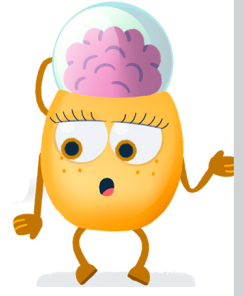


# SOLVING ETHICAL DILEMMAS



## Lesson plan on:

Integrity, ethics and honesty.

## Adaptation tips to suit different contexts and realities:



- Consider amending the statements in the **Learn** activity to make them appropriate for your class.
- Consider amending the Integrity Scenarios Cards to tailor them to your class.

## Learning objectives:



By the end of this lesson, the children should be able to:

- Understand the meaning and importance of integrity, ethics and honesty.
- Reflect on the importance of being honest about one's intentions and motives toward others.
- Understand why it is important that words align with actions.
- Identify the consequences of dishonesty and unethical behaviour.

## How to use this lesson plan:



The lesson plan is divided in three parts: **Start**, **Learn** and **Reflect**. There are also **Guidance** boxes to help you deepen your knowledge of the specified topics. In addition, there are **Family** activity and **Extension** activity boxes that suggest optional activities and ways of further exploring the topics of the lesson.

## Lesson overview:



In this lesson, children will explore the meaning of integrity, ethics and honesty, and their relevance to everyday life.

They will learn about the principles that should guide our choices and in particular the importance of honesty.

The children will also learn to recognize ethical and unethical behaviour in school, and will reflect on the consequences of these actions and how ethical behaviour can help build an inclusive, just and peaceful world.

Finally, working together, the children will draft a Code of Conduct to help ensure integrity, honesty and ethical behaviour in the classroom and the school.



## Key questions:

What are integrity, ethics and honesty?

Why is it important to do the right thing, even when no one is watching?

Why is it important to say what you mean and mean what you say?

## Age:

9 - 12

## Values:



## Skills:



## Time:



**Note:** This lesson can be conducted over more than one day. Tips for dividing and extending the learning activities can be found in the lesson plan.

## Preparation and materials:

- A few sets of Integrity Scenarios Cards.
- Flipcharts.
- Markers.
- If possible, The Zorbs [video](#) *Shortcuts with Long Consequences* or the corresponding [comic book](#), both available on the GRACE website.

In addition, check out the [colouring book](#) and [children's book](#), both available on the GRACE website.

Start



**Note:** This activity can be extended and carried out in two segments (steps 1 to 3 and steps 4 to 12). This will allow you to dedicate more time to exploring the concepts of integrity, ethics and honesty. You can use the **Guidance** box on the meaning of integrity, ethics and honesty to help initiate and further discussions.

1. Invite the children to form pairs and ask each pair to discuss what they would do in the following scenario:

You invited a friend, who is not very popular in your class, to play with you. Shortly before meeting this friend, you meet some very popular classmates. You would really like to be part of this group. They invite you to join them to play, but you are not allowed to bring your friend with you.

"What would you do? And why?"

2. After a few minutes, invite each pair to share their thoughts. Ask them:

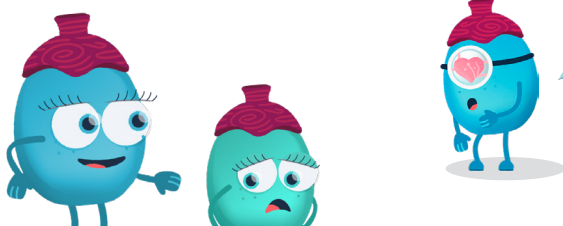
"Was it easy or difficult to make a decision?"

"Why was it easy or hard?"

3. Explain to the children that the class is going to talk about the moments when we face choices and we have to decide what the right thing to do is.

Tell them that the decisions concerning what they should do and **what the right thing to do** is, are ethical decisions.

Explain that they will often face this type of choices and that when they do the right thing and make a decision based on critical thinking, thoughtfulness and empathy, they will be behaving ethically. If you need to, you can use the information in the "**Guidance** box: the meaning of ethics, integrity and honesty" to explain this concept.



### Guidance box: the meaning of ethics, integrity and honesty

Ethics is a system of moral principles. These principles shape our behaviour and help us understand what is good and bad, and what the right thing to do is.

Doing the right thing is based on applying critical thinking, being honest about our intentions and motives toward others and showing thoughtfulness and empathy.

When we know what the right thing to do is and we do it, we are behaving in an ethical way.

If we consistently behave ethically, we are acting with integrity. Integrity means consistently acting according to ethical principles.

Acting with integrity implies always doing the right thing, including when no one is watching or when no one is directly harmed.

It also means doing the right thing for the right reason: not for a reward or attention, but because it is the right thing to do. For example, when we are honest, when we respect others and the environment, when we are fair, when we stand up for what we believe in, when our words align with our actions and when we are true to ourselves.

Honesty refers to being truthful and sincere, saying what we mean and meaning what we say, playing by the rules and avoiding any form of deception or cheating.

Honesty is an aspect of integrity and an ethical principle on which our behaviour should be based. Being honest helps us to always do the right thing.

If you want to read more about teaching ethics in the classroom, this Primary Ethics website is a good resource:

<https://primaryethics.com.au/about-ethics-classes/>.

For more information on exploring integrity in the classroom, and how integrity is fundamental to fight corruption and build an inclusive, just and peaceful society, read the Education for Integrity manual by OECD <https://www.oecd.org/governance/ethics/education-for-integrity-web.pdf>.

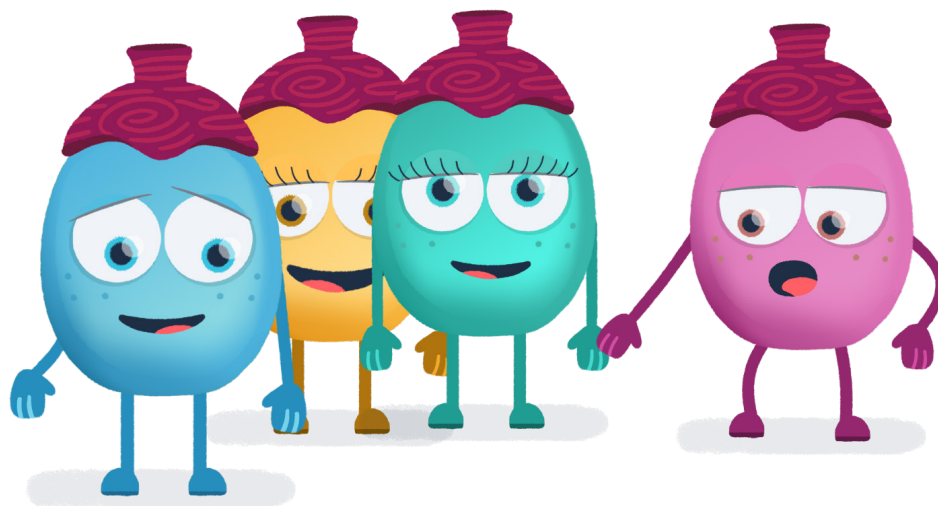
For more information on teaching honesty in the classroom, take a look at the *Doing the Right Thing* lesson plan and check out this resource on the Great Expectations website <http://www.greatexpectations.org/resources-about-honesty>.

Start



4. Explain to the children that the class will also explore two related concepts: integrity and honesty.
5. Invite each child to write a number from 1 to 10 on a piece of paper. Tell them that they should not let their classmates see their number.
6. Explain to the class that you will call out a number and the children who have chosen that number will be the winners.
7. Call out a number higher than 10, such as 25.
8. Now ask the class:
  - "What do you think about this game?"
  - "Is it fair that I called the number 25?"
  - "Why? How does it make you feel?"
  - "Do you think I was being a fair teacher?"
  - "Why?"
9. If needed, explain to the children that you set rules for the game that they have just played: choosing a number between 1 and 10. However, by calling a higher number, you did not respect the rules. You were cheating and being dishonest.
 

**Honesty** is a key value that should be a guiding principle in the children's lives. It will help them doing the right thing. When people always live according to this principle and consistently behave ethically, they have **integrity**.
10. Invite the children to form groups and provide each group with a flipchart and markers.
11. Explain to the children that, based on the discussion you have just had, each group should list all the **values and principles** that they believe they should live their lives by and that should guide their behaviour so they always know what the right thing to do is.
12. Ask each group to present their work and place the posters in the different corners of the classroom.



## Learn



**Note:** This activity can be extended and carried out in two segments (steps 1 to 4 and steps 5 to 8). If it is possible to watch The Zorbs [video](#) *Shortcuts with Long Consequences* with the children or work with the corresponding [comic book](#), you should follow all the steps below. If it is not feasible, skip step 4.

1. Invite the children to form groups. Explain to them that you will read a series of statements and that they have to decide within the group what the right thing to do is in each situation.
2. Read out the following statements. After each statement allow enough time for the groups to discuss them. Then ask each group to share what they think is the right thing to do in that situation and why they think so. You can amend the statements to make them more appropriate for your class.

What would you do if...

- You saw your best friend stealing a chocolate bar at the local store?
  - You found a wallet on the ground in an empty street?
  - You really wanted to buy a new game but you didn't have enough money, and your mum drops some money from her purse?
  - You saw a popular child at school bullying someone in the playground?
  - Your best friend asks to copy from your work during a math test, just this once?
  - A popular child at school tells you not to be friends with Katie because she is weird?
3. After you have gone through all the statements, reflect with the class on the fact that a child who always does the right thing has **integrity**.
  4. Invite the children to watch The Zorbs [video](#) *Shortcuts with Long Consequences* or hand out the corresponding [comic book](#). After watching the video or reading the comic book, use the following questions to start a discussion:
    - "What do you think the story is trying to teach us?"
    - "Why do you think Scooter decides to cheat on the test?"
    - "Why was Scooter embarrassed when she got the prize from the teacher?"
    - "Scooter did not get caught when she cheated on the test. Does this mean that it wasn't a bad idea to copy from Partu?"
    - "What would you have done if you were Scooter and the teacher praised your test score when you only did so well because you copied the answers from someone else?"
  5. Invite the children to form groups of five. Give each group one of the two sets of **Integrity Scenarios Cards**. Ask each child to pick one card and read it to their group. Explain that each set of cards revolves around a scenario, and each individual card portrays a character in the scenario. Explain that, while working collaboratively as a group, each child should individually represent the character indicated on the card she/he has picked and give answers based on what she/he thinks that character will think or do.



Learn



## Integrity Scenarios Cards: Set 1



### Antonia

You have studied very hard for the math test. The day before the test your friend Marco tells you that he found copies of the math test by the printer. Marco is your best friend.



### Marco

You have found copies of the math test by the printer. The test is tomorrow. You have not prepared and are not ready for the test. You look around and no one is watching.



### Professor Max

You have printed copies of the math test, which the students are taking tomorrow. However, after half an hour, you realize that you have left them by the printer. You go back and you find the copies lying next to the printer. You are worried that some of the students might have seen them but you are not sure. Rewriting the test would require a lot of work and you do not have much time.



### Sonyeter

You are not a friend of Marco. He often bullies you and steals your lunch. You discover that he found tomorrow's math test by the printer. You have not studied much for the test.



### Natalie, the school janitor

You have just seen Marco take the copies of the math test that Professor Max left by the printer. You know the math test is tomorrow and math is not Marco's strongest subject. You like Marco. You do not like Professor Max because you think that he is arrogant and unfriendly.

Learn



## Integrity Scenarios Cards: Set 2



### Nicole

You, Ernesto and Sarah are playing on the same football team. The score is 0-0 and there are three minutes to go before the end of the game. You get a great pass from Ernesto and have a chance to score a goal. You head the ball but it also hits your hand. You score a goal. Your team cheers and everyone congratulates you. The referee does not say anything. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.



### Ernesto

You are Nicole's best friend and you are playing on the same football team. The score is 0-0 and there are three minutes left in the game. Nicole gets a great pass from you and heads it towards the goal, but you see that she touches the ball with her hand before scoring. Neither the players nor the referee seem to have noticed. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.



### Coach Albert

You are the coach of Nicole's, Sarah's and Ernesto's football team. The score is 0-0 and there are three minutes left in the game. You see that Nicole scores a goal. It looked like she scored the goal with her head, but you think that she might have touched the ball with her hand as well. You are not sure. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.



### Sarah

You, Ernesto and Sarah are playing on the same football team. The score is 0-0 and there are three minutes to go before the end of the game. You are not really a friend of Nicole. You see that she scores a goal but you think that she might have touched the ball with her hand. Neither the players nor the referee seem to have noticed. If the goal is ruled out, your team will drop out of the league because you have lost nearly all your matches so far this season.



### Sandra

You are Nicole's mum. You are watching your daughter play a football match. The score is 0-0 and there are three minutes to go. You see Nicole get a great pass from Ernesto and score a goal. She headed the ball but you are sure she also touched it with her hand. Neither the players nor the referees seem to have noticed. If the goal is ruled out, Nicole's team will drop out of the league because they have lost nearly all their matches so far this season.

## Learn



6. Invite each group to discuss the following:
  - "What do you think will happen next?"
  - "What do you think your character will do?"
  - "What will be the consequences of what each character does?"
  - "How will each character feel? How will the other people in the group feel?"
  - "What do you think would be an ethical decision in this scenario?"
  - "What would be an unethical decision? Why?"
7. Ask each group to present their scenarios and answers to the class.
8. Invite the class to reflect on the following. If you need help initiating or furthering the discussion, you can use the information in the "Guidance box: why is cheating wrong?"
  - "Why is it important that people behave ethically? What would happen otherwise?"
  - "Why is cheating wrong? What are the consequences of cheating?"

### Guidance box: why is cheating wrong?

There are plenty of reasons why cheating is wrong. Here are a few examples to help with your discussion.

**Cheating is disrespectful towards others.** Invite the children to reflect on the following:

- How would you feel if you found out that someone you played with had won by cheating?
- How would you feel if you studied hard for a test but your classmate got a higher score than you because they copied the answers?

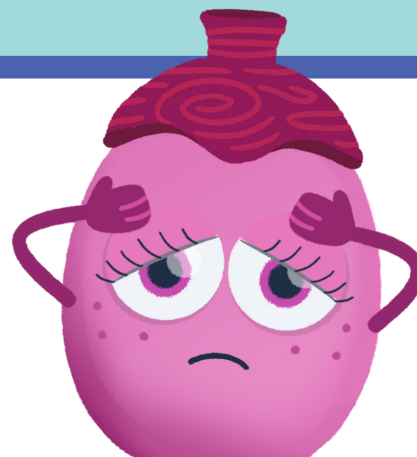
**Cheating is disrespectful towards those who play and act according to the rules.**

**Cheating is disrespectful towards yourself.** Invite the children to reflect on the following:

- How do you feel when you pass a test with a good score after having studied hard?
- How do you feel when you get a good score but you have not studied much and copied the answers from someone else?

**Cheating does not make you feel proud of yourself.** It makes you feel bad. You worry about getting caught. When you cheat it is like telling yourself that you do not believe in your own ability.

**Cheating makes you lose people's trust.** There is not much difference between cheating and lying. You are claiming to know something that you do not know or to have done something that you did not do. You are not acting truthfully.



## Reflect



1. Read out the following statement to the class:  
Everyone would cheat if there were no controls and punishments.
2. Ask the class to discuss if they think the statement is true or false, and why.
3. If necessary, invite the children to reflect on the importance of always acting according to ethical principles. Remind them that they should always be honest and act with integrity regardless of whether someone is checking or not. They should always do the right thing for the right reason, not for a reward or attention, but because it is the right thing to do.

**Extension activity: a Code of Conduct for the school**

This lesson plan is a great opportunity for the children to create a Code of Conduct for the school.

Ask the children to work in groups and invite each group to suggest 2-3 rules that will ensure integrity, honesty and ethical behaviour in the classroom. They can use activities in the lesson plan for inspiration.

If the children need help creating the Code of Conduct, here are some examples of possible rules. You can adapt them to your class as required.

- My school achievements will be the result of my own efforts.
- During group work, I will be collaborative, respect and acknowledge the work of other students.
- I will not copy from my fellow students.
- If I use work or ideas from someone else, I will always mention that I have done so and acknowledge others' ideas.
- I will not present someone else's work as my own.
- I will not read my teacher's materials and records without their permission.
- I will not forge my parents' signature.
- I will not report what is not true nor spread any fake information.
- If I am responsible for any misconduct, I will admit it and apologize.
- I will be respectful towards my classmates and teachers: I will listen when they speak, I will be punctual, I will wait for my turn to speak and not interrupt others, and I will respect other people's ideas, thoughts, views and opinions.
- I will be respectful towards the environment: I will not drop litter, I will not waste water, electricity or other resources, and I will contribute to keeping the classroom and school clean and tidy.





## Reflect

**Family activity: discussing integrity, ethics and honesty at home**

Invite the children to discuss **integrity, ethics and honesty** with their families.

Suggest that family members share two memories: one in which they told the truth and one in which they told a lie, and explain what happened in each of these situations.

Make sure that the children get permission from their parents to share the stories with the class. If they have permission, invite the children to share the stories.

It might be that some of the stories that involve telling a lie do not have any negative consequences: the person who lied might not have been caught and might have benefited from having told a lie.

This is a great opportunity for you to reflect on the fact that being honest and acting with integrity implies always doing the right thing, including when no one is watching or when no one is directly harmed.

Reiterate the importance of **integrity, ethics and honesty**, and of always doing the right thing.

