



# Topic Area 1: INTEGRITY AND ANTI-DOPING IN SPORT



LESSON PLAN/GUIDE



Australian Government  
Australian Sports Anti-Doping Authority



Australian Government  
National Integrity of Sport Unit



# 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 ASADA/WADA).
- Some senior Legal Studies curriculum (effectiveness of laws/rules).

## Teacher Notes

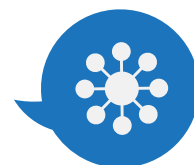
The Lesson Plan/Guide for this Topic, and others in this Topic series, provides background information, resources and ideas to assist teachers in developing a lesson (or series of lessons), which addresses the key concepts articulated in relevant areas of the curriculum.



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 behavior 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 behavior 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 behavioral 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.

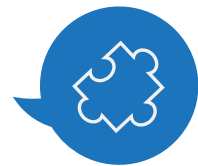
## LEARNING OBJECTIVES

- 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 sportspeople have cheated or tried to enhance their performance through performance-enhancing substances?
2. What is the National Integrity of Sport Unit's (NISU) definition of sports integrity?
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 Australian Crime Commission fact sheet on '*Threats to the Integrity of professional sport in Australia*<sup>1</sup> and find out what the principal vulnerabilities in Australian sport are.
2. Read the Australian Institute of Criminology paper '*Corruption in Sport*<sup>2</sup> 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?
3. Read the Australian Sports Commission's '*Ethical and Integrity Issues in Australian Sport Survey (2010)*<sup>3</sup> and identify the most prevalent and serious ethical and integrity issues in Australian sport.
4. Look at the '*Safeguarding the integrity of sport*<sup>4</sup> infographic and discuss the most surprising statistic. Why does this surprise?
5. Watch the ABC Four Corners program '*Bad Sport*<sup>5</sup> 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.



7. Watch the presentation by NISU and discuss what the Unit is doing to protect the integrity of sport in Australia.<sup>6</sup>
8. Read the ASC's Clearinghouse for Sport paper '*Integrity in Sport*' and highlight the national government policies and frameworks to protect the integrity of sport.

### Extended Learning Activity: THE SPIRIT OF SPORT



Read the article '*The Spirit of Sport*'<sup>8</sup> by Australian Olympic rower Kim 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



- [The Australian Model for defending sports integrity](#) - presentation by NISU in Helsinki, Finland (2014).<sup>9</sup>
- [Competing with Integrity](#) online course, IOC Athlete Learning Gateway.<sup>10</sup>
- [Global Corruption Report: Sport](#), *Transparency International*, (February 2016).<sup>11</sup>
- [Global sports anti-corruption body on the cards](#), Greg Baum, *The Sydney Morning Herald*, (2016).<sup>12</sup>
- [National Integrity of Sport Unit](#) website<sup>13</sup>
- [SportAccord](#)<sup>14</sup>



## Unit 2: RULES IN SPORT

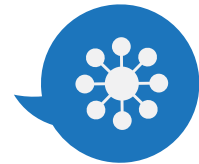
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### LESSON OVERVIEW

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 behavior 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 behavior 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 NISU, ASADA and the Australian Sports Commission. 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. 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".<sup>15</sup>*
6. Read Jaimie Fuller's article<sup>16</sup> and discuss whether world sport needs an independent corruption agency or not.
7. The chairman of the 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'<sup>17</sup> 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?
- Would the outcome be better or worse than the status quo?

### FURTHER RESOURCES

- 'Is the Win-at-all-costs Culture Ruining Youth Sports?'<sup>18</sup>
- [Integrity in sport needs to grow from the grassroots level](#), Dennis Hemphill, *The Conversation*, (2016).<sup>19</sup>
- ['Doped bikes': Is this cycling's next cheating scandal?](#), BBC Sport, (2016).<sup>20</sup>
- [Resolving contemporary ethical issues in sport](#) (*Play by the Rules*).<sup>21</sup>
- [Resolving contemporary ethical issues in sport Webinar](#) (*Play by the Rules*).<sup>22</sup>
- [The Global Alliance for Integrity in Sports](#)<sup>23</sup>





## Endnotes

- 1 [www.crimecommission.gov.au/publications/intelligence-products/crime-profile-fact-sheets/threats-integrity-professional-sport](http://www.crimecommission.gov.au/publications/intelligence-products/crime-profile-fact-sheets/threats-integrity-professional-sport)
- 2 <http://apo.org.au/files/Resource/tandi490.pdf>
- 3 [www.clearinghouseforsport.gov.au/\\_\\_data/assets/pdf\\_file/0019/417115/ASC\\_Ethics\\_summary.pdf](http://www.clearinghouseforsport.gov.au/__data/assets/pdf_file/0019/417115/ASC_Ethics_summary.pdf)
- 4 *Safeguarding the integrity of sport* infographic on *Play by the Rules* website.
- 5 [www.abc.net.au/4corners/stories/2016/02/01/4395832.htm](http://www.abc.net.au/4corners/stories/2016/02/01/4395832.htm)
- 6 <http://presenter.qbrick.com/?pguid=c90e8fdc-2b31-4196-9b86-f2ba62008f29>
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- 8 [www.smh.com.au/sport/the-spirit-of-sport-20131207-2yydp.html](http://www.smh.com.au/sport/the-spirit-of-sport-20131207-2yydp.html)
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- 13 [www.health.gov.au/internet/main/publishing.nsf/Content/national-integrity-of-sport-unit](http://www.health.gov.au/internet/main/publishing.nsf/Content/national-integrity-of-sport-unit)
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- 19 <https://theconversation.com/integrity-in-sport-needs-to-grow-from-the-grassroots-level-58870>
- 20 [www.bbc.com/sport/cycling/35460562](http://www.bbc.com/sport/cycling/35460562)
- 21 [www.playbytherules.net.au/news-centre/hot-topics/1452-free-webinar](http://www.playbytherules.net.au/news-centre/hot-topics/1452-free-webinar)
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