

NATIONAL  
SPORTS  
MUSEUM

LEVELLING THE  
PLAYING FIELD  
LEVEL 4 – YEAR 5/6

TRIUMPH THROUGH HEALTHY LIVING



**Key concept**

Being healthy and having a positive attitude to sport is the most important sporting achievement for an athlete.

**Focusing questions**

1. Drugs in sport: are athletes dying to win?
2. Do all competitors play fairly? If not, how does this affect others?
3. Why is drug-free the only way sport should be?

**National Sports Museum exhibition focus**

Drugs in sport: Driving pure performance in sport

Healthy living: The essence of Australian sport

**VELS dimensions addressed**

*Physical, Personal and Social Learning:* Health and Physical Education; Interpersonal Development; Civics and Citizenship; Personal Learning

*Discipline-based Learning:* English

*Interdisciplinary Learning:* Communication; Information and Communications Technology; Thinking Processes

**Overview**

Sport is a major part of every Australian's life, whether we are actively involved (competitively or recreationally), occasional spectators, or have family members who are involved. As spectators or participants, we want sporting events to be fair and equal for all athletes, teams and sporting organisations.

The key concept and the focusing questions generate discussion about students' knowledge of drugs in sport and what is involved in being a healthy athlete. Students also consider the values of a successful athlete.

Students learn about the variety of drugs used in sport, the risks athletes take with their health and the strategies in place to prevent them from taking performance-enhancing drugs when they compete. Students are also made aware of what legal aids are available to increase performance, and the processes that are in place to ensure that athletes rely on hard work and determination to become champions.

Students will examine a selection of articles related to drugs in sport and start a graffiti wall. They will research the focusing questions using graphic organisers to develop their understanding of a broad range of issues related to sport and a healthy lifestyle. Using either text, a poster or an oral presentation, students may choose to attempt to persuade their fellow students that drugs in sport are not to be tolerated. Alternatively, they may investigate and report on a particular sporting association's drug policy both in and out of competition to further develop their knowledge and ideas.

## Pre-visit activities

**Introduce the key concept: Being healthy and having a positive attitude to sport is the most important sporting achievement for an athlete.**

*Focus skills, knowledge and understandings:* Health and Physical Education; Interpersonal Development; Communication

Write the key concept in the centre of a large piece of paper and ask students what they think this unit is about. Record their ideas, allowing students to piggyback their ideas from one another.

Write the focusing questions and ask students to brainstorm the issues. Their comments can be recorded on the poster paper and added to throughout the topic.

Organise students into small groups to read different articles that relate to drugs in sport. You can use the articles suggested or others you have collected.

"IOC Strips Jones of Sydney medals", ABC News, 13/12/2007  
<http://www.abc.net.au/news/stories/2007/12/13/2117372.htm>

"Eating to succeed in sport", BBCNews Online health section, 31/7/2000  
[http://news.bbc.co.uk/sport1/hi/in\\_depth/2000/drugs\\_in\\_sport/859463.stm](http://news.bbc.co.uk/sport1/hi/in_depth/2000/drugs_in_sport/859463.stm)

"Two-year ban for Floyd Landis", Julien Pretot, Herald Sun, 22/09/2007  
<http://www.news.com.au/heraldsun/story/0,21985,22460977-11088,00.html>

Allow students enough time to read the articles, discuss key points and record the information on fishbone diagrams. (To get more information on this organiser, go to <http://vels.vcaa.vic.edu.au/support/teaching.html#graphic>)

Ask a spokesperson from each group to report their group's findings to the whole class. These findings can then be collated on a large poster that students can use throughout the topic.

Introduce a graffiti wall (attach a large roll of paper to a wall). Students use coloured markers to record their thoughts, draw pictures and add information throughout the topic. This allows students to express themselves, piggybacking their ideas from one another. Continue to remind students to use this wall throughout the topic.

## Focusing question 1: Drugs in sport: are athletes dying to win?

*Focus skills, knowledge and understandings:* Personal Learning; English; Thinking Processes

### Materials

- Any resources related to anti-doping and healthy living
- At least three sheets of poster paper to record whole-group discussions
- Markers to record information
- Access to the internet and library for research
- Worksheet 1

Distribute Worksheet 1. Read through the questions and topics as a class, discussing any questions students may have. They complete the worksheet by researching the internet, books from the library and any other available resources. (Teacher note: Other legal ways that athletes may use to enhance performance include music, hypnosis, special diets, particular training regimes, etc.)

After completing Worksheet 1, students can continue to use the internet, magazines, books and newspapers to research athletes who cheat and what they will do to win. Have students recount one of these stories in response to the focusing question.

### During the visit to the National Sports Museum

“Drugs in sport” is the topic of a large graphic mural at the back of the multi-sports area (there is sufficient room for students to sit comfortably on the floor in front of the graphic). The mural is divided into two distinct sections:

- ASADA (Australian Sports Anti-Doping Authority) looks in detail at the history of drugs in sport including banned drugs and what happens to drug cheats
- The essence of Australian sport which is built on the Federal Government’s after-school care program in order to instil good and active living principles.

Throughout the five separate areas of the National Sports Museum, the multi-sport displays and the major interactive area that students will visit and explore, there is no mention of the athletes who have tested positive to performance-enhancing drugs. There is a strong message underlying all exhibitions that drugs are not acceptable within the value system of all sports. Students will get a clear idea of our sporting values by looking at all these exhibitions.

## Post-visit activities

### Focusing question 2: Do all competitors play fairly? If not, how does this affect others?

*Focus skills, knowledge and understandings:* Communication; Personal Learning; Civics and Citizenship

Pose the following questions/scenarios to the class. Give students a couple of minutes to discuss their response with a partner before sharing their ideas and feelings.

- What would you do if you discovered one of your best friends in your sports team was using performance-enhancing drugs?
- How is this going to make you feel when you have sacrificed so much of your time, effort and energy to perform to the best of your ability without cheating?
- What would be likely to happen if anyone in the team was caught cheating?
- Would you be able to continue competing if you knew athletes in your team were taking performance-enhancing drugs? Why/why not?
- What would you do if your team-mates were taking performance-enhancing drugs and they asked you to? Why?
- What are the long-term consequences of taking performance-enhancing drugs? How serious can drug-taking be?
- Do you know of any long-term effects of athletes taking drugs?
- Can you think of any other situations that may occur if athletes use drugs?

### Focusing question 3: Why is drug-free the only way sport should be?

*Focus skills, knowledge and understandings:* Health and Physical Education; English; Communication; Civics and Citizenship; Information and Communications Technology

### Materials

- Worksheet 1
- Class posters from the pre-visit activities
- Worksheet 2
- Notepads
- Pens/pencils/markers

Students revisit Worksheet 1 and add any additional information discovered at the National Sports Museum. When adding information, students should use a different colour pen to highlight the extra information the student has learnt from the visit.

Introduce the persuasive genre to the students using written, oral and poster presentations. Discuss the features and structure of this genre. The students should use this style of writing, speaking or showing to present an argument to persuade their fellow students that performance enhancement via drugs is not acceptable in sport.

Students may choose from the following topics:

- A persuasive piece to prevent athletes from doping themselves. This could be written as a report, a newspaper article or via a computer program such as PowerPoint. Students need to clearly express their point of view, presenting at least three arguments for it.
- Create a poster that is informative and persuasive with the aim of preventing athletes from using drugs to enhance performance. The poster needs to include powerful written text, pictures and loaded titles. Again, students need to display a sound knowledge of the topic and include at least three arguments with evidence to support their point of view.
- An oral presentation informing athletes about the negatives of doping and encouraging athletes to rely on “pure performance”. This can be presented in the form of a group debate, individual presentation and/or with the use of media and multi-media. Again, students need to display a sound knowledge of the topic and include at least three reasons/points with evidence to support their point of view.
- An investigation or report (written or oral) about how one sporting association such as AFL, Rugby League, Cycling has developed a policy to deal with drugs within their sport and also a code of behaviour when not competing. Students need to give at least three strong arguments for support of the league/association’s drug policy.

Discuss a schedule/contract with students to establish a timeframe for completion of the activity. Use Worksheet 2 to record students’ planning and ensure they understand the assessment criteria.

## **Indicators of student achievement and assessment strategies**

The activities in these materials address the following dimensions of VELS:

### **Health and Physical Education: Health knowledge and promotion**

The student is able to examine the promotion of health of the individual and the community through the provision of health resources, services and products.

### **Interpersonal Development: Working in teams**

The student is able to work effectively in different teams, take on a variety of roles to complete tasks, work co-operatively to allocate tasks and accept responsibility for their role and tasks, provide feedback to others and evaluate their own and the team’s performance.

### **Civics and Citizenship: Community engagement**

The student is able to present a point of view on a significant current issue, including recommendations about the actions that individuals and governments can take to resolve issues, demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision-making.

**Personal learning: The individual learner; Managing personal learning**

The student is able to identify their preferred learning styles and use strategies that promote learning, monitor and describe progress in their learning and demonstrate learning habits that address their individual needs, and seek and respond to teacher feedback to develop their content knowledge and understanding.

The student is able to develop and implement plans to complete short-term tasks within timeframes set by the teacher, utilising appropriate resources, undertake some set tasks independently, identifying stages for completion, seek and use learning support when needed from peers, teachers and other adults, and demonstrate a positive attitude to learning within and outside the classroom.

**English: Reading; Writing; Speaking and listening**

The student understands and engages with a range of texts.

The student is able to publish writing for electronic media and performance.

The student is able to use appropriate oral language for particular audiences and occasions, and develop their active listening strategies.

**Communication: Presenting**

The student is able to summarise, interpret and organise information learning logically and clearly in a range of presentations.

**Information and Communications Technology: ICT for communicating**

The student is able to use ICT to support oral presentations to live local audiences, use ICT to communicate with others with the purpose of seeking and discussing alternative views, acquiring expert opinions, sharing knowledge and expressing ideas, and locate information from a range of online and multimedia resources to support their own learning.

**Thinking Processes: Reasoning, processing and inquiry; Reflection, evaluation and metacognition**

The student is able to develop reasoned arguments using supporting evidence.

The student is able to document changes in their ideas and beliefs over time.

Source: Adapted from Victorian Essential Learning Standards, VCAA, 2005 <http://vels.vcaa.vic.edu.au>

## Additional resources

Suggested websites to use that will aid students' exploration:

- Australian Sports Anti-Doping Authority: <http://www.asada.gov.au/>
- World Anti-Doping Agency: <http://www.wada-ama.org/en/>
- Tough on Drugs in Sport: [http://www.dcita.gov.au/tough\\_on\\_drugs/](http://www.dcita.gov.au/tough_on_drugs/)
- How Stuff Works: <http://www.howstuffworks.com/athletic-drug-test.html>
- British Broadcasting Corporation, Schools, Physical Education:  
<http://www.bbc.co.uk/schools/gcsebitesize/pe/fitness/drugsrev1.shtml>
- Sports Medicine Australia, Smartplay:  
<http://www.smartplay.net/moves/drugs/drugsinfo.html>
- Australian Academy of Science, Nova-Science in the News:  
<http://www.science.org.au/nova/055/055sit.htm>
- About.com-Sports Medicine:  
[http://sportsmedicine.about.com/od/performanceenhancingdrugs/Performance\\_Enhancing\\_Drugs.htm](http://sportsmedicine.about.com/od/performanceenhancingdrugs/Performance_Enhancing_Drugs.htm).

### Tour of the MCG

During your visit to the National Sports Museum at the Melbourne Cricket Ground, we also suggest that you take an MCG Tour. Our bookings staff will help schedule this. It is an excellent opportunity to make special use of the reduced price combination package.

## Worksheet 1: Healthy living and sport

Name: \_\_\_\_\_

- What is a “moral”? Write a definition, using your own words. (You can use a dictionary to help.)

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- In your workbooks, complete a Venn diagram illustrating the differences between an athlete who chooses to take performance-enhancing drugs and an athlete who completely relies on natural ability, a healthy lifestyle and hard work.
- Record a selection of different sports in the first column. In the second column, list the drugs some athletes use and, in the third column, list the effects of these drugs.

Sport	Drugs used	What this drug does

- Research and record as many legal ways as you can find in which an athlete can improve their performance. The first row has been completed as an example.

Sport	Aid	Effect
A marathon race	Eating plenty of carbohydrates for example, pasta	Energy

**Worksheet 2: Persuasive plan and criteria**

Name: \_\_\_\_\_

Key concept/point of view:

Reason:

Reason:

Reason:

Facts to support reason:

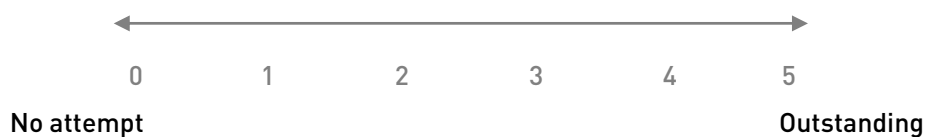
Facts to support reason:

Facts to support reason:

Final statement/supporting point of view:

### Assessment Criteria

Five marks will be allocated to each criterion and you will be evaluated against the following linear scale by the teacher, a peer and yourself.



Criteria	Self evaluation	Peer evaluation	Teacher evaluation
Conveys a point of view using powerful and persuasive language			
Conveys at least three arguments with supporting facts			
Speaks clearly using appropriate tone of voice to persuade the audience			
Is well organised and prepared on the due date			
Evidence is accurate and referenced			
Used ICT to produce accurate and suitably formatted products			
Has supporting materials			