



Example of an Athlete Curriculum



BY  WADA

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What is the Athlete Curriculum?

This Example of an Athlete Curriculum (Athlete Curriculum) is a document that describes topics and learning objectives that an athlete should be able to achieve in each of the generic stages of the athlete pathway (as described in the Guidelines for Education (Guidelines)). It shows a progression of learning for athletes as they move within and along each stage of the pathway from children and school sport to international-level athletes for each of the mandatory topics listed in Article 18.2 of the 2021 World Anti-Doping Code (Code).

The Athlete Curriculum supports the content of the Guidelines and like them, is not a mandatory document, but a useful tool for planning an education program.

What is the purpose of the Athlete Curriculum?

The Athlete Curriculum is meant to help you in the development of your education plan and the implementation of your education program. The topic descriptions and learning objectives should guide you as you plan your education activities and plan to evaluate learning by letting you know what you want your target groups to know, understand, and be able to do by the end of the education activity. Remember, the ultimate aim of an education program should be for athletes to be able to do something (e.g. comply with testing procedures, submit a Therapeutic Use Exemption (TUE) application, look up medications using the Prohibited List (List)).

How was the Athlete Curriculum developed?

The Athlete Curriculum was developed using sound pedagogical principles. The principles of designing learning, including Bloom’s taxonomy, were used when writing each of the learning objectives.

Bloom’s taxonomy is a commonly used framework for the development of curriculums and learning objectives. It provides

a hierarchy of descriptor words that show the different stages of learning and learning progression from the basic stage of “remembering” or “recall” to more advanced stages of learning such as, “applying”, “analyzing” and even “creating”.

Using Bloom’s taxonomy, learning objectives within the Athlete Curriculum were written in a progression from what an athlete should “know” (the “remember” level of Bloom’s), to what they should “understand” (the “understand” level of Bloom’s), to what they should be able to “do” (the “apply” and “analyze” levels of Bloom’s).

Why was the Athlete Curriculum developed?

The Athlete Curriculum was developed to help you plan a rich learning experience that ultimately helps athletes participate in sport in line with the anti-doping rules and procedures. It is important to note that a criticism of anti-doping education programs was that traditionally, their focus was on the lower levels of learning, gaining knowledge (what athletes should “know”). This was typically delivered in an information provision session or through an educational resource (e.g. a leaflet). However, the goal of any education program should be for athletes to be able to “do” something. So, the Athlete Curriculum was developed to help you plan an appropriate progression of learning so that athletes will be able to “do” something concrete by the end of an education program and ideally after each education activity, such as file their whereabouts information, find and download a TUE application form, or use the Prohibited List (List) to check if there are any banned substances in a medication they are considering taking.

The Athlete Curriculum, which begins with children and school sport, was also developed to help you take a preventative approach to doping by planning education for the earliest stages of athlete development. Developing healthy habits in young children such as rest, recovery and healthy eating, can help with attitudes towards supplement use at later stages, for example.

And finally, the Athlete Curriculum, was developed to help with the integration of values throughout your education program, within each topic, and at each stage of athlete development. Remember, the International Standard for Education (ISE) explains that values-based education is one of the 4 components of an education program (along with awareness raising, information provision and anti-doping education), that must be included in your education program.

How do I use the Athlete Curriculum?

There are different ways you can use the Athlete Curriculum. You can read through the learning objectives and determine which ones your target groups should accomplish then use these as the basis for developing your education activities and any accompanying assessment tasks.

Turning learning objectives into education activities

Example 1

You might determine that it is important for your international-level athletes to be able to “Apply and defend their rights under the Code”. This might lead you to plan a face-to-face education activity where athletes participate in a role play and pretend to be involved in the testing process. Here, you have them practice applying their right to request a representative.

Example 2

You might determine that it is important for school children in your country to “Identify values-based behaviors”. This might lead you to develop a video for social media that will show athletes demonstrating respectful behavior.

Example 3

You might determine that you want talented athletes who participate in club sport to be able to “List some of the risks associated with supplement use”. This might lead you to plan an eLearning activity where all talented athletes are required to complete WADA’s talented athlete course on ADEL.

Note: In these examples, to achieve the full learning objective, other education activities or additional learning tasks (as defined in the Guidelines) may be required.

Or, you can use the Athlete Curriculum to inform the development of your own curriculum, appropriate for your specific context. Each Anti-Doping Organization's (ADO's) context (i.e. their target groups, their resources, their geography, and accessibility to target groups) is unique, so each ADO's education program can and should look different.

To educate your target groups you may want to accomplish some or all the learning objectives here or, you may simply want to use this information to guide your own curriculum development, appropriate for your context.

Another way to use this Athlete Curriculum, if you already have one in place, is to use this document as a review tool to conduct an analysis of your own curriculum.

Focusing on “doing”

To support you, some learning objectives have been highlighted in pink within the Athlete Curriculum. These are learning objectives that will lead to key athlete behaviors that you should be developing through your education activities (i.e. they will lead to athletes being able to “do” something).

Key athlete behaviors are those that enable athletes to participate in sport in line with the anti-doping rules and procedures. Developing these behaviors in athletes will give them confidence in their ability to act rather than just the knowledge of what they should do. This confidence building is essential for a successful education program.



Key athlete behaviors for clean sport

Key athlete behaviors include (but are not limited to):

- Determining which organization's jurisdiction they are under and whose anti-doping rules they must abide by
- Following the anti-doping rules and finding anti-doping information when needed
- Staying true to self and to personal values, even in moments of vulnerability, by sharing concerns and seeking help from trusted people when needed
- Performing their rights and responsibilities as outlined in the Code
- Checking the status of any medication against the Prohibited List (List)
- Assessing and managing risks associated with supplement use, including conducting thorough research for any supplement product prior to using it
- Being able to find and obtain a Therapeutic Use Exemption (TUE) application form
 - Carrying a copy of their TUE certificate
 - Checking the expiration date and reviewing TUE when required
- Informing medical professionals that they are bound by the anti-doping rules
 - Questioning that any medical treatment is in line with the anti-doping rules prior to receiving it
- Having confidence to report any suspicions of doping
- Applying rights and performing responsibilities associated with the testing process:
 - Requesting a representative
 - Requesting an interpreter
 - Requesting a delay to report to the Doping Control Station (DCS) for a valid reason
 - Carrying identification to support the notification process
 - Reporting to the DCS
 - Remaining in sight of the Doping Control Officer (DCO)
 - Requesting a modification to the sample collection process if needed
 - Asking for more information if needed
 - Documenting concerns or problems on the Doping Control Form (DCF)
- Using ADAMS/Athlete Central and filing accurate whereabouts information and updating when circumstances change, if required to do so
- Finding and using a list for suspended Athlete Support Personnel (ASP) to check their status
- Being able to find and check anti-doping rules associated with a specific competition, event, or major games
- Advocating for clean sport, acting as a role model for younger athletes

Where can I find more information?

For more information and support, read through the Guidelines. To help you better develop your education plan read Chapter 5 – *How to develop an education plan*. To learn more about the pedagogical principles that were used to develop these learning objectives or how to write your own learning objectives, read Chapter 6 – *How to design the learning experience*. To learn more about education activities that can help your target groups achieve these learning objectives, read Chapter 7 – *The 4 components of an education program*, and for guidance on how to educate along the athlete pathway, reach Chapter 8 – *How to educate along the athlete pathway*.



Things to note before you start

It is important to remember that this Athlete Curriculum was developed using a generic athlete pathway. It is possible that your athletes at the national-level, for example, have not yet achieved the learning objectives listed for talented athletes. If this is the case, educate your athletes beginning at the most appropriate stage of learning for them while bearing in mind that they will also likely need

some of the information and understanding that would come with higher level learning objectives. So, if national-level athletes need to achieve a learning objective from the talented athlete column before they can achieve a learning objective from the national-level column, plan for that.

Also note that the learning objectives listed within the Athlete Curriculum do not exist in isolation – rather, the achievement of one learning objective may depend on the achievement of other learning objectives too. This may be true within a topic or across topics as well. For example, to be able to “Explain how the Code protects their health and clean sport” national-level athletes will also need to be able to “Name the roles and responsibilities of WADA and the Code” and “Explain the concept of clean sport and what it means to compete in clean sport”, which are learning objectives from two different topics.

A final point to note is that this Athlete Curriculum is being used to inform WADA’s education program, guiding the development of its educational resources and materials.

Acronyms

A list of acronyms that have been used within the Athlete Curriculum can be found at the end of this document.



Principles and values associated with clean sport

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introducing the concept and importance of values by identifying values-based behaviors.

Developing the concept of values by naming, describing, and demonstrating values and values-based behaviors, in a variety of contexts including sport.

Introducing the concept of clean sport and connecting the concept of values to clean sport.

Developing the topic of values and values-based behaviors associated with clean sport.

Reviewing the topic of values and values-based behaviors associated with clean sport and examining how they can be promoted, and role modeled.

Learning objectives

The participant will be able to...

Know

- List an identified set of values
- Identify values-based behaviors

Understand

- Explain the importance of demonstrating values-based behaviors
- Describe how values-based behaviors make them feel

Do

- Mirror or copy values-based behaviors

Know

- Name some values, including some associated with sport
- Match values with values-based behaviors

Understand

- Identify values-based behaviors in sport
- Explain the importance of demonstrating values consistently in multiple contexts, including sport
- Explain how their behavior impacts others

Do

- Demonstrate behaviors based on an identified set of values
- Compare and contrast values-based and non-values-based scenarios

Know

- Name personal values
- Name and define values associated with clean sport
- Define clean sport and what it means to compete in clean sport
- Match values with values-based behaviors in sport

Understand

- Connect personal values to values associated with clean sport
- Describe what a clean sport environment looks like
- Discuss how values support clean sport

Do

- Apply personal values to sport scenarios
- Demonstrate values associated with clean sport
- Examine how their personal values and associated behaviors affect their experience in sport
- Analyze sport scenarios to determine how values were demonstrated

Know

- Name personal values
- Name and define values associated with clean sport
- Identify values-based behaviors associated with clean sport
- Match values associated with clean sport to values-based behaviors associated with clean sport

Understand

- Explain the concept of clean sport and what it means to compete in clean sport

Do

- Apply personal values to clean sport scenarios
- Demonstrate values and values-based behaviors associated with clean sport
- Analyze how their personal values and associated behaviors align or differ from those associated with clean sport
- Examine how their personal values and associated behaviors affect their experience in sport
- Examine how clean sport is impacted by the values of athletes, ASP and others
- Reflect on their previous actions on or off the field of play and defend/criticize their choices

Know

- Name personal values
- Name and define values associated with clean sport
- Identify values-based behaviors associated with clean sport
- Match values associated with clean sport to values-based behaviors associated with clean sport

Understand

- Explain the concept of clean sport and what it means to compete in clean sport

Do

- Apply personal values to clean sport scenarios
- Demonstrate values and values-based behaviors associated with clean sport
- Analyze how their personal values and associated behaviors align or differ from those associated with clean sport
- Examine how their personal values and associated behaviors affect their experience in sport
- Assess how clean sport is impacted by the values of athletes, ASP and others
- Reflect on their previous actions on or off the field of play and defend/criticize their choices
- Determine opportunities to promote values associated with clean sport
- Act as a role model for clean sport

Introduction to clean sport and the global anti-doping system

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introducing anti-doping and key organizations involved in clean sport at the talented level.

Introducing WADA, the Code and key organizations involved in clean sport at the national level.

Reviewing the role of WADA and the Code and introducing key organizations involved in clean sport at the international level.

Learning objectives

The participant will be able to...

Know

- Define doping and anti-doping
- Name the NADO/RADO relevant to them and identify the organization's purpose
- Identify where to find anti-doping information including the anti-doping rules
- Identify some organizations that are involved in clean sport
- Identify which organization's anti-doping rules they are subject to

Understand

- Explain how the organizations involved in clean sport protect the values associated with clean sport

Do

- Interpret how participating in clean sport protects the integrity of sport

Know

- Name the roles and responsibilities of WADA and the Code
- Identify different types of organizations in the anti-doping system
- List anti-doping activities under the Code, including compliance monitoring of ADOs
- Identify where to find anti-doping information, including the anti-doping rules and the Prohibited List (List)
- Identify which organization's anti-doping rules they are subject to

Understand

- Explain how anti-doping practices and requirements are values-based
- Explain how the Code protects their health and clean sport
- Explain the role of different organizations in protecting clean sport at the national level
- Explain the anti-doping responsibilities of their NADO/RADO
- Explain the role of ADOs at major events and other international competitions

Do

- Engage with and support their ADO's activities
- Access and use anti-doping information relevant to them and the situation

Know

- Recall the roles and responsibilities of WADA and the Code
- Identify different types of organizations in the anti-doping system
- List anti-doping activities under the Code, including compliance monitoring of ADOs
- Identify where to find anti-doping information, including the anti-doping rules and the Prohibited List (List)

Understand

- Explain how anti-doping practices and requirements are values-based
- Explain how the Code protects their health and clean sport
- Summarize which organization's anti-doping rules they are subject to and how this may change at international competition
- Explain the role of different organizations in protecting clean sport at the national and international level
- Explain the role of ADOs at major events and other international competitions

Do

- Engage with and support their ADO's activities
- Analyze and use anti-doping information relevant to them and the situation
- Determine opportunities to engage in the anti-doping system

Athletes', Athlete Support Personnel's (ASP's) and other groups' rights and responsibilities under the Code

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introducing the concept and importance of rights and responsibilities within a defined context such as a classroom or at home.

Developing the concept of rights and responsibilities by extending to multiple contexts including sport.

Connecting the concept of rights and responsibilities to clean sport.

Introducing the concept of athletes', ASP's and other groups' rights and responsibilities under the Code.

Reviewing and expanding on the concept of athletes', ASP's and other groups' rights and responsibilities under the Code.

Learning objectives

The participant will be able to...

Know

- List their rights and responsibilities within their classroom/school
- Identify who they can ask for help at school

Understand

- Discuss the importance of having rights and responsibilities
- Discuss what to do if rights are infringed on
- Explain the consequences of forgetting classroom responsibilities

Do

- Execute their classroom responsibilities
- Share when their classroom rights are infringed on
- Create a list of rights and responsibilities for other contexts (e.g. at home, in sport)

Know

- Identify their rights and responsibilities in multiple contexts including sport
- Identify who they can ask for help in multiple contexts, including sport

Understand

- Explain the importance of having rights and responsibilities in multiple contexts, including sport
- Explain what to do if rights are infringed on
- Explain the consequences of forgetting or not complying with responsibilities in multiple contexts, including sport

Do

- Execute their responsibilities in multiple contexts, including sport
- Share when their rights are infringed on in multiple contexts, including sport

Know

- List some rights and responsibilities associated with clean sport
- Identify who can support them if their rights are infringed on in sport
- Identify who can help them perform responsibilities and protect their rights associated with clean sport

Understand

- Explain the importance of having rights and responsibilities in clean sport
- Discuss how rights and responsibilities protect clean sport

Do

- Apply their rights in sport
- Execute their responsibilities in sport and those associated with clean sport
- Question when a situation seems against their rights
- Share when their rights are infringed on in sport

Know

- List their rights and responsibilities under the Code
- Identify what supports exist to protect athletes' rights
- List consequences of not complying with responsibilities under the Code
- Identify the different level or types of athletes within the Code (e.g. national, international, recreational)
- Identify where to find the Athletes' Anti-Doping Rights Act

Understand

- Explain how rights and responsibilities for athletes, ASP and others under the Code, protect clean sport
- Explain how the Athletes' Anti-Doping Rights Act applies to athletes in given situations

Do

- Apply and defend their rights under the Code
- Execute their responsibilities under the Code
- Analyze cases related to athletes' rights
- Seek support when needed to defend their rights or perform their responsibilities under the Code
- Determine which level or type of athlete they are according to their NADO/RADO and perform the corresponding responsibilities

Know

- List their rights and responsibilities under the Code
- Identify what supports exist to protect athletes' rights
- List consequences of not complying with responsibilities under the Code
- Identify the different level or types of athletes within the Code (e.g. national, international, recreational)
- Identify where to find the Athletes' Anti-Doping Rights Act

Understand

- Explain how rights and responsibilities for athletes, ASP and others under the Code, protect clean sport
- Explain how the Athletes' Anti-Doping Rights Act applies to athletes in given situations

Do

- Apply and defend their rights under the Code
- Use the Athletes' Anti-Doping Rights Act to defend their rights
- Execute their responsibilities under the Code
- Evaluate cases related to athletes' rights
- Seek support when needed to defend their rights or perform their responsibilities under the Code
- Determine which level or type of athlete they are according to their IF and perform the corresponding responsibilities

The principle of strict liability

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Learning about being responsible for your actions within a defined context such as at school, at home or in a game.

Developing the concept of being responsible for your actions by extending to multiple contexts, including sport, and by connecting emotion to the experience.

Extending the concept of being responsible for your actions to clean sport.

Introducing the principle of strict liability.

Reviewing and mastering the principle of strict liability.

Learning objectives

The participant will be able to...

Know

- Recall what it means to be responsible for your actions

Understand

- Give examples of when they have taken responsibility for their actions at school

Do

- Take responsibility for their actions at school

Know

- Identify situations when someone takes responsibility for their actions

Understand

- Explain what it means to be responsible for your actions
- Discuss why it is important to be responsible for your actions
- Describe how they feel when they are blamed/credited for someone else's actions
- Describe how they feel when they take responsibility for their actions

Do

- Take responsibility for their actions in multiple contexts, including sport

Know

- Identify situations when athletes take responsibility for their actions

Understand

- Explain why it is important to be responsible for your actions in sport and as it relates to clean sport
- Discuss the influence of peers, other athletes and ASP on athlete decision making and behavior

Do

- Take responsibility for their actions in sport and as it relates to clean sport
- Examine who is responsible in various sport scenarios

Know

- Define strict liability

Understand

- Give examples of strict liability
- Explain why the principle of strict liability is important in clean sport
- Discuss the role and responsibilities of ASP and their influence on the application of the principle of strict liability
- Describe how the principle of strict liability applies in different sport situations

Do

- Take responsibility for their own decisions and actions
- Examine the accuracy of advice, information or practices coming from ASP, peers and external sources

Know

- Define strict liability

Understand

- Give examples of strict liability
- Explain why the principle of strict liability is important in clean sport
- Discuss the role and responsibilities of ASP and their influence on the application of the principle of strict liability
- Describe how the principle of strict liability applies in different sport situations

Do

- Take responsibility for their own decisions and actions
- Examine the accuracy of advice, information or practices coming from ASP, peers and external sources



Anti-Doping Rule Violations (ADRVs)

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introduction to rules and why they exist within a defined context such as at school, at home or in a game.

Expanding the concept of rules and why they exist to multiple contexts, including sport.

Introducing rules associated with doping and how they protect clean sport.

Introducing ADRVs, their sanctions and who they apply to.

Expanding the topic of ADRVs to understand their impact.

Learning objectives

The participant will be able to...

Know

- List rules within a defined context

Understand

- Discuss why rules are important within a defined context
- Compare what it would look like with and without rules
- Discuss the consequences of breaking the rules
- Describe how it feels when someone breaks the rules

Do

- Execute listed rules within a defined context
- Plan rules for a game

Know

- Identify rules in multiple contexts, including sport
- List different types of rules in sport such as boundaries, rules of play, and types of equipment

Understand

- Discuss the importance of rules in multiple contexts, including sport
- Describe how it feels when someone breaks the rules

Do

- Debate if/when rules can or should be broken
- Analyze consequences associated with breaking rules
- Reason which rules could be removed from a game
- Create a new game with a defined set of rules

Know

- Identify different types of rules in sport, including anti-doping rules
- Name one or more rules associated with doping in sport
- Name values that are supported by the rules in sport

Understand

- Infer how rules about doping in sport protect athletes and clean sport

Do

- Justify why there are rules in sport, including anti-doping rules

Know

- Name the 11 ADRVs
- List sanctions associated with receiving an ADRV
- Identify who can receive an ADRV
- Outline the sanctions for teams if an ADRV is received

Understand

- Explain the 11 ADRVs and associated sanctions
- Discuss how the 11 ADRVs protect athletes and clean sport

Do

- Determine when an ADRV should be applied in sport scenarios

Know

- Name the 11 ADRVs
- List sanctions associated with receiving an ADRV
- Identify who can receive an ADRV
- Outline the sanctions for teams if an ADRV is received

Understand

- Explain the 11 ADRVs and associated sanctions
- Discuss how the 11 ADRVs protect athletes and clean sport

Do

- Determine when an ADRV should be applied in sport scenarios



Consequences of doping, for example, physical and mental health, social and economic effects, and sanctions

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introducing the concept of healthy habits and safety within a defined context (such as at school or at home) by sharing fundamental principles such as basic hygiene practices, wearing protective equipment, resting, etc.

Broadening the concept of healthy habits and safety by extending to multiple contexts, including sport, and addressing mental health.

Tailoring the concept of health and safety to a clean sport environment, including introductory conversations about doping, vulnerable periods and managing pressure.

Introducing the consequences of doping, for example, physical and mental health, social and economic effects, and sanctions.

Reviewing the consequences of doping, for example, physical and mental health, social and economic effects, and sanctions, and applying this specifically to the international level.

Learning objectives

The participant will be able to...

Know

- List ways they can be safe within a defined context
- List ways they can be healthy within a defined context

Understand

- Paraphrase why it is important to follow safety protocols within a defined context
- Discuss the importance of healthy habits (i.e. rest, sleep, exercise, hydration, hygiene)

Do

- Demonstrate safe behaviors within a defined context
- Demonstrate healthy habits within a defined context

Know

- Identify ways they can be safe in multiple contexts
- Identify ways they can be physically and mentally healthy in multiple contexts, including sport

Understand

- Discuss the importance of following safety protocols
- Discuss the importance of demonstrating physically and mentally healthy behaviors
- Describe factors that contribute to unhealthy behaviors

Do

- Demonstrate safe behaviors in multiple contexts
- Demonstrate physically and mentally healthy behaviors in multiple contexts, including sport

Know

- List ways they can be physically and mentally healthy in sport
- Identify how doping is dangerous to health and goes against the values associated with clean sport
- Identify vulnerable periods for athletes and risk factors for doping
- List people who can support their physical and mental health

Understand

- Discuss the importance of supporting mental and physical health in sport
- Discuss strategies for managing stress and pressures in sport

Do

- Plan positive physical and mental health strategies for sport
- Apply healthy training practices in sport
- Apply positive mental health strategies in sport
- Examine consequences of substance use and abuse

Know

- Identify situations in which athletes are vulnerable to doping
- List personal and professional consequences of doping
- Outline the consequences of doping for teams
- Select strategies that promote physical and mental health and prevent doping

Understand

- Compare the consequences of doping with the benefits of having a clean career in sport
- Explain and discuss personal and professional consequences of doping

Do

- Develop personal strategies to promote physical and mental health and prevent doping
- Apply personal strategies to promote physical and mental health and prevent doping
- Seek help during vulnerable periods from competent professionals

Know

- Identify situations in which athletes are vulnerable to doping
- List personal and professional consequences of doping
- Outline the consequences of doping for teams
- Select strategies that promote physical and mental health and prevent doping

Understand

- Compare the consequences of doping with the benefits of having a clean career in sport
- Explain and discuss personal and professional consequences of doping

Do

- Develop personal strategies to promote physical and mental health and prevent doping
- Apply personal strategies to promote physical and mental health and prevent doping
- Seek help during vulnerable periods from competent professionals
- Assess implications and consequences of doping for international-level athletes



Substances and methods on the Prohibited List (List)

Children and school sport

Youth athletes

Talented athletes

National-level athletes

International-level athletes

Topic description

Introducing the concept of substances and methods prohibited in sport.

Introducing the List, its contents, why it is important and how to use it.

Reviewing and mastering understanding of the List, its contents and why it is important.

Learning objectives

The participant will be able to...

Know

- Identify that some substances and methods are prohibited in sport
- Identify where to find more information about prohibited substances and methods
- Identify who can help them determine if a medication contains a prohibited substance
- Define prohibited substances and methods in sport

Understand

- Explain why some substances and methods are prohibited in sport
- Give examples of classes of substances and methods that are prohibited in sport

Do

- Ask a medical professional or other trusted adult if a given medication contains a prohibited substance

Know

- Identify where to find the List
- Identify where to find help about the List
- Name the conditions to classify a substance or method as prohibited
- Define specified and non-specified substances
- Identify when the List is updated and when the new List goes into effect

Understand

- Distinguish between the categories on the List, including substances prohibited at all times and those only banned in-competition
- Explain how to determine if a medication contains prohibited substances
- Discuss the risks of misusing medication
- Describe the importance of checking the List every time a medication is bought or prescribed, including when abroad

Do

- Use the List to check medications for prohibited substances
- Use the List to check substance and methods prohibited during out-of-competition and in-competition periods
- Check the List annually for changes and compare with any medication in use
- Tell medical professionals that they must comply with the anti-doping rules and List before receiving medical treatment
- Keep a record of all medication taken

Know

- Identify where to find the List
- Identify where to find help about the List
- Recall the conditions to classify a substance or method as prohibited
- Define specified and non-specified substances
- Identify when the List is updated and when the new List goes into effect

Understand

- Explain the criteria for inclusion on the List
- Distinguish between categories in the List, including substances prohibited at all times and those only banned in-competition
- Explain how to determine if a medication contains prohibited substances
- Discuss the risks of misusing medication
- Describe the importance of checking the List every time a medication is bought or prescribed, including when abroad

Do

- Use the List to check medications for prohibited substances, including when buying medications abroad
- Use the List to check substances and methods prohibited during out-of-competition and in-competition periods
- Check the List annually for changes and compare with any medication in use
- Tell medical professionals that they must comply with the anti-doping rules and List before receiving medical treatment
- Keep a record of all medication taken

Use of medications and Therapeutic Use Exemptions (TUEs)

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
Introducing the concept of the use of medication for health conditions.	Developing the topic of the use of medications for health conditions.	Extending the topic of the use of medications for health conditions to a sport context.	Introducing TUEs and discussing the use and misuse of medications.	Introducing TUEs at the international level and discussing the use and misuse of medications.
Learning objectives				
The participant will be able to...				
<p>Know</p> <ul style="list-style-type: none"> Identify when and why medication might be used Identify who should administer medication <p>Understand</p> <ul style="list-style-type: none"> Explain safety concerns with the use of medication Discuss the importance of healthy habits (i.e. rest, sleep, exercise, hydration) in the prevention of illness <p>Do</p> <ul style="list-style-type: none"> Communicate to appropriate adults when they feel sick 	<p>Know</p> <ul style="list-style-type: none"> Name some medications they have used Identify who should administer/ prescribe medication Identify where to find information about dosage/appropriate use of medication <p>Understand</p> <ul style="list-style-type: none"> Explain when and why medications might be used Explain safety concerns with the use of medications Discuss the importance of healthy habits (i.e. rest, sleep, exercise, hydration) in the prevention of illness Describe what to do if they feel unwell and whom to seek advice from Explain what side effects are <p>Do</p> <ul style="list-style-type: none"> Apply healthy habits (i.e. rest, sleep, exercise, hydration) in the prevention of illness Seek advice from an appropriate adult before using medication 	<p>Know</p> <ul style="list-style-type: none"> Name some medications they have used Identify where to find information about dosage/appropriate use of medication Identify that some medications contain ingredients that are banned in sport <p>Understand</p> <ul style="list-style-type: none"> Explain when and why medications might be used and the implications in sport Discuss why some medications may be banned in sport Describe what to do if they feel unwell and may need medication Explain what side effects are <p>Do</p> <ul style="list-style-type: none"> Seek advice from an appropriate adult or professional before using medication Use medication as directed 	<p>Know</p> <ul style="list-style-type: none"> Define TUE Identify when a TUE should be applied for List the criteria for a TUE to be approved Identify medical professionals who can help with a TUE application Identify where to find the TUE expiry date and what to do if the TUE has expired Identify which organization they should apply to for a TUE in a given circumstance <p>Understand</p> <ul style="list-style-type: none"> Describe the process for obtaining a TUE at the national level Explain the circumstances under which they can apply for a retroactive TUE Explain how to appeal a TUE decision <p>Do</p> <ul style="list-style-type: none"> Tell medical professionals that they must abide by the anti-doping rules and the List Check with the relevant ADO if they need to apply for a TUE before using a medication that contains a prohibited substance Ask medical professionals if they need a TUE prior to receiving medical treatment Apply for a TUE with the relevant ADO Check the TUE expiry date 	<p>Know</p> <ul style="list-style-type: none"> Define TUE Identify when a TUE should be applied for List the criteria for a TUE to be approved Identify medical professionals who can help with a TUE application Identify where to find the TUE expiry date and what to do if the TUE has expired Identify which organization they should apply to for a TUE in a given circumstance <p>Understand</p> <ul style="list-style-type: none"> Describe the process for obtaining a TUE at the international level Explain the circumstances under which they can apply for a retroactive TUE Explain how to appeal a TUE decision <p>Do</p> <ul style="list-style-type: none"> Tell medical professionals that they must abide by the anti-doping rules and the List Check with the relevant ADO if they need to apply for a TUE before using a medication that contains a prohibited substance Ask medical professionals if they need a TUE prior to receiving medical treatment Apply for a TUE with the relevant ADO Check the TUE expiry date



Risks of supplement use

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
Introducing the concept of healthy eating.	Developing the concept of healthy eating by learning about nutrients and nutrition labels.	Extending the concept of healthy eating to sport and introducing the basics of sports nutrition and the topic of supplements.	Introducing the management of supplement risks.	Reviewing and mastering the management of supplement risks.
Learning objectives				
The participant will be able to...				
Know <ul style="list-style-type: none"> Name examples of fruits, vegetables, meats and alternatives, dairy products, whole grains Select healthy foods from a list Understand <ul style="list-style-type: none"> Paraphrase why it is important to eat healthy food Do <ul style="list-style-type: none"> Plan a healthy, balanced meal 	Know <ul style="list-style-type: none"> List healthy food choices Locate nutrition information on food packaging Identify that food is made up of nutrients Name some types of nutrients Understand <ul style="list-style-type: none"> Give examples of foods that are good sources of given nutrients Explain the importance of food and of eating a variety of foods Connect healthy eating with participation in sport Connect healthy eating with overall wellbeing Explain, in basic terms, how to read a nutrition label Do <ul style="list-style-type: none"> Plan healthy, balanced meals Keep a food log Choose healthy foods 	Know <ul style="list-style-type: none"> Define and provide examples of macro- and micronutrients Identify what supplements are and why they may be used Identify types of supplement products List some risks associated with supplement use Identify where to find more information about supplements Identify basic principles of sports nutrition Understand <ul style="list-style-type: none"> Explain how diet can impact performance in sport Explain the main benefits of macro- and micronutrients Discuss health claims made on food packaging (e.g. "low fat", "low sugar") Discuss the differences between food and supplements Do <ul style="list-style-type: none"> Plan meals connected to their training schedule Choose appropriate foods based on nutrition labels Choose foods as alternatives to supplements Seek medical or professional advice before using a supplement 	Know <ul style="list-style-type: none"> Identify what supplements are and why they may be used List examples of food sources for each macro- and micronutrient that can support performance Identify foods as alternatives to supplements Identify where to find more information about supplements Describe what a "batch-tested" supplement is Understand <ul style="list-style-type: none"> Explain the differences between food and supplements Explain the risks associated with supplement use to their health and career Do <ul style="list-style-type: none"> Make well-informed decisions regarding food Analyze and compare food and supplements and assess risks and benefits Analyze health claims made on food and supplement labels Conduct thorough research before using a supplement Seek medical or professional advice prior to using a supplement Make informed choices about if, when, why and how to select and use supplements Plan how to limit the risks associated with supplement use 	Know <ul style="list-style-type: none"> Identify what supplements are and why they may be used List examples of food sources for each macro- and micronutrient that can support performance Identify foods as alternatives to supplements Identify where to find more information about supplements Describe what a "batch-tested" supplement is Understand <ul style="list-style-type: none"> Explain the differences between food and supplements Explain the risks associated with supplement use to their health and career Do <ul style="list-style-type: none"> Make well-informed decisions regarding food Analyze and compare food and supplements and assess risks and benefits Analyze health claims made on food and supplement labels Conduct thorough research before using a supplement Seek medical or professional advice prior to using a supplement Make informed choices about if, when, why and how to select and use supplements Plan how to limit the risks associated with supplement use

Testing procedures, including urine, blood and the Athlete Biological Passport (ABP)

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
		Introduction to the doping control process and its importance.	Increasing information about testing procedures, including urine, blood and the ABP.	Reviewing and mastering the topic of testing procedures, including urine, blood and the ABP.
Learning objectives				
The participant will be able to...				
		Know <ul style="list-style-type: none"> Define doping control Identify that testing can include a blood or urine test or both Name the steps of the doping control process List their rights and responsibilities during the doping control process Identify who can be tested, when and where Identify what a DCS and a DCF are Understand <ul style="list-style-type: none"> Explain how testing protects clean sport Explain who Chaperones, DCOs and BCOs are and what they do Do <ul style="list-style-type: none"> Contact their NADO, or relevant ADO, to determine if they can be tested Comply with testing procedures 	Know <ul style="list-style-type: none"> Recall the steps of the doping control process for blood and urine List when and where they can be tested Define the in- and out-of-competition periods Identify methods used to select athletes for testing Describe any approved modifications to the testing process that may apply to them Understand <ul style="list-style-type: none"> Explain how testing protects clean sport Explain what a DCS and a DCF are Explain their rights and responsibilities in the doping control process Explain what the ABP is Explain who Chaperones, DCOs and BCOs are and what they do Do <ul style="list-style-type: none"> Apply their rights and perform their responsibilities during the doping control process List all medications and supplements on the DCF Comply with testing procedures 	Know <ul style="list-style-type: none"> Recall the steps of the doping control process for blood and urine List when and where they can be tested Define the in- and out-of-competition periods Identify methods used to select athletes for testing Describe any approved modifications to the testing process that may apply to them Understand <ul style="list-style-type: none"> Explain how testing protects clean sport Explain what a DCS and a DCF are Explain their rights and responsibilities in the doping control process Explain what the ABP is Explain who Chaperones, DCOs and BCOs are and what they do Do <ul style="list-style-type: none"> Apply their rights and perform their responsibilities during the doping control process List all medications and supplements on the DCF Comply with testing procedures Promote and advocate for testing to protect clean sport

Requirements of the Registered Testing Pool (RTP), including whereabouts and the use of ADAMS

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
		Introducing the concept of an RTP and how it helps to protect clean sport.	Increasing understanding about RTPs, their requirements and their importance in the protection of clean sport.	Reviewing and mastering the requirements and responsibilities of athletes when part of an RTP.
Learning objectives				
The participant will be able to...				
		Know <ul style="list-style-type: none"> Give basic information about what an RTP and whereabouts are Name some whereabouts requirements Identify ADAMS and/or Athlete Central as the place to go to submit whereabouts information Understand <ul style="list-style-type: none"> Explain how whereabouts protects clean sport 	Know <ul style="list-style-type: none"> Define RTP, whereabouts and ADAMS Identify if they are part of an RTP and who they need to submit whereabouts information to List whereabouts requirements Define a whereabouts filing failure Identify where to access support for the use of ADAMS or in understanding whereabouts requirements Understand <ul style="list-style-type: none"> Explain how whereabouts is connected to doping control and how it protects clean sport Describe consequences for not complying with whereabouts requirements Do <ul style="list-style-type: none"> Use ADAMS and/or Athlete Central to submit accurate and timely whereabouts, including updates Check and assess the accuracy of whereabouts information regularly 	Know <ul style="list-style-type: none"> Define RTP, whereabouts and ADAMS Identify if they are part of an RTP and who they need to submit whereabouts information to List whereabouts requirements Define a whereabouts filing failure Identify where to access support for the use of ADAMS or in understanding whereabouts requirements Understand <ul style="list-style-type: none"> Explain how whereabouts is connected to doping control and how it protects clean sport Describe consequences for not complying with whereabouts requirements Do <ul style="list-style-type: none"> Use ADAMS and/or Athlete Central to submit accurate and timely whereabouts, including updates Check and assess the accuracy of whereabouts information regularly

Results management

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
		Introducing the results management process.	Increasing understanding of the results management process.	Reviewing and mastering the results management process.
Learning objectives				
The participant will be able to...				
		Know <ul style="list-style-type: none"> Define the results management process List the phases of the results management process Understand <ul style="list-style-type: none"> Explain the importance of the results management process in the protection of clean sport 	Know <ul style="list-style-type: none"> Identify the role of organizations that participate in results management Outline the appeals process Understand <ul style="list-style-type: none"> Describe the phases of the results management process Explain possible changes to sanctions as part of the results management process (e.g. the provision of substantial assistance or prompt admission) Explain how the results management process protects athletes' rights to a fair hearing Describe the terms of a provisional suspension Do <ul style="list-style-type: none"> Execute their rights in a results management process Verify the status of ASP in the Prohibited Association List 	Know <ul style="list-style-type: none"> Identify the role of organizations that participate in results management Outline the appeals process Understand <ul style="list-style-type: none"> Describe the phases of the results management process Explain possible changes to sanctions as part of the results management process (e.g. the provision of substantial assistance or prompt admission) Explain how the results management process protects athletes' rights to a fair hearing Describe the terms of a provisional suspension Do <ul style="list-style-type: none"> Execute their rights in a results management process Verify the status of ASP in the Prohibited Association List Examine results from ADRV cases



Speaking up to share concerns about doping

Children and school sport	Youth athletes	Talented athletes	National-level athletes	International-level athletes
Topic description				
Introducing the concept of sharing concerns and learning to express how they feel.	Introducing the concept of speaking up to share concerns and developing the ability to express how they feel.	Extending the concept of speaking up to share concerns to sport and learning about unsafe or unethical behaviors in sport.	Introducing the concept of speaking up to share concerns about doping to protect clean sport.	Promoting the concept of speaking up to share concerns about doping to protect clean sport.
Learning objectives				
The participant will be able to...				
Know <ul style="list-style-type: none"> Name emotions Identify how others might feel Identify when a situation is unsafe for self or others List trusted people they can turn to for help 	Know <ul style="list-style-type: none"> Name emotions Identify how others might feel Identify when a situation is unsafe for self or others List trusted people they can turn to for help 	Know <ul style="list-style-type: none"> Identify behaviors that are unsafe in sport, including doping List trusted people they can turn to for help Identify ways they can speak up to share concerns about doping 	Know <ul style="list-style-type: none"> Identify where and with whom to report doping Outline how ADOs and WADA collect information and conduct investigations 	Know <ul style="list-style-type: none"> Identify where and with whom to report doping Outline how ADOs and WADA collect information and conduct investigations
Understand <ul style="list-style-type: none"> Describe how they feel Explain why it is important to share concerns and ask questions 	Understand <ul style="list-style-type: none"> Describe how they feel Explain why it is important to share concerns and ask questions 	Understand <ul style="list-style-type: none"> Explain the importance of speaking up 	Understand <ul style="list-style-type: none"> Explain how to report doping to WADA or their ADO Distinguish between an informant and a whistleblower Explain how speaking up to report doping protects clean sport Discuss consequences and the impact of speaking up to report doping 	Understand <ul style="list-style-type: none"> Explain how to report doping to WADA or their ADO Distinguish between an informant and a whistleblower Explain how speaking up to report doping protects clean sport Discuss consequences and the impact of speaking up to report doping
Do <ul style="list-style-type: none"> Ask questions / share concerns with an appropriate and trusted adult Determine how someone should act in given scenarios Demonstrate empathy for others 	Do <ul style="list-style-type: none"> Ask questions / share concerns with an appropriate and trusted adult Determine how someone should act in given scenarios Demonstrate empathy for others Speak up to share concerns about unsafe or unethical behavior 	Do <ul style="list-style-type: none"> Determine situations in which it is ethical to speak up to protect athlete health and safety Speak up to share concerns about unsafe or unethical behavior in sport, including doping 	Do <ul style="list-style-type: none"> Determine situations in which it is ethical to speak up to protect sport from doping Use WADA's or their ADO's official channels to report doping concerns 	Do <ul style="list-style-type: none"> Determine situations in which it is ethical to speak up to protect sport from doping Use WADA's or their ADO's official channels to report doping concerns Analyze the outcome of past whistleblower cases

Acronyms

The following acronyms have been used within the Athlete Curriculum:

- **ABP:** Athlete Biological Passport
- **ADAMS:** Anti-Doping Administrative Management System
- **ADO:** Anti-Doping Organization
- **ADRV:** Anti-Doping Rule Violation
- **ASP:** Athlete Support Personnel
- **BCO:** Blood Collection Officer
- **DCF:** Doping Control Form
- **DCO:** Doping Control Officer
- **DCS:** Doping Control Station
- **IF:** International Federation
- **MEO:** Major Event Organization
- **NADO:** National Anti-Doping Organization
- **RADO:** Regional Anti-Doping Organization
- **RTP:** Registered Testing Pool
- **TUE:** Therapeutic Use Exemption
- **WADA:** World Anti-Doping Agency

