



Senior Secondary Lesson Guides

INTEGRITY AND ANTI-DOPING IN SPORT



TEACHER NOTES



Australian Government
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SPORT INTEGRITY
AUSTRALIA

OVERVIEW

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



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

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

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

Following is a suite of Lesson Guides on integrity and anti-doping in sport topics developed originally by the National Integrity in Sport Unit (NISU) and the Australian Sports Anti-Doping Authority (ASADA) who have now become Sport Integrity Australia. This version 2.0 includes updates since the formation of Sport Integrity Australia. The Lesson Guides are intended to provide teachers and schools with a singular set of information, resources and activities to develop greater knowledge and awareness of anti-doping, match-fixing, illicit drugs and ethical decision making in sport.

PURPOSE

The purpose of these Lesson Guides is to:

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



SUBJECT ALIGNMENT

In consultation with practicing teachers in senior secondary school settings, Sport Integrity Australia has developed a series of Lesson Guides to support the education outcomes for:

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

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

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

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

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

RESOURCE TOPICS AND UNITS

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

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

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

HOW TO USE THE LESSON GUIDES

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



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

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

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

OVERVIEW OF TOPICS AND UNITS

TOPIC AREA 1: INTEGRITY AND ANTI-DOPING IN SPORT

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

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

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

Unit 2 – Rules in Sport

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

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

TOPIC AREA 2: ANTI-DOPING IN SPORT

Unit 1 – Introduction to Doping in Sport

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

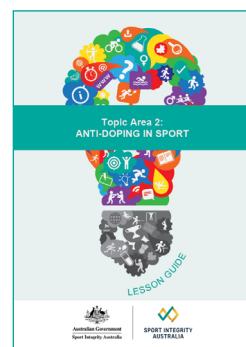
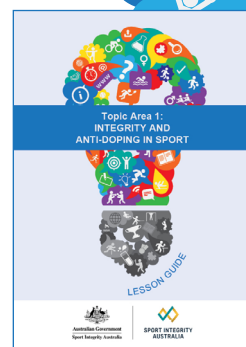
In this Unit, students will analyse a historical overview of doping in sport, review the current anti-doping framework, and discuss why some athlete may choose to dope.

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

Unit 2 – Permitted and Banned Substances/Methods

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

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



Unit 3 – World Anti-Doping Code and Sport Integrity Australia's Role

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

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

Unit 4 – Sport Integrity Australia's Anti-Doping Program

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

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

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

Unit 5 – Supplements in Sport

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

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

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

Unit 6 – Athlete's Rights and Responsibilities

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

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

Unit 7 – Strict Liability

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

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

Aligns to key knowledge statements in senior Legal Studies curriculum.

Unit 8 – Managing Risks

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

Aligns to key knowledge statements in senior Legal Studies curriculum.

TOPIC AREA 3: MATCH-FIXING IN SPORT

Unit 1 – Introduction to Match-fixing in Sport

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

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

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

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

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

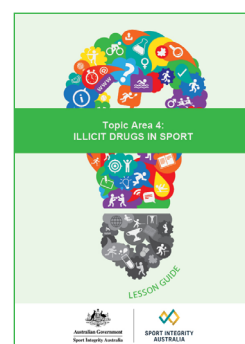
TOPIC AREA 4: ILLICIT DRUGS IN SPORT

Unit 1 – Introduction to Illicit Drugs in Sport

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

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

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



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

TOPIC AREA 5: ETHICS AND ETHICAL DECISION MAKING IN SPORT

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

Topic Area 5:
ETHICS AND
ETHICAL DECISION MAKING IN SPORT

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

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Topic Area 1: INTEGRITY AND ANTI-DOPING IN SPORT



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Unit 1: INTRODUCTION TO INTEGRITY AND ANTI-DOPING IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum (evaluate codes used to govern, including Sport Integrity Australia and WADA).
- Some senior Legal Studies curriculum (effectiveness of laws/rules).

Teacher Notes

The Lesson Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Teachers should introduce the two Units within this Topic by providing an introduction using the **lesson overview** below and highlight the **learning objectives** to be achieved. The teacher should then introduce some of the **key questions** that will be investigated and choose some of the activities (and relevant resources) to examine and explore these further. The **extended learning activity** can be used as a homework or take-away activity and **further resources** can be provided for students who wish to delve deeper into the topic. Learning time for each Unit will be determined by how many activities the teacher wishes to analyse and discuss.

LESSON OVERVIEW

Issues around cheating or unfair advantage and the use of illicit drugs and performance enhancing substances to improve physical sporting performance are as old as the history of sport itself. These issues date back as far back as the 776BC Olympic Games, and have consistently been a feature of human competition.



Recently, integrity, corruption incidents and unethical behaviour have been prevalent in sport. This includes illegal activities such as match-fixing, the use of inside information for betting purposes and the use of performance and image enhancing drugs (PIEDs). Discrimination and abuse has also been an increasingly prominent area of negative behaviour in sport.

Various efforts to maintain sport integrity have been established. These include: new laws, policies, codes and government frameworks; improved governance standards; and various campaigns and educational resources. Despite these protections, violations and behavioural issues continue to occur from the elite to grassroots level.

In this Unit there will be particular focus on those who don't 'walk the talk' in terms of living up to their personal values, to the values and principles of professional practices, and to the ethical standards of their organisation. Students will recognise how this lack of integrity takes the focus away from all positive aspects of sport, and potentially reduces people's trust and belief in the very essence of sport and what it can achieve.

LEARNING OBJECTIVES

- Demonstrate an understanding of what integrity in sport means and why it is important.
- Identify a range of integrity and doping threats affecting modern sport.
- Learn about the key vulnerabilities and risk factors increasing the opportunity for corruption in Australian sport.
- Discover the extent of match-fixing, doping and illegal supplement use worldwide.
- Learn what is being done in Australia and internationally to protect the integrity of sport.



KEY QUESTIONS

1. Can you name some of the historical ways sports people have cheated or tried to enhance their performance through performance-enhancing substances?
2. What is 'integrity in sport'?
3. Whose responsibility is it to maintain the integrity of sport?
4. What do you think is the main issue affecting sports' integrity today?
5. Describe why behavioural issues such as bullying, discrimination and abuse either by parents, spectators, coaches and players are significant integrity issues for sport.
6. Why has 'integrity' become the third pillar of Australian sport along with participation and performance?
7. How does Australia work with different countries and international agencies to promote and protect integrity in sport?



ACTIVITIES AND RESOURCES

1. Read the Play by the Rules article [‘Integrity in sport - what is it?’](#)¹
2. Read the Australian Crime Commission fact sheet on [‘Threats to the Integrity of professional sport in Australia’](#)² and find out what the principal vulnerabilities in Australian sport are.
3. Read the Australian Institute of Criminology paper [‘Corruption in Sport’](#)³ and list the main risk factors that have been identified that increase the opportunity for corruption in Australian sport. What do you think is the greatest risk? Why?
4. Read the [Report of the Review of Australia’s Sports Integrity Arrangements \(2018\) \(Chapter 2\)](#),⁴ and identify the most prevalent and serious ethical and integrity issues in Australian sport.
5. Watch the ABC Four Corners program [‘Bad Sport’](#)⁵ and discuss whether the issues highlighted have actually occurred in Australian sport to the degree threatened.
6. Research which sports in Australia have dedicated integrity units and describe their roles.



Extended Learning Activity: THE SPIRIT OF SPORT

Read the article [‘The Spirit of Sport’](#)⁶ by Australian Olympic rower Kim Brennan (nee Crow) and, as a group, discuss and debate the following quote:

“Like the chicken and the egg, we have a sporting dialogue that largely worships and celebrates winners. More often than not, our focus is on “what” they have done, rather than “how” they have done it. Often, our “winners” have inspirational stories of triumph over adversity, of sacrifice, of learning. Often, victory is a reflection of a very admirable “how”, the sort of story we would like children to hear and aspire to. But winning is not always synonymous with integrity. Occasionally, our “winners”, the Lance Armstrongs of the world, become so fixated on the “what” that the “how” becomes irrelevant.”



FURTHER RESOURCES

- [Introduction to the Integrity of Sport](#)⁷, online mini-course, Play by the Rules.
- [Global Corruption Report: Sport](#)⁸, Transparency International, (February 2016).
- [Global sports anti-corruption body on the cards](#)⁹, Greg Baum, *The Sydney Morning Herald*, (2016).
- [Sport Integrity Australia](#)¹⁰
- [Sport Integrity Matters](#)¹¹, newsletters by Sport Integrity Australia.
- [Sports Integrity eBook](#)¹², Sport Integrity Australia.
- [SportAccord](#)¹³





Unit 2: RULES IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum (evaluate codes used to govern, including Sport Integrity Australia and WADA).
- Some senior Legal Studies curriculum (effectiveness of laws/rules).

LESSON OVERVIEW

Rules are important for establishing integrity of competition in sport. They set out the fundamental elements of legitimate competition and fair play, and standards of behaviour required. Athletes, coaches, officials and administrators have a responsibility to understand the rules, including doping rules, sports betting integrity rules and the codes of conduct/ethics required in their sport.



However, there are differing views on the relationship between the rules of a sport and the value or meaning of the sport. One is a formalist view, which holds that games are rule-governed practices and competitors agree to abide by the rules when playing the game. An alternative view is that a sport's rules are seen as reflecting broader social values or the values of the sports community – where to draw the line on cheating or issues such as performance enhancement are dictated by these values and participants should strive to operate in the 'spirit' of the rules.

For some, the value or meaning of sport is often clouded by its focus on competitiveness, a 'winning at all costs' attitude and doing 'whatever it takes' to make it to the top. This can lead to unethical behaviour and integrity issues occurring.

In this Unit, students will learn why we need rules in sport and what the consequences are when they are broken. Students will reflect on the laws, policies, codes, frameworks, integrity units and training that have been established to manage integrity risks in sport.

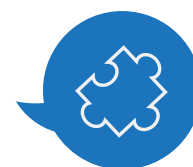
LEARNING OBJECTIVES

- Apply critical thinking to rules, codes of conduct, and governance principles that set peoples' rights and responsibilities in sport.
- Reflect on the different relationship between the rules of sport and its meaning and how this defines the way we participate in and watch sport.
- Identify the way in which sports organisations and government agencies seek to maintain the integrity of sport through rules and policies.
- Discuss why some administrators, athletes, coaches or officials may decide to break the rules.



- Critically assess some of the challenges with the current approach to maintaining the integrity of sport.
- Critique the current approach to anti-doping and the path sport would take if a different approach were taken.

KEY QUESTIONS



1. Why do rules exist in sport?
2. Can sport exist if there are no rules?
3. What factors might influence how the rules of a particular sport are adapted or changed between years/seasons?
4. Why might participants choose to consciously break the rules of their sport? Can you provide some examples?
5. Which types of actions (or rule breaking) could be described as threats to the 'integrity of sport'?
6. What safeguards or protections do we have to help protect against integrity issues in sport?
7. Does your sport have a member protection policy? If so, what does it cover?
8. Is the current deterrence/education model the most effective way to address integrity issues in sport?
9. Is bending or breaking the rules OK as long as you don't get caught?
10. If doping were permitted, what would the flow on effect be to how the sport was played?

ACTIVITIES AND RESOURCES



1. Select a sport of your choice (individually or in groups) and list the key rules under which the game/sport is played.
 - a. Who determines whether those rules have been broken?
 - b. What are the consequences for breaking the rules?
 - c. Are there any rules that you would change, and what would the affect be?
2. Combine two traditional sports together to make a new game. List the key rules which would define how this game is played. How would doping affect your game?
3. Separate into groups and explore how the following integrity risks are managed by government agencies such as Sport Integrity Australia and Sport Australia. What laws, frameworks and policies exist?
 - a. Match-fixing
 - b. Performance enhancing drugs
 - c. Illicit drugs
 - d. Discrimination/abuse.

Key questions may include which body/organisation sets the rules? What is the purpose of the rule? How are the rules enforced? How successful are these rules in achieving their goals?

4. Discuss and debate the following: *'Doping is a greater threat to the integrity of sport than match-fixing'*.
5. From the [International Fair Play website](#) ¹⁴, discuss the statement by IOC President Jacques Rogge:
"It takes more than crossing the line first to make a champion. A champion is more than a winner. A champion is someone who respects the rules . . . and competes in the spirit of fair play".
6. Read [Jaimie Fuller's article](#) ¹⁵ and discuss whether world sport needs an independent corruption agency or not.
7. The chairman of the Sport Australia (previously named Australian Sports Commission), John Wylie, has written to national associations and professional clubs across the country imploring board directors to follow new integrity guidelines to help insulate their organisations from the growing risks of match-fixing and doping. Review the ['Integrity Guidelines for Directors and Leaders of Sports Organisations'](#) ¹⁶ and see if there is anything you would add.

Extended Learning Activity: WHAT IF WE DECIDED TO SCRAP THE ANTI-DOPING RULES ENTIRELY?



Many opponents to the current system of anti-doping regulation have argued that the *'battle can never be won'*, and that instead of imposing a system of control upon those who participate in sport, at substantial financial cost, that society would be better placed to simply allow doping to occur, and thus create a more level playing field.

Consider the above proposal. Work through the scenario and write down how you think sport (both at the elite level, sub elite level, and community level) would be like if this rule change was to occur.

- Which of your values would be challenged?
- How does this measure up with your purpose of sport?
- What would be the consequences of this rule change?

FURTHER RESOURCES



- ['Is the Win-at-all-costs Culture Ruining Youth Sports?'](#) ¹⁷
- [Integrity in sport needs to grow from the grassroots level](#) ¹⁸, Dennis Hemphill, *The Conversation*, (2016).
- ['Doped bikes': Is this cycling's next cheating scandal?](#) ¹⁹, BBC Sport, (2016).
- [Resolving contemporary ethical issues in sport Webinar](#) ²⁰ (Play by the Rules).
- [The Global Alliance for Integrity in Sports](#) ²¹
- [Sport and Inclusive Sport webpage](#) ²² Sport Australia.



Topic Area 2: ANTI-DOPING IN SPORT



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Unit 1: INTRODUCTION TO DOPING IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.



Teacher Notes

The Lesson Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Teachers should introduce the two Units within this Topic by providing an introduction using the **lesson overview** below and highlight the **learning objectives** to be achieved. The teacher should then introduce some of the **key questions** that will be investigated and choose some of the activities (and relevant resources) to examine and explore these further. The **extended learning activity** can be used as a homework or take-away activity and **further resources** can be provided for students who wish to delve deeper into the topic. Learning time for each Unit will be determined by how many activities the teacher wishes to analyse and discuss.

LESSON OVERVIEW

Doping refers to the use of prohibited drugs/methods by an athlete to improve sporting performance. A range of research and reports suggest that doping and the use of illicit and performance and image enhancing drugs (PIEDs) at professional, sub-elite and grassroots levels in sport in Australia are growing issues that warrant serious concern and action. These findings are alarming on many levels: not only because of the health implications for athletes, but the use of these drugs and methods serves to undermine the principles of fair play, and may act to weaken the community's enduring faith and belief in sport.



Sport Integrity Australia is responsible for overseeing the anti-doping legislation, regulation, policies and administrative practices between the Commonwealth and Australian states/territories. The National Anti-Doping Framework coordinates these efforts and aims to align domestic anti-doping efforts in Australia through a set of agreed principles.

This Unit will provide a historical overview of anti-doping in sport, an introduction to the current anti-doping framework, and a discussion on why some athletes may choose to dope.

LEARNING OBJECTIVES

- Students have an understanding of what is considered to be 'doping'.
- Students gain an understanding of the impact of historical 'sporting scandals', on present day athletes, and the organisations that regulate 'anti-doping'.
- Students have an understanding of why some athletes may 'dope'.



KEY QUESTIONS

1. What do we define as doping?
2. Why might an athlete choose to use performance enhancing substances or methods?
3. From ancient civilizations to present day, what substances or methods were used to improve performance?
 - Were these substances or methods effective in enhancing performance?
 - Did any of these substance or methods have 'dangerous' side effects?



ACTIVITIES AND RESOURCES

1. **What is doping?**
 - Brainstorm all the possible activities that you think might constitute doping.
 - Use [the World Anti-Doping Code](#) ¹ to find the accepted definition of doping and the ten anti-doping rule violations.
2. **History of doping**

Conduct a search to investigate the time-line of anti-doping.^{2,3}

 - Can you find any references that indicate athletes prior to the 1900's used doping products? What about the ancient Greeks?
 - List as many major doping scandals as you can, and compare your lists with the class (Ben Johnson, Balco, Festina, Lance Armstrong, MLB, AFL/NRL etc).
 - What points/events do you believe were major turning points in the fight against drugs in sport?
3. **Why do athletes take drugs?**

Students can brainstorm the reasons why athletes take performance enhancing drugs.

 - Which reason/motivation might be the biggest driver behind an athlete's decision?
 - Would the reasons vary by sport?

List some reasons athletes choose NOT to take performance enhancing drugs.



Extended Learning Activity: DOPING THAT CHANGED HISTORY



Pick one major case of doping from your research and provide a summary (written or oral) on the facts of the case which may include:

- What substances were used?
- How was it detected?
- What was the outcome for the individuals involved?
- What impact did it have on the way doping was regulated by governing bodies?

FURTHER RESOURCES



- [*The University Anti-Doping Text Book*](#)⁴, WADA (2015)
- [*Clean Sport 101*](#)⁵, introduction to anti-doping online course (duration 15 minutes), Sport Integrity Australia



Unit 2: PERMITTED AND BANNED SUBSTANCES/METHODS

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.

LESSON OVERVIEW

Athletes competing in sports governed by a World Anti-Doping Code compliant anti-doping policy need to be aware that they cannot just take any drug or medication, or even use certain methods. For a substance or method to be considered for the World Anti Doping Agency (WADA) Prohibited List it must meet two of the following three conditions:

- The substance or method has the potential to enhance, or does enhance performance in sport.
- The substance or method has the potential to risk the athlete's health.
- The WADA has determined that the substance or method violates the spirit of sport.

The detection of a forbidden substance or method constitutes a direct violation of the doping rules, and the attempt to take, the possession of, and the circulation of doping substances are all regarded as offenses. The WADA also counts it an offense when a doping control (the sample collection/testing process) is refused or dates for a control are not met. The manipulation of doping controls presents an offense against the anti-doping rules, as does any attempt to give an athlete forbidden substances or to try out forbidden methods on him or her (i.e. third-party involvement).

In this Unit, students will delve deeper into substances or methods that are banned or permitted according to the World Anti-Doping Code, question ideals such as '*the spirit of sport*', and discuss whether a better approach exists.

LEARNING OBJECTIVES

- Classify performance enhancing substances and methods based on physical effect.
- Identify possible health effects of substances and methods that may enhance performance.
- Demonstrate an understanding of the term – '*the Spirit of Sport*'.
- Based on criteria, apply a reasoned argument to ban or permit substances and methods.



KEY QUESTIONS



1. What substances or methods (banned and permitted) are more common in endurance sports?
2. Specifically, what substances or methods (banned and permitted) enhance oxygen transfer?
3. What is known about the health risks of banned substances or methods that enhance oxygen transfer (i.e. EPO, blood transfusion)?
4. What substances or methods (banned and permitted) mask fatigue or assist alertness?
5. What is known about the health risks of banned substances or methods that mask fatigue or assist alertness?
6. What substances or methods (banned and permitted) are more common in strength/power sports?
7. Specifically, what substances or methods (banned and permitted) enhance muscle growth, repair or recovery?
8. What is known about the health risks of banned substances or methods that enhance muscle growth, repair or recovery (i.e. anabolic steroids, human growth hormone)?
9. What substances or methods (banned and permitted) are more common in sports with weight categories (i.e. Boxing, Judo)?
10. What is known about the health risks of diuretics, clenbuterol (beta2agonist)?
11. Of the three criteria WADA use to assess substances and methods, which is the most important? Which is the most difficult to define?
12. What is meant by '*the Spirit of Sport*'? Other than deliberate doping, what else might contravene the Spirit of Sport?
13. Do you agree with the WADA criteria? What else do you think should be considered?
14. Only two of the three criteria need to be met for a substance or method to be placed on the banned list. Do you support this approach?

ACTIVITIES AND RESOURCES



1. Breaching the World Anti-Doping Code

In this activity, students will be introduced to the World Anti-Doping Code and the criteria on which it is based. By watching a program that details the dilemma that faced the [American athlete Justin Gatlin](#) ⁶, they will gain an understanding of the impact of breaching the 'WADA Prohibited List'. Students can also see the structure and make-up of the international [World Anti-Doping Code](#) ⁷ and the list of banned substances and methods by [visiting the WADA website](#).⁸

2. Physiology of enhancing performance

Students should watch ABC's Catalyst program '[Doping to Win](#)'.⁹ Groups should be then assigned one of the following topics and related questions (Questions 3-6) to review/research.

3. Endurance

- What substances or methods (banned and permitted) are more common in endurance sports?
- Specifically, what substances or methods (banned and permitted) enhance oxygen transfer?
- What is known about the health risks of banned substances or methods that enhance oxygen transfer (i.e. EPO, blood transfusion)?
- What substances or methods (banned and permitted) mask fatigue or assist alertness?
- What is known about the health risks of banned substances or methods that mask fatigue or assist alertness?

4. Strength/Power

- What substances or methods (banned and permitted) are more common in strength/power sports?
- Specifically, what substances or methods (banned and permitted) enhance muscle growth, repair or recovery?
- What is known about the health risks of banned substances or methods that enhance muscle growth, repair or recovery (i.e. anabolic steroids, human growth hormone)?

5. Weight

- What substances or methods (banned and permitted) are more common in sports with weight categories?
- What is known about the health risks of diuretics, clenbuterol (beta2agonist)?

6. WADA Criteria

In groups, students should discuss the three criteria used to determine which substances and method are prohibited. Of the three criteria WADA use to assess substances and methods, which is the most important? Which is the most difficult to define? Only two of the three criteria need to be met for a substance or method to be placed on the banned list. Do you support this approach? What is meant by *‘the spirit of sport’*? Other than deliberate doping, what else might contravene *‘the spirit of sport’*?

7. A different approach

Suggesting a different approach, watch the video [‘Doping to Win’](#)⁹ (from 17:25 – 17:40) and consider the comment made by Dr Jason Mazanov:

“ . . . you can use drugs, but if you breach health parameters, you can’t compete. So should we be monitoring athletes’ health rather than monitoring athletes’ performance enhancement?”

What are the pros and cons of a “health only” focus, as suggested by Dr Mazanov?

Extended Learning Activity: REVIEWING THE PROHIBITED LIST



You are a member of WADA's List Expert Group. Each year you consider adding or removing substances and methods on the Prohibited List. Using the WADA criteria, argue a case for the following:

- low dose anabolic steroids (currently banned)
- creatine (currently permitted)
- cocaine (banned)
- caffeine (permitted)
- medically supervised blood transfusion (banned)
- altitude training (permitted)
- diuretics (banned)
- heat sauna (permitted).

FURTHER RESOURCES



- [*Athletes Guide to the Prohibited List*](#)¹⁰, Unites States Anti-Doping Agency (USADA)
- [*Dangers of Doping Flyer*](#)¹¹, WADA
- [*Performance enhancing drugs – know the risks*](#)¹², MAYO Clinic
- [*Health Effects of Doping*](#)¹³, Sports Integrity Australia



Unit 3:

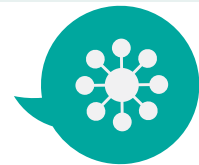
WORLD ANTI-DOPING CODE AND SPORT INTEGRITY AUSTRALIA'S ROLE

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.
- Relevant to Legal Studies.

LESSON OVERVIEW



The World Anti-Doping Code is the core document that harmonises anti-doping policies, rules and regulations around the world. The Code influences the approach taken by Olympic sports, many professional sports, governments and other authorities such as International Olympic Committee.

National sporting organisations work closely with Sport Integrity Australia in Australia and the World Anti-Doping Authority (WADA) internationally to promote the Code and encourage competition free from prohibited substances and methods and to prevent doping practices in sport.

This Unit examines the hierarchy of rules, the authorities that govern and administer them, and the strengths and weakness of the system. Students will learn to identify the set of rules that apply to their situation and how a different situation can change which organisation's rules will apply.

LEARNING OBJECTIVES



- Demonstrate an understanding of how the World Anti-Doping Code influences anti-doping rules around the world.
- Explain the term 'code compliant' and the role of sports organisations in administering anti-doping rules.
- Identify which organisations' set of rules will apply in different sports and different settings.
- Identify Sport Integrity Australia's key anti-doping activities in its mission to protect clean sport.
- Evaluate the effect anti-doping codes have on impacting the behaviour of athletes, influencing support personnel and shaping attitudes of those who watch sport.

KEY QUESTIONS



1. Known as 'International Standards' what are the five key elements of the [WADC](#)?¹⁴
2. For elite athletes who train and compete around the world, what problems could arise without a consistent set of anti-doping rules for sample collection, laboratory testing, prohibited list etc.?
3. What must sporting organisations do to be '[Code Compliant](#)'?¹⁵
4. What happens if a sports organisation or government [does not comply with the Code](#)?¹⁶
5. What is WADA's role in [applying the Code](#)?¹⁷
6. Some sports outside the Olympic movement have anti-doping rules consistent with the WADC and some haven't. What are the pros and cons for professional leagues/competitions (i.e. National Rugby League, Australian Football League, American Football, Ultimate Fighting Championship, Major League Hockey, Major League Baseball, NFL) to adopt WADC compliant anti-doping rules?
7. What about athletes playing in professional leagues that have not adopted the WADC (i.e. the USA's National Basketball Association)? [Can they be selected to play in the Olympics or other Code Compliant competitions](#)?¹⁸
8. As a signatory to the WADC, the Australian Government has established an anti-doping framework, including the Sport Integrity Australia Act and Regulations. [What are the key areas of Sport Integrity Australia's anti-doping program](#)?¹⁹ Which of these would you rank as the most important? Why?
9. Identify some of the [education initiatives/resources Sport Integrity Australia](#) ²⁰ provides? Rate which of these appeals the most to you? Which do you think would be the most effective in educating about doping in sport?
10. Sport Integrity Australia (formerly the Australian Sport Anti-Doping Authority - ASADA) was one of the first authorities in the world to have the legal powers to investigate possible doping violations in sport. What are the three things Sport Integrity Australia can require a person to do if they have been issued a [disclosure notice](#)? ²¹ Is this reasonable for Sport Integrity Australia to have this power?
11. Sport Integrity Australia use pieces of information to help understand specific sport integrity issues. Where do Sport Integrity Australia receive their [intelligence](#) ²² information from? What activities does this information help to develop?
12. In addition to Sport Integrity Australia, Australia's Anti-Doping Framework includes a separate body, the [Australian Sports Drug Medical Advisory Committee \(ASDMAC\)](#). ²³ What role does this body play? Most sporting organisations have their own medical doctors supporting their athletes. Why have an independent body such as ASDMAC?
13. Under [Australia's National Anti-doping Scheme](#), ²⁴ what are National Sporting Organisations required to do? What about other sports organisations (see list below), do they adopt anti-doping rules too?
 - State institutes and academies (i.e. AIS, NSWIS, WAIS, ACTAS, NTIS, TAS, QAS, SASI)
 - Your state sporting organisation
 - School Sport Australia
 - Your club.

14. If you are an athlete competing or involved in any of the following, which organisation's anti-doping rules will apply:

- Basketball (FIBA) World Championships
- Baseball at the Olympic Games
- Hockey at the Commonwealth Games
- Mountain Bike at an U/17 National Series Event
- 400m Wheelchair race at a State Championships
- Volleyball Regional Championships
- AFL AIS Academy
- QAS Tennis Talent ID squad
- School Sport Australia Swimming Championship
- Taekwondo Club Championships.

ACTIVITIES AND RESOURCES

1. Watch UKAD's video introducing the [World Anti-Doping Code](#).²⁵ Of the five key elements, which ones are most relevant to athletes?
2. In groups or as individuals, and guided by the essential questions listed above, students are assigned a research assignment to present findings across three topics.
 - a. WADA (Questions 1-7).
 - b. Sport Integrity Australia (Questions 8-12).
 - c. Sport Organisations (Questions 13-14).
3. Using your sport as an example, students should draw a mind map capturing the structure of the sport from local club through to international level. Include typical events, development programs (institutes/academies) and use the official names of the organisations overseeing each level/program/event. Insert information relating to anti-doping codes.
4. Read the article '[Golf urged to be come fully compliant with the WADA Code](#)'.²⁶ Students should discuss the pros and cons of golf becoming WADC compliant at all levels of the sport (professional to amateur).
5. Review [School Sport Australia's Drugs in Sport position statement](#) ²⁷ and highlight what the strengths and weaknesses are of this document?



Extended Learning Activity: A NEW APPROACH?

Focusing on the current anti-doping framework, formally debate the following statement: 'Sport needs a different system to eliminate doping'. Make arguments for and against.



FURTHER RESOURCES

- [World Anti Doping Code](#) ²⁸, WADA
- [Questions and answers re the World Anti Doping Code](#) ²⁹, WADA
- [Anti-doping](#) ³⁰, Sport Integrity Australia
- [Sport Integrity Matters - Issue 05 - September 2020](#) ³¹, newsletter, Sport Integrity Australia
- [Level 1 Anti-Doping Course](#) ³², Sport Integrity Australia
- [Anti-doping Disputes](#) ³³, National Sport Tribunal
- [Therapeutic Use Exemptions \(TUEs\) and the Sports Drug Medical Advisory Committee \(ASDMAC\)](#) ³⁴, Sport Integrity Australia
- [Anti doping systems in sport doomed to fail](#) ³⁵, article by University of Adelaide





Unit 4:

SPORT INTEGRITY AUSTRALIA'S ANTI-DOPING PROGRAM

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.

LESSON OVERVIEW

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

Many Australian sports refer their anti-doping functions and powers to Sport Integrity Australia, including those relating to the issuing of an infraction notice, the convening of a hearing, the presentation of allegations of an anti-doping rule violation at a hearing and all related matters. They also recognise the authority of Sport Integrity Australia to investigate possible anti-doping rule violations.

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

LEARNING OBJECTIVES

- Reflect on the historical shortfalls of doping control and identify the improvements introduced in the last 10 years.
- Demonstrate an understanding of Sport Integrity Australia's approach to identify potential anti-doping rule violations.
- Identify the role sporting organisations play in the enforcement of their anti-doping rules.
- Identify and critically assess options available to close current gaps.

KEY QUESTIONS

1. What is known about the history of doping in sport?
2. What drugs were used before the introduction of anabolic steroids and growth hormones? What were the consequences (integrity, health)?

3. When did sport get serious about controlling doping? When were rules introduced and what was done at this time to enforce them?
4. In recent history, significant developments have occurred in every decade in the fight against doping in sport. What were the key developments in the 80's, the 90's and the 00's? What rules or enforcement strategies were introduced in those decades?
5. What are the key elements of Sport Integrity Australia's anti-doping program?
6. What influences can impact the pace of an investigation by Sport Integrity Australia's [investigations team](#) ³⁶.
7. What responsibilities do [sporting organisations](#) ³⁷ have in relation to the enforcement of anti-doping rules?
8. What else needs to be addressed to close the gap between those who dope and those enforcing anti-doping rules?

ACTIVITIES AND RESOURCES



1. Research the history of doping in sport (see 'further resources' on following page). Identify five landmark moments from 1980 – 2010? Why are they landmark moments? What was learnt? What impact did they have on shaping doping control strategies?
2. Summarise the main elements of Sport Integrity Australia's [anti-doping program](#).³⁷ In small groups, rank the elements of Sport Integrity Australia's anti-doping program, agreeing on the order of impact on enforcing anti-doping rules. If Sport Integrity Australia's budget was to be increased, present an argument identifying the components of Sport Integrity Australia's anti-doping program that should be enhanced? In what way and why?
3. Debate the statement: '*Athlete education is fundamental to enforcing anti-doping rules*'.
4. Review the responsibilities detailed in the [National Anti-Doping Scheme](#) ³⁷. What items are sporting organisations and Sport Integrity Australia required to collaborate on. What responsibilities do sporting organisations have that don't directly involve Sport Integrity Australia?
5. Doping Control Gap Analysis: Some experts suggest doping methods are always a step ahead of the authorities. Map the gaps that have been addressed in recent years.

Example:

Issue (Gap)	Response
Athletes stop doping before competition to avoid detection at events	Comprehensive out of competition testing ³⁸ . Anytime, anywhere, any athlete.
Athletes difficult to locate for testing	Athlete Whereabouts Requirements ³⁹ . One hour every day is nominated by the athlete. Three Whereabouts Failures over 12 months can constitute a doping offence.

Issue (Gap)	Response
Athletes micro dose overnight (limits window of detection)	<p>Athlete Biological Passport ⁴⁰ monitors fluctuations and can be submitted as doping evidence.</p> <p>Early morning testing (beyond the nominated athlete whereabouts hour) maximised detection of athletes' micro dosing overnight.</p>
Undetectable doping	<p>Athlete Biological Passport monitors fluctuations that indirectly indicate possible doping. This data can be submitted as doping evidence.</p> <p>Samples stored for 10 years for retrospective testing when new detection methods become available.</p>
Doping athletes reside and train in remote locations	Worldwide arrangements across anti-doping authorities to collect samples for each other.
Infrequent testing of tier two athletes (sub elite)	Targeted testing based on intelligence rather than random testing across a large pool of athletes (too expensive, too hit and miss).

6. What gaps in enforcement remain (e.g. new substances/methods emerging from medical trials, undetectable substances, gene manipulation)? What can be done to address existing gaps?

FURTHER RESOURCES

- [History of Doping in Sport](#) ⁴¹, AFP News Agency
- [Doping in Sport](#) ⁴², The Economist (2016)
- [History of WADA](#) ⁴³, WADA



Extended Learning Activity: RULES/LAWS AND THE ROLE OF ENFORCEMENT AND EDUCATION – WHAT IS THE RIGHT BALANCE?

Introducing laws without the appropriate levels of education and enforcement can cause difficulties. Some laws are accompanied by 'big sticks', while others rely on education to influence behaviour.

Consider the following issues. Would you lean more to education or enforcement to achieve the purpose of the relevant law? What types of education or enforcement should be applied for the following?

- Lighting of flares at soccer games
- Illegal graffiti
- Illegal downloading movies/music
- Speeding
- Plagiarism.





Unit 5: SUPPLEMENTS IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.



LESSON OVERVIEW

Supplement use may include vitamins, minerals, herbal remedies, amino acids and various other ergogenic (i.e. performance enhancing) substances. Supplements can assist athletes to achieve peak performance. However, poor regulation of the supplement industry allows athletes to be bombarded with marketing hype that exaggerates or completely invents unproven benefits arising from their use.



The results of the present frenzy of supplements in sport are: a small, but real risk of a positive 'doping' outcome; money being wasted on products that simply do not work; time, money and belief being distracted away from the factors that can really enhance health, recovery and performance.⁴⁴

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

LEARNING OBJECTIVES

- Compare and contrast practices designed to enhance performance and/or speed up recovery (physical conditioning, nutrition, psychological).
- Identify and explain methods used by sport science to validate effective practices to enhance performance.
- Understand what an ergogenic aid (or supplement) is and be able to identify supplements that are effective.
- Identify risks associated with supplement use and explain actions athletes may take to limit or eliminate risks.



KEY QUESTIONS



1. What is meant by 'a cutting edge performance method/approach'? When the term 'cutting edge' is mentioned, does it include the idea of 'proven'?
2. From a scientific point of view, what needs to be established to validate/prove a method/approach is effective? What can organisations do to validate and approve these 'new methods or approaches'?
3. Is there a method or approach that is emerging in sport that is yet to be proven?
4. Thinking about physical preparation, what methods are common across many sports?
5. What approaches do athletes take to maximise performance?
6. What role should nutrition play in an athlete's preparation, performance and recovery?
7. Can you think of a training technique or nutritional approach that athletes no longer use that was once thought to be effective?
8. What questions would you expect an elite athlete to ask before considering the use of a supplement?
9. From whom or where should elite athletes seek this advice before the use of any supplements?
10. Thinking about nutritional supplements advertised in magazines and online, what approaches are used to influence the buyer?
11. What are the consequences for an athlete testing positive 'inadvertently' through the use of a contaminated supplement product?

ACTIVITIES AND RESOURCES



1. What really works

- Discuss training techniques or nutritional approaches once thought to be effective that are no longer used (i.e. steak and eggs before competition, pre-season 100x100m sprint).
- Discuss the role of sport science in building evidence-based nutrition and training techniques.
- Review the science-based training article '*To rest or not to rest in between efforts in team sport*'⁴⁵ and identify how the claims are supported.

2. Nutrition – keeping it real

- Review the AIS webpage '[Supplements in Sport – Why are they so tempting?](#)'⁴⁴ and identify five key messages.
- [Watch AIS Chief Medical Officer, Dr David Hughes](#)⁴⁵, talk about nutrition and supplements in sport. What does he mean by the phrase: "... a victory for marketing over science"?
- For a more detailed overview watch [AIS nutritionist, Professor Louise Burke](#)⁴⁶, talk about nutrition and supplements in sport.
- Students are to watch the World Rugby YouTube video [Anti Doping: Take supplements, take a risk](#)⁴⁷ featuring interviews with two elite athletes, Dr. Felipe Contepomi (an

international rugby player) and Lauren Williams (an Olympic Gold medallist in both the Summer and Winter Games), and list the advice they give regarding supplements.

- Watch the World Rugby animation on YouTube [Keep Rugby Clean - safe approaches to nutrition, food and supplements](#).⁴⁸ Although the messaging is aimed at rugby athletes, the key messages also apply to all sport that fall under the WADC. What key messages do you take out of this video?

3. Supplements in elite sport – a risky business

- Watch [Australian athletes discuss the supplements issue](#).⁴⁹ What are the key risks identified? What actions can athletes take to reduce or eliminate the risks?
- Watch [Australian athlete Cassie Fien](#).⁵⁰ talk about testing positive to an ingredient in a supplement. What was the problem with the supplement ingredient listed on the label?
- Watch the World Rugby animation [Keep Rugby Clean – Avoiding supplement risks](#).⁵¹ Although the messaging is aimed at rugby athletes, the key messages also apply to most sports around the world that fall under the WADC. What key messages do you take out of these videos?
- Discuss the advice provided on the Sport Integrity Australia [‘Supplements in Sport’](#).⁵² webpage.
- Discuss the advice provided by the [AIS regarding sports nutrition and supplements](#).⁵³
- The Australian Therapeutic Goods Administration (TGA) in 2020 released information about [stricter regulations of sports supplements](#).⁵⁴ How will these changes help athletes?

Extended Learning Activity: CHALLENGING SUPPLEMENT CLAIMS

Find two or three advertisements promoting different sport supplements. Using the ‘Guidelines for Evaluation’ from the University of Arizona Cooperative Extension article [‘How to Evaluate Ergogenic Aid Claims’](#).⁵⁵ Review the supplement claims in the advertisements and make your own assessment.



FURTHER RESOURCES

- [The Hazards of Supplement Use in Sport](#).⁵⁶ WADA
- [UK Anti-Doping](#).⁵⁷
- BBC Panorama documentary [‘Catch me if you can’](#).⁵⁸
- [Clean Sport 101](#).⁵⁹ (introduction to anti-doping and the risks of supplement use) online course (duration 15 minutes), Sport Integrity Australia
- **The Sport Integrity App**, free to download from the App Store or Google Play.



Unit 6: ATHLETES' RIGHTS AND RESPONSIBILITIES

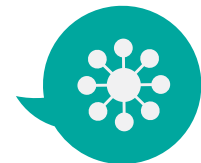
Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Legal Studies curriculum (Human Rights).
- Some senior Physical Education Studies.

LESSON OVERVIEW

The purpose of anti-doping rules, as stated in the World Anti-Doping Code, is to protect the athletes' fundamental right to participate in doping-free sport. In protecting this right, anti-doping laws such as the Sport Integrity Australia Act impact on other rights afforded most individuals. Anti-doping rules also impose responsibilities for athletes to meet.



In this Unit, students will identify the rights of athletes that anti-doping rules impact and the rights that are protected. Students will also undertake a practical exercise that mimics the actions many athletes must undertake to meet the Athlete Whereabouts requirements.

LEARNING OBJECTIVES

- Demonstrate an understanding of the responsibilities expected of athletes in meeting their anti-doping obligations.
- Identify the impact anti-doping rules have on the rights and freedoms of athletes.
- Critically assess the cost/benefit of anti-doping rules on athletes and sport (proportionality test).



KEY QUESTIONS

1. From the perspective of clean athletes, what right is being protected through anti-doping rules? By extension, what human rights are being protected?
2. In what way can anti-doping obligations have a significant impact on athletes?
3. When selected for a doping test, what athlete's rights are ensured and what responsibilities are to be adhered to? Is this reasonable?
4. Sport Integrity Australia's intelligence and investigation activity may include gaining access to personal documents and communication activity? Is this reasonable?





ACTIVITIES AND RESOURCES

1. Review the list of athlete's [rights](#)⁶⁰ and [responsibilities](#)⁶¹ on the Sport Integrity Australia website. While watching [WADA's drug testing video](#),⁶² cross reference the information provided on the video with Sport Integrity Australia's information.
2. From a practical, everyday perspective, anti-doping obligations can have a significant impact on athletes. List inconveniences that may occur as a result of meeting anti-doping responsibilities.
 - a. Review and comment on the [legal opinion provided to WADA](#)⁶³ on the compatibility of anti-doping rules with accepted principles of international law and human rights.⁶⁵
3. After watching this [WADA video](#)⁶⁴ and reviewing the new '[WADA Athlete Anti-Doping Rights Act](#)'⁶⁵, released in 2020, discuss/debate the following statement: '*Athletes have a fundamental right to participate in a doping-free sport*'.
4. You are an international level athlete and have been placed on the [Registered Testing Pool](#)⁶⁶. You are now required to submit [Athlete Whereabouts Information](#)⁶⁷ to enable no advance notice testing. Your requirements are detailed in the '[Whereabouts](#)'⁶⁸ on line course.
 - a. Complete a diary for the next month, forecasting one hour each day where you will be available for testing. Monitor how many times you need to make a change to your diary. Monitor how many times you forgot to make a change or could not be where you said you would be.

Extended Learning Activity: IS THE IMPOST PROPORTIONAL?



Consider the following intervention and argue a case for or against:

In 2013, changes to Sport Integrity Australia's (formerly ASADA) legislation framework introduced the power to require someone to assist with an investigation by issuing a Disclosure Notice.

A disclosure notice can require a person to do one, or more of the following:

- attend an interview to answer questions
- give information
- produce documents or things.

Failure to meet the obligation can result in a fine. Prior to this change, a person was not obligated to respond to such requests.



Unit 7: STRICT LIABILITY

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in the:

- Senior Legal Studies curriculum.

LESSON OVERVIEW

Sport requires players, coaches and administrators to take responsibility for their performance, as well as their actions on and off the field. This responsibility requires that they are up-to-date on the rules and regulations governing their sport, including anti-doping rules.

This Unit defines the term 'strict liability' and provides examples of laws where strict liability often applies (i.e. animal keepers, manufacturers of dangerous/defective products). Students will explore why doping rules have placed the onus on the athlete to prove their innocence, and question, could clean sport be achieved without strict liability?



KEY OBJECTIVES

- Demonstrate an understanding of the term 'strict liability'.
- Identify examples of law where strict liability can apply.
- Explain the rationale for placing the onus on athletes to avoid doping.
- Critically assess whether strict liability for unintentional doping is reasonable.



KEY QUESTIONS

1. What other terms or phrases could be used as synonyms for 'strict liability'.
2. A number of laws relating to animal restraint (dog bites) and product safety (defective goods) adopt the principle of strict liability. Why do lawmakers favour strict liability in these situations? Is this reasonable? Should a level of negligence or fault be considered rather than strict liability?
3. Why have anti-doping codes adopted the principle of strict liability? Should strict liability apply to both intentional and unintentional doping?
4. Could clean sport be achieved without strict liability?
5. While strict liability applies, are there exceptional circumstances that should apply when determining the penalty imposed on an athlete?



ACTIVITIES AND RESOURCES



1. Create a list of ten words or phrases that are synonymous with (or relate to) the term 'Strict Liability'. Choose five that are most closely aligned with the term. Analyse the five that did not make the top list. Discuss why.
2. Watch the video clips '[Dog Bite – Strict Liability Statute](#)'⁶⁹ and '[Strict Product Liability](#)'⁷⁰ (first half of 4:30 mins). Why have lawmakers placed all onuses on dog owners and product producers? Is this reasonable? Should a level of negligence or fault be considered rather than strict liability?
3. Strict liability applies whether an athlete has intentionally or unintentionally used a prohibited substance or was negligent or otherwise at fault. Consider why anti-doping codes have adopted the principle of strict liability. Could clean sport be achieved without strict liability?
4. Review the [claims made by athletes who have failed doping tests](#).⁷¹ A [WADA FAQ](#)⁷² explains that while strict liability applies, sanctions (penalties) may be reduced depending on:

“ . . . a reasonable balance between, on one hand, effective anti-doping enforcement for the benefit of clean athletes and, on the other hand, fairness in the exceptional circumstances where a prohibited substance entered an athlete's system through no fault or negligence on the athlete's part”.

Can you think of an exceptional circumstance that might reduce the penalty imposed on an athlete?

5. Review the following cases where athletes have been afforded reduced sanctions. If you were a member of an anti-doping tribunal, would you support these decisions?
 - [Kylie Palmer](#)⁷³, Australian Swimmer
 - [Ahmed Saad](#)⁷⁴, AFL Footballer
 - [Shane Warne](#)⁷⁵, Australian Cricketer
 - [Liliya Shobukhova](#)⁷⁶, Russian Athlete

Extended Learning Activity: STRICT LIABILITY – 'DRIVERS vs CYCLISTS'



In most European countries the onus is on drivers to prove their innocence in collisions with cyclists that result in civil law suits for damages. The reverse is true in Australia – cyclists have to prove that the driver was at fault if they are to win a civil action.

Read the [article where champion cyclist Mark Cavendish](#)⁷⁷ argues the case for strict liability for drivers in Britain. Present a case for or against Australia adopting this approach.



Unit 8: MANAGING RISKS

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in the:

- Senior Legal Studies curriculum.

LESSON OVERVIEW

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



LEARNING OBJECTIVES

- Review key anti-doping risks covered in the previous lesson units.
- Identify high-profile anti-doping cases, and critically evaluate the effects and consequences they have had for all stakeholders involved.
- Develop an individual action plan designed to reduce or eliminate risks of using prohibited substances.



KEY QUESTIONS

1. What are some of the most common causes of a positive doping test?
2. What are some of the common excuses offered by athletes who test positive?
3. What are some of the ways in which 'clean' athletes may inadvertently fall foul of the anti-doping rules and regulations?
4. Why do some doping cases receive large media attention, while others cases go relatively unnoticed?
5. Can you identify the key sources of information that clean athletes in Australia need to rely on to protect their image and reputation?



ACTIVITIES AND RESOURCES



1. Individually, or in groups, research a recent anti-doping case/issue/positive test and provide a report back to the class on the key time-lines and facts involved in that case. [Current Australian sanctions](#)⁷⁸ are posted on the Sport Integrity Australia website, while you may need to do an internet search on overseas or past matters to find other information. Points to consider may include (but not limited to):
 - a. Date the issue occurred?
 - b. How the case was first discovered?
 - c. Who was involved and which rules were they accused of breaching?
 - d. What level of media reporting was there, and did this appear factual or emotional?
 - e. What do you believe the consequences were for the stakeholders involved?
 - f. What was the outcome of the case?
 - g. What learnings are there for other athletes/sports from this case?
2. Considering some of the risks involved, develop an individual action plan designed for an aspiring elite junior athlete to follow. The action plan should list the individual risks and identify how they can be mitigated or minimised.

Example:

Risk – inadvertent doping through contaminated supplements.

Mitigation strategy – yearly session booked with qualified sports nutritionist/dietician to discuss dietary needs and safe/effective use of supplement products. Regular checks on the Sport Integrity Australia website and app for the latest warnings or information on supplement products.

Extended Learning Activity: CREATING AN EDUCATIONAL RESOURCE



Using your individual action plan, modify the information into a format that could be used as an educational brochure/flyer/poster for an elite junior sporting team in your state.

Consider what the most important information to be included is? How should this information be best presented so that it will be easily read and understood? How would it be distributed?

48 https://youtu.be/NhdIAP4NF_8
49 <https://youtu.be/nV4uGOIMfro>
50 <https://youtu.be/ZeXRbCTf6Bc>
51 <https://youtu.be/CvAQc9gThbl>
52 <https://www.sportintegrity.gov.au/what-we-do/anti-doping/supplements-sport>
53 <https://www.ais.gov.au/nutrition>
54 <https://www.tga.gov.au/media-release/declaration-certain-sports-supplements-are-therapeutic-goods>
55 <https://repository.arizona.edu/bitstream/handle/10150/146492/az1383-2006.pdf;jsessionid=5C5BE3F905170B4A41FAA8DB56F942C9?sequence=1>
56 https://www.wada-ama.org/sites/default/files/resources/files/14-_maughan_ronald_-_supplements_wada_paris.pdf
57 <https://www.ukad.org.uk/>
58 <https://youtu.be/04ck8LwApd4>
59 <https://elearning.sportintegrity.gov.au/>
60 <https://www.sportintegrity.gov.au/what-we-do/anti-doping/athlete-testing#toc4>
61 <https://www.sportintegrity.gov.au/what-we-do/anti-doping/athlete-testing#toc5>
62 <https://youtu.be/sWhudwnE3Fg>
63 <https://www.wada-ama.org/sites/default/files/resources/files/WADC-Legal-Opinion-on-Draft-2015-Code-3.0-EN.pdf>
64 https://www.linkedin.com/posts/wada_athletes-anti-doping-rights-act-activity-6718837477047697408-bS8g
65 <https://www.wada-ama.org/en/resources/anti-doping-community/athletes-anti-doping-rights-act>
66 <https://www.sportintegrity.gov.au/what-we-do/anti-doping/athlete-testing#toc3>
67 <https://www.sportintegrity.gov.au/resources/tell-us-where-you-are-whereabouts#toc6>
68 <https://elearning.sportintegrity.gov.au/>
69 <https://youtu.be/xly-rbO4LTs>
70 <https://youtu.be/VWY9fZKZGAQ>
71 <https://www.topendsports.com/medicine/doping-excuses.htm>
72 <https://www.wada-ama.org/en/questions-answers/2015-world-anti-doping-code#item-892>
73 <https://swimswam.com/fina-releases-statement-on-australian-kylie-palmers-positive-doping-test-expedited-hearing-unlikely/>
74 <https://www.afl.com.au/news/2013-12-05/saad-ban-appealed>
75 <https://www.smh.com.au/sport/cricket/devastated-warne-banned-for-a-year-20030223-gdgbhd.html>
76 <https://www.worldathletics.org/news/press-release/liliya-shobukhova-ban-reduction>
77 <https://www.britishcycling.org.uk/campaigning/article/cam20120621-Cycle-Safety--Onus-should-be-on-drivers--says-Cavendish-0>
78 <https://www.sportintegrity.gov.au/what-we-do/anti-doping/current-sanctions>



Topic Area 3: MATCH-FIXING IN SPORT



LESSON GUIDE



Australian Government
Sport Integrity Australia



SPORT INTEGRITY
AUSTRALIA



Unit 1: INTRODUCTION TO MATCH-FIXING IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Legal Studies curriculum (effectiveness of laws/rules).
- Some senior Physical Education curriculum.

Teacher Notes

The Lesson Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Teachers should introduce the two Units within this Topic by providing an introduction using the **lesson overview** below and highlight the **learning objectives** to be achieved. The teacher should then introduce some of the **key questions** that will be investigated and choose some of the activities (and relevant resources) to examine and explore these further. The **extended learning activity** can be used as a homework or take-away activity and **further resources** can be provided for students who wish to delve deeper into the topic. Learning time for each Unit will be determined by how many activities the teacher wishes to analyse and discuss.

LESSON OVERVIEW

In recent years, illegal activities such as match-fixing, illegal gambling and the use of inside information for betting purposes have become more prominent integrity issues in sport.



Match-fixing involves the manipulation of an outcome or contingency by competitors, teams, sports agents, support staff, referees and officials and venue staff. It can include the deliberate fixing of the result of a contest, an occurrence or points spread within a contest, deliberate underperformance, withdrawal (also known as 'tanking', 'manipulation' and 'experimenting'), an officials deliberate misapplication of the rules of the contest, interference with the play or playing surface, or abuse of insider information to support a bet placed.

It is argued that match-fixing hollows out sport as it destroys the one aspect that is essential – the uncertainty of outcome. It is trust and belief in this uncertainty that draws many people to sport, and without it, totally comprises the meaning and integrity of sport. In this Unit, students will gain an insight into the nature and extent of this issue, and discuss the implications for those who engage in such illegal activity and those who monitor and protect against it.

LEARNING OBJECTIVES

- Understand what match-fixing entails and those who are vulnerable.
- Awareness of the extent of match-fixing and results manipulation in sport.
- Recognise the harm to sport posed by match-fixing and other corrupt activities.
- Analyse how the different elements of the National Policy on Match-fixing in Sport protect Australian sport.
- Evaluate Australian sports' readiness to address match-fixing and illegal gambling issues.



KEY QUESTIONS

1. How would you define 'match-fixing'?
2. What is the extent of match-fixing in world sport today?
3. What are some of the factors that may increase the potential vulnerability of sports to match-fixing?
4. What are the implications for those who engage in match-fixing in sport?
5. What is the National Policy on Match-fixing in Sport? How does it protect Australian sport?
6. Who are some of the different agencies that work together domestically and internationally to share information and best practices to protect against illegal betting and match-fixing?
7. Are national sporting organisations suitably prepared to tackle the issue of match-fixing?
8. Is match-fixing the biggest threat to the integrity of sport in the 21st Century?



ACTIVITIES AND RESOURCES

1. Read the article '[Match Fixing in sport](#)'¹ and discuss whether sport is less or more ethical now.
2. Read the Australian Crime Commission report '[Threats to the Integrity of Professional Sport in Australia](#)'² and list the main reasons a sport may become vulnerable to match-fixing.
3. [The National Policy on Match-fixing in Sport](#)³ policy has been endorsed by all Australian Sports Ministers – what does the policy include?
4. Sport Integrity Australia's '[Introduction to Match-Fixing](#)'⁴ online course is designed to help understand what match-fixing is, its consequences, how to recognise it and report it. Complete the four modules and quizzes.
5. Match-fixing allegations have often rocked the tennis world. Watch the ABC Four Corners Program '[Bad Sport](#)'⁵ and discuss as a class some of the main factors for match-fixing to occur and some of the solutions discussed. What other sports are prone to match-fixing?



6. As a class, debate the following statement from [former Director of Ladbrokes betting agency in the UK, Patrick Jay](#),⁶, who previously worked as the Hong Kong Jockey Club's Director of Trading:
- "Be aware of the problem, understand how big it is, don't think you're an unsinkable ship; think that you know the problem is here – it's on your doorstep, you've had the issues with Southern Stars, you've had the issue with cricket match-fixing, you've had issues with Aussie Rules. If you do not take it seriously, sport will be destroyed.
- a. Try to come up with a consensus of opinion as to whether Australian sport is aware and prepared for the dangers.
7. What if a criminal who has a well-earned reputation for violence tells a player that they must fix a match or they will harm his or her young family? Does the integrity of sport supersede the risk to the lives of other people? Discuss and debate.

Extended Learning Activity: THE BIG FIX



The most prominent case of match-fixing in Australia to date was reported in September 2013 and involved players and staff engaged with [the Southern Stars FC](#)⁷, a football club in the second-tier Victorian Premier League.

Sportradar, the internet betting integrity monitoring agent, detected irregular betting patterns associated with at least five Southern Stars games, which were characterised by 'unusually poor play' by some of the players.

Victoria Police subsequently charged six people with match-fixing offences, including the coach, four players (all from the United Kingdom) and a Malaysian national. The latter acted as liaison between the coach and players and a betting syndicate based in Hungary and Malaysia. The syndicate is reported to have made an estimated \$2million on the five thrown games played between 21 July and 13 September 2013.

Watch the ABC's '[The Big Fix](#)'⁸, and list the mistakes made and lessons learned for Australian sport in this match-fixing incident.

FURTHER RESOURCES

- [Is Match-Fixing Sports Biggest Threat](#)⁹, The Economist
- [Oliver Anderson - A Match Fixing Storywork](#)¹⁰, Tennis Integrity Unit
- [A Sure Bet to Fix Sport](#)¹¹, Huff Post
- [Moses Swaibu - Understanding the Threat of Match-Fixing](#)¹², Genius Sports Group
- ASC Clearinghouse for Sport – [Match-Fixing and Illegal Sports Betting](#)¹³





Unit 2:

ILLEGAL GAMBLING, ORGANISED CRIME AND MATCH-FIXING

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Legal Studies curriculum (effectiveness of laws/rules).
- Some senior Physical Education curriculum.

LESSON OVERVIEW

The sports wagering market, both globally and domestically, has burgeoned over the past decade, with thousands of online bookmakers now offering betting markets on a vast and increasing array of sports. However, a number of issues have been identified that pose threats to the integrity of sport.



Advancements in communications and technology allow gamblers to place bets, not only on match results, but also on whether particular 'outcomes' will occur during a sports match or competition. These betting options known as 'exotic bets', 'spot bets' or 'micro betting' can increase the risk of unethical behaviour and the potential for corruption or exploitation of the gaming industry.

With the world gambling industry turning over more than a trillion dollars a year, organised crime networks are exploiting vulnerable sports to fix matches or manipulate elements of the sporting fixture and launder money. Criminals develop associations with individuals who can influence a sporting contest or provide inside information that would enable them to profit from the sporting contest. Those who have bribed players to do these actions can then make millions from gambling on these crooked outcomes, with the bets staked with illegal bookmakers based in other parts of the world and operating outside the jurisdiction of the local sports authorities.

In this Unit, students will explore the scale and different elements of illegal gambling, organised crime and match-fixing in sport. They will develop an understanding of how collaboration and information exchange between domestic sporting organisations and betting agencies, and international collaboration between Sport Integrity Australia and like agencies are working to prevent this illegal activity.

LEARNING OBJECTIVES

- Establish the relationship between professional sport and wagering industries and how illegal gambling can corrupt sport.
- Raise awareness of the link between organised crime and sport, and the potential for unethical and illegal behaviour.
- Describe some of the different illegal activities that have plagued sport in recent times.
- Understand how collaboration and information sharing between sports, betting agencies and international organisations is working to prevent illegal and corrupt activities in sport.



KEY QUESTIONS

1. What is the size of the sports betting market in Australia?
2. How does the gambling dollar corrupt sport?
3. How does organised crime infiltrate professional sport in Australia?
4. What is 'spot fixing' and why is it such a serious issue in sport?
5. What is 'courtsiding'? Have there been any examples of this activity in Australia?
6. What is 'tanking'? Can you name some recent examples of this activity in world sport?
7. What is 'honey-trapping' and how can this lead to integrity issues?
8. Describe what a 'ghost match' is?
9. Describe how Sport Integrity Australia works with sports betting agencies to protect against illegal activity in sport.



ACTIVITIES AND RESOURCES

1. Watch the 7.30 Report '[Australian sport faces its blackest day](#)'.¹⁴ Has Australian sport plunged deeper into darkness since?
2. Watch [Safeguarding Sport from Corruption](#)¹⁵, by the UN Office on Drugs and Crime. What are some key points of 'Resolution 7/8'.
3. Review the article '[How the gambling dollar is corrupting sport](#)'.¹⁶ List some of the ways the integrity and purity of Australian sport is being undermined.
4. Read the ACC report '[Threats to the Integrity of Professional Sport](#)'¹⁷ and review how the conditions necessary for organised crime to infiltrate professional sport, such as associations between criminal individuals and athletes, have developed, or are being cultivated.
5. Read this article '[Australian professional athletes risk of blackmail as part of match-fixing by organised crime figures](#)'¹⁸ and discuss the issue of 'honey-trapping'.
6. Research what '[spot fixing](#)' is and discuss why it is viewed as such a serious issue in sport.
7. The term '[courtsiding](#)' refers to the practice of spectators at games relaying information to people overseas, in order to take advantage of broadcasting time delays to manipulate betting. Can you find any examples where this practise has occurred in Australian sport?
8. The newest weapon in the armoury of the match-fixer is a '[ghost game](#)' – a fictitious fixture designed to defraud bookmakers and rip off honest punters as part of a global betting market. Research and find some examples of where this practise has occurred.
9. Criminals are now using club sponsorship as a way of increasing their influence. [FIFA's former Head of Security, Ralf Mutschke](#)¹⁹, said:

"We are seeing criminal groups who use the sponsoring approach to infiltrate clubs in football. We get a lot of information from different regions of the world of suspicious people offering money to get into the clubs."

Discuss and debate the following question: Should a sporting club accept sponsorship money from a business owner with a 'dubious' background and associations if it means it will save the club from bankruptcy?



Extended Learning Activity: LOSING TO WIN



It's the final match in the 'round-robin' stage of your world championships competition. You know if you win the match you will play against the stronger opponents in the next round, but if you were to somehow lose the match you would avoid the tough match up and have a far greater chance of progressing through to the finals. Your captain and coach explain the situation to you and ask you to "tone it down a bit" and "save your best for the next match".

You are a bit concerned as your sport's code of conduct says 'you must use your best efforts to win a match at anytime' and not conduct yourself 'in a manner that is clearly abusive or detrimental to the sport'. Maybe it's not an issue – after all, players in various sports let points go all the time to save energy for later on.

The whistle blows for the game to start. Do you:

A: Give it your best for every point.

B: Take it a little bit easier than you normally would.

- Ask students what they would do.
- Ask students to tell how their decision matches up with their values and beliefs and their sense of purpose of what sport should be.
- Ask generally – Is there a 'right or moral' action here?

FURTHER RESOURCES



- [*The Size and Increase of the Global Sports Betting Market*](#)²⁰, Sports Betting Dime
- [*Gaming: advertising live odds banned in NSW to curb online sports betting*](#)²¹, The Guardian
- [*Sports Betting and Corruption: How to preserve the integrity of sport*](#)²², downloadable PDF, SportAccord
- [*Match Fixing*](#)²³, Sport Integrity Australia
- [*Sports Wagering*](#)²⁴, Sport Integrity Australia



Endnotes

- 1 https://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=10669906
- 2 https://www.footyalmanac.com.au/wp-content/uploads/Professional_sports_Factsheet_251111.pdf
- 3 <https://www.sportintegrity.gov.au/sites/default/files/National%20Policy%20on%20Match-Fixing%20in%20Sport%20%28FINAL%29.pdf>
- 4 <https://elearning.sportintegrity.gov.au/>
- 5 <https://www.abc.net.au/4corners/bad-sport-promo/7120372>
- 6 <http://www.abc.net.au/am/content/2014/s4003179.htm>
- 7 <https://www.abc.net.au/news/2014-09-22/soccer-clubs-obvious-match-fixing-sparked-questions-from-rival/5761204>
- 8 <https://www.abc.net.au/7.30/the-international-ring-that-fixed-a-melbourne/4961480>
- 9 https://www.youtube.com/watch?v=uRa9_OLkyiU&feature=youtu.be
- 10 <https://youtu.be/hHtEn9Gvtbc>
- 11 https://www.huffpost.com/entry/a-sure-bet-to-fix-sport_b_7216418
- 12 <https://vimeo.com/393929360>
- 13 https://www.clearinghouseforsport.gov.au/australian-sport-publication-archive/clearinghouse-for-sport/knowledge_base/Match-Fixing_and_Illegal_Sports_Betting_updated_17-10-2016.PDF
- 14 <https://www.abc.net.au/7.30/australian-sport-faces-its-blackest-day/4507306>
- 15 https://youtu.be/EG3AIG0_PWg
- 16 <https://www.theage.com.au/opinion/gambling-sponsorship-unbalances-regulatory-framework-20160403-gnx1p9.html>
- 17 <https://webarchive.nla.gov.au/awa/20151020084507/https://www.crimecommission.gov.au/sites/default/files/Threat%20s%20to%20the%20integrity%20of%20professional%20sport%20in%20Australia%20JULY%202013.pdf>
- 18 <https://www.dailymail.co.uk/news/article-2888410/Professional-athletes-risk-blackmailed-match-fixing-billion-dollar-organised-crime-operations.html>
- 19 <https://www.sbs.com.au/news/match-fixers-using-sponsorship-to-infiltrate-clubs>
- 20 <https://www.sportsbettingdime.com/guides/finance/global-sports-betting-market/>
- 21 <https://www.theguardian.com/australia-news/2015/nov/09/gaming-advertising-live-odds-banned-in-nsw-to-curb-online-sports-betting>
- 22 <http://www.spordiinfo.ee/est/g22s355>
- 23 <https://www.sportintegrity.gov.au/what-we-do/match-fixing>
- 24 <https://www.sportintegrity.gov.au/what-we-do/sports-wagering>



Topic Area 4: ILLICIT DRUGS IN SPORT



LESSON GUIDE



Australian Government
Sport Integrity Australia



SPORT INTEGRITY
AUSTRALIA



Unit 1: INTRODUCTION TO ILLICIT DRUGS IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.
- Some senior Legal Studies curriculum (effectiveness of laws/rules).

Teacher Notes

The Lesson Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Teachers should introduce the two Units within this Topic by providing an introduction using the **lesson overview** below and highlight the **learning objectives** to be achieved. The teacher should then introduce some of the **key questions** that will be investigated and choose some of the activities (and relevant resources) to examine and explore these further. The **extended learning activity** can be used as a homework or take-away activity and **further resources** can be provided for students who wish to delve deeper into the topic. Learning time for each Unit will be determined by how many activities the teacher wishes to analyse and discuss.

LESSON OVERVIEW

Illicit drugs include illegal drugs (such as cannabis), pharmaceutical drugs (such as pain-killers, tranquillisers) when used for non-medical purposes (strictly an illicit behaviour), and other substances used inappropriately (such as inhalants). Illicit drugs fall into three main categories: stimulants (amphetamines, cocaine), depressants (opiates including heroin) and hallucinogens (LSD, Magic Mushrooms).



There is increasing concern from sporting authorities about the use of illicit drugs in sport, particularly in sub-elite and local community sport settings. The recent Australian Crime Commission report '*Organised Crime and Drugs in Sport*' established that illicit drugs, performance enhancing drugs and supplements are not mutually exclusive; highlighting that some illegal drugs used socially may also be used to enhance sporting performance.

The use of illicit drugs is not only harmful to athletes, it brings sport into disrepute, and its use by high-profile sports people sets a poor example for fans and supporters.

In this Unit, students will examine the extent of the issue in sport and discover how government agencies, backed by national frameworks, strategies and plans, work with sports to address illicit drug issues. Students will closely examine the Australian Government's Illicit Drugs in Sport Program and review how it has supported national sporting organisations to ensure Australian athletes have the education and support to make the right choices when it comes to illicit drugs.

LEARNING OBJECTIVES

- Demonstrate knowledge of the World Anti Doping Authority's (WADA) rules around illicit drug use in sport and out of competition use of drugs.
- Understand the elements of the Australian Government's approach to addressing illicit drugs in sport.
- Critical analysis of the key elements of an Illicit Drugs in Sport Policy.
- Recognise the extent of prescription medication use in sport and its potential effects.



KEY QUESTIONS

1. Is illicit drug use common in sport?
2. What are the WADA rules around illicit drug use in sport?
3. How does WADA view out of competition use of illicit drugs?
4. What is the difference between anti-doping rules and illicit drug rules?
5. Do you think WADA should play a more prominent role in addressing illicit drugs in sport?
6. What is the Australian Government's approach to addressing illicit drugs in sport?
7. What are the key elements of an Illicit Drugs in Sport Policy?
8. What are the rules around prescription medication use in sport?
9. How could you implement an Illicit Drugs in Sport program within your sport?



ACTIVITIES AND RESOURCES

1. Listen to Daryl Adair, UTS Associate Professor of Sport Management talk on the issue of '[Does Aussie sport have an illicit drug problem?](#)' ¹ Do we hold athletes up to higher standards than the general public? Should sports and the government do more about illicit drug use in sport? What could some of those intervention strategies be?
2. [WADA previously ruled](#) ² that testing positive for illicit drugs on 'game day' led to harsh sanctions (sometimes up to a four year ban from all sport), regardless if the athlete was using the substance for performance enhancement or using it as a social drug on a night out with friends. After much consultation with sports and anti-doping agencies around the world, WADA have recently changed their stance and the [2021 World Anti-Doping Code \(Article 10.2.4\)](#) ³ now separates '[Substances of Abuse](#)' ⁴. Some would say the '[WADA are breaking their own rules on recreational drug use](#)' ⁵. Do the changes send a double message to sports people that recreational drugs are not seen as contrary to the integrity/spirit of sport? Discuss.
3. Examine the [Australian Government approach to addressing illicit drugs in sport.\(page 14\)](#) ⁶ What are the differences and overlap between anti-doping rules and illicit drug rules?
4. Review [Rowing Australia's Illicit Drugs in Sport Policy](#) ⁷ and compare it to the [Australian Rugby Union's approach.](#) ⁸



5. Devise your own Illicit Drugs in Sport Program campaign. You could use ambassadors, education programs, social media or develop a new app. Tell us how you would roll out the campaign and how you would fund it.
6. The use of sedative-based sleeping pills by athletes has created recent concern in sporting circles with fears of sports people falling into a vicious cycle of addiction to stimulants and sedatives. [Research the Grant Hackett case](#)⁹ and make recommendations on how athletes can negate the need for the potentially dangerous use of prescription drugs to get to sleep.

FURTHER RESOURCES

- [Illicit Drugs In Sport](#)¹⁰, online course, Sport Integrity Australia
- [Alcohol and Drug Foundation](#)¹¹
- [Positive Choices](#)¹²





Unit 2: CHOICES AND CONSEQUENCES

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum.
- Some senior Legal Studies curriculum (effectiveness of laws/rules).

LESSON OVERVIEW

The use of illicit drugs can affect sporting performance and careers, destroy reputations, impact friends, families, teams and community support, and potentially lead athletes into the murky world of crime syndicates and other forms of integrity compromise like match-fixing.



In sport (and life) there are many choices made every day about performance, training and health. Olympic and World Champion Australian cyclist Anna Meares said¹³:

“Sit down and think about what your values are. What behaviors you find acceptable. When you find your answers to these areas you can then align your actions and thoughts in anything you do to this”

Unfortunately, there are many examples of how drugs have destroyed the careers of up-and-coming or successful athletes who have made the wrong choices.

In this Unit, students will examine the dangers of illicit drug use in sport and see how sport is used as an important tool in modelling positive behaviours that can potentially reduce the number of people taking harmful drugs. Students will explore the link between illicit drug use in sport and match-fixing, and analyse the role coaches, sports scientist and support personnel have in guiding athletes' choices.

LEARNING OBJECTIVES

- Awareness of the dangers of illicit drug use and their effect on a person's health and sporting performance.
- Understand how illicit drug use by athletes can make them vulnerable to exploitation by criminals.
- Critically analyse the role coaches, sports scientists and support personnel have in influencing the choices of athletes in sport and how ethical behaviour can be enforced.
- Discover what therapeutic drug use exemptions are and when they can be made.
- Investigate the issue of prescription painkillers in sport.



KEY QUESTIONS

1. How can illicit drug use affect the careers of sportspeople?
2. What are some of the impacts on athletes who have made poor decisions in relation to drugs?
3. Describe the link between illicit drug use in sport and match-fixing.
4. How are athletes who take drugs vulnerable to criminal elements?
5. While it is always an athlete's responsibility to know what goes into their body, recent incidents in sport have shown the influence that coaches and support personnel such as sports science staff can have. What are the rules governing the behaviour of these people in sport?
6. How can we better educate athletes, parents, coaches and support staff to helping all involved understand the issues surrounding drug use in sport?
7. What are Therapeutic Use Exemptions and how can athletes be granted an exemption?
8. What are the risks around the use of prescription painkillers by athletes in sport?



ACTIVITIES AND RESOURCES

1. Watch [Ironman champion Ali Day](#)¹⁴ talk about the dangers of illicit drugs in sport.¹¹ List some of the reasons why sportspeople should not take illicit drugs.
2. Complete the Sport Integrity Australia's [Illicit Drugs in Sport online course](#)¹⁵ and follow the story of four athletes who have it all in front of them to see some of the impacts of their decisions.
3. The Australian Crime Commission report '[Organised Crime and Drugs in Sport](#)' (p 33)¹⁶ revealed that there are many threats to the integrity of sport, particularly in relation to the threats posed by illicit drug use and criminal associations: *'Illicit drug use by athletes leaves them particularly vulnerable to exploitation for other criminal purposes, including match fixing and fraud arising out of the provision of 'inside information'.*¹³



In groups, discuss the link between illicit drug use in sport, supply and distribution networks, criminal infiltration and match-fixing.

4. Coaches and sports science support staff can often be the main influence and source of information for athletes when it comes to banned substances. Review the [AIS Sports Science Sports Medicine Best Practice Principles](#)¹⁷ and list the key elements of the framework.
5. Review the information on the Sport Integrity Australia website on prescription medication use in sport. Can you research and find some examples of high-profile Australian sportspeople who have received bans for such use. Then review Sport Integrity Australia's [Therapeutic Use Exemption information](#)¹⁸ and discuss what the athletes in these situations could and should have done.
6. Prescription painkillers are used to assist athletes' recover from sports injuries, but evidence suggests this can lead to risks of addiction. A 2014 study in the Journal of Adolescent Health found that male teens that played sports were more likely to abuse opioid medication, compared to their peers who didn't participate in sports. Read the article '[Teen athletes becoming hooked on prescription painkillers](#)'¹⁹ and discuss some of the ways we might be able to mitigate these risks.

Extended Learning Activity: NAVIGATING THE PARTY SCENE



After state and national championships some athletes like to party and let their hair down like most other people. It is in these social settings at parties or nightclubs where alcohol and illicit drugs are often available that choices and consequences are crucial. Ask students to consider the following scenario:

You've trained all year, went well at the nationals and are now kicking back and relaxing over a few drinks at a nightclub. As the night rolls on, someone offers you a blue pill and says "No doping control has a test for this – let's party. You know that ecstasy is on the prohibited drug list but it is out of competition time now so it shouldn't matter? Your mates say it's not performance enhancing so what's the drama and encourage you to take it. Do you:

- A: Take the pill and party – bugger the consequences.
 - B: Reject the offer.
 - C: Tell the sport authorities that this person is offering the drug to your club members.
- Ask students to discuss and explain their various responses to the options.

FURTHER RESOURCES

- [*Coaches supplying ice to players in grassroots footy crisis*](#)²⁰, Herald Sun.
- [*How painkillers are turning young athletes into heroin addicts*](#)²¹, Sports Illustrated.





Endnotes

- 1 <https://2ser.com/aussie-sport-illicit-drug-problem/>
- 2 <https://theconversation.com/illicit-drugs-australian-sports-intervene-while-wada-spectates-37977>
- 3 <https://www.wada-ama.org/en/resources/the-code/2021-world-anti-doping-code>
- 4 <https://www.usada.org/spirit-of-sport/education/substances-of-abuse/>
- 5 <https://gulfnews.com/sport/wada-are-breaking-their-own-rules-on-recreational-drug-use-1.73067244>
- 6 <https://www.sportintegrity.gov.au/sites/default/files/Sport%20Integrity%20Matters%20-%20Issue%2005%20%E2%80%93%20September%202020.pdf>
- 7 <https://rowingaustralia.com.au/ra-illicit-drugs-in-sport-education-program-and-policy/>
- 8 <https://australia.rugby/-/media/rugbyau/documents/rugbyauillicitdrugspolicy.pdf?la=en&hash=F006FD80DA4A0287B45A20994996E573>
- 9 <https://www.news.com.au/entertainment/celebrity-life/grant-hackett-admits-he-was-hooked-on-sleeping-pills/news-story/e321a90529590a669d73457408d7e78f>
- 10 <https://elearning.sportintegrity.gov.au/>
- 11 <https://adf.org.au>
- 12 <http://theothertalk.org.au>
- 13 <http://www.globalsportcoach.com/anna-meares-motivation-of-a-champion/>
- 14 <https://youtu.be/RT5k02DgfCE>
- 15 <https://elearning.sportintegrity.gov.au/>
- 16 https://ssaa.org.au/assets/news-resources/research/2013-02_acc-organised-crime-and-drugs-in-sport.pdf
- 17 https://www.sportaus.gov.au/__data/assets/pdf_file/0004/687559/SSSM_Best_Practice_Principles_October_2018.pdf
- 18 <https://www.sportintegrity.gov.au/resources/therapeutic-use-exemption>
- 19 <https://www.healthline.com/health/addiction/addictive-prescription-drugs#1>
- 20 <https://www.heraldsun.com.au/news/victoria/coaches-supplying-ice-to-players-in-grassroots-footy-crisis/news-story/45f3f515c824c9e2e260f86a25d7f605>
- 21 <https://www.si.com/more-sports/2015/06/18/special-report-painkillers-young-athletes-heroin-addicts>



LESSON GUIDE





Unit 1: INTRODUCTION TO ETHICS IN SPORT

Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum (theory of moral development).
- Some senior Religion and Society curriculum (ethical method in a pluralistic society).

Teacher Notes

The Lesson Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



Teachers should introduce the two Units within this Topic by providing an introduction using the **lesson overview** below and highlight the **learning objectives** to be achieved. The teacher should then introduce some of the **key questions** that will be investigated and choose some of the activities (and relevant resources) to examine and explore these further. The **extended learning activity** can be used as a homework or take-away activity and **further resources** can be provided for students who wish to delve deeper into the topic. Learning time for each Unit will be determined by how many activities the teacher wishes to analyse and discuss.

LESSON OVERVIEW

Athletes, coaches and administrators live in a complex world where decisions and choices are made every day about health, training, competition and how they can be the best in their chosen sport. The lure of 'quick fixes', a 'boost' or 'shortcuts' to excellence, more money and rewards or greater performance remain a constant temptation for some. It is a world where performance, values, principles and purpose collide and where making ethical decisions are not always straightforward.



Ethics is essentially a system of moral behaviour that ensures a level of integrity or good character is maintained – it helps us see and differentiate right from wrong and good from bad in sport. For example, we know that a person that handballs a goal in football, and tries to get away with it, is breaking the rules. They break the ethical code of football by being dishonest and cheating. Their integrity is brought into question through their actions. In this sense 'ethics' are the overarching systems and concepts that dictate integrity.

In this Unit, students will discover how ethics guides the behaviours and choices we make every day and incorporates rules, principles, values and purpose. Students will work forward from thinking about what they believe about sport, its meaning and its purpose, to what they think matters in terms of their own values, principles and ethical beliefs.

LEARNING OBJECTIVES

- Consider what the meaning or purpose of sport is to different individuals.
- Recognise different concepts in sport such as sportsmanship, fairness and the spirit of sport.
- Recognise the difference between winning and succeeding in sport.
- Understand the different ethical frameworks that help to guide people's decisions.
- Recognise what it means to be ethical.
- Identify the values and principles that are most commonly associated with sport.



KEY QUESTIONS

1. How do you define fairness in sport?
2. What is the difference between gamesmanship and sportsmanship?
3. How does WADA define the spirit of sport? What does it mean to compete in the 'spirit of sport'?
4. What is your definition of success in sport? How do you define failure?
5. Name the key ethical standards or theories and how they each influence decision making?
6. What are [ethics and morals](#)? ¹
7. What is the difference between [a value and a principle](#)? ²
8. What are some examples of 'values'? And which values are commonly associated with sport?
9. What are some examples of 'principles'? And which principles are commonly associated with sport?
10. What role can values and principles play in protecting the integrity of sport?



ACTIVITIES AND RESOURCES

1. In reference to his famous statement: "[Winning isn't everything, but it's the only thing](#)" ³. Famous coach Vince Lombardi said:
"I wish I'd never said the thing. I meant the effort. I meant having a goal. I sure didn't mean for people to crush human values and morality. Winning is wonderful, but sportsmanship is the lesson to retain for life."
 - a. Discuss this statement and the 'win at all costs' ethos that has enveloped sport.
2. Facilitate a discussion on the '*[purpose or meaning of sport](#)*' and then brainstorm as a class or in groups the most common examples (fun, to win, social connections, better health, test yourself etc).
 - a. Ask students to list what their main motivations are for being involved in sport. Does this change for individuals over time or in different situations?
 - b. Optional: view the video '[Why We Play: The Sport of Life](#)' ⁴ exploring the junior to elite journey of four USA baseballers.



3. Read the article '[A Framework for thinking ethically](#)'⁵ and define what ethics is and is not and discover some of the different ethical theories and standards.
4. Read the following quote from Australian Olympic rower [Kim Brennan \(nee Crow\)](#)⁶ and discuss in a group the point she is trying to make and why this is so important in the context of modern sport.

'Dreaming of winning – whether it be at an Olympics, on grand final day or on the local sports ground – is not the problem. Dreams give us the 'why' and get us out of bed in the morning. It is those dreams that keep us going when our bodies say 'stop'. Sport would be meaningless if neither team cared whether they won or lost. The tension of competitors vying to be the best is what makes sport exciting and meaningful. Trying to win and training to win is vitally important. But aspiring to win is vastly different from winning at all costs.'

5. As a class, revise the list of values and principles outlined in the [Sport Integrity: Secondary Schools Resource Kit](#)⁷ (p.36). then discuss the questions posed at the bottom of the page. What challenges do individuals face in adopting group/team values?
6. Research the mission and values of the sporting organisation or club that you belong to. Consider, do these values correspond to your personal values?

Extended Learning Activity: WALKING THE TALK



Think about your own values, principles and morals. These are the things that matter the most to you and inspire you or they get under your skin in a way that makes you feel the urge to act. Consider and answer the following:

- When did they become important to you?
- Where did you learn them?
- Are they yours or someone else's?
- Have they evolved over time?
- Have they been tested under pressure?
- Do they match up with how other people describe you and your behaviour?
- Do they represent how you live today?

FURTHER RESOURCES

- [The Ethics Centre](#)⁸ for articles and interviews on sports ethics.
- [Canadian Centre for Ethics in Sport](#)⁹
- [Play the Game](#)¹⁰ – an international conference and communication initiative aiming to strengthen the ethical foundation of sport.
- [What role does ethics play in sport?](#)¹¹, Markkula Center for Applied Ethics at Santa Clara University
- [UNESCO Code of Sports Ethics](#)¹²
- [TrueSport](#)¹³ – Ethics and values build true sport.





Unit 2: USING AN ETHICAL DECISION MAKING FRAMEWORK

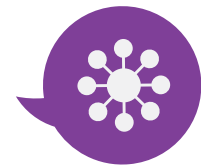
Level: Adaptable for Years 9 through 12.

Subjects: The following Unit aligns to key knowledge statements in:

- Some senior Physical Education curriculum (theory of moral development).
- Some senior Religion and Society curriculum (ethical method in a pluralistic society).

LESSON OVERVIEW

Ethical dilemmas arise when you have to choose between two things you believe are right and good, or where you need to make a choice between two things you don't prefer at all (because there is no better option available). The classic ethical dilemmas involve choosing between truth and loyalty, individuals and community, short and long-term outcomes or between justice and mercy.



Ethical decision making is a process that involves building awareness of 'ethical content' such as values, principles and beliefs about your defining purpose and an understanding of your own morals. It is also something that involves reflection, self-management, judgment and action. Making good ethical decisions requires a trained sensitivity to ethical issues and having a practiced method for working through your choices.

This Unit aims to build students' ethical strength and muscles, so they not only become literate about ethics in terms of understanding the logic, reasoning and psychology behind the choices we make on various matters, but also understand how to arrive at ethical decisions, and then practice voicing and enacting those choices in their sport (and lives).

LEARNING OBJECTIVES

- Understand the process of ethical decision making.
- Evaluate why ethical decision making is important to the integrity of sport.
- Understand some reasons and rationalisations that make a person choose to act contrary to their values and principles.
- Explore the components of an ethical decision making framework.
- Apply an ethical decision making framework to a scenario to determine a course of action and identify potential ramifications of the decision.



KEY QUESTIONS



1. Why are some decisions harder to make than others?
2. When faced with an ethical dilemma, what considerations might come into your decision making process?
3. Are there any situations where the rules should be ignored?
4. What is meant by the term '[slippery slope traps](#)'¹⁴ and name some examples of excuses or rationalisations we can make.¹⁴
5. What is meant by the term '[ethical blindness](#)'?¹⁵
6. In what situations might an individual chose to act against their personal values and principles?
7. What are the key components of an ethical decision making framework?
8. Why is having a framework or method to use when making decisions important?
9. Who would your sounding board or trusted ally's be to help you test your decision?
10. What is meant by the term '[sunlight test](#)'?¹⁶

ACTIVITIES AND RESOURCES



1. Use the '[Making an Ethical Decision' App](#)'¹⁷ to take you through a step-by-step decision-making process that allows you to consider your options using five different ethical approaches or standards.
2. Provide the following scenarios on the board/screen:
 - a. You are given (a yet to be released) illegally downloaded episodes of '*Game of Thrones*' (or another popular TV show). You are a mad fan of the show . . .
 - b. The ATM spits out an extra \$50. The receipt indicates it is by error. The bank is next door and open.
 - c. Your classmate and good friend is sending inappropriate messages to you and others that include jokes with racial overtones . . .

Ask students to individually decide which choice is the easiest and which is the hardest. When all students are ready, ask for volunteers to talk through their decision, concentrating on *why* they made their decision. What made each scenario easier or harder to make a decision about? Facilitate discussion amongst the class looking to draw out those comments that relate to values and principles in their decision making. [Define 'principles' and differentiate this definition to what is meant by 'values'](#).¹⁸

3. Read out the following dilemma to students:

You find out by accident that a good friend who is in your team has been taking performance enhancing drugs. You know he has had a tough time lately, and you know he is a really great person who works hard and contributes well to your team. He has always been supportive to you and others in your career. However, there is a major event around the corner and you know that if he gets caught, the consequences may be serious for the whole team.

You have a choice to report your friend, help him or remain silent. Do you:

A: Tell your coach/the club or authorities.

B: Speak to your friend and convince him to stop.

C: Remain silent.

Ask students to think about the dilemma and choose an option A, B or C. Then ask various students for their reasoning for each choice?

Now suggest to students that they've heard other reasons why people made their choice, and ask did that change anyone's choice? If so, why? ¹⁹

4. Use the following ethical decision making framework to explore sport related dilemmas? ^{20,21,22,23}

Students should work through the questions in the framework to help determine what course of action they might take in these various dilemma situations.

ETHICAL DECISION MAKING FRAMEWORK

- What is the dilemma?
- What are the facts?
- How do you frame it within the rules?
- What is at stake for whom?
- What are your most important values and principles at stake?
- Which of your own assumptions or biases come into play?
- Any potential slippery slope traps?²⁴
- What are your options?
- What is your decision?
- Who can you check your decision with?
- How does your decision match your meaning/purpose of sport?



Facilitation notes: Ethical dilemmas can be presented and facilitated in a number of different ways according to the size, nature, and experience of the group. This facilitation method should be decided by the teacher, however a number of suggestions are made below. In each case, students can be provided with a copy of the Ethical Decision Making Framework to assist their considerations, and ideally will have already identified a number of their key values, principles and their '*meaning of sport*' in previous activities to help them through the decision process.

Option 1: Each student picks (or is given) a scenario and then individually works through the decision making process, noting their key thoughts or issues, before presenting back to the class.

Option 2: Students are divided into groups and work through the scenarios together before presenting back to the class.

Option 3: Discuss a selection of scenarios as a group (or using a selected panel of students). Facilitate the involvement of all students by asking for their input at various stages of the discussion (using the Ethical Decision Making Framework as a guide). What values are involved here? What are the key principles? What is at stake for whom? What might be the consequences of these decisions?



Students are asked to write their own ethical dilemma relating to sport which can be used by the class to discuss and solve.

The dilemma can be real or imagined, and should include;

- The facts of the case.
- A description of the dilemma.
- A summary of the values and principles involved in the dilemma/decision making.
- A summary of the individual decision the student would make, as well as a rationale referencing their values and principles as to why they would make that choice.

FURTHER RESOURCES



- ['What is Ethics'](#) ²⁴, The Ethics Centre.
- [Ethical Decision Making Online Courses](#) ²⁵, Sport Integrity Australia
- [Sport Integrity Matters - Quarterly Newsletters](#) ²⁶, Sport Integrity Australia

Endnotes

- 1 <http://theconversation.com/you-say-morals-i-say-ethics-whats-the-difference-30913>
- 2 <https://www.reference.com/world-view/difference-between-values-principles-b74279a14a5990c4>
- 3 <https://www.psychologytoday.com/au/blog/ethics-everyone/201007/winning-isnt-everything>
- 4 <https://vimeo.com/41808348>
- 5 <https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/a-framework-for-ethical-decision-making/>
- 6 <https://www.smh.com.au/sport/the-spirit-of-sport-20131207-2yydp.html#ixzz3g1H6TzID>
- 7 <https://www.sportintegrity.gov.au/what-we-do/education>
- 8 <https://ethics.org.au/>
- 9 <http://cces.ca>
- 10 <https://www.playthegame.org/>
- 11 <https://www.scu.edu/ethics/focus-areas/more/resources/what-role-does-ethics-play-in-sports/>
- 12 http://portal.unesco.org/education/en/ev.php-URL_ID=2223&URL_DO=DO_TOPIC&URL_SECTION=201.html
- 13 <http://truesport.org/wp-content/uploads/TSReport.pdf>
- 14 <http://www.bbc.co.uk/ethics/introduction/slippyslope.shtml>
- 15 <https://hbr.org/2011/04/ethical-breakdowns>
- 16 <https://ethics.org.au/ethics-explainer-the-sunlight-test/>
- 17 <https://legacy.scu.edu/ethics/ethical-decision/>
- 18 <https://www.reference.com/world-view/difference-between-values-principles-b74279a14a5990c4>
- 19 This activity uses the Konstanz method for Dilemma discussion by German philosopher George Lind.
- 20 <https://www.washingtonpost.com/news/early-lead/wp/2016/01/06/good-sport-jack-sock-tells-lleyton-hewitt-to-challenge-call-loses-point/>
- 21 <https://www.theaustralian.com.au/sport/weightlifter-denies-demanding-5000/story-e6frg7mf-1226394488143>
- 22 <https://www.icc-cricket.com/video/201653>
- 23 <https://www.theage.com.au/sport/afl/afl-players-rally-around-call-to-start-dobbing-in-drug-cheats-20130214-2eg08.html>
- 24 <https://ethics.org.au/why-were-here/what-is-ethics/>
- 25 <https://elearning.sportintegrity.gov.au/>
- 26 <https://www.sportintegrity.gov.au/news/sport-integrity-matters>