all countries and all sports use the same set of rules. This set of rules is now called the World Anti-Doping Code (the Code). WADA's mission is to promote, coordinate and monitor the fight against doping in sport around the world.





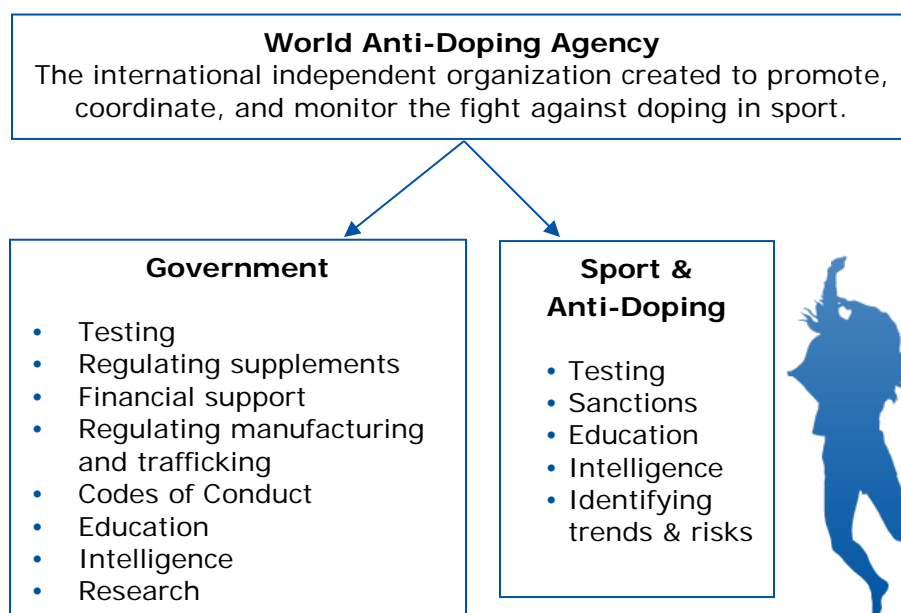
Who's Who in Anti-Doping

The fight against doping in sport is fought on different levels by different organizations.

Organizations representing governments and the sport movement are involved in the international and national fight against doping in sport. The table below provides an overview of the different organizations involved.

	Public Authorities	Anti-Doping	Sport
International	United Nations Educational, Scientific and Cultural Organization (UNESCO)	The World Anti-Doping Agency (WADA)	International Olympic Committee (IOC); International Federations (IFs); other major games organizers
National	National Governments	National Anti-Doping Organizations (NADOs); Regional Anti-Doping Organizations (RADOs)	National Olympic Committees (NOCs); National Federations (NFs)

Each organization has specific roles and responsibilities in ensuring that sport is free from doping. The diagram below outlines the type of activities each group of organizations is responsible for.





World Anti-Doping Code

The World Anti-Doping Code, commonly referred to as “the Code,” was created to make sure that athletes in all countries and all sports are subject to the same anti-doping rules and procedures.

The Code defines what constitutes an anti-doping rule violation. Doping is not limited to taking a banned substance. It also includes:

- Possessing, using or attempting to use a banned substance
- Refusing or avoiding testing
- Trafficking
- Combination of 3 whereabouts failures (within a 12 month period)
- Tampering with the testing process
- Encouraging or assisting an athlete to dope or providing an athlete with a banned substance
- Associating with someone under a doping-related suspension

The Code outlines what sanctions must be imposed for the different types of violations and describes other circumstances that may have an effect on which sanction is imposed.

Type of Violation

Range of Sanctions

Possession or use of a prohibited substance

Minimum – Reprimand (with proof of contaminated products on specified substances)

Standard – 2-4 years

Refusing to be tested

Standard – 4 years

Trafficking

First violation – 4 years to lifetime

Combination of 3 whereabouts failures (within 12 months)

First violation – 2 years





World Anti-Doping Code

Type of Violation

Range of Sanctions

Tampering with the testing process

Standard – 4 years

Encouraging or assisting an athlete to dope or providing a doping substance

Standard – 2-4 years

Administration

Standard – 4 years to a lifetime

Prohibited association

Standard – 2 years

Please be aware that sanctions can go up to a lifetime ban in some cases





International Convention against Doping in Sport



United Nations
Educational, Scientific and
Cultural Organization

The sport movement works in collaboration with governments to protect the rights of clean athletes by fighting doping in sport. In 2004, the sport movement adopted the World Anti-Doping Code (Code), the document harmonizing anti-doping policies and regulations in all sports and all countries of the world.

Since many governments could not be legally bound by a non-governmental document like the Code, a partnership was created with the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the UNESCO International Convention against Doping in Sport was born.

The Convention allows governments to align their domestic legislation with the Code and thereby to continue to harmonize sport and public legislation in the fight against doping in sport.

The Convention, which was developed and implemented in record pace, was adopted in October 2005. In order for it to come into effect, it needed to be ratified by 30 countries. The Convention officially went into effect on February 1, 2007.

On November 12, 2008, WADA joined UNESCO to celebrate the milestone of the 100th country ratifying the Convention.



Teen Unit 2:

Why is doping banned?

Introduction

In this unit, students will consider why doping is banned in sport. The ethical and health considerations to banning doping will be presented. Students will consider how, from a moral or ethical perspective (values of sport and society) as well as the effects doping can have on an athlete's health, anti-doping is part of the fundamental rules of sport. Finally, students will consider how society treats those labelled as cheaters or dopers.

Ethical Rationale: As this unit unfolds, students will consider how their values and sources of influence play a role in the decisions they make and how this is connected to why athletes dope. Finally, students will consider why rules are important in the classroom, sport and society. They will play a card game which will show them what happens when the rules of the game are changed for one person. The game will also have them reflecting on how society treats those who cheat by taking doping substances.

Health Consequences: Students will be presented with the adverse side effects of using doping substances. Students will consider the potential danger of using medications that are intended to be used for the treatment of medical conditions by healthy athletes. Finally students will consider why certain substances are prohibited and the process of having these substances added to the List of Prohibited Substances and Methods.

What topics will be covered in this unit:

- What are the sources of influence in students' lives? How does this impact decision making?
- How personal values are connected to sport values and the impact this has on decision making.
- Why are rules important?
- Why are doping substances dangerous to the health of those who use them?
- What are the side effects of doping substances?
- Why do some athletes put themselves at risk by doping?

What activities will be presented in this unit:

- Values and Sport
- Anti-Doping Card Game
- Recognizing the Dangers of Doping

What resources are included in this unit:

- *WADA Anti-Doping Card Game* (instructions and cards)
- *Get the Facts* Handout
- *Doping Substances and their Health Consequences* PowerPoint Presentation

What skills will be put into practice in this unit:

- Critical thinking
- Reading comprehension
- Written expression
- Oral expression
- Collaborative learning

Lesson 1: Values, Sport and Anti-Doping



Purpose: The purpose of this lesson is to have students think critically about why doping is not permitted in sport from an ethical standpoint. Students will explore the role values and rules play in sport.



Materials required:

- *Card Game Instructions* Handout
- *WADA Cards* Handout



Learning objectives:

- To initiate a discussion on the importance of values, their origins and their influence in decision making and how it relates to the national context;
- To identify the values present in local society in general and in sport specifically;
- To consider the different sources of influence in an athlete's decision making process regarding doping;
- To initiate a general discussion on the role values play in an anti-doping education program.

Values and Sport

Background: Not only is doping dangerous to the health of an athlete, it is also cheating. Of course the anti-doping movement is concerned with the health of athletes; however it is also concerned with maintaining the ethics of sport. By protecting an athlete's right to participate in clean sport we are thus promoting health, fairness, and equality for athletes worldwide.

Why should we care? There are critics of the anti-doping movement who believe that sport would only be fair if we allowed all athletes to dope, believing that doping would be safe if done under the supervision of a physician. Others believe that doping goes against athlete rights.

Introduction to activity: The following activity is intended to have students think about why people are involved and continue in sport, sources of influence on their lives, and how this is connected to anti-doping.

Values and Sport Activity Part 1: Reflection on fundamental values

- Ask students to form two circles, one inside the other, with students facing each other in a way that those making up the internal circle can dialogue with those making up the external circle.
- Ask students to discuss each of the following questions (3-5 minutes per question). After each question, ask students making up the internal circle to move one place to the left so that they have a new discussion partner for each question.
 - Within your family circle, who is your hero? Why?
 - What behaviors are encouraged/discouraged by your parents/educators?
 - What methods are used for resolving conflicts within your family?
- Once all questions have been discussed, ask students to share their responses in a plenary session, in order to generalize the family values to society.

Note: You may wish to write the responses on a board to help students draw conclusions about common values.

- **Wrap-up:** Based on the responses given, ask students to draw conclusions about family values, pointing out commonalities in the responses given.

Values and Sport Activity Part 2: Reflection on values and sport

- Ask students to form groups of 3-4.
- Ask students to discuss each of the following questions within their groups (3-5 minutes per question).
 - Who is your favorite athlete or sports hero? Why?
 - Why are you interested in sport or why did you begin to play the sport you played?
 - Within the context of sport, what behaviors are encouraged/discouraged by your coach or parents?
 - Why would you continue/stop playing that sport?
 - Why would you become a coach?
- Once all questions have been discussed, ask students to share their responses in a plenary session, in order to generalize the family values to society in general and sport specifically.

Note: You may wish to write the responses on a board to help students to draw conclusions about the values inherent in sport.

- **Wrap-up:** Ask students to draw conclusions about values inherent in sport (which responses came up most frequently). Ask students to consider what this discussion has to do with anti-doping? Ask students to reflect on the following questions:
 - How will values influence the decision-making process of an athlete?
 - Are the core societal and sport values mostly the same?
 - What possible differences can you identify that would put athletes in a dilemma when facing situations related to doping?

What do values have to do with anti-doping?

- **Discussion:** Ask students why they think doping is not allowed in sport. Responses may include:

- Puts athletes' health at risk
- Against the rules of sport
- It's not fair

- Explain to students that the fundamental reason for prohibiting doping in sport is to preserve what is valuable about sport. Ask students why they play/are involved in/like sport. Responses may include:

- To be fit/good health
- To make friends/be with friends
- To win
- To make money
- To be famous
- To get girls/guys
- To have fun

Note: It is common for students to respond with the image of professional or elite athletes in mind. The point to highlight is the fact that we are involved in sport because of how it makes us feel, to have fun and be with friends.

If students mention:

- to win,
- to make money,
- to be famous

- Ask if they always win, if not why they continue to play even when they lose.
- Ask if they make money for playing on the school or local team, if not ask why they continue to play.
- Ask if they are famous for playing on the school team, if not ask why they continue to play.

- Explain to students that the reason doping is fought is to preserve the values that are associated with sport. These are known as the Spirit of Sport Values and include:
 - Ethics, fair play and honesty
 - Health
 - Excellence in performance
 - Character and education
 - Fun and joy
 - Teamwork
 - Dedication and commitment
 - Respect for rules and laws
 - Respect for self and other participants
 - Courage
 - Community and solidarity
- Recalling responses that students gave during the Values and Sport activity, ask students if they see links between the values they highlighted in their discussion and the eleven Spirit of Sport Values.
- What do these values represent in sport and in daily life in general? Ask students what role they play or why these values are so important to preserve. This could be done in written format, orally in small groups or as a general class discussion. Possible answers are included in the box below.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Ethics, fair play and honesty	I play within the rules even though I know that I will not get caught if I cheat.	I do not respect the rules of the game. I lie when I am caught cheating.
Health	I listen to my body. I eat well, get enough sleep and I do not overdo it.	I take risks when I play sport. I play even when I am hurt or am tired.
Excellence in performance	I always try my best. I am happy when I win, but do not make my opponent(s) feel badly.	I give up when I am losing or not playing well. If I am not playing well, I become aggressive towards my team mates and opponents.

Spirit of Sport Values	Good Spirit of Sport Behaviours	Acts Contrary to the Spirit of Sport
Character and education	I show a good example to my team mates about playing fair. I am a good role model for younger players. I always stay in control even when I am losing or not playing well.	I encourage others to cheat with me or not to play fair.
Fun and joy	Playing my favourite sport makes me happy. I always have fun, whether I am winning or losing.	I often get aggressive when I am playing, which makes sport less fun. I get angry and sad. I sometimes hurt others (physically or emotionally). I play to win. I don't find playing fun any more.
Teamwork	I know that I cannot win alone. We win as a team and we lose as a team.	I do things on the field that make me look good but isn't really good for the team. I get mad at team mates because they aren't as good as me.
Dedication and commitment	I am dedicated to my sport and team. I go to all practices and games. I help younger kids play.	I only play in games. I do not practice or train. I don't play unless I think we are going to win.
Respect for rules and laws	I know the rules. I respect the rules and the officials.	I yell at officials and coaches. I challenge calls made by referees. I do not respect authority.
Respect for self and other participants	I don't let others treat me badly. I help my team mates and opponents up if they fall.	I yell at my team mates and opponents. I am rude. I am aggressive.
Courage	I speak out when I know that my team mate or opponent is not playing by the rules.	I do not say anything when I see a team mate or opponent breaking the rules or cheating.
Community and solidarity	I leave the competition on the field. I am friends with my opponents off the field. I speak out when I see something that isn't right.	I discriminate against other players who are different from me. I do not play with people who are not as skilled as me. I do not talk to opponents off the field.

Why are rules so important?

- **Discussion:** Ask students why they think that sport, society and even their classroom have rules. Responses may include:

- to avoid chaos
- to ensure safety

- Ask students to explain the rules of some of their favorite sports. Responses may include:

- Not using your hands in soccer/football
- Boundaries on the field of play/court
- Not walking with the ball in basketball
- Rules about contact with opposing players
- Rules about acceptable equipment
- Number of players allowed on the field

- Ask students why they think anti-doping rules are part of sport. Explain to students that anti-doping rules are put into place to ensure that sport remains fun and safe.
- Provide students with the *Why Fight Doping Handout*, for their information. You may wish to discuss the handout with students, asking if they agree or disagree with the points included.

Anti-Doping Card Game

- **Pre-Activity:** Explain to students that they will play a card game in small groups (4-5 players).
- Before students break into groups and you explain the rules of the game, show students the logo at the back of the cards. Ask students to identify the logo and explain to you what it means.

About the WADA Logo:



The logo is in the shape of a square which represents the rules that define sport. The color black is the traditional color of the referee. Black represents neutrality.



The logo's "equal sign" represents fairness and is made with a human touch to reflect the particularities of each individual. The color green represents health, nature and the playing field.

The "play true" tag line encapsulates WADA's core values and is intended as a guiding principle for all athletes at every level of competition.



- **Activity:** Explain the rules of the game.

Note: Please see the *WADA Anti-Doping Card Game* instruction sheet included.

Card number	Text	Spirit of Sport Values
1	Respect	Respect for rules; respect for self and others
2	Fair Play	Ethics & honesty
3	Fun	Fun & joy
4	No to Drugs	Ethics, fair play & honesty; health; respect for rules & laws; respect for self
5	Rest	Health
6	Positive Living	Health
7	Dedication	Dedication & commitment
8	Healthy Living	Health
9	Honesty	Ethics & fair play
+2	Cheated	Respect for rules and laws; Ethics, fair play & honesty
Miss a turn	Blamed Your Team Mates	Respect for other participants; fun and joy
Change direction	Didn't Play True	All 11 Spirit of Sport Values

- Once students are familiar with the rules of the game, arrange that there is a “cheater” in each group. The cheater will be instructed to –
 - Play out of turn
 - Not to follow the rules

Note: If the cheater receives the life-time ban card, he/she should no longer play the game but can continue to disrupt the game.

Debriefing:

- Ask students how the game went (i.e. Was it fun?).
- Ask students if they noticed the text on the cards. If they did not notice that the text sets out Spirit of Sport Values, draw their attention to it.
- Encourage the students to share their feelings about being cheated and what they learned from playing the game. Encourage the students who were the “cheaters” to share their feelings about being the cheaters.
- Explain that when an athlete uses performance enhancing substances or methods, he/she is behaving in sport like the “cheaters” in the card game they just played. The sport is no longer fun for the person cheating (everyone is angry) and it is definitely not fun for the people trying to play by the rules.

Lesson 2: Health Consequences of Doping



Purpose: The purpose of this lesson is to introduce students to the health consequences associated with some of the major categories of doping substances.



Materials included:

- *Get the Facts* Handout
- *Recognizing the Dangers of Doping* Worksheet
- *Doping substances and their Health Consequences* PowerPoint Presentation



Learning objectives:

- To introduce students to a list of doping substances
- To introduce students to the dangers doping poses to the health

Why are doping substances dangerous to the health of those who use them?

Background: Not only is doping unethical, it is dangerous to the health of those who use these substances.

Most of the substances used for doping were created for people with specific medical conditions or health problems. They were not created to be used by healthy people or athletes.

While the side effects of medications are well researched and documented, athletes who dope often take the substances in higher doses than recommended and in combination with other medications.

Furthermore, many of the substances doping athletes take are developed and distributed illegally. Many of them are new drugs that have not been tested clinically while others may be contaminated, so they could cause serious health problems or even death.

Although the substances discussed in this lesson are not the only ones that are prohibited or banned, the substances selected either pose the highest risk for your students or are substances that students are interested in learning more about.

- **Discussion:** Ask students why they think there is a list of banned substances.

Note: *Get the Facts* handout is included so that brainstorming can be done individually or in small groups.

- Explain to students that WADA publishes the List of Prohibited Substances and Methods (the List) once a year. This is the list of substances or medications that athletes cannot take. The List explains that, for a substance to be added to the List, it must meet two of the following three criteria:
 - The substance or method has the potential for enhancing or actually does enhance sport performance.
 - The substance or method has the potential to or actually does pose a risk to the athlete's health.
 - The substance or method violates the values of the Spirit of Sport.

Note: For more information regarding the 11 Spirit of Sport Values refer to Lesson Plan on Ethics included in this package.

What are the side effects of some doping substances?

- **Discussion:** Ask students to name doping substances that they have heard about. Responses may include:

- Steroids
- EPO
- Human growth hormone (or hGH)
- Testosterone
- CERA
- Methylnhexanamine
- Stimulants
- Narcotics (including morphine and common social/recreational drugs)
- Cannabis (marijuana)

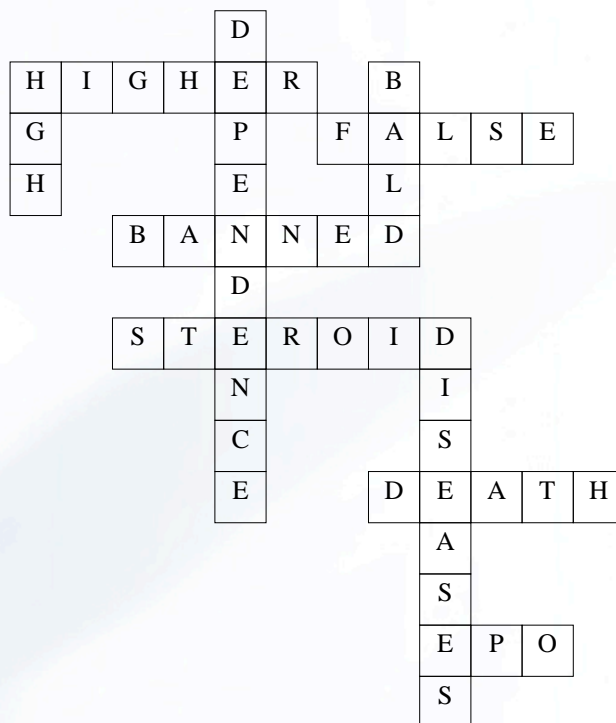
- Ask students if they are aware of any side effects or health consequences associated with using/taking these substances.

Background: Below are some of the side effects or health consequences associated with steroids, marijuana (cannabinoids/cannabis), stimulants, EPO (Erythropoietin), and human growth hormone (hGH).

Substance	What is it?	Side effects
Steroids	Steroids are natural or man-made substances that act like the hormone testosterone. Steroids stimulate the development of male sexual characteristics and the build-up of muscle tissue. They are sometimes used medically to help recovery from an operation and to treat breast cancer.	<ul style="list-style-type: none"> • Psychological dependence, increased aggression and mood swings • Increased risk of liver and cardiovascular disease • High blood pressure • Acne and baldness <p>Also in males –</p> <ul style="list-style-type: none"> • Shrinking testicles • Sexual side effects • Breast growth <p>Also in females –</p> <ul style="list-style-type: none"> • Development of male features • Abnormal menstrual cycles • Enlarged clitoris
Marijuana	Is made from the dried flowers, leaves or resin of the cannabis plant. The main active chemical in cannabis is THC (for tetrahydrocannabinol) and this causes a series of reactions in the brain that lead to feelings of relaxation and reduced inhibition.	<p>Long-term use can result in the following:</p> <ul style="list-style-type: none"> • Psychological and physical dependence • Loss of attention and motivation • Impaired memory and learning abilities • Weakening of the immune system • Respiratory diseases such as lung and throat cancer and chronic bronchitis • Psychosis

Substance	What is it?	Side effects
Stimulants	Stimulants are a class of drugs that act on the central and peripheral nervous system in the same way as the hormones adrenaline, noradrenaline, and/or the neurotransmitters dopamine and serotonin, by speeding up parts of the brain and the body's reactions. Common street drugs that are stimulants include cocaine, amphetamines and ecstasy. Caffeine is a stimulant but is no longer banned.	<ul style="list-style-type: none"> • Psychological and physical (withdrawal) dependence, anxiety and aggression • Increased and irregular heart rate and increased blood pressure • Dehydration • Problems with coordination and balance • Insomnia • Tremors • Memory loss • Loss of appetite
EPO	Erythropoietin or EPO is a natural and man-made hormone that controls or stimulates the production of red blood cells. The kidney cells that make EPO are sensitive to low oxygen levels in the blood. These cells release EPO when the oxygen level is low in the kidney. EPO then stimulates the bone marrow to produce more red cells and thereby increase the oxygen-carrying capacity of the blood. EPO is used to treat anaemia resulting from chronic kidney disease and from the treatment of cancer.	<ul style="list-style-type: none"> • Increased blood viscosity (thickness/stickiness) • Pulmonary embolism • Increased risk of heart attack and stroke • General weakness • High blood pressure
hGH	Human Growth Hormone or hGH is a natural and man-made hormone that stimulates growth and cell division. It is used in the treatment of natural growth hormone deficiencies.	<ul style="list-style-type: none"> • Severe headaches • Loss of vision • High blood pressure and heart failure • Diabetes and tumours • Crippling arthritis • Irreversible acromegaly (enlargement of the hands and feet, and protruding forehead, brow, skull and jaw) • Heart enlargement • Water retention • Liver and thyroid damage

- Ask students, either individually or in small groups, to complete the *Recognizing the Dangers* worksheet (crossword puzzle).



Why do athletes do it?

Debrief: Knowing what they now know about the side effects of using these substances, ask students if they would take the substances. Ask them why they think athletes take the risk. What do they think makes an athlete decide to ignore the risks and use these substances? Students can simply be asked to share their thoughts with the class, be split into small discussion groups or even be asked to write a short text explaining their thoughts.

For more information:

- WADA's List of Prohibited Substances & Methods – <https://www.wada-ama.org/en/resources/science-medicine/prohibited-list>
- That's Dope - <http://thatsdope.org/whatsdoping/classes.html>
- Taylor Hooton Foundation - <http://www.taylorhooton.org/>
- US National Institute on Drug Abuse – <http://www.nida.nih.gov/parent-teacher.html>

Lesson 3: Making Decisions



Purpose: The purpose of this lesson is to have students think critically about why athletes decide to dope.



Material included:

- *Case Scenarios* Handout



Learning objective:

- To consider the different sources of influence in an athlete's decision making process regarding doping

Background: In the two previous lessons, students considered the ethical rationale and health consequences of doping, and began thinking about why athletes take the risk when they know that it is wrong and it could be harmful. In this lesson, students will further consider the reasons by analysing cases of young athletes who have engaged in doping.

- **Discussion:** Ask students why they believe athletes who dope decide to do so or are forced to by someone around them.
- Ask students whether they believe there are consequences to doping besides those that affect their health. Ask students how the media and society treat or talk about athletes who test positive. If students have played WADA's Anti-Doping Card Game, remind students how the cheaters were treated when they were labelled as cheaters or got the banned for life card.
- Ask students if they believe that athletes who dope are aware of the social and health consequences. Ask students why they think that athletes still take the risk. Responses may include:
 - Success
 - Fame
 - Money
 - Status
 - Scholarships
- Ask students why they think athletes who do not dope take this decision. Do the clean athletes want to be successful, famous and rich less than those who dope? What is the difference between a clean athlete and a doped athlete? What can be done to ensure that young athletes continue to compete cleanly?

Note: Rather than conducting this activity as a teacher-led, plenary style session, you may wish to have students answer these questions in small groups and present their responses to the class for further discussion. It could also be a topic for an essay or composition. WADA would love to see/read what your students have to say. Please feel free to send WADA your students' work by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Tour de la Bourse
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

- **Activity:** Explain to students that whether they realize it or not, they go through a process every time they make a decision. Whether it is a simple decision like what to have for lunch or a more “significant” decision, such as what to study in university, you go through a process.
- Explain to students that although the process is usually the same, how they come about taking the decision is different. Sometimes the decision is physical (hungry, tired, thirsty), emotional (afraid, angry, unsure), social (feeling lonely, wanting to be included, wanting to have fun), or even based on economics (you need money so you get a part-time job). The decision that is taken is always based on the type of person you are, your values, your beliefs and your knowledge.
- Explain to students that when faced with a problem to solve or decision to make, a person:
 - Defines the problem
 - Identifies the desired outcome
 - Identifies potential hurdles or obstacles
 - Identifies choices or ways of reaching the outcome and overcoming the obstacles
 - Analyzes the options
 - Chooses an option
 - Justifies the decision take
 - Identifies a contingency plan
 - Evaluates the decision made
- **Pre-Activity:** Ask students to apply this process to a decision, small or large, that they had to make.

Note: This could be done individually (written), in small groups (orally and written) or as a teacher-led activity (orally). Ask students to consider whether the decision was motivated by physical, emotional, social or economic needs.
- Ask students how they believe this would apply to an athlete who has to make the decision to dope or not. Have students repeat the process, assuming the role of the athlete.

Note: This could be done individually (written), in small groups (orally and written) or as a teacher-led activity (orally). Ask students to consider whether the decision was motivated by physical, emotional, social or economic needs.
- **Activity:** Provide students with the cases of real young athletes who were faced with the decision to dope or not. Unfortunately the athletes in these stories decided to follow the doping path. Ask students to consider the process that these athletes underwent. Ask students to also consider what motivated these athletes to dope.

Note: This could be done individually (written), in small groups (orally and written) or as a teacher-led activity (orally).
- **Debrief:** In a plenary session, ask students to discuss the process and what motivated the athletes in the stories to dope. Ask students if they would have recognized the signs. Ask students at what point they think someone could have intervened.



How to Play WADA's Anti-Doping Card Game

Object of the game: The object of the game is to be the first person to discard all his/her cards, without being banned for life for doping.

What you will need to play: All you need in order to play WADA's anti-doping card game is the special deck of cards.

How to play:

- To start the game, choose a dealer by having each player pick a card from the deck. The person with the highest number is the dealer. When selecting a dealer, the wild cards and the Life-Time Ban card count as zero.
- The dealer will give each player seven cards and put the remaining cards face down in the middle of the table. This is the draw pile.
- Turn the top card of the draw pile over to form the discard pile.
- Take turns beginning with the player to the left of the dealer and go clockwise around the table.
- When it is your turn, place a card on the discard pile. Your card must have the same number, color or wording as the top card of the discard pile – or be a wild or draw 4 card.
- If you cannot play a card, you must draw a card from the top of the deck. Play the drawn card if you can. If you cannot play the card that you drew, keep it in your hand. It's the next person's turn.
- You can play a wild card or draw 4 card any time it is your turn.
- If you are dealt or draw the Life-Time Ban card, you are instantly out of the game. The Life-Time Ban card should then be placed in the discard pile, under the card that is currently at the top of the discard pile.
- Say "Play True" when you have one card left in your hand. If you forget to say "Play True" and another player catches you, you must draw two (2) cards.

	<p style="text-align: center;">Regular cards</p> <p>The main playing cards look like this one – in green, red, blue and yellow with numbers from 1-9.</p>
	<p style="text-align: center;">Miss a Turn</p> <p>When this card is played, the person playing after the one who played this card misses his/her turn. There are green, red, blue and yellow "Blamed your Teammates: Miss a turn" cards.</p>



Draw 2

When this card is played, the person playing after the one who played this card must pick up two cards from the deck. There are green, red, blue and yellow "pick up 2" cards. Once the player has picked up his/her cards, his/her turn is over.



Didn't Play True!

This card changes the direction of play (from clockwise to counter-clockwise). There are green, red, blue and yellow change direction cards.



Wild Card

This card is used to change the colour or suit of play. When this card is played, the person who put the card down chooses what suit will be played.



Draw 4

This card is used to change the colour or suit of play. When this card is played, the person playing after the one who played this card must pick-up four cards from the deck. The person who played the card chooses what suit will be played.



Life-Time Ban

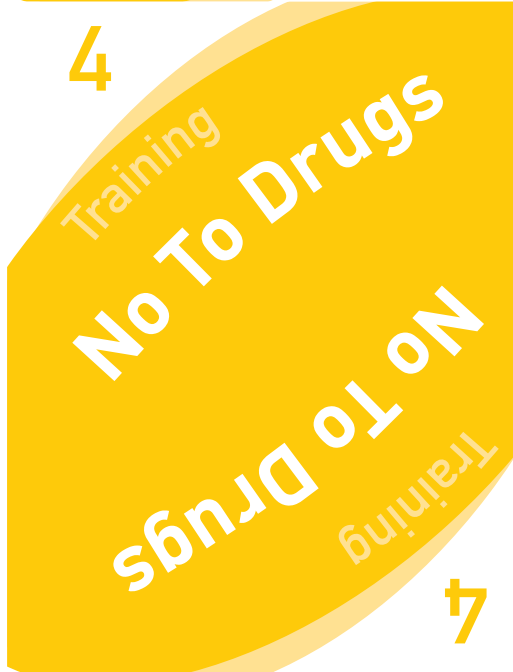
When a player had this card in his/her hand, he/she is automatically "banned" from the game. The player can no longer play during the game. He/she can play in subsequent games.

Tournament Play:

If you are planning on playing a series of games, players can keep track of their points. The object of Tournament Play is to be the first player to reach 500 points. At the end of each game (when a player has played all his/her cards) the **winner** gets points for cards left in **all** opponents' hands.

Card	Number of points
1-9	Face value
Draw 2	20 points
Reverse Direction	20 points
Miss a turn	20 points
Wild card	50 points
Draw 4	50 points

If a player draws a Life-Time Ban card during Tournament Play, the player is only banned for the game in which he/she is banned.



Training

Cheated

+2

Training

Training

Cheated

+2

Training

Training

Blamed your
Teammates

Miss a
turn

Training

Training

Blamed your
Teammates

Miss a
turn

Training

Training

Didn't
Play True



Change
Direction

Training

Training

Didn't
Play True



Change
Direction

Training

+4

Change
Color

Change
Color



Play True

Cheated

+2

Play True

Play True

Cheated

+2

Play True

Play True

Blamed your
Teammates

Miss a
turn

Play True

Play True

Blamed your
Teammates

Miss a
turn

Play True

Play True

Didn't
Play True



Change
Direction

Play True

Play True

Didn't
Play True



Change
Direction

Play True

+4

Change
Color

Change
Color



Lifestyle

Cheated

+2

Lifestyle

Lifestyle

Cheated

+2

Lifestyle

Lifestyle

Blamed your
Teammates

Miss a
turn

Lifestyle

Lifestyle

Blamed your
Teammates

Miss a
turn

Lifestyle

Lifestyle

Didn't
Play True



Change
Direction

Lifestyle

Lifestyle

Didn't
Play True



Change
Direction

Lifestyle

+4

Change
Color

Change
Color



Attitude

Cheated

+2

Attitude

Attitude

Cheated

+2

Attitude

Attitude

Blamed your
Teammates

Miss a
turn

Attitude

Attitude

Blamed your
Teammates

Miss a
turn

Attitude

Attitude

Didn't
Play True



Change
Direction

Attitude

Attitude

Didn't
Play True



Change
Direction

Attitude

+4

Change
Color

Change
Color

Get the Facts...

Doping is not only unethical - it is dangerous to your health... Why?

- Most of the medications used for doping were created for people with specific diseases or health problems. They were not created to be used by healthy athletes.
- Athletes who dope often take the substances in higher doses than recommended and in combination with other medications.
- Many of the substances doping athletes take are made illegally. They could be contaminated or may not have been tested clinically and these could cause serious health problems or even cause death.

What about dietary, nutritional or herbal substances?

Supplement companies do not have to follow the same manufacturing and labelling practices as pharmaceutical companies. You never really know if what you are putting into your body is what you think you are. You could be taking a banned substance without even knowing it!



Get the Facts...

The side effects of some doping substances:

Steroids

- Psychological dependence, increased aggression and mood swings
- Increased risk of liver and cardiovascular disease
- High blood pressure
- Acne and baldness

Also in males

- Shrinking testicles
- Sexual side effects (reduced sperm production, impotence, libido disorders)
- Breast growth

Also in females

- Development of male features (deepening of the voice and excessive hair growth on face and body)
- Abnormal menstrual cycles
- Enlarged clitoris

Marijuana

Long-term use can result in the following health consequences:

- Psychological and physical (withdrawal) dependence
- Loss of attention and motivation
- Impaired memory and learning abilities
- Weakening of the immune system
- Respiratory diseases such as lung and throat cancer and chronic bronchitis
- Psychosis



Get the Facts...

Stimulants

- Psychological and physical (withdrawal) dependence, anxiety and aggression
- Increased and irregular heart rate and increased blood pressure
- Increased risk of stroke, cardiac arrhythmia and heart attack
- Dehydration
- Problems with coordination and balance
- Tremors
- Insomnia
- Memory loss
- Loss of appetite

EPO (erythropoietin)

- Increased blood viscosity (thickness/stickiness)
- Pulmonary embolism
- Increased risk of heart attack and stroke
- General weakness
- High blood pressure

hGH (Human Growth Hormone)

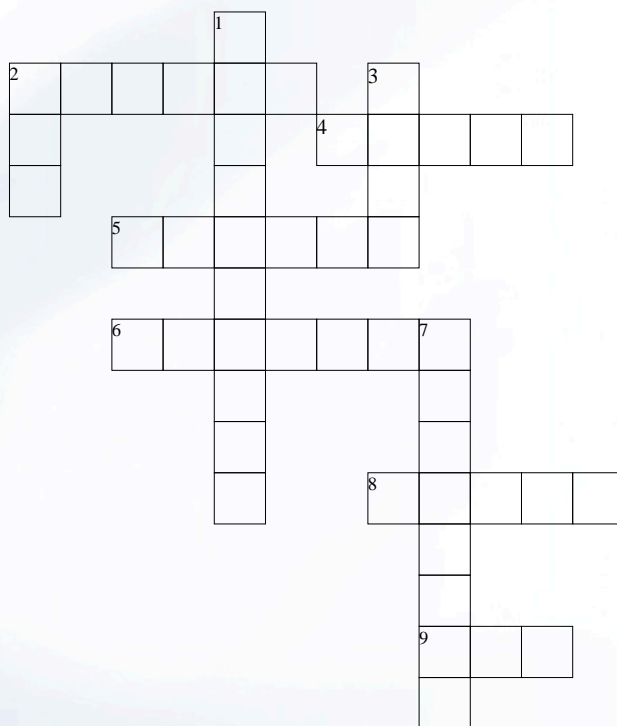
- Severe headaches
- Loss of vision
- High blood pressure and heart failure
- Diabetes and tumors
- Crippling arthritis
- Irreversible acromegaly (enlargement of the hands and feet, and protruding forehead, brow, skull and jaw)
- Liver and thyroid damage
- Heart enlargement
- Water retention



Recognizing the Dangers of Doping

Are you aware of the side effects of using a banned substance?

Complete the crossword below by identifying the risks associated with doping substances.



Across:

2 - Doping is dangerous because athletes often take the substances in higher _____.

4 - True or False: Supplement companies have to follow the same manufacturing and labeling practices as pharmaceutical companies.

5 - Athletes should take great caution when using a dietary supplement since they could contain a _____ substance.

6 - Using this banned substance could result in shrinking testicles and breast growth in men, deepening voice and hair growth in women.

8 - Using a contaminated substance that was illegally produced could result in serious health problems or even _____.

9 - Using this substance could result in your blood becoming thick and sticky.

Down:

1 - Using steroids, marijuana or stimulants could result in this common side effect: Psychological _____.

2 - Using this substance could cause crippling arthritis, loss of vision and cause your hands and feet to become enlarged.

3 - A person who uses steroids could become _____.

7 - Most medications used for doping were created for the treatment of specific _____.

Doping Substances and their Health Consequences

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Why is doping so dangerous?

We know that doping is dangerous to an athlete's health...But why?

- Studies on substances for therapeutic reasons, not for doping
- Substances or methods used by athletes are developed for people with health problems
- Athletes using prohibited substances :
 - ✓ Are not always followed by a doctor
 - ✓ Often take larger doses
 - ✓ Might use in combination with other substances
- Are often illegal or counterfeit substances that are not regulated

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How does a substance become prohibited?

What is the Prohibited List?

It is the document identifying the substances and methods that are prohibited in-competition, out-of-competition, and in particular sports.

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How does a substance become prohibited?

What are the criteria for adding a substance to the List?

Must meet any 2 of the following 3 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.

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Steroids

General side effects:



- Psychological dependence
- Increased aggression
- Mood swings
- Increased risk of liver disease
- Increased risk of cardiovascular disease
- High blood pressure
- Acne
- Baldness

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Steroids

Also in Males:



- Shrinking testicles
- Sexual side effects (reduced sperm production, impotence, libido disorders)
- Breast growth

Also in Females:



- Deepening of voice
- Excessive hair growth on face & body
- Abnormal menstrual cycles
- Enlarged clitoris

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Steroids

Also in Adolescents:



- Premature puberty
- Stunted growth as a result of premature closure of the growth plates of the bones

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Cannabinoids (Marijuana)

Long-term use may result in:



- Psychological dependence
- Physical dependence (withdrawal)
- Loss of attention and motivation
- Impaired memory and learning abilities
- Weakening of the immune system
- Respiratory diseases (lung cancer, throat cancer & chronic bronchitis)
- Psychosis

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Stimulants



- Psychological and physical (withdrawal) dependence
- Anxiety and Aggression
- Increased and irregular heart rate
- Increased blood pressure
- Increased risk of stroke and heart attack
- Dehydration
- Problems with coordination and balance
- Tremors
- Insomnia
- Memory loss
- Loss of appetite

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Erythropoietin (EPO)



- Increased blood viscosity (thickness/stickiness)
- Pulmonary embolism
- Increased risk of heart attack and stroke
- General weakness
- High blood pressure

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Human Growth Hormone (hGH)



- Severe headaches
- Loss of vision
- High blood pressure and heart failure
- Diabetes and tumors
- Crippling arthritis
- Irreversible acromegaly
 - Enlargement of the hands & feet
 - Protruding forehead, brow, skull & jaw
- Heart enlargement
- Water retention
- Liver and thyroid damage

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Case Studies

The following cases have been modified from actual stories posted on the Taylor Hooton Foundation Web site (<http://www.taylorhooton.org>).

Case 1 - Rob

Rob was like many boys. An all around great kid, he grew up playing baseball, emulating his favorite sports heroes, and dreaming of making it to the major leagues.

As early as high school, Rob was encouraged by some of his coaches to add supplements and other weight gaining compounds to a muscle-building training program. He was actually provided creatine as well as weight gainers and protein powders.

He was thriving, happy, and successful. His hitting, running speed, throwing arm strength, and defensive skills were considered excellent. Nonetheless, he was told the only way he could improve his game was to “get bigger.” When supplements and workouts did not produce the desired results, Rob turned to steroids, which he obtained from his trainer.

Rob began to gain weight, his upper body muscle mass increased, he began losing hair, had acne on his back and shoulders and his mood became irrational with Rob falling prey to uncontrollable rages. He was once placed with Psychiatric Emergency Services after assaulting his father and threatening suicide.



Case Studies

Case 2 - Taylor

Those who knew Taylor described him as a young man who smiled often, was popular with girls and had many friends. Taylor began to develop acne on his back and to exhibit signs of aggressiveness and irritability that are often associated with steroid use. He flew into rages, then would become tearfully apologetic. He took several hundred dollars from his parents' bank account without permission. He would pound on the floor with his fists in anger. Once he punched a wall and injured a knuckle on his pitching hand.

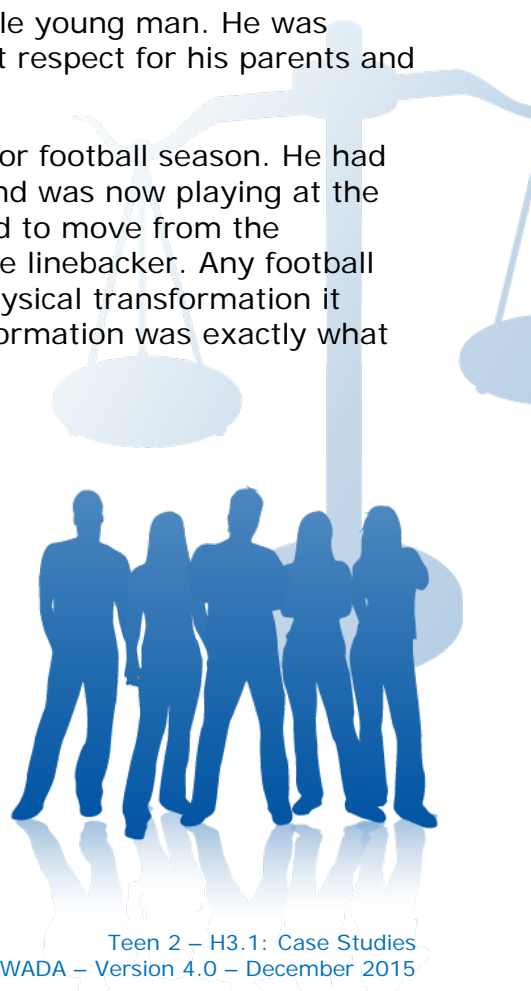
Taylor was tested for drugs. When the test came back clean, Taylor told his parents, "I told you I hadn't been doing anything." His parents later discovered that the screening had only involved recreational drugs, not steroids.

Case 3 - Efrain

At age 19, Efrain had grown to be a fine, respectable young man. He was fiercely committed to his family. He had the highest respect for his parents and he was very kind hearted.

Efrain had been secretly using steroids to prepare for football season. He had been a standout offensive lineman in high school and was now playing at the junior college level. However, he decided he wanted to move from the offensive line to more of a "glory" position as middle linebacker. Any football fan seeing Efrain would recognize the significant physical transformation it would take for him to make that move. That transformation was exactly what he was after when he turned to steroids.

Efrain began having episodes of paranoia and deep depression. He told his parents that during one of his college classes he felt people were looking at him and laughing. His mood swings, his rages, his depression, his obsession with his appearance, his rapid fat loss and muscle gain – all were "below the radar" because his parents were, regrettably, unaware.



Case Studies

Case 4 – Dionne

She just wanted six-pack abs. So in the summer of 2003, Dionne, a 17-year-old high school cheerleader, gymnast, and vice president of her high school class, made a decision she regrets. She bought anabolic steroids from a boy on the school football team.

"Nobody frowned upon it," she says. "It was easier for me to get those than it probably was to buy beer."

But after injecting herself with Winstrol every other day for five weeks, she became suicidal. She had no idea of the psychological or physical effects steroids would have on her mind or body. Instead of six-pack abs, Dionne gained 10 pounds of muscle. She ate everything in sight. This wasn't what she wanted!

She began to fight with her parents and friends. She was miserable and wasn't sure what she wanted. With her life spiraling out of control and not knowing what else to do or where to go for help, Dionne tried to commit suicide, twice.



Teen Unit 3:

How do we Protect Sport from Doping?

Introduction

The ultimate goal in fighting doping in sport is to promote healthy, fair and equal competition, and therefore preserving the athlete's right to clean sport. There are three ways in which doping in sport is fought, namely: detection, deterrence and prevention. The role of these three areas will be explored in this unit.

Detection: What most people know about doping in sport is what is reported in the media. We know that athletes test positive for substances that are banned. We know that they can be sanctioned and suspended from sport. But what organizations are responsible for this? What exactly is the process that an athlete goes through to determine whether he/she is using a banned substance? In this unit, students will be introduced to the sample collection process.

Deterrence: What discourages us from engaging in any risky behaviour? Is it the fear of getting caught? Is it simply because we know it is wrong? Is it the consequences of engaging in the behavior, whether it is social, physical or emotional? In this section of the unit, students will reflect on the factors that deter them from engaging in risky behaviour. The focus will be on what rules are in place and the consequences of breaking these rules.

Prevention: If there were no anti-doping rules, why would athletes compete cleanly? What would stop them then? For athletes who are not tested, such as those at the school level, what stops them from using doping substances? What are the social consequences of doping? How do values and morals come into play? In this section of the unit, students will be encouraged to think of ways to prevent athletes or students in their school from engaging in doping and reinforce the Spirit of Sport Values.

What topics will be covered in this unit:

- What does the doping control process involve?
- What happens when a laboratory analysis reveals a positive?
- What sanctions are imposed?
- How can doping be prevented?

What activities will be presented in this unit:

- Understanding the Doping Control Process
- Applying Sanctions
- Doping Prevention Campaign

What resources are included in this unit:

- *Doping Control Process Handout*
- *What Happens Once the Sample is Collected Handout*

What skills will be put into practice in this unit:

- Critical thinking
- Reading comprehension
- Written expression
- Oral expression
- Collaborative learning

Lesson 1: Protecting Sport from Doping



Purpose: The purpose of this lesson is to introduce students to the sample collection and post-collection processes.



Materials included:

- *Doping Control Process Handout*
- *What Happens Once the Sample is Collected Handout*
- *Applying Sanctions Worksheet*
- *Doping Control Process Worksheet*



Learning objectives:

- To introduce students to the sample collection process
- To introduce students to the post sample collection process
- To have students consider the importance of anti-doping rules
- To have students consider whether anti-doping rules violate athlete rights

Detection: The sample collection process

Background: There are often media reports of an athlete testing positive, but very little, if any, information is provided on how an athlete is tested. This section provides an overview of the doping control process. Athlete testing or doping controls are conducted in the same way around the world and must follow the procedures outlined in the World Anti-Doping Code (Code) and the International Standard for Testing and Investigations (ISTI). Athletes who compete at the international and national level may be tested anytime, anywhere, by specially trained and accredited doping control personnel.

What is involved when an athlete is tested for performance enhancing substances (doping control)?

- **Discussion:** Ask students to name athletes who have tested positive or have been banned from sport because they use performance enhancing substances. Responses may include:

- Athletics: Ben Johnson (1988, Canada); Dwain Chambers (2003, UK); Justin Gatlin (2006, USA)
- Cycling: Lance Armstrong (2012, USA); Floyd Landis (2006, USA); Tammy Thomas (2000 & 2001, USA)
- Skiing: Olga Danilova (2002, Russia)
- Weightlifting: 11 Greek weightlifters and 11 Bulgarian weightlifters tested positive leading up to the 2008 Beijing Olympics
- Soccer/football: René Higuita (2004, Colombia); Fernando Couto (2001, Portugal)
- Baseball: Alex Rodriguez (2013, Dominican Republic) suspended for a season of major league baseball.

Note: You may wish to include local doping cases as well. You can find examples on Wikipedia (see link below). Although this list is not official or exhaustive, it is a good resource to find examples of athletes who have tested positive from your region or from a sport that is popular with your students.

http://en.wikipedia.org/wiki/List_of_athletes_found_guilty_of_using_banned_drugs

- **Activity:** Ask students how they think an athlete is “caught” taking a banned substance. What do they know about collecting a sample for doping control? Ask students how they think athletes are selected to be tested.
- Provide students with the *Doping Control Process* handout, which outlines how athletes are selected for testing as well as the steps for collecting and processing a sample.

Note: A handout with questions to accompany the Doping Control Process handout is included. These questions could be given to students to complete individually or in small groups, could be used as the basis of an in-class debate or could simply be used to facilitate a teacher-centered discussion. The box on the following page contains the questions included in the handout as well as possible responses.

The following are possible responses to the questions included in the Doping Control Process Questions handout. Not all answers are found in the text of the Doping Control Process handout. These are included to encourage students to think critically about why rules are put into place.

- 1) *Why is it important that all countries and all sports follow the same rules?*
 - To ensure that all athletes - no matter where they are competing, being tested or which sport they are competing in – are treated in the same way.
- 2) *Why do you think it is important that athletes are tested in-competition and out-of-competition?*
 - If athletes were only tested in-competition, athletes could be taking substances between competitions that could be out of their systems by the time they were tested, but the benefits of taking the substance could last. If athletes were only tested out-of-competition, athletes could take substances at the time of competition that could give them an unfair advantage but would not be detected by the time the athlete was tested.
 - There are several reasons why athletes are tested for performance enhancing substances, a major reason being to preserve the health of athletes. By only testing in- or out-of-competition, athletes could be putting their health at risk by taking a substance because they know they will not get caught.
- 3) *Do you think it is fair that athletes can be tested anytime and anywhere? Why? Why not?*
 - Testing is done to ensure that the rights of the clean athletes are preserved.
 - Athletes are tested anytime and anywhere to add to the element of surprise. If the athlete knows he/she is going to be tested, he/she could cover-up the fact that he/she is using substances by taking a masking-agent, using someone else's urine, etc..
- 4) *Do you think it is fair that athletes should have to tell Anti-Doping Organizations where they are and when? Why? Why not?*
 - Whether we are a student or an athlete, we have certain responsibilities. Students have to provide a note when they miss school and they have homework that they must do. Being an elite level athlete comes with responsibilities. Part of the homework athletes have to complete is to submit whereabouts information stating where they will be and when. This lets the organizations that coordinate testing know when they are available to be tested.
- 5) *Do you think it is fair that someone witnesses the athlete providing his or her sample? Why? Why not?*
 - Testing is done to ensure that the rights of the clean athletes are preserved and a clean athlete has nothing to hide. Unfortunately because there are athletes who try to cheat the system, having someone observe the passing of the sample ensures its integrity.

Deterrence: Sanctioning

Note: This section explores the process that is undertaken once a sample has been analyzed at a WADA accredited laboratory and a positive result has been found. The material included has been simplified. For more detail on the process and sanctions, please refer to the World Anti-Doping Code, which can be consulted on our Web site at the following location:

<https://www.wada-ama.org/en/resources/world-anti-doping-program/sanctions-under-the-code>

What is the process once a positive sample is found?

- **Discussion:** Ask students what prevents them from doing something “wrong.” Responses may include:

- Fear of getting caught
- Knowing it is wrong
- Worried about how people will treat me
- Worries about my parents/teachers being angry
- Possibility of getting hurt

- Ask students if they would still break a rule if they knew that there was no way that they would get caught or no consequences for being caught.
- Explain to students that in previous activities you looked at doping from an ethical and health consequences point of view. In this section they will look at the rules and sanctions for doping.
- Explain to students that once a sample is collected, it is sent to a WADA accredited laboratory to be analyzed.

Note: A list of WADA accredited laboratories can be found on WADA's Web site, at the following location:

<https://www.wada-ama.org/en/what-we-do/science-medical/laboratories/accredited-laboratories>.

- **Activity:** Provide students with the *Post-Collection Process* handout, which outlines the process an Anti-Doping Organization follows when the laboratory reports finding a prohibited substance in a sample. The handout also outlines the athlete's rights.
- Ask students, either individually or in small groups, to create a diagram illustrating the post-collection process.

Stages in the post-collection process –

- Laboratory detects a prohibited substance or method in an athlete's sample.
- The International Federation (IF) or National Anti-Doping Organization (NADO) is advised of the findings.
- The IF or NADO conducts an initial review to see if the athlete has a valid Therapeutic Use Exemption (TUE) for the substance.
- If the athlete has a valid TUE, no further action. If the athlete does not have a valid TUE, the athlete is notified that a prohibited substance or method was found in his/her sample.
- The athlete can request to have his/her B sample analyzed.
- If the B sample does not confirm the findings of the A sample, no further action. If the B sample does confirm the findings of the A sample, the athlete has the right to a hearing and can appeal any sanction imposed.
- A sanction is imposed based on the substance found, circumstances and whether or not it was a first time offence.

- Provide students with the *Applying Sanctions* worksheet. This activity asks students to decide what type of sanction will be given to the athlete in each case, based on the information provided in the *Post-Collection Process* handout.

Applying Sanctions Worksheet – Answer Key

Case 1: Christie (in-competition)

- Anti-doping rule violation: Use of a prohibited substance
- Sanction: 2 years, loses points towards ranking, has to return prize money

Case 2: Jonathan

- Anti-doping rule violation: Has twice not submitted updated whereabouts and has missed a test (not at training site as indicated in whereabouts information submitted). This is a combination of three missed tests and failures to provide accurate whereabouts information in 12 months.
- Sanction: 1-2 years

Case 3: Suzie

- Anti-doping rule violation: Administering a prohibited substance
- Sanction: Lifetime ban (since this was her second anti-doping rule violation, since she was sanctioned as an athlete and again as a coach)

Prevention: Making the right decision

Background: We fight doping by testing athletes and imposing sanctions. Another component is launching campaigns, where athletes and the public are provided with the information they need to make the decision to follow the doping or the anti-doping path. In this section, students will come-up with their own prevention strategy.

- **Discussion:** Ask students if they know of any prevention campaigns. Responses may include:

- AIDS/HIV
- Tobacco/smoking
- Road safety
- Drinking and driving
- Drugs

- Ask students to explain the typical elements of these campaigns, including:
 - Medium of delivery
 - Components of the program
 - What works?
 - What doesn't work?
- **Activity:** Explain to students that they will be asked to create their own Doping Prevention Campaign. In creating their campaign, students should consider the following:
 - Target audience: Who is the campaign aimed at? Elite athletes? Young athletes? Students at your school? General public?
 - Key messages: What are the key messages that they want to convey to their target audience?
 - Medium: What is the best way to deliver the message? Their campaign can take any form (as long as they are able to bring it to life), including a poster, video, music, skit, game, art project, etc..

- Implementation: What is their strategy for implementing their program? This could simply be a plan rather than actually carrying out all of the activities. For example, if students decide to have a poster campaign, they should say where they would put their posters in order to have the greatest exposure/reach. If they create a video, they should say where it would broadcast/distributed.
- Evaluation: Was their campaign successful? How do you measure the success of a campaign? Again, this could be something that students report on rather than actually implement. Ideas may include a survey, the number of positive tests, etc..

Note: This activity could be done individually or in small groups. You may wish to have students provide a project plan or report summarizing the points above. Alternatively, you may wish to have students orally present their campaign to their classmates.

Note: WADA would appreciate seeing/reading what your students have to say. Please feel free to send WADA your students' work (written, filmed, pictures) by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
Attention: Education Department
Stock Exchange Tower
800 Place Victoria (Suite 1700)
PO Box 120
Montreal, QC
H4Z 1B7

Doping Control Process

Athletes competing at a national or international level may be selected for doping control. The term doping control refers to the process where athletes are asked to provide a urine and/or blood sample to make sure that they are not taking a prohibited, or banned, substance. Athlete testing or doping controls are conducted in the same way around the world and must follow the procedures outlined in the World Anti-Doping Code (Code) and the International Standard for Testing and Investigations (ISTI). Athletes may be tested anytime, anywhere, by specially trained and accredited doping control personnel.

How are athletes selected for doping control?

Under the Code, Anti-Doping Organizations must plan and implement an effective number of in-competition and out-of-competition tests. As part of this plan, Anti-Doping Organizations create a pool of athletes that they will use to select from for testing. This is referred to a Registered Testing Pool. Anti-Doping Organizations can also test athletes that are not part of a Registered Testing Pool.

When are athletes tested?

Athletes can be tested anytime and anywhere. They are not told when or where they will be tested, but they must give Anti-Doping Organizations information about their daily schedules. This includes when they will be training, competing, studying, working, and travelling.

An Anti-Doping Organization can decide to collect samples at a competition or event. This is called *in-competition testing*. For in-competition testing, the Anti-Doping Organization will set criteria for how to select athletes for doping control, for example this could be done randomly or based on the finishing position or athletes could be targeted for testing.

An Anti-Doping Organization can also decide to collect samples *out-of-competition*. For out-of-competition testing, doping control personnel could



Doping Control Process

collect samples from an athlete at his/her training site or even his/her home. The Anti-Doping Organization will tell the doping control personnel who to test.

How are samples collected?

There are several steps in the doping control process. Samples are collected in the same way in all countries and in all sports.

Notification:

Doping control personnel will notify the athlete that he or she was selected for doping control. At this time, the athlete is informed of his/or her rights and responsibilities, including the right to have a representative present through the doping control process. The athlete is asked to sign a form confirming that he or she has been notified that he or she was selected for doping control. The athlete will be accompanied by a member of the doping control personnel from the time he/she is notified until he/she completes the doping control process.

Reporting to the doping control station:

Athletes are required to report to the doping control station, or the area where the sample will be processed, as soon as possible after being notified that they have been selected for doping control. If an athlete has to delay reporting to the doping control station, because of a press conference, medal ceremony, or to continue competing or training, he or she will be accompanied by doping control personnel.

Providing a sample:

When an athlete is ready to provide a urine sample, someone from the doping control personnel, of the same gender as the athlete, will accompany the athlete to the toilet area. The athlete will provide the urine sample in full view of the doping control personnel. This is to help prevent possible manipulation of the sample.

Splitting the sample:

When the athlete returns to the doping control station with his or her sample, the doping control personnel will ask him or



Doping Control Process

her to split the sample between two bottles and seal it. The split samples are referred to as the athlete's A sample and B sample. When the sealed samples are sent to the laboratory for analysis, the A sample is analyzed and the B sample is kept in a freezer in case it is needed to confirm the results of the A sample analysis.

Completion of the doping control form:

A form is completed during the doping control process. This form provides information to the Anti-Doping Organization, such as the athlete's address, and any medications the athlete had taken recently. A number is assigned to the sample which is also written on the form. A copy of the form goes to the laboratory with the sample. The laboratory copy of the form will not contain any information that could identify the athlete. Only the sample code number is included. Before signing the form, the athlete will review the form to ensure that all of the information is correct and can write any comments or concerns he or she has about the process on the form.

The laboratory process:

Samples are packaged for shipping to ensure that the security is tracked. The samples are sent to a WADA accredited laboratory. The laboratory will inspect the samples upon their arrival to ensure there is not evidence of tampering. The laboratory will analyze the A sample for substances on the Prohibited List. The laboratory will report the results the of the sample analysis to the Anti-Doping Organization.



Doping Control Process

Answer the questions below, based on what you have learned about the doping control process.

- 1) Why is it important that all countries and all sports follow the same rules?

- 2) Why do you think it is important that athletes are tested in-competition and out-of-competition?

- 3) Do you think it is fair that athletes can be tested anytime and anywhere? Why? Why not?

- 4) Do you think it is fair that athletes should have to tell Anti-Doping Organizations where they are and when? Why? Why not?

- 5) Do you think it is fair that someone witnesses the athlete providing his or her sample? Why? Why not?



Post-Collection Process

What happens once the sample is collected?

What process does the sample undergo between being collected and the report of an athlete testing positive?

The sample arrives at the laboratory

Once an athlete provides a sample and it is sealed in the appropriate container, prepared for shipping, and is delivered to a laboratory for analysis. Only laboratories that have received accreditation or official approval from the World Anti-Doping Agency (WADA) can analyze samples for doping control. These laboratories must follow the same guidelines, which are given to them by WADA.

The results are in

After analyzing the sample, the laboratory will send the results to the organization that requested the test. If a laboratory discovers an adverse analytical finding, a potential positive test, the results will be sent to the Anti-Doping Organization that authorized the test, the International Federation that governs the sport the athlete competes in and WADA.

Therapeutic Use Exemption (TUE)

When the laboratory reports an adverse analytical finding, the National Anti-Doping Organization will review results and verify whether the athlete received permission to use the substance that the laboratory found in the athlete's system.

Athletes, like all others, may have illnesses or conditions that require them to take particular medications. If the medication an athlete has to take falls under the Prohibited List, he/she can receive permission to take the medication



Post-Collection Process

by applying for a Therapeutic Use Exemption (TUE). However, an athlete has to prove, with medical evidence that this medication is needed. The athlete is not allowed to take the medication until the TUE is approved.

If it is determined that an athlete has a TUE for the prohibited substance found in the sample, no further action is taken. It is not considered a positive test and the athlete will not be sanctioned.

Athlete is notified

If it is determined that the athlete did not have a TUE for the substance found in the sample, the athlete will be advised that his/her sample has come back positive for a prohibited substance.

Athlete's rights

Once an athlete has been advised of the positive test the athlete or his/her representative has the right to have the B sample analyzed. The athlete has the right to be present when the B sample is opened. When any sample is collected, it is split into an A and B sample to ensure that the results were not due to an error in the laboratory process. Should the B sample have the same result as the A sample the athlete has the right to present evidence at a hearing. Even if the positive test is up-held after the hearing and a sanction is imposed, the athlete can appeal the sanction.

Sanctions

The sanction or consequences for a positive test depends on the type of violation, the circumstances of the case, which substance the athlete took, and whether this was a first time or repeat violation. Any results, medals, points and/or prizes won during a competition where an athlete tests positive will be lost.



Post-Collection Process

Type of Violation	Range of Sanctions
Possession or use of a prohibited substance	Minimum – Reprimand (with proof of contaminated products on specified substances) Standard – 2-4 years
Refusing to be tested	Standard – 4 years
Trafficking or administering	First violation – 4 years to lifetime
Combination of 3 whereabouts failures (within 12 months)	First violation – 2 years

Please note that in some cases sanctions can go up to a lifetime ban.



Post-Collection Process

Type of Violation	Range of Sanctions
Tampering with the testing process	Standard – 4 years
Encouraging or assisting athlete to dope or providing a doping substance	Standard – 2 - 4 years
Administration	Standard – 4 years to lifetime
Prohibited Association	Standard – 2 years

Please be aware that sanctions can go up to a lifetime ban in some cases



Applying Sanctions

Which sanction should be applied to each case? For each of the cases below, determine:

- 1) Which anti-doping rule did the athlete violate?
- 2) What sanction should be imposed on the athlete?

Christie is an international-level tennis player. She recently placed third at a tournament, which helped her move up in the rankings and giving her prize money. Ten days later, Christie received a letter from her sport federation advising her that the sample that was collected during the tournament had nandrolone (an anabolic steroid) in it. Christie asked to have her B sample analyzed, which also came back positive for nandrolone.

-

As a world-class hurdler, Jonathan has to let his International Federation know when and where he is training, competing, living and working. Like all athletes competing at this level, he has to submit whereabouts information on a regular basis and make sure it is up-to-date. Jonathan doesn't enjoy doing this type of paper work – he just wants to be an athlete! His International Federation has warned him that he has missed submitting his whereabouts twice. Finally, he was not at the track when he had indicated in his whereabouts.

-

Suzie was a good basketball player in college. She had a scholarship to attend a good school, but all of that was lost when she was caught selling steroids to a teammate. She lost her scholarship and was given a four year ban from competing. 15 years later, Suzie had changed her life around and was now coaching basketball. She was finally clearing her name. That is until one of her players tested positive for human growth hormone and it was revealed that it was Suzie that had given it to her.

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Teen Unit 4: Taking Sides

Introduction

Now that students are aware of why organizations such as the World Anti-Doping Agency (WADA) fight doping in sport, have students share what they think. This section provides suggested topics, activities and resources that provide for an opportunity to presenting different positions on anti-doping issues, although students may be invited to come-up with their own topics that are of interest to them.

What topics will be covered in this unit:

- Review of all material included in the Tool Kit

What activities will be presented in this unit:

- A debate
- Oral presentation
- Position paper

What resources are included in this unit:

- *Why Fight Doping* Handout
- *Medical Supervised Doping* Handout

What skills will be put into practice in this unit:

- Critical thinking
- Reading comprehension
- Written expression
- Oral expression
- Collaborative learning

Lesson 1: Debating the Issue of Doping in Sport



Purpose: The purpose of this lesson is to have students think critically about the issue of doping, athlete rights, the role of values and the role sport plays in society in general.



Materials included:

- *Why Fight Doping* Handout
- *Medical Supervised Doping* Handout



Learning objective:

- To consider the difference sources of influence in an athlete's decision making process regarding doping

Suggested Activities:

Background: Several activities and resources are presented in this section as a way of having students review and think critically about what they learned about doping. You may wish to have all students complete the same activity or allow students to choose which type of activity they wish to complete.

- Debate:
 - The debates could be done in small groups (2-3 students) or individually.
 - Allow students to choose a topic and a side for the debate. Alternatively, students could be assigned to a topic and side. Provide students with the necessary time to research the topic and prepare their arguments (1-2 weeks). Ensure that at least one student/group is assigned to the pro and con side for each topic.
 - Beginning with the pro side, allow each side 5-7 minutes for the initial presentation of their position.
 - Following the initial presentation, provide students with a few minutes to prepare for their rebuttal.
 - Beginning with the con side, allow each side 3 minutes to present their rebuttal.
 - Allow the rest of the class to ask questions.
- Oral presentation:
 - Allow students to choose or assign each student a topic and position.
 - Ask students to prepare a 5-10 minute oral presentation presenting their position. Student arguments should be supported by facts as well as personal opinion.
 - Allow the rest of the class to ask questions.
- Position paper:
 - Allow students to choose or assign each student a topic and position.
 - Ask students to write an essay or composition presenting the topic and position. Provide students with guidelines on length.
 - Explain to students that the paper should include an introduction (introducing the topic, providing background and state position on the topic), counterarguments (summarizing counterarguments and refute these claims), presentation of their arguments and a conclusion.

- Research report:
 - Allow students to choose or assign each student a topic.
 - Ask students to research and to present both sides of the topic in a written format. Provide students with guidelines on length.
 - The paper should include an introduction (introduce the topic and background), body (present a summary of the points from both the pro and con position) and conclusion (summarize in a paragraph or two what was presented and present your position based on all the information presented).

Suggested topics:

- “If all athletes are allowed to dope, then sport is fair”
- “Doping under supervision is safe”
- “Doping rules go against athletes’ rights”
- “Doped athletes are too far ahead to be caught up”
- “Gene manipulation should be allowed to put athletes at a level playing field”

Suggested resources:

Note: Although the following resources were not specifically for teenagers, they may be useful in assisting with their research/preparation.

- Gene Doping:
 - Issue 1/2005 of WADA’s Play True Magazine - https://wada-main-prod.s3.amazonaws.com/resources/files/PlayTrue_2005_1_Gene_Doping_EN.pdf
 - Issue 2/2007 of WADA’s Play True Magazine - https://wada-main-prod.s3.amazonaws.com/resources/files/PlayTrue_2007_2_Science_Honing_1n_On_Doping_EN.pdf
 - Issue 3/2008 of WADA’s Play True Magazine - https://wada-main-prod.s3.amazonaws.com/resources/files/PlayTrue_2008_3_Levelling_the_Playing_Field_EN.pdf
 - Gene Doping brochure created by Anti-Doping Switzerland - <http://antidoping-quiz.prod.lernetz.ch/player/47>
- Ethical rationale:
 - Handout – “An Open Letter to Those Promoting Medical Supervision of Doping”
 - Handout – “Why Fight Doping”
- Health Consequences of doping:
 - Handout – “Get the Facts” (see Health Consequences section of this Tool Kit).

Note: WADA would appreciate seeing/reading what your students have to say. Please feel free to send WADA your students’ work (written, filmed, pictures) by e-mail (info@wada-ama.org), by fax (+1 514 904 4451) or by post:

World Anti-Doping Agency
 Attention: Education Department
 Stock Exchange Tower
 800 Place Victoria (Suite 1700)
 PO Box 120
 Montreal, QC
 H4Z 1B7

Why Fight Doping?

There are many reasons to support the fight against doping in sport. Some of these reasons are explored in the text below.

Rules of the Game

What would your favorite sport be like if there were no rules? You could play with as many players on the field or court as you wanted. There could be many balls on the field at the same time. There were no lines on the track or lanes in the pool. There were no boundaries on the field of play.

Rules ensure that, all other things being equal, competitors have an equal chance of winning, thereby maintaining the excitement inherent to sport. Sports are fun to watch or play because you never really know who is going to win and who will lose.

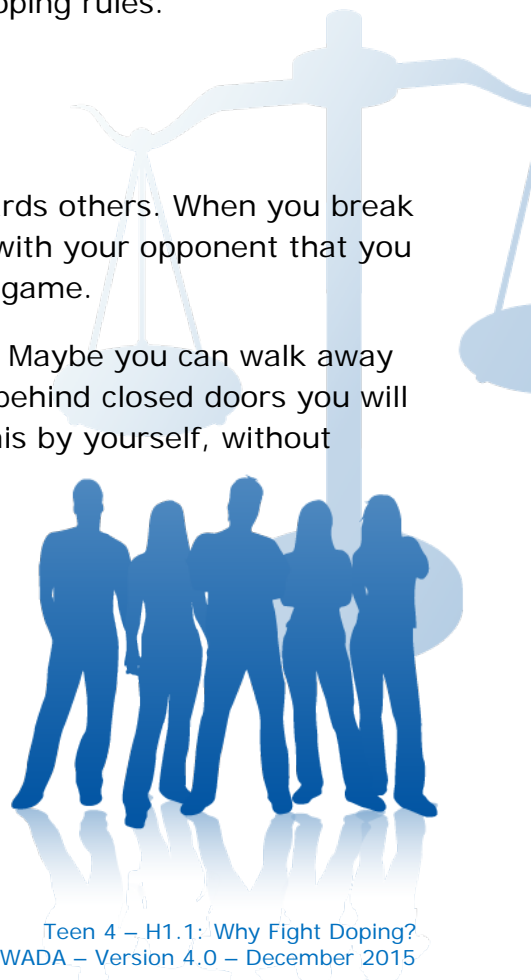
There are rules about the length of hockey sticks. Some sports have weight or age categories. All rules are designed to prevent any participant from taking an unfair advantage over another. Including anti-doping rules.

Personal Integrity

Cheating is disrespectful towards yourself and towards others. When you break the rules, you break the agreement that you have with your opponent that you are fighting the same good fight, playing the same game.

Does a victory obtained by cheating feel the same? Maybe you can walk away with the medal, the prize, the fame and glory, but behind closed doors you will always wonder whether you could have achieved this by yourself, without artificial means.

You are entitled to expect your opponents to respect you. The fight against doping in sport is also meant to ensure that cheaters are not allowed to compete against clean athletes.



Why Fight Doping?

Anti-Doping Rules Protect Athlete Rights

Anti-doping rules protect the right of athletes to compete in sport and against others free from doping. This protects athletes from feeling compelled to dope to be competitive. It ensures healthy and safe competition.

Anti-doping rules seek to protect the Spirit of Sport and ensure that sport remains a worthy human activity. It ensures that youth and future athletes are provided with doping-free role models.



What about Supervised Doping?

An Open Letter to Those Promoting Medical Supervision of Doping

By Dr Alain Garnier

Medical Director, World Anti-Doping Agency

Lausanne, Switzerland, August 11, 2006

Following recent declarations of certain doctors who consider that doping is necessary and even healthy for athletes, it is time to reaffirm, once again and without equivocation, some very basic principles in medical practice and deontology.

If one is considering, in one's role as a sports physician, that elite sport is not healthy, then it means that this kind of practice is not well adapted to human physiology. If this is true, then it is difficult to justify the support and involvement of physicians in sports. After all, medical doctors have the obligation to protect the health of the athletes.

If a particular situation in sports is not compatible with human physiology and may be detrimental to the health of the athlete, one has in fact only two options: to change the sport or the rules that govern that sport to make it more compatible with the human condition, or to adapt athletes to the sport. The former is the action supported by the scientific literature in physiology, public health, and occupational medicine. The latter, regrettably chosen by certain doctors, leads one to justify doping as "indispensable."

To change sport or to change humans?
That is the question. Given the imminence of gene therapy, we must not delay in addressing this question once and for all.



What about Supervised Doping?

Always and without exception, a medical doctor should follow the principles of medical practice and defend the health of the athlete, independent of the level of competition or the potential economic consequences. In turn, sport organizations should always ensure this right to physicians, guaranteeing physicians independence in their medical decisions and protecting them from conflicts of interest. When faced with a situation that poses a threat to the athlete's health, a physician should neither accept the situation, nor act to render it bearable. Not following these basic principles of medical ethics leads to very serious consequences. Should a physician confronted with torture propose medical support in order to make it less detrimental to the individual? Certainly not, but those who propose medical supervision for doping are following exactly the same distorted logic.

In addition to the ethical reasons presented above, many other medical arguments oppose the acceptance of medically supervised doping.

Regardless of whether drugs or methods used for doping purposes can effectively enhance performance, there exists no scientific evidence that such practices are healthy, particularly in the mid- and long-term. Depending on the nature of the substance used for doping, the athlete may be able to compete for a longer time, perform faster, tolerate higher workloads, or better withstand pain—but these are certainly far from beneficial to health.

To illustrate this point, one should consider a question frequently asked of physicians: in case of injury or fever, what should the legitimate medical attitude be? In general medical practice, the answer is always clear. Why should it be any different in sport? Can one imagine a doctor prescribing amphetamines to a truck driver because he or she is too tired to continue driving?

The use of even the most common drugs is associated with risks and potential side effects. Given this basic fact of pharmacology, any physician must understand the risk/benefit ratio before writing any prescription. Promoting doping for all athletes contradicts this basic principle of medicine. To argue that medically supervised doping is safer because a doctor is in charge misses the point entirely. There exists



What about Supervised Doping?

no credible data indicating that a drug is less dangerous when prescribed by a doctor. Everyday, in hospitals and clinics worldwide, patients experience the side effects of drugs despite strict monitoring by highly experienced doctors.

In medical practice the use of drugs is very strictly codified with indications and contra-indications. There is no evidence that competing in sports or exhausting exercise is an indication for the use of EPO or blood transfusions. Accepting this use (or misuse) of pharmacological agents is equivalent to defining sports medicine as the experimental practice of medicine in athletes and to use athletes as research subjects without their consent, therefore denying the rules of such a "medicine."

Contrary to what the physicians defending doping pretend, accepting the idea of medical supervision of doping would immediately and irremediably lead to a generalization of doping and an exclusion from sport of all clean athletes who are opposed to using unnecessary drugs and want to defend the spirit of sport. To encourage doping may be beneficial for their promoters, but not for sport and athlete health.

To pretend that allowing doping would induce an equal playing field is not simply absurd; it is morally wrong and irresponsible. To accept doping would allow the use of economic resources and scientific expertise to decide competition, and only those with access to those resources and expertise would win. Can one imagine a wider inequity in this world than that of scientific knowledge and availability of medicines? Certainly not. It would mean the end of merit for athletes. It would mean that prizes and medals would no longer be awarded to athletes but to pharmaceutical companies and research teams.



Definitions: Anti-Doping Terms

The following document includes definitions of anti-doping terms included in this Tool Kit. It could either simply be used as a teacher resource or distributed to students. The definitions included have been modified from the official WADA definitions to better suit your and your students' needs.

For more definitions as well as to consult WADA's official wording, please refer to the following section of WADA's Web site –

- World Anti-Doping Code –
<https://www.wada-ama.org/en/resources/the-code/world-anti-doping-code>
- International Standard for Testing and Investigations –
<https://www.wada-ama.org/en/resources/world-anti-doping-program/international-standard-for-testing-and-investigations-isti-0>
- Athlete Reference Guide to 2015 Code –
<https://www.wada-ama.org/en/resources/education-and-prevention/athlete-reference-guide-to-2015-code-online-version>



Definitions

Adverse Analytical Finding: A report from a laboratory that identifies the presence of a prohibited substance or evidence of the use of a prohibited method in a sample.

Anti-Doping Organization: An organization that is signatory to the World Anti-Doping Code that is responsible for adopting rules for initiating, implementing or enforcing any part of the doping control process. This includes, for example, the International Olympic Committee, the International Paralympic Committee, other major event organizations that conduct testing at their events, WADA, International Federations, and National Anti-Doping Organizations.

Athlete Support Personnel: Any coach, trainer, manager, agent, team staff, official, medical, paramedical personnel, parent or any other person working with, treating or assisting an athlete participating in or preparing for sports competition.

Doping: Doping does not only refer to an athlete using a prohibited (banned) substance or method. It also includes:

- Possession of a prohibited substance and/or method;
- Interfering with the testing process;
- Not providing information, or providing inaccurate information, about when and where they will be, or not being present at a location indicated; and
- Encouraging and assisting others to dope.





Definitions

Doping Control: All steps in the testing process. Anti-Doping Organizations, athletes and WADA accredited laboratories have responsibilities within this process.

Anti-Doping Organizations	Athletes	Laboratories
<ul style="list-style-type: none">- Test planning- Collection of whereabouts information- Sample collection and handling- Approval of therapeutic use exemptions- Results management- Organization of hearings	<ul style="list-style-type: none">- Provision of whereabouts information- Provision of a sample(s)- Apply for therapeutic use exemptions- Request hearings/appeals	<ul style="list-style-type: none">- Laboratory analysis- Reporting of results

National Anti-Doping Organization (NADO): The organizations designated by each country as being the primary authority and responsibility for all aspects of anti-doping at the national level.

Prohibited List (List): The document that identifies the substances and methods that are prohibited (banned). Any substance or method that is included on the List must meet 2 out of the following 3 criteria:

1. Potential to enhance sport performance;
2. Potential health risk to the athlete;
3. Violates the Spirit of Sport.

Sample: Urine or blood which is collected during a doping control session.

