



That's **DOPE** Facilitator's Guide

Inside you will find National Standards,
objectives and activities for two lessons.



Welcome to the Classroom Edition of That's Dope.

This curriculum is designed to equip your students with the knowledge they need to make healthy choices in a variety of situations and to prevent the abuse of steroids and dietary supplements. Your students will gain:

- Skills for responsible and healthy decision-making
- Healthy alternatives to performance-enhancing drug use
- Consumerism skills
- Tools for making balanced food choices
- Heredity and body type knowledge

That's Dope also meets National Standards in Physical Education and Health, Language Arts (reading and writing) and Science.

The curriculum is easily adaptable to a variety of settings, including classrooms of various subject areas, integrated teaching, and even nontraditional classrooms like weight rooms and locker rooms. www.ThatsDope.org is a complementary website with further information and more interactive activities.

That's DOPE

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THE EDGE

Investigating Healthy Performance Strategies

Preventing the use of anabolic steroids and other sports performance drugs

National Standards:

Physical Education and Health

- 1 – Health Promotion and Disease Prevention
- 4 – Influences on Health
- 6 – Setting Goals for Good Health

Language Arts K-12

- 1 – Reading for Perspective
- 3 – Evaluation Strategies
- 6 – Applying Knowledge
- 7 – Evaluating Data
- 12 – Applying Language Skills

Science 9-12

- 6 – Personal and Social Perspectives– Personal and Community Health

Overview

Students will look at healthy alternatives to performance-enhancing drugs and effective ways to naturally improve athletic performance without using steroids.

Objectives

As a result of this activity, students will be able to:

- List the two components of a successful athletic performance: mental and physical.
- Use the hourglass analogy to describe the basics of weight gain/loss.
- Identify the three keys to increasing strength: training, nutrition and sleep/recovery.
- Describe how anabolic steroids work in the body.
- List at least three side effects of anabolic steroid abuse.

Activities



- 1. WARM-UP:** Using the student section from The Edge—Investigating Healthy Performance Strategies—have students read Coach John Wooden’s quote and work independently to answer the first two questions in the space provided. Discuss their answers.
- 2. READ:** As a class, read the following three sections from The Edge. Check for understanding throughout.
 - You will cover:
 - *Snapshot of Athletic Performance – Mental and Physical* (Student Activities, Pg. 4)
 - *The Basics of Food and Exercise* (Pg. 5)
 - *Anabolic Steroids* (Pg. 6 and 7)
- 3.** After a student reads aloud Steph and Sarah’s story, have each student answer the questions that follow on their own. (Pg. 8)
- 4.** Introduce the **Setting Goals** section and ask students, individually or in pairs, to write down their goals. (Pg. 9)
- 5. REVIEW:** Come together and review the students’ answers to activities 3 and 4.
- 6. WRAP-UP:** Questions to check for understanding:
 - What are some components of the Mental game? Physical game?
 - What does an hourglass teach us about gaining/losing weight?
 - What are three side effects of anabolic steroid abuse?
- 7.** Have students take The Edge Assessment. (Pg. 15)

..... ENRICHMENT ACTIVITIES:

- 1.** Ask students for a synopsis of the following web resources:
 Play the Doped Up game – www.thatdsdope.org/whatsdoping/see.html.
 Join Olympic Athletes – watch highlight videos of your favorite Olympic athletes and together take the Pledge for clean sport—
www.USADA.org/ICompeteClean.
- 2.** Create an advertising message to take a stand for clean competition.
- 3.** Ask students to read the Kelli White (former track and field 200 meter world champion) story and critically evaluate her decisions. Whether in a discussion group or independently, each student should imagine being in Kelli’s situation, describe the decisions they would make and justify those decisions.
See Spirit of Sport, April-June 2005 at www.USADA.org/Spirit-of-Sport
- 4.** Have students read the Taylor Hooton story. Whether independently or in a group, have students analyze the roles of various people involved in Taylor’s story (Taylor, his coach, friends, etc.). Ask them to identify steps throughout the story where those involved might have made alternative choices that would have potentially changed the ending. Have students consider situations for which they might be uncomfortable taking a stand and create a game plan to communicate rather than remain silent.

For more details and information visit: www.taylorhooton.org/taylor_hooton



OVER-THE-COUNTER

National Standards:

Physical Education and Health

- 1 – Health Promotion and Disease Prevention
- 2 – Health Information, Products and Services
- 4 – Influences on Health

Language Arts K-12

- 1 – Reading for Perspective
- 3 – Evaluation Strategies
- 6 – Applying Knowledge
- 7 – Evaluating Data

Science 9-12

- 6 – Personal and Social Perspectives– Personal and Community Health

Evaluating
Dietary
Supplements

Overview

Students will examine dietary supplement manufacturing issues, including the potential for contamination, possible health effects and advertising.

Objectives

As a result of this activity, students will be able to:

- Define dietary supplements.
- Identify potentially harmful dietary supplements, such as pro-hormones and stimulants.
- Evaluate the truthfulness of a dietary supplement ad.

Activity

1. WARM-UP: Using the student section from Over-the-Counter–Evaluating Dietary Supplements– have students write down their definition of a dietary supplement in the space provided. Discuss their answers.

2. READ: Continuing in the student handbook, have students read through the dietary supplement content as a class. Check for understanding throughout.

3. Move on to the advertising section. Prepare in advance by printing off a variety of dietary supplement and energy drink ads. Examples of web resources to obtain ads include:

Energy drinks: www.rockstar69.com/products.php
www.monsterenergy.com/us/en/products

Other supplements: www.hydroxycut.com
www.nutrex.com

Resource: <http://her.oxfordjournals.org/cgi/reprint/21/5/719>
 click on begin manual download
 (how adolescent girls interpret weight loss advertising)

4. Break the class into groups of three or four students and distribute an ad to each group.

5. Have each group critically evaluate their ad and answer all questions.

6. REVIEW: Come together and review the answers of each group. Have each group provide a justification for their advertisement evaluation.

7. WRAP-UP: Questions to check for understanding:

- What is a dietary supplement?
- Can stimulant drinks be dangerous? How?
- How can you tell if an ad is truthful?

8. Real-time application analysis: Print off or have students download the following USADA Spirit of Sport newsletter article “Supplements & Sanctions: A Cautionary Tale”
www.usada.org/go/supplementcaution (Pg. 1 and 2)

- Have students read this article about Olympic hopeful wrestler, Nathan Piasecki, and his story of dietary supplement use, consumerism and performance.
- Ask students to put themselves in his place, analyze his choices leading to being banned from sport and identify steps they could take to avoid making a similar mistake..

9. Have students take the Over-the-Counter Assessment. (Pg. 15)

ENRICHMENT ACTIVITIES:

1. Have students visit and review www.thatsdope.org/overcounter.

2. Print off or ask students to download and read the stories about dietary supplements at the following links and go through the associated enrichment questions or tasks:

“Does ‘Energy Drink’ In = Energy Out?” www.usada.org/go/energydrinks (Pg. 5 and 6) – have students examine their own use of these energy drink products, determine whether they have made good consumer choices and how they can make better consumer choices in the future.

“Supplements: Are You at Risk?” www.usada.org/go/supplementrisk (Pg. 6) and

“It’s a Jungle Out There” www.usada.org/go/educatedconsumer (bottom of Pg. 3) – have students list what vitamins, minerals and other dietary supplements they use or are familiar with. Using the information in the articles, have them determine whether the products they use/are familiar with are at a higher or lower risk for contamination. For extra credit, have students investigate the rules for Good Manufacturing Practices.



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. The top and bottom edges of the paper are slightly irregular, giving it a realistic appearance.

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