

Empowering students for just societies

A handbook to teach integrity in secondary schools



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Teaching integrity in schools to empower students for just societies

The importance of education lies in its power to shape the values of upcoming generations and equip them with the knowledge to make informed decisions. Contemporary challenges, including corruption must be addressed through education, transparency, accountability and the rule of law, among other efforts.

This joint publication by UNODC and UNESCO is a response to this important issue. It is aimed at educators who are striving to inspire and prepare future generations to actively contribute to societies grounded in integrity, ethics and respect for the rule of law. The handbook builds on the first two launched in 2019.

This publication highlights the transformative power of education in strengthening the knowledge, skills, attitudes and values necessary for addressing global challenges, especially those that stem from a lack of integrity, like corruption. It underlines the crucial role education plays in nurturing critical thinking, empathy, ethical behaviour, and a commitment to justice and equality among people.

The handbook presents a catalogue of educational activities, lesson plans and outside the classroom resources designed to empower youth to reject corrupt practices and become agents of change, promoting integrity and upholding democratic values.

190 parties
to the United Nations
Convention against
Corruption

agree to a whole of society
approach to counter
and prevent corruption



Empowering students for just societies

A handbook to teach integrity in secondary schools

Foreword

Education has a transformative power. It plays a pivotal role in shaping the values of future generations and in preparing learners to take ethical decisions and actions in the development and governance of their own societies.

Contemporary challenges such as lack of integrity and corruption are concerns in many societies around the world. Corruption is a barrier to people's ability to enjoy their human rights and to their personal development. It disproportionately affects women, children and people living in poverty by hampering their access to education because these groups rely more on the public system, have fewer resources to make informal payments to access education services and are less able to seek legal protection. Corruption erodes public trust in systems and institutions, undermining democracy and the rule of law.

By equipping children and young people with the knowledge, skills and values they need to act with integrity and to reject corruption, education can be a catalyst for reinforcing ethical behaviour in societies. Global citizenship education helps learners understand these challenges and reject corrupt practices and prepares them to become agents who understand their rights and actively promote a culture of integrity in society.

Instilling the values of integrity starts from an early age. Teachers have a responsibility in nurturing critical thinking skills in young people to build their resilience to disinformation and propaganda, to inspire them to act with integrity and to prepare them to hold governments accountable for their actions. Furthermore, parents, schools and communities have key roles to play in educating and modelling these values during the socialization process, through which adolescents are taught to understand societal norms and responsibilities and learn to live together.

This handbook is a product of cooperation between the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Office on Drugs and Crime (UNODC). It is aimed at providing teachers with a set of educational materials on integrity that can be adapted to different contexts.

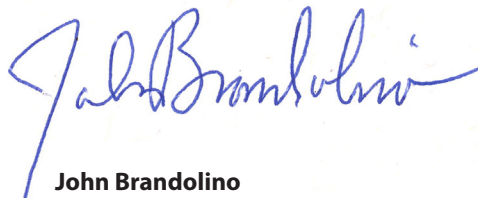
The intention is to support the establishment of a global community where integrity, ethics, non-discrimination and respect for the rule of law are key societal pillars that further strengthen the values enshrined in the United Nations Charter. It is about inspiring young people to engage ethically and responsibly with others, as well as to become agents of change who actively promote integrity, justice and equality in their societies.

This work directly contributes to the achievement of Sustainable Development Goal 4 on quality education and Goal 16 on peace, justice and strong institutions, which are key enablers for the achievement of the 2030 Sustainable Development Agenda.



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Section 1

Introduction



1.1 WHAT IS INTEGRITY?

“Integrity is doing the right thing, even when no one is looking”

C.S. Lewis

Integrity is understood as a consistent application of ethical principles, particularly honesty, in decisions and actions, regardless of the temptations or pressures faced. It is important to differentiate between personal integrity and public integrity. Public integrity refers to the consistent adherence to shared ethical values, principles and norms for upholding and prioritizing what is considered by a given society as public interest over individual private interests.¹

In the United Nations Office on Drugs and Crime (UNODC) university module series on ethics and integrity, the following definition of integrity is used: “consistency between beliefs, decisions and actions, and continued adherence to values and principles”.²

When we deal with difficult decisions, we often feel that there is no clear definite answer, but we sense intuitively that the decision is about the distinction between right and wrong. Discussions about integrity and ethics address the fundamental distinction between right and wrong. This type of decision is much more difficult than deciding whether we prefer one type of food to another, or whether the answer to a simple mathematical equation is right or wrong.³

Integrity is a foundational pillar of just and peaceful societies. It is a pre-condition for citizens’ trust in Government, the private sector and the media. When there is a lack of integrity, leaders are brought into disrepute and so are the institutions they lead and the processes they apply, which undermines citizens’ confidence in the effectiveness of Government. Integrity in decision-making contributes to a sense of justice and equity in societies and ultimately builds a culture of rejection of corruption.⁴

As noted by the Secretary-General in his statement to the high-level meeting to commemorate the seventy-fifth anniversary of the United Nations, “corruption is criminal, immoral and the ultimate betrayal of public trust. Together, we must create more robust systems for accountability, transparency and integrity without delay.”

Within the education sector, lack of integrity in decision-making can take different forms, including misallocation of school grants, the diversion of resources intended for procurement and supplies, bribery for admissions, sex for grades, nepotism in hiring staff and the awarding of scholarships, ghost teachers, academic plagiarism and undue political and corporate influence on schooling and research. It has a direct negative impact on growth opportunities for children and young people. Furthermore, it can breed acceptance of corruption as a social norm from one’s earliest years.⁵

Social norms are the mutual expectations about the right way to behave, which are the result of a set of historical, cultural and context-specific factors. Individuals tend to follow prevailing behaviours in society to benefit from social appreciation, respect and acceptance. When individuals see others in their group engaging consistently in unethical behaviours without consequences, they learn to assume it is a presumably acceptable behaviour within the group.⁶ This is the reason why it is essential that integrity is part and parcel of education from an early age so that it becomes the prevailing social norm in a given society.

1.2 WHY TEACHING INTEGRITY MATTERS

Schools play a critical role in developing students’ appreciation of fairness, honesty, mutual respect and living together from an early age. At the secondary level, when educators teach about integrity, they help students to:

- Build an understanding about values and concepts such as equity, justice, integrity, democracy, and human rights, and recognize what is a lack of integrity in decision-making

1 Organisation for Economic Co-operation and Development, “Public Integrity: A Strategy Against Corruption” (2017).

2 David Malan, “Integrity”, in *The A to Z of Corporate Social Responsibility*, Wayne Visser, Dirk Matten, Manfred Pohl and Nick Tolhurst, eds. (Chichester, West Sussex, Wiley, 2010), p.278.

3 United Nations Office on Drugs and Crime (UNODC) Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE), “Knowledge tools for academics and professionals – Module Series on Integrity and Ethics: Module 1 Introduction and Conceptual Framework” (Vienna).

4 While there is no internationally recognized definition of corruption, most people are familiar with the term “corruption” and have a general idea of what it means. People often associate the term with greed, dishonesty, secrecy, and crime, all of which are examples of unethical behavior. Corruption also entails a relationship of power or the abuse of power for someone’s personal gain. More information on corruption can be found both in the text of the United Nations Convention against Corruption, which is a global anti-corruption legal instrument, and in the GRACE tertiary anti-corruption module series.

5 United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Institute for Educational Planning, *Corrupt schools, corrupt universities: What can be done?* (Paris, 2007).

6 Henry J. Leir Institute, *Social Norms, Corruption & Fragility* (September 2019).

- Develop a sense of responsibilities and an appreciation for how integrity has a positive impact on relationships with others and contributes to just and equitable societies
- Develop a moral compass that helps them make ethical decisions in complex situations and think critically about how their societies are governed
- Act with integrity
- Actively engage with family, friends and communities to advocate for public integrity

As such, schools contribute to developing not only the knowledge but also the foundational values, skills and attitudes that play a formative role in shaping the ethical behaviours of young people, as well as to developing a shared understanding of the rules in society and the rights and responsibilities associated to them.

Teachers shape students' attitudes both through the content of what they teach (curriculum) and the way they do so (pedagogy). While this is true for every subject, it is especially true when teaching about integrity. Teachers can create learning experiences where students examine their own integrity and challenge that of others. Through critically examining the meaning of integrity in their personal lives and interacting with their community, students can develop empathy and the skills needed to consistently act in line with their values and react when others lack integrity.

Furthermore, teachers should ensure that their decisions in and out of the classroom model the values they teach. By doing so, students will be more likely to understand, respect and apply integrity in their own lives. Through modelling integrity, teachers increase trust and foster secure and inclusive learning environments. This is particularly the case in environments where students may have few available examples of integrity and justice in action. Here, teachers have a role to play in creating a safe environment within the classroom to enable students to share experiences about instances of a lack of integrity they might encounter in their lives and to understand about the negative impact on society. Teachers can encourage students to question decisions that lack integrity within their communities and societies, and to lobby decision makers or other key stakeholders for change where the context allows them to do this safely.

1.3 THE PURPOSE OF THE HANDBOOK

The purpose of the handbook is to provide a catalogue of relevant classroom and out-of-classroom activities to teach integrity to secondary-school students.

When we deal with difficult decisions, we often feel that there is no clear definite answer, but we sense intuitively that the decision is about the distinction between right and wrong.

It encourages teachers to make integrity part and parcel of their lessons and provides integrity activities that can be integrated within all teaching subjects. While most of the activities can be used for civic education and social studies, it also includes activities that can be used in various teaching subjects, such as arts, information technology and mathematics.

Moreover, the handbook includes activities that can be used by teachers and educators outside of the formal curriculum, either in school or when engaging with the community.

The handbook should not be seen as prescribing right and wrong behaviour, but rather as guidance for developing learners' key competencies, such as ethical reasoning, critical thinking, teamwork and empathy.

Moreover, it is aimed at promoting values such as honesty, fairness and accountability, which are universal values respected by all cultures.

1.4 WHO THIS HANDBOOK IS FOR

This handbook can be useful for:

- Teachers and teacher trainers in formal school settings at the secondary school level
- Representatives from anti-corruption and enforcement agencies that are working with education professionals to design educational activities targeted at students
- Educators and other professionals engaging with young people (for example, in sport, community, religious and youth-led organizations, as well as in social and cultural work in non-formal education settings)

The intention of the handbook is to support teachers and educators working with young people in teaching about integrity in decision-making in a way that not only raises awareness but also has an impact on their behaviour in and out of the classroom, as well as on their future lives as consumers, travellers, workers, employers, volunteers, parents, community members, national and global citizens and leaders.

The ultimate beneficiaries of this handbook are secondary school students. In this regard, parents might also want to engage with the handbook to help raise empowered young global citizens who actively contribute to integrity and justice.

Section 2

Getting ready to use the activities



2.1 DEVELOPING THE KNOWLEDGE, VALUES, SKILLS AND ATTITUDES FOR TRANSFORMING SOCIETIES

Global citizenship education provides the overall lens through which this handbook views the role of education in preparing young people to actively promote integrity in society. Global citizenship education is aimed at empowering learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. It involves a commitment to protect the human rights and fundamental freedoms of all. Global citizenship education aspires to be a transformative experience, to give learners the opportunities and competencies to realize their rights and obligations to promote a better world and future in which corruption is not tolerated.

The competency framework on global citizenship education developed by UNESCO is based on a vision of learning that covers three domains to create a well-rounded learning experience: cognitive, social and emotional, and behavioural.¹ Although conceptually distinct, these three domains do not represent isolated learning processes: they often overlap, mutually reinforce and build upon each other, and can also occur in parallel. For example, social and emotional learning requires critical understanding of existing challenges in the community (cognitive) and making informed decisions (behavioural).

By delivering lessons using all three domains, teachers are more likely to develop the broad range of knowledge, attitudes, values and behaviours that global citizenship education promotes. This approach also makes it possible to address the four pillars of learning that are key to ensuring learners are equipped with the skills they need to face the world as active and engaged citizens: learning to know, learning to do, learning to be and learning to live together.

2.2 SETTING EXPECTED LEARNING OUTCOMES

Teachers should identify the learning outcomes they wish to achieve by teaching integrity while keeping in mind the need to develop both the knowledge and the values, skills and attitudes of students in order to instill integrity in their daily behaviour.

The activities in the handbook are organized around the following learning outcomes for teaching about integrity:

COGNITIVE

Learners critically understand integrity and related concepts

Learners critically understand integrity and related concepts

SOCIAL AND EMOTIONAL

Learners appreciate integrity as a core value

Learners share a sense of belonging to humanity and of responsibility for integrity

BEHAVIOURAL

Learners share a sense of belonging to humanity and of responsibility for integrity

Learners act with integrity through ethically responsible behaviour

Learners engage and act collectively to strengthen integrity

¹ UNESCO, *Global citizenship education: topics and learning objectives* (Paris, 2015) (see p.29, table B).

2.3 CREATING CONDUCTIVE ENVIRONMENTS FOR TEACHING INTEGRITY

A conducive environment for teaching integrity is when integrity is actively encouraged by school principals, teachers and other school personnel in the governance of the school and through their own behaviours. The following can be done to promote such an environment:

MODELLING INTEGRITY

School principals, teachers and other school personnel must, first and foremost, be models of integrity and ensure that the actions they take comply with the values they teach and expect. In stating values, both schools and teachers should state values that are universal, such as honesty, fairness and justice. School rules and their application to staff and students must be fair and consistent. There should be clear and appropriate consequences for breaking rules, ensuring that they are fair, proportionate and paired with positive reinforcement.

Principals and teachers can also promote transparency and accountability of decision-making in schools by promoting open school data, such as by transparently displaying budget and expenditure information and by strengthening participation in student bodies and school councils. In doing so, schools build islands where a culture of integrity is the norm and underlies all decision-making.

Teachers set an important example for students in their daily behaviour and, therefore, they should ensure that their decisions in and out of the classroom model integrity. Teachers should encourage students to act responsibly and to be open about mistakes when they occur in order to promote a climate of trust and openness within the classroom. The balance of emphasis is not on the suppression of negative behaviour but rather on encouraging and instilling positive values and actions that are aligned with community building and solidarity to foster peaceful interactions.

TEACHING ABOUT INTEGRITY IN SENSITIVE CONTEXTS

In situations where integrity is lacking outside of the classroom, teachers must explain the consequences for the individuals, from within the family, society and to the highest level of Government. For example, teachers can have students examine the long- and short-term consequences of theft of funding to build access roads, clinics or schools. They can also highlight the importance of education in shaping social norms and behaviours by preparing future leaders of society to act with a strong ethical compass and to become champions for integrity within their societies. At the same time, teachers should help students understand the risks of acting in environments where corruption is rife (see box 1 below).

BOX 1 How much can students do?

What we do to stop actions that lack integrity could involve considerable risk or none at all depending on our awareness of the issues, our levels of motivation and the level of risk we see.

Accurately judging the level of risk is difficult, especially for young people. While it would be a failure if students took no action when faced with any level of risk, equally it would not be acceptable if we encouraged students to take risks that led to serious harm.

For this reason the role of the teacher in helping students assess risks is essential. Teachers know their own societies and the power structures they contain. By helping students to identify risks and design well thought out and appropriate responses, teachers give students essential life skills to be effective citizens. In doing so they help students to contribute to the betterment of their societies.

When teaching about integrity, teachers should be aware of their own unconscious biases, which could be linked to gender, race or other factors. Teachers should demonstrate humility and actively expose their personal challenges in enhancing integrity within. Furthermore, teachers should highlight in their lessons how the lack of integrity and corruption reinforce inequalities within societies (for example, by undermining the rights of women and other disadvantaged groups – see box 2 on why women pay a higher price).

BOX 2 Why women pay a higher price

Corruption has a negative impact on women's fundamental rights, in particular their right to education and health and their political rights, and reinforces gender inequalities within societies.

Because in many societies women are poorer than men, they are more reliant on basic services such as health, sanitation and education. Not only do poor women use basic public services more often, but they are also more likely to disproportionately pay bribes for service delivery.

Women often pay more not just because the person demanding the bribe thinks they can get away with asking for more than they would of a man, but also because the bribe represents a larger proportion of their income. In some cases, bribes are asked for what is supposed to be a free service, including in life-threatening situations, such as complicated births.

Where women lack access to secondary education, their ability to challenge those asking for bribes or to hold others accountable is greatly reduced. This is particularly the case in societies where women are expected to carry out domestic tasks at the expense of getting an education or where girls are not given sufficient schooling time to develop literacy skills.

Corruption also undermines women's civil and political rights. For example, in many countries women have unequal access to property and inheritance, and face unfair treatment when trying to claim their rights in courts. Additionally, where electoral systems are not fair, in particular when the selection of candidates is biased towards men, it is more difficult for women to become candidates and get elected.

The impact of corruption on women is greater when the currency of bribes is sexual. This phenomenon is often referred to as sexual extortion, or "sextortion". "Sextortion" or "sexual bribery" can involve various types of sexual assault against women, ranging from sexual harassment to forced sex.^a Women are also more often subject to the threat of sexual extortion. This form of corruption is a serious abuse of their citizenship rights, robs them of their dignity and affects their health.

^a The expression "sextortion" was popularized by the International Association of Women Judges to capture the abuse of authority to extort sex. The term is intended to encompass any form of corruption in which sex, rather than money, is the currency of the bribe. The term has another meaning under the laws of some federal states in the United States of America, such as Pennsylvania, where sexual extortion (shortened to sextortion) refers to a situation where someone forces another individual to send them sexual images under the threat of exposing private or sensitive information. Sextortion is also used differently by the National Crime Agency of the United Kingdom, where it is considered a form of webcam blackmail, where criminals befriend victims online by using a fake identity and persuade them to perform sexual acts in front of their webcams. UNODC refrains from using the term 'sextortion' but instead speaks of sexual corruption.

Source: Based on UNODC, *The Time is Now: Addressing the Gender Dimensions of Corruption* (Vienna 2020) (see chapter 2) and United Nations Development Programme and United Nations Development Fund for Women, *Corruption, Accountability and Gender: Understanding the Connections* (New York, 2010) (see chapter 1).

UNDERSTANDING THE ROLE OF CULTURE AND SOCIETAL NORMS

Another consideration when teaching about integrity is to understand the role of culture and societal norms in influencing values, beliefs and practices. Learning always takes place in a social and cultural context that gives meaning to what is learned. Cultural values are the foundation of learning, because learning is not possible without adequate cultural or linguistic references. Language and culture are the bedrock of education and learning. Too often, education becomes alienating and dissociated from learners' life experiences and their cultural contexts and it becomes impossible for them to learn. Being attentive to culture is particularly important when teaching integrity because it will only be effective if integrity is seen as a core element of culture by different actors, including families, elders and community leaders.

The box below provides a set of considerations for teachers to help students gain a nuanced understanding of the role of culture and how it can have a positive or negative impact on integrity in a given society.

BOX 3 Understanding the role of culture and its impact on integrity

Culture is a broad concept and is part of local, regional and national contexts that influence values, beliefs and practices.

Culture is dynamic in that it is always gradually changing as the environment in which it exists evolves. On one hand, a culture that respects and encourages integrity arises as a result of cultural and social conditions in which transparency, accountability, honesty and justice are respected. On the other hand, there can sometimes be conflicting "rules" in societies whereby traditional customs clash with state laws, which can undermine integrity and the rule of law as individuals are faced with a contradicting set of societal expectations. Therefore, culture and integrity intersect in a myriad of ways and result in practices that can support or obstruct integrity and related values.

Teachers can facilitate critical analysis to help students gain a nuanced understanding of the concept of integrity and its related values and the cultural beliefs and practices that are aligned to it or challenge it. Furthermore, school principals and teachers can draw on the local community and reflect together on what can be done by parents, teachers, students and members of the wider community to become positive actors who adhere to human rights principles while also respecting cultural heritage and identity.

Teachers can actively promote values such as justice, fairness, honesty, responsibility, respect, cooperation, gratitude, humility, empathy, compassion, courage, honour and kindness that are essential for just and inclusive societies in which people develop a sense of belonging to a common humanity.

TEACHING ABOUT INTEGRITY THROUGH PRACTICE

Learning about integrity is not only about knowledge but also about practice. Teachers can communicate the importance of “doing the right thing” in specific situations and discuss positive rules relating to the way students interact in the classroom and in games and sports. Teachers can use ethical dilemmas to test students’ reactions in real-life situations, inviting students to critically examine their own values. Ideally, these are dilemmas that are realistic enough for students to see themselves in the situations.

Furthermore, school leaders and teachers must encourage all students to raise their voices and to share their ethical dilemmas and experiences. This will help to instill a climate of trust in the classroom and to empower students to deal with situations where they are confronted with corruption. Student bodies and school councils are also places where students can participate in decision-making and learn through practical experience the value of transparency in decision-making processes; in turn, this can help achieve greater integrity and accountability in the education community.

Developing students’ positive self-identity, teaching peacebuilding and conflict resolution skills, and focusing on making schools a safe space help to generate trust, create accountability and build integrity. When teachers witness students acting with integrity, they should acknowledge and encourage the behaviour by praising them and encouraging other students to do the same. Furthermore, integrity can be included in students’ annual evaluation along with academic excellence, so that integrity becomes part of students’ learning journey. While assessing student learning regarding integrity is challenging, making integrity part of the evaluation framework is a way for teachers to stress the importance of demonstrating integrity in the daily life of the school. For example, a space in the framework for students to share actions that they have taken to discourage unethical practices such as plagiarism, racism and sexism in and beyond the school.

USING PARTICIPATORY LEARNING METHODS

When learners are given meaningful opportunities to provide constructive inputs and debate between themselves, this helps to strengthen their engagement and their learning experience. When students are working together on an activity, they are identifying and testing out ideas and having them challenged by others and, therefore, are developing critical-thinking, problem-solving and cooperative skills. Through the use of exercises based on real-life ethical dilemmas, they can have their own integrity challenged and examine the integrity of others. In this way,

these methods take a learner-centred approach. As a result, teachers should hold back on giving their opinions and ensure through trial and error that students have adequate time to find and negotiate solutions.

BOX 4

Secondary school student resources from the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE)

Videos and teacher guides

- A series of animations that can be used to address corruption, crime and other rule of law topics in the classroom, while building critical thinking and media literacy skills. Each video, which is less than two minutes long, features a simple plot, without a dialogue, and is accompanied by a teaching guide with suggestions of lesson plans and other activities based on the video.
- Topics of the videos include:
 - Anti-corruption
 - Organized crime
 - Trafficking of persons
 - Smuggling of migrants
 - Firearms trafficking
 - Terrorism and violent extremism

Games

- A set of non-electronic games on the rule of law and corruption topics that are designed to empower young people to act with integrity when confronted with ethical dilemmas, and to understand the different manifestations of corruption.
- Games include:
 - *Play for Integrity*: A snakes and ladders-style game that challenges teams of players to reach the end of the board by answering questions and competing in tasks surrounding key concepts of integrity.
 - *Running out of Time*: Players assume different roles in society and face an “infection”, an ever-spreading problem that adversely affects the different players. Players work collaboratively and strategically to solve the problem until the infection is contained or when it reaches a point of no return.
 - *Purposyum - Challengers of Justice*: a collaborative game that stimulates planning and strategic cooperation to find solutions to overcome challenges to justice, such as violent extremism, genocide, large-scale “fake news”, unrestricted access to and carrying of weapons and global warming.
 - *Labyrinth*: Players attempt to achieve hero status by finding their way in a labyrinth where choices lead to paths of violent extremism and radicalization or tolerance and diversity. Players strengthen their resilience and critical-thinking skills through challenging stereotypes, recognizing propaganda, evaluating messages encountered online and analysing scenarios.
 - *Cyberstrike*: Players collaborate to create a common strategy to fight cybercrime. Players will think critically, listen carefully, shift roles, anticipate consequences and formulate possible solutions.
 - *Enredados*: An interactive card and plot game focused on storytelling to raise awareness about the trafficking of persons.

Additional resources from UNODC’s GRACE webpage can be found here: <https://grace.unodc.org/grace/en/secondary/index.html>

Teachers can use various participatory learning methods to allow students to benefit from active learning and practical activities. In most of the activities, participatory approaches such as group or pair work are recommended because the “journey” (working on the problem) is as important as the “destination” (the final result or answer). Using role-playing, involvement in school governance and the creative arts can also help students to better appreciate different viewpoints. Through role-playing, students learn to experience different perspectives in situations (e.g. as a victim, an offender or an observer), which is fundamental when it comes to developing appreciation for others and developing social and emotional skills.

In the activities in this handbook, teachers are encouraged to use a variety of tools to engage students, such as board games, online games, videos and mobile applications, in addition to paper-based educational resources. Resources that have been developed by UNODC for secondary school students as part of the GRACE initiative are included in box 4.

Participatory methods may require a higher level of classroom management skills from teachers, especially if students are unfamiliar with this approach. Teachers should be actively looking for opportunities to develop their capacity to use participatory learning methods (for instance, by participating in professional development programmes).

If students are not used to having discussions in class, teachers should define with the students a set of discussion rules and procedures to promote respectful interactions within the classroom. Teachers also need to be aware that asking questions can be difficult for some students; students should never feel forced but rather encouraged to engage as much as they feel comfortable to. If teachers wish to encourage discussions about events where leaders did not act with integrity, it is preferable to analyze past events or use experiences from other countries to avoid creating sensitivities in the classroom.

In the activities in this handbook, teachers are encouraged to use a variety of tools to engage students, such as board games, online games, videos and mobile applications, in addition to paper-based educational resources.

2.4 SELECTING THE TEACHING ACTIVITY

The handbook includes a set of activities that teachers can select and adapt. There is an initial overview of the teaching activities at the start of section three. In addition, suggestions for learning assessment can be found in section four.

There are various entry points for teachers to locate the most useful and relevant teaching activities for their classrooms in this handbook:

- **By learning outcome** (see section 3.1)
This table provides information on the activities available for each learning outcome.
- **Index by keyword** (see annex I)
Teachers can search by keywords to find teaching activities that relate to a particular theme or concept (such as ethical decision-making and corruption).
- **Index by school subject** (see annex II)
Within each activity teachers will find the following information:
 - Learning outcome:** What a learner knows, understands and can do on completion of a learning activity (see section 3.1, page 20).
 - Rationale:** The reason why this activity is considered important and its specific learning outcome.
 - Procedure:** The set of suggested steps the teacher would take when using the activity. Where there is content such as a scenario, this is given here.
 - Adaptation/tips:** Specific ways that this activity could be altered if certain resources are not available. Tips on how to make the activity run smoothly.
 - Extension:** Extra activities that could be done to build further learning.
 - Materials:** Materials needed for the activity.
 - Duration:** An estimate of the time required.
 - Target learners:** Whether it is suggested for lower or upper secondary students, or both.
 - Subject(s):** The school subjects that the activity could be taught in.
 - Keywords:** The critical conceptual ideas that the activity deals with.

In every activity, the teacher will need to consider how the ideas and procedures can be adapted to the cultural context, the specific classroom environment and the resources available. With regard to the latter, these can vary widely, from access to the Internet and use of a blackboard to the availability of no materials.

2.5 ADAPTING THE ACTIVITIES

Adapting the activities could mean a relatively minor change or teachers could be inspired to design a radically different activity that would be better tailored to their school or classroom context. While the activities contain specific adaptation advice, the following is advice that can be applied generally.

CLASSROOM CONSTRAINTS

- **Large class size**
Consider smaller groupings or have discussions in pairs. The teacher gives support to the groups as needed rather than to the whole class.
- **Time available**
Shorten or lengthen the duration of the activities, divide them between multiple classes, distribute different parts of the activities to different groups or ask students to do part of the work as homework.
- **Modification of materials**
Find, make or substitute required materials. For example, if an activity requires students to make a poster on cardboard or on a computer and these resources are not available, instead they could use exercise books or a blackboard. If photocopying machines are not available, print or write on sturdy paper or card and laminate if possible, so the materials can be used again. To make game boards and pieces, puzzles, flash cards and other teaching aids, everyday materials can be used, such as cans, bottle caps, cardboard boxes and plastic bottles. Get students to turn a paper-based exercise into a digital (or hybrid learning) experience using available technologies such as videos, social media, etc.
- **Alternatives to school-supplied information technology for research**
Invite knowledgeable community members as guest speakers. With school approval, get students to use their smartphones (using their mobile data) or set research as a homework task. If a teacher cannot show a video, try creating a student role-play activity that demonstrates a similar situation.
- **Space requirements**
Reorganize your classroom furniture, use a larger space or move outdoors so you can do more physical activities. This is also useful for group discussion as the noise generated by one discussion does not interfere with another discussion.

In every activity, the teacher will need to consider how the ideas and procedures can be adapted to the cultural context, the specific classroom environment and the resources available.

CULTURAL FAMILIARITY

- Change references to names and items to make them more familiar.
- Substitute local texts or art (history, folklore, stories, songs, games, artwork and proverbs).

LOCAL AND POLITICAL RELEVANCE

- Use local language equivalents even if they are phrases to describe abstract concepts such as values, integrity and accountability. Use the names and processes for local institutions, such as the police and local leadership titles.
- Be sensitive to local behavioural norms (e.g. for gender and age). Make sure content is sensitive to the degree of integrity in society (presence of corruption, trust in authorities and institutions, level of violence and crime, etc.). For example, where leaders do not display integrity and corruption is common, a teacher may choose activities that focus on values and skills for doing good, respecting one another's rights and conflict resolution, rather than on citizens' ability to organize campaigns or protest against corruption.

INCLUSIVITY FOR STUDENTS OF DIFFERENT BACKGROUNDS

- **Student reading level:**
As many of the activities require students to read and understand texts, teachers should review the reading requirements first and if necessary:
 - Use pre-reading techniques to bring the texts within students' reading ability
 - Simplify the texts
 - Introduce simpler or more complex texts about the same topic
 - Read to the class or ask students with higher reading levels to read to their peers
 - Translate to students' mother language
- **Adapt for students with special educational needs:**
 - Follow any accommodations or modifications that students usually receive through an individual education plan, if applicable (changing the form of output from written to oral, adapted physical activity, etc.)
 - Allow students to receive extra help with reading and writing tasks from an aid or a peer and give more time for task completion
 - Provide more visual support (pictures and symbols) for those with low reading levels or less knowledge of the language of instruction
- **Sensitivity to gender:**
Avoid stereotypes, ensure mixed groupings, where appropriate, and actively encourage all students, particularly girls to participate in class discussions and school initiatives.
- **Sensitivity to cultural, ethnic and linguistic diversity:**
Avoid stereotypes and ensure mixed groupings, where appropriate.
- **Sensitivity to students' socioeconomic status:**
Consider the different forms of corruption that students from different socioeconomic status might face e.g. giving or receiving bribes.

In contexts where corruption is rife, teachers and school personnel should carefully select the organizations they are engaging with outside of school and assess the related opportunities and risks.

ACCESS TO NEW TECHNOLOGIES

- Provide alternatives for activities that involve new technologies by allowing students to choose between different media (e.g. paper-based, television, radio and mobile device)
- Where possible, organize the work in groups to allow for students to share digital tools
- Encourage hybrid learning (on-site and online) where the context allows

METHODS FOR LEARNING

- Encourage different methods for learning by using supporting materials, such as short stories, analytical pieces and audio-visual content from media such as radio shows, films, cartoons and videos.
- Actively encourage students to participate in discussions and contribute to shaping activities, especially students from disadvantaged backgrounds.
- Keep some spare time at the end of the lesson to address unsolved issues or concerns.

Teachers and other school personnel should also consider carrying out activities that promotes integrity, and engages not only students but also their families, communities and local organizations to promote a whole-community approach to integrity. While some activities in the handbook are specifically tailored for this, others could be developed as an extension of classroom activities. In contexts where corruption is rife, teachers and school personnel should carefully select the organizations they are engaging with outside of school and assess the related opportunities and risks.

2.6 PREPARING: TEACHER READINESS

Teaching integrity and the related values of honesty, fairness, transparency and accountability requires additional preparation from teachers on:

AVOIDING STEREOTYPES, BIASES AND GENERALIZATIONS

Teachers should take special care to remove harmful explicit and implicit bias in learning materials, pedagogy and practices.² When teachers demonstrate bias in their behaviour (for example, towards culturally diverse students), this undermines the climate of openness and cooperation in the classroom, and can lead to favouritism and other unethical behaviours.

ENSURING SUBJECT MATTER KNOWLEDGE

Some activities require teachers to have additional knowledge on a topic. For instance, they may need to be aware of local and national laws, the roles and responsibilities of institutions to foster integrity or about universal human rights. On the other hand, when a student asks a question to which a teacher does not know the answer, the teacher should demonstrate honesty by saying that they do not have this knowledge, and provide an answer once sufficient research and information have been gathered.

MOBILIZING RESOURCES IN THE COMMUNITY

When teaching new subjects where teachers have some but not enough substantive knowledge, it is useful to connect to resources in the community. Based on the learning objectives, this can include anti-corruption authorities, relevant non-governmental organizations, and local government representatives. Such resources, which offer practical views on abstract notions, can really help learning come alive.

MANAGING SENSITIVE ISSUES

Teachers must be prepared to respond appropriately where sensitive information is revealed by students. For example, teachers need to create an expectation that unsubstantiated claims about leaders acting without integrity are not brought up in classroom discussions. Teachers should encourage students to avoid personalizing issues and instead of focusing on what a particular leader did, especially if still alive, ask them to consider the principles that lie behind decisions.

Teachers should encourage students to avoid personalizing issues and instead of focusing on what a particular leader did, especially if still alive, ask them to consider the principles that lie behind decisions.

² UNESCO (2017), "Making text content inclusive: A focus on religion, gender, and culture".

Section 3

Catalogue of teaching activities



In the following section, the activities are divided into in-class activities that are generally limited in duration and longer, open-ended activities that may be done outside of the classroom. These activities are inspired by and adapted from a range of sources around the world (see references section). The activities include a range of teaching methods:

The activities include a range of teaching methods:



Pair and group discussion



Flipped classroom



Student presentations



Role play



Information transfer tasks



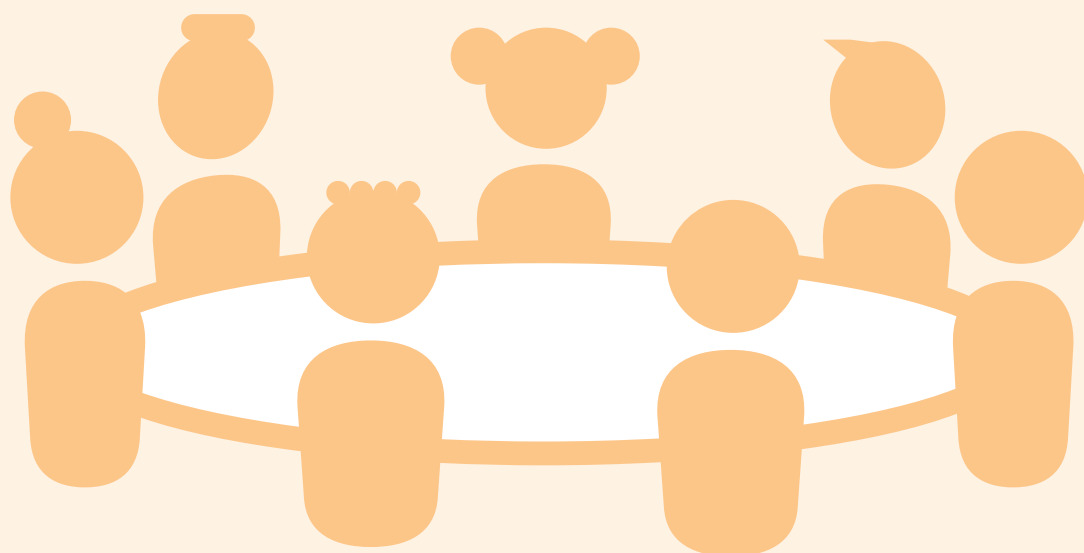
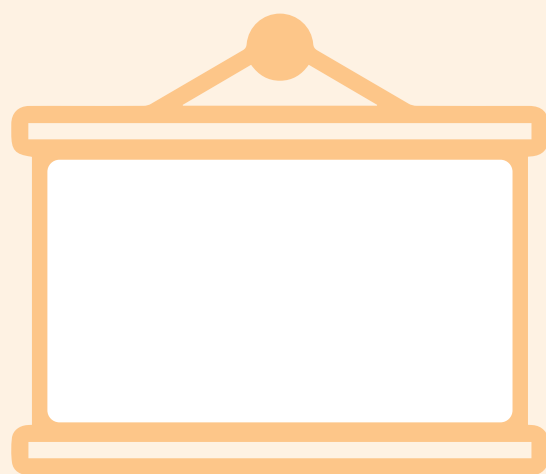
Multimedia approaches

3.1 OVERVIEW OF CLASSROOM AND OUT-OF-CLASSROOM ACTIVITIES

The following table provides an overview of teaching activities by learner outcome.

LEARNING OUTCOME	ACTIVITY NAME	PAGE	
1	Learners understand integrity and related concepts	Meaning of integrity	26
		Integrity in sport	28
		National integrity system	29
		Interacting with integrity-building organizations	30
2	Learners examine factors that impact on the integrity of decision-making	Gender and corruption	31
		Making Excuses?	33
3	Learners share a sense of belonging to humanity and of responsibility for integrity	But I am ok	34
		Integrity icons	35
		From bystander to helper	36
		Dealing with conflict	37
4	Learners appreciate integrity as a core value	We have a word for that!	38
		What would you do?	39
		Celebrate integrity	40
5	Learners apply critical thinking for ethical decision-making	Temptations	41
		Do my actions reflect my values?	42
		What's the truth?	43
		Spending reasonably	44
		Assertive, passive or aggressive	45
6	Learners act with integrity through ethically responsible behaviour	What are your values?	46
		My promise	48
		Integrity shop	49
7	Learners engage and take collective action to strengthen integrity	Working together	50
		To Whom it Concerns	51
		My Ted Talk	52
		Images!	53
		The power of social media	54
		Newshour	55
		A plan to change my world	56
		Creating Interactive media	60
		Integrity Clubs	61
		Using data for better governance	62

3.2 Classroom activities





Meaning of integrity

SUBJECT(S)

- › Civic education
- › Government
- › Language
- › Literature

TARGET LEARNERS

Lower secondary

DURATION

Duration: 60 minutes

MATERIALS NEEDED

Cards or paper, art materials (if that option is used).

KEYWORDS

Accountability, corruption and transparency

LEARNING OUTCOME

Understanding integrity and related concepts.

RATIONALE

Integrity may not be a well-understood concept or value. Through better understanding of the meaning and implications of integrity and related concepts, students can use the term integrity and use critical thinking to determine if a decision was made with integrity or not.

PROCEDURE

1. Explain that integrity means acting in a way in which your actions are consistent with your ethical principles and, in particular, demonstrate honesty, regardless of pressures and temptations. Clarify the difference between personal integrity and public integrity.
2. Give examples of actions that have integrity and those that do not, and ask students to analyse the action and identify examples of integrity-based actions.

Examples of inconsistent actions could be:

- › A football captain states she values truthfulness and following the rules but during a game, she attempts to hide the fact that the ball went over the touch line.
 - › A candidate for a town council, who says during the electoral campaign that they are “standing to help ordinary people and reduce corruption”, is asked by relatives to help them get jobs after the election. The candidate refuses and says that it is not part of the job to do this because it would be unethical to provide personal favours when holding a public position.
3. Invite students to come up with their own simple scenarios and discuss in groups if the actions described were carried out with integrity.
 4. Ask students to discuss why it is important to follow laws and rules, even if there is no punishment or sanction if they are broken.
 5. Copy the quotes below on to cards or pieces of papers and distribute one card or piece of paper to each group. The quotes below are examples and can be substituted with others, especially ones from the language and culture of the students. Ask the whole class to discuss the meaning of the quotes about integrity and how they relate to their lives.
 6. Invite students to make a poster, create a role-play activity or write a social media post that explains one or more of the quotes. Consider organizing a school contest and invite students to vote for their favorite creations by explaining their selection criteria based on integrity. Organize an exhibition on the school premises and invite school administrators, community members and parents to attend.

Quotes on integrity

- a. “The time is always right to do what is right.” – Martin Luther King, Jr.
- b. “What’s right isn’t always popular and what’s popular isn’t always right.” – H. Jackson Brown, Jr.
- c. “Integrity is the choice between what is convenient and what is right” – Tony Dungy

Note: These are just sample quotes. Teachers are strongly encouraged to find their own from their immediate contexts.

ADAPTATION/TIPS

The teacher could begin this activity by asking students to work in groups and come up with their own definition of integrity. This way, the teacher builds on what they already know. This flipping of the sequence could be more time consuming and might require extra facilitation by the teacher, but it is worth it in the end for it is more transformative.

In some instances, if students are studying in a language other than their mother tongue, they may not have a large vocabulary for describing values related to integrity. In such a case, before doing this exercise, the teacher could make a list of words in the target language relating to integrity (such as accountable, honest, transparent, trustworthy, courageous and determined) and ask students to find equivalent words or phrases in their mother language. The teacher may need to bring in a teaching colleague or an expert in that language to help with this.

The teacher is encouraged to gather quotes on ethics and integrity by important and influential local figures.

For students who have speech and reading difficulties, the activity could be adapted so that it comprises sharing pictures (instead of quotes) that depict integrity and asking students to draw a scenario depicting what they think integrity is.

EXTENSION

Students could look up quotes on integrity in their mother language or find video clips that show examples where integrity is shown. If this is not possible, the teacher could ask students to come up with a definition of integrity for inclusion in a dictionary.

Another extension activity could involve an exercise on the meaning of corruption. Students could look at the activity on defining corruption in the OECD publication entitled Education for Integrity: Teaching on Anti-Corruption, Values and the Rule of Law.



Integrity in sport

SUBJECT(S)

- › Integrity in sport
- › Fairness

TARGET LEARNERS

Lower and upper secondary

DURATION

30 minutes for discussion,
several hours for task 2
(if chosen)

MATERIALS NEEDED

No materials are needed for the discussion. For the extension activity, cards and markers may be needed.

KEYWORDS

- › Economics
- › History
- › Physical education
- › Sciences

LEARNING OUTCOME

Understanding integrity and related concepts.

RATIONALE

Once integrity is no longer valued, many everyday activities are affected. This activity, which links to World Anti-Doping Agency resources, invites students to examine why integrity is needed in sport at every level.

PROCEDURE

1. Divide students into groups and ask them to discuss the following:
 - a. Why is it important to have rules and referees in sports? What is fairness?
 - b. What would your favorite sports be like if there were no rules?
 - c. What activities can be considered as cheating in sports?
 - d. Would the enjoyment of a sport change when one member decides to not play by the rules? How so?
 - e. Have you ever broken the rules in a sport so that you could win?
 - f. For how long does the person doing the cheating enjoy the game?
 - g. How do you feel when you win and know you played by the rules?
2. Ask students to design a poster, a board game or a card game that helps them to understand why the integrity of players in a sport matters. If the school has Internet access, direct students to the World Anti-Doping Agency Anti-Doping Card Game for an example of how the poster or the card game could be done.

Adaptation/Tips

Instead of designing a poster, etc., students could role-play a situation in which the coaches discuss “new rules of fairness” with his/her team. The teacher could also invite students to consider why doping in sport is seen as unfair and what the effects are. Another topic for discussion could be match-fixing, which is an issue that students can easily relate to their lives. Students could also be invited to reflect on the additional aspects that integrity brings to paralympic sport and why it is important in this context.

EXTENSION

Print out the World Anti-Doping Agency Anti-Doping Card Game and invite students to play it. If students have access to the Internet, they can visit the learning portal of the World Anti-Doping Agency, which provides online learning resources on integrity in sports in many languages.



National integrity system

SUBJECT(S)

- › Civic education
- › Government
- › History
- › Language and literature

TARGET LEARNERS

Upper secondary

DURATION

40 minutes

MATERIALS NEEDED

Chart paper, markers

KEYWORDS

- › Civic action
- › Gender
- › Integrity system
- › Human rights

ADAPTATION/TIPS

Invite students to identify the typical members of civil society, including non-governmental organizations.

EXTENSION

Invite a representative from a national system to talk about how he or she sees their role in upholding integrity in the society.

LEARNING OUTCOME

Understanding integrity and related concepts.

RATIONALE

In this activity, students gain an overview of the concept of public integrity and identify key roles of institutions that contribute to a national integrity system and the ways they protect and build the integrity of the whole state.

PROCEDURE

1. Invite students to list all the institutions they are aware of that contribute to integrity in society.
2. Ask them to draw a picture of a house and ask how the beams and joists hold the whole house together.
3. Ask students if it is the individuals working in these institutions or the processes and functions of the institutions that give them their strength and respect of citizens.
4. Ask them to build a model or draw a picture of a house representing a national integrity system with each pillar being one of these institutions.
5. Ask what happens if one of these pillars does not play its role.
6. Share the following table with the class (which may require some adaptation depending on the governance system in a given country) and ask students to describe what the institutions do (if they don't know provide a list of institutions and a separate list of functions, and ask them to match the function to the institution).
7. Ask students to consider what happens to the strength of the integrity system if certain groups, such as women, are excluded from participation in these institutions or from interacting with them.
8. Ask what mechanisms may cause women or other disadvantaged groups to be excluded from interaction with or membership of an institution.

Institutions	What is it in the national system?	How it helps to contribute to integrity
Legislature	Parliament/Congress/Senate	Makes laws, thus supporting the rule of law and national integrity
Executive	Ministries in their respective area	Proposes regulations, makes decisions on government spending
Judiciary	Courts	Decides if laws have been broken and sanctions those who break laws, therefore enforcing the rule of law and national integrity
Watchdog agencies	Public accounts committee Auditor General, national Ombudsman	Checks that the Government is following laws and tells the public if they are not
Public service Media	Public servants Television, radio, newspapers, social media companies	Implements the decisions/plans of the executive Tells citizens what is happening in relation to integrity in all other areas of society, therefore allowing voters to make better decisions
Civil society	All citizens regardless of age, gender, ethnicity, often organized into groups called non-governmental organizations	Checks that all other pillars of society are doing what they are supposed to do and organizes protests and awareness campaigns where necessary to promote change
Private sector	Business, makes profit for owners	Legal businesses need the rule of law so they will often encourage Government to enforce laws and will give financial support to non-governmental organizations fighting corruption and promoting development



Interacting with integrity-building organizations

SUBJECT(S)

- › Civic education
- › Government
- › History

TARGET LEARNERS

Lower and upper secondary

DURATION

60 minutes

MATERIALS NEEDED

Access to the Internet or a library

KEYWORDS

- › Civic engagement
- › Gender
- › Integrity system

ADAPTATION/TIPS

While it could be common for classes to invite speakers or make visits to public institutions, the value of these events can be enhanced if the staff from the institutions know in advance what students already know and if they have a set of questions from students to help provide information in key areas.

EXTENSION

Students could prepare a presentation as a follow-up based on what they learned from the discussion with the guest or their visit.

LEARNING OUTCOME

Understanding integrity and related concepts.

RATIONALE

In this activity, students deepen their knowledge about public integrity and the functions and purposes of institutions that contribute to a national integrity system by interacting with their representatives. This helps students become aware of how to interact with these institutions in the future.

PROCEDURE

1. The teacher, in collaboration with the students, chooses the institution or institutions they want to interact with. This could lead to a class visit or to identifying a representative from an institution that could come to the class or participate in an online meeting. These institutions could include a national anti-corruption body, a civil society organization (e.g. a non-governmental organization fighting corruption), a private sector entity (e.g. business leaders who support anti-corruption efforts), court system entities (e.g. lawyers or judges) and the media (e.g. journalists known for reporting on corruption).

Students can use the school library or the Internet to carry out research about the basic functions and processes of their chosen institution, including:

- Where is the institution located?
 - Does it have sub-offices?
 - How many staff does it have?
 - What is the primary goal of the institution?
 - When was it established?
 - What historic event led to it being established? (If applicable)
2. Once the event is confirmed, students should prepare a set of questions to be sent in advance to the representative of the institution. The teacher can share the following sample questions to guide students:
 - a. What made you want to work for this organization and what is the social purpose of this organization?
 - b. What role does integrity play in your work?
 - c. What successes has your organization had? What challenges do you or your organization face?
 - d. Which organizations do you primarily partner with?
 - e. What are the typical steps related to integrity involved in your work?
 - f. How do you involve young people in your organization?
 - g. How does your organization ensure that women, young people and other marginalised groups are actively involved with decision-making in your institution?
 3. The teacher, or one of the students, guides a discussion between the guest and the students in identifying ways to involve young people with the work of the institution. For this step, the teacher might need to have a prior separate conversation with the guest.



Gender and corruption

SUBJECT(S)

- > Government
- > History
- > Sciences

TARGET LEARNERS

Upper secondary

DURATION

40 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- > Bribery
- > Fairness
- > Gender
- > Human rights

LEARNING OUTCOME

Examine factors that have an impact on the integrity of decision-making.

RATIONALE

In this task, students learn about inequalities, identify how women are more likely to suffer from corruption and examine strategies that can be used to prevent this.

PROCEDURE

1. The teacher invites students to research, as a homework activity, the meaning of the term "gender" and how specific groups, especially women, face barriers to access public services (see below).
2. Students present their findings to the class and then have a debrief session with the teacher, building on existing evidence at the country or the international level (see box 5).
3. Divide the students into groups and give them the scenario below (or one that is closer to their everyday lives). Ask them to discuss the questions that follow and then to present their findings to the whole class.

ADAPTATION/TIPS

To guide students in their research on gender and related terms, the teacher can share the link to the UNESCO publication "Glossary: Understanding concepts around gender equality and inclusion in education" with the class.

EXTENSION

Students could be invited to identify evidence that shows potential structural imbalances in their own society and how specific groups are marginalised. Invite a visitor from a non-governmental organization that represents marginalised groups to speak to the class.

Another extension could be to use role-playing to help male and female students grasp the challenges associated with gender norms and expectations and how this can negatively affect human rights. Inspiration can be drawn from the UNODC GRACE publication, "Knowledge tools for academic and professionals. Module Series on Integrity and Ethics – Module 9: Gender Dimension of Ethics".

Alternatively, students can be invited to reflect on how corruption is affecting other disadvantaged groups, such as people with disabilities or from low socio-economic backgrounds.

SCENARIO

A girl, who was not able to complete her secondary education because she was asked to stay home to look after her brother, has a sharp pain in her stomach that is steadily getting worse. She thinks it could be from the water she drank. The village has a water stand but recently the water is not so clear. This started after the forest was logged by a foreign-owned company that paid a bribe to a local member of parliament.

There is a village clinic but it has not had a nurse working there for at least five years. The nearest doctor is at the hospital one day a week, but that is two days journey away and only when the river is not flooded. Getting there will cost her the equivalent of a week's income. Even if she gets there, she knows that the hospital may not have medicine and that if it does, that it will be expensive.

Her aunt tells her that the pains are a consequence of something she has done and cannot be solved with pharmacy pills. She advises her to take some locally made medicine but the pains continue. Six weeks later she dies. No one really knows the cause.

QUESTIONS

1. Which groups in this country are more likely to suffer from a poor-quality healthcare?
2. What are the barriers that this girl faced in accessing life-saving healthcare?
3. How might corruption and a lack of integrity have caused these barriers?
4. Why is it that people such as the poor, women, people with disabilities and the illiterate often pay a heavier price for corruption?
5. If you lived in this country, what could you do to prevent this situation from happening to others?

Note: the barriers included health, education, transport infrastructure and poverty.

BOX 5**Gender and barriers to accessing basic services**

Women often face corruption in their interactions with providers of basic public services on which they are more dependent, such as education and health.

The following data provides some (limited) evidence of how corruption disproportionately affects women's access to basic services:

In a 2001 study in Botswana, 67 per cent of women students surveyed reported being sexually harassed by male teachers and 10 per cent agreed to have sexual relations to avoid having their grades being affected.

Other studies show that where students become pregnant they are also the ones punished, by being excluded from education.

In the business sector, a 2006 World Bank survey found that while harassment from government officials happened to both men and women, 43 per cent of Ugandan women business owners suffered this kind of abuse, compared to 25 per cent of business people overall.

Sources: United Nations Development Programme and United Nations Development Fund for Women, *Corruption, Accountability and Gender: Understanding the Connections* (New York, 2010) (see chapter 1) and UNODC, *The Time is Now: Addressing the Gender Dimensions of Corruption* (Vienna 2020).



Making excuses?

SUBJECT(S)

- › Government
- › History
- › Sciences

TARGET LEARNERS

Lower and upper secondary

DURATION

45 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- › Accountability
- › Civic engagement
- › Ethical decision-making

EXTENSION

Students could set up an “integrity court”. The class is divided into groups and then each group is split further into the sub-groups “prosecution” and “defence”. A “prosecutor” and a “defendant” are chosen. The “defence” group can also choose a lawyer. Each group is given a “crime against integrity card” (i.e. getting a job by using nepotism, avoiding a speeding fine by paying a bribe or paying someone to write their essay for them). The role of the “prosecutor” is to find the “defendant” guilty of acting without integrity. The “defendant” or their lawyer can try to defend the charge using the argument of their choice. However, note that the “defendant” has already admitted the event happened, so it’s only a matter of whether they had a sufficient excuse or not. The judges are the audience. If the “defendant” is found guilty, the audience must suggest a way that they can make amends for what they have done.

LEARNING OUTCOME

Examine factors that impact the integrity of decision-making.

RATIONALE

This activity examines some of the justifications people give to avoid acting with integrity and for making a choice that lacks integrity.

PROCEDURE

1. The teacher gives an example of someone not acting with integrity (for instance, an individual who states that they care about the environment but pollutes their community with litter or other waste).
2. Ask students to suggest common reasons that people use for not doing what they say they do. If need be, the teacher could give a few examples linked to actual events and/or they could use the list of reasons in the table below. The teacher should encourage students to think about the reasons why people act in a way that is different to what they say they believe is correct, and which of these are excuses that cannot be justified.
3. Ask students to make a table (as below) of their reasons and rate how valid these really are, rating them 1 to 5 with 5 being completely unacceptable. If the students think there could be special circumstances that might make a reason acceptable, they should record this in the third column. In the fourth column, the students should provide reasons why there might be special circumstances or why the justification can be rejected.
4. The teacher holds a debriefing session with students to compare the responses, discuss them and draw lessons learned.

Reason	Rating	Explanation	But...
I am too busy and the shortcut helps			
I had no choice			
Everyone else is doing it			
It will not make any difference what I do			
I will do the wrong thing this time but never again			
It's not safe to do that			
It's our tradition			
Many people do a lot worse things than me			



But I Am OK

SUBJECT(S)

- › Art (theatre)
- › Civic education

TARGET LEARNERS

Lower secondary

DURATION

35 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- › Corruption
- › Ethical decision-making
- › Human rights
- › Responsibility

LEARNING OUTCOME

Share a sense of belonging to humanity and of responsibility for integrity.

RATIONALE

Students may see corruption and a lack of integrity as a problem that affects other people but not themselves, or at least not in the short term. This activity helps students realize that a lack of integrity can have a harmful impact on everyone, including themselves.

PROCEDURE

1. Tell students the following story. "Your cousin wants to get a driving licence. After driving an uncle's car on the empty roads near the village, your cousin feels confident, even if no proper driving classes, training and practice have been done. Your cousin pays a bribe to get the driving licence without doing the exam. The next day, you hear that there has been an accident outside your school. Your cousin went through the traffic light and badly injured your sibling who was crossing the road. Your sibling is seriously injured and you are devastated."
2. Ask students the following:
 - a. What could have stopped this all from happening?
 - b. Who was responsible?
 - c. What could you have done?
3. Invite students to reflect on which aspects of their everyday life could turn into tragedy if people do not act with integrity and allow corruption?

Example ideas for consideration:

- a. Safety of electrical wiring and electrical goods (you might be electrocuted)
 - b. Safety of buses, aircraft and ships (the brakes on a plane are not checked)
 - c. Spending of public money on health (a doctor is not qualified)
 - d. Safety of public spaces (a building collapses)
4. Students should then identify and discuss in their groups what practices they have accepted, both their own and those of others, in the past that could have had a harmful impact? Would they accept or be part of the same behaviour now? And why?
 5. Ask students report back to the whole class about the group discussions.

EXTENSION

Get students to act out other examples where everyday events can lead to tragedy if there is no integrity in decision-making.



Integrity icons

SUBJECT(S)

History, language and literature, civic education, information technology, arts

TARGET LEARNERS

Lower and upper secondary

DURATION

2 x 60 minutes

MATERIALS NEEDED

Internet access and access to computers to create products

KEYWORDS

Civic engagement, ethical decision-making, human rights

ADAPTATION/TIPS

Students can create small exhibitions in the classroom so that they can share their work with the whole class, who may ask questions or have comments.

The presentations could be written. Or some of the stories could be put into a different form. For example, students who have given a speech could then create a song, paint a picture or create a website.

EXTENSION

Ask students to identify someone they know, other than the personalities discussed earlier, who they think made a sacrifice to maintain their integrity in some public way. Students should then create a video, a slideshow or a storybook in which they illustrate their story. When finished, students should present their work to a younger audience. Examples of how this can be done can be found in the *Step Up Nigeria* book, *Halima's Vote*.

LEARNING OUTCOME

Share a sense of belonging to humanity and of responsibility for integrity.

RATIONALE

This activity gives students the opportunity to examine the lives of people who risked their freedom and security by acting with integrity.

PROCEDURE

- Provide students with a range of examples, both at the local and global level, of men and women who stood by their values and acted with integrity. Possible sources for these examples include:
 - Local media
 - Biographies of famous people in the school or community library
 - See the integrity icon website, which has links to videos for people who acted with integrity from the following: Democratic Republic of the Congo, Liberia, Mali, Mexico, Nepal, Niger, Nigeria, Pakistan, Somalia, South Africa, Sri Lanka, Ukraine, United States of America, as well as Zimbabwe. For each there are multiple stories told in the people's own languages.
 - See the Allard Prize website, which features people acting with integrity from all over the world. Texts are available in Chinese, English, French, German, Romanian, Russian and Spanish. The videos are in English only.
 - The Transparency International publication "Real Lives. True Stories." (English only).
 - U.S. Department of State, "Recognizing the 2021 Anticorruption Champions", 8 December 2021.
 - Step Up Nigeria, "Anti-Corruption Star Awards".
 - Internet search using the keywords "anti-corruption awards" and "integrity awards" and the official websites of national and international organizations
 - People in the community
 - Historical, cultural, methodological and religious figures
- Ask students to pick one personality and prepare and give a five-minute presentation that covers the following points (they should not be restricted to this list or have to follow it in this order):
 - Where does the person come from? What is their background?
 - What problem were they trying to deal with?
 - Why did they decide to do something rather than remaining silent?
 - What were their aims?
 - What obstacles/problems did they face?
 - How did they achieve their aims?
 - Why does this person inspire you?
- Ask students why it matters that we celebrate both famous people who introduced major changes in their countries and ordinary individuals who took a courageous stance against corruption, such as refusing to give or accept a bribe.¹

Note: The presentation could be a poster, a speech, a video, an interview, a slide presentation or an essay, or a combination of these. Students could work alone or in pairs.

¹ In article 15 of the United Nations Convention against Corruption, bribery is defined as "the promise, offering or giving, to a public official, directly or indirectly, of an undue advantage, for the official himself or herself or another person or entity, in order that the official act or refrain from acting in the exercise of his or her official duties".



From bystander to helper

SUBJECT(S)

TARGET LEARNERS

Lower and upper secondary

DURATION

40 minutes

MATERIALS NEEDED

No resources needed

KEYWORDS

- › Civic engagement
- › Empathy
- › Ethical decision-making, gender
- › Responsibility

ADAPTATION/TIPS

This activity is suitable if students are aware of the options for civic action (e.g. social media campaigns and street protests). For lower secondary students, the teacher might want to alter the scenarios to stress the emphasis on personal integrity.

LEARNING OUTCOME

Share a sense of belonging to humanity and of responsibility for integrity.

RATIONALE

This activity gets students to think about their choice to help or not when faced with specific ethical dilemmas and to explore the implications of these choices at the individual, community, regional and national levels.

PROCEDURE

1. The teacher gives the class a selection of scenarios from the list below, using those that fit well with the students' context (note: some are more related to personal integrity and others to public integrity).

Scenarios:

You hear that one of your classmates got a copy of the exam paper in advance

You see someone you don't know being robbed

You hear that some female members of your class are being harassed by a male teacher

You see an elderly person struggling to carry their shopping

You see a drunken relative violently assaulting their partner

You hear that the referee of a sport you play had taken a bribe from a team during the championship

You see that women candidates are not listened to by voters even though they have better ideas and policies

You see someone in a government office paying a bribe to an official

You read about a government official who has stolen millions and the journalist who exposed it being sent to prison

You read that people from another religion in your country will lose their citizenship and as a result, their rights to vote and to access to public services

2. Students then discuss in pairs:
 - a. If as citizens of their community and country they have any "responsibility" or "duty" to act
 - b. If they would remain a bystander or would they help to solve these problems (the teacher explains that helping could mean not intervening immediately but at a later stage)
 - c. If they choose to be helpers, what actions they would take and if they choose to be bystanders, what would be their reasons for doing so
3. The teacher asks the students to share their decisions in a whole-class discussion. Given that there is no pressure to act, most will probably say they would intervene. In the discussion this might be challenged: what would they do in reality and how they would intervene effectively?

EXTENSION

To make students think more deeply, consider asking extra questions, such as: What is the result of being a bystander rather than a helper, especially if we all become bystanders? How does this affect others and society? What are the barriers some face to being helpers? How can we break down these barriers?



Dealing with conflict

SUBJECT(S)

- > History
- > Language and literature
- > Physical education

TARGET LEARNERS

Lower and upper secondary

DURATION

60 minutes

MATERIALS NEEDED

No materials needed (maybe markers and paints for the extended activities)

KEYWORDS

- > Conflict resolution
- > Ethical decision-making

ADAPTATION/TIPS

Students could role-play the scenario and switch roles, if time allows.

Note: with regard to the third part, for privacy reasons, the students may not keep any written record or want to tell anyone else.

LEARNING OUTCOME

Share a sense of belonging to humanity and of responsibility for integrity.

RATIONALE

Stopping corruption and promoting integrity may lead to conflict. In this activity, students identify a process for resolving conflicts peacefully through compromise and negotiation.

PROCEDURE

1. Divide the students into groups and ask them in their groups to:
 - a. Define the term conflict and potential causes
 - b. Discuss if conflicts should always be avoided or if there are only specific kinds of conflict that should be avoided
 - c. Identify the key stages that conflicts may have, with examples
 - d. Identify why conflicts may become abusive or violent
 - e. Discuss why sometimes we do not want to admit when we are wrong
 - f. Discuss how should we deal with conflicts
2. Ask the students in their groups to role-play in front of the class one of the following scenarios. They should role-play both parties in the scenario, demonstrating the situation from both perspectives. Therefore, if one group portrays a scenario in one way, the next group need to give an alternative perspective (if the teacher has a large class, more examples of conflict would be needed). The audience could reflect on how real the responses are and if they result from cultural expectations.

Scenarios:

- a. A player from soccer team A believes that the ball went over the touch line before coming back in. A player from team B touched the ball last and believes that it only went close to the line and not over it.
 - b. Person A left the queue at the post office to go to the toilet but told people around them in the queue to hold their place until they returned. Person B at the back of the queue is angry at person A for queue jumping.
 - c. Clan A wants a foreign company to log its tribe's land but it does not control access to the coastal strip that will allow the logs to be exported. Clan B of the same tribe, which controls the coastal strip, is against logging and will not allow access.
3. Ask students to identify a conflict that they have been recently involved in and to identify the viewpoints of those involved and the steps they could have taken that might have led to a better outcome or avoided any damage.

Alternatively, they could read the preamble of the United Nations Convention against Corruption and do the same. The preamble begins: "The States Parties to this Convention concerned about the seriousness of problems and threats posed by corruption to the stability and security of societies, undermining the institutions and values of democracy, ethical values and justice and jeopardizing sustainable development and the rule of law...".

EXTENSION

Students could look at current local, national or international conflicts and describe the viewpoints, the steps taken and how they think the conflict could be resolved. Students could also look up quotes on peace and conflict and create artwork that explains their meanings. For example, this quote from Gandhi: "An eye for an eye makes the whole world blind" and this from Dorothy Thompson: "Peace is not the absence of conflict but the presence of creative alternatives for responding to conflict - alternatives to passive or aggressive responses, alternatives to violence." and create artwork that explains their meanings.



We have a word for that!

SUBJECT(S)

- › Art (theatre)
- › Language and literature

TARGET LEARNERS

Lower and upper secondary

DURATION

30 minutes

MATERIALS NEEDED

KEYWORDS

- › Accountability
- › Bribery
- › Conflict of interest
- › Corruption

ADAPTATION/TIPS

Students could also look at phrases and terms used in other cultures.

For students that have speech and reading difficulties, the activity could be adapted so that they act out the scenarios of corruption and integrity practices in different cultures.

LEARNING OUTCOME

Appreciate integrity as a core value.

RATIONALE

Unethical practices can become integrated into social norms. In some countries, there are specific terms used to refer to these practices. This activity is aimed at encouraging students to take a fresh look at these practices and how these terms are used, and to be culturally aware.

PROCEDURE

1. The teacher gives students a few examples of phrases and proverbs that may be used in a society to describe a corrupt practice, such as:
 - a. "Giving a gift to help you decide" (giving a bribe to get a decision)
 - b. "Helping our relatives find a job or win a contract" (favouring friends and relatives)
 - c. "Under the table payment" (hidden payment)
 - d. "Grease payment" (offering a bribe so essential steps are bypassed)
 - e. "Requesting a donation" (demanding a bribe)
2. The teacher then asks students if they know of any phrases or words representing unethical practices in their own society and language.
3. The students then discuss all or some of the following:
 - a. How do the practices that these terms describe have a negative impact on us?
 - b. Why do we have a specific term/phrase for the practice? Are there any historical or cultural stories?
 - c. When we have terms like this, does it change the way we react to the practice? For example, does it make us treat the practices seriously? Does it make us think the practices are part of our culture?
 - d. If it is a cultural practice, does that make it acceptable or inevitable? Should we say yes to all cultural norms and practices?
 - e. As cultures are always changing, what can we do to stop these unethical practices?

EXTENSION

Invite students to ask people in their community about such phrases and if students think they have cultural legitimacy.

The following additional exercise could be carried out to develop students' resilience:

The students are divided into three groups. Two groups have to line up at opposing ends of the classroom, facing each other. Every student has a counterpart. The third group is the audience and observes the exercise.

Group A uses a chosen or given phrase/proverb. The whole group steps one step forward, then says the proverb acting as a choir. Now group B is stepping one step forward, stopping and then answering: 'I say no!'

Group A steps another step forward, repeating the proverb, Group B does the same, answering: 'I say no!' Now a third and last step with the same line of text.

The students are facing each other with just a small distance between them. The volume may be increased each time the sentence is said.

The students discuss their feelings and impressions from different perspectives (proverb, protest, audience). How does it feel to say 'No!?' Is it easy or difficult?

The exercise may be repeated three times with the students changing positions so that every student has been in every position and can compare the different views.



What would you do?

SUBJECT(S)

- > Arts (theatre)
- > Civic education
- > Language and literature

TARGET LEARNERS

Lower and upper secondary

DURATION

60 minutes

MATERIALS NEEDED

No resources needed

KEYWORDS

- > Conflict of interest
- > Corruption
- > Ethical decision-making
- > Gender

EXTENSION

Ask students to make up their own scenarios and then repeat the activity. These scenarios could also be dramatized and then used to teach other classes about integrity.

LEARNING OUTCOME

Appreciate integrity as a core value.

RATIONALE

In this activity, students have to make choices in the kind of difficult situations that they could face as young people.

PROCEDURE

Ask students to choose one of the scenarios below and discuss in groups what they would do. The teacher may want to make up other scenarios that are more culturally appropriate and relevant.

1. 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 case. You take it back to the shop where you bought it. Would you admit that you dropped it?
2. There is a severe flood and people from many villages in the region lose everything. After the flood, food, money and materials are given freely to all families from your village by an international organization. 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 would you do when the aid worker offers money, materials and food to your family?
3. It is the end of the year and there is an exam at school. If you pass this exam, you will have a chance to study abroad. Another student offers to give you a copy of the exam two days before the exam starts. What would you do?
4. You have finished school and you want a job. You go to an office for an interview. You are told a week later that you got the job. After the second day someone in the office approaches you. You recognize that this person was the person who interviewed you. The person says: "You realize that it was me that got you this job and the custom here is that you give me your first month's salary." What would you do?
5. You want to purchase a new laptop. You go to the shop, but they are quite expensive so you decide to keep your old one. A few days later someone offers you a brand-new laptop for only 10 per cent of the price. You understand that it must be stolen. What would you do?
6. You are standing in a queue at a government office waiting to get a licence. You have been here before and you know the cost of this licence and that it should be given immediately. A woman is in front of you. She is clearly not from the capital and does not have a clear understanding of government language. She is trying to get the same licence. You hear the government official give a price that is significantly more. What would you do?

ADAPTATION/TIPS

An interesting but more time-demanding activity is to split students in groups and distribute different situation cards among the members of each group. Each student writes on a piece of paper what they would do and then places the paper face down. A student then chooses a situation card, reads it to the group and instructs the student to whom it belongs to either tells the truth or a lie about what they would do in that situation.

The rest of the group then has to decide through questioning if this student is telling the truth or not. After five minutes, the student turns over the card and the other students can see if they were telling the truth or lying. The activity can then be repeated with different situations and different students.

Encourage the students to feel free to tell the truth or to reveal the lie, as it is only a game, and the aim is to see if the students know each other's characters. The teacher must be careful that after students reveal that they are telling the truth, what they say is accepted. Discourage any further discussion as students might start referring to personal examples in a student's past that might cause discomfort.



Celebrate integrity

SUBJECT(S)

- › Arts
- › History
- › Language and literature

TARGET LEARNERS

Lower and upper secondary

DURATION

90 minutes

MATERIALS NEEDED

Depends on what media is created

KEYWORDS

- › Civic engagement
- › Corruption

LEARNING OUTCOME

Appreciate integrity as a core value.

RATIONALE

In this activity, students plan a day programme and create media for a national integrity day.

PROCEDURE

1. Ask students to examine their cultural and religious celebrations to see which ones celebrate or emphasize integrity. For example, any day that celebrates the life of someone who dedicated their life to what they valued or a day that celebrates the winning of freedom or rights, such as Martin Luther King Jr. Day in the United States.
2. Students then create a national holiday to celebrate integrity and plan a one-day celebration programme. They would need to think about the following:
 - a. The existing integrity-building events in the country's history that could be incorporated (i.e. the constitution day)
 - b. The activities that could be done on this day, such as a video competition
 - c. Get the students to create media materials (posters/banners, a song, etc.)

ADAPTATION/TIPS

Students could link their proposed national integrity day with the United Nations International Anti-Corruption Day, which is celebrated on 9 December.

EXTENSION

Students could look at national celebration days around the world, such as constitution days, and examine what elements of the celebrations are related to integrity.



Temptations

SUBJECT(S)

- > Arts
- > Language and literature

TARGET LEARNERS

Lower secondary

DURATION

40 minutes but could be longer depending on the chosen medium

MATERIALS NEEDED

40 minutes but could be longer depending on the chosen medium

KEYWORDS

- > Accountability
- > Ethical decision-making,
- > Fairness
- > Responsibility

LEARNING OUTCOME

Apply critical thinking for ethical decision-making.

RATIONALE

This activity is designed to focus on a time when students acted with integrity instead of succumbing to temptation and acting without integrity.

PROCEDURE

1. Students describe to a friend a time in their past when they were tempted to act against their values, lie and cover something up, so it benefited themselves and not the person they lied to. Discuss how it felt to lie and cover something up. What made them realize that such behaviour would be incompatible with their values? What did they do to make up for their behaviour?

They should describe:

- The temptation
 - The weighing up of options
 - What caused them to do the right thing
 - How they felt about it afterwards
 - Why acting without integrity is wrong even if you don't get caught
2. Students then create a piece of artwork (poster, illustration, statue, etc.) depending on the art medium that the teacher is currently teaching. The artwork should depict the students as people of integrity and the transition or realization that made them act with integrity.

ADAPTATION/TIPS

Students may initially find it difficult to identify a time when this happened, in which case the teacher may want to announce the activity in advance and give students a day or so to try to think about a situation.

EXTENSION

Students could present their artwork and talk about what inspired them and the symbolism the artwork contains.



Do my actions reflect my values?

SUBJECT(S)

- > Language and literature
- > Religious studies

TARGET LEARNERS

Lower and upper secondary

DURATION

45 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- > Ethical decision-making
- > Conflict resolution
- > Gender

LEARNING OUTCOME

Apply critical thinking for ethical decision-making.

RATIONALE

In this activity, students examine if their everyday actions reflect their own values and if they are acting with integrity.

PROCEDURE

1. Students write down how they are acting today and how they want to act in the future, based on their individual values, which can be inspired by their family, their religion, their culture or society at large. Students are also encouraged to extend the exercise into an essay, a poem, etc. They may start by selecting from the list below, but they could add more.
2. Students explain for each statement of belief the actions that they should consequently take. Then they rate themselves on how good they are at consistently taking these actions on a scale of 1 to 5, with a 5 meaning that they are very poor at doing what they say they will do (the table below is an example). After they have completed this, they ask a peer to rate them.

Statement: I believe in...	Things I am already doing	Actions I should take	Self	Peer
a. Treating others with respect		No bullying, giving others the chance to be heard		
b. Protecting the environment		Walk or cycle, use second-hand clothing, buy recyclable products, dispose of garbage responsibly, save energy		
c. Equality for women		Vote for women candidates, stop harassment of women and girls, treat girls the same as boys		
d. Fairness in sport		Play by the rules, have a sense of fair play, congratulate opponents		
e. Not cheating in school		Not copying the work of others, not getting others to do my work		
f. Solidarity and sharing with others		Share the benefits of my abilities, knowledge and skills with others		

3. After completing the exercise, students compare the two ratings. Then the teacher asks the students why they think that what we say we believe in is not always what we end up doing.
4. Students could then have a discussion to identify strategies to help them better align their actions with their values, if it is not the case.

EXTENSION

An additional section – “Evidence that I do this” – can be added for each statement. This would be a fact-based approach to show that they take these actions.

If time allows, students could prepare a poster to show the commitments they have made.



What's the truth?

SUBJECT(S)

- › Language and literature
- › Information technology

TARGET LEARNERS

Upper secondary

DURATION

90 minutes

MATERIALS NEEDED

Internet access, newspaper articles

KEYWORDS

- › Ethical decision-making
- › Media

ADAPTATION/TIPS

If students don't have Internet access, this activity could be done by comparing news stories from newspapers or radio stations, or comparing the way different media report the same news item. If students don't understand how news reporting varies, invite them to think about how reporting of the lives of renowned figures varies.

For students who have speech or reading difficulties, the activity could focus on analysing photos and videos used in the news. For students who have visual impairments, the activity could focus on analysing radio news.

LEARNING OUTCOME

Apply critical thinking to ethical decision-making.

RATIONALE

Information bias is a common issue. For example, some journalists self-censor or lack objectivity in their media reports. Information integrity has become increasingly at risk in recent years, with the rise of disinformation in society, including in journalism. In this activity, students learn to take a critical look at media news and recognize bias by accessing different media outlets and comparing news reports.

PROCEDURE

1. Divide students in groups and ask them to pick a current national or international news story that relates to integrity and then look at the coverage of this story on media outlets (such as websites, newspapers and television or radio programmes) that reflect a range of political views. Ask them to identify the key issue that each media outlet reports on.
2. Ask the students to create a table and populate it with the range of opinions that are expressed in the news stories, the narrative styles used in the coverage (facts versus opinions), the emotions they try to provoke and the motivation of the authors for their reporting styles.
3. Students should distinguish between what is evidence-based news and what is opinion in the news stories.
4. Invite the students to discuss different narrative styles and the motivations and interests of those who prepare news stories.
5. Ask the students to identify some misleading sections of the reports and reflect in groups on what they believe is an honest or balanced position.

EXTENSION

The teacher could invite a journalist or an editor to provide insights into how a newspaper is run and what techniques are used by journalists to make news interesting. They could also offer information on how to be unbiased while writing and preparing the news.

Invite students to highlight language in news stories that evokes emotions and to discuss the following issues using the online resources indicated:

- **Cyber harassment:** Ethics Unwrapped web article, "Cyber Harassment"
- **Freedom of speech:** Ethics Unwrapped web article, "Freedom of Speech on Campus"
- **Conspiracy theories:** UNESCO publication, "Addressing conspiracy theories: What teachers need to know" (Paris, 2022)
- **Hate speech:** UNESCO web article, "Countering hate speech: It starts with words"

Another extension activity could be to invite students to discuss ethical storytelling: defining what it is, comparing objective reports and identifying criteria to differentiate ethical storytelling from unethical storytelling.



Spending reasonably

SUBJECT(S)

- › Civic education
- › Economics
- › Government

TARGET LEARNERS

Upper secondary

DURATION

60 minutes

MATERIALS NEEDED

No resources needed

KEYWORDS

- › Accountability
- › Conflict of interest
- › Transparency

LEARNING OUTCOME

Applying critical thinking to ethical decision-making.

RATIONALE

In this activity, students identify an integrity-based process for using public funds.

PROCEDURE

1. The teacher divides the class into groups and gives each group a purchasing scenario that they would be familiar with, such as the purchase of sports team equipment using member-raised funds. Alternatively, students can create scenarios themselves.
2. The groups then identify a procedure for managing public funds that will be trusted by the stakeholders in their scenario. Things to be considered include:
 - a. Identifying the need:
 - How much is reasonable or how much are we allowed to spend?
 - Who should be consulted about this?
 - Which criteria could be considered reasonable?
 - b. Spending the money
 - How do we know we got the best price?
 - How do we know we got the quality we wanted?
 - c. Reporting and monitoring
 - Did we hear from all the relevant stakeholders who are affected by the outcomes of these decisions, including disadvantaged groups?
 - By what means can stakeholders help us monitor the results of our spending?

The teacher then invites the groups to act out each of the three stages identified above for their scenario. The rest of the class identifies how the process could be improved and can ask questions at the end of each presentation.

ADAPTATION/TIPS

Students may initially find it difficult to identify a time when this happened, in which case the teacher may want to announce the activity in advance and give students a day or so to try to think about a situation.

EXTENSION

The steps above could be repeated but for a much more costly item, such as the construction of a public school. The school administrator could be invited to talk to the class about procurement processes before students do the activity.



Assertive, passive or aggressive

SUBJECT(S)

- › Language and literature
- › Arts (theatre)

TARGET LEARNERS

Lower and upper secondary

DURATION

90 minutes

MATERIALS NEEDED

Copies of the scenario

KEYWORDS

- › Conflict resolution
- › Gender

ADAPTATION/TIPS

The teacher could video-record the role-plays and get students to look at body language (seek consent before recording).

EXTENSION

If you later see a student communicating in either an aggressive or a passive manner, ask them to reframe what they are doing using an assertive communication style.

LEARNING OUTCOME

Apply critical thinking to ethical decision-making.

RATIONALE

In this activity, students identify the communication styles used and the advantages of assertive communication when dealing with lack of respect and ethical issues caused by others.

Communication styles are the ways we choose to communicate with others. They typically include (you might want to define and explain in the end, after the scenarios):

The passive style, where the respondent either does not respond or does not make their views or feelings known with any strength. They may want to avoid conflict and may not value their own point of view.

The aggressive style, where the respondent seeks to dominate and criticize the contributions of others. In this case, it is all about winning.

The assertive style, where the respondent ensures that their views are known, but does not seek to dominate or control and always respects the rights of others to hold dissenting views.

PROCEDURE

1. Ask a group of six students to volunteer for a role-play.
2. Give paper and drawing implements to the remaining participants and ask them to choose whether to draw either a passive, aggressive or assertive communication (note: this is mostly a time filler while the six volunteers are preparing).
3. Leave the room with the six volunteers.
4. Ask the volunteers to divide into three pairs and tell them that each pair will play a scene between two friends: an adolescent boy and an adolescent girl. Give the following or a relevant scenario: Rosa is hoping to go to the most prestigious university in the country. To do this, she needs to get top marks in the school's science exams and win a scholarship given by a local business. Without the scholarship she knows that her family will not be able to afford the tuition fees. She has studied hard and knows she has excellent grades so far. She overhears her friends saying that Jack has a copy of the exam questions after bribing a staff member and is offering copies for a fee. Rosa does not want to participate in any fraudulent activity.
5. Each pair should act out the conversation between Rosa and Jack (each pair around five minutes) based on the following scenarios:

First pair: Rosa will express her view in a passive style to Jack about what he has done and what she wants him to do. Give some points on what passive communication is. For example, having a low voice, avoiding eye contact, phrasing her wishes as a question and not defending them.

Second pair: Rosa will aggressively express her view to Jack about what he has done and what she wants him to do. Comment that aggressive communication often means speaking in a loud voice and appearing inflexible or unwilling to listen to other people's opinions.

Third pair: Rosa will assertively express her view to Jack about what he has done and what she wants him to do. Point out that assertive communication means speaking in a clear but normal voice, giving your reasons for why your option is the best one, but also being willing to listen to other people's opinions.

In each pair, Jack can respond any way he wants, but it should make sense in light of the tone that Rosa is taking.
6. Give the volunteers time to practice their scenarios outside the room, while you go back inside. Call the volunteers back to the group to act out their scenes.
7. After watching the three scenes, ask the whole class what was observed in each scene. Discuss the following:
 - a. What are the consequences of a passive communication style and what are those of an aggressive communication style?
 - b. What motivates people to use a passive or an aggressive communication style?
 - c. Do a community's expectations of how girls and boys should communicate have anything to do with the style they choose? If so, how?
 - d. What are the benefits of an assertive communication style compared to an aggressive or a passive one?



What are your values?

SUBJECT(S)

- › Civic education
- › Economics
- › Information technology
- › Mathematics

TARGET LEARNERS

Upper secondary

DURATION

60 minutes plus time for data collection and analysis

MATERIALS NEEDED

While this activity could be done manually on paper, if done as suggested, students would need access to the Internet.

KEYWORDS

- › Empathy
- › Ethical decision-making
- › Human rights
- › Responsibility

LEARNING OUTCOME

Learners act with integrity as a result of ethically responsible behaviour.

RATIONALE

In this activity, students clarify what their values are and then make decisions about what they would do in a range of ethical dilemmas.

PROCEDURE

1. Hold a short discussion on whether students believe that responsibility, honesty, fairness, accountability, transparency and integrity are important to them, and why.
2. Either distribute copies of the table below or read out the statements and then ask students to indicate how often they behave in the ways described. This helps to understand if their actions match what they previously said about these values.

Value > Statements	All the time	Some of the time	Never
Responsibility 1. I stand up for what is right even if unpopular 2. I don't give up when others are negative 3. Fear of failure does not prevent me from trying things 4. I find the courage to speak even though others might not agree or don't think I have the 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 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 decisions and actions 7. I treat others with respect even if they behave aggressively			
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 where 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 act according to my values 2. I live up to the highest standards of ethical behaviour 3. I do the right thing even when no one is looking 4. I don't give in to temptation			

3. Encourage students to conduct an opinion poll of a representative sample within their school or community on values and integrity. To help students develop the questions, the teacher could facilitate a discussion to find out which integrity considerations the students in the class consider important.

Example questions could include:

	1. Very Important	2. Important	3. Not that important	4. Not important at all
a. I love my planet	①	②	③	④
b. I always think about and care for my family and friends	①	②	③	④
c. I respect my traditions and culture	①	②	③	④
d. Honesty and truthfulness matter greatly to me	①	②	③	④
e. I show respect for basic human rights for all	①	②	③	④
f. I show respect for rules and laws of our country	①	②	③	④
g. The honour of our clan and family is above all else	①	②	③	④
h. I believe that rejection of violence is a way of solving problems	①	②	③	④
i. I am tolerant of other cultures	①	②	③	④
j. I value being wealthy and being admired by others above all other considerations	①	②	③	④
k. I show generosity and kindness towards all others	①	②	③	④
l. I demonstrate bravery and strength when faced with problems	①	②	③	④

4. Get students to analyze the answers and report on their findings.

ADAPTATION/TIPS

The opinion poll could be developed for the school or the community depending on the age and maturity of students.

The survey questions are closed so data analysis can be carried out more easily. Data collection could be done using a tool such as SurveyMonkey. If they use such a tool, students may want to increase the sample size by using social media contacts. Where there are larger samples to analyse, if statistics is being taught, students could also use an online tool such as jamovi.



My promise

SUBJECT(S)

- › Arts
- › Civic education
- › Government

TARGET LEARNERS

Lower secondary

DURATION

90 minutes

MATERIALS NEEDED

Depends on the media type chosen

KEYWORDS

- › Ethical decision-making
- › Integrity system

LEARNING OUTCOME

Acting with integrity through ethically responsible behaviour.

RATIONALE

In this activity, students discuss a code of ethics for school students that applies in and outside of the classroom.

PROCEDURE

1. The teacher divides the class into groups and asks the groups to discuss and draft a code of ethics to be applied to school lives, both in and outside of the classroom. In doing so they should consider the following:
 - a. What are the advantages of having a code of ethics in the school?
 - b. What ethical issues have arisen in the past?
 - c. What should be discouraged?
 - d. What should be encouraged?
 - e. How will they monitor for compliance?
2. Once the drafting is complete, ask the students to share their code of ethics with the class.
3. Invite the students to discuss and agree on a code of ethics that applies to the class as a whole. The code could be shared by creating a poster, a social media post or other artwork.

ADAPTATION/TIPS

If students are unclear about what a code of ethics is, the teacher could share the code of ethics for teachers if one is available. Alternatively, the teacher can give examples of other codes of ethics from community or public life.

EXTENSION

The code of ethics will be tested by the class over a specific time. After this test phase the students can discuss their experiences and adjust the code of ethics. This final code of ethics could be introduced to the school principal. The code of ethics created by the students could be used to create one that the class or the whole school agrees to abide by.

Students can be invited to consider whether codes of ethics should vary for different professions, such as for politicians, lawyers, police officers, doctors, nurses, public servants, construction workers and sports players. If yes, why? What special provisions may apply? Students could search on the Internet for codes of ethics for different professions to see how particular integrity risks are managed.



Working together

SUBJECT(S)

- > Physical education
- > Civic education

TARGET LEARNERS

Lower and upper secondary

DURATION

40 minutes for each game

MATERIALS NEEDED

For Satellite: balloons. For Piranha River: planks, sticks, cones

KEYWORDS

- > Civic engagement
- > Cooperation
- > Conflict resolution
- > Responsibility

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Because of power imbalances, encouraging stakeholders to cooperate is critical when trying to stop corruption. In this activity, students are given two activities (Satellite and Piranha River) that can only be completed through cooperation. Students learn the critical importance of working together when dealing with integrity issues.

PROCEDURE

Satellite: Students are divided into groups and the groups stand in circles and hold each other's hands at all times. The teacher then throws a balloon into each circle. The group must stop the balloon from falling to the ground.

If a group breaks the handhold or the balloon falls to the ground they are eliminated. If more than one group is able to keep the balloon from falling, the teacher can introduce another balloon per group. Keep adding balloons until only one group is left.

Piranha river: The teacher lays down two ropes in parallel to each other about four metres apart and explains to the students that the ropes mark the two banks of a river filled with hungry piranha fish. The teacher then lies down a number of "planks" across the ropes (they can be made of cardboard, paper, etc.)

The teacher explains that the objective of the game is to cross the river. The students are standing on one side of the river in groups. Only half the group should be able to stand on the planks at one time. To succeed in crossing the river, the students need to relay backwards and forwards. The teacher could use other equipment, such as sacks or cardboard boxes. The teacher explains that speaking is not allowed.

As long as the students don't touch the floor, the fish cannot get them. The aim is to get all the group members across without anyone falling into the river.

After both of these activities the teacher should guide a debriefing session with the students to discuss how cooperation empowers people to effectively fight corruption. Cooperation is necessary to stop corruption because of the power normally held by the corrupt. The students could then discuss which processes they used and why listening was important.

ADAPTATION/TIPS

For students that have special mobility needs, please make sure to have enough space for them to move around safely.

EXTENSION

Students could research social movements and their role in different countries in promoting integrity and fighting corruption through collective action.



To whom it concerns

SUBJECT(S)

- › Language and literature
- › Civic education

TARGET LEARNERS

Upper secondary

DURATION

60 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- › Civic engagement
- › Media

EXTENSION

The teacher could have the class vote on the best letter and if appropriate and safe, send the letter.

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Sometimes corruption thrives because nobody objects or the action of objection is not effective or powerful enough. Putting concerns into writing and sending them to decision makers can be a useful tool to initiate change. If there is no adequate response from decision makers, the concerns could also be raised more widely in society, where the context allows this to be done safely. In this activity, students write a letter about an integrity issue that requires action. They then discuss how the written request can be used in an effective way (for example, by sending it to a newspaper to familiarize the public with the issue or to a credible non-governmental organization for follow-up).

PROCEDURE

1. Divide students into groups and ask the groups to list public integrity issues relevant to their society (inspiration can be found in the activity on interacting with integrity-building organizations). Then ask the groups to pick one issue that particularly concerns them and discuss the following:
 - a. Why is it an integrity issue? Why is it an important issue?
 - b. What stakeholders are involved?
 - c. What could be a solution?
 - d. To whom could you address your concerns?
 - e. How should the concerns be communicated?
 - f. What arguments can we use? (Write a list)
2. Ask each group to write two letters. One is addressed to a decision maker to ask for a change and the other is addressed to the general public to inform them about the issue and to lobby for support. Strategize about how to best use the two letters.

This first letter should consider:

- a. Who are you writing to?
- b. What happened (including any responses up until the letter was sent to the decision maker)?
- c. Why did the decision lack integrity?
- d. Who was affected by the decision (short- and longer-term impacts with verifiable evidence)?
- e. What would be an acceptable solution?

The second letter, the students should include all of the above plus any response to the first letter.

ADAPTATION/TIPS

The teacher may want to introduce a step where students produce an outline of the letter, then do a draft letter and then a final version. The teacher should encourage students to back up their request with facts to reinforce their credibility in the eyes of the decision maker.

The teacher could adapt the activity for lower secondary students by inviting them to write a letter to a company asking them to explain worker conditions, if they benefit from child labour and what they do to protect the environment.



Climate change and integrity

SUBJECT(S)

- > Geography
- > Civic education

TARGET LEARNERS

Lower and upper secondary

DURATION

90 minutes

MATERIALS NEEDED

No materials needed

KEYWORDS

- > Climate change

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Climate change poses integrity challenges for all societies. This task examines how we must live our lives in the future if we are to act with integrity.

Divide the students into groups and ask them to discuss how their lives might be affected if nothing is done to limit climate change. Get the groups to share their ideas with the whole class. If students lack ideas, you could give these words as prompts: food security, extreme weather, water, migration and war.

If students live in a wealthy society, ask students how people much poorer than them might be affected.

Ask the groups to consider the following:

What are the dilemmas that we face? (Travelling by car rather than public transport, accepting sponsorship from companies that overly contribute to climate change, etc.)

What actions can we take in the way we live our lives to reduce our carbon footprint?

What actions can we take collectively to encourage others and our leaders to tackle climate change?

Invite students to prepare an advocacy campaign (e.g. a poster for the school, a blog or an online campaign) to encourage others to take action to tackle climate change.



My Ted Talk

SUBJECT(S)

- › Information technology
- › Language and literature

TARGET LEARNERS

Lower and upper secondary

DURATION

90 minutes

MATERIALS NEEDED

Internet access in the classroom

KEYWORDS

- › Civic engagement
- › Media

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

In this activity, students practice public speaking so that they can communicate effectively on the issue of integrity and speak with confidence in order to raise awareness and inspire others to take collective action.

PROCEDURE

1. Ask students to suggest topics relating to integrity that they think would make great speeches. For example, see: the YouTube video, "Ansa's Speech: An Anti-Corruption Book for Children", 11 July 2020.
2. Get students to suggest what they think is the best way to prepare and give a speech and what features it could contain.
3. Get students to write a speech based on their preferred topic, then give their speech in front of the rest of class and get feedback. The speech should be a minimum of two minutes for lower secondary students and four minutes for upper secondary students.

Note: the activity could be held as a class or school competition to increase audience participation and outreach.

ADAPTATION/TIPS

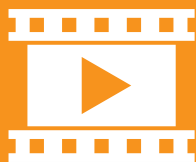
To increase motivation the teacher could show students a few sample public speeches, such as Ted Talks. The video referenced above may help inspire students when choosing an integrity issue for their speech.

If needed, work with those who lack confidence and demonstrate voice projection techniques. If the class is small, then each student could give a speech, otherwise students could work in pairs or groups and select one member to give their speech.

EXTENSION

Students can be invited to assess the quality of other students' speeches, especially with regard to their voice and body language.

Students could record their speeches and put them on social media and encourage other students and young people in their country to share their perspective and opinions on the issue.



Images!

SUBJECT(S)

- > Art
- > Civic education
- > Information technology

TARGET LEARNERS

Upper secondary

DURATION

80 minutes

MATERIALS NEEDED

Cameras or smartphones,
Internet access and computers

KEYWORDS

- > Civic engagement
- > Media

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Corruption is sometimes considered a victimless crime. Images and videos are powerful tools to illustrate how a lack of integrity and corruption have a negative impact on the economic and social development of societies. In this activity, students are encouraged to select images depicting this negative impact. Such audiovisual resources are effective for storytelling and raising awareness of the consequences of corruption in their society, community and/or school. During the process, teachers can also highlight the ethical issues to keep in mind when taking and sharing images and videos.

PROCEDURE

1. Show students images depicting the impact of corruption from this Transparency International photo competition: see the Transparency International "Capture Corruption – Global photo competition" on Flickr.

The teacher could also show students the following Transparency International blog post: "Youth Photo Winner: Corruption, Toxic Waste and the Power of Photography", 21 November 2013.
2. Divide students into groups and in groups ask the students to pick one or two of the images and discuss:
 - a. What integrity issues do the photos point to?
 - b. What makes these images powerful?
 - c. What ethical issues do we need to consider when taking photos and sharing them or posting them online?
3. Ask students to take photos over the next few days using a camera or a smartphone that demonstrate the consequences of a lack of integrity in the community in which they live.
4. Organize an exhibition at school at a later date to display the students' photos and invite each student to explain why their picture matters and what techniques they used to convey the intended message.
5. Ask students in groups to discuss how they can use these photos effectively to fight corruption.

ADAPTATION/TIPS

If there is no Internet access, the teacher could skip the first step and instead just ask the question in step two after the students have taken photos or find other sources of photos, such as in newspapers. Teachers could use different mediums such as painting to create images in step two. If there are no printers or projectors, students could use their phones.

EXTENSION

Students could read about what motivated past winners of competitions. For example, see the Transparency International web article, "Capture Corruption: 18-30 Age Group Winners", 17 August 2015.

Students could also consider entering photos in competitions. For example, the Allard Prize Photography Competition.



The power of social media

SUBJECT(S)

- › Language and literature
- › Information technology
- › Ethics

TARGET LEARNERS

Upper secondary

DURATION

60 minutes, plus time for presentation

MATERIALS NEEDED

No resources needed for the planning stage but Internet access and smartphones needed for the final steps

KEYWORDS

- › Civic engagement
- › Media

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity

RATIONALE

While social media may sometimes not be the most reliable source of unbiased truth, it is a powerful tool to get messaging out and mobilize others. In this activity, students design a social media campaign that is aimed at fighting corruption.

PROCEDURE

1. Ask students to look up influencers who use social media to promote integrity using their platform. Consider the following:
 - a. What examples can you think of where social influencers promote integrity?
 - b. What values do they promote?
 - c. Who do they address?
 - d. What influence might they have on their followers?
 - e. How would they avoid being seen as “moralizing”?
2. Get students to pick a cause they feel strongly about. Ask them if they look at social media posts about that cause and what they think might be the motivations for people who have completely differing views.
3. Then invite students to design a campaign for an influencer. They should consider the following:
 - a. What is your issue?
 - b. What will be your key messages?
 - c. What form will your messaging take (video, text, audio, interview, etc.)
 - d. How will you convince your audience?

ADAPTATION/TIPS

To further clarify the task, the teacher could initially give examples of celebrities or influencers who use social media to promote integrity. Examples can be found in this B The Change web article: “10 Celebrities Making an Impact as Socially Responsible Company Founders”, 1 August 2016. If students have no Internet access or smartphones, the medium could be changed to radio and the output could be a script.

For step two, if students have Internet access, get them to research disinformation on social media that counters their beliefs. Useful sources are:

Sierra Filucci, “How to Spot Fake News (and Teach Kids to Be Media-Savvy)”, common sense media, 5 March 2021.

Jamie Waters, “Meet the man who won’t let the haters win”, The Observer, 8 May 2022.

EXTENSION

Students, where this is age appropriate, could interact with local celebrities to take a stand on integrity issues if they are not already doing so. Alternatively, students could read the article about misleading posts and try to spot some on social media. Students could also be invited to make comments on the posts in a way that they believe counters disinformation.



News hour

SUBJECT(S)

- > Language and literature
- > Information technology
- > Media
- > Journalism

TARGET LEARNERS

Upper secondary

DURATION

Several lessons

MATERIALS NEEDED

No resources needed

KEYWORDS

- > Civic engagement
- > Media

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Often the truth is obscured as a result of deliberate efforts to cover up corrupt actions. Anyone investigating or reporting on corrupt acts will be held to very high standards of accuracy and fairness. In this activity, students discover some of the skills of investigative reporting and then apply them when preparing a television or radio news story.

PROCEDURE

1. Ask students in groups to imagine that they are investigative reporters trying to find out how government funds were spent on a specific project in their country. Ask them to discuss:
 - What are the ethical issues that an investigator faces?
 - What does it mean to protect your source?
 - Why are you held to higher standards than those you are investigating?
 - Why does verifiable evidence matter?
 - What is hearsay?
2. Ask the groups to do an Internet search in their own language for guidance on investigative reporting and prepare a short summary of what they found.
3. Ask the groups to prepare a plan that sets out what questions they will ask and who they will ask.
4. Ask the groups to prepare an audio or video report with information using a variety of sources, including telephone interviews, for the integrity issue they have identified. Note: for safety reasons this would all be imaginary and would not cite or identify any real person.
5. The groups would then share their reports with the class. The listeners would take the role of editor, checking that the information was gained legally and that the information can be verified. Students would be expected to create imaginary sources considering that this is a simulation.

EXTENSION

The teacher could invite an investigative reporter to speak to the class. The teacher could also get students to research famous investigative reporters.



A plan to change my world

SUBJECT(S)

- › Civic education

TARGET LEARNERS

Lower and upper secondary

DURATION

60 minutes plus time for presentation

MATERIALS NEEDED

No resources needed

KEYWORDS

- › Civic engagement
- › Integrity system

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

To be effective in dealing with corruption, anti-corruption champions need to work with different stakeholders and use a variety of approaches in developing and implementing plans against corruption. In this activity, students have to design a campaign that includes interacting with institutions that promote integrity.

PROCEDURE

1. Invite students to identify a public integrity issue that they feel passionately about. Ask them to imagine they are members of a small integrity-focused non-governmental organization (the teacher might need to give an example first).
2. Divide the students into groups based on the integrity issues they have identified and ask them to brainstorm ideas about what actions they can plan for, that with support, could have an impact. In doing this they should consider:
 - a. Which institutions they should engage with
 - b. What that engagement looks like (writing letters, , meetings, etc.)
 - c. When and in what order the actions will occur
 - d. What resources they will need
 - e. How will they gain the support of other citizens, especially the poor and women
3. Get each group to make a written action plan setting out the steps to be taken.
4. Ask each group to present their plans and seek feedback from the other groups.

ADAPTATION/TIPS

The teacher could provide a template of a plan containing the headings: What, Why (Goals), How (Resources) and When. This could be especially useful for lower-secondary school students.

EXTENSION

Students could revise the list of actions that could be carried out with the resources they currently have and then implement the plan and determine ways to assess if their plan was successful.

BOX 6

Stories of women who stood up and blew the whistle on corruption

The following are inspirational stories of women who stood up against corruption, sometimes at the expense of their own life.

Marlene Garcia-Esperat: A journalist from the Philippines who was murdered in the context of investigations into corruption.

Kathryn Bolkovac: A United States of America police officer that exposed the United Nations Protection Force in Bosnia Herzegovina, her former employer, for not acting on proven claims of sex trafficking. This was made into a film called *The Whistleblower*.

More information about Marlene Garcia-Esperat can be found at "The Road to Justice – A CPJ Special Report" available at: <https://cpj.org/reports/2007/10/road/>
 More information available in Kathryn Bolkovac's 2011 book titled "The whistleblower: sex trafficking, military contractors, and one woman's fight for justice" available at: <https://archive.org/details/whistleblowersex0000bol>



Creating interactive media

SUBJECT(S)

- > Civic education
- > Information technology

TARGET LEARNERS

Lower and upper secondary

DURATION

Several lessons

MATERIALS NEEDED

Computers and Internet access

KEYWORDS

- > Civic engagement
- > Media

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Students are invited to think about the impact of corruption on their societies and create their own interactive media to illustrate it.

PROCEDURE

1. Ask students to think about the impact of corruption on development and human rights, such as health, education, environmental sustainability and fair opportunities for all.
2. Give examples of interactive apps, such as those below, that examine ethical dilemmas or allow people to report on corruption or a lack of integrity.
3. Ask students with coding skills to create their own apps on integrity and anti-corruption. They can build on the content of the following videos, in which young people learn to code and use these skills to address issues related to the rule of law:
 - United Nations Office on Drugs and Crime, "Coding for a Better World", video, YouTube, 9 August 2018.
 - United Nations Office on Drugs and Crime, "#Hackathon4Justice in Nigeria", video, YouTube, 3 April 2019.

For students who do not have coding skills, the teacher can encourage them to use other media (e.g. a radio programme, a podcast, a YouTube video).

Examples of interactive apps (available at Google Play):

- Corruption Reporting App
- Eye on Corruption
- Pothole Africa
- Moral IQ
- Dilemma
- Additional resources from UNODC can be found at the end of the handbook.

ADAPTATION/TIPS

For students who do not have access to the Internet, the activity could be adapted by asking them to research, gather and compare evidence on how corruption has a negative impact on development and human rights.

3.3 Out-of-classroom resources





Integrity shop

TARGET LEARNERS

Lower secondary

MATERIALS NEEDED

The items and space to set up the shop

KEYWORDS

- › Accountability
- › Ethical decision-making
- › Transparency

LEARNING OUTCOME

Acting with integrity through ethically responsible behaviour.

RATIONALE

In this activity, students practice resisting immediate temptations and therefore avoiding compromising their integrity in the longer term. Furthermore, they develop an appreciation for honesty, transparency and accountability in daily life. This activity can be carried out at a school event, such as one at the end of the year, to familiarize students, parents and other members of the school with the importance of honesty.

PROCEDURE

1. Set up a shop in the school where items are donated by students and/or their parents, such as snacks or toys, which are displayed with prices. If students want to have one of these products, they put the correct amount into an honesty box, which is not supervised.
2. At the end of each week the teacher holds a public accounting session where both the products and the money in the box are counted. This information should be publicly displayed.
3. After a few weeks, the teacher should lead a discussion about how it feels when we know we can or cannot trust others and how it affects our thinking about them.

ADAPTATION/TIPS

The final discussion with students could also reflect on whether people acted with integrity in a situation where they weren't being supervised and in the knowledge that they could not get caught. How did this feel? The teacher could ask if law enforcement is necessary to ensuring integrity. The teacher could then ask how integrity can be entrenched in a society, community and classroom without the necessity of oversight and law enforcement.

EXTENSION

Students could write a before and after text about what they experienced.



Integrity clubs

TARGET LEARNERS

Lower and upper secondary

MATERIALS NEEDED

Students may need support in finding a room that can be used in the school and the necessary equipment

KEYWORDS

- > Civic engagement
- > Efficacy

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

A key tool for fighting corruption is working with others and building networks. In this activity, students set up integrity clubs at their school aimed at promoting integrity.

PROCEDURE

1. Explain to students the idea of an integrity club (a group of students who share a desire for decision makers and citizens to act with integrity and who work together to promote integrity and challenge decisions made without integrity).
2. Ask students to identify what the goals of their club would be and what organizational structure it may need. They may even want to form an organizing committee and develop a pledge for members.
3. Then ask students to suggest ideas for integrity club events. These could include some of the activities of this handbook, such as a celebrate integrity day or inviting speakers from institutions and organizations that contribute to building integrity. Students could then put these ideas into a programme covering an initial period of about three months.

Integrity Action has produced a downloadable guide on Integrity clubs, see Integrity Action, "Integrity Clubs in Schools: A how-to-guide (according to young people)" (2022).

ADAPTATION/TIPS

Possible activities could include celebrating an integrity day, giving speeches, inviting visiting speakers, creating a pledge or publishing posters in the school.



Using data for better governance

TARGET LEARNERS

Upper secondary

MATERIALS NEEDED

Depending on the media used, the materials would vary

KEYWORDS

- › Accountability
- › Civic engagement
- › Media
- › Transparency

LEARNING OUTCOME

Engaging and taking collective action to strengthen integrity.

RATIONALE

Young people may undervalue the importance of transparency as an integrity and trust building mechanism or may not know the processes that can build integrity through transparency and accountability. This community-based activity demonstrates a process through which young people are actively contributing to the management of the school and encourage their school to account openly for the resources they use. It also describes how information can be collected and shared by citizens.

PROCEDURE

1. Students approach the school governance body and get permission to build a public transparency board that displays key information about the school, such as decisions taken during school meetings or about scholarships. Once the information is collected, the board would be erected and the information transparently displayed.
2. Students then organize a public unveiling ceremony where they would explain the purpose and what the data show (initially, probably just a proposed budget) and make clear the process of updating the information.
3. As more information is added, students would analyse the information and provide suggestions on this basis. This might include giving wider public recognition to the governing bodies for the actions taken, but also giving suggestions and comments where the transparency board asks for public comment on their proposals.

ADAPTATION/TIPS

A physical board may not be the only way to make information available. Students might have the skills to help administrators organize and put information on a website.

EXTENSION

Once this information is available and if the school has an elected governing body, students could choose a student representative to attend its meetings.

Students could also be asked how this methodology could be applied to other organizations in their community and the wider area. For example, this approach could be used for local council projects or sports clubs.

Students could collect other social service indicators, such as the number and location of potholes, the number of days a clinic is closed or stock levels of medical supplies. Before collecting and sharing data, the teacher should ask students to identify why it is important that the information collected is accurate and that we are willing to share it with anyone who asks for it. They should also discuss how we can make people accountable but at the same time avoid eliciting extreme reactions.

Sources of inspiration on the use of open data in schools in different countries around the world can be found on the UNESCO International Institute for Education Planning website, on the page: "Open school data".

Information can also be found on the following Transparency International pamphlet: "Youth Civic Literacy: Participatory Budgets During the Covid-19 Pandemic".

Section 4

Approaches to assessment



Using a variety of assessments provides a fuller image of learning progress. Key approaches to assessing areas relevant to global citizenship education include:

A. SELF-ASSESSMENT

When students assess themselves, they develop an awareness about their own understanding.¹ It encourages them to take an objective, critical look at their own work, in particular when done with rubrics co-developed with teachers. If done regularly, students are able to develop a sense of their growth over time.

B. LEARNING JOURNALS

Student journals are a way for students to reflect deeply about their learning. Journaling is best done at the end of the lesson with guiding questions provided by teachers. These journals should be private so that students can feel safe making honest and open reflections. Even if teachers do not read these journals, by having this dedicated time and space to reflect on their learning, students grow in self-awareness of their knowledge, values and skills and how they see themselves in this world.

C. PEER-ASSESSMENT

Peer-assessment allows students to review each other's work and provide feedback and ideas to make improvements. Delivering and receiving constructive feedback is an important life skill that should first be taught. Just like self-assessment, peer-assessment methods enhance students' learning because they take an active, participatory role. Both types of assessment build the important social and emotional learning skills of being honest, fair and being able to communicate peacefully with others from diverse backgrounds.

D. OBSERVATION

Linking learning outcomes to formative assessment during day-to-day classroom tasks could be adapted for social and emotional and behavioural skills. For example, while observing group work, a teacher can assess students' ability to communicate and collaborate and to practice conflict resolution. Qualities such as empathy and respect for diversity could be assessed through observation of teacher-student and student-to-student interactions. There are a variety of ways in which competency-specific assessment tasks and rubrics can be structured, and analysing existing rubrics for their alignment to the learning outcomes is a necessary first step.

E. PORTFOLIO

Portfolios are collections of students' work and can include creative work, completed projects and other samples. They are very effective when considering arts-based approaches to global citizenship education. They provide a holistic approach to understanding students' growth over a period of time. Students should be provided with the opportunity to select at least some of the work they want in their portfolio in order to provide them with a sense of ownership.

F. PROJECTS

Student-led projects are an important way for students to demonstrate cognitive, social and emotional and behavioural development. For instance, group projects that involve local communities can build and enhance skills in critical thinking, problem-solving, communication, advocacy and understanding of various mechanisms for civic action and/or political engagement.

1 UNESCO IBE (2017). Inclusive student assessment. [Inclusive student assessment - UNESCO Digital Library](#)

BOX 7**Assessing student learning about integrity and its related concepts**

Assessing student learning with regard to values is challenging. While students may “know” about the concept of integrity, it might not necessarily mean they incorporate integrity into their lives and, especially, into the way they behave. Furthermore, teachers may find that the impact of their teaching is transitory and that later, students behave in ways that do not correspond to the concept of integrity. Another consideration to keep in mind is that while some students may not do well when assessed on their cognitive outcomes, the most important focus is their behavioural outcomes.

For these reasons, trying to carry out a summative assessment to determine if a student shows integrity may not be the most adapted method, especially if this is incorporated into a formal overall graded assessment. A better approach would be to check what outcomes have been achieved but only use this information for formative purposes; that is to help students assess their own progress and for teachers to check that the design of learning is working.

As for an overall assessment, especially of the behavioural outcomes, it is recommended to rely on self-assessment or small-group peer assessment. Teachers might want to create a simple question tool, building on the following example.

Student self-assessment**BEFORE THE COURSE**

- My understanding of integrity and related concepts was:
Poor / OK / Good
- My understanding of how integrity links with culture and of the impact that a lack of integrity can have on society was:
Poor / OK / Good
- My appreciation of integrity as a core value for guiding decisions was:
Poor / OK / Good
- Prior to the class I felt empowered to promote integrity in my community and society:
No / Maybe / Yes
- I believe I acted with integrity and encouraged others to do so:
Sometimes / Often / All the time

AFTER THE COURSE

- I now understand the concept of integrity and its related terms:
Not at all / Partly / Fully
- My understanding of how integrity is related to culture and of the impact that a lack of integrity can have on society is now:
Not improved / Improved / Much improved
- My appreciation of integrity as a core value for guiding decisions is now:
Poor / OK / Good
- After this class I feel more empowered to promote integrity in my community and society:
No / Maybe / Yes
- I believe in the future I will act with integrity and encourage others to do so:
Same as before / More than before / Much more than before

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Annex I: Index by keyword

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- Spending reasonably
- Using data for better governance

Civic engagement

- Integrity icons
- From bystander to helper
- My Ted Talk
- To whom it concerns
- Images!
- The power of social media
- A plan to change my world
- Integrity multimedia
- Integrity clubs
- National integrity system
- Working together
- Creating interactive media
- Using data for better governance

Conflict of interest

- We have a word for that!
- What would you do?
- Spending reasonably

Conflict resolution

- Dealing with conflict
- Assertive, passive or aggressive

Corruption

- But I am ok
- Images!
- We have a word for that!

Ethical decision-making

- Truth triumphs
- My promise

Gender

- Gender and corruption
- Assertive, passive or aggressive

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- Creating interactive media

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- Gender and corruption

Integrity system

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- Interacting with integrity-building organizations
- My promise

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- Spending reasonably
- Using data for better governance

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- Integrity in sport
- Do my actions reflect my values?
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- From bystander to helper
- Truth triumphs
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- Integrity icons
- Do my actions reflect my values?

Empowering students for just societies

A handbook to teach integrity in secondary schools

The fundamental importance of education lies in its power to shape the values of upcoming generations and equip them with the knowledge to make informed decisions, thereby enabling them to contribute to the positive transformation of their societies. The global stage is grappling with a crisis in values, exemplified by the surge in corruption, intolerance, and waning support for democracy. Contemporary challenges, including corruption, erode public trust in governance, diverting precious resources away from those most in need, particularly within the educational sphere.

To address these issues, the role of education is paramount. However, as underscored by the International Commission on the Futures of Education Report, education itself must first be transformed. Within this transformed education, global citizenship education can equip children and youth with knowledge, skills and principles to reject corrupt practices and cultivate ethical behavioural norms and societal values. Nurturing integrity should commence early, with parents, schools, and communities fostering these values during the vital socialization process.

This publication presents a treasure trove of educational tools, activities and lesson plans that aim to enhance teaching strategies that cultivate learners' critical competencies such as ethical reasoning, critical thinking, teamwork and empathy. This resource not only bolsters integrity but also empowers youth to champion just societies, bridging a crucial gap by offering invaluable support for secondary-school educators in diverse development contexts.

