

SPORT

using sport for drug
abuse prevention





"Participants of the hands on theme meeting on using sport for drug abuse prevention at the Italian Olympic Committee's School of Sport in Rome"

United Nations Office for Drug Control and Crime Prevention

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UNITED NATIONS
New York, 2002

UNITED NATIONS PUBLICATION
Sales No. E.02.XI.11
ISBN 92-1-148153-8

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INTRODUCTION

The Global Youth Network was kicked off with the World Forum in Banff in 1998. At the forum, an amazing range of youth groups showed, performed, depicted, and described how they work with other young people to deal with drug problems. One thing they all had in common was that the young people played a big part in designing and implementing their projects. To further tap into the knowledge represented at the Banff Forum, UNDCP has since sponsored a series of theme workshops that focus on particular approaches to preventing drug abuse.

One of these workshops, exploring the use of sports in preventing youth drug problems, took place from November 12-14, 2001. Representatives from eight youth and sport groups from Bolivia, Norway, Kenya, Bermuda, Spain and Italy came together in Rome, Italy in a workshop organized by the UNDCP and facilitated by the Canadian Centre on Substance Abuse.

The theme of the workshop was *The Spirit of Sport*, and its aim was to examine how sport can be best used to support by-youth/for-youth approaches to substance abuse prevention, and to identify and describe “good practices” for other groups to use. The organizers did this by bringing the expert knowledge of the participating groups together with research on the topic.

A series of youth prevention good practices were identified before the workshop began. Participating groups were asked to complete a questionnaire on how they implemented these practices. They presented examples of these at the workshop, along with detailed “how to” information. The scientific evidence supporting these good practices was also presented. Of course, sport is not always preventative, so the first matter of business at the workshop was to fully discuss the value and limitations of sport as a vehicle for prevention in our societies.

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The Value and Limitations of Sport

Before making plans to use sport for prevention, it is important to have an understanding of what sport actually is. Sport is so common in every society that this may seem obvious. But when we think about it, it is not always clear how a sport differs from other physical activity (such as cycling to school), from an art form (e.g., break dancing), or from a form of entertainment, such as professional wrestling.

Section I



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Are these all sports?

- ❖ Skateboarding
- ❖ Cycling
- ❖ Triathlons
- ❖ "Survivor" competitions
- ❖ Figure skating
- ❖ Sailing
- ❖ Bocce
- ❖ Dance competitions
- ❖ Formula 1 auto racing
- ❖ Rock climbing

It's difficult to be completely clear on this question because there are so many situations and cultures in which games, sports and other physical activities are undertaken. However, **sport may be best seen as a physical activity with an agreed upon structure, or set of rules, that allows for competition against oneself or an opponent.**

Though sports can be played for many reasons, there should always be an opportunity for a mix of fun, self-improvement and competition that will vary with the players involved and the sport they are playing at a particular time.

A Word About Professional Sports

In the case of professional sports, this mix changes – sports then become a source of income for the players, owners and others, and there is more emphasis on the marketing and entertainment value of sport.

Skateboarding may be a means of transportation, an art form or, when rules have been established for competition, a sport.

There is an opportunity for self-expression through sport, but it is not the primary aim, as it is with art forms such as music or dance competitions (which can also be quite demanding physically).

Professional wrestling is based on a sport, but is clearly a form of entertainment. Why can we not regard professional wrestling as a sport?



It is important to be aware of how the values of sport shift with professional sports. Winning tends to become the most important goal. This strong emphasis on winning presents a number of difficulties – one of them is that teams and sports bodies, in doing everything possible to promote winning, may hesitate to act against the use of performance-enhancing drugs. This is important because professional athletes and their values have a big influence on many young people.

Sport as a Resource for Human Development

People have played sports since ancient days. Over time, many different kinds of sports have evolved, such as individual sports, team sports, informally organized sports, extreme sports, and highly organized and elite sports. These different kinds of sports can have a positive effect on individuals and societies in many different ways.

For example, sport can provide opportunities to:

- play and have fun
- compete
- relieve boredom by giving structure to free time
- promote socialization by introducing rules to be followed
- cooperate with others to achieve goals
- challenge human limits
- measure oneself
- establish and overcome risks
- discover one's limitations



***To feel your body and to establish a relationship with it
is a crucial part of sport.***

Romina Caruso
Fondazione Villa Maraini, Rome

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- make friends and strengthen relationships with others
- get to know one's body better
- earn an income
- experience pride
- express one's gifts and talents
- foster peace locally and internationally
- keep in shape – gain or lose weight
- maintain good mental health
- learn how to respect others
- share a common goal with others
- develop loyalty, commitment and perseverance
- promote cultural values
- experience the “cutting edge” feeling of pushing to the limits
- reduce stress

Scientists haven't studied all of the potential benefits of sport. But according to Wolfgang Brettschnneider (1999), who reviewed the scientific studies, research has shown that sport for young people can lead to:

- ❁ Improved self-esteem;
- ❁ Being better able to handle stress;
- ❁ Increased academic performance;
- ❁ Better relationships with family.

These are only a few of the ways that different sports have been seen to contribute to the development of young people. In prevention, we see these as protective factors or assets that can be potentially developed through sport, and can help prevent a range of problems, including substance abuse.

Sport gives me the opportunity to learn new things and different skills.

Kejon Trott



The Dark Side of Sport

However, there is also evidence that sport can be associated with other, less positive aspects of life. For example, in years past, we know that sport has been used to keep people ready for battle. Today, we see that sport can lead to:

- ❁ Violence, where a person intentionally tries to hurt another;
- ❁ Trying to get around the rules by cheating;
- ❁ A lack of respect for those who don't win;
- ❁ Situations where not everyone gets an opportunity to participate.

Besides, sports have been found to be linked with alcohol and other drug use by young people. Some examples:

Recent studies of young men and women who play for US college teams have consistently found that these players are more likely to drink frequently, more likely to binge drink (i.e., five or more drinks at a time for males; four or more for females),

and more likely to report harms from their drinking. This is generally the case for both young men and women, even though they are more likely than non-athletes to have received drug education (J Leichliter, 1998; TF Nelson & H Wechsler, 2001).

There is growing concern over the use of products called “health supplements” (containing ingredients such as ephedrine and creatine). They can enhance performance, but also carry health risks. (G Green, and colleagues, 2001).

At the high school level, recent studies in France, Slovakia, and the United States paint a similar picture. High school athletes in these studies were more likely than non-athletes to use alcohol, cannabis, heroin, cocaine and amphetamine-type stimulants (ATS).



***Highly competitive athletes work hard,
play hard and can feel they are indestructible.***

J Leichliter, 1998

***We need to bear in mind that what makes sport attractive
also makes drugs and deviance appealing: excitement,
confrontation, risk, exhilaration, joy of celebration.***

T Crabb, 2000

While some of these studies suggest that young male athletes are at greater risk than young female athletes, others show that girls are just as likely to use substances in potentially harmful ways (L Okruhlica and colleagues, 2001; M Taylor, 2001; CN Carr and colleagues, 1996; and BT Ewing, 1998).*

Young people in these studies were involved in highly competitive sports. Perhaps the conditions under which competitive sports are often played contain elements of risk for substance use problems. For example, among the college athletes studied, it appears that alcohol, and to a lesser extent, other drugs, were used to reduce the stress of trying to maintain a high level of performance and good grades.

But the connection between drugs and sport may not be limited to competitive sports. Studies suggest that even those who play sports on a recreational basis may use substances in risky ways (for example, while they play their sports) (T Crabb, 2000; M Zoccolillo and colleagues, 1999).

* None of these university or high school studies concluded that sports caused the higher drug use, only that playing sports and higher levels of drug use were often found together in the people studied. Sports may have led to increased use or increased use may have somehow led to participation in sports – these studies were not set up to answer that question.

A realistic view of sport

So, what are we to make of this? First of all, we need to understand that sport is like a double-edged sword – under the right conditions it has much potential for good, but it can work the other way under the wrong conditions.

We also need to see that sport doesn't happen in a bubble – it is influenced by the values around it. In fact, whether or not sport contributes to more or fewer substance use problems depends on the nature, level and mix of the values that surround and influence the players.

You don't win silver, you lose gold.

TV advertisement
aired during the 1996 Olympics in Atlanta

***When a group of 157 mid-teen boys viewed 72 TV beer ads,
the students rated the sport-related ads more positively.***

Slater and colleagues, 1996



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There are a number of spheres of influence around sport, each with its own set of messages. At the broad societal level, we see messages in the form of advertisements that use sport to promote alcoholic beverages, and we hear messages from professional sports and the business world that say, “Do anything possible to beat your competitor”. At the community and team level, players receive messages through local sports clubs and the home.

Figure 1.
Spheres of Influence



It is difficult to control all the conditions and messages that young people encounter through the media and in the community. But it is possible to control the conditions under which sport is played and the messages received at home, in school and on the team.

So, what are the right conditions? In short, the conditions are right when the values of fair play – the true spirit of sport – are the prime values. Fair play is largely about respect:

❖❖ **Respect for teammates and coaches:**

Don't let your teammates and coaches down; prepare well for competition, try your hardest, encourage teammates and support an honest effort by them.

❖❖ **Respect for one's opponent:**

Prepare adequately for competition and give your opponent an appropriate challenge; avoid “trash talk”, arguments, and violence.

A Great Idea!

Competition can be seen as a form of cooperation. If, as a football player, I see that you are weak defending on your left side, I will be cooperating with you in developing that ability by challenging you on that side. If I stayed away from that side, you would not have the chance to improve through me.

drawn from T Gallwey
The Inner Game of Tennis, 1974

❖❖ **Respect for one self:**

Prepare physically and mentally for participation in a way that will be healthy and safe. This means being in satisfactory physical condition and being prepared to do the best you can regardless of the outcome. 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.

❖❖ **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.

Putting winning in its proper place

Competition is an essential part of sport, yet overemphasising 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.

A Great Idea!

At Motorsports 2&4, in Norway, we keep winning from becoming too important by focusing on the tasks of the sport, rather than the results. Every sport has a number of tasks or skills that can be broken down to challenge the athlete. When an athlete successfully completes a skill or task, they have won! Improvements that occur through focusing on the tasks will often bring results (doing well in a competition), but the results are a by-product, not the focus.

Dr. A Minken
Motorsport 2&4, Norway



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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. That is the true spirit of sport!

Remember!

A sport is a physical activity with an agreed upon structure, or set of rules, that allows for competition against oneself or an opponent.

Sport provides an opportunity for a mix of fun, self-improvement and competition that will vary with the players involved and the sport they are playing at a particular time.

Sports have the potential to develop a range of assets in young people.

Sports are also associated with less positive practices, including substance abuse.

Whether a sports experience is positive for young people or not depends on the extent to which the value of fair play is respected.

Respect (for oneself, coaches, teammates, opponents, officials and the game) is a fundamental part of fair play.

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

*A focus on tasks to be accomplished in a sport – rather than on winning and losing – will bring out the **spirit of sport** and will appeal to more young people*

Ways to Use Sport to Prevent Youth Substance Abuse

Many people believe that various attitudes and social skills (e.g., improved self-esteem, goal-setting) can be developed through sport. As we have seen, many of these potential benefits have not yet been proven through research. However, some – including reduced stress, increased academic performance and improved family relations – have been shown to be protective factors for substance abuse. So, sport can be used to prevent substance use problems among youth.

Section II

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But it's not as simple as “throwing the ball on the field” and hoping it will happen. And sport may not be the answer in every situation. Pushing sport on an unwilling group of young people will not work. However, most people do enjoy some form of sport when it is presented respectfully and they see it as a choice.

The world of sport offers many choices that can appeal to a range of interests, and which can develop particular strengths or protective factors in youth. For example:

- ❖ Team sports such as football or rugby may be particularly good for developing social skills such as communication, conflict management and working effectively with others toward a common goal;
- ❖ Individual sports, such as archery or table tennis, may be particularly suited to developing self-reliance, self-discipline and personal goal setting;
- ❖ Extreme sports, such as white-water kayaking or mountain climbing, can build self-reliance and fill the need for adventure and a measure of risk that may serve as an alternative to drug use for some young people;

- ❖ Outdoor sports, including cross-country skiing and cycling, can increase appreciation and care for the natural environment;
- ❖ Indigenous sports like those played by Aboriginal people around the world can help young people to connect with their culture and traditions.

“If you can meet with triumph and disaster, and treat those two impostors just the same...”

by Rudyard Kipling,
on the wall outside the
players' locker room at the
All England Tennis Club in Wimbledon



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If a sport (or better yet, a range of sports) is presented as an option and you work in partnership with young people, there are several ways to use sport to prevent substance use problems:

- ❖ sport with the right spirit;
- ❖ adding drug-related information and life skills training;
- ❖ improving community conditions.

No single option is best for all; the best option will depend on your aims, circumstances, resources, your team or agency's readiness to work with others, and the willingness of your community to support your work.

However, whatever your approach to using sport as prevention, you will need to ensure a proper foundation. That foundation is an ongoing commitment to fair play.

Sport with the Right Spirit

Sport that is based on the true spirit of sport – that is, fair play – is likely to have strong preventive value in itself, without any additional elements. As mentioned earlier, young people can develop many assets or protective factors through involvement in sport based on fair play.

But because young people are exposed to many instances where the **spirit of sport** may not be fully reflected, it will require serious, ongoing attention to ensure that young people and those around them demonstrate these values.



One way to clarify what one means by the spirit of sport is establish a written but involving Code of Conduct to guide the players behaviour.

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This means that coaches, officials (i.e., referees and judges) and parents must communicate these values in their words and actions. Team meetings, practice sessions or sessions with the players and their parents provide good opportunities to emphasize these values.

Perhaps the best learning opportunities occur in the natural course of practising and playing, when a coach takes a player aside and provides immediate feedback on the player's behaviour. Being alert to examples of fair play and, in those instances, giving praise to the player is even more effective.

A Code of Conduct will be a living code – that is, meaningful to the players and accepted by them – if:

- they have a chance to contribute to it or shape it;
- parents are introduced to it and actively support it; and
- team officials give it regular attention throughout the season.

A Code of Conduct can be helpful not only in preventing player misbehaviour, but also in dealing with it when it occurs. If a player experiences consequences that flow directly and logically from a Code that they have committed to upholding (e.g., being suspended for the next game as a result of missing practice), they are more likely to accept the consequences and learn from them.

However, a Code of Conduct will mean little to the players if parents and organizers do not actively promote it and support it. For example, coaches, other team members and parents who refrain from drinking when involved with the team (e.g., while travelling for competitions) are showing strong support for a commitment by the athletes to not use substances.

A Great Idea!

The Student Athlete Leadership Team (SALT) sports programme in Bermuda asks all players to sit down with the team's Code of Conduct and write down what each point means to them personally.



Sample Codes of Conduct:

CODE OF CONDUCT: SAMPLE A

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, tease or goad 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!!

Athlete Statement

I believe that the true essence of sport is to strive for personal achievement and excellence through full and honest effort. I am committed to participating in sport with integrity and to striving to win only by legitimate means. I pledge to learn, understand, and adhere to both the written rules of my sport and the accepted rules of fair play. I believe that violence and physical intimidation is harmful to sport, and I refuse to use such tactics in an attempt to gain an unfair advantage. I understand that officials, teammates, and opponents are all integral to sport and worthy of my respect. It is my responsibility to maintain self-control. I will accept officials' decisions without arguments, play aggressively without hostility, and behave graciously in triumph or defeat.

Respect for others

*I agree to act with respect toward all those I come into contact with through sport;
I refrain from comments or behaviours that are abusive, offensive, racist, sexist or otherwise belittling or demeaning to others;
I do not harass or tolerate harassment by others;
I respect others as persons and treat them with dignity;
I respect the privacy of others;
I do not endanger the safety of others through my actions.*

Respect for self

*I act with fairness and integrity in the pursuit of excellent sport;
I practise drug-free sport and accept doping control;
I avoid the abuse of alcohol and use of illegal drugs.*

Respect for sport

*I strive for personal excellence in sport;
I honour and respect the spirit and traditions of sport;
I do not impede the preparation for competition of other competitors or teammates;
I respect the decisions of judges and officials;
I promote drug-free sport.*

Respect for [the organization]

*I accept [the organization's] rules, policies, and procedures governing events and competitions in which I participate;
I comply with the reasonable requests of [the organization's] officials;
I accept that I am an ambassador for the sport and [the organization];
I refrain from any action that might bring the sport or [the organization] into disrepute.*

Respect for property

I respect the property and livelihood of others, and refrain from vandalism, theft and other forms of mischief.

Failure to comply with this Code of Conduct may result in disciplinary action by the [the organization]. Such action may result in the player losing privileges that come from membership in [the organization], including the opportunity to participate in [the organization's] activities.*

The true **spirit of sport** is powerful, and yet delicate. The values of respect and fair play in sport are powerful because the young player will likely bring them into other parts of her life. For example, seeing all other persons as worthy of respect and dignity is clearly fundamental to effective human relationships in every part of life.

What you practise on the field, should be practised off the field.

Ricketta Warner
- SALT, Student Athlete Leadership Team, Bermuda



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However, unless taken seriously and given attention by everyone associated with the team, these values may slip away and the benefits lost. This happens most commonly when winning is given too much emphasis.

Ironically, there is also a danger that these values may be lost if we try to do too much through sport. Some experts feel games can quickly lose their charm if they are “forced into the service of education, character development or social improvement” (T Crabb, 2000).

Motorsports 2&4 is an example of a programme that reflects this thinking and relies on the spirit of sport to help young people with drug dependence and other problems. Rather than spending time presenting information or “deep-diving” into their life problems, Motorsports challenges its young people to dream about what they could achieve through their sport. They are then asked to set goals and to try to achieve them; this is where the important victories occur. The programme is based on the belief that people change best through doing, rather than reflecting and analysing. “You are what you do; if you want to be different, do something different” is a motto of Motorsports 2&4.

* Canadian Centre for Ethics in Sport, A Guide to Codes of Conduct for Athletes (1998).

By laying the groundwork – by developing sport that is based on fair play and a healthy approach to winning – protective factors linked to the various sports are more likely to occur and prevention achieved.

But, it is possible to do even more through sport, if the **spirit of sport** is not lost in the process. On the other hand, adding information, life skills or community development elements is not likely to have any effect if the spirit is lost.



"Sport is imposing order on what was chaos."

Anthony Starr

Remember!

*Sport that is based on the true **spirit of sport** – that is, respect and fair play – is likely to have strong preventive value in itself, without any additional elements.*

Team officials and parents need to communicate the values of respect and fair play through their words and actions.

Look for opportunities to (sensitively) give immediate feedback when a player

shows poor behaviour, and to give praise for examples of positive behaviour.

A Code of Conduct helps to clarify and emphasize the values of fair play and respect.

A Code of Conduct will have more meaning for players if they have a chance to contribute to it and if officials and parents actively support it.

Adding Information and Life Skills Training

Providing players with structured opportunities to learn more about drugs and to develop life skills, such as communication, decision-making, assertiveness, and anger and stress management can enhance the preventive value of a sport programme. Improving these life skills will lead not only to greater effectiveness in dealing with various life situations, but also to improved performance in sport.

A locker room, gym or playing field can be suitable for this type of session if distractions are kept to a minimum. Instead of a lecture, these sessions require an interactive process where the players are actively involved and feel free to present opinions and experiences.

Sports are positively essential. It is healthy to engage in sports, they are beautiful and liberal, liberal in the sense that nothing serves quite as well to integrate social classes, etc., than street or public games.

Anton Chekov



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Interactive sessions use a variety of methods, such as brainstorming, role-plays, peer-to-peer discussions and cooperative learning. These types of “hands on” activities provide valuable opportunities for the players to clarify their beliefs and to practise helpful skills. The best way to learn a life skill is to:

- ❁ have it demonstrated through role play;
- ❁ give the players a chance to practise and receive feedback on their use of the skill in small group role-play situations;
- ❁ discuss how to apply it;
- ❁ team leaders and officials model the skill on an ongoing basis.

The ATLAS programme in the United States evaluated this approach over a period of five years with a group of high school football players (L Goldberg and colleagues, 2000). In this programme:

- the coach selected the peer leaders from among the players;
- the peer leaders conducted 10 45-min sessions. During these sessions, they led discussions on nutrition, supplements, steroids, illicit drugs, exercise alternatives to steroids and supplements, refusal role-playing, and creation of health promotion materials and messages;
- the coach coordinated the sessions and gave a summary at the end of each session.

A Great Idea!

When presenting information on the risks associated with various substances, the peer leaders for the ATLAS programme emphasized immediate effects of alcohol and other drugs on performance rather than long-term ones.

L Goldberg and colleagues, 2000

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Participants reported lower use of alcohol and other drugs, less drinking and driving, and significantly fewer new cases of steroid use compared with another group that didn't receive the programme. The programme sponsors thought that the team-centred approach and working with just the boys helped the programme achieve success.

Although the situation is improving around the world, girls are too often discouraged from playing sports. This is unfortunate because girls can achieve as much (or more!) and benefit as much (or more!) from sport.

Elliot and colleagues (1997) suggest that sport has a number of advantages over the classroom when it comes to promoting health with girls:

- teams have strong peer bonds, commitment to the social unit and modelling by older players;
- coaches are influential and can provide clear behaviour standards;
- information can be specifically tailored to the girls;

- ❖ sport performance is closely linked to health promotion; sports nutrition and exercise training can replace unhealthy actions (e.g., smoking or taking pills to lose weight).

Another programme used the team physical exam as a way to provide information to the players (Werch et al, 2000). After establishing a connection with the players during the examination, the nurses followed up with the players by phone, passing on key drug information during a 20-minute call. Then, over a period of time, 10 prevention postcards containing the same information were mailed to parents, asking them to take a few minutes to read the information and to talk with their child about the important key fact on each card.

Great Ideas!

Every summer, therapeutic communities from all over Italy organize a week of Olympic Games for their clients. Clients participate in a range of sports during the day and entertainment and social events in the evenings. Every year there is a drug-related theme for the Games, such as the prevention of Ecstasy use.

Fondazione Villa Maraini, Rome

The SALT programme in Bermuda asks each sports club to identify a person from the club to act as a caseworker. The role of the caseworker is to provide information on community resources to young people in the club who may be experiencing problems.



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Six months after the programme ended, the effects were tested: fewer youth intended to drink, fewer drank in the previous 30 days and fewer drank heavily in the previous 30 days compared with a similar group that had not received the programme.

The Student Athlete Leadership Team (SALT) programme in Bermuda targets football clubs in Bermuda because youth are often introduced to drugs through these clubs. The aim of SALT is to empower young people who are involved with these clubs to resist drug use. Two trained peer leaders from the SALT team go to football clubs to share information, exchange ideas, and talk to the players about drugs and what SALT calls their “anti-drug” (i.e., a belief or value that will help them resist drug use). An Executive Committee consisting of 12 young people oversees everything – making decisions, and monitoring and evaluating the programme.

Remember!

Use credible people (such as coaches, peer team leaders, or sports trainers/nurses/doctors) to provide the information or facilitate skill development.

Select leaders who are comfortable with a facilitative role rather than a directive one, and who show empathy and understanding for young people.

Emphasize the immediate performance-related effects of mood-altering substance use.

In addition to structured sessions, look for opportunities to bring the topic into conversations with players (i.e., without preaching or lecturing).

Ask adults involved with the programme (coaches, parents) to support healthy

messages, and to avoid those representing unhealthy attitudes toward substance use.

Continue to give drug issues some attention throughout the playing season; a one-shot effort will not work.

Developing life skills such as anger management requires demonstration of the skill by leaders who are comfortable facilitating this kind of session and practice (through role-play) by the players. Team leaders can be effective in this role when trained and supported by officials.

Have the team identify a player who can provide support and information on community resources to players experiencing problems.

Improving Community Conditions Through Sport

Because many young people develop a strong love of sport, sport can be a hook to improving community conditions and strengthening protective factors for the players and others. Strong relationships can evolve when coaches, managers and athletes spend a lot of time together and work toward a common goal. They may learn that players have various issues (for example, a poor diet) that can affect their health and their ability to perform. They may also learn that the community has certain needs, and that sport can be a lever for improving conditions. In these ways, sport can be a real tool for community development.

An example of a programme that gives attention to broader community concerns is the Tahuichi football club in Bolivia, which began small in 1978 and now involves 3,500 boys and girls. The players are generally involved with their team three times a week for two hours. The programme is almost free, making it accessible to everyone who wants to play.

But because many of the participants are poor, the programme goes further and supports them by providing shelter, food, clothes, vitamins, medical care and help with education. So, many children are attracted to Tahuichi and football because of this. Most develop a love for the game and improve their skills through Tahuichi. To help players improve, there are a number of different levels of play as well as scholarships to schools and colleges. Players who receive scholarships and get training abroad often return to Tahuichi to coach or help manage the programme. Tahuichi has a youth board of directors that meets once a month to analyse and discuss potential improvements.

Tahuichi occasionally invites speakers to talk to the players about drugs. However, the key to prevention for them is an environment that is focused on performance and improvement, and doesn't support the use of drugs.

***One of the main messages given by Tahuichi to young people is:
"If you work hard, and care about one another, you are somebody".***

- Tahuichi football Club, Bolivia

A Great Idea!

In Hamilton, Canada, a programme that helps single parents access sports and other recreational opportunities for their children is being studied. Key to the programme are case coordinators who provide "persistent outreach" to the mothers through home visits and phone calls, and who work with them to arrange financial help for recreational opportunities and transportation to activities. The programme is showing improvements in mental health and employment for the mothers, and improved behaviour among their children.

G Browne, and colleagues, 2000



The Mathare Youth Sports Association (M.Y.S.A.), in Nairobi, Kenya is a football association begun in 1987 that serves 14,000 young people (from ages 9-18) and their slum neighbourhoods in a number of different ways. With the simple motto, "Do something for us (the Association), and we will do something for you", the programme has grown tremendously and improved slum conditions along the way. Initially, youth learned that if they cleaned up a field full of garbage, it would provide them space to play. Caring for the environment has remained a priority of the association. Teams participating in cleaning up their neighbourhood are awarded six points in the football league standings. M.Y.S.A. knows that each team joining the Association will have particular concerns and priorities (for example, education, human rights, drug problems, jobs, and AIDS prevention). The association works with them to deal with those priorities.

In 1992, M.Y.S.A. introduced football to girls at a time when it was not fully accepted in the culture. As more girls became interested and achieved success, the attitudes of parents and others grew more tolerant.

The opportunity to receive scholarships and to travel to football tournaments beyond Kenya are major incentives for young players to remain involved with the programme and to work hard to improve their skills.

You do nothing, I do nothing. You do something for us, we do something for you.

Mathare Youth Sports Association, Kenya

M.Y.S.A.'s work is so respected that the United Nations High Commission for Refugees approached the Association to reduce conflict in the Kuma refugee camp. Refugees from several neighbouring countries were in the camp and often fought with each other. M.Y.S.A. set up a league with mixed teams who play against each other. Individuals from the same team now support each other and conflict has ceased.

George Nange and Collins Omondi
Mathare Youth Sports Association, Kenya

In the case of the Leyton Community Sport Programme (LCSP) in the United Kingdom, sport is used to bring young people together for personal development within a supportive environment. LCSP uses sport as a way to develop relationships with former and stabilized drug users, and to build a broader range of relationships and opportunities with them.

The LCSP programme started very slowly. Initially, targeted youth showed little interest or trust in a programme sponsored by a community agency. But trust was eventually established and participation grew by giving those who showed up respect and not setting out to “fix” them or “sell” sport to them. Players were encouraged to make decisions and were given more control (i.e., arranging games, setting up the schedule) of the programme when they felt comfortable to do so.

As participants became more engaged in the programme, it was possible to give attention to their other needs, such as education, health, friendship and employment.

Remember!

Sport can be used to interest and empower young people in becoming involved in improving community conditions.

When approaching community work, start small and begin with issues that are relevant to the young people, rather than from a preset plan.

Use a social contract that says, "when you get something, you need to give something back".

The team concept is a very helpful way of approaching improvements in the community. Sports values such as teamwork, participation, working together, determination, desire, commitment, and of course hard work are very

Prevention needs to address more than the provision of alternative leisure activities ... jobs, housing, and training are the basic essentials for a meaningful existence, apart from the provision of the positive use of leisure.

T Crabb, 2000



Starting a Programme

Clarify the Problem and the Available Resources

If your programme is aiming to reduce substance abuse among young people, you will need to find out the nature and extent of drug use among those you wish to reach. This means collecting information about the kinds of substances used, the typical age of first use, the typical level of use (experimental, occasional, regular, or dependent), the harms caused, the factors contributing to use (risk factors), and factors that have a protective effect.

Section III

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The best way to approach this is to carry out a local situation assessment. A local assessment needs to gather information from more than one source in order to provide an accurate picture of the drug use situation. It is best to collect two kinds of information for a local assessment: quantitative (e.g. statistics) and qualitative (e.g. impressions and feelings). Some of this information may already exist (e.g. police, treatment centre and hospital records), while some may have to be collected by your group (e.g. how does substance use by boys differ from that of girls?).

Ways of collecting this information include focus group or “town hall” discussions, key informant interviews, pencil and paper surveys, narratives, observation and case study. Young people can help in collecting much of the needed information for the assessment; don't forget to ask them about their perceptions of the situation.

For further guidance on assessing the extent and nature of drug use by local youth, see the Global Youth Networks "A Participatory Handbook for Youth Drug Abuse Prevention Programmes (now available on www.odccp.org/youthnet) and the UNDCP's Drug Abuse Rapid Situation Assessments and Responses (1998) available on www.odccp.org.

You will also need to assess your resources and capabilities in terms of facilities, staff and volunteers to support your work, political and government support, and other agencies or groups that will help you.

Sport clubs or associations interested in prevention don't need to do the social work themselves (addressing various needs of the players), but they do need to be able to connect with those agencies that do this work.

Dr A Minken
Motorsport 2&4, Norway



Remember!

Gather information from more than one source for your assessment of the problem.

Determine the resources available to support your programme.

Involve young people in conducting and providing information for the assessment.



Set Goals that Make Sense

The goals you then establish need to be both logical in addressing the actual substance use situation in your community, and realistic in terms of the resources you have to work with.

Typical goals:

- prevent, delay or reduce use;
- prevent or reduce harmful effects of use;
- prevent a return to dependent use.



"I think self-awareness is probably the most important thing towards being a champion."

Billie Jean King

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Sport can logically address these goals by focusing on protective factors that are linked to substance use problems; for example:

- increasing participants' attachment to school or community;
- increasing participants' planning for the future;
- increasing the amount of support and positive expectations received by participants.

Remember!

The goals you set need to logically address the problems identified, and reflect the resources available.

How to Achieve your Goals – Designing your Programme

Once your goals have been established, consider options for achieving them. A good way to design your programme is to prepare a work plan that lists each activity you decide on, and, for each activity, who's doing what, when it will be done and what resources will be needed.

Within each activity are messages that you want to get across. Most of us do not give much thought to the messages we communicate with respect to drug use and fair play, so it is important to spend time clarifying the values and messages that you wish to communicate to the players or participants. Remember to test your messages with your players or group you are trying to reach; better yet, ask them to help you design your messages.

"In the field of sports you are more or less accepted for what you do rather than what you are."

Althea Gibson



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Messages will vary with every programme, but these are key:

- ❖ players are capable and worthy of respect;
- ❖ without fair play, sport breaks down;
- ❖ mood-altering drug use interferes with enjoyment and performance;
- ❖ performance-enhancing drug use is cheating.

A written Code of Conduct is one way to present key programme messages. But we also communicate unspoken messages through our behaviour – and actions always speak louder than words! So if, for example, we wish to communicate respect to young participants, what we do (e.g., listening closely) will carry more weight than what we say.

Similarly, the way we talk about drug use in our casual conversation (e.g., through jokes and stories) may be more important than what we say in a formal “drug education” session. Because there is so much emotion and mystique surrounding drugs,

it is hard to have a normal conversation about these issues. If we approach drug use conversations as we do any health issue, such as diet or exercise, it will help young people feel more comfortable in raising issues and discussing them. In doing so, however, we need to be careful not to send unhealthy messages through these conversations.

The media give messages that are at times unhealthy. Engage the young people in your programme in questioning the prevailing messages from professional sport and the media.



When developing messages concerning drug abuse, it is important to distinguish between performance-enhancing drug abuse and mood-altering drug abuse. They both show a lack of respect for the game, opponents, teammates and oneself; however they arise from different motives.

In the case of performance-enhancing drug abuse, the player is cheating by trying to gain an unfair advantage, while in the case of mood-altering drug abuse, the player compromises their ability to perform at their best.

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Team, club or league slogans help to frame all the little messages that are presented in your programme. Examples:

- ⚡ little by little we reach the goal;
- ⚡ only you can do it, but not you alone;
- ⚡ sports yes – drugs no;
- ⚡ drugs don't play here;
- ⚡ racing back to society;
- ⚡ giving youth a sporting chance;
- ⚡ serious fun.

Remember!

To guide your programme, use a work plan that outlines the activities, roles of those involved, time frames and resources you will require.

Clarify the key messages you wish to communicate through the activities.

Ask the players to help you design your messages.

Unspoken messages – actions – are more powerful than words.

"Success is how high you bounce when you hit bottom."

General George Patton



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Connect with the Players

To be effective in preventing youth substance abuse and other problems, your programme will need to attract young people and keep them interested in coming back. The way to attract and engage young people is to truly connect with them. Ways to do this include:

- ❁ go to where they are (for example, to the skateboard park) to listen and share ideas;
- ❁ make sure the programme is fun from their point of view;
- ❁ be flexible and be prepared to shift efforts to respond to their interests;
- ❁ make them feel accepted and respected by continuing to listen to them;
- ❁ make room for everyone, including youth who cannot pay, those less skilled, and young disabled people;
- ❁ create opportunities to develop relationships; relationships are important to teens, particularly girls;
- ❁ create incentives such as scholarships and travel;
- ❁ use role models (sports personalities) who are relevant to your players;

- ❁ think about using sport as a way to interest them in other personal and community development activities.
- ❁ give your players opportunities to become involved in running the programme; empower them to make decisions and take ownership; This could mean helping to:
 - determine the drug-use situation;
 - influence the overall programme as a management or advisory board;
 - create key messages;
 - deliver information and facilitate skill-building as peer leaders;
 - evaluate the programme.



Basketball without Borders

In 2001, the US National Basketball Association (NBA), UNDCP and a number of other partners cooperated in a high-profile camp for young teens from the former Yugoslavia. The aim of the camp was to promote global peace, friendship and sportsmanship.

The camp involved nine NBA players and included seminars designed to promote leadership, conflict resolution and living a healthy life without drugs as part of the celebration of the United Nations International Day against Drug Abuse. (June 26, 2001).

Remember!

To connect with young people, go to where they are.

Listen closely, remain flexible with your programming, and involve young people in as many aspects of the programme as possible.

Try to accommodate everyone in your programme, including youth who cannot pay, those less skilled, and young disabled people.

Identify worthy role models for your players. Role models may be professional athletes, or local athletes whom your players can relate to more easily.

Pay Attention to the Coaches!

The quality of the experience for the players and the preventive value of the programme is largely dependent on the coaches or coordinators. In addition to basic organizational skills, coaches need to possess a number of natural qualities that cannot easily be developed through training, including:

- respect for young people and their capabilities;
- love and enthusiasm for the sport;
- commitment to fair play and a balanced perspective on competition;
- trustworthiness;

Coaches are of critical importance given the pervasive influence they have over their athletes' values, moral reasoning and decision-making.

P Melia



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- patience;
- commitment to the health and well-being of the players.

Because their role is so critical to the success of the programme, coaches need to receive continuous support, development and acknowledgement. Some types of knowledge and skill can be developed through training. Although the requirements of a coach will vary with the programme's aims, important areas that can be developed through training include:

- knowledge of the sport and ability to teach sports skills;
- youth culture: understanding the values, perceptions and priorities of youth;
- communication skills: ability to listen and facilitate open and clear communication;
- drug education: communicating drug information in a neutral way and helping develop skills;
- diversity training: ability to appreciate various cultures, orientations and abilities;
- ability to recognize and work with peer leaders in their group;
- ability to identify personal problems and to make appropriate referrals;
- ability to communicate with parents.

Remember!.....

Coaches are critical to the success of the programme, so close attention needs to be paid to their selection, training and support.

In addition to training on sport-specific skills, coaches can benefit from knowledge of youth culture, and training on communication, drug education, and diversity.



Support community efforts to promote drug abuse prevention and healthy approaches to sport; these efforts may in turn benefit your programme.

Keep it Going!

As a Coordinator, you need to think about sustaining the programme from the very beginning. This means working hard to develop allies within the sponsoring organization who see your programme as a credible and worthwhile part of the organization's activities. Also, develop links and partnerships with other groups in the community – they may help with various resources and they can be called upon for support if the programme is threatened.

Establish a structure that allows for growth and progress through the programme and offers members advanced leadership opportunities. Successful programmes often create opportunities for young adults to return in a leadership role. One avenue for youth and young adult involvement is a Governing Council with strong youth representation. A council chosen by the players will keep the programme grounded by monitoring activities.

Other strategies for keeping a programme include:

- ❖ Insist on transparency, accountability and a democratic approach in your programme management;
- ❖ Distribute the tasks and decision-making: give everyone, including the youth, a sense of ownership;
- ❖ Acknowledge those who give time to your programme with appreciation banquets and/or certificates. The ongoing support of coaches, peer leaders, parents, and coordinators is critical to the long-term health of the programme;

The support of a well-known person in the community who is committed to your programme aims and will be a champion for it can help sustain a programme.



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- ❖ Seek opportunities to give credit to those who fund your programme;
- ❖ Give attention to player, staff and volunteer training; training builds the capabilities of those involved, and contributes to greater effectiveness and a positive public image;
- ❖ Create incentives for members to keep them engaged. Incentives do not necessarily mean money, but could be an outing, for example;
- ❖ Innovate; consider new ideas and new programmes to stay fresh and responsive to the needs and interests of youth and their community.

Remember!

Build strong alliances inside your organization and in the community generally.

Create a path and structures for youth to return to the organization as adult leaders.

Build a strong training programme.

The support of a well-known person in the community who is committed to your programme aims can help sustain a programme.

Actively seek opportunities to recognize volunteers and funders.

Keep the programme fresh and responsive to the needs and interests of the young people.



***Remember, evaluation is an opportunity and it is possible!
If you show the results of your work, you will be stronger!***

Maurizio Coletti
Italian Committee for Sport Against Drugs

Evaluate, Evaluate, Evaluate

Evaluation is a must! It is a mistake to view evaluation as a judgement or a threat. Rather, as a coordinator, you need to see evaluation as a great opportunity to show others your results and identify ways to improve your work.

Three types of evaluations:

- ❁ evaluating the project idea: by asking questions such as, “Do our goals, objectives and activities link logically to the problem we are trying to address?”
- ❁ evaluating the process: asking questions such as, “How many people are coming?” “Are we reaching our target audience?” “Did we remain on schedule?”
- ❁ evaluating outcomes or results: Did the programme achieve what was expected?

There are two options for an evaluator:

- ❖ **Internal evaluator:** Someone who is already working with the project and familiar with it. This is less expensive, but it is difficult for staff to see programme activities in an unbiased way;
- ❖ **External evaluator:** This is quite expensive, but the external evaluator has the advantage of a fresh and neutral look at the project.

Evaluation needs to occur from the beginning of the project. To have data about the project from the start is very important; in this way, all information is recorded for future use. It is also useful to account for programme costs to make sure they are in line with the benefits.

"The sports page records people's accomplishments; The front page nothing but their failures."

Earl Warren, Chief Justice of the US Supreme Court



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The evaluator can help your work simply by asking important questions, such as, "What are your goals?" "Are they goals that you can achieve?" Working through these questions helps to confirm a logical link between the theories on which your programme is based, the goals of the programme and the activities you have planned to achieve these goals.

Make sure the players have an opportunity to participate in the evaluation by giving their perceptions of effectiveness and, perhaps, by helping to conduct the evaluation.

Evaluation requires resources. When seeking funding for a project, ask for money for evaluation (approximately 10 per cent of the total amount).

Remember!.....

Evaluation will improve and build the credibility of your programme.

An evaluator needs to be brought on board early in the programme; they can then help

you clarify your plan for the programme and ensure that it is ready to be evaluated.

Young people need to be able to give their comments for the evaluation, and possibly help to carry it out.

Following are the key points and best practices for using sport to prevent substance abuse by youth:

❖❖ **Sport as a Resource for Human Development**

A sport is a physical activity with an agreed upon structure, or set of rules, that allows for competition against oneself or an opponent.

Sport provides an opportunity for a mix of fun, self-improvement and competition that will vary with the players involved and the sport they are playing at a particular time.

Sports have the potential to develop a range of assets in young people.

Sports are also associated with less positive practices, including substance abuse.

Whether a sports experience is positive for young people or not depends on the extent to which the value of fair play is respected.

Respect (for oneself, coaches, teammates, opponents, officials and the game) is a fundamental part of fair play.

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

A focus on tasks to be accomplished in a sport – rather than on winning and losing – will bring out the spirit of sport and will appeal to more young people.

❖❖ **Sport with the Right Spirit**

Sport that is based on the true spirit of sport - that is, respect and fair play – is likely to have strong preventive value in itself, without any additional elements.

Team officials and parents need to communicate the values of respect and fair play through their words and actions.

Look for opportunities to (sensitively) give immediate feedback when a player shows poor behaviour, and to give praise for examples of positive behaviour.

A Code of Conduct helps to clarify and emphasize the values of fair play and respect.

A Code of Conduct will have more meaning for players if they have a chance to contribute to it and if officials and parents actively support it.

❖❖ **Adding Information and Life Skills Training**

Use credible people (such as coaches, peer team leaders, or sports trainers/nurses/doctors) to provide the information or facilitate skill development.

Select leaders who are comfortable with a facilitative role rather than a directive one, and who show empathy and understanding for young people.

Emphasize the immediate performance-related effects of mood-altering substance use.

In addition to structured sessions, look for opportunities to bring the topic into conversations with players (i.e., without preaching or lecturing).

Ask adults involved with the programme (coaches, parents) to support healthy messages, and to avoid those representing unhealthy attitudes toward substance use.

Continue to give drug issues some attention throughout the playing season; a one-shot effort will not work.

Developing life skills such as anger management requires demonstration of the skill by leaders who are comfortable facilitating this kind of session and practice (through role-play) by the players.

Team leaders can be effective in this role when trained and supported by officials.

Have the team identify a player who can provide support and information on community resources to players experiencing problems.

❖❖ **Improving Community Conditions Through Sport**

Sport can be used to interest and empower young people in becoming involved in improving community conditions.

When approaching community work, start small and begin with issues that are relevant to the young people, rather than from a preset plan.

Use a social contract that says, "When you get something, you need to give something back".

The team concept is a very helpful way of approaching improvements in the community. Sports values such as teamwork, participation, working together, determination, desire, commitment, and, of course, hard work are very important qualities for community work.

❖❖ **Clarify the Problem and the Available Resources**

Gather information from more than one source for your assessment of the problem.

Determine the resources available to support your programme.

Involve young people in conducting and providing information for the assessment.

❖❖ **Set Goals that Make Sense**

The goals you set need to logically address the problems identified and reflect the resources available.

❖❖ **Determine the Activities and Messages**

To guide your programme, use a work plan that outlines the activities, roles of those involved, time frames and resources you will require.

Clarify the key messages you wish to communicate through the activities.

Ask the players to help you design your messages.

Unspoken messages – actions – are more powerful than words.

❖❖ **Connect with the Players**

To connect with young people, go to where they are.

Listen closely, remain flexible with your programming, and involve young people in as many aspects of the programme as possible.

Try to accommodate everyone in your programme, including youth who cannot pay, those less skilled, and young disabled people.

Identify worthy role models for your players. Role models may be professional athletes or local athletes whom your players can relate to more easily.

❖❖ **Pay Attention to the Coaches**

Coaches are critical to the success of the programme, so close attention needs to be paid to their selection, training and support.

In addition to training on sport-specific skills, coaches can benefit from knowledge of youth culture, and training on communication, drug education, and diversity.

❖❖ **Keep it Going**

Build strong alliances inside your organization and in the community generally.

Create a path and structures for youth to return to the organization as adult leaders.

Build a strong training programme.

The support of a well-known person in the community who is committed to your programme aims can help sustain a programme.

Actively seek opportunities to commend volunteers and funders.

Keep the programme fresh and responsive to the needs and interests of the young people.

❖❖ **Evaluate, Evaluate, Evaluate**

Evaluation will improve and build the credibility of your programme.

An evaluator needs to be brought on board early in the programme; they can then help you clarify your plan for the programme and ensure that it is ready to be evaluated.

Young people need to be able to give their comments for the evaluation, and possibly help to carry it out.

Sources and Resources

Selected Mood-Altering Drugs and their Effects on Performance

When talking about mood-altering substance use in a sports 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).



Section IV

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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 effects. Except for amphetamine, a banned performance-enhancing substance, 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, 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 coordination 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”.



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 find pleasure and comfort from these substances.

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 cardio-vascular performance.

Cannabis

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

- ❁ impairs eye-hand coordination and reaction time;
- ❁ reduces motor coordination, tracking ability and perception;
- ❁ impairs concentration, and distorts perception of time;

- ⚡ skill impairment may last up to 24 or 36 hours after use;
- ⚡ users get tired more quickly;
- ⚡ hangover effects: impaired performance 24 hours after consuming;
- ⚡ 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.

***Sport has one very beautiful thing.
It teaches you that it does not matter whether you are defeated or you are
victorious. What matters is that you play well. That is sportsmanship.
The others can be victorious; there is no jealousy.
You can congratulate them; you can celebrate their victory.***

Osho Rajneesh



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Cocaine

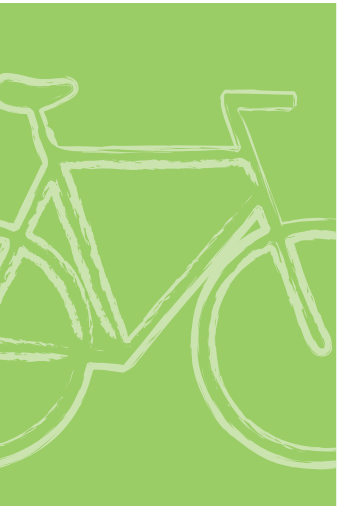
Cocaine has very limited performance-enhancing potential and has a greater potential to reduce performance:

- ⚡ 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 are mostly with 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., judgement 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 impact on performance than intoxication.

Amphetamines

Amphetamines have performance-enhancing potential, but 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 judgement, and this may cause an athlete to participate while injured, possibly leading to worse injuries and putting others at risk;



Athletes such as gymnasts, wrestlers and ballet dancers have also used amphetamines to decrease appetite so as to reduce body weight.

Dr. G Wadler

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- ❖ 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.

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 coordination, 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.

***Sport is the only entertainment where, no matter how many times you go back,
you never know the ending.***

Neil Simon





Acknowledgements

This document would not have been possible without the helpful feedback of many people, youth and adults alike. A special thanks goes to:

- ✿✿ Gary Roberts from the Canadian Centre on Substance Abuse for structuring and conducting the hands on youth meeting on sport and for doing the initial draft for this publication.
- ✿✿ The Canadian Centre for Ethics in Sport for allowing the use of the term, Spirit of Sport, which is their trademarked term.
- ✿✿ Nina Frey and Manon Blouin of the Canadian Centre on Substance Abuse (CCSA) identified and obtained the studies referred to in this chapter.
- ✿✿ Stefano Berterame, Gautam Babbar and Jouhaida Hanano (UNDCP) organized the overall initiative.
- ✿✿ The Italian Committee on Sport against drugs assisted in the organization of the workshop and the school of sport of the Italian National Olympic Committee hosted the event on their premises in Rome.
- ✿✿ A hearty thanks goes to the participants, who lent their considerable experience and energy to the workshop.
- ✿✿ The UNDCP would also like to acknowledge the support of the Governments of Canada, Italy, Norway, Sweden, The United Kingdom and Switzerland, whose financial contributions have made this publication possible.

Written Resources

A guide to codes of conduct for athletes. Canadian Centre for Ethics in Sport, January 1998.
EM: info@cces.ca

Drugs don't play here! Resource for parents. Bermuda Council for Drug-Free Sport.
EM: kjackson@ndc.bm.

Equal partners – organizing “for youth by youth” events. United Nations International Drug Control Programme, October 2001.
EM: gautam.babbar@undcp.org

Petit Background of the Tahuichi Academy. Acadenua de Futbol Tahuichi Aguilera.
EM: Tahuichi@mail.cotas.com.bo

Sport against drugs, Proceedings of the European conference, Comitato Italiano Sport Contra Droga. Rome, July 5-6, 2000.
EM: info@sportagainstdrugs.org

Youth sporting practices and risk behaviours. Seminar proceedings, Ministry of youth and sports, French presidency of the European Union. December 2000.
EM: mjs@jeunesse-sports.gouv.fr

Internet Resources

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Groups Using Sports to Prevent Substance Use Problems

Asociación de Deportistas Contra la Droga, Madrid, Spain: <http://www.adcd.org>

Athletes Training & Learning to Avoid Steroids:
<http://www.ohsu.edu/som-hpsm/atlas.html>

Centro di Solidarietà di Firenze, Rome, Italy:
<http://www.csfirenze.com/>

Fondazione Villa Maraini, Rome, Italy:
<http://www.villamaraini.it/>

Mathare Youth Sports Association, Nairobi Kenya:
<http://www.nairobis.org/mysa>

Motorsports, Oslo, Norway:
<http://www.2og4.no>



Other Links

American Sports Education Program:
<http://www.asep.com/>

Athletes for a Better World:
<http://www.aforbw.org/home.htm>

Coaches Playbook Against Drugs:
<http://www.playclean.org/coach-a-thon.pdf>

ESPN 8-Part series on Drugs and Sports
<http://espn.go.com/special/s/drugsandsports/>

Play Clean, Office of National Drug Control Policy (US)
<http://www.playclean.org>

(US) National Institute on Drug Abuse (NIDA) "Game Plan" on steroid abuse
<http://www.drugabuse.gov/DrugPages/PSAhome.html>

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