



*Sport represents the  
best school of life  
by teaching young people  
the skills and values  
they need to be good citizens.*

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on Sport for Development and Peace

# EVERYONE WINS!

## Helping coaches, teachers and youth leaders

### lead a module on fair play

#### Contents

##### Sponsor

##### Background

##### Contact us

##### General information

##### Getting ready

##### Delivering the module

##### Player handouts

[The Olympic statement](#)

[The meaning of fair play](#)

[Fair play situation form](#)

[Performance and drugs of abuse](#)

[Sample code of conduct](#)

##### Leader resources

[How to organize role-plays](#)

[Role-play/discussion situations](#)

[Session planner](#)

[Speaking suggestions for elite athletes](#)

[Ice-breaker activities](#)

[Glossary of terms](#)

##### Useful Internet resources

Many see the potential of sport to provide positive experiences and support healthy development in young people, but they may not know how to maximize those benefits. Some evidence suggests that education on fair play and ethics in sport is not a common part of youth sports or physical education classes.

As athletes interact with each other, with officials and with different situations on and off the playing field, they make numerous choices that have an ethical basis – that is they deal with questions of right and wrong. They often have little direction and few role models to guide their decisions.

The information included here guides coaches in all sports (or teachers and youth leaders) in conducting an active and fun (7 hour) training for youth aged 10-14 to increase their awareness of the ethical decisions they make in sport, and to practice making decisions based on fair play values.

Additionally, this training aims to encourage young people to examine their decisions off the playing field in light of the ethical values that they learn from these sessions. We hope that the positive health and social benefits of having a sound ethical base in sport will carry over into other aspects of their lives.

This package provides everything a coach needs to conduct the training, including handouts, forms to be filled out and a detailed guide. In addition, these pages contain tips on how best to deliver these sessions, such as practical suggestions for conducting role-plays and activity-oriented techniques to really engage young people on the topic of fair play.



*The important thing in the Olympic games  
is not to win, but to take part.  
The important thing in life is not the  
triumph, but the struggle.  
The essential thing is not to have  
conquered, but to have fought well.*

Pierre de Coubertin



## Sponsor

This module is a product of the **Global Youth Network of the United Nations Office on Drugs and Crime (UNODC)**. The aim of the Global Youth Network is to increase youth involvement with the international community in developing drug abuse prevention policies and programmes. UNODC is conducting this fair play programme because it is convinced that sport played in the true spirit can help young people avoid drugs, alcohol and other problems. Any activity or programme that enhances **protective factors** (see glossary under “Modified Social Stress Model”) among young people will reduce the likelihood of substance use and other health and social problems.

*“Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”.*

**United Nations Convention on the Rights of the Child (1990), Article 31**

## Background

UNODC’s initial interest in the potential for sport to reduce substance use problems among youth was a result of the World Youth Forum, held in Banff, Canada, in 1998. Among the amazing range of groups who performed and presented their work at this event were several that used sport as a medium to interact with youth. UNODC followed the Banff forum with a workshop in Rome in November 2000 that more fully explored the potential and limitations of sport. The result of the workshop was a monograph, **Using Sport for Drug Abuse Prevention**. This monograph was the main reference for a module for coaches and youth that was tested at the **Football without Borders** camp held in Doha, Qatar, 15-20 October 2003.

The Football without Borders camp expanded on successful Basketball without Borders camps that brought together youth from the former Yugoslavia (2001), and from Greece and Turkey (2002). While increasing skill in sport, these camps used the medium of sport toward two other ends: to build bonds between youth living in regions with a recent history of conflict and to build knowledge and competencies that support healthy lifestyle choices. The “sport without borders” concept has evolved to also include “socially excluded” young people on the borders or margins of societies. An aim of the football camp in Qatar was to strengthen the health promotion<sup>1</sup> component of the sport without borders concept.

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<sup>1</sup> For the purposes of this module, health promotion refers to the social and personal resources as well as physical capacities that enable people to increase control over, and improve, their health. Health in this sense is a resource for everyday life, embodying such skills as assertiveness, stress reduction, communication and conflict resolution (Ottawa Charter, 1986).



## Contact US

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OUR GLOBAL EXPERIENCE IN PRIMARY PREVENTION

[http://www.unodc.org/youthnet/global\\_initiative/  
global\\_initiative\\_project.html](http://www.unodc.org/youthnet/global_initiative/global_initiative_project.html)



## General information

### Overview

- In this training package, sport is presented as a neutral activity that has the potential for positive and negative outcomes. Fair and respectful play and balanced competition are presented as core concepts that lead to maximum enjoyment, healthy development and improved performance.
- The concept of fair play is examined through four main themes: respect for the game (including officials); respect for others (such as teammates, coaches, opponents); self-respect; and balanced competition. A sub-theme tying these concepts together is maintaining self-control.
- The flow of the module is as follows: defining fair play, identifying fair play situations, role-playing situations and choices, and applying the insights and skills in game conditions.
- The module can be expanded by inviting a professional or other elite athlete to talk with the young players about the challenges (s)he faces regarding ethical and fair play.
- One of the broader aims of this training package is to encourage youth to apply the lessons they learn on the sports field to their daily lives. We hope that by exploring in detail the fair play situations that are part of this training, the participating youth will understand how to make these same ethical decisions in aspects of their lives outside of sport.

*The aim of this package is to enable coaches to raise awareness of the ethical decisions that are a part of sport and provide practice in making decisions based on fair play values.*

### Goals

- To raise awareness of the ethical decisions that are a part of sport and to provide practice in making decisions based on fair play values.

### Learning outcomes

Players will:

- increase their awareness of the many ethical choices made during preparation, practice and playing;
- increase their understanding of how respectful and fair play can increase everyone's enjoyment of the game;
- improve their ability to display respect and fair play when participating in sport.



## Getting ready

### Intended participants

The module has been tested with, and is intended for, young athletes aged 10-14. It may also be appropriate for older athletes or students in physical education classes. The module can work well in a number of contexts:

- woven into a sports season;
- within a sports camp – the module can be integrated with the skills component, lending variety to the camp agenda;
- as a module or unit for a health class or youth centre.

### Duration

Approximately seven hours.

### Prerequisites

Young people need only to have some experience in any sport at any level in order to generate examples of situations or incidents requiring an ethical decision.

### Required materials

- A white board or flip chart
- One pencil and some paper for each player
- The following handouts for each player:
  1. The Olympic statement
  2. The meaning of fair play
  3. Fair play situation form
  4. Performance and drugs of abuse
  5. Sample code of conduct

### Set up

Use a locker-room or some other room that affords privacy, enough space for small group role-plays and a set up that will allow players to do a small amount of writing.



## Delivering the module

### 1. Defining and clarifying the benefits of fair play [60-90 min]

- Activity 1: to “break the ice” ask each player in turn to say a few words about their favourite or most memorable sports moment – either something they participated in or witnessed (see **Leader Resource 5: Ice-breaker activities**).
- Point 1: this session will be about fair play. Fair play is the term we use to describe playing by the rules and by the spirit of the rules. Fair play is about what is right and wrong.
- Point 2: the purpose of the module is to help you become more aware of the fair play decisions that you face in the course of playing, practicing or preparing for sports, to identify choices reflecting the values of fair play and to practice responses based on these values.
- Activity 2: to understand fair play, it is necessary to define sport. List a number of activities on the flip paper (e.g., sailing, professional wrestling, cycling, chess, skateboarding, dance competitions, car racing, etc); ask whether these are all sports, and why or why not (i.e., what makes an activity a sport, and when is an activity not a sport).
- Point 3: ask players to consider this definition of sport: a physical activity with an agreed upon structure and set of rules that allows for competition against oneself or others; ask why there are rules in their sport. For more discussion on this topic, refer to UNODC’s **Using Sport for Substance Abuse Prevention**, page 6.
- Activity 3: to clarify the benefits of fair play, brainstorm the positive and negative things that can be a part of sport; put the ideas on the flip paper and post them; ask the players about the benefits or good things that can come from playing sports; following that, ask the players about the negative things that can be a part of sport; ask how the positive aspects can be strengthened and the negative ones minimized. Try to draw out elements of fair play and balanced competition (e.g., focus on task as well as winning).
- **Handout 1: the Olympic statement**: present Pierre de Coubertin’s statement as an important early guide to fair play values.

*Fair play is the term we use to describe playing by the rules and by the spirit of the rules.*

*Fair play is about what is right and wrong.*



## 2. Identifying fair play situations [15 min]

- **Handout 2: The meaning of fair play;** go over the four elements of fair play:
  1. Respect for the game (including officials)
  2. Respect for others (i.e., teammates, coaches, opponents)
  3. Self-respect
  4. Balanced competition\*\* Note that there is another element that factors into these four: maintaining self-control at all times. Discuss the challenges and alternatives for doing this in various situations.
- Point 1: playing according to fair play values means making good choices when problems or situations arise.
- Activity 1: using **Handout 3: Fair play situation form**, ask each player to describe a situation for Element 1 (respect for the game) relevant to their sport that presents a conflict or dilemma for players. Instructions: describe a scene that you have been a part of or that you have witnessed where “respect for the game” was threatened. On the form, there is space to describe the problem (i.e., what happened, who was involved, why it was a problem) and to suggest one choice that reflects a sense of fair play and one that doesn’t.

- *Respect for the game*
- *Respect for others*
- *Self-respect*
- *Balanced competition*

Elements of fair play

## 3. Role-playing situations and choices [60-90 min]

- Activity 1: ask players to divide into groups of 4-5 to rehearse each of the situations they came up with. [Use **Leader Resource 2: Role-play/discussion situations** for back-up ideas, if necessary].
- Activity 2: in turn, ask each group to present their situation to the rest of the team or group depending upon the time you have.
- Activity 3: following each role-play, ask the rest of the team for comments (e.g. are there other choices that could be made that reflect a sense of fair play? How does maintaining self-control fit in?).

## 4. Repeat steps 2 and 3 for each of the other three elements (i.e. respect for others, self-respect and balanced competition) [3 hrs]

## 5. Applying the insights and skills [60-90 min]

- Activity 1: play a fair play game, asking the players to be aware of the fair play decisions they need to make during play. Following the game, ask the players about situations that arose, how well the principles of fair play were applied in the game and the challenges of doing so.



## 6. Bringing it all together [45-60 min]

- Activity 1: after you've completed all four elements, tie the module together by holding a session to create a Code of Conduct for the team; ask players to brainstorm ideas that came out of the earlier sessions, listing them on the flip paper; once all ideas have been presented, shorten the list down to the 10 most important statements for the team (for example, conduct a secret vote on each statement, the 10 statements with the greatest number of votes become the team's Code of Conduct). To help generate ideas, you may wish to show the players **Handout 5: Sample code of conduct.**

Have the statements printed, framed and hung in a visible place for the team. Seek opportunities to refer to your Code so that it becomes a "living" Code for the team.

## 7 Option: Invite an elite athlete to speak to the players about fair play

- Activity 1: if you have access to a local elite athlete who could serve as a positive role model for youth, invite the person to visit with your team to speak about his/her experiences with fair and unfair play; use **Leader Resource 4: Speaking suggestions for elite athletes** to give the player suggestions on speaking topics.



## Player Handouts





*The important thing in the Olympic games  
is not to win, but to take part.*

*The important thing in life  
is not the triumph, but the struggle.*

*The essential thing  
is not to have conquered,  
but to have fought well.*

Pierre de Coubertin

## The Meaning of Fair Play

Having fun while competing and achieving personal and team goals occurs when everyone prepares, practices and plays according to the true spirit of sport.

### > **Respect for the game:**

This means approaching the game in a way that is fun and allows you to give your best performance. It means respecting the officials and the role they have to play. Respect for the game means playing by the rules, but also going further and playing by the spirit of the rules and the game.

### > **Respect for teammates, coaches and opponents:**

Don't let your teammates and coaches down: prepare adequately for competition, try your hardest, encourage teammates and support an honest effort by them. Give your opponent an appropriate challenge; avoid "trash talk", arguments and violence.

### > **Respect for oneself:**

Prepare physically and mentally for participation in a way that will be healthy and safe. This means being in satisfactory physical condition and being mentally prepared to do the best you can regardless of the outcome. Athletes with a sense of self-respect do not use performance-enhancing substances. It also means standing up for your rights or dignity if an opponent, teammate or coach treats you in a way that makes you feel uncomfortable.

### > **Balanced competition:**

Competition is an essential part of sport, yet too much emphasis on winning can have a number of negative effects on young athletes:

- it can take the fun out of the game;
- it may put undue stress on players;
- it will make sport unappealing for those who are not comfortable with a strong emphasis on winning;
- it may make performance-enhancing substances attractive.

Every person and team will have a different way of approaching competition, but the desire to win should not interfere with a commitment to fair play. Seeking victory at any cost defeats the true meaning of competition.



A final principle is a part of all four of the above themes:

**maintaining self-control at all times.** Only by keeping control of your emotions can you make good choices when challenging situations arise on the field.

## Fair Play Situation Form

**1. Describe the situation (i.e., what happened, who was involved, why it was a problem).**

**2. Suggest a choice that does not reflect a sense of fair play.**

**3. Suggest a choice that does reflect a sense of fair play.**





# Performance and Drugs of Abuse

## Selected Mood-Altering Drugs and their Effects on Performance

When talking about mood-altering substance use in a sport context, it is more useful to focus on the immediate effects on athletic performance than on longer-term consequences (of course, performance-enhancing drugs can enhance immediate performance, but their use is cheating and cheating breaks down sport). Information on the risks of drug use should be presented in a truthful and balanced way. Information will be more openly received if you acknowledge that users can perceive value in these substances.

Below are summaries of the effects of commonly abused drugs on athletic performance. Generally, these substances are not useful in enhancing performance. Rather, their use has the potential to impair and interfere with athletic performance.

Effects of substances will vary with the strength of the drug used, the amount consumed and the situation in which it is used. Some substances, when taken together (for example, inhalants and alcohol), greatly increase the impact on the body. Except for amphetamines and steroids - banned performance-enhancing substances - none of these substances has a performance-enhancing effect. So, the most appropriate way to address use of these substances by young athletes is to point out how their use demonstrates a lack of respect for oneself, teammates, opponents and the game (this is best done through a Code of Conduct).

The information below on the performance effects of commonly abused substances is drawn from the following sources: discussion by G Wadler, an expert in athletic performance enhancement, published by ESPN TV Network at <http://espn.go.com/special/s/drugsandsports> (2001); a book chapter, "The effects of mood-altering substances on workplace performance", by Coombs, R and McAndrews, MP (1994); and an article by Iven, VG, "Recreational drugs", *Clinics in Sport Medicine*, (1998).

## || Alcohol

Alcohol has no performance-enhancing potential. Studies have shown that alcohol impairs performance in a number of ways:

- reduced ability to focus attention on a task, make high-speed decisions and assess dangers;
- decreased memory function and slower reaction time;
- poorer balance, steadiness and movement skills;
- increased boisterousness, lack of judgment;
- hangover effects, including reduced eye-hand co-ordination and slower reaction time. For example, it has been shown that the ability of air pilots can be impaired by alcohol even after their Blood Alcohol Concentration has returned to "zero".

## || Tobacco

Tobacco has no performance-enhancing potential and has the potential to reduce performance:

- smoking has an effect on carrying out complex physical and intellectual tasks;
- smokers say that smoking helps them to think and concentrate, however, this may be because smoking offsets the impairment caused by withdrawal;
- smokers experiencing withdrawal have been shown to have more problems with concentrating, particularly on more complex tasks;
- over the long-term, smoking significantly reduces cardiovascular performance.

## || Cannabis

Cannabis has no performance-enhancing potential and has the potential to reduce performance:

- impairs eye-hand co-ordination and reaction time;
- reduces motor co-ordination, tracking ability and perception;
- impairs concentration and distorts perception of time;
- users get tired more quickly;
- hangover effects: impaired performance 24 hours after consumption;
- short-term adverse health effects can include: memory and learning problems; difficulty concentrating; distorted perceptions involving vision, sound, touch and time; thinking and problem-solving difficulties; for some, sudden feelings of anxiety, including panic attacks and paranoia.

## || Cocaine

Cocaine has very limited performance-enhancing potential and has a greater potential to reduce performance:

- there have been findings that users don't tire as quickly and have improved attention and speed of response, but it has been suggested that these findings mostly involve sleep-deprived individuals;
- can distort the user's sense of reality; for example, an athlete may think they are performing better and are not as tired even though their actual performance has declined;
- impaired ability with more complex tasks (i.e., judgment and decision-making);
- an increase in body heat combined with a decreased ability to sweat impairs the body's ability to regulate its temperature during physical activity;
- strenuous activity increases the stress on the heart caused by cocaine and may result in life-threatening abnormal heart rhythms and heart attacks, particularly in cigarette smokers;
- hangover or withdrawal: effects on mood, attention and psychomotor skills may have even more negative impact on performance than intoxication.

## || Inhalants

Inhalants have no performance-enhancing potential and have the potential to reduce performance:

- with initial intoxication: fatigue, muscle weakness, memory impairment, poor concentration and problem-solving ability;
- following euphoria: confusion, disorientation, blurred vision, lack of co-ordination, diminished reflexes;
- initially, the user is stimulated and loses inhibitions, but with more inhalations, speech becomes slurred, walking becomes staggered, hallucinations may appear, drowsiness follows, breathing is slowed and the user may lose consciousness;
- can cause death due to suffocation and dangerous behaviours.

## || Opiates

Opiates have no performance-enhancing potential and have the potential to reduce performance:

- weaker opiates such as codeine or propoxyphene (Darvon) reduce performance less than stronger opiates such as heroin, Demerol or morphine;
- stronger opiates cause impairment to perception, learning, memory and reasoning;
- methadone patients experience little or no performance impairment.

## Performance-enhancing drugs

Several reasons an athlete may have for using performance-enhancing drugs are to:

- build mass and strength of muscles and/or bones
- increase delivery of oxygen to exercising tissues
- mask pain
- stimulate the body
- relax
- reduce weight
- hide use of other drugs

## || Amphetamines

Amphetamines have performance-enhancing potential, but they also have the potential to reduce performance:

- the stimulant effects of amphetamines last considerably longer than those of cocaine;
- they cause wakefulness, alertness, mood elevation, increased self-confidence and decreased appetite;
- they give a sense of reduced fatigue but do not create extra physical and mental energy;
- they distort the user's perception of reality and impair judgment, which may cause an athlete to participate while injured, possibly leading to worse injuries as well as putting others at risk;
- adverse short-term effects of amphetamines include increased heart rate and blood pressure, reduced appetite and weight loss, insomnia, headaches, convulsions, and hallucinations and paranoia. Death may also occur due to ruptured blood vessels in the brain, heart attacks, heart rhythm abnormalities and heatstroke;
- the use of amphetamines to enhance athletic performance is a form of cheating and is illegal.

## || Anabolic Steroids

Anabolic steroids are by far the most commonly used performance-enhancing drugs. However, their use also has harmful effects, depending on length and duration of use.

- In boys and men: can lead to reduced sperm production, shrinking of the testicles, impotence, difficulty or pain in urinating, baldness and irreversible breast enlargement (gynecomastia).
- In girls and women: development of more masculine characteristics, such as decreased body fat and breast size, deepening of the voice, excessive growth of body hair and loss of scalp hair, as well as clitoral enlargement.
- In adolescents of both sexes: can lead to premature termination of the adolescent growth spurt, so that abusers remain shorter than they would have been without the drugs.
- In males and females of all ages: potentially fatal liver cysts and liver cancer; blood clotting, cholesterol changes and hypertension – each of which can promote heart attack and stroke; and acne. Some scientists believe that available evidence indicates anabolic steroid abuse – particularly in high doses – promotes aggression that can manifest as fighting, physical and sexual abuse, etc. Upon stopping use, some abusers experience

depressed mood, fatigue, restlessness, loss of appetite, insomnia, reduced sex drive, headache, muscle and joint pain, and the desire to take more anabolic steroids.

- In injectors: infections resulting from the use of shared needles or nonsterile equipment include HIV/AIDS, hepatitis B and C, and infective endocarditis – a potentially fatal inflammation of the inner lining of the heart. Bacterial infections can develop at the injection site, causing pain and abscess.

# Sample Code of Conduct

- I will always play by the rules.
- I won't lose my temper while playing.
- I will cheer good plays made by either team.
- I won't talk trash or tease or taunt opponents.
- Win or lose, I will shake hands with opponents and officials after a game.
- I won't yell at or criticize teammates or coaches for making a mistake.
- I will admit mistakes instead of making excuses or blaming others.
- I will try my hardest on every play, even if the team is losing badly.
- I will point out incorrect calls when they go in our favour.
- I won't argue with calls that go against me.
- I won't show off.
- I will have fun!!

## What Would Your Code Say?



## Leader Resources



## How to Organize Role-Plays

Role-playing is a great way to examine and learn about real life situations. Role-plays can be more interesting and fun than talking about situations, and everyone – role-players and audience – can learn a lot through the performance.<sup>2</sup>

*Role-plays can be more interesting and fun than talking about situations.*

### The role-playing used for these sessions will:

- allow players to use their past experiences in sport;
- help players develop an awareness of how others see situations;
- give players a chance to try out new ways of dealing with situations.

### The steps in organizing a role-play activity are:

- 1** Demonstrate to the players how to role-play a situation (main messages: they need to be clear with the situation they are trying to portray, and they should keep it short and to the point – i.e., one minute or less).
- 2** Divide players into groups of 4-5.
- 3** Explain the task to them:
  - identify a situation from one of the themes
  - role-play the situation
  - identify two ways of dealing with the situation
  - practice role-playing the situation with the solutions
  - think about which solution is best and why
  - be prepared to demonstrate your role-play to your group
- 4** After the role-play, hold a brief discussion with the group. Questions to ask could be:
  - What do you think is the best solution? Why?
  - Are there other solutions that could also work?If there is time, ask players to role-play the other solutions.

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<sup>2</sup> As an alternative to role-playing, you may wish to discuss the various situations with your players. Simply use the situations that the players develop or those that are listed in **Leader Resource 2: Role-play/discussion situations** as the basis of your discussions.

## Role-Play/Discussion Situations

Playing according to fair play values means making good choices when problems or situations arise. For each of the problems below, suggest two alternatives, determine consequences to each alternative and decide on the best choice.

- 1. The referee has called you for a foul resulting in a penalty for your team. You don't understand and disagree.**
- 2. Your coach sits you out because (s)he thinks you aren't trying hard enough. You don't understand and disagree.**
- 3. The whistle blows – the game is over – your team has won the championship – your team is jumping all over the field – you notice the players on the other team.**
- 4. You have a teammate that makes fun of the players on the other team and wants you to join him/her.**
- 5. You score a goal – the referee doesn't allow it – your mom is mad, your teammates are mad, your coach is mad.**
- 6. One of the players on your team is good and tries to control the ball too much.**
- 7. One member of your team is ignored by the others on the team.**
- 8. One of your teammates loses their cool after your opponents score.**
- 9. One of your teammates cheats (changing his/her birth date so (s)he can play in a league for younger players).**
- 10. A friend offers you some of his/her "health supplement" that (s)he says really helps him/her stay strong.**

## Session Planner

1. Day and time of session:

2. Aim or purpose of session:

3. My role as leader of the session:

4. Others involved and their role:

5. Materials, equipment or space needed:

6. Description of what will happen in this session:

7. Information I need to give players so everyone knows what to do (my main points):

8. How I will know I've succeeded with this session:



## Speaking Suggestions for Elite Athletes

You have a great opportunity to be a positive influence on young athletes. They would be interested in hearing how you were able to reach the level you have and how you deal with the many “fair play” challenges you face. For example, you may wish to speak about:

**1. What do you see as the rewards of playing your sport? What that keeps you playing and practicing?**

**2. What does competition mean to you? Talk about the need for rules and how playing by the rules means playing with honesty, playing fair and playing clean (without drugs). Speak about situations or problems you have faced or witnessed.**

**3. How do you balance winning with other parts of playing sport?**

**4. How do you balance your commitment to sport with the other things in your life?**

**5. Describe the perfect moment in sport when everything feels just right, when you “lose your mind” in your movement or when you are completely “in sync” with your teammates.**

*Thank you very much!*

*Everyone Wins!*

## Ice-breaker Activities

### 1. Interviews

This activity is for players who don't know each other, such as in a sports camp situation. Separate players into groups of two. Each person in the group "interviews" the other person, asking them the interview questions (e.g., name, age and grade, school, sports hero, favourite sport). After all interviews have taken place, the interviewer uses the information to introduce this player to everyone else.

### 2. Lines

Ask the group to line up in order of something (e.g., height, alphabetically using last names), but to do it without speaking.

### 3. Knots

Stand in a circle. Everyone holds hands with two different people (not those standing next to them). Ask the group to try and untangle themselves without letting go of hands.

### 4. Clumps

Ask people to wander around the room. Have one person shout out a number. People then get into groups of that number. If you want, those left over can be 'out'; otherwise just keep getting into clumps.



## Glossary of Terms (as used in this module)

*Ethical approach to sport:* seeing various situations in the course of playing a sport (or practicing or preparing to play) as presenting ethical decisions, where a player has a choice between playing fairly and cheating. It is not necessary for the coach to try to define the concept of ethics to young players; they will best understand these choices as issues of "good/bad", "healthy/unhealthy", or "fair/unfair". Playing fairly is presented as an obligation of every player.

*Fair play:* is the term used in this module to describe an ethical approach to sport. For the purposes of this module, fair play means playing with respect for self, others and the game, a balanced approach to winning and maintaining self-control at all times.

*Module:* a collection of activities focusing on a theme, fitting into a larger programme or theme.

*Role-play:* a short skit used for instructional purposes to help develop insight into situations and to provide practice in trying out particular actions or behaviours.

*Sport:* a physical activity with an agreed upon structure and set of rules that allows for competition against oneself or others.

### Modified Social Stress Model

Experts who have studied drug abuse have come up with what they call the "*Modified Social Stress Model*" to understand why particular individuals start abusing drugs.

This is really just a fancy term for something that is very commonsensical. What the experts say is that there are a number of factors in a person's life that can cause them to start using drugs; these are called RISK FACTORS. At the same time, there are some other factors that prevent a person from using drugs, and these are called PROTECTIVE FACTORS. If the risk factors in an individual's life outweigh the protective factors, it is likely that (s)he will start abusing drugs.

Both kinds of factors can be further divided into either personal or environmental factors. Personal factors are those that have to do with the individual, and environmental factors are those that have to do with the social, familial and physical environment in which the person lives.

We will now list some of these factors so that in the course of your prevention work, you will be able to identify those young people who are most at-risk and need more attention from you.

## **RISK FACTORS**

### **Personal factors**

- Being a man or a woman. Worldwide, many more men than women use drugs, but this is changing. For example, the 1999 Drug Use Survey in the USA questioned 25,500 young people aged 12 to 17 and found that 16% of the girls and 16.7% of the boys had used drugs. Another thing to remember is that often girls abuse licit or legal substances like alcohol, prescription drugs and other substances that are socially accepted.
- Being young is in itself a risk factor. Young people are in a constant struggle to establish their identities and answer questions, like Who am I? What is my role in society? What do I want to be? Finding answers to these questions is never an easy thing, and it takes some time. Often during this period, young people start doubting themselves and their ability to do or achieve things. It is then that they may try to forget about the world or drown their sorrows by abusing different substances.
- If a person has mental problems, (s)he is more likely to start using drugs.
- Undeveloped or underdeveloped personal skills, like the inability to make decisions, to express feelings, be assertive, solve problems, etc., also put an individual at greater risk of succumbing to substance abuse.

### **Environmental factors**

The environmental factors that are likely to encourage substance abuse in a young person are:

- Parents who do not know how to look after him/her emotionally, physically or in terms of providing the right kind of support and guidance.
- No family.
- Parents, brothers or sisters who abuse drugs of any kind.
- Mental, physical, sexual or verbal abuse.
- Members of his/her social group abuse drugs.
- His/her society has cultural and/or religious values that encourage substance abuse or the media, advertising and attitudes in the society condone abuse.
- Homelessness, and living with or without his/her family on the streets.
- Few/no opportunities for education.
- A lot of free, unstructured time in which there is an absence of constructive, imaginative and challenging activities.
- No job opportunities or even the hope of getting a fulfilling job.

- Health services are not provided or if they are provided, they are not youth-friendly.
- Widespread availability of licit and illicit substances, since laws and regulations that are supposed to discourage or prevent abuse are not stringent or are not enforced.

## **PROTECTIVE FACTORS**

### **Personal factors**

The main factors that protect an individual against drug abuse are:

- Well-developed personal skills to deal with difficult situations, such as an ability to analyze situations, make quick decisions, communicate with others, relax, negotiate and enter into compromises, etc.

### **Environmental factors**

- Good personal connections to people, including family members and friends, animals and things that encourage caring, sharing and bonding – for example, having a friend who is willing to help out in difficult situations and who has good personal skills, or having a pet to look after. In both of these cases, the young person has to learn to be responsible not only for him/herself but also for something or someone else.
- Adequate resources to meet physical and emotional needs of the person, e.g. schools, youth-friendly health services, social centres with recreational activities, sport facilities, employment opportunities, etc.
- Cultural norms that discourage substance abuse. For example, Gujarat in India, the State where Gandhi came from, has a long tradition of non-violence and temperance, alcohol is prohibited in the State and the community at-large does not tolerate intoxication. The extent of drug abuse in this State is much smaller than in other parts of the country.
- The laws that regulate substance use are stringent and well enforced and access to licit and illicit drugs is limited or difficult.

## Useful Internet Resources (Accessed July 2004)

### **American Academy of Child and Adolescent Psychiatry**

<http://www.aacap.org/publications/factsfam/sports.htm>

Includes an article for parents on sports and children.

### **Athletes for a better world**

US Northwest-focused organization

<http://www.abw.org/>

Aims to change the culture of sport by developing individual character, teamwork and civic responsibility through commitment to a **Code for Living**.

### **Building better kids and families through sports education**

Sports Esteem, Inc.

<http://www.sportsesteem.com/index.html>

A private US company promoting education and character development through sports.

### **Canadian Centre for Ethics in Sports**

<http://www.cces.ca>

An agency of the Government of Canada; has published a number of fair play resources including *Fair Play for Kids*, a handbook of activities for teaching fair play.

### **Character counts**

Josephson Institute of Ethics

<http://www.charactercounts.org/sports/sports.htm>

A US organization promoting sportsmanship, principled decision-making and "pursuing victory with honour".

### **Citizenship through sport**

Citizenship Through Sports Alliance (CTSA)

<http://www.sportsmanship.org/>

Coalition of professional and amateur athletic organizations in the US focused on character in sport. CTSA promotes fair play at all levels – youth leagues to professional sport – to reinforce the value of sport as a test of character.

### **Coaching Association of British Columbia**

[http://www.coaches.bc.ca/resources/O8\\_fairplay/index.htm](http://www.coaches.bc.ca/resources/O8_fairplay/index.htm)

Contains fair play codes for everyone involved in sport.

### **Coaching corner**

Sponsored by an Internet consultancy

<http://www.thecoachingcorner.com/commentator/>

Provides a resource to youth sports coaches; includes a section titled "Commentator" on the qualities of a good coach.

### **Coach's game plan: Guidelines to creating a safer environment**

British Columbia Sport and Physical Activity Branch, Government of British Columbia, Canada.

<http://www.sport.gov.bc.ca/pubs/coach/codes.htm>

Contains: Sport Safe Series: A Guide for Parents; Volunteer Screening Model; Coach's Game Plan; Eliminating VIOLENCE in Hockey; The Parent Contract; Anti-violence Policy for Sport & Recreation Facilities.

**European fair play movement**

<http://www.fairplayeur.com/facts/facts.html>

Aims to promote fair play and tolerance in the broadest sense (in sports and everyday life) in Europe by supporting its members, helping to promote fair play campaigns where sports organizations take the initiative, co-operating with authorities to foster fair play themes and by facilitating regular contacts between the various European sports organizations.

**Fair play home page**

<http://www.fairplaytoday.com/exec/fairplay/excerpts.cfm?publicationID=64>

Led by an individual, Scott Lancaster, providing seven principles of fair play.

**Institute for international sport**

<http://www.internationalsport.com/nsd/nsd.cfm>

US-based initiative that aims to promote dialogue during National Sportsmanship Day, which serves as a forum for administrators, coaches, students, alumni, parents and fans to discuss the issues of ethics, fair play and sportsmanship.

**International fair play committee**

<http://www.fairplayinternational.org/>

Invites fair play stories and awards prizes annually based on these stories.

**National Institutes on Drug Abuse**

<http://www.steroidabuse.org>

Detailed information on steroid abuse.

**Positive coaching**

Stanford University

<http://www.positivecoach.org/>

Aims to “transform sports so they can transform youth”; encourages a balanced view of winning.

**Right to Play**

<http://www.righttoplay.com>

A humanitarian, non-governmental organization committed to improving the lives of the most disadvantaged children and their communities through sport.

**Using Sport for Drug Abuse Prevention**

UN Global Youth Network

<http://www.unodc.org/youthnet>

Provides research on the strengths and limits of sport as prevention, good practices in establishing a sport programme and a summary of performance effects of various drugs of abuse.

**World Anti-Doping Agency**

<http://www.wada-ama.org/en/t1.asp>

International body responsible for curbing use of performance-enhancing drugs in competitive sport.