Education for Integrity

Teaching on Anti-Corruption, Values and the Rule of Law



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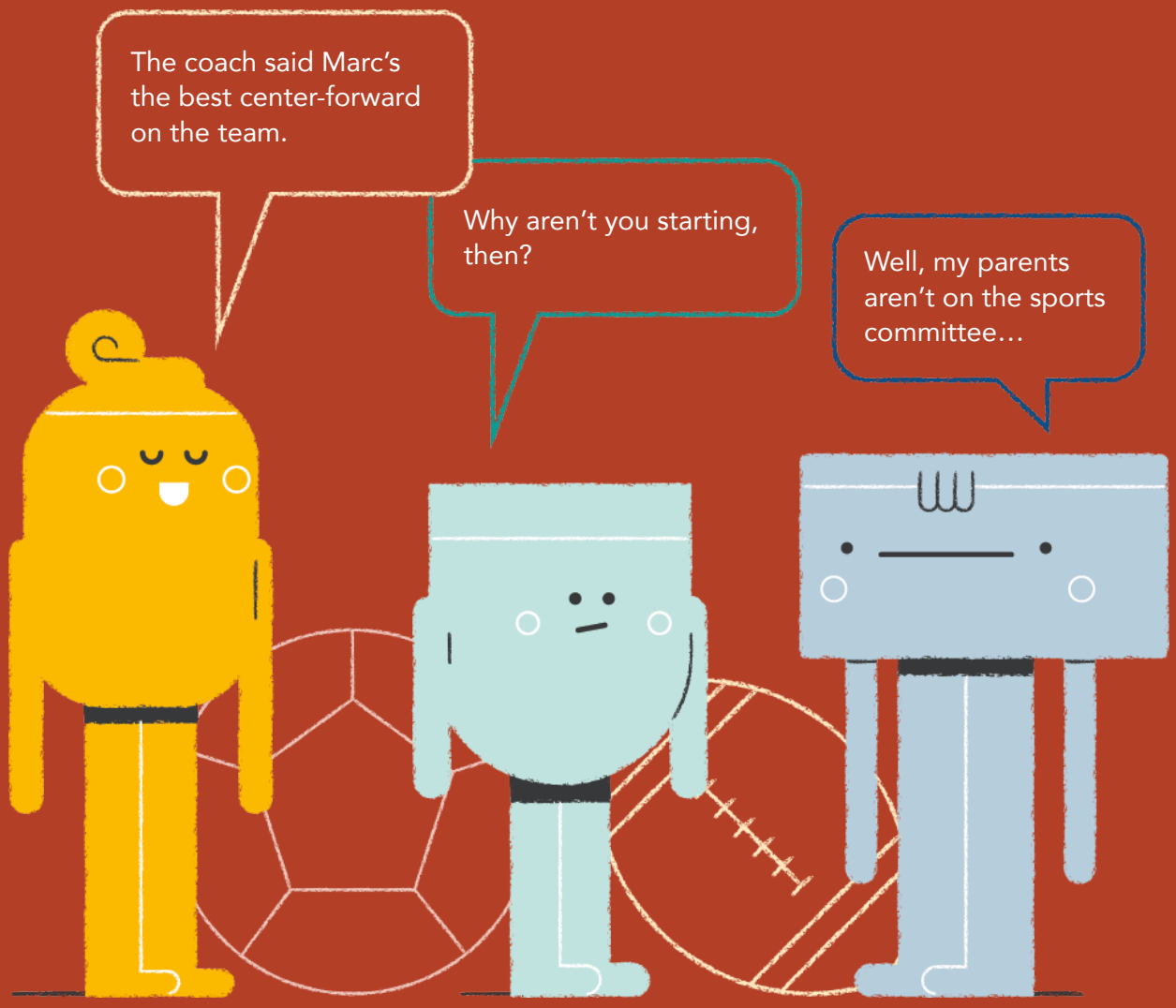
Education for Integrity

Teaching on Anti-Corruption, Values and the Rule of Law

Public integrity means doing the right thing, even when no one is watching. Around the world, societies pass on values and norms related to public integrity through school, community and family life. But sometimes, when corruption and unethical behaviour seem normal, we can lose sight of what public integrity is and why it matters. At times like this, governments may choose to educate for public integrity, so that the public good is emphasised over private gain and complex problems are dealt with by institutions in an ethical and principled manner. As a result public integrity is strengthened.

OECD

THE ATHLETE WITH THE BEST SKILLS SHOULD BE ON THE TEAM'S STARTING LINE-UP. THIS IS CALLED SELECTION ON MERIT.


The coach said Marc's the best center-forward on the team.
Why aren't you starting, then?
Well, my parents aren't on the sports committee…

WHEN PUBLIC EMPLOYEES ABUSE THEIR POWER IT MAY SEEM NORMAL, BUT IT HARMS SOCIETY.

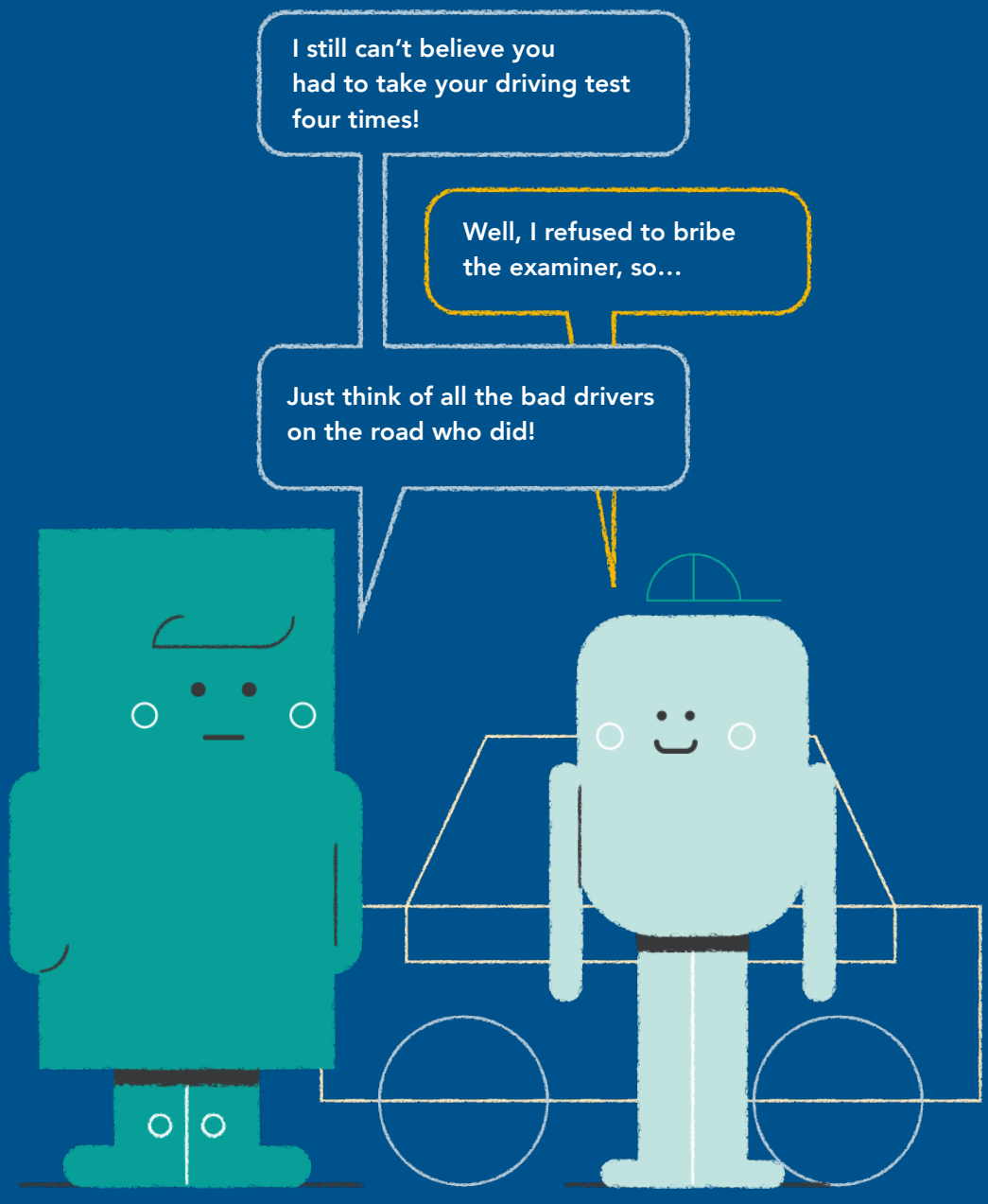

I still can't believe you had to take your driving test four times!
Well, I refused to bribe the examiner, so…
Just think of all the bad drivers on the road who did!

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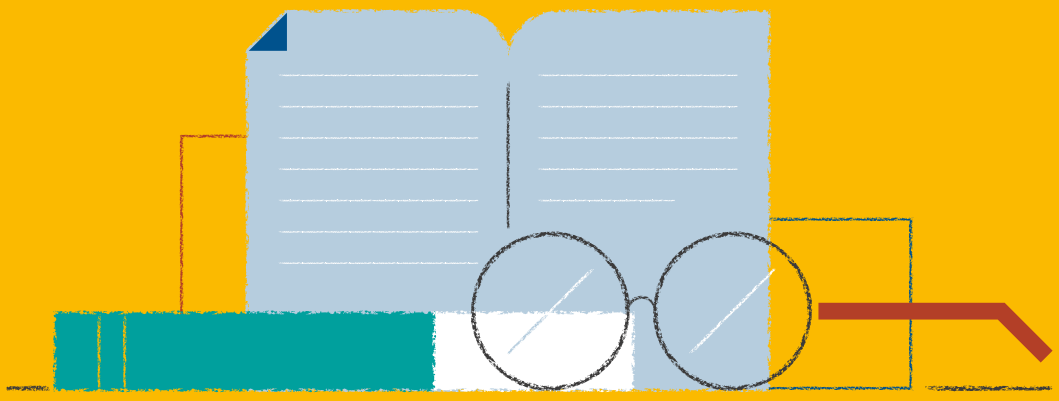
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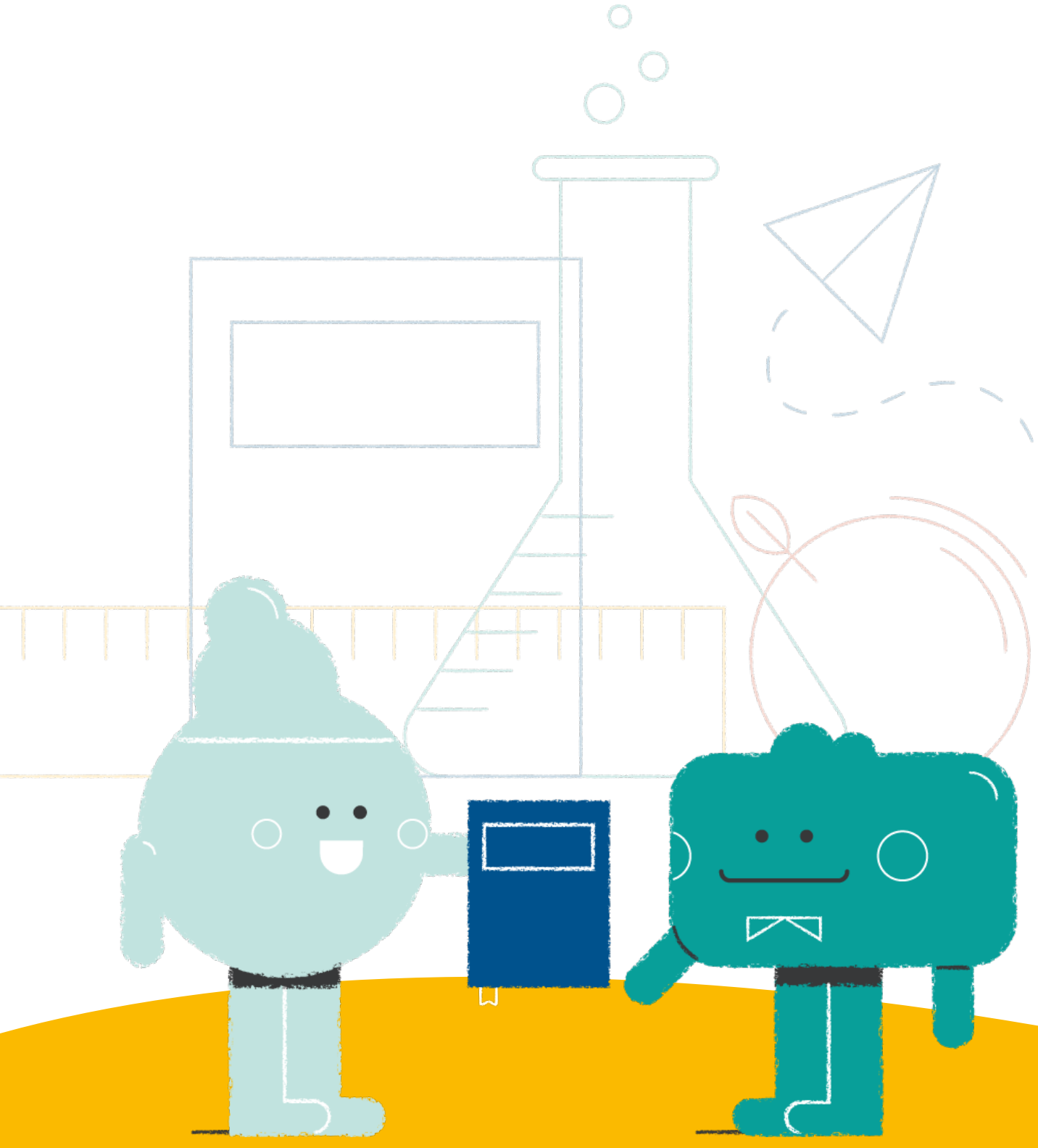
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Introduction

Change Begins with Education

EDUCATING CHILDREN AND YOUTH FOR PUBLIC INTEGRITY

Building a culture of integrity in society necessarily begins with the education of young people. The knowledge, skills and behaviours they acquire now will shape their country's future, and will help them uphold public integrity, which is essential for preventing corruption. To that end, the OECD Recommendation on Public Integrity calls on countries to raise awareness of the benefits of public integrity, to reduce tolerance of violations of its standards, and to carry out related education initiatives wherever appropriate. Engaging the school system is critical to inspiring norms for public integrity at a young age.

A growing trend around the world today involves countries using their school systems to communicate to young people the roles and responsibilities of public integrity. The school curriculum engages young people in an ongoing dialogue and exploration about how they as citizens can protect public integrity. Education for public integrity is about inspiring ethical behaviour and equipping young people with knowledge and skills to resist corruption.

Drawing on country experiences, this resource book provides policy makers and educators concrete tools to educate for public integrity. Section 1 and 2 provide suggestions on how to design and implement education for public integrity. Tips for educators new to managing interactive groups are also included in Section 2. Section 3 contains sample lesson plans and tasks on public integrity from a range of countries. These are accompanied by resources for extracurricular activities. Section 4 highlights case studies from several OECD countries, with insights on how they have implemented education for public integrity. A few illustrative examples of technological approaches to educating for public integrity are also included.

These materials and resources aim to provide a reference for policy makers and educators interested in developing their own lesson plans and tasks. Although some of the contexts may not be relevant and the materials could be inappropriate if used as they are, they may be adapted or used as a springboard for new ideas.

01

Framework for the Future

IMPLEMENTING EDUCATION FOR PUBLIC INTEGRITY IN THE SCHOOL SYSTEM

A growing number of OECD member and non-member countries are educating for public integrity. These experiences provide a wealth of knowledge from which concrete recommendations to policy makers can be made. This section introduces the main approaches to educating for public integrity. Integrity and anti-corruption learning outcomes are then proposed to help policy makers design or update their existing programmes. Key issues like stakeholder engagement, piloting and teacher training are also identified. The section concludes by highlighting the importance of evaluating the effectiveness of such programmes.

Approaches to implementing education for public integrity

While countries generally accept the notion of teaching public integrity values, implementing this in the school system can be challenging. Given the curriculum's importance as a transmitter of values, reform can constitute a political issue from which disagreement can arise between different stakeholders. In many countries the development of new curricula is a thoughtful and methodical process and involves multiple stakeholders, including the legislative branch, government education officials, content experts, educators and, in some cases, unions and parent groups. In addition, stakeholders such as political and religious groups may hold different views on what sorts of values young people should be taught. Therefore, while countries may decide to educate youth about integrity and anti-corruption, the exact vehicle through which education for public integrity will be delivered varies, and depends on several factors, including:

- existing opportunities for curriculum reform
- level of stakeholder support (including political and financial support)
- levels of co-operation between the education and anti-corruption bodies and/or other stakeholders.

An analysis of country experiences on educating for public integrity has identified three common approaches:

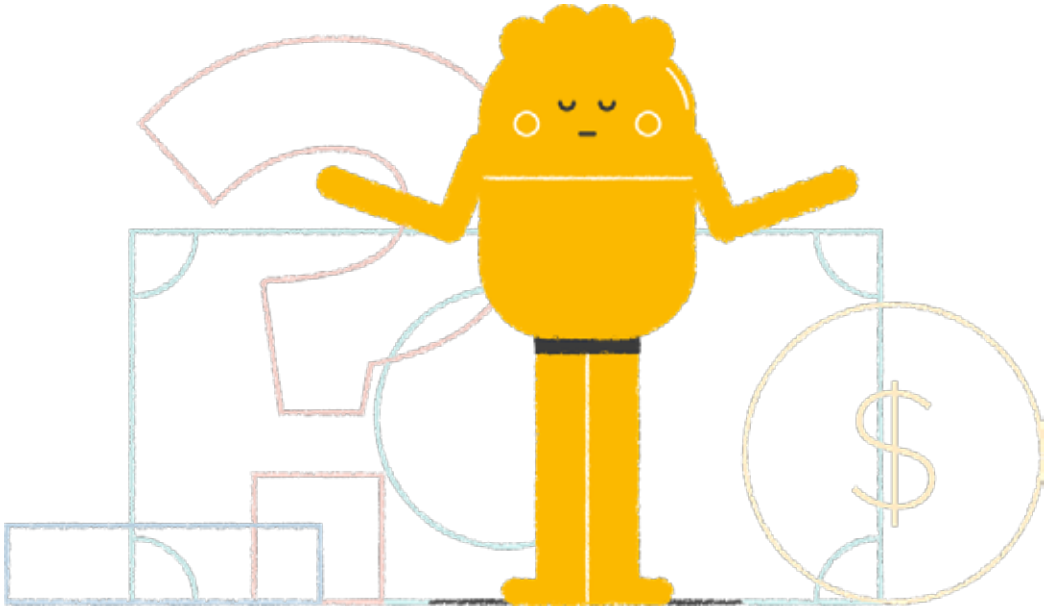
1. Mainstreaming education for public integrity into the school curriculum. This could involve:

a) introducing a specific course on public integrity that incorporates public integrity learning outcomes into age-appropriate modules in primary and secondary schools (see, for example, the case of Hungary in Section 4)[1]

b) rewriting existing curriculum frameworks and developing teaching, learning and reading materials for each subject to incorporate public integrity learning outcomes

c) developing materials for educators and students that support the achievement of existing public integrity learning outcomes within existing subjects.

2. Delivering education for public integrity by the public integrity body(ies). This involves the public integrity body(ies) providing tailored, on-request training to different schools, with modules developed around specific learning outcomes (see, for



example, the cases of Austria and Korea in Section 4).

3. Delivering education for public integrity in an after-school programme. This involves the school and the public integrity body(ies), and/or a civil society organisation, developing activities and lessons around specific learning outcomes in an extracurricular format. This approach could use materials similar to those of the other two approaches or could include such things as an integrity camp. Some examples are included in Section 3.

For each of the approaches, several advantages and disadvantages are outlined on page 16.

Whichever approach is taken, policy makers should identify and make use of synergies in the existing curriculum. Many education systems face the dilemma of overloaded curricula and competing demands on classroom time. Some groups may advocate more teaching about life skills, or greater emphasis on basic literacy skills, IT skills development, driver education, or others. Yet in the end, there are only so many hours in the school day. Given the pressure on curriculum time, one approach could therefore be to integrate public integrity lessons into existing subject materials and to utilise a cross-curricular approach. For instance, education for public integrity could be introduced into any language and literature class by having lessons designed around students reading and then writing about governance issues.

This approach can be used at both the primary and secondary levels, with texts and stories aimed specifically at student needs. Wherever possible, efforts should be made to ensure that the lesson design enables students to identify and apply the integrity concepts in their existing contexts (see more on this in Section 2).

Educators could also link lessons on public integrity to materials about human rights, rule of law, and the structure of government. This will align very closely with any civic education course or subject, but also ethics, history or business-related courses.

Developing the learning outcomes

Each of the options described above requires the development of specific learning outcomes about public integrity. The learning outcomes should identify the body of knowledge and skills students are expected to achieve, as well as the sub-learning outcomes necessary to achieve them, and indicators for their achievement. The learning outcomes should ensure that the development of critical thinking skills

is given priority, as these skills will help students transfer what is learned into behaviour for public integrity. As a cross-curricular approach is the preferred method for educating for public integrity, the public integrity learning outcomes should be linked to the existing learning outcomes that are set out in the relevant national or subnational curriculum documents. Care should be taken to avoid redundancy and overlap, where possible. Pages 14 and 15 present proposed learning outcomes that could be incorporated into any curriculum reform or directly used to create lesson plans and tasks around public integrity.

Supporting implementation through stakeholder engagement and piloting

Buy-in from core stakeholders is necessary if education for public integrity is to be effective. Without their support, the programme, no matter how fascinating the content, will not be successful. To facilitate engagement, policy makers may wish to identify a working group of key stakeholders, including representatives from the ministry of education, the relevant integrity body, educators, as well as other interested parties, such as universities, religious groups, teachers unions, parent associations and/or student groups, and other civil society organisations. The working group would be responsible for providing feedback on the proposed materials. Policymakers may also find it useful to create a working group that is responsible for designing the lesson plans and tasks. The working group could consist of individuals who have experience in designing curricula, and who could provide pedagogical feedback on the types of materials produced.

In cases where education for public integrity programmes are successful, an initial pilot in selected schools has often proved useful (see for example Gainer, 2015). By piloting a programme, policy makers are able to identify what resonates with educators and students and what does not. Potential gaps or unforeseen challenges can also be identified and addressed, which helps ensure more effective implementation. Policy makers considering introducing or strengthening integrity education may therefore wish to include a pilot.

Mobilising educators through training

In order to effectively facilitate learning on public integrity in the classroom, educators require the skills, knowledge and confidence to tackle contemporary social problems such as corruption. Training for educators should therefore be a core component of any programme for educating about integrity. Training can take many forms, ranging from courses taken during teacher trainee programmes or in-service training, to seminars and resource kits prepared by government institutions or civil society actors. Training should ensure that educators have the appropriate knowledge to teach about integrity and anti-corruption.

Training on education for public integrity could also be used to help educators address difficult ethical and moral questions in the classroom. Studies have found that improving educators' ethical and moral reasoning skills can be achieved in part through courses that incorporate abstract and theoretical content, and that encourage teachers to stretch themselves cognitively through critical reflection (Cummings, Harlow and Maddux, 2007). Educators with higher levels of ethical and moral reasoning tend to have heightened awareness of their own ethical and moral responsibilities. This can support them in addressing issues like classroom fairness, distribution of resources, due process and classroom discipline (Yeazell and Johnson, 1988; Cummings, Harlow and Maddux, 2007).

While educators may be trained and proficient in the use of interactive methodologies, materials that encourage interaction between students have potential to create class management difficulties. For this reason it is essential that educators new to these methods receive training on how to manage activities that rely on classroom interaction and debate between students and the development of critical thinking skills. One key way to reduce classroom management demands is to have highly structured discussions and clear procedures. The next section offers tips on managing interactive classrooms.

Building an evidence base on impact of education for public integrity

To date, there has been little research on the impact of education for public integrity, however, the results of civic education programmes suggest that education for public integrity has a positive influence on young people. Indeed, there is growing evidence that civic education programmes positively support the shaping of personal and civic values. For instance, the International Civic and Citizenship Education Study or ICCS (2009) looked at the impact of civic education programmes on student knowledge in the Asia-Pacific region and in Latin America. The study found that such education programmes can increase the likelihood that young people will reject corruption, as well as diminish the likelihood that they will accept or participate in law-breaking activities (Fraillon, Schulz and Ainley, 2009; Ainley, Schultz and Friedman, 2011). Moreover, civic education programmes can shape personal and national character. The global ICCS 2016 study found that the majority of surveyed students participating in civic education programmes agreed that obeying the law was a crucial characteristic of responsible citizenship behaviour (Schulz et al., 2016). Further, a longitudinal study conducted over a 15-year period found that adults who had gone to schools that valued civic participation were more likely to demonstrate active civic engagement as adults, including active voting habits and involvement in volunteer work (Pancer, 2015). Similarly, another study showed a link between an open classroom environment and future civic behaviour, noting that students whose teachers modelled fairness, respect and tolerance in the classroom were more likely to indicate strong future civic commitments (Flanagan et al., 2007). These findings support the argument that educating children and youth about integrity and anti-corruption will likely have a positive influence on future civic commitment and behaviour.

Although the full effects of education for public integrity on behaviour change will not be visible immediately, it is valuable to systematically collect and analyse data to assess the short and medium term results, as well as long term impact. To that end, policy makers could consider designing an accompanying evaluation framework, with indicators to measure student knowledge and skills relating to integrity and anti-corruption throughout the course of their involvement in the education programme, as well as impact of the education programme on future behaviour.

Possible evaluation approaches include:

- Applying regression discontinuity analysis to measure differences in attitudes on integrity and anti-corruption between students who participated in the education for public integrity programme and students who did not.
- Applying qualitative and participatory research methods for evaluating the programme's effects on educators' and students' value perceptions. This would draw on participants' experiences and perceptions to provide narrative testaments of the change they have experienced as a result of the programme.
- Using behavioural insights to assess the effects of the education programme on short-term behaviour change. This could include a measurement of students' propensity towards cheating behaviour at the beginning and end of their participation.

PUBLIC INTEGRITY LEARNING OUTCOMES

CORE LEARNING OUTCOME 1

Students can form and defend public integrity value positions and act consistently upon these, regardless of the messaging and attractions of other options

SUB-LEARNING OUTCOMES	INDICATORS FOR ACHIEVEMENT
Students can explain their own public integrity values, those of others and of society, and what they look like when they are applied	• identify and use vocabulary that describes values and the situations in which they apply • explain the mechanisms that may lead to a lack of trust in the values of others or their application • explain the benefits that arise from having a consistent application of proper processes • describe and define the behaviours that are in opposition to public integrity
Students can identify the public integrity values that promote public good over private gain Students can describe the institutions and processes that are designed to protect public good	• cite examples of public good and contrast it with private gain and the values that drive processes that keep these interests separate • describe and compare the role of integrity institutions as well as the need for - and characteristics of - the processes that protect and build integrity • clearly separate individuals and their actions and the role and importance of integrity institutions and understand that while individuals may fail in their duties, the underlying rationale for the institutions themselves remains sound
Students can construct and implement processes that comply with their own public integrity value positions and those of society	• create and follow rules /processes • encourage others to follow "rule of law" principles
Students can apply intellectual skills in regard to the defence of public integrity values	• devise questions that demand high order thinking, and respond to questions from others • critically examine their own behaviour as citizens and explain why others take part in actions that damage public integrity • explain the causes of behaviours that are in opposition to public integrity

CORE LEARNING OUTCOME 2

Students can apply their value positions to evaluate for possible corruption and take appropriate action to fight it

SUB-LEARNING OUTCOMES	INDICATORS FOR ACHIEVEMENT
Students can define corruption and compare it with immoral or illegal behaviour	• form value positions about corruption and express opinions about corrupt acts • readily counter the argument that "it is okay to take part in corruption because everyone else does" • explain why corruption is worse than simple theft • give examples that show why theft of public funds or goods is as bad as theft of private funds or goods • identify public norms/values and/or religious views that are opposed to the actions of corrupt leaders
Students can compare and determine the major different mechanisms in corruption	• explain the meaning of bribery and gives examples; compare the role and morality of the bribe giver with the bribe taker • define and give examples of nepotism: explain why is it bad for the development of a country or an organisation; explain the consequences of nepotism; and explain how selection on merit works and why it is better than nepotism • explain the meaning and give examples of conflicts of interest: explain how they can be avoided; design a process that deals with conflicts of interest; and explain the consequences • define and give examples of theft or misuse of public goods: explain the consequences of theft of public goods; and compare and contrast grand from petty corruption
Students can describe and evaluate consequences of corruption on a whole country	• explain and give examples of how corrupt acts affect everyone; how inequality of income and opportunity gets worse with corruption; and why legal businesses do not like corruption
Students can identify the likely signs of corruption	• identify likely signs of corruption and give examples such as nepotism instead of selection on merit; and lack of accountability and transparency
Students can describe ways to, and suggest strategies for, fighting corruption	• explain why it is that if we don't fight corruption we are part of the problem • define and give examples of transparent processes: explain how transparent procedures stop corruption; evaluate a procedure as transparent; and explain, using examples, why overregulation can cause more corruption • define accountability, explain why and give examples of how accountability stops corruption • define and give examples of honesty • demonstrate transparency, accountability and honesty in their actions
Students can identify who and/or which organisations to which corruption should be reported	• describe a variety of ways to report corruption • identify organisations that fight corruption (integrity institutions) • explain the role of the media and civil society organisations in fighting corruption
Students can explain the purpose and function of integrity policies	• understand the role of a Freedom of Information law • design a Code of Ethics/Conduct, explain how it works compared to laws, and abide by and determine if their actions are compliant • understand the concept of whistleblower protection, and explain why whistleblowers need protection

APPROACHES TO INCORPORATING EDUCATION FOR PUBLIC INTEGRITY

Mainstream public integrity values through curriculum

Introduce a specific course

ADVANTAGES

- Provides a solid approach to education for public integrity
- Ensures comprehensive coverage for all students
- Enables in-depth review of content and development of skills for integrity and anti-corruption

DISADVANTAGES

- May require legislative change
- Designing a curriculum framework and teaching/learning materials is costly and time consuming
- Teacher training required
- Risk of curriculum overload and/or repetition with existing courses (civics, history, etc.)

Rewrite existing curriculum frameworks and develop teacher/student materials for each subject to incorporate learning outcomes

ADVANTAGES

- Provides a solid approach to education for public integrity
- Ensures comprehensive coverage for all students
- Lessons can complement existing subjects, thus reducing risk of curriculum overload and repetition

DISADVANTAGES

- May require legislative change
- Designing a curriculum framework and teaching/learning materials is costly and time consuming
- Teacher training required

Develop teaching/learning materials that support achievement of existing outcomes within existing subjects

ADVANTAGES

- No curriculum change required
- Provides teachers flexibility to incorporate education about public integrity into lesson plans
- Shorter term implementation, requiring only the development of teaching/learning materials
- Lessons can complement existing subjects, thus reducing risk of curriculum overload and repetition

DISADVANTAGES

- May require legislative change
- Designing a curriculum framework and teaching/learning materials is costly and time consuming
- Teacher training required
- Risk of curriculum overload and/or repetition with existing courses (civics, history, etc.)

Training conducted by the public integrity body(ies)

The public integrity body(ies) provides tailored, on-request training to schools, with modules for specific learning outcomes

ADVANTAGES

- Limited disruption to existing curriculum
- Relatively low cost
- Content can be tailored to specific school and modified based on feedback

DISADVANTAGES

- Requires staff to have training in interactive methods
- May stretch logistical capacity of the public integrity body
- Provides limited school coverage
- Only fits an optional approach

Develop after-school integrity programmes

An after-school programme is developed, with modules for specific learning outcomes

ADVANTAGES

- No disruption to existing curriculum
- Relatively low cost
- Content can be tailored to specific schools and modified based on feedback
- Enables use of interactive teaching techniques

DISADVANTAGES

- Requires teacher champions to conduct the programmes
- Potential for limited student involvement
- Provides limited school coverage
- Only fits an optional approach

02

A Teacher's Guide

FACILITATING EDUCATION FOR PUBLIC INTEGRITY IN THE CLASSROOM

Education for public integrity can be implemented in many ways the classroom. Suggestions are provided on developing lesson plans and tasks on anti-corruption, values and the rule of law, touching on the need for easy-to-use, straightforward guidance for educators. The value of involving youth in lesson design and ensuring relevance to their lives is also highlighted.

Developing lesson plans and tasks

As educators have many calls on their time, they are often most attracted to lesson plans and tasks which are easy to use and require minimal preparation. Ideally they:

- have specific, measurable, achievable and relevant lesson objectives that can fit around the time constraints every educator faces
- clearly link lesson objectives to the core curriculum objectives and learning outcomes
- have clear and simple procedures on implementation
- contain templates of student materials that do not take long to prepare (photocopy, etc.) or cost too much
- are written at an appropriate level and use familiar contexts
- are of considerable interest to students and allow them to think critically about the content
- contain guidance on how to evaluate student output.

If possible, these lesson plans and tasks should follow an inquiry-based learning model, where students are tasked to define key questions, do some research, test out ideas and evaluate what they have done. While complex, this method can be applied in both primary and secondary schools, as long as a capable educator is present and carefully choses the materials and context.

It cannot be expected that students learn about integrity and anti-corruption themes solely through discussion activities. Therefore, there should be some background reading on corruption which the educator may wish to share with older students. Having a clear understanding of the core concepts, such as corruption, integrity and ethics, and the rule of law is necessary. Otherwise, the gambit of anti-corruption can quickly expand so it becomes about all things seen as "bad" or "immoral" or "good," making the course materials less specialised and more like a general social studies programme requiring many more hours of teaching time.

Furthermore, evidence has shown that successful civic education programmes are ones which apply an engaging teaching style, by making use of active, participatory methods such as small group discussions, role play, games, plays, problem solving and simulations (Finkel, 2014). As such, when developing lesson plans and tasks on anti-corruption, values and the rule of law, educators should include a variety of different methods. The sample lesson plans and tasks in Section 3 therefore focus on how to introduce the core concepts in engaging and practical ways.

Selecting supporting materials

To help make complex integrity concepts relatable to students, educators may wish to use supporting materials, such as short stories and longer descriptive and analytical pieces, as well as audio-visual content. For example, novels or short stories that explore values like honesty, justice, integrity or fairness can help students reflect on how these values impact the characters and their society. These text-based materials could be ones which already exist in the curriculum, and used to introduce discussions on public integrity concepts, or could be new ones that educators introduce to students. Likewise, films, TV shows or cartoons and YouTube videos can be used to explore topics like corruption and its impact on ordinary people, or highlight how integrity actions can change society. Through a series of levels designed to build knowledge and skills for public integrity, web-based and mobile applications can also be an engaging way to involve students in a discussion on anti-corruption and public integrity (see Section 4 for examples). Using materials that include scenarios and situations students already understand can enhance comprehension and support students in forming value positions around the topics.

Ensuring impact and relevance for students

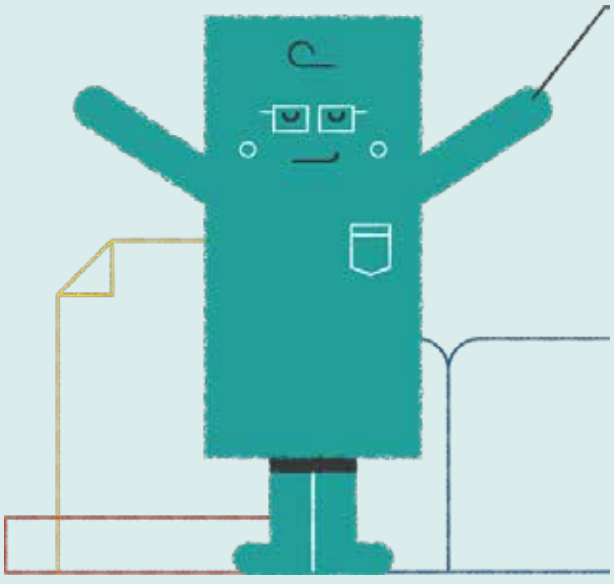
Students need to feel that their contribution has the ability to impact their community, a specific policy, or whatever domain they are involved in. To that end, the development of lesson plans and tasks should include tangible, hands-on initiatives to help students see the impact of integrity actions. For example, students could visit a local government office to oversee reporting registers as a way to encourage them to apply their knowledge and skills in a tangible way.

Moreover, students should not be seen as mere recipients, but as valued, active participants. Anti-corruption practitioners have found that the more young people are involved in the design of the project, and the more they take the lead, the more sustainable and successful the project will be (U4, 2013). Similar to this, students need to understand how corruption and integrity affects them, their community and their country. While it is useful for students to analyse the impact of corruption and integrity on the development of other countries, the lessons will not resonate with them unless they can see the impact in their lives (U4, 2013). A series of research projects collecting recommendations from students on how best to involve them in social movements revealed that the need for information on the issue at hand is one of the most important conditions (U4, 2013). Furthermore, as country experiences suggest, adapting the examples in the lesson plans and tasks to the local situation helps students to identify the impact of corruption on their lives and develop tailored solutions to combat corruption in their country (U4, 2013).

As such, when designing the lesson plans and tasks, educators should take into account the broader context within which the students operate to avoid invoking feelings of frustration and losing credibility. If the majority of students do not see the value of acting honestly to help them succeed, educators should design their engagement in such a way as to inspire them to act in spite of such concerns. For this reason, role models from their own age groups, their educators and/or broader society are critically important. This is especially useful if role models can be found who, in the eyes of the students, have achieved "success" without compromising their integrity.

Managing Interactive Group Tasks

Tasks where participants are working individually or in groups to discuss something or to practise a skill is where they are most engaged, and where learning occurs. Many of the most engaging tasks used for teaching about public integrity involve interactive work. The following offers suggestions and tips for teachers and trainers who may be new to interactive tasks.



Giving instructions

For the task to result in learning you must give clear instructions. Below are some tips on how to do this:

1. Include not just what you want students to do, but also why. "We are doing this task so you know how to write a proposal for funding!"

2. Ideally, do a demonstration, drawing attention to the outcome at each stage.

3. State the resources including time needed, i.e. "To do this task you will need a calculator and a pen. You will have five minutes to complete the task."

4. Break the instructions into equally sized and manageable steps.

5. Speak slowly and clearly, avoiding technical language or too much information where you can.

6. Where possible, give the steps in a logical chronological order and number the steps. If it is a complex task, consider putting the steps on a flow chart.

7. Write the instructions on the whiteboard or have them printed out.

8. If possible, give the criteria for success: "You will know if you have succeeded because the budget will balance."

9. Consider alternatives/contingencies: "If this happens, then do this..."

10. Give students a chance to ask questions about the process. But don't ask students, "Do you understand?," because they will say yes even if they do not understand.

11. Once you have finished giving the instructions, randomly select a student or students to repeat the steps back to you.

Tips for group and pair work

Group work can be very effective if the participants are used to working in groups and can remain focused on the end goal. Just as with any other type of teaching, clear instructions and meaningful and achievable tasks are keys to success. Below are some tips for managing group work.

Perhaps the single most important point is to make sure you establish the discussion rules.

Change the composition of the group regularly so that each participant can work with every other person in the class. Participants should not only work with their friends. Ideally, groups should be of mixed abilities, so do not include all the best or worst participants in a single group. Mixing boys and girls and students from different backgrounds is also recommended. You can change group composition in different ways:

- Use a prepared list of groups. This way you can equally divide the stronger and weaker participants and prevent brighter participants from sticking together.
- Number the class members: "One, Two, Three, Four, Five…" and then tell the participants with the same numbers to get into groups. You can also use words instead of numbers (e.g. names of fruits or months).

Make sure that every member of the group is clear about his or her role. For example, "Bermet, your job is to act as secretary/reporter" or "Kenna, your job is to write out the text." If you think they may not understand, ask them to repeat what is expected of them.

Encourage them to **rotate the positions,** e.g. "Last week Ayesha was the reporter, so this week Spyros is the reporter."

Monitoring group work: Once you have given the instructions, let the groups work for a few minutes. Do not assume they know what to do or are ready to start. Some will not understand, and others will want to talk about other things.

If they do not understand or are off task (doing something else), you may need to refocus the entire class or just a particular group. If you feel all groups are working well you can listen in, but avoid being a participant as you could easily dominate.

When doing group discussion work, make sure that only the secretary does the recording. If all members pick up pens they often stop contributing. It also often helps to remove all unneeded books from the table.

Gradually increase group size: If your class is not used to working in groups, gradually increase the size of groups over several lessons. Start with pairs, and move to three or four group members. Only when they can self-manage should you try larger groups.

Assign special roles to potentially disruptive participants. This will help keep them focused and avoid distracting the group. Identify these participants, give them a clear role, and keep a close watch on them. Also draw their attention to the discussion rules. If disruptions occur, refocus the group participants on the shared task and how far they have gotten, rather than on the point which is contested. Avoid getting into disputes.

The **teacher's role** is to move from group to group, monitoring what is happening, focusing participants on the task at hand, and asking questions to help the group solve problems. You change from being seen as the holder of knowledge to more of a facilitator, resource manager or consultant.

Work noise. Group work often involves a higher noise level than traditional classroom teaching. Be sure to insist that "work noise" doesn't degenerate into just plain noise.

Moderate noise level: Even when every participant is doing what he or she is supposed to, enthusiasm can lead to a situation where groups will increase the volume of their voices to hear each other. This will soon spiral out of control so everyone is shouting. Only one person per group should be speaking at any given time. By insisting on turn-taking in groups, and encouraging them to speak quietly, you should only have six or seven people speaking at once and not 30 or 40!

Limited space: If you have a small classroom or a large number of participants, you might want to send some of your groups outside or to other rooms, to reduce overall noise.

Competitive group tasks: Competition among groups to successfully complete a task can help speed things along, but this technique should not be

overused since winning can become more important than learning, and those who don't win can be demotivated. Furthermore, you may face difficulties as a teacher, determining who actually did win.

Do not wait until all groups are finished: Inevitably, some groups will finish tasks before others, especially if the groups have different tasks. Where they all have the same task, you need only wait for the majority to finish before discussing the results. Just get the last group to report last.

When you want all the groups to finish before discussion, you will need to have **extension tasks** for early finishers. Ideally, the extension work will expand on the original task and be rewarding.

Reporting back

When groups report back it is important to ensure that the person reporting represents the group's views and not just their own. A common mistake teachers make after giving a task is to choose the person or group that they think has the "right" answer. There are several reasons why this is a bad idea:

a) This often means that the teacher chooses the same people again and again. The message for the others is "don't bother to think as you won't get chosen." As a result, they don't participate. For this reason, a good teacher, while keeping to the schedule, should also be a bit unpredictable and vary who he or she chooses.

b) This reinforces the idea that there is a "right" answer, when for many issues there is no "right" answer, and that you don't value other answers/results. As a consequence, we should try if at all possible to avoid giving our own opinions.

Insist that other groups listen to each other's presentations. Generally it is a good idea to maximise group discussion time and keep the reporting time short. Make sure that when groups report back, they do not repeat what others have said; instead, request that they only give new ideas or opinions.

Get a range of opinions and logical justifications for the options, by asking participants to explain the reasoning behind what they think. This can often be done by exploiting differences of opinion in the class, for example "Chynara's group said this, but Aidar's group does not agree. Can you explain why?"

Sometimes your class will not be able to draw a conclusion that they all agree on. That is okay when it is a subjective matter, and not every task requires an agreed conclusion. However, regardless of what you think of their answers, thank them for their contribution. It is important that they realise that being aware of the range of opinions is important and that their opinions can be expressed.

Debate and Q&A sessions

When you want to have a debate or discussion, think carefully about the topic and how it can be framed as a question. Often statements like "Would you agree that…" or "Is it always true that…" can help inspire discussion. Another good way to introduce a discussion is to provide a case study, for example about the way a problem was managed at a school. Here you would have a few guiding questions such as "Was that the only way this problem could have been resolved?" or "What do you think the consequences of that action would have been?" Ideally the teacher should write these questions on the whiteboard.

Sometimes you will find that participants will start a discussion that they are very interested in but you don't have time in the schedule for it. If you think that it is adding to the engagement in the overall topic of the lesson, then you should probably let it continue, but don't let it go on for too long, or allow it to become divisive.

TIPS ON MANAGING WHOLE-CLASS DISCUSSIONS

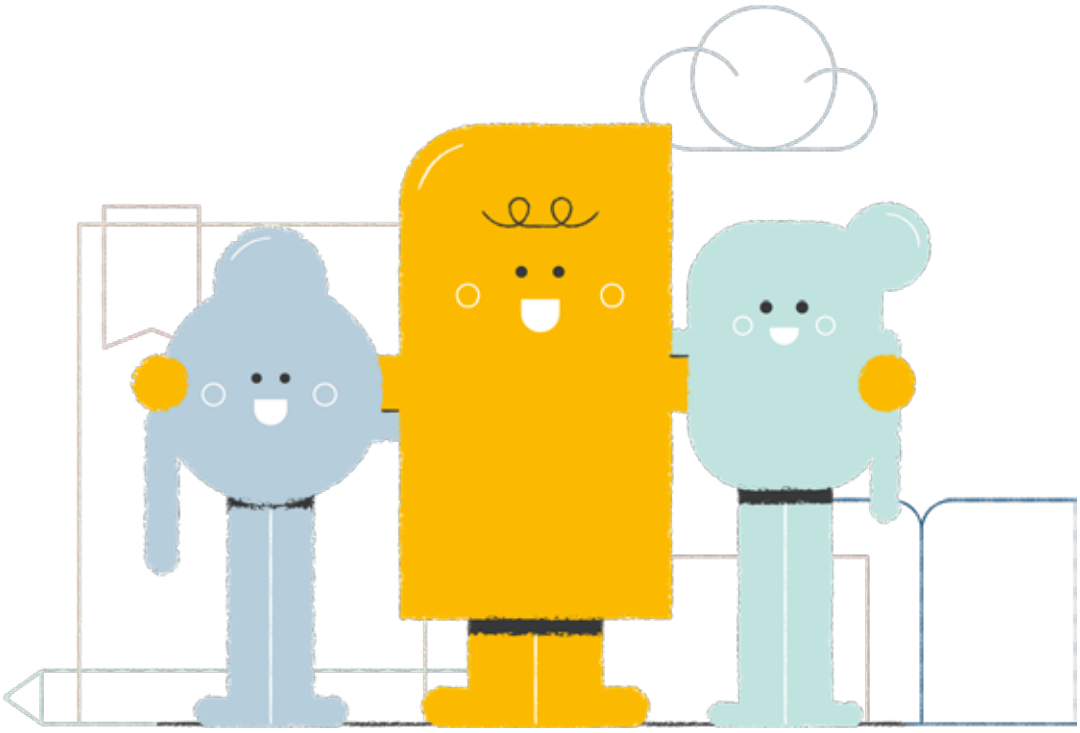
1. Keep whole-class discussions to a minimum, as it requires turn taking in which only one person talks at a time and the rest sit quietly and listen.
2. You will find it much easier to manage the class if you do not become overly involved in whole-class discussions. When you do this, you cause confusion (similar to a football referee who starts kicking the ball), as participants do not know if you are acting as teacher or participant.
3. Instead of getting whole-class responses, just ask the opinion of one participant at a time. After their responses, ask if anybody disagrees or has a different opinion. When groups are reporting back, only the first group needs to give a full report. After that the subsequent groups report only differences.
4. Make sure certain participants do not dominate the discussion. Get a range of opinions.
5. Record opinions on the whiteboard. These can be recorded as bar graphs, tallies or full sentences. This shows students, very clearly, that their opinions may vary. It is also a good way to develop summarising skills. Pick a participant to be your secretary, so he or she records the information.
6. Do not make judgements on personal opinions. Instead, ask "why" and sometimes "what if" questions. Encourage participants to comment on each other's opinions: "Erkin, what do you think about what Amin has said?"
7. Stop participants quickly if they appear not to understand the question or have gone off topic, unless you feel it is of great interest.
8. Use the reflection technique to clarify ideas. In this technique, you repeat back in summary form what the participant said and ask if that is what they meant. This will often cause them to rethink their own logic.
9. Be very strict about turn taking. Never let one participant interrupt another. Make sure that they listen to each other's opinions. (You are an important model.) Use your existing control techniques (where participants raise their hands if they want to speak).
10. Don't ask too many yes/no (closed) questions. Instead, ask questions that require explanation or elaboration (What if...? Why...? How...?). These questions make students think about meaning and logic.
11. Make sure that you do not do all the explaining. Instead ask questions. You may often find that a question by one participant can be answered by another.
12. Rather than have all teacher-centred discussions, where opinions are directed through the teacher, give the participants the opportunity to discuss amongst themselves before they report to the class.

03

Tools for Teachers

SAMPLE LESSON PLANS AND TASKS ON EDUCATION FOR PUBLIC INTEGRITY

This section contains sample lesson plans and tasks from a range of countries to support educators who would like to develop their own public integrity lesson plans and tasks. The lesson plans cover three broad topics: corruption, integrity and other values formation, and the rule of law. Under the three topics, the lesson plans are organised by author, rather than the learning objective. This is to give educators a sense of the order in which a series of tasks could be introduced to students. As these lesson plans were written for specific countries, they are tailored to the context of those countries. They are examples intended to inspire educators in developing their own lesson plans and tasks.



ANTI-CORRUPTION

The following lesson plans provide examples for educators who are looking to develop their own lesson plans and tasks about anti-corruption. These lesson plans address learning objectives such as defining corruption, understanding its causes and consequences and identifying strategies to prevent corruption. Some of the tasks included also introduce students to concepts like the value of proper processes, the need for transparency, citizen responsibility for preventing corruption, the challenges of bribery and the relationship between corruption and culture. Sample tasks are also provided on topics related to procedures and policies like licensing, procurement, elections and conflict of interest.[2]

Defining Corruption

Secondary

45 minutes

Specific Learning Objective
Students can define and identify examples of corruption and/or bribery.

Special Resources
Ideally, good governance, accountability and transparency posters. Butcher paper and marker if table is copied onto a chart.

Prior Knowledge
None

PROCEDURE

1. Copy the table at right onto a chart or the blackboard.

2. Say: "You have all probably heard people talking about corruption. Today we are going to try and understand what it is and what it is not."

3. Say: "Transparency International, an organisation fighting corruption, says corruption means 'abuse of a public position for private gain.' This means that somebody in an official position such as being a clerk, then uses the powers he or she has to get money for themselves. They might do this by, for example, demanding bribes for providing a service more quickly."

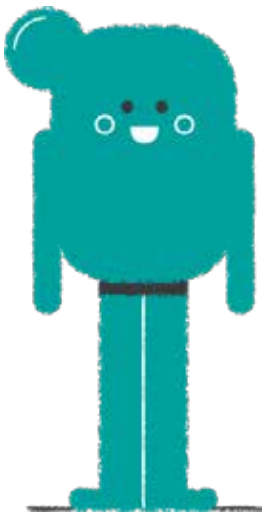
4. Say: "Now we are going to look at some situations and decide what type of behaviour they are."

5. Say: "In pairs decide if the statements in the table are examples of:

a) corruption, **b)** bribery, **c)** illegality, **d)** wrong, **e)** not corrupt, wrong or illegal so OK.

If you think something is two things you should tick both columns."

6. Get responses and clarify any issues. Students should be prepared to explain their answer.



Caution

Corruption is a very sensitive topic and it is inevitable that at least some of us will know or realise that we or someone close to us has taken part in it. To understand it we first need to find ways of discussing it, so that no person feels that they are being criticised. You should probably establish some rules which, for example, ban anyone from giving real examples involving families of students in the class.

IS IT CORRUPT BEHAVIOUR?

	SITUATIONS	CORRUPTION	BRIBERY	ILLEGAL	WRONG	OK
1	A family of a boy pays the family of the girl to agree to the marriage of the boy to the girl. The girl does not know of this deal.					
2	A high level government official tells a university professor to give higher grades to his daughter or he will be sacked.					
3	A company wants to win a government contract. After it wins the contract, it pays for a holiday for the head of the committee who decided who should get the contract.					
4	A law is passed that allows people of one region not to pay income tax.					
5	A government officer uses the office car from his ministry to take his friends to a midnight party at the weekend.					
6	A government officer gets a job for her cousin as an accountant at her office. The job was not advertised, but Rowan her cousin is an excellent accountant.					
7	A doctor accepts a box of chocolates from a patient after leaving hospital.					
8	Students are forced to clean up a village but are paid a small amount of money.					
9	An employee steals goods from a company and sells them in the market.					
10	A government agency charges a new fee for approval of a license. This fee is advertised in the newspaper.					
11	A candidate for mayor tells a voter that he will give her a job in the municipality if she votes for him.					
12	A professional athlete is caught having an affair with a church member.					

Notes

Answers will vary but here are some issues to consider in each case:

1. Wrong, Bribery. Nobody abuses their public position here or breaks a procedure for personal gain. Students might say that the parents are forcing the girl and so this is corruption, but this is not so, as they may have a cultural right to do so, even though we may think this is wrong. Unless the girl is then forced to marry the boy, no law has been broken. This example should not be confused with the giving of bride price (dowry). In most cultures with this practice, a dowry is given as part of the marriage ceremony. Its purpose is to assist the married couple. Although it may be given to the parents, it is usually passed on to the new couple. In this example, the money is given to force a decision and so it is not a dowry but a bribe.

2. Illegal, Corrupt, Wrong, Bribery. This is wrong, illegal and corrupt, as a set procedure has been corrupted for personal gain.

3. Illegal, Corrupt, Wrong, Bribery. Regardless of when the payment was made and when the head of the committee learns of the offer, this is a very serious example of corruption. Under no circumstances should any member of the committee accept any offer. In most countries, any kind of gift like this must be made public and are usually not allowed. In this case, it would almost certainly be illegal.

4. Illegal, Wrong. This would almost always be illegal according to any country's constitution. However it is not corruption, although the process allowing the law to be passed may have been.

5. Illegal, Corrupt, Wrong. This is corruption, as the officer has used his or her position for personal gain.

6. Illegal, Corrupt, Wrong. Regardless of how good the accountant was, there was not a free and open competition for the position, as the rules would specify. Therefore, this is corruption and is not acceptable.

7. OK. This is acceptable as the doctor's position does not (or at least should not) give the responsibility of giving or not giving medical help. Furthermore, the gift was small and was given after the service was provided.

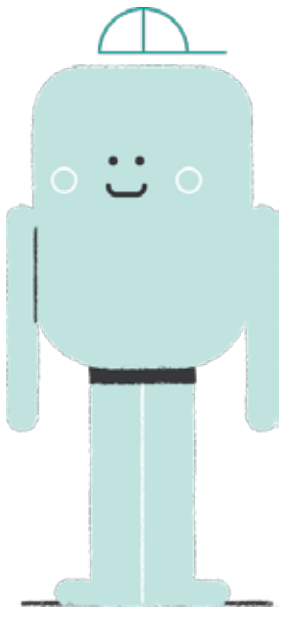
8. Illegal, Wrong. Although this may be illegal according to labour laws, it is not an example of corruption or bribery, especially if it was done openly. This can be judged as a gift, as the intention was not to gain extra service at the cost of breaking an existing rule.

9. Illegal, Corrupt, Wrong. This is corruption, as a company procedure or rule has been broken for personal gain. However, note that it is not misuse of a public position. It is also illegal, as it is theft.

10. OK. This is completely acceptable, as no rule was broken and it was done openly, despite the fact that the customers may not like paying the fee.

11. Illegal, Corrupt, Wrong & Bribery. This is bribery, corruption and illegal.

12. Wrong. This is a matter of personal morals, not law. Not corruption, although it is possible the leader used his or her position.



Proper Process – Local Traditions

Secondary

25 minutes

Specific Learning Objective
Students can identify why proper processes matter both in local traditions and governance.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Copy the list of steps for making a barbecue below onto the board. Or better yet, ask students to list the steps.

2. Put students into groups of four or five.

3. Say: "In our traditions we have things we do that are broken into steps. The series of steps is called a process."

4. Say: "What might go wrong if we didn't do one of the steps or we had the wrong order of steps? In your groups look at each step and try to imagine what would happen if it was left out."

5. Give them five minutes for this and then get them to quickly report back.

6. Say: "We can see that all the steps and the order of steps matter. We can see that processes are very important and if we don't follow them we can get ourselves into a mess."

7. Say: "In government there are lots of processes that should be used to make sure things are done in the right way."

STEPS

1. Before using the grill, empty any old ashes from the last barbecue.

2. Put charcoal or firewood in the grill.

3. Light the charcoal or firewood and pre-heat it for 20 minutes.

4. Prepare your food.

5. When the grill is heated, use a wire brush to clean the grill and wipe with paper towel.

6. Place the food on the clean grill.

7. Use tongs to turn the food over when it is cooked on one side.

8. Leave the food on grill until it is cooked on the other side.

9. Remove from grill and eat!

Note

This is one style of barbecue. You could change it for your area.

This Is What I Did

Primary/ Secondary

15 minutes

Specific Learning Objective
Students can devise a transparent procedure.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Copy the questions below onto the board.

2. Divide the students into groups of three or four.

3. Say: "Imagine you are the mayor of a small municipality. A big mining company gives you some money as compensation for environmental damage. Only you know how much it is. You have been asked by the municipal council to divide up the money. You want to divide it up fairly amongst the people and you want people to accept your decision so there is no fighting. Think about these questions:"

- Will you give an equal amount to each family? Or will some families get more?
- If some families get more, what reason will you give? Size of family? Will you just count boys?
- What will you do so people don't think that you gave more to your own family?
- What will you do so they trust it was a fair decision?

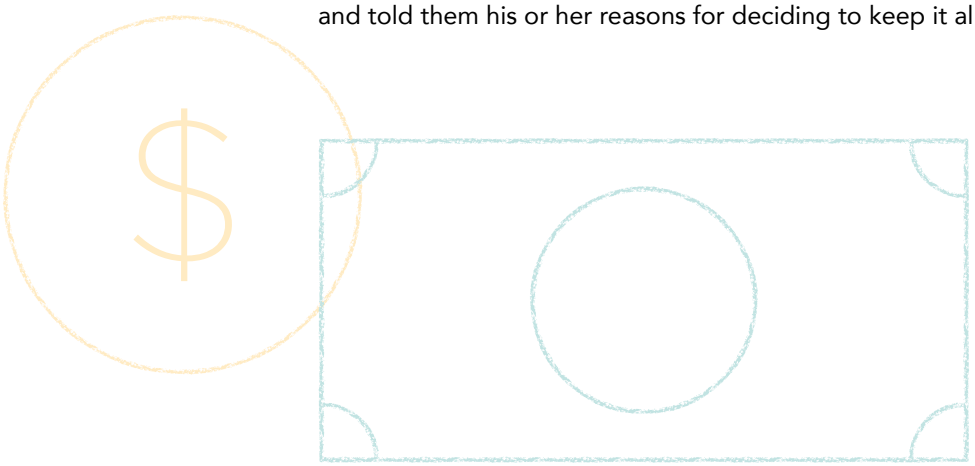
4. Give them five minutes to come up with answers and then get them to report to the class.

5. Say: "While the actual shares people get is important, if you want people to trust you, you will also need to tell people how much in total there was and what reasons you had for sharing the money in the way you did. We call this being transparent – which simply means sharing all the information you have."

6. Ask them to judge which groups had the most transparent solutions.

Notes

Transparency and fairness are not always the same things. For example, the mayor might decide to keep all the money for his or her own family. While this is not fair, it would be transparent if the mayor told everyone how much there was originally and told them his or her reasons for deciding to keep it all.



Mr. 10%

Secondary

20 minutes

Specific Learning Objective
Students can identify the consequences of giving bribes known as backhanders.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Copy the text here onto the board: Backhander: "What are the consequences?"

2. Put students into groups of four or five.

3. Say: "One of the very bad forms of corruption is called the backhander. I will tell you a story that explains what this means. I will then ask you to get in your groups and discuss what the results are of this kind of corruption."

4. Say: "A bridge on a road had been washed away in a flood. The government asked companies to give a letter explaining what they would charge to build a new bridge. A committee was formed to decide which company. Before the letters were received, one of the committee members met with one of the companies that would be likely to send in an offer letter. That company then sent in a letter, but with the highest price of four million, which was one million more than the next highest company. The committee chose that company. The company then secretly paid a million to the committee members."

5. Students then have 10 minutes in their groups to come up with the answers and then they report back.

Notes

Answers could include:

1. The other companies making offers would not bother to do so next time, as they know they cannot win. As a result, only companies willing to give bribes will bother. That will mean the taxpayer will have to pay more.

2. The taxpayer is not just paying too much for the bridge, they are also paying for bribes.

3. The builder of the bridge may not feel they need to provide a quality product as they know that the bribe takers are unlikely to complain. (Because if they do, they might get caught.)

4. People generally will have less trust in government.

5. Because people will see that leaders or senior staff are corrupt, they will think it's ok if they do the same thing.

I Am Your Leader

Secondary

20 minutes

Specific Learning Objective
Students can describe why we are responsible for the leaders we have.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Divide the students into groups of three or four.
2. Say: "Imagine I am your local mayor. Is it okay if I do the following things:
   a) Sell your land so you have to live somewhere else.
   b) Cut down your forest with your permission.
   c) Take all the money for road repairs and keep it for my family.
   d) Stay in the city and go to nightclubs.
   e) Marry the prettiest girl in the community and then get a new wife in a few years.
   f) Use your taxes to pay for my children to go to school outside the country.
   g) Take bribes and then share some of the money with you.
   h) Win votes because I bribed you."
3. Ask: "Who is responsible for the last one? Just me?"
4. Ask: "Who is responsible for making me the leader?"

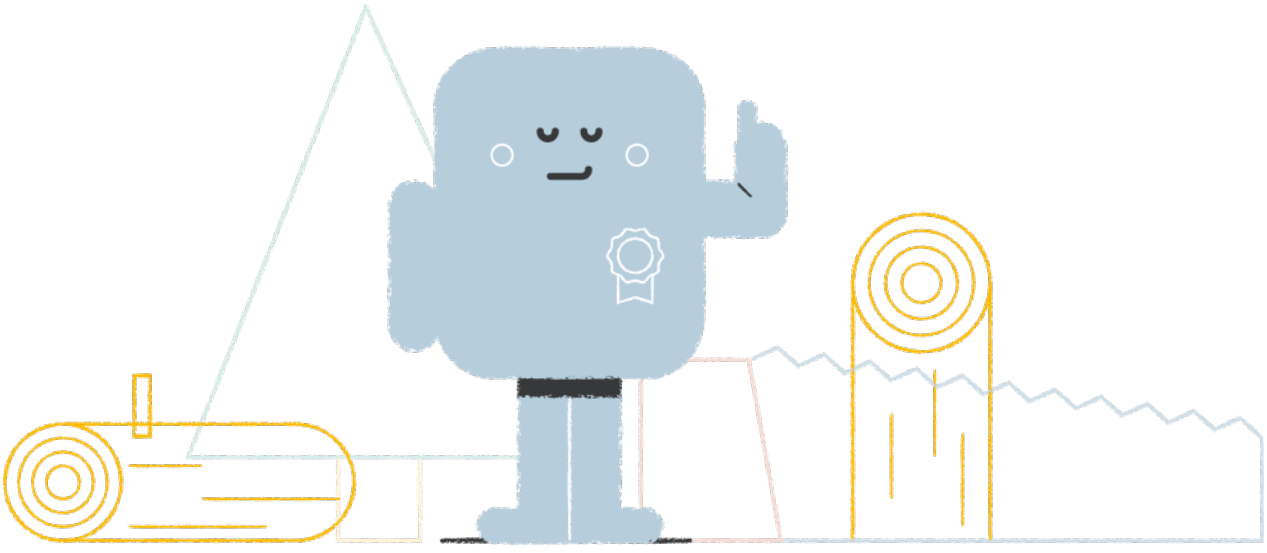
Notes

Obviously, they will probably say No! to all of these… It's the last two questions that are most important.

Q3 Anyone who takes a bribe or who does nothing when they see it.

Q4 The voters, even the ones who did not bother to vote.

This could easily be made into a role play or even a poster.



Results of Corruption

Primary/ Secondary

45 minutes

Specific Learning Objective
Students can examine the multiple consequences of a corrupt action.

Special Resources
Each group will need a piece of butcher paper and markers.

Prior Knowledge
Understanding of what bribery is

PROCEDURE

1. Copy the text onto the whiteboard or a chart.
2. Say: "Sometimes people are not aware of what the consequences of their actions are. This is particularly the case with corruption, as the most serious effects are not from one act of corruption, but from the combined effects of many acts of corruption. Today in your groups I want you to think about one simple act of corruption and all the effects it may have, especially when others decide to do similar things. I want you to map this onto a chart."
3. Draw an example of a chart but make the corrupt act a voter taking a bribe.
4. Say: "When you make your chart, include the effects on your family, yourself, others in your community, all citizens."
5. When students have finished, get them to display and explain their charts.

A young man goes to an office and asks how to get a trade store license to sell goods. The clerk tells him that he must pay a fee of 200 Euros but that it will take eight months to get the license. During the discussion they discover that they are related. The clerk then tells him that normally a small bribe of 100 Euros, in addition to the usual fee, ensures that the license can be obtained in a week. However, as they are related, this extra fee is not necessary.

Notes

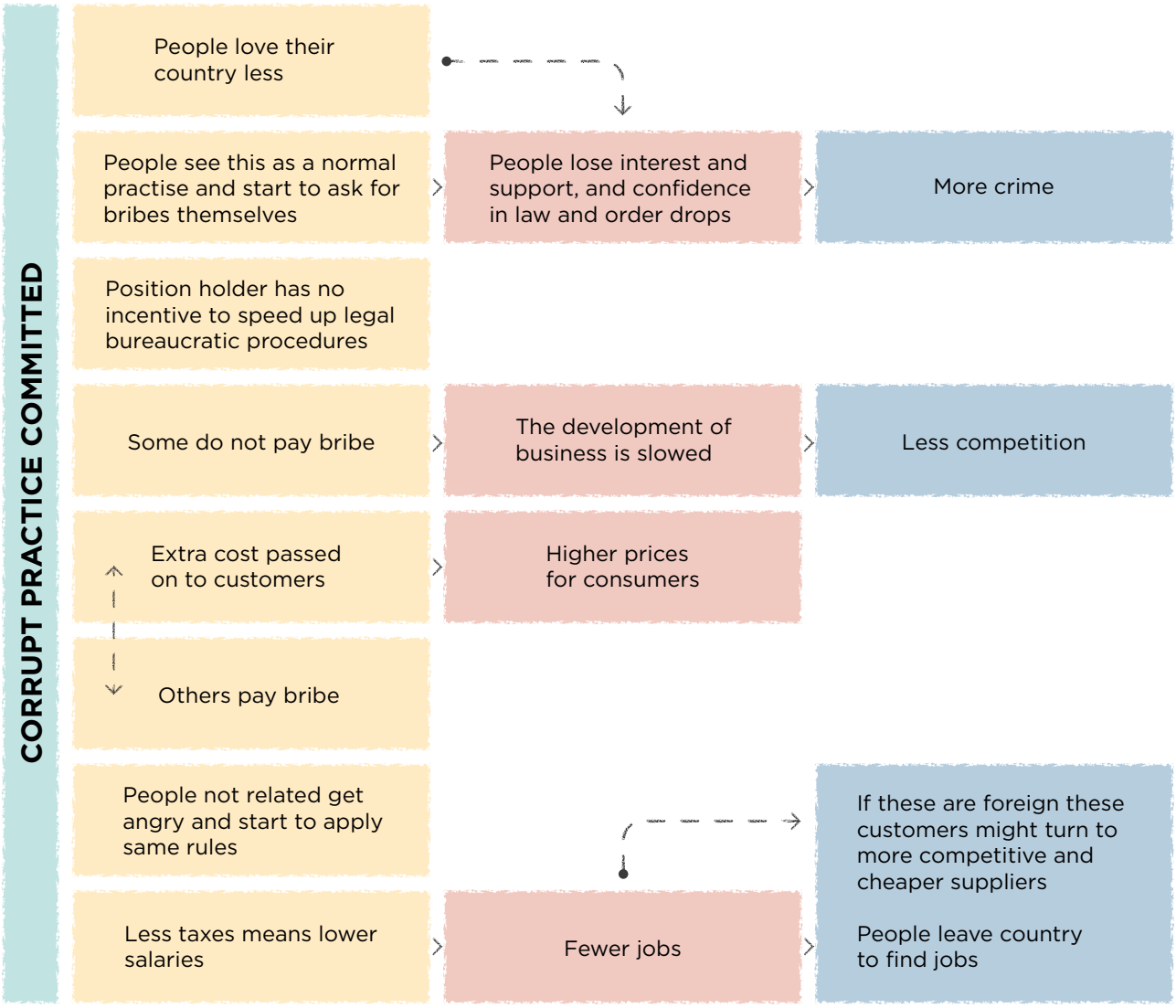
For a voter taking a bribe, show as consequences that:

- Others will do the same.
- Good candidates who refuse to break the law can't win, and as a consequence, they won't stand as candidates next time.
- Bad candidates more likely to win. The consequence is poor governance.

Students who finish early may draw a diagram for a bribe and its consequences. A possible diagram could look like the one on the following page; however, it could be far more complex.

VOTER ACCEPTS BRIBE CONSEQUENCE MAP

May be completed by groups that finish early



Notes

A possible diagram for the license bribe could look like this; however, it could be far more complex. This is a very good summarising task and could be repeated to consider the consequences of other actions talked about in this course.

Students should consider the consequences for:

- People paying bribe
- People not willing to pay bribe
- People not related to corrupt official
- The efficiency of the legal bureaucratic process
- The consumer
- The morale of people
- The bribe taker
- Export businesses
- Etc.

Giver or Taker

Primary/ Secondary

15 minutes

Specific Learning Objective
Students can compare the morality of giving bribes with the taking of bribes.

Special Resources
Appropriate posters of good governance, accountability and transparency, etc. Butcher paper and marker are optional, if table is copied onto a chart.

Prior Knowledge
Definition of bribery

PROCEDURE

1. Copy the texts below onto the whiteboard or a chart.

2. Say: "Often we are very quick to blame people who try to bribe others, but some people would argue that the person who receives the bribe is just as guilty."

3. Say: "In pairs, consider these situations and then imagine you are a parliamentarian writing a new law. You have to consider this question: "Who is more to blame—the bribe giver or the bribe taker?"

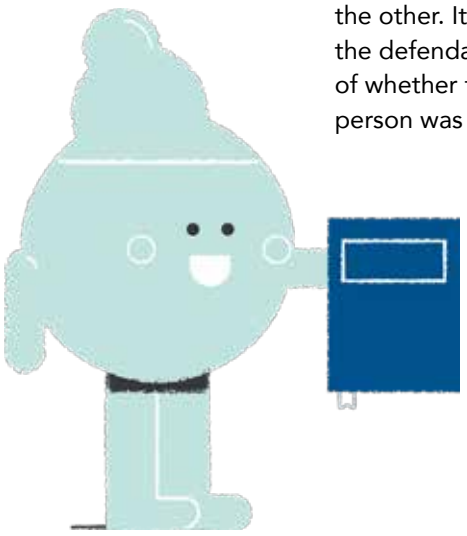
4. Get responses and then clarify any issues through discussion.

A house burns down and a woman loses all her documents. She then goes to get new copies. At the office the clerk says that it will take three months to get the documents prepared. The woman is feeling very frustrated and asks why it should take so long. The clerk replies that it is because of a shortage of staff in the office. The clerk then adds that if she pays an additional fee directly to the clerk, and if she does not say anything to the boss, then it can be done in a week. The woman pays the additional fee.

A woman wants to take part in a particular business. This business requires a set of licenses. The woman rings the office that gives the licenses and makes an appointment to meet with the director. At the meeting, the woman discovers that the director has a sick son. She offers to pay all the medical bills and in return the director will provide copies of all the licenses.

Notes

In the law it would be very difficult to say that one is always more guilty than the other. It would really depend on the situation. In the laws of most countries, the defendant will be judged innocent or at least less severely, regardless of whether they are the taker or receiver of the bribe, if it can be shown that either person was forced, with some kind of strong penalty to give or take a bribe.



Who Has What?

Secondary

15 minutes

Specific Learning Objective
Students can explain why very large inequality of income is bad for a country.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Copy the sentences below onto the board.

2. Put students into groups of four or five.

3. Say: "I am sure you all agree that some people will always be richer than others and that people need to be given more if we want them to work more. But what happens when some people get too much? How much is too much? In 2006, 1% of the world's population owned 40% of all the wealth."

4. Say: "Can you look at the sentences on the board and tell me what you think is fair and what you think might happen if a few people own almost everything."

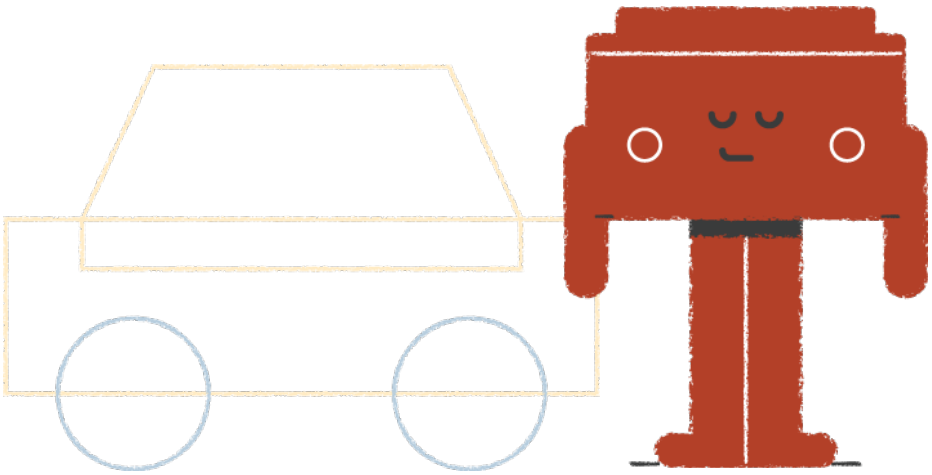
5. Give them 10 minutes and then get groups to give their answers.

Sentences:

- Everyone has exactly the same amount of wealth, regardless of how hard they work or who they are.
- 50% of people have 80% of all wealth.
- 30% of people have 80% of all wealth.
- 10% of people have 80% of all wealth.
- 5% of people have 80% of all wealth.
- 1% of people have 80% of all wealth.
- 0.01% of people have 80% of all wealth.
- 0.0001% of people have 80% of all wealth.
- 1 person has 80% of all wealth.

Notes

If anyone is confused about the meaning of wealth, you can say it is everything you own minus everything you owe. Wealth is not how much you get paid. This is a complex task for many to understand.



Who Is to Blame?

Primary/ Secondary

15 minutes

Specific Learning Objective
Students can identify sources of corruption.

Special Resources
Butcher paper and marker if table is copied onto a chart

Prior Knowledge
Meaning of words "bribery" and "corruption"

PROCEDURE

1. Copy the table below onto a chart or the board.

2. Say: "It is very easy to blame someone else for corruption but often we are all partly to blame even if only for not saying anything when we see someone doing it."

3. Say: "One person called Edmund Burke said, 'All that is necessary for the triumph of evil is that good people do nothing.'"

4. Ask: "What do you think that means?"

5. Give students the chance to discuss this in groups before getting responses.

6. Ask: "Why do you think 'good people do nothing?'"

7. Get responses.

8. Ask: "Can corruption be entirely the fault of the government or should we spread the responsibility wider?"

9. Say: "In groups look at the table and mark how much responsibility each group has for corruption in our country. Note that some people fit legally into more than one group. For example, a church leader with a business who is also a public official."

10. Get responses and clarify any issues.

NO.	PEOPLE OR ORGANISATIONS	MOSTLY RESPONSIBLE	PARTLY RESPONSIBLE	NOT RESPONSIBLE
1	The leaders of our government			
2	Rich people			
3	Politicians			
4	Religious leaders			
5	Business people			
6	Victims of corruption			
7	Our parents			
8	My friends			
9	Me			

Notes

Answers will vary.

However, you should point out that those not directly involved can take at least part of the blame if they do not oppose corrupt practices and do not try to bring those causing it to justice. If those who are guilty of corruption feel that they are unlikely to be opposed by a significantly large group of people, they will continue to break rules and laws.

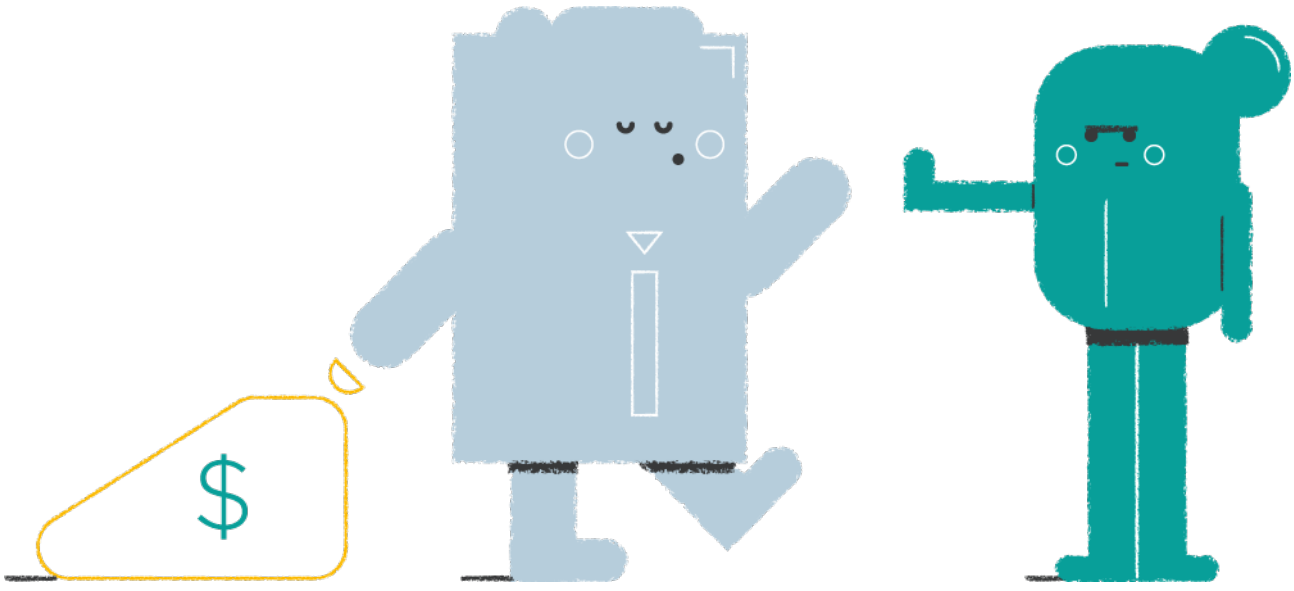
They will feel they are above the law. Corruption nearly always requires secrecy.

You should get students to discuss the reasons why "good people do nothing" in detail.

Possible reasons are:

- The problem isn't affecting them at the moment.
- They feel powerless.
- They have been threatened with violence.
- They don't care.
- They don't know.
- They don't understand.

You could then go on and describe a solution for each of these—for example, if they don't know, tell them!



Is It in Our Blood?

Primary/ Secondary

25 minutes

Specific Learning Objective
Students can identify and debate ways in which culture may sometimes encourage corrupt practices.

Special Resources
Butcher paper and marker if table is copied onto a chart

Prior Knowledge
Definition of corruption

PROCEDURE

1. Copy the text below onto a chart or the board.

2. Say: "In groups, look at the opinions on the chart and decide which ones are closest to your own."

3. Get responses from students (you could even have a secret vote!).

Ken: Corruption is part of life. We should accept that there is nothing we can do about it. The rich will always be corrupt and the poor will always be trying to follow them. Anyway, bribery is a way of getting things done more quickly and allows business to act more quickly.

Maya: Corruption is part of our mentality. Although there may be some who fight it, fighting is a waste of time. Let's be realistic, we could not live if we refused to be part of it. Hopefully, the rich will become rich enough that some wealth does come down to us. I also think it is okay to take a little, as everyone else is doing it.

Jason: That is what I would call a self-fulfilling prophecy and it is just what the corrupt people, particularly those in higher positions, want us to believe. If we think it is inevitable then we will all be corrupted. I think all societies have some corruption, but some societies are much less willing to accept it and punish many of those who are corrupt.

Erika: It doesn't matter whether it is our mentality or not. Furthermore, it doesn't matter whether it is large or small scale corruption; it is equally wrong. All must be punished equally. Corrupt public officials and those corrupt people in business are just the same. They are dragging the economy down and should be viewed as terrorists. Ordinary people must resist the temptations and be willing to call into question the actions of others. In my view, no person who wants to be proud of their nation can do otherwise.

Notes

Answers will vary.

Procurement

Secondary

25 minutes

Specific Learning Objective
Students can compare and make recommendations on procurement procedures.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Copy the list of statements on the following page onto the board.

2. Put students into groups of four or five.

3. (Note that instead of saying the next part you could just turn this into a series of questions.) Say: "When we buy something like a mobile phone, we usually want to make sure we are paying the lowest price and that we are getting something that will last."

4. Say: "When we are spending someone else's money, we may not be so careful. For this reason, in government they should use a special way of buying things called procurement."

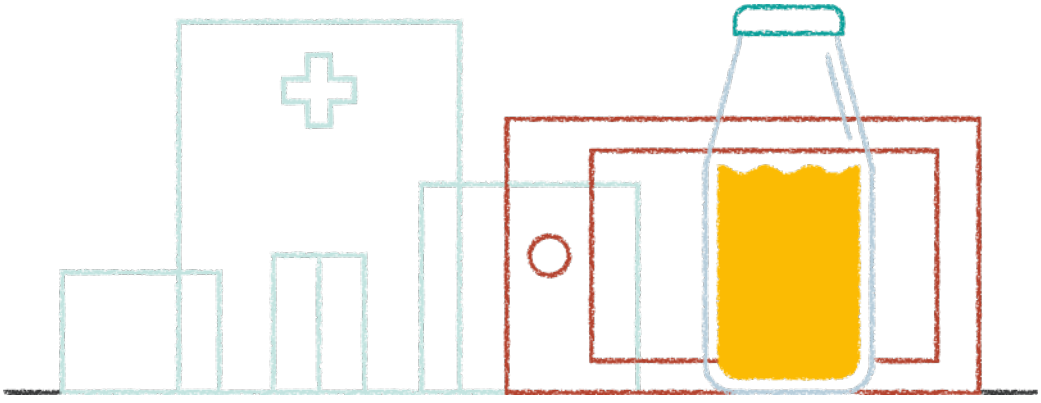
5. Say: "We can say we procure a bottle of juice, and we can say we can procure a new hospital. However the way we buy a bottle of juice using our own money and the way we pay for a hospital to be built should be very different."

6. Say: "I want you in your groups to look at the stories about what people bought and what process they went through. You should then match the processes up with the stories. You just need to write the number of the story and the letter of the process. You can use one process more than one time."

7. Give them 15 minutes and then have the groups give their answers.

Follow up Exercise

After doing this task, you could ask students to look at the processes and ask what are the advantages and disadvantages of each. For some they should say that they are very slow and will mean some costs, whereas for others it may mean they don't get the best price or quality and that others may be very suspicious.



	STORIES
1	Buying a top-up card with your own money.
2	Buying roofing material for your new house with your own money.
3	Buying a four-wheel drive car for your clinic using money the community has fund raised.
4	Buying a truck for your school using money that was given by some foreigners you have never met.
5	Giving out a contract for a company to build a bridge over a river with money from your member of parliament.
6	Buying some flour with the money your mum gave you.
7	Giving out a contract for new uniforms to be made for the police using money from the government's law and justice budget.
	POSSIBLE PROCESSES
A	You put a notice in the paper saying you want to buy something and then companies write to you with their offer. You look at what they are offering and then choose the best offer.
B	You find three people selling the thing and you choose the cheapest.
C	Someone tells you that it can be bought in one place so you just go there and buy it.
D	You just find the first one for sale and buy it.
E	You form a purchasing committee and then make a description of exactly what you want. You send it to suppliers and get prices in writing from three different suppliers. You then meet and together you make the decision and write it down so everyone knows what decision was made and why.

Answers

1. D
2. B
3. E
4. E
5. E
6. B
7. E

Transparency

Primary/ Secondary

40 minutes

Specific Learning Objective
Students can recognise the value of transparency.

Special Resources
None

Prior Knowledge
Effective management, record keeping and budget

PROCEDURE

1. Copy the questions below on the board.

2. Say: "Can anyone tell me what it means when something is transparent?" (It means that, like a piece of glass, we can see through it.)

3. Say: "Imagine a situation where students in a sports club want to have a party so they organise a fundraising activity. They are successful and after the party the students have a meeting to explain how they earned the money and how they spent it."

4. Ask: "In groups, look at the questions on the board and answer them."

5. Get responses from students and clarify any issues.

QUESTIONS

1. Whose money was it?

2. What do you think would happen if they made no report?

3. How does it build trust when we do explain what we have done?

Notes

1. The money belongs to all the students who are members of the sports club. As such, they must be all informed on what happens to it.

2. Obviously, they would not be transparent in their dealings.

3. It consolidates trust and belief in any future dealings by those involved.



Elections & Corruption

Primary/ Secondary

30 minutes

Specific Learning Objective
Students can identify the consequences of corrupt election practices.

Special Resources
One sheet of butcher paper and marker

Prior Knowledge
Democracy and aspects of democracy

PROCEDURE

1. Copy the quote and questions below onto a chart or the board.

2. Explain that in elections people unfortunately often vote for the wrong reasons.

3. Display the report.

4. Explain that this is a real quote from the newspaper and that you want students to read it and then in groups answer the questions below.

5. Facilitate group responses and clarify any issues.

When asked whether the money was to bribe voters, the campaign manager said: "It is not bribery money. We are giving money to stop the voters from going to other candidates who may bribe them with money. We know who our potential voters and supporters are so we are giving them the money to solidify their support for the candidate."

QUESTIONS

1. Do you think this was acceptable? If not, why not?

2. What will be the consequence if this continues?

3. Who is to blame: the voter or the candidate or both?

4. What can realistically be done to change this situation?

ANSWERS

1. Definitely not, as this action can only be interpreted as breaking the law. Just because one person breaks a law it does not mean it is legal for another person to do so.

2. People will believe bribery is acceptable and it will increase.

3. Both

4. The law needs to be strictly enforced. And wrongdoers punished severely.

Conflicts of Interest

Primary/ Secondary

30 minutes

Specific Learning Objective
Students can recognise conflicts of interest and suggest ways to solve them.

Special Resources
None

PROCEDURE

1. Copy the questions below onto the board.

2. Copy the situation table onto a chart.

3. Divide the students into groups of three or four.

4. Say: "You may have heard people talking about something called a 'conflict of interest.' Understanding what a conflict of interest is and knowing how to deal with them is a very important skill for a good leader."

5. Say: "An example of a conflict of interest is if the president of a sports club chooses his son as the winner of the player of the year award. We call it a conflict of interest because as the president, he has an interest in encouraging all players to work harder, but as a father, he has an interest to encourage his own children."

6. Say: "If we get into these situations, other people can become very suspicious of the reasons behind our decisions. To prevent this, we need to think about the way we make decisions. This is important, as the president's son may have been the best player and so we need a way of choosing him that people will accept."

7. Say: "The easiest way to do this is that if the president's son is being considered, the president should say that he will not be involved or attend the meeting when the decision is made."

8. Say: "I am now going to give you a few situations. For each situation I want you to answer some questions."

9. Give the groups 15 minutes and then get them to report back.

10. As an additional step, you could get students to suggest other situations.

QUESTIONS

1. Is this a possible conflict of interest situation?

2. If yes, what are the conflicting interests?

3. How could it be solved, so other people have trust in the decision making process?

4. What will happen if the conflict of interest remains?

SITUATIONS

HIGH SCHOOL DUX

The best student in Western High School is Mary. Mary's mother is the head of the Maths Department and a teacher at the school. Her uncle is the deputy principal. At the end of year, all the senior staff have a meeting and they choose Mary for the Dux prize.

Answers

1. Yes
2. The deputy principal and her mother have an interest in encouraging Mary, but also an interest in encouraging all students.
3. The deputy principal and Mary's mother should not have taken part in the final vote. They should have advised the students of this.
4. Students would not bother competing for the Dux as they think the best person would not necessarily win.

WARD COUNCILLOR

The ward development committee has six members. Pauline, the wife of the ward councillor, was chosen by all the women in the women's group to be the women's representative on the ward development committee. Pauline was not at the meeting of the women's group when they chose her, although she had been asked if she was willing to be the representative.

Answers

1. No
2. -
3. -
4. If there had been a conflict of interest, the people would not feel represented.

CAKE

Your mother has to decide who she will give the one last piece of cake to. Will she give it to you or your sister? She checks to see who has made their bed the best.

Answers

1. No, because the interest of the mother was the same for both.
2. -
3. -
4. -

BRIDGE CONTRACT

The provincial government wants to build a bridge. It has asked companies to send in letters that give the price for them to build the bridge. On the committee that chooses the company that will get the contract is a Mr. Grey. Mr. Grey's sister owns a company that has sent a letter in.

Answers

1. Yes
2. Mr. Grey has an interest to help the country spend money wisely. He also has an interest to help his family.
3. Mr. Grey should have refused to take part in the selection process.
4. If his sister's company wins, people will assume Mr. Grey is corrupt. They will say he chose his sister's company to help his family.

Keeping It Fair: Selection on Merit

Secondary

30 minutes

Specific Learning Objective
Students can describe procedures used to ensure selection on merit in the school examination system.

Special Resources
None

Prior Knowledge
Separation of powers, checks and balances

PROCEDURE

1. Invite a person from the school (probably a deputy or principal, who deals with the administration of exams).

2. Copy the questions on the following page onto the board.

3. Say: "Citizens rely on public servants (people working in the government offices) to do a good job of providing the services that our taxes pay for. However, the quality of the services will depend upon the quality of the person selected to work in the position. If the proper process is followed, the position is advertised and the best person is chosen—not the person who is most closely related to, or who pays the most to the person who has the responsibility to hire staff. We should therefore be hiring the applicant who has the most skills for the job. This is called 'selection on merit.'

4. Ask: "What would happen if a football or netball team chose its members based on who they were related to?"

5. Take students' answers and write them in note form on the board. (This would make a very good subject for a student written and performed drama, as it could include all the arguments between players as to why they lost.)

6. Ask: "What other 'selection on merit" systems do societies commonly have?" (All elections are supposed to be, and so should any form of competition including all sports. The only thing that should be compared is skills.)

7. Say: "The secondary school national exam is also a 'selection on merit' system. Teachers have a lot of power when they give the national exam. Their powers are controlled through a set of official examination procedures, which are there to make sure the students who get the highest scores are the ones who have the greatest ability."

8. Say: "I would now like you to welcome our speaker and then ask how the national examination procedures are designed so they give an equal chance to everyone? Here are some questions that we could start with."

9. Thank the speaker when finished.

10. Students could write up a summary of the security procedures.

QUESTIONS

1. Who designs the exam?

2. How is this kept secret until the day students use it?

3. How is the marking done so that everyone is marked the same way?

4. What procedures are used so the exam marker cannot favour their relatives?

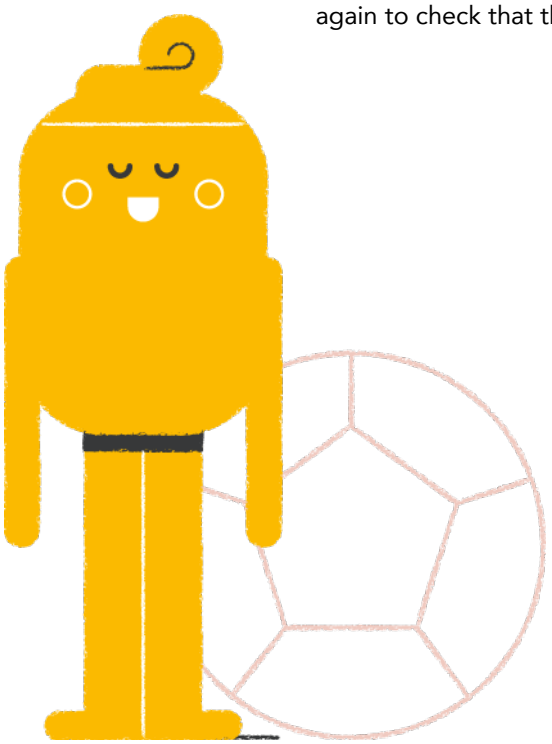
5. Which of these procedures are examples of separation of powers and checks and balances?

Notes

The picture book story "The Prize" (pages 46-47) gives an excellent explanation and example of the "selection on merit" concept.[2]

This task is designed to help students understand the "selection on merit" concept and the way that it impacts everyday life. The task could be broken up with students doing dramas on various "selection on merit" scenarios, including applying for a job, sitting exams, sports teams, etc. They could examine both the system working and what happens when it is not fairly applied.

An example of separation of powers is that the teacher who gives the exam may not mark those papers. An example of checks and balances could be that someone may take a sample of the exam papers marked by someone else and mark them again to check that the marking is consistent.



The Prize

A Picture Story Book Text that Examines Nepotism and Selection on Merit

1. My name is Robert and I am in Grade 8. My school is 10 kilometres from the town. There are two boys who are great sportsmen in our district, Johnston Rokia and me. Johnston went to school in town.

2. In our district we had a sports day that made me really angry. This is what happened.

3. That year we had a great prize for district sportsman of the year as well as the cup. The prize was a return trip from my island to a nearby island. I think one of the parents who works at the gold mine on the island had donated this prize.

4. I really wanted to win because I had always wanted to be a pilot and I had never been in a plane before. To win we had to be leaders in our sports and do well on the district sports day in November.

5. Johnston was the captain of his school soccer team and I was the captain of our school team. During the year our team had won the district championship, and I had won the most improved player award in our school. Johnston's team had come fourth.

6. As far as I was concerned, it all came down to the district sports day as we were still fairly close. Johnston beat me in the 400 metres and I beat him in the 800. I came fourth in the long jump for the district and Johnston, sixth.

7. I managed to beat him in the high jump, but neither of us were very good at that. We both played on our school volleyball teams. His team came fourth and ours sixth. I felt pretty sure that I was going to win the sportsman of the year award and that I would live my dream!

8. However, just before the end of the day came the final race…. the 1600-metre race. I wasn't too worried, as I felt that I was better over long distances than Johnston. However, I knew this race was going to be important and everyone would be watching.

9. As we lined up, all the people watching were yelling. The start noise sounded and off we went. Johnston was in front of me in third place until the third lap of the 400 metres course. I then sped up and overtook him. The crowd didn't seem to notice much as I was still only in third place.

10. I slowly caught up to the second place runner and then passed him with about 250 metres to go. The crowd now started to yell. I could hear them yelling Johnston's name too, which surprised me as I thought he was in fourth place.

11. I drew level with the first place runner, Peter, about 90 metres away from the line and started to pass him. Suddenly, I saw Johnston come from behind me and try to pass.

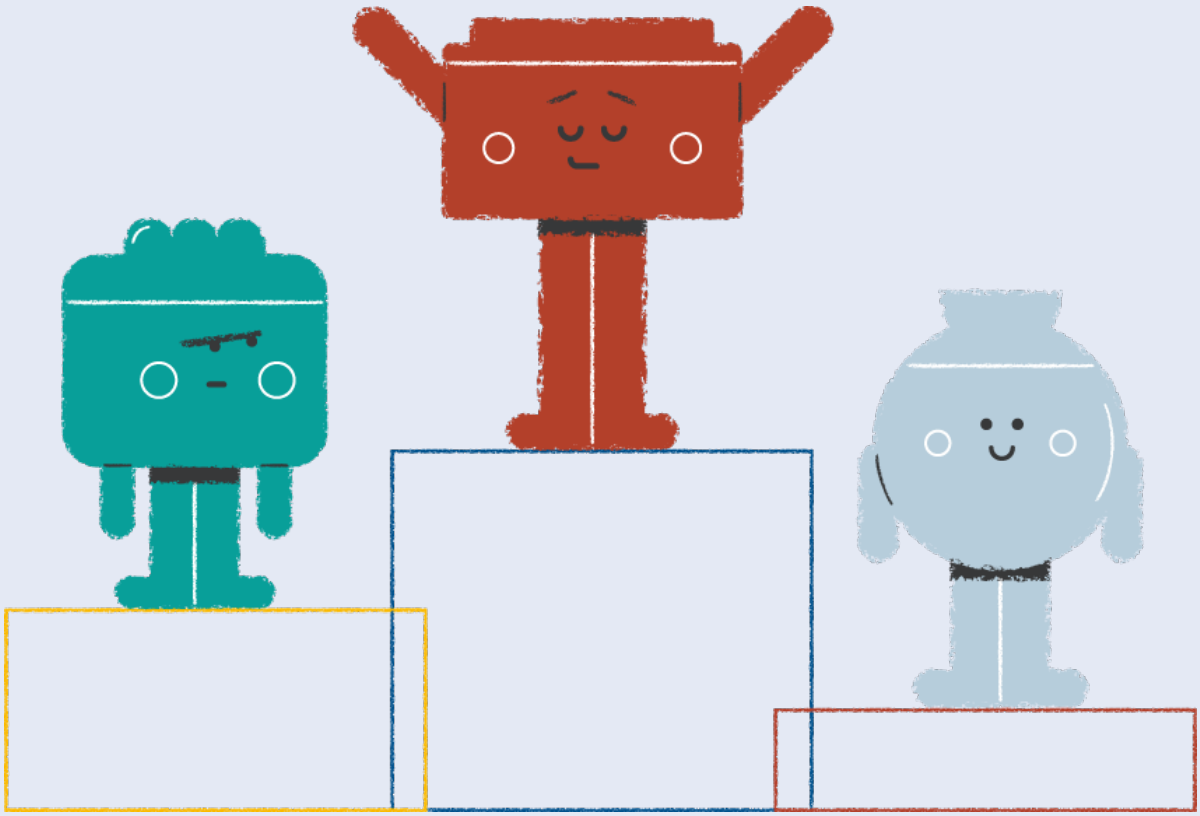
12. I found an extra bit of energy and went as fast as I could. I got back in the lead and there were only 60 metres left to go.

13. Johnston then pushed hard and again started to pass. Suddenly he tripped and nearly fell about 30 metres away from the finish line. While this happened, Peter came alongside me.

14. We broke through the line, and Johnston came third or fourth. We were both exhausted, but we shook hands with all the people who ran. I said to Johnston, "Man, you nearly got me!" and he smiled.

15. The only way the judges could tell who won was to look at a photo one of them took on his mobile phone. I had come second by a fingernail! Johnston had come fourth. Still I was happy…. I had clearly beaten Johnston.

16. While we were getting drinks and going back to



"I felt pretty sure
that I was going to win
the sportsman of the year
award and that
I would live my dream!"

our school areas, the judges were making their decisions. Some of our teachers were on the judging panel.

17. We were all sitting when the announcement was made. Johnston had won the sportsman of the year award for the district. At first I was silent and then I got angry. On the way back to our school my teacher, who I really respected, asked me if I was okay.

18. I angrily replied, "What happened? Why didn't I win? Is it because of where I am from, or something stupid like that?!" "No, that had nothing to do with it. But you know who Johnston's uncle is, don't you?" my teacher answered.

19. "Yeah!" I replied, "He is the chairman of the district sports committee. He is big in the district politics. But what has that got to do with it?"

20. "That's correct," said my teacher.

21. I was silent and looked out the window of the bus.

22. I then said, "But that's got nothing to do with it. It was supposed to be about who was the best sportsman, not who you are related to!"

23. My teacher put his arm around me and said, "So what next?"

24. I said, "No more playing sports for me!"

25. My teacher smiled and said, "Oh good, so now you will get your homework done on time!"

26. That was a few years ago. I did stop playing sports for three years. Johnston and I went on to high school, but no one from our district ever made it into the provincial team.

27. I played seriously at Polytech and I am now playing for the national team. Whenever any relatives ask me to help them get on the team I always say, "How fast are you at the 1600 metres?"

Is This Helping Our Country?

Primary/ Secondary

30 minutes

Specific Learning Objective
Students can describe problems with licensing.

Special Resources
None

Prior Knowledge
Understanding what licensing is

PROCEDURE

1. Copy the questions below onto the board.

2. Divide the students into groups of three or four.

3. Say: "Imagine that you are a business person who buys a type of plant that is used to make medicine. You then sell containers of this plant to companies in other countries. The companies then make the medicine and sell it all around the world. Your cousin is a member of parliament. Your cousin manages to pass a law saying that a license is needed to sell this type of plant to overseas companies. Only two licenses are given and your cousin sits on the committee giving out the licenses."

4. Say: "In groups, answer the questions on the board."

a) Who probably gets the licenses?

b) What happens to the price paid to the grower of the plant?

c) What is the effect on the quality of the plants produced?

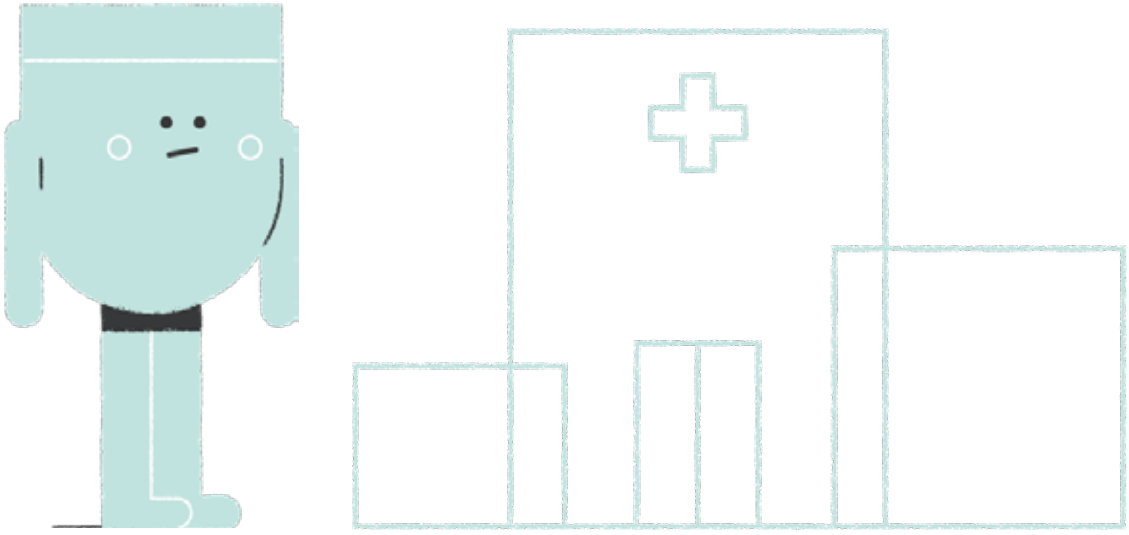
d) Who gets rich? Why?

e) Why is this an example of corruption?

5. Ask if there are any comments students would like to make.

Notes

Answers will vary, but it is important to emphasise that answers should address the issue of transparency.



Class 1 of 2 on Citizenship

Teacher and Student: Distanced or Corrupt?

Secondary

45 minutes

Objectives
At the end of this lesson, the student should be able to:

- define the concept of corruption as a social phenomenon
- identify forms of corruption in school
- analyse the causes of corruption
- express his/her position in relation to different forms of corruption in school.

Tools
School regulations, statistics of sociological research, live histories, paper and pens, blackboard and chalk, posters, adhesive tape, envelopes with assignments for next time

Method
Individual and group work, brainstorming, discussion

Preparatory Work
The teacher has prepared four case studies.

ACTIVITY

Step one (6-7 minutes)

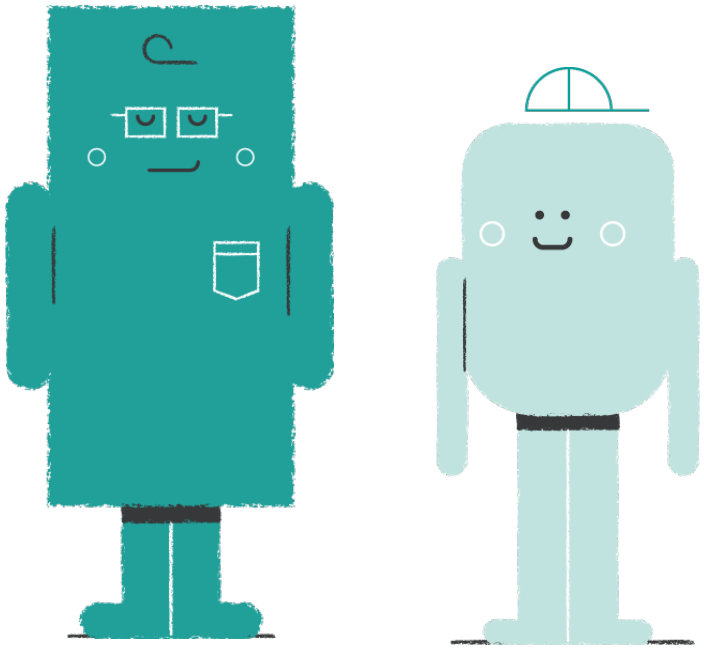
The teacher reminds students that the word "corruption" is one of the words that occur frequently not only in the written and electronic media, but also in the vocabulary of everyone's daily life.

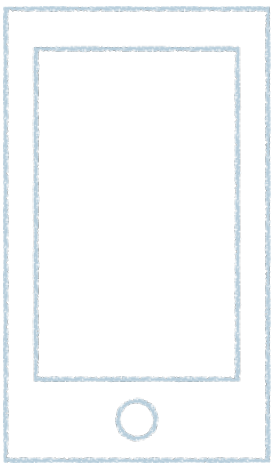
Then he/she asks students to give their definition of corruption. Further on, they end up with a common definition of corruption, which includes all its features as a social phenomenon. The teacher writes them on the board.

After that, he/she invites students to identify cases of conduct that they consider to be expressions of corruption in education, and lists them on the board.

Step two (25 minutes)

The teacher divides the class into four groups, which are assigned to examine corruption encountered in the field of education, as described in the cases on the two following pages.





FIRST CASE

Until mid-May (school year closes in the second week of June), the 11th grade high school student D.S. was failing more than three subjects. This fact was documented in the minutes of the school faculty council meeting in May.

Three days before the end of the school year, student D.S. asks the teacher of philosophy to give him a passing grade, alleging that the subject of philosophy is the only subject in which he has failing grades. The student's request is also supported by some of teacher's colleagues, arguing that the student had not only repeated the 11th grade once, but is also well-behaved, a fact which the teacher of philosophy recognizes, too. However, the teacher, who respects her moral rules and principles, refuses to give the student an undeserved passing grade. The student shows no concern about the autumn examination and, therefore, fails the school year.

Questions for reflection

- How was it possible that student D.S. received passing grades in only three weeks?
- Do you think that corrupt acts and/or corrupting and corrupted persons stand behind this story? Who are they?
- What could be the forms and causes of corruption in this case?
- How could they be avoided?
- How should we evaluate the philosophy teacher's position? Do you know of similar cases?
- Do you think such conduct should become prevalent in school? Provide arguments.

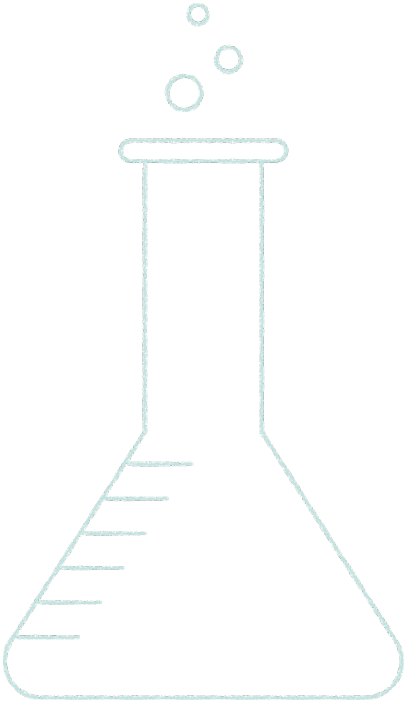
SECOND CASE

On the eve of the end of the school year, two teachers find that one of the Matura students had missed more than 20% of the classes in a large number of subjects. For this reason, according to law, he should fail the class. Both teachers had "increasing offers" by the family of the student who risked failing the class, but they refused to change the number of the student's absences. However, a few days later, the student's name was on the list of Matura students who were allowed to take the Matura exams. One day, the head of family walks by the two teachers "stubbornly" and after saying: "There are laws, but there are friends, too," he enters the office of the principal, and then, smiling, he walks out of the office with the principal. Both teachers check the register and, to their surprise, they note that some absences had been justified and a few others had been erased with a white marker. They inform the school faculty about this occurrence. The principal reminds the teachers that he is the one who decides, and also that many jobless teachers have queued up outside the school gates waiting for a job.

Discuss

- Do you think there was corruption in this case? What is it?
- Who are the parties involved in this act of corruption?
- What are, in your opinion, the reasons that push people into corruption in school?
- Do you justify these motives? Why?
- What is the conduct of the two teachers like? Is this common in such cases, or is it an isolated case?
- What should the teachers do in this case?





THIRD CASE

Students A.Z. and L.K. were close friends who shared their joys and sorrows. A.Z. insisted that her friend should learn more, as her average grades were too low. However, L.K. was happy that, at that time, the average grades were not a prerequisite to continue studies in higher education. At the end of 12th grade, the Ministry of Education decided that competition for university admissions would be based on the average high school grades. L.K. was concerned for a few days, but then she regained her composure. L.K. was later announced a winner in one of the university careers in highest demand, while A.Z. was admitted to a career where admissions were open. Surprised, A.Z. asked her friend: "How come you were admitted to one of the most preferred careers?" L.K. replied: "There are teachers and principals who are invincible, but with an administrative assistant you make miracles."

Discuss

- Identify potential instances of corruption in this case.
- In what forms is corruption manifested in school?
- Can such conduct be avoided?
- What would you advise a friend who prefers corruption or easy solutions?

FOURTH CASE

Two high school teachers were engaged in private tutoring of their students. One of the teachers did not discriminate against class students who refused to attend her private tutoring, while the other teacher openly favoured the students who attended her private tutoring. This was displayed both in her behaviour toward them, and in their evaluation, with better—and often undeserved—grades.

Discuss

- Is this a case of corruption?
- What is its form?
- What are the causes?
- How would you formulate the law allowing or prohibiting teachers' private tutoring of their own students? Provide arguments for your position.



ACTIVITY (CONT'D)

Step three (8 minutes)

At this stage, the teacher presents the following table which contains data from official and sociological studies on the causes and forms of corruption in schools, or factors that promote corruption, and invites students to compare them with their findings.

MOTIVES OF CORRUPTION IN THE SCHOOL, EXPRESSED IN %

Grades	Absences	Private tutoring	Enrollment in breach of rules	Other causes	No answer
40	20	20	10	7	3

Step four (5 minutes)

The teacher invites students to reflect on the forms and causes of corruption in school. At the same time, he/she makes an evaluation the groups' work and introduces the next assignment.

Assignment for next class

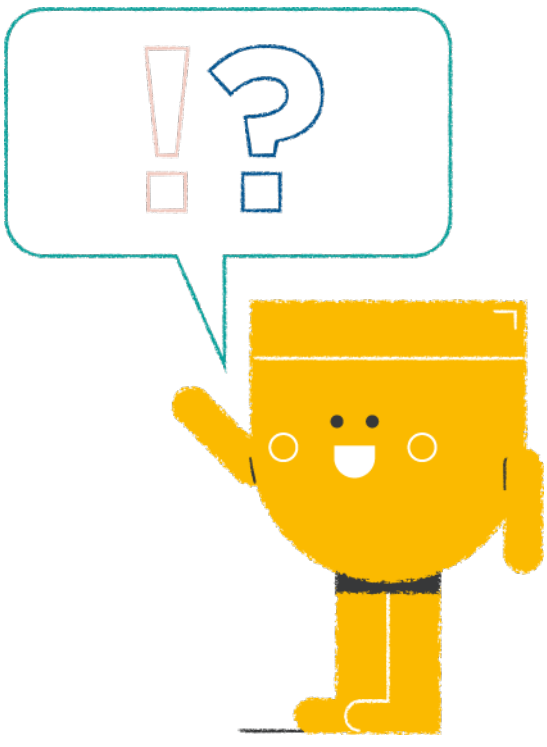
The teacher has prepared the assignments for each of four groups in advance:

1. The first is called the newspaper group. The task of this group is to prepare materials on the topic of corruption for the newspaper. They could be authors of their articles, make modifications of others' writings, use criticism, essays, crossword puzzles, cartoons, quotes of outstanding people against corruption, etc.

2. The second is called the awareness group. They are tasked to prepare posters, summons and leaflets aimed to sensitize people about corruption problems, etc.

3. The third is called the pantomime group. The task of this group is to use pantomime to transmit important messages, actions that should be undertaken, including appeals to the competent bodies covering corruption issues.

4. The fourth is called the peaceful protest group. The task of this group is to take action using appropriate methods and tools for conducting a peaceful protest against corruption, in cooperation with other groups, mainly with the third group.



Class 2 of 2 on Citizenship

Our Protest Against Corruption

Secondary

45 minutes

Objectives

At the end of this class, a student should be able to:

- determine various ways and forms to curb corruption
- express his/her position on the fight against corruption
- show his/her willingness to fight against corruption.

Tools

- Legal provisions and school normative acts, international convention on the rights of the child
- Posters, labels written with different quotations on corruption, labels with the names of the institutions where students will complain, paper, flip charts, pens, blackboard, chalk, flyers, banners, glue, pins

Method

Individual and group work, role-play, conversation.

Note

In order to develop this or other similar topics, the teacher can use the free classes or topics where the issue of corruption may be addressed.

ACTIVITY

Preparatory work: create a sensitizing classroom environment using labels or posters with quotations from the legislation protecting students' rights, legal and normative acts, and the UN Convention on the Rights of the Child.

Step one

The teacher asks the representatives of each group to make a brief presentation of the results of the work done at home:

1. The newspaper group presents the material prepared for the newspaper, and posts it in the classroom.

2. The awareness group presents the prepared posters and posts them near the newspaper.

The presentation of the work of the first two groups helps in creating a suitable environment for the role play that will be performed by the third group, the pantomime group.

3. The pantomime group presents the role play:

- First, a stage is created in the classroom by placing desks at the front of the class. Students representing institutions which receive complaints sit at those desks. They are identified by names such as student council representative, teacher in charge of class, psychologist, principal's office, school faculty, regional education department (office), counselling centres, laws, court.
- One student plays the role of a victim of corruption. His/her face looks angry, and his/her body is covered with different coloured labels with words or phrases related to corruption. He/she shakes hands with all representatives of the institutions, communicating with them in pantomime. His/her actions are supported by a peaceful protest group. After each meeting, two or three labels are removed, meaning that those problems have been resolved.

4. The peaceful protest group. When the student who plays the victim of corruption leaves the meetings with institutions, he/she keeps quotations on corruption on his/her body, indicating that his/her problems have not all been solved. The peaceful protest group joins the victim of corruption with anti-corruption slogans and appeals.

Step two

Summary and reflection. The teacher leads students in a process of reflection on corruption. He/she may ask them the following questions:

- What are some of the kinds of corruption in school?
- Why is the fight against corruption difficult?
- What does this fight require of us?

Corruption, Causes, Effects and Measures for Its Prevention

Secondary

45 minutes

Objectives
At the end of this class, a student should be able to:

- define corruption
- analyse causes of corruption and its effects
- assess measures designed to prevent or combat the phenomenon of corruption.

Learning Tools
Board, large paper sheets, coloured pencils, pictures

Method
Individual and group work, role-play etc.

ACTIVITY

This class is prepared by students mostly as a home assignment. First, students are divided into groups and assigned to do the following:

1. The first group is tasked to select a few cases of corruption and indicate their causes.

2. The second group is tasked to select a few cases of corruption and indicate their effects on the society.

3. The third group is tasked to select a few cases of corruption and indicate measures that should be taken to prevent or combat the specific cases selected by them.

Second, students prepare and carry out a role-play entitled "Don't assist corruption." This may include:

- promotion of intolerance towards corruption
- education against corruption
- awareness campaign on the material and moral damage resulting from corruption.

Step one - Presentations (25 minutes)

Groups are invited to present the results of their work through their representatives.

The teacher makes a summary of the results on the blackboard, listing the causes, effects, and measures.

Step two - Role-play (20 minutes)

Students stage the role play they have already prepared entitled, "Do not assist corruption."

Further on, the teacher invites students to a process of reflection on the phenomenon of corruption, during which process he may ask the following questions:

- Why is it difficult to identify and fight corruption?
- What does the fight against corruption want us to do?
- Do you feel ready to fight corruption?

History Lessons

Corruption During the Times of the Ancient Roman Republic

Secondary

Tasks and Objectives

1. Make students familiar with the aristocratic Roman Republic.

2. Show students that bribery of public officials, taking bribes and misappropriation of property existed back in those times.

3. Make students understand the concept of corruption.

Material and Sources
Textbooks and documents

Methods
Textbook material, documents, role-play

PROCESS

At the beginning of the lesson students get familiar with the government of the Roman Republic. It is emphasised that it was ruled by the aristocracy. The power belonged to rich citizens who were not paid for the functions they discharged. The following questions and tasks are written on the blackboard:

1. Having examined the documents, prove that corruption existed in the Roman Republic. How did it manifest itself?

2. What damage did disregard of laws cause for the citizens of the Roman Republic?

3. Compare the behaviour of Cicero and Verres, who had high posts in the Roman state. What made them behave in this way?

Students are divided into three groups:

- **One group** reads the documents searching for factual information of Cicero accusing Verres.
- **The second group** tries to find reasons explaining Verres' behaviour.
- **The third group** thinks about the victims and the overall damage caused.

It is suggested to students to do a role-play of the judicial process.

Summary of the lesson: Having analysed the documents, the students identify crimes committed by Verres. They conclude that the Roman Republic was not ruled by law. In this way, damage was done to the citizens. The students are told about the then rampant abuse of power, misappropriation of property, and bribe taking.

Links with anti-corruption education

It is highlighted that corruption existed back in Roman times. Its impact upon the life of public officials is shown along with its harm to society and the state.

Source A

PLUTARCH ON CICERO

"His property, though sufficient to meet his expenses, was nevertheless small, and therefore men wondered why he would accept neither fees nor gifts for his services as advocate, and above all when he undertook the prosecution of Verres. This man, who had been praetor of Sicily, and whom the Sicilians prosecuted for many villainous acts, Cicero convicted, not by speaking, but, in a way, by actually not speaking. For the praetors favoured Verres, and by many obstacles and delays had put off the case until the very last day, since it was clear that a day's time would not be enough for the speeches of the advocates and so the trial would not be finished. But Cicero rose and said there was no need for speeches, and then brought up and examined his witnesses and bade the jurors cast their votes [...]"

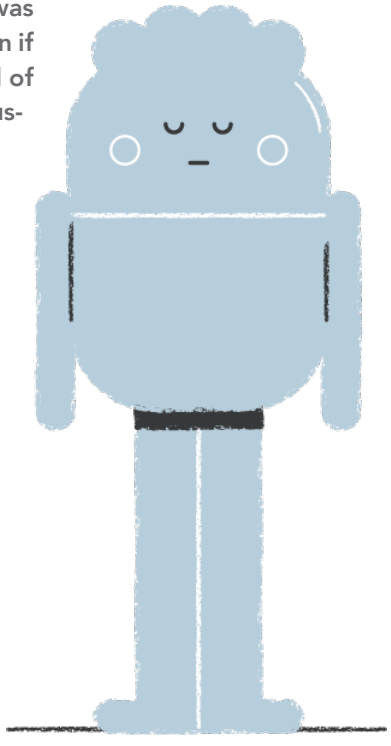
Plutarchas. *Rinktinės biografijos*. Vilnius: Vyturys, 1996, p.140

Source B

FROM CICERO'S ORATION AGAINST VERRES

"While this man was praetor the Sicilians enjoyed neither their own laws, nor the decrees of our senate, nor the common rights of every nation. Everyone in Sicily has only so much left as either escaped notice or was disregarded by the satiety of that most avaricious and licentious man. For three years no legal decision was given on any other ground but his will; no property was secure to any man, even if it had descended to him from his father and grandfather, but he was deprived of it at his command [...]; the greatest criminals were acquitted in the courts of justice through bribery; the most upright and honourable men, being prosecuted while absent, were condemned and banished without being heard."

Plutarchas. *Rinktinės biografijos*. Vilnius: Vyturys, 1996, p.300



Civic Education, Political Science

Lawful and Unlawful, Fair and Unfair

Secondary

Discipline
Basics of Civic Society

Objective
Promote civic awareness and teach critical analytical thinking

Material
A list of situations (see below)

Methods
Work in small groups, analysis, conversation, discussion

Expected Results
By analysing the situations the students will understand the world surrounding them; discussions will make them look for truth, assess acts and make them active, develop their abilities to express their thoughts and defend them. Situations are presented on separate sheets of paper.

PROCESS

1. Students are divided into groups.

2. Each group gets a description of a situation(s).

3. The following questions are put on the board:

a) Are there any victims? If yes, who are they?

b) Are there any offenders? If yes, who are they?

c) Has any crime been committed?

d) If yes, specify it: theft, fraud, or corruption?

4. Each group analyses the situation it receives and discusses it.

5. The groups present their situations to the other groups and make comments.

6. Discussions: "How are conditions favourable to the crime committed?" "What should we change in society to have fewer crimes of this kind?"

SITUATIONS

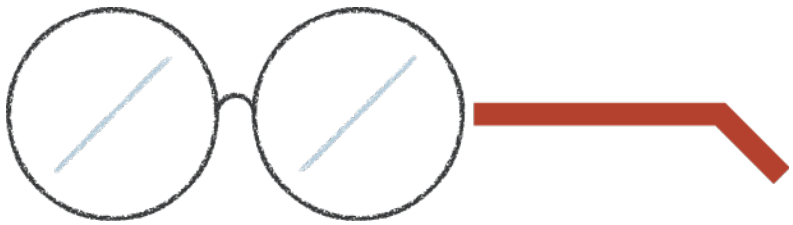
- Jonas told the conductor in a train that he was too late to buy a train ticket in the station. The conductor offered Jonas a half price fare if he did not take the ticket.
- The company "Bright Future" takes part in a school construction tender. It gave mobile telephones to the members of the selection commission to "facilitate the work of the commission," as the representatives of the company put it.
- When Ona R. failed her driving test, the instructor told her that for a small payment she could get her driver's licence without taking the test a second time.
- On the occasion of the end of the school year, the class gave its tutor an enormous bouquet of flowers.
- Mykolas N. is stopped by the police for a traffic violation. The official fine is 80 €. Mykolas does not have the money with him and he asks the policeman to write a ticket. 'How much do you have?' asks the policeman. Mykolas has 20 €. The policeman takes it and says good-bye.
- A high ministerial official is stopped by the police for a traffic violation. Asked to show his driver's licence, an official also extends his credentials. The police officer looks at the documents and releases the official, warning him against similar violations in the future.
- The director of the regional museum in town X was appointed; he was a nephew of the chairman of the regional council.
- There are family members in the Kalvelis family: a mother, a father, and a son. They follow certain agreements. For example, they take turns in doing the dishes, and Tomas is not allowed to watch television in the evening. Nobody

likes doing the dishes, of course. But the father dislikes it most. Once when the mother was out and it was the father's turn to do the dishes, Tomas said: "What if I do the dishes for you and you let me watch the thriller?" The father agreed.

- Beata S. agreed with the construction company "Care" that if the firm would fund her election campaign for the municipal council, later she would help it get good construction contracts in the municipality.
- Municipal officials agreed with the waiter that he would give them an invoice with an amount twice as big as the actual order.
- Businessman Henrikas J. invited a judge to dinner at a luxury restaurant. The businessman has been charged with serious tax crimes. The judge went to the dinner wearing dark glasses to disguise himself.
- Ona Z. gave a doctor a huge box of chocolate and a bunch of roses from her garden in thanking him for curing her son's serious illness.
- The class is due to elect a monitor. All the girls want Rasa to be the monitor, whereas the boys want Dainius. The girls outnumber the boys by two; therefore, the voting results are clear in advance. The boys convene for a discussion and find a solution: they will invite two girls to become members of their bicycle team. The girls are fascinated by the idea and two days later Dainius is elected the monitor.
- A teacher gives a lot of homework. To be well prepared for projects, students have to read a lot and work in the evenings and on weekends. Agne's mother goes to talk to the teacher. Nobody knows what they are talking about, but after this conversation Agne gets the least and the easiest tasks.

Links with anti-corruption education

After theoretical explanations of corruption, in practice students find it difficult to make a distinction whether a certain phenomenon is corruption or not. Analysis of specific situations helps to understand it better. Situations taken from real life teach students to have a critical assessment of reality and look for ways (even if they are utopian) of living justly and fairly. In their minds, students create a model of society where everybody lives by the same laws and understands the essence of democracy.



What Is Corruption?

Secondary

45 minutes

Objectives

1. Identify the actors of corruption, their goals, criminal acts and consequences.

2. Teach to work in co-operation with each other.

3. Understand the link between causes and consequences.

Material

White sheets of paper, felt-tip pens, handout material with definitions of corruption

Methods

Work in small groups, individual learning

PROCESS

1. Brainstorming. The teacher asks the students to brainstorm over the word "corruption." Their ideas are written down on the board.

2. Students are divided into five groups, each of them comprising 5-6 students. Each group is given sheets of paper and felt-tip pens.

3. The teacher explains the process of work: the group has to fill in the missing information of the scheme presented below on the sheets of paper.

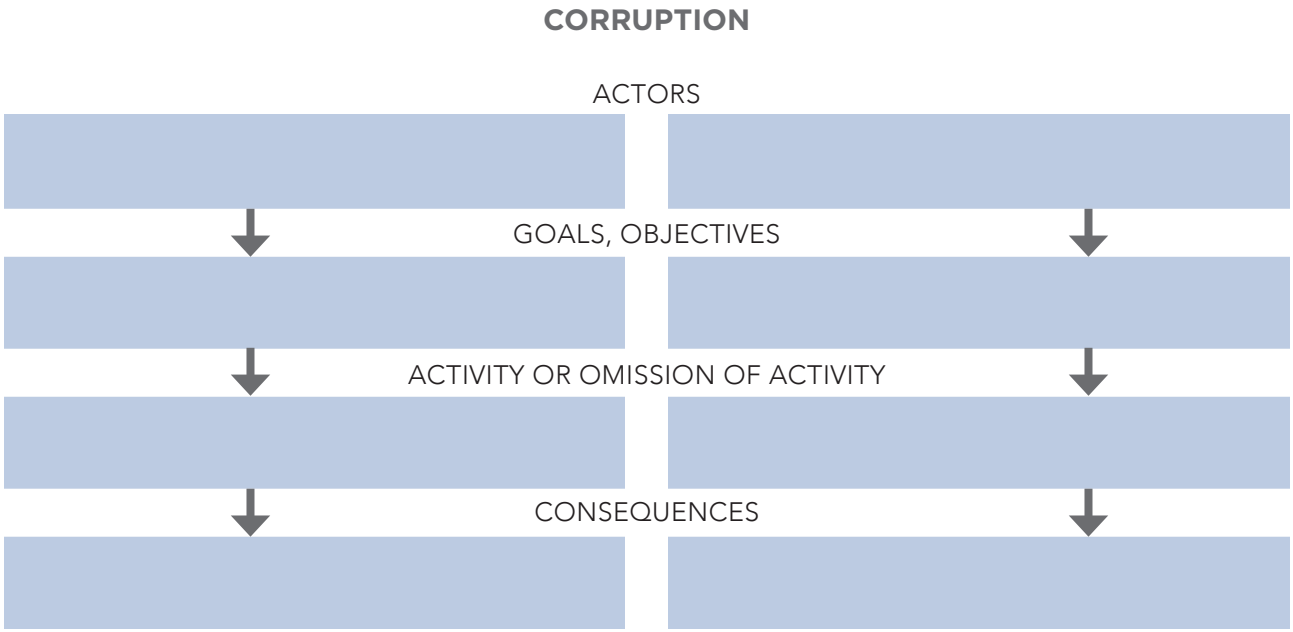
4. The groups make a presentation of their work. On the board or the wall they place sheets of paper and make a short presentation of what is written on them.

5. Group work. From the information presented on the sheets of paper, a definition of corruption is made which includes the actors of corruption, their purpose, criminal acts and consequences.

6. The groups give their definitions.

7. The teacher distributes handouts on the definitions of corruption, and students compare them with their own definitions.

8. Summary. The groups make their observations.



How to Write a Code of Ethics

Secondary

Objectives

1. Get familiar with the purpose of codes of ethics in regulating the operation of various agencies, companies and groups.

2. Find out which values and norms should form the basis for the operation of various institutions.

Material

- Handout explaining a code of ethics (provided on p. 61)
- Examples of codes of ethics

Methods

Work with a text, discussion

PROCESS

1. While reading the text, students learn about codes of ethics and their purpose.

2. Students decide which code of ethics they would like to write (for a school, a class, teachers of a certain discipline or an agency).

3. Students will develop a code of ethics following a 7-step description. Examples of code of ethics will be analysed.

OPTIONS

Codes of ethics may be an interesting subject matter to study as they convey in a much clearer way than the other sources the purpose of values of certain agencies, organisations and professional groups. There are also other ways of working with them, as follows:

1. Analysis of codes of ethics of different agencies while searching for the answers to the following questions:

- What is the purpose of those agencies?
- What is obligatory for civil servants and other employees?
- What is prohibited?
- What new information have I learned about the agency from its code of ethics?

2. Comparison of codes of ethics of equivalent agencies in different countries and answering the following questions:

- How are they similar?
- How are they different?
- What do those similarities and differences say about the purpose of the agency and the modus operandi in different countries?

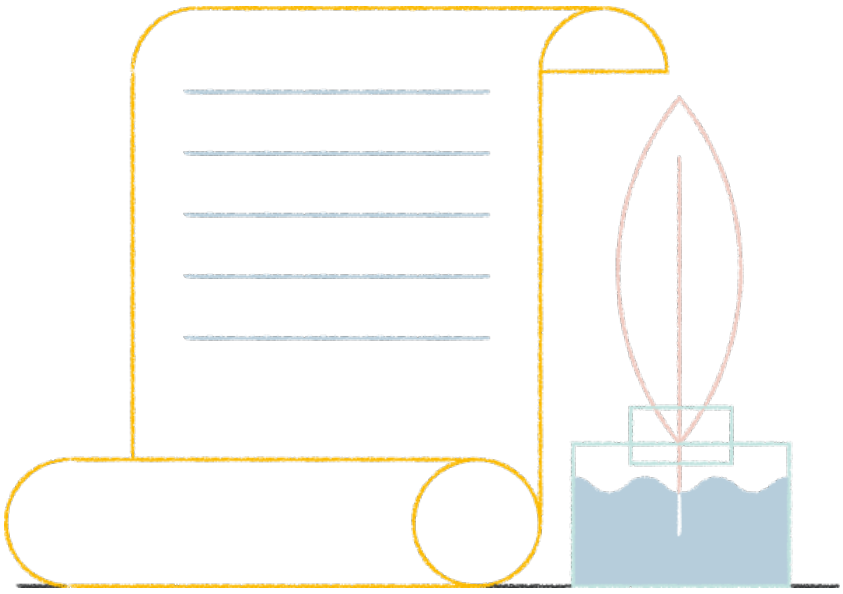
WHAT IS A CODE OF ETHICS?

Laws cannot prescribe all the behavioural provisions of civil servants. It is particularly difficult to define moral norms and principles. Norms of professional ethics are easier to lay down in a code of ethics. In addition, it may also define official duties. While developing codes of ethics the aim is to:

- inform employees about the values and principles which form the basis for the operation of the agency
- help employees make proper decisions in the most common problematic situations
- reduce the number of conflicts between superiors, staff and clients
- foster integrity, responsibility, collegial support, trust and trustworthiness of the staff.

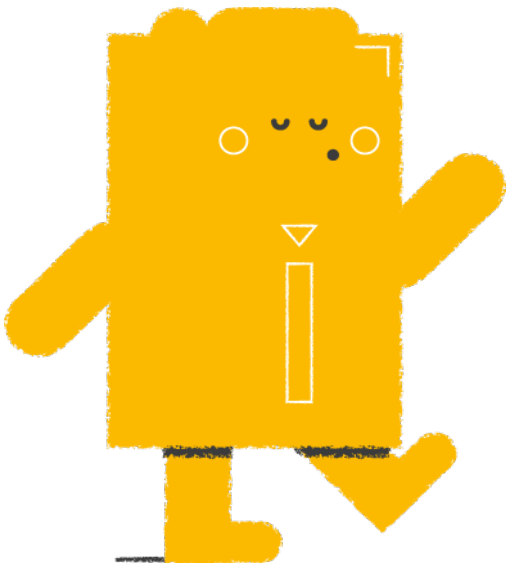
Codes of ethics are not universal. They are meant to define the needs and values of a certain organisation or agency. The majority of them consist of two parts:

- a general part, describing the goals and ideals of an organisation
- a part on specific rules.



SEVEN STEPS FOR WRITING A CODE OF ETHICS

1	Find out what the purpose of your organisation or agency is (an ideal goal).
2	Each of you should put down the principles of work you find important; these principles should enshrine such values as equity, honesty, responsibility, trustworthiness, goodwill, etc.
3	Discuss the principles among yourselves and find the ones that are common.
4	Read the codes of ethics of other organisations and agencies. Perhaps they contain principles you have forgotten or they are better formulated. If so, add them to your list of principles.
5	Think of situations posing moral problems. Describe them.
6	Write down how a person should or should not behave in the situations described bearing in mind the principles you have formulated.
7	Review what you have created: • Make sure there are no identical statements. • Make sure that every statement contains clear ideas and is conveyed in clear language. • Shorten what is possible to shorten. • Rephrase unclear statements.



The End and the Means

Secondary

Tasks and Objectives

1. Find out what students know about corruption.

2. Strengthen students' motivation for moral behaviour.

3. Develop students' perception that behaviour and consequences are interrelated.

4. Develop students' skills of critical thinking.

Expected Results

1. The students will be able to recognise instances of corruption in society.

2. They will learn how to co-operate.

3. They will learn how to take decisions.

4. They will understand the link between cause and effect.

Method

A map of alternative ways, discussion

Material

A situation is presented to groups of students; the concept "obstacle" is explained. After they perform the task, they are given discussion questions, sheets of paper and pens.

PROCESS

The students are divided into groups of four or five. They are presented a situation, the main character, and the goal they must aspire to. The students are asked to draw a path to the goal—as many alternative paths as possible and possible obstacles that the character may encounter on the way. They are asked to explain how these obstacles may be overcome.

SITUATION

A patient goes to a doctor because he is feeling pain in his knee. After the examination the doctor says that his knee should be operated on. The patient agrees to be operated on. The doctor warns him that there are 73 other patients waiting for the operation. In the best case, he may be operated on in six months if he wants his operation to be funded from the patient funds. If he agrees to pay himself (cost: 4,000-5,000 €) he will not have to wait. The patient says he does not have enough money. If he were to wait another six months, his illness would become more serious.

What could the patient do to have the operation performed earlier? Try to find at least two ways to resolve the situation.

Discussion questions

1. Who are the participants in the situation?

2. Is it a case of dishonesty?

3. Has damage been done to anyone?

4. Has anyone gained from it? Why?

5. Was the patient right to aspire to his goal?

6. Can you justify the behaviour of the participants?

7. If the state were to charge an additional fee for treating the seriously ill, would the situation change?

8. How do the participants feel?

Obligations and Commitments: Social Roles

Secondary

Objectives

1. Help students understand that a social role and a conflict between different social roles may cause corruption.

2. Help the students to make a correct decision in taking priority roles in corruption prone situations.

Methods
discussion (presenting arguments "for" and "against"), analysis.

Material
A list of situations (at right)

Source
Textbook

PROCESS

The lesson "Social Roles" is conducted following the textbook; however, different examples are used.

1. While describing social roles, the following example is presented: "Imagine a self-sacrificing altruistic doctor and a responsible father, head of the family, a breadwinner."

2. Talking about different social roles (biological, family, professional, age, etc.) students are reminded that the (professional) role of doctors is bound by the Hippocratic Oath, i.e. that in every case and every situation they should help people.

3. In terms of their importance, they should be primary and secondary. For example, if a doctor considers his role as a father more important than his profession, it may have an impact on his actions.

4. The role of a doctor may be in contradiction with his role as a father. For example, his son is gifted and would like to study abroad but the doctor does not earn enough. The doctor must make a decision about his child's future: Either his talent will be developed or he will have to choose a less fulfilling career. The doctor could take a bribe and use the money to educate his son. But what about the Hippocratic Oath and dedication to patients?

5. The teacher proposes a discussion. The class is divided into two groups. One group should argue in favour of the statement "The doctor should demand a bribe." The other group should defend the opposite position: "The doctor should not demand a bribe."

6. The groups take turns presenting their arguments and then their arguments are counted to see which position is stronger.

7. The class discusses the amount of damage in each situation and determines which is the greatest.

8. The class discusses how the students would feel if they were in the position of the son and the patients.

9. The class discusses the relationship between a social role and a personality. It is important that while playing different roles, a person maintains his or her identity and always knows who they are and what their values are. If a conflict of roles arises there will be no difficulty in deciding how to behave, because mature and responsible people live guided by noble causes and genuine values. While discussing the example, the teacher may mention that it is still unclear how the son, when he matures, will regard the fact that his father has accepted a bribe. Is he setting a good example for his son?

Students Against Corruption

Upper Secondary

Tasks and Objectives

Develop active civic responsibility in students by providing information about corruption

Teach students to distinguish corruption from other negative phenomena;

Learn to assess situations from the corruption point of view.

Methods

Situation analysis, discussion

PROCESS

The students read the situations and specify the ones with corruption. They should provide explanations as to why they think this way.

SITUATIONS

- The firm "Bright Future" bids in a tender for a school construction contract. The firm offers mobile telephones to the commission members to "facilitate." as the firm representatives put it, the work of the commission.
- In return for curing her gravely ill son, Ona gave the doctor a bouquet of roses from her own garden.
- Diana has made an agreement with the firm "Care" that if the latter funded her elections to the regional council, later she would help it get construction contracts in the region.
- A public official drives the official car and uses petrol for his or her personal needs.
- A person needs help from a government department. The public official is intentionally procrastinating. The person gives the official some money to speed the process and reward the official.
- A public official is late to work and home early; during his official hours he deals with his personal matters.
- Imagine that a doctor is taking an x-ray of a corrupt person. What do you think she could see in the x-ray picture? Draw it. Specify 3-5 features of a corrupt public official.
- Draw a fisherman fighting against corruption. Think for a while and then specify the measures that a fisherman can take to eliminate corruption.

Links with anti-corruption education

1. Students have received additional information about corruption.
2. Students have expressed their active position concerning corruption.
3. Students have learned to assess various evils in public life.

INTEGRITY AND OTHER VALUES FORMATION

The following lesson plans provide examples for educators who are looking to develop their own lesson plans and tasks about integrity and other related values. These lesson plans include learning objectives such as defining and identifying values, understanding the difference between values and principles, and learning how to resolve conflicts between personal values and social norms. Additionally, the lesson plans contain tasks on finding solutions to ethical dilemmas and defining one's own values in relation to business.[3]

Check Your Values

Primary/ Secondary

30 minutes

Specific Learning Objective
Students can check whether they share the same values

Special Resources
Butcher paper and markers

Prior Knowledge
Knowledge of values and ethical principles

PROCEDURE

1. Copy the following questions onto a chart.

2. Briefly define the value words below, using a dictionary. (Alternatively, do the next task first but you will need to explain integrity.) In doing the task, they will learn the meaning of the word.

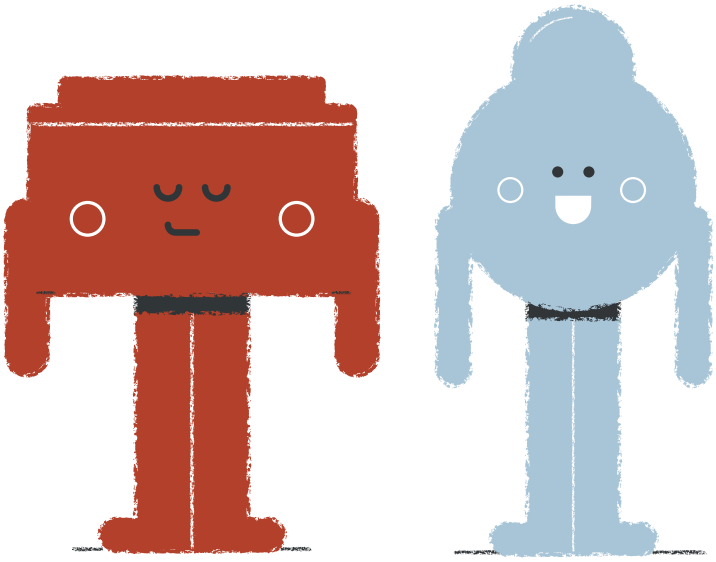
3. Say: "Look at the following questions. In pairs decide how you would answer them."

4. DO NOT discuss the results, as we do not want students judging each other.

Integrity: You have integrity when you behave following all of your values all the time.

Notes

On the following page is a list of values. These are just some values. However they are the ones that matter most to this course, as they all relate to leadership. Clearly, if we are honest we would probably not answer that we are doing all of these, all of the time. This task is partly designed to help students understand the meaning of the words.



	DO YOUR ACTIONS SHOW THAT YOU VALUE:	ALL THE TIME	SOME OF THE TIME	NEVER OR NOT
	COURAGE			
1	I stand up for what is right even if I am alone.			
2	I don't give up when others are negative.			
3	Fear of failure does not prevent me from trying things.			
4	I am not afraid to say what I think, just because some people might not agree or think I don't have a right to speak.			
5	I solve problems without violence.			
6	I always try to avoid making fun of, embarrassing or hurting others.			
	HONESTY			
1	I always tell the truth.			
2	I don't lie, cheat or steal.			
3	I don't intentionally mislead others.			
	FAIRNESS			
1	I treat other people the way I want to be treated.			
2	I treat people as equals and without judging them before I know them.			
3	I am open-minded and reasonable.			
4	I follow the rules. I don't expect them to be different for me.			
5	I don't take advantage of people.			
6	I consider the feelings of all people who will be affected by my actions and decisions.			
	ACCOUNTABILITY			
1	I am always ready to honestly report what I have done.			
2	I am ready to accept criticism or other consequences when I have done something wrong.			
	TRANSPARENCY			
1	I never hide things when I have a responsibility to others.			
2	I believe that there are very few times where information needs to be kept secret.			
	INTEGRITY			
1	I always try to do what is right, even if it will have a negative effect on me.			
2	I am true to my values.			
3	I live up to the highest standards of ethical behaviour.			
4	I do the right thing even when no one is looking.			
5	I don't give in to temptation.			

What Are Our Values and Ethical Principles?

Primary/ Secondary

20 minutes

Specific Learning Objective
Students can identify and list the values that are most important to them.

Special Resources
Butcher paper and markers

Prior Knowledge
Knowledge of values and ethical principles

PROCEDURE

1. Copy the My Values? text below onto the board or a chart.

2. Say: "In pairs discuss these statements and then rate the following statements individually as to how important they are to your personal values. You don't have to agree with anyone else."

3. Ask students to write these up on a page in their books titled "My Values." They could even add some more.

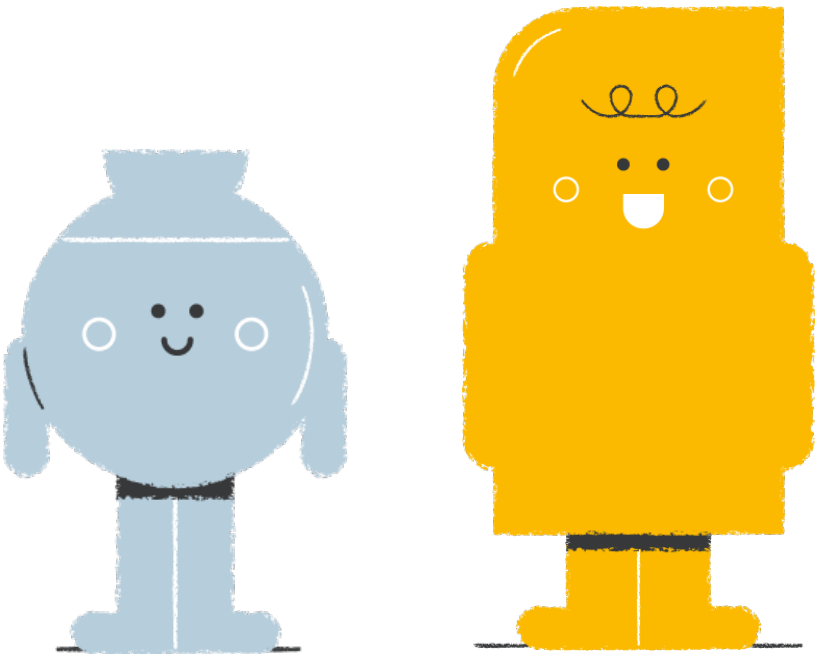
MY VALUES?	VERY IMPORTANT	IMPORTANT	NOT THAT IMPORTANT	NOT IMPORTANT AT ALL
a) I love my country.				
b) I always think about and care for my family and friends.				
c) I respect my traditions and culture.				
d) Honesty and truthfulness matter greatly to me.				
e) Respect for basic human rights for all.				
f) Respect for rules and laws of our country.				
g) The honour of our clan and family is above all else.				
h) Rejection of violence as a way of solving problems.				
i) Being tolerant of other cultures.				
j) Being wealthy and being admired by others.				
k) Generosity and kindness towards all others.				
l) Bravery and strength when faced with problems.				
m) Hard work and not giving up when things are difficult.				

Notes

The purpose is to help students clarify what their values are. There is no need to establish agreement or disagreement and you should avoid trying to get it. If there is a disagreement, point out that in a democracy we agree to disagree. This means that we accept that everyone has a right to their opinion. You might need to go over the meaning of tolerance with the students.

Students may ask about the difference between values, ethics and morals. You can explain this in your own words after reading the relevant chapter in the book of background readings.

You might say: "Today we are going to examine our values and ethical principles. Values are things or ideas that we think are worth protecting. For example, we value our customs. Ethical principles are very similar to values. They are the basic beliefs that help us decide what is right and wrong. We would say that it is our ethical principle that we should not steal. They are the foundations of our behaviour and thought. We base our decisions on our values and ethical principles. For example, we could say that I value life or that it is my ethical principle that we should always protect lives. Ethical principles are also very similar to morals."



Is It Okay?

Secondary/ Upper Secondary

80 minutes

Specific Learning Objective

Students can define their own values and what is right and wrong.

Special Resources

None

Prior Knowledge

None

PROCEDURE

1. Write the statements on the following page on the board, but cover them. (Otherwise you could just read them out.)

2. Put students into pairs (and one group of three if needed).

3. Say: "Everyone write the numbers 1 to 21 in a list in your books." (Make a list on the board to show them.)

4. Say: "Today we are going to find out about what we think is right or wrong behaviour. I am going to ask questions and for each you have to think about whether it is:

- right to do it
- wrong to do it
- you don't know

If you think it is right to do it just put an "R," if you think it is wrong then put a "W," if you don't know just put a question mark. You can talk about it with your partner but you write the answer you think is correct."

5. Read out the first situation: "The boy spat on the floor in the classroom."

6. Get them to tell you the answer and write the answer as a demonstration on the board.

7. Read each statement out but after each allow the pairs to discuss for a short time before asking the next one (2 minutes). Do not have a class discussion at this stage.

8. (The best way to do this is to show only one new statement at a time, as sometimes the following one is designed to get them to think more clearly.)

9. After the last statement, go through all of them. If there is disagreement record it like this: Q5: R-22 W-3 ?-8

(This means for question five, 22 students thought it was right behaviour, etc.)

10. Say: "For some, we all agree and it is clear it is right or wrong. For some, we do not agree or we cannot decide. It may be because we do not properly understand but it can also be because we value different things."

>If you have enough time, give some examples for homework

11. Draw a circle around the ones that the group all think are wrong behaviour.

12. Put the pairs into groups of four or five.

13. Say: "I now want you to say whether you think the wrong behaviours are very seriously wrong behaviour, fairly wrong, or just a bit wrong. If you think it is very seriously wrong, write a "V," if it's fairly wrong, write "F," or if it's not very wrong write an "N." (You might want to do an example.)

14. Give time for group discussion then report back.

Say: "Often we can see that people's values are different so they cannot agree about how wrong something is, even if they can agree something is wrong."

Notes

Some of these students may say that it depends on the circumstances, which is very true. You could also give statements. Another way to do this is to give the list and have the students analyse it for homework, then discuss in class.

	STATEMENTS	RIGHT, WRONG, DON'T KNOW	VERY WRONG FAIRLY WRONG NOT VERY WRONG	
1	The boy spat on the floor in the classroom.			
2	I told my boss I would be there at seven but I did not arrive until 8:30.			
3	I promised my friend I would give back the knife but I forgot to.			
4	He hit me so I hit him back.			
5	I know swearing is bad but I was angry so I said bad words quietly.			
6	I exaggerated about myself so the other person would like me.			
7	In our culture it is rude to stick out your tongue but I did it anyway.			
8	In our culture the wife should take care of the husband, so my father makes my mother cook for him anytime he likes.			
9	In our culture the husband should take care of the wife, so my mother makes my father cook for him anytime she likes.			
10	She was asked if she had finished her homework. She hadn't but because she wanted to go with her friends she said she had. She would do her homework before school the next day.			
11	As she was walking down the road she saw a 10 € note. No one saw her so she picked it up and spent it.			
12	The man was in a government office. He saw a camera that had sticker on it saying "Government Property." The man took it home and kept it.			
13	I saw my neighbour stealing from a shop. I told the owner and my neighbour lost his job.			
14	I saw my neighbour stealing from a shop. I didn't say anything to the immigrant store owner when he asked me.			
15	A truck had crashed and cartons of biscuits were on the road. My friends were taking some so I did too.			
16	There was a bad car accident. The people injured were not from my community so I did not help them.			
17	There was a bad car accident. The people injured were neighbours we have a dispute with, so I did not help them.			
18	My uncle said he would get me a job as a driver in his government office. Even though I can't drive I accepted.			
19	A candidate for the municipal council said he would give me money if I voted for him. I accepted.			
20	I saw a tourist drop a 50 € note by accident. I picked it up and kept it.			
21	I had agreed to the price they offered in the letter, but later when I saw how rich they were I demanded more.			

What Would You Do? Ethical Dilemmas

Secondary

40 minutes

Specific Learning Objective
Students can find solutions to ethical dilemmas that people can find themselves in.

Special Resources
Sets of cards as described below

Prior Knowledge
Dilemmas in ethical and moral principles

PROCEDURES

There are two possible ways to do this. The first procedure is simple but less fun. The second is a game with complicated rules but fun.

Procedure 1

1. Copy the situations below onto a chart or the board.

2. Divide the class into groups.

3. Show one situation card at a time and ask the groups to discuss what they would do in each situation and why. (Give them five minutes to discuss each.)

4. After each situation, get the groups to report back on what they would do and why.

Procedure 2

1. Copy the situations below onto cards. You will need one set for each group of seven.

2. Divide the class into groups of seven. (You could have smaller groups but it would mean some people might need to have two turns.)

3. Explain to the students that they are going to play a game where they have to tell us what they would do in various situations. Tell the students that you have some cards, each of which has a different ethical situation (called dilemmas). Explain that they are not all examples of corruption but they all do require you to think about your ethical and moral standards in decision making.

4. Explain that this task is organised like a court. There is one defendant and the others are judges. Divide the situation cards amongst the members of each group. Each person should then look at the situation they have and decide what they would really do if it occurred in their life. Starting with one person in each group, who becomes a defendant, that person secretly writes on a piece of paper whether they are going to tell the truth or not. The person then places this paper face down in the middle of the group so no one can see what is written (perhaps under a book).

5. The defendant reads out the situation on the card that he or she is going to discuss.

6. Now the defendant tells the group either the truth or a lie about what they would do in that situation. The rest of the group then have to decide through questioning, whether the defendant is telling the truth or not. After five minutes, the defendant turns over the card and the other students see if the defendant was telling the truth or lying.

7. Give out one set of cards, facing down, to each group and then ask the first student to take the first card and read it.

8. Give each student five minutes to try to convince the group and then change over.

9. Once they have finished going through all the dilemmas ask the students:

a) Did they manage to identify the real character of the people they were judging? If not, why was it difficult?

b) Were there any situations where it was hard to decide what the right thing to do would be?

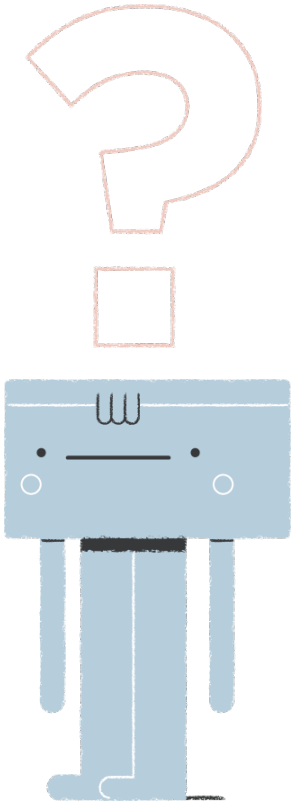
c) If there were any situations in their lives where they had an ethical dilemma, what was it and how did they resolve it?

DILEMMA SITUATIONS

1. You find a wallet on the ground with a 50 € note, a copy of the owner's driver's license and a card with the driver's mobile phone number on it. You do not know this person. What do you do?

2. You buy a mobile phone. It has a month's guarantee. After three days you drop it on the ground. It no longer functions but there is no mark on the outside. You take it back to the shop where you bought it. Do you admit that you dropped it?

3. There is a severe flood and many people from many municipalities in the region lose everything. After the flood, food, money and some materials are given freely to all families from your community by an international organisation. You live in the only house that is on a hill in your village. It was not affected by the flood and your gardens are mostly undamaged. What do you do when your family is offered money, materials and food?



4. It is the end of the year and there is an examination at school. If you pass this examination, you will have a chance to study in another country. Another student offers to give you an illegally made copy of the exam two days before the exam starts. What do you do?

5. You have finished school and you need a job. You go to an office for an interview. You are told a week later that you have the job. After the second day someone in the office approaches you. You recognise that this person was the person who interviewed you. He says, "You realise that it was me that got you this job don't you?" You reply, "Maybe…" He then says, "The way it works here is that you should give me your first month's salary." What do you do?

6. You have a car, but it does not have a radio. You go to the shop but they are quite expensive so you decide to do without one. A few days later someone offers you a brand new car radio for only 10% of the price. You know that it must be stolen. What do you do?

Notes

If using Procedure 2, you should encourage the students to feel free to tell the truth or to reveal the lie, as it is only a game, and because the aim is to see if we know their character. You must be careful that after students reveal whether they are telling the truth that their word is accepted. Do NOT allow any further discussion as students might start referring to personal examples in the student's past.

Managing Conflict Between Your Values and Our Cultural Beliefs

Primary/Secondary

30 minutes

Specific Learning Objective
Students can suggest ways in which they can resolve conflicts between their personal values and cultural beliefs.

Special Resources
None

Prior Knowledge
Knowledge of our cultural beliefs

PROCEDURE

1. Put students into groups of three.

2. Say: "In some places it may not be seen as correct for teenagers to wear shorts. This is an example where the values of the teens may be in conflict with the values of the rest of society. Some teens value being able to wear shorts, and others may say the culture values being more covered. We can only say 'maybe' as we don't know for sure why teens wear shorts and we don't know if all the people or just some have this cultural view."

3. Ask the groups to think of other examples where their values have been in conflict with the cultural norms in their community. Then they should answer the following questions for each example:

a) In your examples, were your values in conflict with cultural norms, or just some people's interpretation of it?

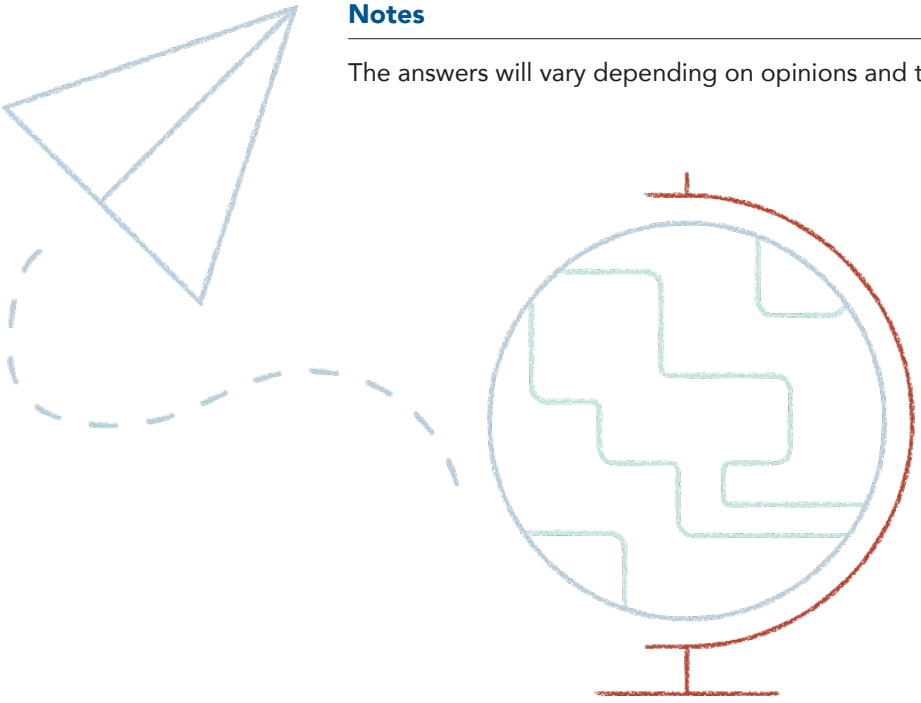
b) In your examples, do you think the cultural norm should change or should you accept society's beliefs?

c) Do you think cultural norms should be the same regardless of where you live?

d) How do you think you can change cultural norms that you think are not correct?

Notes

The answers will vary depending on opinions and the examples they give.



Business and Morals and Values

Secondary

20 minutes

Specific Learning Objective
Students can define their own values in relation to business.

Special Resources
None

Prior Knowledge
None

PROCEDURE

1. Write the table below on a chart or on the board, but in the latter case it should be covered. (Otherwise you could just read them out.)

2. Put students into groups of four or five. (Larger would be fine.)

3. Say: "If our country is going to work we need businesses. Businesses must also follow ethics and values. In the table there is a set of statements. In your groups decide if you agree or disagree or if you are not sure."

4. Get groups to report back.

	STATEMENT	TRUE	FALSE	NOT SURE
1	A contract is like a written promise. If I sign it I must follow it even if it does not work out well for me.			
2	Business owners must share their profits with poor people.			
3	Business owners must tell everyone how much profit they make.			
4	Profit is most important so it is okay to make a very big profit any way you can.			
5	Every business should pay taxes on its profits to the government.			
6	Workers have a duty to go to work even though there may be more interesting things to do.			
7	A business owner is completely responsible for safety in the workplace.			
8	If I am not doing my job properly, the business should have the right to fire me and I should accept that decision.			
9	Businesses must always take responsibility for transport to and from work and housing.			
10	Businesses have no responsibility to return any payment if the product or service is not of good quality.			

Notes

Businesses do not have responsibilities but the owners and managers do.

1. True

2. False - That is a decision of the owners.

3. False - This is private information. Only the tax department needs to know.

4. False - It would not be right if business owners broke laws.

5. True

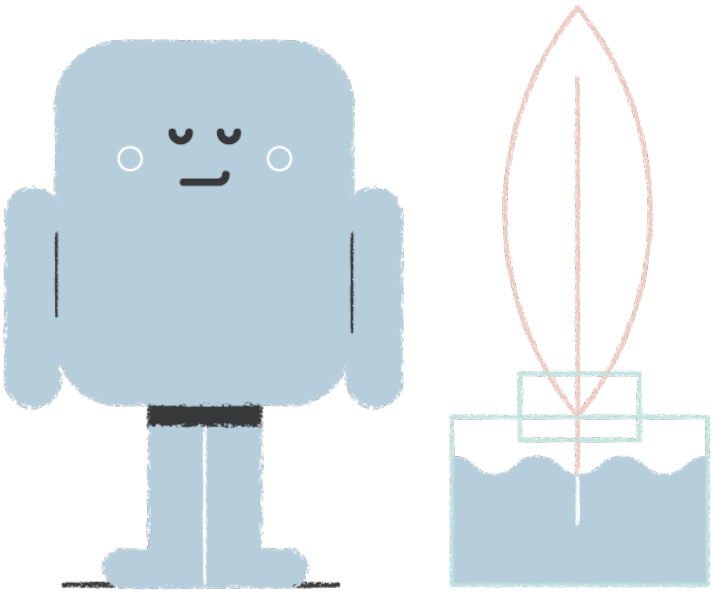
6. True - They sign contracts which are promises. They get paid.

7. False - It is a shared responsibility. Workers must take responsibility for following the rules and procedures.

8. False - If training is offered. If no training then it is not right to fire the worker.

9. False - Unless it is in the contract it is the responsibility of the worker.

10. False - Businesses even if unwritten have a "duty of care" meaning that for example if a minibus owner collects money from passengers, then the owner must make sure that the driver is licensed and capable and responsible and that the minibus is in safe condition to drive.



UNDERSTANDING THE RULE OF LAW

The following provide examples for educators who are interested in teaching on topics related to the rule of law. This is a key concept area, for unless students understand it, they may not grasp the concept of "unless there are rules for everyone, there are effectively rules for no one." As such, these lesson plans include learning objectives such as understanding how rules help protect rights and why laws should be obeyed, even when no one is watching.[4]

Classroom Rules to Protect Rights

Primary/ Secondary

15 minutes

Specific Learning Objective
Students can list rules in their classroom that help protect rights.

Special Resources
None

Prior Knowledge
Some understanding of rules and rights

PROCEDURE

1. Divide the students into groups of four or five.

2. Say: "In our classroom we have rights which we protect with rules. I want you to make a list of the five most important rights you have as students and then work out which rule protects the right. You may find for a single right there may be more than one rule. I will do one as an example. Every student has the right to a teacher. The rule is that the teacher should be in the classroom."

3. Give the groups five minutes to do this and then get them to report back.

POSSIBLE ANSWERS MIGHT INCLUDE

RULES	RIGHTS
Don't interrupt others when they are speaking.	The right to give your opinion
Be quiet when others are speaking to the class.	The right to hear others
Criticise ideas, not the people that give them. (No personal comments.)	The right to give your opinion
Do not speak for too long or too often.	The right to give your opinion
No eating food in class.	The right to have a healthy learning place
Keep the classroom tidy.	The right to have a clean classroom
Don't damage school property like chairs and desks.	The right to have a place to sit
No fighting	The right to be free from fear of violence

Why Did I Do That?

Primary/ Secondary

40 minutes

Specific Learning Objective
Students can describe the influences on their behaviour.

Special Resources
One butcher paper and marker (optional)

Prior Knowledge
Some understanding of the meaning of authority, moral principle, religious or cultural tradition

Notes

The task is designed to raise awareness of how authority works and when particular types of authority are appropriate. The answers will vary with the examples students choose. You could ask students to give an example and explain their classification. You may find that some examples fall into two or more categories.

PROCEDURE

1. Copy the text and table below onto the board or a chart.

2. Put students into pairs.

3. Explain that all decisions we make are the result of:

Our own Moral Principles: what we believe to be wrong or right. For example we might decide to help someone who has had an accident because we think it is wrong to not help.

Laws and Rules: for example we only vote once as that is what the law allows.

Our Personal Choice: to choose a particular song because you like that one.

Family Custom: for example, to have dinner at 6 pm because that is what your family always does. (Other families in your neighbourhood may have dinner later.)

Cultural Tradition: for example, it may be customary to never wear a hat inside church.

Pressure from others: for example "Do your homework!"

4. Explain that all of these things are forms of authority that guide and control the way we make decisions.

5. Say: "Think about all the things you have done since this time yesterday."

6. Ask: "Why did you do them in the way you did them? Was it because of a moral principle, a law, a cultural or religious tradition, a family custom, or personal choice?"

7. Ask students to copy the table below into their books and then fill it in.

8. Say: "Write your actions under the form of authority that guided you to make that choice. For some actions there may be more than two forms of authority at work."

9. Say: "In groups discuss:

- For any actions, you listed under 'Moral Principles' say what the principle was (for example "You should listen to your father").
- For each of these forms of authority, who decides what is acceptable or not?"

10. Give 20 minutes and then collect responses and discuss with whole class.

Moral Principle	Law	Personal Choice	Family Custom	Cultural Tradition	Pressure from Others
Help a person who has had an accident	Vote only once	Listened to my favourite music	Ate dinner at 6 pm	Took my hat off before going inside	Do your homework!

When Nobody Is Looking

Primary/ Secondary

15 minutes

Specific Learning Objective
Students can describe why we should obey laws even when we have no fear of punishment.

Special Resources
None

Prior Knowledge
Some understanding that all our actions are governed by the law in place

PROCEDURE

1. Divide the students into groups of three or four.

2. Say: "Wherever we live there are laws, rules and customs. Most people will follow customs all the time even if they are living in a place where the custom is different and there is no chance that they will be criticised for not following their custom."

3. Say: "In groups discuss why it is important that we should follow laws even if there is no one around to punish us if we break them and even if other people are breaking them."

4. Give the groups ten minutes to discuss this and then get them to give their answers.

Notes

1. If they did not get the answer, explain that we should obey laws even when no one is looking because:

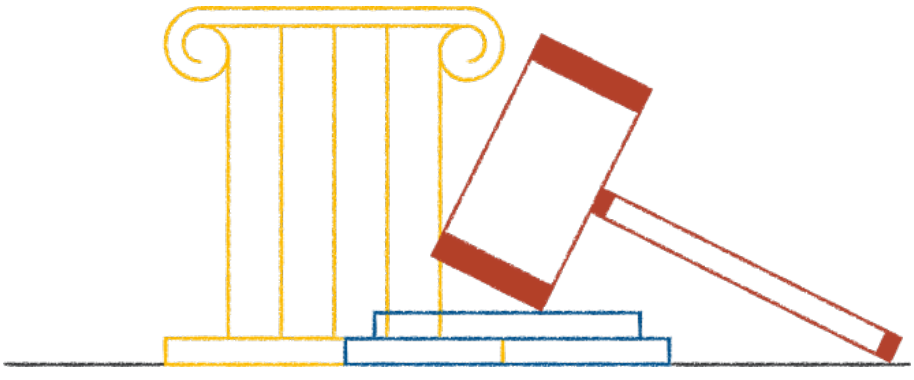
a) We should obey laws not because we fear being punished but because it is our custom to do so.

b) We should obey laws because we respect the law and know that it is offensive to our own country to be disrespectful of laws.

c) We should obey laws all the time because if we don't, we damage the power of the law.

d) Often laws are there for safety reasons.

e) Just because someone else is breaking the law, that doesn't make it right for us to break the law—just like with customs.



The Rule of Law – Interview

Secondary

40 minutes

Specific Learning Objective
Students can describe the view of the legal profession on ROL issues.

Special Resources
None

Prior Knowledge
Rule of Law

PROCEDURE

1. Make an appointment with a lawyer or judge to give a talk to your class on the Rule of Law

2. Advise the visitor in advance of the questions you plan to ask.

3. Put students into groups and give each group a question (see below).

4. Ask the students to think of any additional questions they would like to ask. (But point out that they should be about the Rule of Law principle and not the court system as that will be covered in a later task.)

5. Once the visitor arrives each groups asks their questions and then records the answers to their question. (They should be asked in the order they are given here.)

6. After the speaker has gone students in groups could write up the answers to their questions on a poster.

Possible Questions

1. Can you explain what Rule of Law means to you personally?

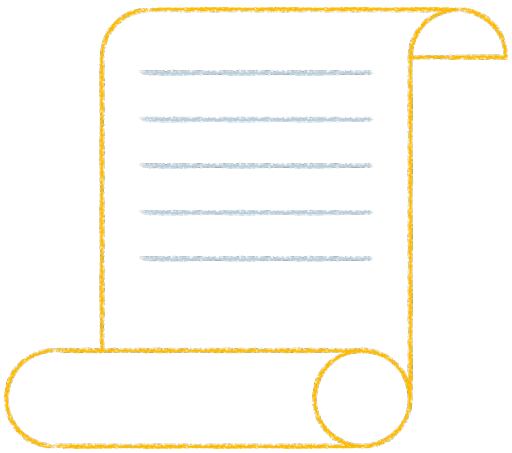
2. Do you think there should be any exceptions to the Rule of Law?

3. Can you tell us of any situations where people try to apply their own rules instead of the Rule of Law?

4. Can you tell us what problems these situations create for the courts and justice system?

5. What can you advise us young people to do to encourage everyone to follow a Rule of Law system?





I Am a Citizen

Secondary

3 Lessons

Discipline
Civic education

Tasks and Objectives

1. Develop civic values and ethical attitudes.
2. Teach how to find information, assess it and use it creatively.
3. Teach how to create measures targeted at training others.

Materials
Textbook
LTV show material, news articles, personal life experiences and experiences of relatives and friends

Methods
Work in small groups, individual work, discussion

Preparation
This should not be the first lesson to talk about corruption. Students should already know what corruption is and be able to recognise it.

PROCESS OF THE 1ST LESSON

1. The topic is written down on the blackboard.

2. Values which, according to students, are important for a citizen are discussed and written down on a flip-chart.

3. Students discuss table games they know.

4. The goal of the lesson is discussed, which is to create a game reflecting real life situations: right and wrong, good and bad acts.

5. If the theme of the game has been narrowed, for example, "corruption," or "violation of law," students are provided references to expand their knowledge on the subject.

6. Work conditions and deadlines are agreed upon. Usually lessons of civic education are once a week, thus plans should be made to finish the work in two lessons.

7. Students number off in fours (depending on the number of students in the class) and sit in groups.

8. In a group discussion they decide on the game they will create, what information they need to find, and make their own action plan.

9. Home task: collect material for the game.

PROCESS OF THE 2ND LESSON

1. Experience is shared about collection and prepation of material for the game.

2. Group work in creating a game.

3. Home task: Finish up the game and format it.

PROCESS OF THE 3RD LESSON

1. Each group presents their game: they explain the rules and tell the others about new experiences and challenges that they faced while creating the game.

2. The groups exchange their games, try playing them and clear up with the creators of the game anything they do not understand.

3. The lesson finishes with a discussion about new experiences and ethical and civic values. The list of values on the flip-chart is amended.

4. Games can be applied during the civic education lessons of students in the lower grades (8th grade, for example).

Links with anti-corruption education

The work process itself educates students as they look for material and involve their friends and relatives in this creative work. If, due to technical reasons, they fail to create a game, students may still share their experiences and ideas.

Select Resources for Extracurricular Activities From Civil Society Organisations

The following examples describe resources that could be developed to complement in-class or extracurricular learning from two civil society organisations: Transparency International and Integrity Action. While these are not the only resources available, both Transparency International's and Integrity Action's guidance and materials for extracurricular activities are excellent examples of how students can learn about integrity and anti-corruption outside regular school hours. These resources are also versatile in that educators can use them to inspire their own lesson plans for education about integrity.

Anti-Corruption Kit: Transparency International

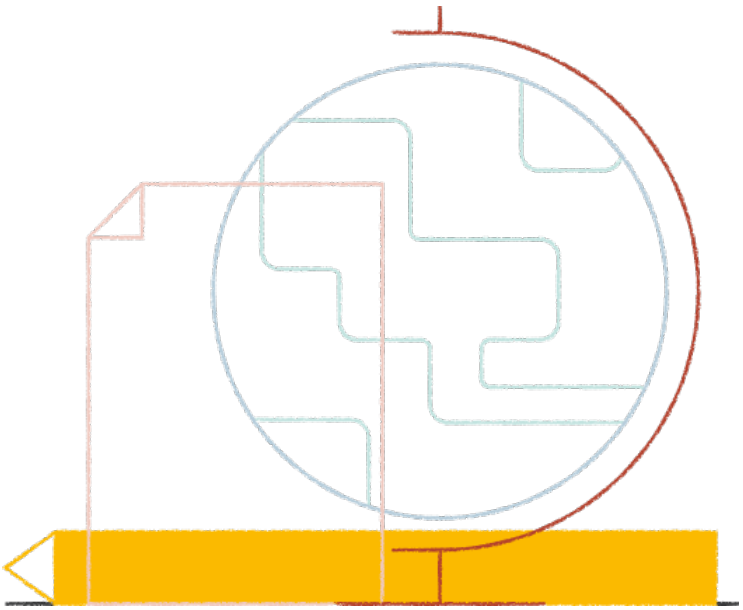
Transparency International's *Anti-Corruption Kit: 15 Ideas for Young Activists* offers step-by-step guidance to youth who want to get involved in the anti-corruption movement by taking a variety of different actions. Specifically, guidance is provided on five overarching themes, with each theme identifying concrete activities that youth could carry out. The table on the following page provides more details on the content provided (Transparency International, 2014).

Integrity Clubs Manual Outline: Integrity Action

Integrity Action's Integrity Clubs Manual Outline provides guidance for "Young Integrity Builders," aiming to equip "Young Integrity Builders" with the skills and knowledge needed to monitor projects and services in their communities using Integrity Action's Community Integrity Building (CIB) approach. As a working document, the manual outline can be expanded, modified, and translated to suit any context. While the manual outline aims to inspire and guide youth in the development of youth-led integrity camps, it also serves as an initial guide for educators on what types of themes, questions and activities to incorporate into an integrity curriculum.

The manual outline identifies seven modules: integrity, anti-corruption, transparency and accountability, the rights and responsibilities of a good citizen, leadership, inclusion and community integrity building.

For each module, a "food for thought" section introduces the theme and contains a country and community-specific context to spark young people's understanding of the problem. Following this, several discussion topics are posed, helping learners further their knowledge on key areas related to the theme. In order to facilitate the application of the knowledge and develop integrity skills, the modules identify suggested activities, such as role playing, essay contests, analysis and discussion of integrity case studies or government legislation (Integrity Action, 2016).



ACTIVITIES IN
Anti-Corruption Kit: 15 Ideas for Young Activists

THEMES	PROPOSED ACTIVITIES	
Keep watch	• Follow the money • Count supplies	• Citizen report cards • Tech solutions
Get creative	• Comics and cartoons • Theatre and drama	• Board games • Sports
Mobilise	• Youth groups • Integrity camps • "Zero" bribes	• Protests • Petitions
Making elections count	• Election pledges	• Crowdsourcing
Stay safe	• Assessing risks	

04

Additional Resources

COUNTRY CASE STUDIES AND TECHNOLOGICAL APPROACHES

Case Studies from OECD Member Countries

OECD member countries have taken a variety of approaches for educating about public integrity and each country experience is different. Hungary, Austria and Korea are examples of this. The case of Hungary shows how education about public integrity was integrated into the ethics curriculum in schools. The cases of Austria and Korea provide examples of how an anti-corruption agency can work with schools to implement education about public integrity in classrooms.

Austria

Since 2012, the Federal Bureau of Anti-Corruption (BAK) of Austria has provided anti-corruption training for high school and vocational school students aged 14-18 years though anti-corruption events and workshops. There is no formal agreement between the Ministry of Education and the Ministry of Interior (where BAK is positioned), so the course is not mandatory. As such, interested school directors may request BAK to provide the training.

Developed to reach more students and ensure sustainability of course content, the anti-corruption event uses a series of stations to engage students in different topics of corruption prevention and promotion of integrity. The event mixes students by class and grade, to enable the development of new group structures and promote students' abilities to work in a team.

Over eight 45-minute units, the anti-corruption workshop utilises a variety of teaching and learning methods (questionnaires, discussions, role-plays, talks with a corruption investigator, etc.). The workshop aims to help students recognise and prevent corrupt situations and feel secure in their future daily professional lives. The programme also aims to develop students' ability to assess the relationship between economic activity and moral values. The content of the course includes the following elements: 1) the definition of the term "corruption" and forms of corruption; 2) reasons and consequences of corruption and models to explain the corruption phenomena; and 3) corruption prevention and institutions and instruments in the fight against corruption.

The course also includes the "Corruption Barometer" as an interactive activity. In this activity, two sheets of paper are placed on the floor, one reading "Corruption" and the other reading "No Corruption." The trainer then reads out possible corruption cases, and students move between the two sheets of paper according to what level of corruption they believe each case to be. They are then asked to justify their decision, and after the exercise, each case is reflected on and discussed in more detail.

FIVE PHASES OF ANTI-CORRUPTION TRAINING IN AUSTRIA

BAK implements the anti-corruption event and the anti-corruption workshop in five phases, involving the teachers who supervise and support the project. The process is detailed below:

Preparation phase

- Teachers and BAK define the scope of the project.
- Teachers receive comprehensive information on the topic of corruption, teaching materials and methods specifically designed for the planning of lessons.
  - These lessons are aimed at preparing the students for the upcoming event or workshop.

Information and workshop for the teachers' phase

- The goal of this workshop is to raise awareness amongst teachers about their role as public office holders.

Implementation phase

- BAK prevention team holds the one-day anti-corruption event or workshop.

Follow-up, reflection and feedback phase

- A follow-up and reflection session should be held with the students in their respective classes, where the employees of the BAK review the contents of the training once more.

Source: Federal Bureau of Anti Corruption (n.d.), "Anti-Corruption Training in the Field of Education."

Another group activity is the role-play session, where cases of corruption are presented. For each case, each student is given a "role card" where his or her role is explained. One of the cases, "Acceptance of Gifts," is as follows:

Claudia is a bad student and might fail in mathematics. Her mother arranges to meet Claudia's teacher at school. During the conversation, the mother gives the teacher a precious pen. The director and a teacher of philosophy are present.

Students are then asked a series of questions, which they discus in groups. Questions include:

1. How would you evaluate the behaviour of each person?

2. In your opinion, can this already be considered as corruption?

3. How should these people behave properly?

The training ends with a handout entitled "Information on Corruption," which includes a test and overview of the material covered. At the end of the course, students are asked to complete a feedback form. The responses from the evaluation are used to inform updates to the training.

Hungary

Hungary currently teaches public integrity and anti-corruption in schools through the ethics curriculum. In 2012, the government of Hungary instituted the "Corruption Prevention Programme," (Government Decision No. 1104/2012) which included a measure to incorporate integrity and anti-corruption values into primary and secondary school curricula. To implement this element of the Corruption Prevention Programme, public officials at the Ministry of Public Administration and Justice developed modules on anti-corruption, which were then shared with civil society organisations and government ministries for input and feedback. It was found that the modules should contain examples of corruption and integrity from a Hungarian rather than an international perspective to ensure that students could relate to the module topics. After approval by education officials, as well as the Secretaries of State of the Ministry of Human Resources (MHR) and Public Administration and Justice, the module content was then incorporated into the ethics curriculum for grades 11 and 12.[5] The aim of the anti-corruption and integrity component in the modules is to provide students with "knowledge of the social phenomena of corruption, the application of skills and the ability of individual and collective behaviour against it" (Ethics Curriculum, National Core Curriculum). Concretely, the modules expect students to gain knowledge and skills on the following:

- fair and unfair representation of interest
- just and unjust favour, bribery and passive bribery
- private interest and the public good
- the phenomena and dangers of corruption, misuse of power and corruption in everyday life
- tools to stop bribery and corruption
- assessment of ethical dilemmas
- the roles and responsibilities of individuals and the community in the fight against corruption.

The teaching methods include group discussion, reasoning and individual or small group projects. It is up to the teacher to decide which of the above methodological tools to use and which concrete questions to discuss. At the end of the anti-corruption and integrity modules, Hungarian students are able to recognise and address ethical dilemmas. Moreover, students will have attained the principles, values and attitudes that are essential to moral behaviour, and be familiar with all related rules of conduct.

Following the incorporation of anti-corruption and integrity modules into the ethics curricula for grades 9 to 12, topics related to anti-corruption were also incorporated into the ethics curricula for grades 5-8.

With the more recent National Anti-Corruption Programme (2015-18 NAP), the government is further incorporating education on anti-corruption into the subject of ethics, as well as in a more practical and informal format. To this end, the 2015-16 NAP Action Plan has stipulated the revision of the General Curriculum and the development of an integrity and anti-corruption training for grades 9-12 with the lead of the MHR.

In order to implement this task, the MHR launched a working group that included the experts of the National Protective Service, the National Crime Prevention Council, the National Police Headquarters and the National Institute for Education Research and Development. The main findings of the revision are that anti-corruption and integrity training should be conducted within regular one-day events at schools (so-called "project days"), and anti-corruption information should also be incorporated into several subjects besides ethics.

Korea

The Anti-Corruption Training Institute (ACTI) under the Anti-Corruption and Civil Rights Commission of the Republic of Korea developed on-request anti-corruption training programmes for elementary and secondary school students in 2015. The ACTI sends official circulars to schools every year to receive applications for anti-corruption training. Schools can also use the "free semester system" website to apply for anti-corruption training at any time.[6] Following a request from the school, the ACTI team will visit the selected schools to provide anti-corruption training. The training programme consists of participatory learning (50%), game-based learning (25%), presentation (10%), introspection (10%) and audio-visual education (5%). The table on the following page showcases the lesson plan "Six Values of Integrity," which uses a board game as an interactive activity through which students can learn about the value of integrity and explain the connection between integrity and character.

SAMPLE LESSON PLAN FROM KOREA'S ANTI-CORRUPTION TRAINING PROGRAMME

Subject	Six Values of Integrity
Sub-title	Integrity Sensitivity
Unit name	Integrity World Travel
Time	50 minutes
Learning objectives	Be able to tell the importance of the value of integrity through board games Be able to explain the connection between integrity and character by touching and selecting various issues related to integrity
Teaching, learning method	Group learning 60%, presentation 20%, reflection learning 10%, audio-visual learning 10%
Related subject	Morality, society
Assessment methods	Activity participation evaluation, group self-evaluation
Core competencies	Interest, consideration, respect, honesty, conscience, courage, responsibility, co-operation, dream, challenge, communication
Learning materials (materials to prepare)	PowerPoint, game set, video Workbook
Expected effects	Board games can narrow the psychological distance to integrity and character issues.

Learning step	Element	Teaching and learning activities	Learning style	Time	Learning material
Introduction	Motivation	Setting the scene— Integrity (corruption) Broadcast video "Around the World"	Whole learning	5 mins	Video
Development	Values of integrity and character	**> Together** Integrity World Tour (board game). **> Empathise** The main values of integrity (six integrity values and personality, dreams and challenges) What I think was the most important thing that was introduced in the game Value announcement	Group learning	42 mins	PPT Game Workbook
Conclusion	Introduce	**> Ending** • Announcement of test results • Guide the next three times	Presentation	3 mins	PPT

Teacher notes	Instruct students not to give up or be neglected during board games. Instruct students to understand and follow the rules of the game. Even if there are students who cannot answer because they picked up a difficult card, create an atmosphere of encouragement and sympathy.

Technological Approaches to Educating for Public Integrity

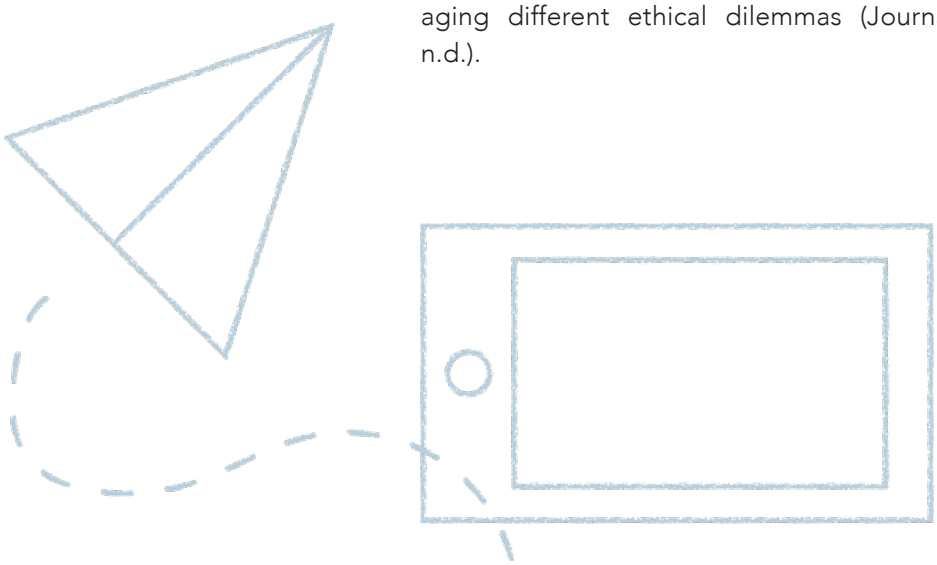
When used well, technology can be an excellent resource to support education for public integrity. The examples included below are just a few of the many excellent tools available. Educators should ensure that the technological tools they choose or create are appropriate for the learning styles, teaching methods and curriculum standards in their respective jurisdictions.

YouTube videos

YouTube offers useful content for educators to convey complex concepts in an engaging and student-friendly manner. Moreover, YouTube can offer students an audience. A powerful way youth can learn about the mechanisms used in corruption and how to stop it is through having them make their own videos using drama to show the mechanism, the consequences and how it can be stopped.

Interactive games

Another way to engage students on integrity issues is through interactive games that present them with dilemmas and choices. For example, one interactive website, "The Good, the Bad and the Accountant-ant," simulates corruption in local government, with participants taking the role of city manager. They have to issue contracts and avoid bribes, while managing different ethical dilemmas (Journalism++, n.d.).



Applications

Web-based and mobile applications can also be used to involve students in a discussion on anti-corruption and public integrity through a series of levels designed to build knowledge and skills for public integrity. Mobile application sites, like the iTunes store and Google Play, contain numerous applications designed to teach students about corruption.

Students may also create their own apps in class. For example, in Greece a smartphone application, "Make the Difference," has been developed by two 10th grade students of Lyceum of Spata and their teacher. The application provides a story which familiarises students with basic facts about corruption via a journey throughout Greek history as well as the latest anti-corruption developments in contemporary Greece (please see story below). In addition to the story, the application provides an educational game where students can develop their anti-corruption skills by answering questions and getting feedback using a "corruption meter" (Robotics Edu, n.d.).

Euphorion and Euphoria

1. Once upon a time, there were two heroes, Euphorion and Euphoria. In the story, these heroes take students on an anti-corruption journey.

2. They help students define corruption, identify its negative consequences, understand the importance of anti-corruption as well as the necessity of transparency as a remedy.

3. They assist students in understanding the timelessness of corruption phenomena by presenting examples of corrupt behaviour throughout Greek history:

a) Scandal of the Delphi Oracle
b) The affair of Demosthenes and Arpalos
c) Philip II and the "eloquent silence"
d) The Byzantine era
e) The Ottoman era
f) 1654: Archbishop Timotheus I and the Grand Vizier
g) Prime Minister Kolletis Ioannis
h) Prime Minister Harilaos Trikoupis and Member of Parliament D. Voulpiotis
i) 1930: The government of Elefterios Venizelos
j) The Minister Karapanagiotis affair
k) Elections of 1879.

4. The heroes bring the students back to contemporary Greece and explain the possible channels of reporting corruption, wrongdoings or misconduct.

5. They also expose the problem of tax evasion and the existence of tax havens around the world.

6. The two heroes end their journey on a happy note, emphasising that there is still hope to actively disapprove of corruption practices and strive for an equitable society free from corruption, bribery and social inequalities: "The more informed citizens become, the more they realise their own part in the fight against corruption."

End notes

[1] Note that this is a new course and not a new subject. A new course could be taught as an extra component for a certain number of years. Introducing a new subject would generally be inadvisable, given the amount of work required and the need to sustain such efforts over a significant time period. However, a circumstance where this might be worthwhile is where the existing curriculum has no social science component.

[2] The lesson plans on pp. 24-48 are from *Civic Education in PNG Schools: Teacher Resource Book.* The story "The Prize" on pp. 46-47 is from *Civic Education in PNG Schools: Big Book.* The lesson plans on pp. 49-54 are from *Education against Corruption: A Manual for Teachers* (©Council of Europe, a joint project with the European Union). The lesson plans on pp. 55-65 are from *Anti-Corruption Education at School: Methodological Material for General and Higher Education Schools.*

[3] The lesson plans on pp. 66-76 are from *Civic Education in PNG Schools: Teacher Resource Book.*

[4] The lesson plans on pp. 77-80 are from *Civic Education in PNG Schools: Teacher Resource Book.* The lesson plans on pp. 81-85 are from *Anti-Corruption Education at School: Methodological Material for General and Higher Education Schools.*

[5] Students in Hungary have the option of studying either ethics or religion. The religious curriculum does not include a specific reference to anti-corruption, which means that students who choose to study religion are not explicitly exposed to corruption-related topics.

[6] For more examples please see the website at www.ggoomggi.go.kr (in Korean).

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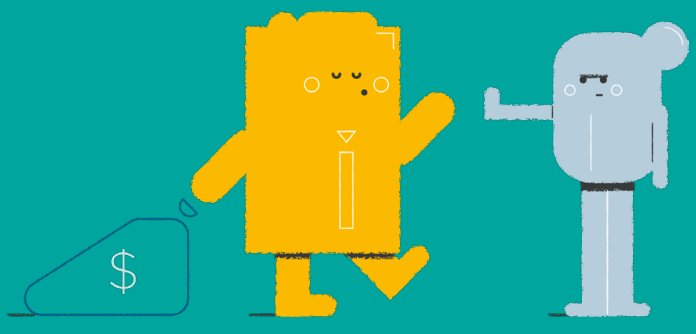
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