



Pathways to integrity: Anti-corruption workshops for children and young people

A manual for non-formal education
facilitators in SOS Children's Villages
around the globe



Foreword

by SOS Children's Villages International and the United Nations Office on Drugs and Crime

When children and young people have an active voice, they can shape their own future as well as the future of the communities they live in

Education has a transformative power. It plays a pivotal role in shaping the values of future generations, supporting and empowering children and young people to take ethical decisions and actions in the development and governance of their societies. Reaching millions of young people, educators, youth workers and other members of civil society are integral to strengthening ethics, integrity and anti-corruption education in the non-formal education sector. By doing this, they are supporting efforts to strengthen integrity and ethics around the world.

Through its educational initiatives (such as the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) initiative), the United Nations Office on Drugs and Crime (UNODC) is tackling corruption and fostering a culture of integrity by promoting ethical behaviour, transparency and accountability. Shaping the values of future generations by focusing on educators, youth workers, young people and children is at the heart of the GRACE initiative.

SOS Children's Villages is committed to transforming the lives of children and young people who are without parental care or are at risk of losing it. Collaborating closely with partners, donors, communities and families, the organization empowers children and young people to flourish within nurturing relationships that foster their full potential. SOS Children's Villages is a federation, which comprises over 130 national associations, is a vocal champion of children's rights, advocating for systemic change to ensure every child thrives in a caring environment. Central to the organization's approach is engaging each child and young person, ensuring their voices are heard and ensuring their preferences shape the care and support they receive.¹

To support these efforts, it is essential to ensure that children and young people are actively involved in combating corruption. The organization supports their participation by developing age-appropriate and target-group-specific anti-corruption initiatives.

SOS Children's Villages consistently works to eradicate corruption in all its programmes and operations and is committed to implementing and maintaining robust systems and processes to mitigate corruption risks at all levels of the organization. This work is based on emphasizing the importance of a collective approach, actively engaging all stakeholders, including children and young people, in the fight against corruption.

Through cooperation with UNODC, the organization aims to empower children and young people with a clear understanding of corruption and practical ways to combat it. The goal is to inspire them to become guardians of anti-corruption and integrity in their communities, fostering integrity and trust both within and beyond the organization's environment.

The present manual is a product of cooperation between the UNODC and SOS Children's Villages International and is aimed at providing facilitators in the non-formal education sector with a set of educational materials on integrity that can be adapted to different contexts.

SOS Children's Villages and UNODC strongly believe that children and young people are the experts in their own lives. The organizations are also committed to providing spaces for full meaningful participation of children and young people. The manual is aimed supporting SOS Children's Villages

1. SOS Children's Villages, "Child and Youth Participation", available at www.sos-childrensvillages.org/our-work/child-and-youth-participation

staff in their efforts to empower the next generation to become ethical leaders and guardians of anti-corruption and integrity. It is about inspiring young people to engage ethically and responsibly with others. 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 Charter of the United Nations.

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Introduction

The Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE) is an initiative of the Corruption and Economic Branch of the United Nations Office on Drugs and Crime (UNODC). The objective of GRACE is to promote a culture of integrity and support the role of children and young people in preventing and rejecting corruption through education activities designed for primary, secondary, tertiary and non-formal education. The initiative recognizes the role young people play as agents of change in creating an atmosphere of non-tolerance towards corruption and injustice at all sectors of society by leveraging the transformative power of education and collaborative partnerships.

GRACE provides age-appropriate educational resources that focus on ethics, integrity, anti-corruption and the rule of law, empowering young people to develop the values and skills necessary to challenge corruption in their communities. The resources and learning provided by the initiative are contributing to the achievement of the 17 Sustainable Development Goals, in particular Goals 4, 5, 10 and 16.

Within the GRACE framework, the non-formal education resource set provides guidance to facilitators, educators and social workers working in the non-formal education setting on helping children and young people develop the values, skills and capacities needed to recognize, understand and address corruption and injustice. As part of this resource delivery, UNODC has developed the following tools:

Manual for non-formal education educators

- The manual provides a comprehensive collection of activities designed to help facilitators and educators working with children and young people explore important themes such as justice and anti-corruption, fostering critical thinking and ethics.
- The manual includes guidance on the pedagogical approach to implementing engaging, inclusive and impactful activities.

Training package

- The training package is designed for trainers who provide capacity-building to facilitators and educators in the non-formal education sector to effectively implement justice, integrity and anti-corruption education.
- The package is composed of a manual for the trainers, a series of PowerPoint presentations and an agenda.

What is corruption?

Globally, the increasing incidence of corruption is a growing concern. To address the issue, it is crucial to understand what corruption is, how to recognize it and how to tackle it. While there is not a shared definition of corruption,² aspects of the various descriptions can help us identify and recognize it. For the purposes of the present manual and providing education on this topic in the non-formal education sector, and in recognition of the context of SOS Children's Villages, the following working definition is recommended: corruption is the abuse of entrusted power for private gain. SOS Children's Villages uses this definition in its anti-corruption regulation, which serves as the foundation for all anti-corruption activities across the organization.

The consequences of corruption are multiple and they affect everyone, even if we do not realize it. Corruption leads to unfairness, wasted resources and distrust in society. When corruption happens, it harms everyone by reducing access to vital services such as education and healthcare, by increasing poverty and by weakening trust in institutions meant to help people. It also enhances social inequalities by privileging those with resources and connections over the broader population.

Corruption is rooted in unfair, dishonest and unethical behaviours. Each of us can contribute to the fight against corruption by embodying and promoting fairness, integrity and honesty, by addressing unjust behaviours and by raising awareness of corruption.

Further guidance on the meaning, causes and consequences of corruption can be found in the activities and the [glossary](#) in the present manual as well as in the UNODC university module entitled "What is corruption and why should we care".³

What is the scope of the manual?

The manual is aimed at equipping facilitators working in non-formal education with practical tools, adaptable activities and guidance on how to engage children and young people in building a culture of integrity and anti-corruption.

Empowering children and young people with the knowledge, skills and socio-emotional and practical competencies to recognize and actively address corruption is essential for building fair, transparent and just societies. When young people understand the impact of corruption and are equipped with the tools and skills to counter it, they are better positioned to advocate for their rights and contribute to the creation of ethical communities. By fostering integrity and accountability from an early age and throughout childhood and adolescence, we nurture a generation that values honesty, respects justice and is committed to upholding the highest standards of integrity. This foundation not only helps protect young people's rights, but also ensures they can contribute meaningfully to a society that respects and safeguards the rights and opportunities of all.

By participating in one or more of the activities proposed in the manual, children and young people will be able to:



Explain and identify corruption and injustice

2. There is no universal definition of corruption. In the United Nations Convention against Corruption, the only global legally binding anti-corruption instrument, corruption is recognized as a continuously evolving complex social, political and economic phenomenon affected by various factors. Therefore, different legal frameworks may differ in their descriptions of corruption. However, the Convention against Corruption does provide a list of universally agreed acts of corruption (e.g. bribery, embezzlement, trading in influence, abuse of functions, illicit enrichment and laundering of proceeds of crime), leaving States Parties free to go beyond the minimum standards outlined in the Convention.

3. UNODC, *Knowledge Tools for Academics and Professionals – Module Series on Anti-Corruption: Module 1 – What is Corruption and Why Should We Care?* (Vienna, 2019).



Recognize the impact and consequences of corruption and injustice

At the same time, taking part in project activities (marked as “projects”) will help children and young people achieve the following objectives:



Embrace the skills and values needed to promote anti-corruption, justice, integrity and ethical practices



Be empowered to speak out against corruption and advocate for rights, justice, integrity, equity and fairness in your community and beyond

Fostering integrity and combating corruption through non-formal education

Non-formal education has a pivotal role in fostering anti-corruption and integrity. Supporting children and young people to embrace the skills and values that promote anti-corruption and integrity can promote long-term and sustainable societal change. By integrating these fundamental and critical themes into community programmes, extracurricular activities and informal learning spaces, non-formal education is uniquely positioned to reach more marginalized children and young people who might not have access to formal education, thereby broadening the impact of anti-corruption education.

Non-formal education also gives children and young people the opportunity to more directly engage with the subject as role models for anti-corruption and integrity: young people can implement the activities with younger children or their peers, which has a significant multiplying effect. Peers serving as integrity role models can profoundly influence the social behaviours of children and young people.

Non-formal education also has a fundamental role in creating synergies with formal education teaching, with the possibility of reinforcing messages of justice inside and outside the school context. This holistic approach ensures consistent exposure to discourses that promote ethical behaviour, transparency and accountability, fostering a culture of integrity from a young age.

Non-formal education can bridge the gap between education and civil society by opening its doors and engaging with the broader community. This engagement can serve as a springboard to raising awareness of anti-corruption and integrity among a wider audience.

Who is the manual for?

If you are a facilitator⁴ or a social worker working with children or young people in a non-formal education setting (a summer camp, a youth club, an after-school programme, a non-governmental organization, etc.), then the manual is for you.

The ultimate beneficiaries of the manual are children and young people. The manual helps younger children develop the knowledge and skills that equip them to be agents of change with regard to corruption. Through socio-emotional education, which fosters positive relations with peers and adults, they learn to embrace and promote integrity and anti-corruption. The activities for older children and young people harness their active role in society and help them understand their potential to build just, peaceful and corruption-free societies.

Some activities can also be suitable for peer groups and youth groups.

What will you find in the manual?

The manual is designed to help you organize workshops with children and young people in which they can learn to recognize corruption, discuss its impact and consequences, and identify what we as individuals can do to promote integrity. Some workshops are also meant to help children and young people to become guardians of anti-corruption and integrity.

While some of the activities were created specifically for the manual, most have been adapted from other resources that are available online. A full list of resources can be found in the section on [additional resources and tools](#). While most of these additional resources are meant for the formal education sector, they can provide inspiration for activities carried out outside of school walls.

Structure of the manual

The manual is organized into three sections:

Part I: Approach to and tips on leading workshops and other activities with children and young people. This part provides a guide to the organization and delivery of activities with children and young people. It includes information on how to set up a workshop and an explanation of how to use the manual. At the same time, the way in which the workshops and activities are conducted is just as crucial as the content itself. Hence, in the manual, emphasis is put on a participatory, learner-centred approach and the employment of methods that actively demonstrate the principles of justice, fairness, democracy and inclusivity. By integrating these values into both the process and the content, the approach detailed in the manual ensures that participants not only learn about these ideals, but also experience them in action throughout their engagement.

Part II: Sample half-day workshops. This section provides detailed guidance on conducting a half-day workshops for children and young people, breaking down the three key components of each workshop: part A (introduction), part B (core activity) and part C (conclusion). Structured examples of each part are offered to make workshop implementation straightforward and effective.

The workshops can be integrated into other programmes for children and young people (e.g. youth clubs) or held as part of community or annual events focused on corruption or on children and young people. Examples of annual international observance days into which the workshops can be integrated include:

4. For the purpose of the manual, please note that facilitators are the persons implementing the suggested activities with children. Facilitators can have a different educational backgrounds: they can be educators, youth workers, SOS Children's Villages staff or United Nations officials working with children and young people.

- International Anti-Corruption Day: 9 December
- World Children’s Day: 20 September
- International Youth Day: 12 August
- International Day of Education: 24 January
- Human Rights Day: 10 December

The list is not exhaustive: there may be other events with similar themes that are specific to your community, country or region.

Part III: Resource library. In this section, you will find a collection of adaptable resources and activities designed for use in half-day workshops or shorter sessions with children and young people. The resources are organized by workshop component (introduction, core activity and conclusion), making it easy to plan dynamic and engaging sessions that align with workshop goals.

Annexes

Annex I on energizers. Examples of quick and engaging energizers to use if you feel that energy levels are dropping or attention is waning.

Annex II on glossary. Core terms related to corruption and integrity.

Approach of the manual

- The manual uses a scripted approach. This means that the instructions for conducting activities follow a step -by -step structure. The facilitator is also provided with inputs on how to navigate discussions about certain topics.
- The manual is meant to be a flexible tool. While less experienced facilitators may rely on the structured support of the scripted instructions, more experienced ones can treat these instructions as a flexible framework, adapting them to their own instruction style. Each activity is designed to be adjustable and contextualized, allowing facilitators to tailor the approach to meet the unique needs of their specific group of participants. Tips for contextualisation and adaptation are dealt with in more detail in the Training Manual.
- The manual provides a foundational understanding of anti-corruption and integrity. It embeds clear, accessible definitions of key terms, such corruption, integrity, justice, transparency, accountability and ethics. Case studies and examples enrich explanations.
- The manual includes fundamental background knowledge for facilitators. It provides summaries of essential anti-corruption knowledge for those who may be new to the topic, ensuring they feel confident guiding discussions and answering questions.
- It embeds practical and age-appropriate workshop activities. Scenario-based exercises reflect common, relatable examples of corruption and integrity, helping children and young people understand these concepts in their daily lives.
- The manual provides ready-to-use outlines for anti-corruption workshops, varying in length (from single-session activities to multi-day workshops) to accommodate different settings and time constraints.
- The activities and workshops encourage soft skills such as critical thinking, conflict resolution, empathy and social responsibility, which are core to developing an anti-corruption mindset.

Part I. Approach to and tips on leading workshops and other activities with children and young people

Methodology for integrity, fairness and equity

The promotion of anti-corruption is essential for fostering more just societies. An effective mindset change is only possible when children and young people are not only taught about these concepts and ideas, but when they learn to embed in them in everyday practices.

Therefore, promoting anti-corruption cannot be understood as teaching children and young people about anti-corruption. We need to promote the acquisition of competencies, skills and behaviours that embody anti-corruption and integrity. Knowing about anti-corruption is not enough: we have to help children and young people to engage in anti-corruption practices and to be integrity role models.

This requires the use of approaches and methodologies that are not only aimed at transferring knowledge, but that effectively exemplify integrity, fairness and equity, and promote skills and values that can help children and young people to become anti-corruption champions.

Human rights-based approach to education⁵

The core principle that underpins the implementation of the activities in the manual is the human rights-based approach to education. This approach entails teaching and learning grounded in human rights principles and frameworks, such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child. It recognizes education as both a fundamental right and a means to promote and protect all other rights. This approach emphasizes not only the content of what is taught, but also how education is delivered, ensuring that the entire process is equitable, participatory and empowering.

The human rights-based approach is streamlined across all aspects of education:

- **Content:** Learners are educated about their rights and responsibilities as well as the importance of respecting the rights of others.
- **Methodology:** Teaching practices are inclusive, participatory and non-discriminatory, fostering mutual respect and dialogue.
- **Environment:** Learning spaces are safe, supportive and free from violence, exclusion and discrimination.
- **Empowerment:** Learners are encouraged to actively participate in decisions affecting them, both within and outside the learning environment.
- **Accountability:** All actors, including trainers, facilitators, educators and social workers as well as institutions, are responsible for respecting and protecting the rights of learners, and enabling them to enjoy these rights.

The human rights-based approach in education plays a pivotal role in fostering anti-corruption and

5. UNESCO and UNICEF, *A Human Rights-Based Approach to Education for All: A Framework for the Realization of Children's Right to Education and Rights within Education* (New York, 2007). Additional information on the human rights-based approach to education can be found in the Training Manual, session 9, on the human rights-based approach. It should be noted that the explanation of the human rights-based approach provided in the present manual focuses only on implementation of educational programmes with children and young people. At the same time, the approach also relates to the design and planning of the programme and curriculum, which are not part of the scope of the present manual.

justice by empowering individuals with the knowledge, values and skills to recognize and address unethical practices, advocate for fairness and uphold the principles of integrity. In particular, the approach fosters anti-corruption and justice by:

- **Empowering children and young people:** Rights-based education equips participants with the tools to identify violations of rights, such as in relation to corruption, injustice and the abuse of power.
- **Instilling values education:** Rights-based education promotes core values such as integrity, fairness and respect for the rule of law. These values serve as a moral foundation for rejecting corrupt practices.
- **Developing personal responsibility:** Rights-based education enables children and young people to understand the importance of ethical behaviours in their own actions, fostering accountability.
- **Promoting critical thinking and problem solving:** Through participatory and reflective methods, learners critically examine how corruption operates and how it affects individuals and societies.
- **Promoting active citizenship:** Rights-based education emphasizes the importance of participation in democratic processes, encouraging learners to engage with local and national systems to demand transparency and justice.
- **Nurturing future leaders:** Rights-based education prepares young people to become leaders who prioritize integrity and justice in their personal and professional lives.

Starting point for the human rights-based approach: recognizing and fostering children's agency

If we really want to empower children and young people, and if we want to demonstrate respect towards them, we have to fully engage with the concept of child agency. This means acknowledging that children are not empty vessels that need to be filled with knowledge and information and moulded into our ideal of adults.

Children are not adults in progress, but individuals with competences, skills and rights. Agency in children manifests through their ability to make decisions, express their opinions and engage with others in meaningful ways. The approach recognizes children as social actors with the right to be heard and to influence decisions that affect them, in line with their evolving capacities (article 12 of the Convention on the Rights of the Child).

Most of the time, children's agency is silenced or ignored because we believe they are not "capable enough". Ignoring children's agency or undermining their competencies limits their abilities to be empowered, enjoy their rights fully and be effective agents of change.

In practice, fostering children's agency starts with identifying our own biases and stereotypes towards children's competencies and working to create environments where children can explore, question and contribute. It means reflecting on the appropriate tools, spaces and language that effectively place them in the position to act. It implies creating trustful relations and showing respect. It is not just about allowing children to make decisions, but about ensuring their participation is meaningful and respectful.

For example, in the educational context, effectively permitting children to engage with complex matters in age-appropriate ways can be a way to recognize their agency. Giving children a voice in matters such as school rules or community issues helps build their confidence, critical thinking and a sense of responsibility.

Promoting child agency is essential for their development and aligns with human rights frameworks, which recognize children's autonomy and their right to participate in decisions that impact them. By supporting children in developing agency, we help cultivate more active, engaged citizens capable of contributing to a just and equitable society.

Learner-centred pedagogy⁶

Learner-centred pedagogy and rights-based education are closely interconnected, as both prioritize the empowerment and dignity of learners, fostering environments where individual needs, rights and abilities are respected and nurtured. Learner-centred pedagogy is an approach to teaching and learning that focuses on engaging participants in their own learning, promoting deeper understanding through interaction, collaboration and critical inquiry. Each method helps participants question, reflect and explore ideas independently, promoting essential skills such as problem solving, critical thinking and ethical reasoning.

Learner-centred pedagogy can have a transformative power to indirectly promote justice and anti-corruption. As it prioritizes the voices, experiences and autonomy of learners, it creates a collaborative environment that values equality and fairness. This approach underpins a deeper commitment to ethical behaviour, respect and honesty, which are crucial for advancing justice and combating corruption. Furthermore, the approach promotes skills such as critical thinking and problem solving, which are decisive in empowering individuals to be anti-corruption champions, as they enable participants to analyse situations from multiple perspectives, challenge assumptions and make well-informed decisions based on fairness and integrity.

Critical thinking and problem solving also equip individuals with the confidence to act when they witness injustice or corruption. Instead of passively accepting unfair situations, individuals are more likely to advocate for change, challenge unethical decisions and contribute to a more just and transparent society. The approach also helps develop the courage to challenge popular beliefs as well as one's own biases, which ultimately can lead to a rethinking of endemic corruption practices.

Some of the methods underpinning this approach are:

- **Cooperative learning.** This method involves participants working together in small groups to achieve common learning goals. It emphasizes collaboration, where each participant contributes to the group's success, fostering skills such as communication, teamwork, empathy and mutual respect.
- **Active learning.** Active learning engages participants in activities such as discussions, problem solving and role-playing that require them to actively apply what they are learning rather than passively receiving information. This hands-on approach encourages critical thinking and deeper understanding as participants directly interact with the content.
- **Personalization and relevance.** The learning process and content are tailored to meet the individual needs, interests and learning styles of participants. This allows for flexibility in how content is delivered, ensuring that it is relevant and engaging for each learner. This personalization

6. The programme is rooted in the idea that both adults and children learn best when actively engaged. Therefore, the approach proposed in the activities with children is the same proposed in the training manual with trainers and educators. More instructions and guidance on learner-centred pedagogy can be found in the Training Manual, session 4, on embracing learner-centred pedagogy, and session 5, on the characteristics of a good (non-formal education) facilitator.

enhances motivation and encourages self-directed learning.

- **Experiential learning.** Participants learn best through experience. Activities such as simulations, role-playing, group discussions and case studies allow learners to engage actively and reflect on their experiences.
- **Inquiry-based and Socratic method.** Participants are encouraged to take ownership of their learning by asking questions, investigating and exploring topics. The teacher facilitates a dialogue through a series of open-ended questions, encouraging participants to think critically, challenge assumptions and articulate their reasoning. It promotes self-reflection and deeper understanding by pushing learners to explore complex ideas and develop well-reasoned arguments.

Your role as a facilitator

In learner-centred pedagogy and rights-based education, the role of the facilitator is pivotal in creating an environment that fosters active engagement, collaboration and critical thinking among participants.

Your role entails:

- **Guidance and support.** You are a guide rather than a traditional authoritative figure.
- **Create inclusive environments.** Foster an inclusive workshop atmosphere where children and young people feel valued and respected.
- **Encourage collaboration.** Promote collaboration between children and young people and with you.
- **Facilitate critical thinking.** Challenge children and young people to think critically and analytically.
- **Assess and adapt.** Reflect on the group composition, age range, interests and ongoing understanding and adapt the facilitation strategy.

This approach has many key components, including:

- **Create interactive and engaging activities.** Create activities that require collaboration, active engagement, movement and all-senses learning (such as group project problem-solving tasks, role play, case studies and real-life scenarios), inviting children and young people to analyse the situation and propose their own solutions and approaches.
- **Use open-ended questions.** Your task is that of guiding participants through discussions, supporting mutual learning and stimulating higher-level thinking. As much as possible, you should try to refrain yourself from conducting extensive lecturing and rather focus on asking the right questions to generate knowledge together.
- **Foster discussions by asking open-ended questions that require participants to critically reflect on issues and articulate their ideas.** For example, instead of asking, "What is corruption?" ask, "Where can you identify corruption in your context?" or "What solutions would you propose?".
- **Foster peer-teaching.** Encourage participants to teach each other by assigning them roles that they must fulfil.
- **Create a safe, respectful and inclusive learning environment.** Establish ground rules that promote respect and inclusivity in discussions. Show respect towards participants. Use icebreakers at the beginning of a workshop to help participants feel comfortable sharing their ideas and opinions. This helps build trust and encourages open dialogue.

Asking questions while ensuring safety and respect

Asking questions and listening are two of the core skills of a good facilitator. Keep in mind the following:

- Listen attentively while people are talking. Be aware of your body language: listening implies keeping eye contact, nodding or signalling in other ways that you value what is being said.
- Do not be judgemental of participants' answers. Opinions are not right or wrong.
- Make sure you engage everyone when asking questions. Invite everyone to participate by asking, "Who has a different idea?" or "What makes you say that?"
- Avoid feeding your own ideas into the discussion. Let the participants discuss freely and engage with your questions.
- Make sure that answers to questions and problems are generated from the participants' discussions rather than coming from you.
- Use the questions suggested in the activities, but feel free to contextualize and adjust them to your needs.
- Conclude every discussion with a summary of the main points. To help do this, it is handy to keep a small notebook to hand and note down all the main points that emerge from the discussion. You will find main points to address in your summary in all the activities, but make sure you integrate them with what participants have brought up.
- Thank everyone at the end.

How to create a safe, respectful and inclusive learning environment

To effectively implement learner-centred workshops with children and young people, it is essential that participants feel at ease and welcomed, and that they perceive the space as a safe environment where different opinions and ideas can be shared freely. Therefore, it is essential to build a welcoming, safe, respectful and inclusive atmosphere, while, at the same time, making sure you maintain control of the space and are perfectly organized.

Here are a few tips that might help you in the organization, planning and development of safe and inclusive activities. This is not an exhaustive list – you are encouraged to think about other useful approaches.

Logistics and content overview

Having a clear plan and organized logistics are essential for creating a safe and respectful workshop experience. A clear plan ensures that children and young people understand the goals and structure of the session, reducing confusion and creating a sense of security and transparency. Participants feel respected when their time is valued and everything runs smoothly. Well-organized logistics demonstrate the facilitator's commitment and competence, establishing trust and encouraging participants to fully engage.

The following table contains an overview of the activities in the manual and an explanation of the main elements of each activity and its icons.

List of activities

Activity name	Scope	Difficulty	Time
Icebreaker: Stop, go, shout, clap	Breaking the ice	Suitable for all	10 minutes
Understanding what corruption is	Understanding and recognizing: Understand and recognize corruption	Suitable for all	15 minutes
Image theatre: The consequences of corruption	Recognizing: Recognize the implications of corruption and promote justice	Suitable for all (see the adaptation tips to adjust the activity for older children and young people)	90 minutes
My personal commitment to anti-corruption	Promoting: Commit to anti- corruption and promote justice and integrity	Foundational level (in the adaptation tips , you will find some strategies to work on this activity with younger children or young people)	30 minutes
Icebreaker: Still statues	Understanding: Breaking the ice, introduction to image theatre, introducing corruption	Suitable for all	15 minutes
Problem tree to map the causes and consequences of corruption	Understanding and recognizing: Identify the causes and consequences of corruption for the individual, the community and the country	Intermediate (see the adaptation tips to use this approach with older children and young people)	90 minutes
Project: Anti- corruption code of conduct	Promoting and addressing: Develop a personal code of conduct to tackle corruption and injustice	Suitable for all	60 minutes + (it can be extended the activity over multiple sessions)
Fruit salad	Breaking the ice	Suitable for all	10 minutes

Identifying sites of corruption and injustice – mapping activity	Recognizing: Recognize how corruption and injustice can affect everyday life	Intermediate (see the adaptation tips to use this approach with younger children or with young people)	50 minutes
Project: Anti-corruption calls for action	Promoting and addressing: Empower young people to engage with key community stakeholders in promoting specific anti-corruption behaviours and initiatives	Intermediate to advanced (see the adaptation tips to turn this activity into a long-term project)	60 minutes + (it can be extended the activity over multiple sessions)
Names as...	Breaking the ice and name-learning	Suitable for all	20 minutes
I like you because...	Breaking the ice	Suitable for all	15 minutes
Who am I?	Breaking the ice, introduction to image theatre	Suitable for all	10 minutes
KWL chart	Understanding: Reflecting on pre-existing knowledge and introducing corruption	Suitable for all	20 minutes
Introducing corruption	Understanding: Understand the meaning of corruption	Suitable for all	15 minutes
Solving ethical dilemmas: scenario cards game	Understanding: Understand the importance of integrity to build corruption-free societies	Foundation level	90 minutes
Role-playing consequences of corruption	Recognizing: Identify the consequences of a simple act of corruption for the individual and the community	Foundation level (see the adaptation tips to use activity with older children or young people)	60 minutes +

Project: Embracing justice and anti-corruption	Promoting: Commit to embracing one value and/or behaviour that will help instil justice and anti-corruption values in the neighbourhood/ community	Foundation level	60 minutes + (it can be extended the activity over multiple sessions)
Project: Promoting integrity and reporting violations	Promoting and addressing: Promote and raise awareness of integrity and anti-corruption among peers and adults in the community and report negative behaviours	Foundation level	60 minutes + (it can be extended the activity over multiple sessions)
The resource game	Understanding: Encourage strategic thinking and reflection on power dynamics and the importance of cooperation in fighting injustice	Intermediate level	40 minutes
Youth trust barometer	Recognizing: Understand and discuss the level of trust towards institutions	Intermediate level	60 minutes
Your corruption footprint quiz	Recognizing: Reflect on how far each individual contributes to creating incentives for corruption and costs relating to corruption in their social environment by: a. setting a good example with their own actions; b. publicly expressing judgements/opinions; c. acting together with others for the care of the common good/in reaction to situations contrary to their values.	Intermediate level	45 minutes
Image theatre: Monologues of corruption	Understanding and recognizing: Understand the meaning and implications of corruption	Advanced level	80 minutes
What's up if...	Recognising and addressing: Understand how maladministration and corruption can affect our daily lives and that our choices can somehow ease or prevent these phenomena	Intermediate to advanced level	45 minutes

Key learnings	Understanding and promoting: Reinforce key learnings from the workshop	Foundational level	15 minutes
Project: Anti-corruption campaign	Promoting: Develop positive actions to prevent corruption and engage in anti-corruption	Intermediate and advanced Level	60 minutes + (it can be extended the activity over multiple sessions)
Project: Integrity projects	Promoting: Promote participants engagement with anti-corruption and justice	Intermediate level	60 minutes + (it can be extended the activity over multiple sessions)
Project: Committing to solutions	Promoting and addressing: Develop a group-based, long-term project aimed at addressing specific sites of corruption within their community, such as schools, law enforcement, healthcare or local government	Advanced level	90 minutes + (it can be extended the activity over multiple sessions)

Icons

To assist in organizing workshops with children and young people, each activity includes the following key details:



Core themes

This symbol accompanies some activities. It indicates that the activity addresses one of the core issues related to corruption: for example, it explains what corruption is. We recommend starting with these activities to help participants build a basic understanding before moving on to activities that explore other dimensions of corruption (e.g. recognizing corruption, addressing corruption and reporting corruption).



Projects

Some activities can be carried out over multiple sessions, either with the guidance of the facilitator (with younger children) or independently (with older children or young people). Long-term projects offer participants the chance to deeply immerse themselves in the topic, moving beyond basic understanding to a more in-depth and analytical exploration of the issue. These projects encourage sustained engagement, allowing participants to examine the problem critically, connect it to real-world contexts and develop thoughtful, impactful solutions over time. Project-based learning also enhances participants' critical-thinking and problem-solving skills as well as their creativity.



Scope

Each activity is designed to achieve one or more key objectives, helping participants understand, recognize and address corruption. Broadly, the scope of these activities can be categorized into the following four areas:

- **Understanding:** Exploring the core concepts of corruption, anti-corruption and justice to develop foundational knowledge.
- **Recognizing:** Identifying instances of corruption and the values associated with fairness, integrity and justice.
- **Promoting:** Embracing and encouraging anti-corruption values and behaviours and advocating for justice within communities.
- **Addressing:** Learning to confront and report corruption or injustice responsibly and effectively.

While each activity can stand alone, they can be combined and implemented over multiple sessions for a more comprehensive learning experience. To structure a multi-session workshop, review the scope of each activity and ensure they are sequenced to build on one another. Start with activities that introduce core concepts, then progress towards activities that foster recognition, promotion and action against corruption and injustice. This layered approach ensures a logical flow and deeper engagement with the themes.



Number of participants

The ideal number of participants for a workshop typically ranges between 15 and 25, as this allows for effective interaction and group dynamics. However, you may work with smaller or larger groups in some contexts. Each activity includes guidance on the recommended number of participants to ensure it runs smoothly and achieves its objectives.



Resources

You will find an indication of the resources needed to carry out the activities. The activities generally require few or no resources to ensure sustainability and minimize costs.



Time

Each activity includes an estimated time for delivery, designed with a group of 10 to 25 participants in mind (the ideal workshop size). For larger groups, please allow additional time to ensure everyone can fully participate and engage with the content.



Difficulty levels

The manual is designed for facilitators working with children and young people. We recognize that each child, young person and adult possesses unique skills, interests and perspectives. As such, activities are organized by levels of difficulty rather than by age, allowing facilitators to adapt based on participants' individual strengths and learning needs. Many of the approaches are broadly applicable across age groups, as the participatory methodology is adaptable for both children and adults. What shifts is the depth of engagement with the topic and the types of questions facilitators use to encourage meaningful discussion and reflection.

Therefore, the manual uses the following system of classification:

1. Foundational level (simple)

Target age: Middle childhood to early adolescence (about 9 to 12)

Language use: Simple vocabulary, short sentences, clear and concrete language. Minimal technical terms, with definitions or illustrations for any new words.

Purpose and context: Focuses on practical tasks and real-world applications that relate directly to the children's everyday experiences.

If possible, use these activities in combination with sequential, step-by-step instructions with plenty of visuals (e.g. icons, diagrams or images) and support tools, such as checklists.

2. Intermediate level (moderate)

Target age: Mid-to-late adolescence (about 13 to 17)

Language use: Moderate vocabulary complexity with some specialized terms, explained when necessary.

Purpose and context: Connects tasks to broader contexts, such as the relevance of the skill or concept in both personal and societal terms.

If possible, use a mix of step-by-step instructions and explanations, with fewer visuals than the foundational level, but enough to clarify key points.

3. Advanced level (complex)

Target age: Young adults (about 18 to 25)

Language use: More sophisticated vocabulary and sentence structure, assuming prior knowledge of basic terms and familiarity with technical language specific to the topic.

Purpose and context: Situates instructions within complex real-world or professional scenarios, often discussing potential challenges and solutions.

You can use detailed explanations with minimal visual aids, organized into sections that encourage analysis and critical thinking. Allow for flexibility in execution, catering to more advanced problem-solving skills. Most projects and activities for this age group can be carried out independently. If possible, provide references for further reading, case studies or applications that encourage an in-depth and independent engagement with the topic.

4. Suitable for all

Most activities and approaches can be suitable for anyone. In some cases, you will find tips and suggestions to adapt the activities to a younger or older age group.

Organizing a workshop

The suggested activities that you find in the workshop examples ([part II](#)) and in the resource library ([part III](#)) are meant to be used within workshops that have a duration of a few hours. The workshops can be conducted as one-off sessions or over the course of multiple sessions that explore various aspects of corruption and anti-corruption.

Generally, the workshops should follow this structure:

1. Icebreaking and introduction:

A workshop with children and young people should always start with a moment of introduction. This is useful for creating a friendly, relaxed atmosphere and getting to know each other (if possible and if needed).

For this purpose, you should use an activity that is brief (no more than 10 to 15 minutes), engaging and fun (it is better if it involves movement and makes people laugh).

Generally, icebreakers and introductory activities are suitable for any age group.

2. Core activity:

After the introductory icebreaker, conduct the main activity, which addresses the workshop's objectives.

The difficulty level of core activities often varies. Some activities can be adapted to suit younger or older people. Within each activity, whenever possible, there are tips on adapting the activity to shorten its duration or adjust the difficulty level.

Please note that some core activities introduce what corruption is. These foundational activities are marked with the symbol:



3. Conclusion:

It is a good idea to conclude the workshop with a brief recap.

Avoid providing a summary; instead, let the participants provide their own reflections on the workshop's main takeaways.

You could conclude the workshop by engaging the participants in a personal commitment to anti-corruption, with age-appropriate strategies.

Workshop preparation and delivery

When preparing to deliver activities with children and young people, keep in mind the following:

- **Know your group size:** Ensure that you are aware of the dimensions and composition of the group. The ideal number is between 10 and 25 people. Adjust the time and materials as needed.
- **Know your participants' backgrounds:** Determine who will attend the workshop, their background, age, interests and needs, and adapt the activities to them.
- **Inquire about special needs:** Knowing participants' backgrounds also helps tailor the workshop

to accommodate their needs, such as accessible venues, dietary requirements or materials in various formats or languages. This consideration fosters respect for individual differences.

- **Ensure safety:** Make sure that access and participation are safe for all children and young people.
- **Be prepared:** This is possibly the most crucial aspect to remember. By being prepared you demonstrate your professionalism and commitment, you show respect towards participants and you ensure the workshop runs smoothly. To this end, practice the activities ahead of time and make sure you are aware of the flow of the sessions. Avoid having to read through the manual during sessions.
- **Inclusively organize the space:** Adapt the room by arranging the chairs in a circle. Place your chair within the circle: avoid having a separate desk, standing up or placing your chair on a higher level, as it will reduce the feeling of equality within the group. Avoid having tables in front of the chairs. Keep in mind that the participants should primarily be engaged, rather than just listen to you and take notes.
- **Make space to move safely:** When arranging the space, make sure that there is enough space for people to move around safely. For example, make sure that the space in the middle of the circle of chairs is free from hazards and use this space every time the activities require people to move around.
- **Organize your materials and keep them at hand:** Make a list of all the things you need and have them ready.
- **Organize breakout spaces:** Make sure there are tables in the corners of the room so that participants can work in smaller groups.
- **Ensure space to hang posters:** Displaying posters or other materials created by participants throughout the activities serves as a visual anchor, helping both participants and facilitators track the content and progress of the work. These visual elements reinforce key messages, provide a shared reference point and foster a sense of ownership and collaboration among participants.
- **Adjust when working with large groups (40+ people):** Make sure that there are one or two breakout rooms for group work. When working with a large number of participants, it is ideal to have the help of a second facilitator who supports group work or parallel sessions.
- **Always have extra energizers ready:** When preparing, plan a few additional energizers that you can use if you see that participants are getting distracted or that the energy is low. For additional ideas, you can have a look at the booklet entitled, "100 ways to energise groups: Games to use in workshops, meetings and the community",⁷ developed by the International HIV/AIDS Alliance. Further examples of energizers can be found in [annex I on energizers](#).
- **Integrates breaks:** The activities listed in the manual do not mention breaks. Integrate breaks of 10 to 15 minutes depending on the age of the children and energy level. For younger children, you might need a break every 40 minutes. For older children and young people, you can integrate them every 60 to 80 minutes.
- **Be prepared to adjust:** Being prepared also means staying flexible in order to address each participant's needs or unexpected logistics issues.

At the beginning of each workshop:

- **Use icebreakers at the beginning of the workshop:** This helps create a friendly and welcoming atmosphere and provides an energy boost whenever participants seem to lose focus.

7. International HIV/AIDS Alliance, "100 ways to energise groups: Games to use in workshops, meetings and the community" (Brighton, 2002).

During the workshop:

- **Address participants by their names:** When facilitating discussions, make sure you call children and young people by their names rather than just pointing at them. This shows respect towards them and keeps them more engaged.
- **Engage everyone:** Make sure that you engage all the people in the audience without favouring or excluding anyone, while ensuring you do not put anyone under the spotlight or force anyone to speak.
- **Prepare:** Use the breaks to revise and prepare for the following activities. Please make sure you also revise the materials needed and have them to hand.
- **Provide support:** During group work, walk around the various groups and ask whether all the instructions given were clear. Do not interfere with the discussions, but observe and listen.
- **Acknowledge your limits:** If participants raise questions and you do not know the answers or are unsure, acknowledge that and explain that you need more information and will respond as soon as possible. If you make a mistake, say sorry.
- **Celebrate:** Acknowledge participants' hard work after intense sessions with a round of applause.

At the end of the workshop:

- **Close with a recap:** Encourage participants to provide their own recap, as it is a much more effective and relevant way to summarize.
- **Thank everyone:** Saying thank you is another way to show your appreciation and respect towards participants.

Don't forget!

*Remember to have fun and enjoy the workshop experience
just as much as your participants*

Part II: Examples of half-day workshops

Three examples of half-day workshops for children and young people are presented below. Each workshop is designed for a different level of difficulty: a foundational workshop for younger children and an intermediate workshop and an advanced workshop for older and more experienced participants.

Workshop 1: Foundational level

Overview

Activity name	 Scope	 Resources	 Difficulty	 Time
Icebreaker: Stop, go, shout, clap	Break the ice	None	Suitable for all	10 minutes
Core activity: Recognizing corruption	Understand and recognize corruption	None	Suitable for all	15 minutes
Core activity: Image theatre – recognizing and tackling corruption	Recognize the implications of corruption and promote justice	None	Suitable for all	90 minutes
My personal commitment to anti-corruption	Commit to anti-corruption and promote justice and integrity	Flipcharts, markers, sticky notes and pens	Foundation level	30 minutes



Icebreaker: Stop, go, shout, clap

 Scope	Break the ice
 Level of difficulty	Suitable for all
 Number of participants	Any
 Time	10 minutes
 Resources	None
<i>Source</i>	<i>New</i>

1. Invite participants to silently move around the room, greeting each other with their heads or hands as they meet each other's gaze.
2. Explain that you will mention a few commands. When you say "stop", everyone needs to freeze in place, and when you say "go", they will continue walking. Practice this a few times until everyone is comfortable.
3. Next, explain that the orders are reversed. When you say "stop," participants should start moving, and when you say "go," they should freeze. Practice this reversal a few times.
4. Now, explain that you will introduce new commands. Explain that when you say "shout", they should shout their names, and when you say "clap", they should clap their hands. Practice this for a little while.
5. Finally, explain that now all commands are reversed. When you say "stop", participants should start moving, when you say "go", they should freeze, when you say "shout," they should clap their hands, and when you say "clap", they should shout their names. Practice a few times and conclude with applause.



Core activity: Understanding what corruption is

 Scope	Understanding and recognizing: Understand and recognize corruption
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	15 minutes
 Resources	None
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

1. Explain that you will read out loud some statements and invite participants to move to the right side of the room if they think the statement represents corruption, move to the left side if they think it represents another crime or illegal behaviour but not corruption, or stay in the middle if they are undecided. If the conditions do not allow participants to move around, invite them to stay seated and discuss in groups. At this point do not explain what corruption means.
2. Read out loud the following statements, giving participants a few minutes to take their place after each statement.
 - (a) A headmaster receives a bicycle as a present from one of the parents to ensure that his son passes the end-of-year exam.
 - (b) A football player is caught using drugs to win a game.
 - (c) A person steals a wallet on the bus.
 - (d) A person gives money to a community leader to receive subsidized fertilizers, even if they are not entitled to them.
 - (e) A person pays a doctor at the hospital to skip the queue and be seen first.
3. After the participants have taken their positions in the room, invite volunteers from the two sides of the room to discuss their reasoning. Use the notes below to navigate the group conversation.
 - (a) A headmaster receives a bicycle as a present from one of the parents to ensure that his son passes from standard 1 to 2. **Corruption.** The headmaster is a public employee who is entrusted and empowered by the community to smoothly run the school, but instead, he is using his power for his own benefit.
 - (b) A famous football player is caught taking drugs to win a game. **Wrong, but not corruption.** Although it is illegal in many contexts, it is not an example of corruption.
 - (c) A person steals a wallet on the bus. **Illegal, but not corruption.** The person who steals the wallet does not have any public position; this is a crime, but not corruption.
 - (d) A person gives money to a community leader to receive subsidized fertilizers, even if they are not entitled to them. **Corruption.** The community leader oversees the distribution of subsidized fertilizers and they should do that in a fair and honest way. Instead, they are using

their power to make money.

- (e) A person pays a doctor at the hospital to skip the queue and be served first. **Corruption.** The person skipping the line is not entitled to be seen first. The doctor is using their power for their own benefit. Note that the doctor and the person paying the doctor are both guilty. Corruption is when someone in a position of power uses their power to benefit themselves or someone they know, but also when someone offers or promises something to influence the behaviour of those in power.

4. At the end, invite the participants to explain what they think corruption is.

5. Conclude with the following:

- Corruption is a special type of crime. In accordance with the anti-corruption regulation of SOS Children's Villages, a simple definition of corruption has been adopted that is in line with the examples presented in part 3 of this activity. Corruption is when someone abuses the power entrusted to them for their personal gain or of those close to them.
- In general, there are always three elements in a corrupt act: a. authority: someone has the power; b. abuse: someone misuses the power; and c. benefit: this someone obtains any sort of illegal benefit.
- Corruption happens when someone in a position of power uses their power to benefit themselves or someone they know.
- Corruption is different from other forms of abuse and crime because it is committed by someone who has been placed by others in a position of power and, instead of acting in a fair way using that power for the benefit of the entire community, they use it for their own gain or for the benefit/gain of someone they know.



Core activity: Image theatre – the consequences of corruption

 Scope	Recognizing: Recognize the implications of corruption and promote justice
 Level of difficulty	Suitable for all (see the adaptation tips to adjust the activity for older children and young people)
 Number of participants	10 to 25
 Time	90 minutes +
 Resources	None
Source	New

Tip: If you believe participants are unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol:



This activity is rooted in image theatre, a form of participatory theatre developed by Brazilian theatre practitioner Augusto Boal as part of his “Theatre of the Oppressed”. In image theatre, participants use their bodies to create still images or tableaux that represent ideas, emotions or social issues, often without the use of spoken words. This technique allows individuals and groups to express complex situations visually and encourages exploration and discussion of underlying themes, such as power dynamics, oppression or conflict, in a safe and accessible way.

Phase one: Recognizing corruption

1. Invite participants to form groups of five.
2. Provide each group with one of the following scenarios, inviting them not to reveal their scenario to the other groups. The scenarios are organized into a range of difficulty levels: pick the one most suitable for your group.

Easy:

- A group of patients in an emergency room, where one is allowed in quickly because they are the nephew or niece of one of the nurses.
- A police officer stopping a car and asking for money to let them go, even if they have not broken the law.

- A football coach who asks for gifts to let children into the team.
- A child waits in line at the library to check out a book. Another child sneaks to the front of the line after giving the librarian a piece of candy to get served first.
- During lunch, a cafeteria worker lets certain children go to the front of the line because they are related, while others wait their turn.
- A teacher announces an art contest but chooses their friend's child as the winner, even though other children put in a lot of effort and did a great job.
- A teacher gives better grades to students who bring them gifts, even if other students are studying equally as hard.
- A food stall owner has agreements with inspectors who ignore the poor hygiene of their food stall in exchange for regular gifts.

More complex:

- A clerk in the town hall who, in exchange for money, approves the construction of a building in a protected forest area.
- An inspector is bribed to ignore violations at a factory, which is dumping waste into a river, affecting the town's drinking supply and harming local people and wildlife.
- Students raise money for new library books, but some of the funds are used by a student council member for personal expenses. Other students discover the misuse and must decide how to address the situation to prevent future issues.

3. Invite the groups to take five minutes to plan a frozen image of the scene. Explain to them that the core rules to create a frozen image are:

- (a) No talking
- (b) No sounds
- (c) No props and no movement

Each participant needs to take up a different role.

4. Once ready, invite each group one by one to form their frozen images.

5. Invite the other groups to guess what the scene represents.

6. Walk around the various statues and ask different members of each frozen image one or more of the following questions:

- (a) Who are you?
- (b) What are you doing?
- (c) What are you thinking?
- (d) How do you feel?
- (e) What do you want at this moment?

Phase two: tackling corruption

Tip: The next part of the activity involves participants adjusting each other's frozen statues, which may require close physical contact.

Before proceeding, carefully assess whether this approach is appropriate for your specific context and the children in your group. If you determine that avoiding direct physical contact is preferable, you can modify the activity by inviting the children acting as "sculptors" to give verbal instructions instead. In this variation, the sculptors describe how they want the statues to move or adjust, and the statues make the changes themselves without any need for physical contact.

7. The activity can continue by inviting children to reflect on how to address, tackle or challenge the corruption scenarios that they are embodying. To do this, you will use a moulding approach.
8. Invite one of the group statues to hold their position and ask the rest of the participants to gather around.
9. Invite one or more volunteers to act as "sculptors" and modify the scene. These sculptors will gently "mould" each or some of the characters into new poses or positions that transform the scene into a positive, corruption-free outcome. In this way, participants actively reshape the "frozen" scene from a negative to a positive example, symbolizing how individual actions can help "erase" corruption and promote integrity.
10. Give the sculptors 10 minutes to re-arrange the frozen statues.
11. Explain the three main moulding techniques to change the scene:
 - (a) **Moulding the body:** The child who acts as "sculptor" gently adjust the limbs, the torso or the overall posture of the frozen statues in order to create a new position.

For example, if a statue's arms are stretched out to be ready to receive a bribe, the sculptor might cross them to symbolize refusal to accept money.

The statues remain in this new position until further instructed.
 - (b) **Moulding the face:** The sculptor demonstrates a facial expression that the statues should adopt, such as a smile or a frown.

The statue observes and mirrors the expression shown, embodying the intended emotion.
 - (c) **Directing the gaze:** The sculptor imagines that an invisible thread is attached to the eyes of the frozen statue.

By miming the action of gently pulling the thread, the sculptor directs the statue's gaze to a specific point, such as towards another statues, or an object.
12. Once the moulding is complete and the scene is transformed into a corruption-free one, invite the groups to observe the new sculptures and identify what has changed, and how corruption has been addressed.
13. Next, ask some of the statues the following questions:
 - (a) Who are you?
 - (b) What are you doing?
 - (c) What are you thinking?

- (d) How do you feel?
- (e) What do you want at this moment?

14. Repeat the activity with all the groups.

15. At the end, ask:

- (a) What contributes to erasing corruption?
- (b) What can we do individually to promote anti-corruption?

16. Integrate with the following points into the conversation:

- (a) When people choose to be honest and treat everyone equally, corruption has no place to grow.
- (b) Stay fair and truthful: always tell the truth and play by the rules, even when no one is watching.
- (c) Telling a trusted adult when something unfair happens is another important strategy to help stop corruption.
- (d) Finally, it is very important that we all work together against corruption. Communities that stand up for fairness can make sure everyone is treated equally.

Adaptation tips: Using the activity with older children and young people

The same activity can be adapted for older children and young people. The following adaptation requires participants to have a good understanding of corruption. If this is not the case or if you are unsure, introduce this activity with one of the foundational activities marked with the symbol:



To adapt the activity for older children/young people, invite each group to spend 10 minutes brainstorming and selecting a real-life example of corruption or injustice that they want to represent. Then, as a group, they should create a "frozen image" or statue depicting that situation.

Alternatively, assign each group a specific setting or institution (e.g. school, town hall, religious centre, a street or a park) and ask them to identify a possible act of corruption that takes place in that setting/institution. The groups can then create a frozen image illustrating this scenario.

Once all groups have presented their frozen images, lead a discussion using the questions provided in the activity.



Conclusion: My personal commitment to anti-corruption

 Scope	Promoting: Commit to anti-corruption and promote justice and integrity
 Level of difficulty	Foundational level (in the adaptation tips you will find strategies for working on this activity with younger children or young people)
 Number of participants	up to 30
 Time	30 minutes + (it can be extended over multiple follow-up sessions – see the adaptation tips)
 Resources	Flipcharts, markers, sticky notes and pens
Source	New

1. Invite participants to briefly brainstorm ideas for tackling corruption and injustice.
2. Once you have gathered a few ideas, invite the participants to form groups of five and distribute some sticky notes.
3. Explain that you will make a collective pledge to fight corruption and promote justice.
4. On a flipchart, write the heading "Our Anti-Corruption Pledge" at the top.
5. Ask the groups to take four to five minutes to come up with and write or draw on the sticky notes one action they will take to promote honesty, integrity or justice in their community. This could be a simple sentence or a drawing. For example:
"I will always tell the truth."
"I will stand up for my friends if they are treated unfairly"
Encourage creativity.
6. Invite everyone to take their sticky notes and stick them on the poster. If possible, make copies of the anti-corruption commitment pledge and distribute it to each participant.
7. Finally, gather everyone in a circle again and ask each participant to share one thing they are most proud of from the workshop and one thing they are excited to do to uphold their pledge.
8. Thank the participants for their participation and remind them that their actions can make a big difference in promoting justice and fighting against corruption.

Adaptation tips: Adapting the activity for younger children

When working with younger children, it is more effective to engage them in concrete and relatable scenarios.

Provide them with one or two scenarios of corruption and injustice that they should be familiar with. Examples can be found in the activity on [identifying sites of corruption and injustice](#).

Invite the children to reflect on what they could do, individually and as a group, to tackle these acts of corruption. With smaller children, rather than talking about the creation of an action plan to tackle corruption, you can focus on promoting justice. Also, keep in mind that it is easier for younger children to relate to familiar environments and contexts: therefore, motivate them to reflect on actions and behaviours to promote justice in their family, village, school or neighbourhood. Avoid references to the community, city or country. For example, if you use the scenario: "A teacher gives better grades to students who bring them small gifts, even if other students are studying equally hard", children could propose to discuss the issue among themselves, report the issue to the headmaster, talk to their parents, be role models of honesty and integrity, etc. Remember that there are no right or wrong answers. Make sure you encourage a free conversation.

Once you have gathered a list of suggested actions, continue with the group formation as per step 3, but keep in mind that the groups might need more guidance to generate ideas.



Adaptation tips: Project – Adapting the activity for older children and young people

This activity can be turned into a longer-term, independent project, which is more suitable for older children and young people.

1. Invite the participants to carry out the following task:
 - Identify the challenges faced by young people in your country or region and how these challenges are linked to corruption.
2. Gather a few inputs on a flipchart.
3. Next, invite the participants to work in groups and to carry out the following task:
 - Develop a clear set of goals or actions on one or more of the identified challenges, towards which you can actively engage as a group.
4. Invite the participants to be concrete and reflect on how they can take action to fight corruption. They should identify projects and ideas that can be developed and pursued as a group over the course of multiple weeks or months.
5. Conclude by inviting the participants to write out their action plans and to sign their document.

Workshop 2: Intermediate level

Overview

Activity Name	 Scope	 Resources	 Difficulty	 Time
Icebreaker: Still statues	Break the ice, introducing corruption	None	Suitable for all	10 minutes
Core activity: Problem tree for mapping the causes and consequences of corruption	Identify the multiple, interconnected and long-term consequences of corruption for the individual, the community and the country	Flipcharts and markers	Intermediate level	90 minutes
Conclusion: Creating an anti-corruption code of conduct	Develop a personal code of conduct that is aimed at tackling corruption and injustice	Flipchart and markers	Suitable for all	60 minutes



Icebreaker: Still statues

 Scope	Understanding: Breaking the ice, introduction to image theatre, introducing corruption
 Level of difficulty	Suitable for all
 Number of participants	8 or more
 Time	15 minutes
 Resources	None
Source	Adapted from UNODC, <i>Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools</i> (Vienna, 2023)

Tip: This activity works well as both an icebreaker and a simple introduction to the concept of corruption (see the [guidance box on introducing corruption](#)).

It's a quick, non-competitive exercise designed to energize participants and stimulate their imaginations by having them create group images spontaneously. This fun activity helps establish a lively, engaging atmosphere and serves as a warm-up for theatre-based activities.

While the activity is primarily intended to "break the ice", it also introduces participants to image theatre – a participatory form of theatre created by Brazilian practitioner Augusto Boal as part of his "Theatre of the Oppressed". In image theatre, participants use their bodies to form still images or tableaux representing ideas, emotions or social issues, often without spoken words. This technique enables participants to visually express complex topics and explore underlying themes, such as power dynamics, oppression or conflict, in a safe and accessible way.

1. Ask the participants to silently walk around the space.
2. Tell participants that you will call out a number along with an object or a situation. When you do, they should quickly form groups of the size you mentioned (e.g. three people, five people). Within seven seconds, each group must work together to create a "statue" with their bodies that represents the object or situation. For example, if you say, "four people, a tree", they should form groups of four and pose together to look like a tree.
3. Explain that the statues should not move, they should not use any props and they should not make sounds. They should only use their creativity to quickly and intuitively generate a frozen image.
4. Make sure you choose objects with many connecting parts. For example, the Eiffel Tower, a

bicycle, an aeroplane, a family, a grandfather clock, an elephant, a windmill, the bag of a secondary school boy or girl or the make-up bag of an elegant lady. If you want to make it more complex, you can include situations, such as the hall of a school at 8 am on a Tuesday.

5. After naming the object or the situation, count down from seven to speed up the construction of the statue.
6. When you reach zero, shout "stop", walk around the collective statues and invite volunteers to explain what the statues are or ask the rest of the group to guess. The questioning should be fast so as not to slow down the rhythm of the exercise. Repeat the activity a few times.

Guidance box: Introducing corruption

This activity can be expanded to introduce the concept of corruption. If you are using this energizer at the start of a workshop where participants may be unfamiliar with corruption, begin with a few rounds using simpler examples (such as a tree, a car, etc.) to help them understand the technique. Once they are comfortable, follow the instructions below to guide them through more complex ideas related to corruption.

1. Call out a number along with the word "corruption". At this stage, refrain from providing any definitions. Instruct the groups to collaborate and create a frozen tableau that represents an act of corruption. Allow them two to three minutes to plan their frozen image together.
2. Once done, invite some of the characters from the scene to explain what or who they are, what they are doing and how they feel, or ask the rest of the group to guess.
3. At the end, invite everyone to contribute to defining corruption.
4. Conclude with the following:
 - (a) Corruption is a special type of crime and there is not a shared definition of corruption. Avoiding a rigid definition of the term allows for many elements and forms of corruption to be included in it.
 - (b) While a definition does not exist, some elements can help us identify corruption. In general, there are always three elements in a corrupt act: a. authority: someone has the power; b. abuse: someone misuses the power; and c. benefit: this someone obtains any sort of illegal benefit. In this context, facilitators can also refer to the SOS Children's Villages anti-corruption regulation that provides a simple definition of corruption: "Corruption is when someone abuses the power entrusted to them for their personal gain or of those close to them."
 - (c) Corruption happens when someone in a position of power uses their power to benefit themselves or someone they know.
 - (d) It is different from other forms of abuse and crime because it is committed by someone who has been placed by others in a position of power and, instead of acting in a fair way using that power for the benefit of the entire community, they use it for their own gain or for the benefit/gain of someone they know.



Core activity: Problem tree for mapping the causes and consequences of corruption

 Scope	Understanding and recognizing: Identify the causes and consequences of corruption for the individual, the community and the country
 Level of difficulty	Intermediate (see adaptation tips to use this approach with older children and young people)
 Number of participants	15 to 20
 Time	90 minutes
 Resources	Flipcharts and markers or drawing materials
Source	Adapted from Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

Tip: If you believe participants may be unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol:



Introducing the case study

1. Read the following case study:

Case study: The story of the Councillor Mwangi

Councillor Mwangi is the Chief of a small community of 4,000 people. In the community, there is an old school with a roof that often leaks during the rainy season. Councillor Mwangi receives some money from the Government to hire a company to build a new roof for the school.

Many companies offer their services and send letters indicating how much it would cost to build the new roof. One of the company owners, Mrs Anyango, comes directly to the office of Councillor Mwangi and, together with her letter of offer, she suggests that she would thank Councillor Mwangi with a new car if her offer is accepted.

Councillor Mwangi chooses Mrs Anyango's offer and, a few days later, he receives a new car. Mrs Anyango's company starts repairing the school roof.

2. Ask the following questions:
 - Do you think that Councillor Mwangi has made the right choice? Why?
3. Keep the conversation short, as there will be more time to discuss this aspect in the next steps. If needed, explain the following:
 - The Councillor has used his power to help Mrs Anyango win this project. Her offer was not chosen because it was better than the others or because she is better qualified. Her offer was chosen because she gave the Councillor a present.

Creating the problem tree

4. Ask participants to form groups of five.
5. Distribute large sheets of paper (one per group) and markers or drawing materials.
6. Explain that they should take 15 minutes to design a problem tree of this scenario.

Note: There is not a single right answer in this activity. Your role is to encourage participants to reflect and recognize the complex and intertwined chain of negative consequences that corruption has.
7. Show the groups an example of a problem tree. You can reproduce it on a blackboard, if possible. A problem tree is a great tool to help identify the root causes and consequences of a problem. Explain how to build the problem tree:
 - (a) Identify the main problem (The trunk)
 - (i) Start by drawing a big tree with roots, a trunk and branches.
 - (ii) Write the main problem in the centre of the trunk. In this case, the problem can be something such as "Corruption act: Councillor Mwangi chooses Mrs Anyango's offer because she gave him a new car".
 - (b) Identify causes (The roots)
 - (i) Think about what might have led to this problem. Each root represents a different cause. Draw lines downward from the trunk to create roots and write one cause on each root.

Examples of causes could be:

- Lack of clear rules about gift giving
- Prioritizing personal gain over community needs (Councillor Mwangi wanted the car more than he wanted to choose the best service)
- Greed
- Dishonesty
- Selfishness

(c) Identify consequences (The branches)

(i) Now think about what happens because of this decision. Each branch represents a different consequence. Draw branches upwards from the trunk and write one consequence on each branch.

Examples of consequences could be:

- Poor quality work (Mrs Anyango might not be the best contractor, so the new roof could still have problems).
- Community trust is broken (People might feel unhappy or distrustful of Councillor Mwangi's decisions).
- Encourages more corruption (Other people might see this example and think they can also get what they want by giving gifts).
- Disrupted education (The school roof leaks again and the children cannot attend).

8. Once the problem tree is completed, discuss with the group what they notice. Ask:

- What strikes you about this activity? How could Councillor Mwangi have acted differently to avoid these consequences?

Guidance box: Keeping it short when working with larger groups

To streamline this activity for larger groups, create a single main version of the problem tree that everyone can contribute to. Ask the groups to list the causes and consequences of the example of corruption on sticky notes. Then, invite each to take turns adding one cause or consequence of the corruption act to the main tree. This approach allows everyone to participate while keeping the activity focused and time efficient.

Wrap up: Exploring solutions

9. Conclude by pointing out that corruption can have multiple and long-term consequences, not only for individuals involved in the corruption act, but for entire communities, regions and countries.
10. Encourage participants to think of solutions or preventative measures for each problem. Ask questions such as:
 - How could people work together to prevent corruption?
 - What can individuals do to make sure their community stays fair?
 - What could you do individually?

- What could you do as a group?

Adaptation tips: Using the problem tree with older children and young people

The problem-tree activity can be suitable for both children and young people, but it requires adaptation. When working with older children or young people, you can consider the following:

- You can invite them to present examples of corruption and select one of their examples as the case study you will be working on in this activity. Alternatively, each group can work on different examples of corruption. If the examples provided do not represent corruption, go back to one of the foundational activities marked with the symbol:



Make sure you stress the meaning and key components of corruption.

- After having worked on the case study, you can repeat the activity in a plenary, this time producing a problem tree in which the causes and consequences of corruption in general are analysed.



Conclusion: Project – Anti-corruption code of conduct

 Scope	Promoting: Develop a personal code of conduct to tackle corruption and injustice
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	Flipchart and markers
Source	Adapted from UNODC, "Teacher's guide: secondary education – Improving secondary school students' understanding of the meaning and impact of corruption" (Vienna, 2019)

1. Begin by explaining the purpose of a code of conduct. Emphasize how it helps establish a community of trust, honesty and respect. Introduce the idea that today participants will create an anti-corruption code of conduct to promote ethical behaviour in their school and local community.
2. Review a glossary of important terms such as "integrity", "honesty", "respect" and "corruption". Ask participants to share what each term means to them in order to develop a shared understanding. Provide definitions and examples to ensure participants understand these concepts. Use the [glossary](#) at the end of the present manual to help with this task.
3. Divide students into small groups and give each group five minutes to brainstorm a list of values and principles they think are important for their anti-corruption code of conduct. Encourage them to consider behaviours and values that support honesty, respect and integrity, using the questions below:
 - (a) What behaviours show respect and integrity?
 - (b) Why is honesty important in our school and community?
4. Each group will use their brainstorming ideas to draft three to five specific statements for the code of conduct. Provide sentence starters to help them formulate their ideas:
 - (a) "As a student, I commit to respect by..."
 - (b) "I will show honesty by..."
 - (c) "To promote fairness, I will..."

Each statement should reflect a commitment to ethical behaviour, fair treatment of others and personal responsibility.

5. Each group shares their drafted statements with the rest of the class. As a group, discuss and refine these statements into a unified code of conduct.
6. Write the finalized code on a large poster for everyone to see and sign.
7. If possible, and if you are conducting this activity over multiple sessions, you can agree on a follow-up mechanism to ensure that participants comply with the code. The follow-up mechanism can

also entail a weekly or monthly peer and class review process, where each participant discusses in small groups how they feel they upheld their commitment and what they think they could do better. Instructions on how to implement a follow-up mechanism can be found in the activity on [embracing justice and anti-corruption](#).

Workshop 3: Advanced level

Overview

Activity name	 Scope	 Resources	 Difficulty	 Time
Icebreaker: Fruit salad	Breaking the ice	None	Suitable for all	10 minutes
Core activity: Identifying sites of corruption and injustice (mapping activity)	Understand where and how corruption and injustice can affect everyday life	Flipcharts Markers or coloured pens Sticky notes or small pieces of paper	Intermediate level	100 minutes
Conclusion: anti-corruption calls for action (engaging leaders in integrity)	Empower young people to engage with key community stakeholders in promoting specific anti-corruption behaviours and initiatives	Paper, pens, markers, flipcharts Computers or smartphones for researching stakeholders and drafting invitations (optional) Projector (optional, for presentations) Call to action template	Intermediate to advanced level	60 minutes

Icebreaker: Fruit salad

 Scope	Break the ice
 Level of difficulty	Suitable for all
 Number of participants	10 or more
 Time	10 minutes
 Resources	None
Source	International HIV/AIDS Alliance, "100 ways to energise groups: Games to use in workshops, meetings and the community" (Brighton, 2002).

1. Divide the participants in equal numbers into three or four fruits, such as oranges and bananas.
2. Invite participants to sit on chairs in a circle. One person must stand in the centre of the circle of chairs.
3. Shout out the name of one of the fruits, such as "oranges", and all of the oranges must change places with one another. The person who is standing in the middle tries to take one of their places as they move, leaving another person in the middle without a chair. The new person in the middle shouts another fruit and the game continues.
4. A call of "fruit salad" means that everyone has to change seats.

Core activity: Identifying sites of corruption and injustice – mapping activity

 Scope	Recognizing: Recognize how corruption and injustice can affect everyday life.
 Level of difficulty	Intermediate (see the adaptation tips to use this approach with younger children or with young people)
 Number of participants	15 to 20
 Time	50 minutes
 Resources	Flipcharts Markers or coloured pens Sticky notes or small pieces of paper Optional (recommended when adapting to younger children (9 to 12): Printed cutouts of different buildings and icons (to make the map more visually engaging) Recycled resources to make 3D maps (old boxes, egg cartons, milk cartons, soda caps, etc.) Glue, tape, scissors
Source	New

Tip: If you believe participants may be unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol.



1. Invite participants to form groups of five.
2. Explain that you will work on a fictional city or neighbourhood. Invite participants to give the city a fictional name and briefly describe it as a community similar to theirs, with schools, police stations, hospitals, local markets and businesses.
3. Explain that while most people in the city want to live peacefully, sometimes corruption or unfair practices harm the community.
4. Invite the groups to take five minutes to draw the map of their fictional city, indicating typical

institutions and places, such as the school, the police station and the streets.

5. Next, invite the participants to take 10 minutes to reflect on which of these institutions and spaces can be affected by corruption. Invite them to mark the institutions and spaces on the map and to discuss the following points in their groups:
 - What kind of corruption or unfair practices could happen in each institution or place?
 - Who is responsible for the act of corruption?
 - Who is affected by corruption (e.g. poorer families, children, workers)?
 - What values are being undermined (e.g. fairness, safety, health)?
 - Which rights are being violated?
6. Once ready, invite each group to present their maps and address the questions they discussed in groups.
7. At the end, gather the groups around the completed map to discuss:
 - What do you notice about where corruption happens?
 - Are there common areas where corruption is especially harmful or unexpected?
 - What are the consequences of corruption?
 - How does each act of corruption affect people's trust in their community?
 - How does it affect children and human rights?
8. Lead a discussion on how these acts of corruption affect the community and why it's important to have transparency and fairness. Make sure that the following points are addressed:
 - Corruption is a pervasive issue that can infiltrate any institution in a community, from local governance and schools to healthcare systems and law enforcement. It undermines the trust that binds societies together and compromises the efficiency and fairness of essential services.
 - Corruption is not confined to political or large-scale financial scandals – it can happen in everyday spaces such as universities, workplaces or local governments. For example, favouritism in academic grading or bribes to speed up bureaucratic processes are forms of corruption that might seem minor, but collectively they erode the fairness of institutions. Recognizing that corruption exists beyond headlines is the first step towards addressing it.
 - While corruption can affect anyone, its effects are magnified for those in vulnerable positions, such as children, women and individuals belonging to disadvantaged socio-economic groups. For example, a bribe to access healthcare may mean life or death for someone without resources. Similarly, corruption in education systems can block pathways to success for those already facing systemic barriers. For young people, these inequities can multiply over time, diminishing the potential for equal opportunities.
 - Corruption can affect everyone's rights: the right to education, to health, to justice, etc. Consider a situation where funds meant for a public school are misappropriated, leading to poorly maintained classrooms or unqualified teachers. This compromises the right to quality education for countless students. Similarly, bribes in law enforcement or judicial systems deny individuals access to fair treatment, allowing those in power to escape accountability.
 - Corruption weakens trust in institutions, making it harder for them to serve the public effectively. When corruption becomes normalized, it creates an environment where dishonesty thrives. For young people entering the workforce or pursuing leadership roles, this can result in fewer opportunities based on talent and more reliance on personal connections, nepotism or unethical practices.

Adaptation tips: Using the mapping activity with older or younger children and young people

The mapping activity can be used with younger children and young people. As presented here, it is suitable for young people aged 18 to 25.

When working with older children (aged 13 to 17), use the following steps and make sure you simplify the concluding statements (see step 8 above):

9. Invite participants to form groups of five.
10. Explain that you will work on a fictional city or neighbourhood. Invite participants to give the city a fictional name and briefly describe it as a community similar to theirs, with schools, police stations, hospitals, local markets and businesses.
11. Explain that while most people in the city want to live peacefully, sometimes corruption or unfair practices harm the community.
12. Invite participants to suggest places and spaces where they think that injustice and corruption might take place. Following their guidance, draw a simple layout of the city on a large sheet of paper or whiteboard, including places such as:
 - Police station
 - Hospital
 - Schools
 - Local businesses
 - City hall
 - Religious centres
 - Public parks and spaces
13. Assign each group one or two locations on the map. Their task is to take 10 minutes to discuss the following questions:
 - What kind of corruption or unfair practices could happen at their assigned location?
 - Who is responsible for the act of corruption?
 - Who is affected by corruption (e.g. poorer families, children, workers)?
 - What values are being undermined (e.g. fairness, safety, health)?
 - Which rights are being violated?
14. Once ready, invite each group to use sticky notes to write down examples of corruption or injustice that happens in the location they have been assigned.
15. Then ask each group to place their sticky notes on or near the relevant places on the map. For example, they might place a sticky note saying, "Hospital prioritizes patients who pay extra" on the hospital. As they place their sticky note, invite them to address the questions they discussed in the group and take notes on a separate flipchart.
16. Once completed, gather the groups around the completed map to discuss:
 - What do you notice about where corruption happens?

- Are there common areas where corruption is especially harmful or unexpected?
- What are the consequences of corruption?
- How does each act of corruption affect people's trust in their community?
- How does it affect children and human rights?

To adjust the activity for younger children (aged 6 to 12), consider working in a plenary, possibly with a smaller group of children, and editing the activity as follows:

1. Draw or build together the map of a city, possibly making use of recycled resources to create a 3D version. At this stage, invite the children to suggest any place they want to include on the map – avoid referring to injustice or corruption yet.
2. Only once the map is ready should the children be invited to identify places and spaces where corruption and injustice might happen.
3. With younger children it is sufficient to discuss injustice rather than corruption.

To further simplify the activity, you can distribute to each child one of the following corruption scenarios and invite them to stick the scenario to the location on the map where the corruption takes place.

Examples of corruption scenarios (shuffle when distributing):

- Certain patients are prioritized and can skip the line if they pay extra.
- A sick person is visited first because the doctor is her uncle.
- A police officer stops cars and asks for money to let them go, even if they have not broken the law.
- A police officer addresses reports quickly if the person reporting offers a "gift".
- The religious leader only offers personal counselling to community members who make larger donations, even though the counselling is meant to be free for everyone in need.
- The principal allows certain participants to skip the waiting list for extracurricular programmes or sports teams if their parents "donate" extra funds or gifts to the school.
- Park staff neglect to maintain certain areas of the park, focusing their time on a small section where a nearby house owner offers them some "tips" to keep it clean.
- A food stall owner has agreements with inspectors who ignore the poor hygiene of their food stall in exchange for regular free products.
- The library director reserves specific materials or spaces for friends and family members, even though these resources are supposed to be equally available to all.
- Bus drivers or station managers accept small bribes to let certain passengers cut in line or get tickets when seats are limited.
- Employees prioritize processing water and electricity connections for residents who pay an extra unofficial fee, leading to delays for others who follow the standard procedure. How does each act of corruption affect people's trust in their community?



Conclusion: Project - Anti-corruption calls for action

 Scope	Promoting and addressing: Empower young people to engage with key community stakeholders in promoting specific anti-corruption behaviours and initiatives
 Level of difficulty	Intermediate to advanced (see the adaptation tips to turn this activity into a long-term project)
 Number of participants	15 to 20
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	Paper, pens, markers, flipcharts Computers or smartphones for researching stakeholders and drafting invitations (optional) Projector (optional, for presentations) Call to action template
Source	New

Tip: This activity is a perfect follow-up to the [identifying sites of corruption](#) or [youth trust barometer](#) activities. If you have conducted one of the two activities, start from step 1 below. Alternatively, introduce the activity below with a brainstorming session on the following points:

- “Who are the people that have a role in ensuring fairness and integrity in our community?”
- “What specific roles or institutions can help prevent corruption?”

1. Divide participants into groups and assign to each group one of the sites of corruption. Alternatively, let the participants select the site they want to work on.
2. Provide each group with a flipchart, markers, pens and paper.
3. Invite each group to take five minutes to list the local, regional and national stakeholders related to that site or institution who could be powerful allies in anti-corruption efforts. You can use the sites explored in the activity on [identifying sites of corruption](#) to identify the stakeholders in each site. Invite each group to select one stakeholder on which they would like to focus their attention. Examples include:
 - **School:** School headmaster or principal, teachers
 - **Townhall:** Local government officials or community leaders

- **Religious spaces:** Religious leaders
 - **Police station:** Police officers or public safety officials
 - **Market area:** Business owners
4. Invite the groups to reflect on the following points:
- What influence does this person or group have over others?
 - How can they support anti-corruption efforts directly?

Note: If you are conducting this activity over multiple sessions, and if participants have access to smartphones or the Internet, you could invite each group to research their assigned stakeholder's typical duties, influence and any public statements or past actions related to ethics, transparency or anti-corruption.

5. Give each group 15 minutes to create a "call to action" for their assigned stakeholder, identifying specific actions that could realistically be taken to promote integrity and reduce corruption. Examples include:
- **For a headmaster:** "Organize regular student assemblies on integrity" or "Establish an anonymous reporting system for unethical behaviour".
 - **For a religious leader:** "Incorporate messages about honesty and transparency into sermons" or "Host a community forum on the importance of ethical behaviour".
 - **For a police officer or public safety official:** "Commit to transparency in reporting local crime statistics" or "Collaborate with youth to establish an anti-corruption committee".
 - **For a business leader:** "Implement fair hiring practices" or "Support local anti-corruption initiatives financially or through awareness campaigns".
6. Next, invite each group to present their ideas and have a group discussion on the ideas, adjusting the messages if required.
7. Conclude the activity by reminding participants of the following:
- Reaching out to community leaders is an important first step towards positive change.
 - Remember that your voices can have an impact on your communities.

Adaptation tips: Turning the activity into a long-term project

If you have the possibility of following up with the participants and continuing the engagement on this project, follow these steps:

8. Invite each group to draft an invitation letter or message addressed to their stakeholder. They can do this as a group and present it to the rest of the participants in one of the following encounters.

In the letter or message, they should:

- Introduce themselves and explain their commitment to fighting corruption.
- Explain why they believe the leader's involvement is essential.
- Invite the leader to support one or more specific anti-corruption actions outlined in their call to action.

You can provide them with the [call to action template](#), which they can adjust and adapt to their context.

9. Invite each group to finalize their letter or message and consider how they might follow up with stakeholders, such as:
 - Scheduling a meeting to discuss the call to action in person.
 - Requesting a written or video response from the stakeholder about their commitment.
 - Inviting stakeholders to a follow-up event or workshop to continue the discussion on integrity and anti-corruption.
10. Help the group follow up with their plan and schedule some celebratory moments to discuss the outcomes of their project and assess together how it went.

Adaptation tips: Extension activity

Organize a public event: Young people could organize a "Community Integrity Day" where invited stakeholders publicly share their commitments to anti-corruption and discuss collaborative actions with young people and community members.

Create a community integrity pledge: Young people and stakeholders can sign a pledge that outlines mutual commitments to anti-corruption behaviours and actions.

Ongoing updates and reports: Young people could create a social media page or a newsletter to provide updates on progress made by stakeholders who committed to the calls to action.

Group's name/organization: _____ Date: _____

Stakeholder's name or title (e.g. principal, local council member): _____

Stakeholder's organization/institution: _____

Stakeholder's address: _____

Subject: *Call to action for integrity and anti-corruption in our community*

Dear [Stakeholder's title and/or name],

We are [Your group's name], a group of young people committed to promoting integrity and fighting corruption in our community. Through our recent workshop on anti-corruption, we learned how important ethical behaviour is for creating a fair and transparent society. We believe that leaders like you play a crucial role in setting an example and creating real change.

In light of this, we would like to respectfully invite you to join us in taking specific actions that will strengthen transparency and integrity in [mention specific areas, e.g. school, community or the wider city]. We know that your leadership and commitment can make a lasting impact on how our community operates and grows.

Our suggested actions

To support integrity and fight corruption, we invite you to consider these specific actions:

[Action #1] – [Describe a clear, specific action. For example, "Organize monthly assemblies to promote fairness and respect among students".]

[Action #2] – [Describe another actionable item. For example, "Implement an anonymous reporting system through which people can report unethical behaviour".]

[Action #3] – [Add a third action if applicable. For example, "Encourage community events that highlight the importance of transparency and accountability".]

These actions are designed to be achievable and impactful, with the goal of fostering a more ethical and accountable environment. Your support in these efforts would inspire us, as young people, to continue our own commitment to integrity and to make a positive difference.

Why this matters

Corruption affects us all, from access to opportunities to trust within our community. We know that, with your guidance and influence, we can work together to create a culture of fairness, respect and responsibility that will benefit everyone.

Next steps

We would be honoured to meet with you to discuss these ideas further and hear your thoughts on how we can work together towards these goals. Please let us know if you would be open to a meeting or if you have any other ideas for promoting integrity in [*specific area, e.g. our school or our community*].

Thank you for considering our invitation and for your commitment to creating a brighter, more transparent future. We look forward to the opportunity to working together for positive change.

With respect and appreciation,

[Your group's name]

[Your contact information]

Part III: Resource library

Icebreakers and introduction activities

Below are some examples of icebreakers that are suitable to start a workshop, breaking the ice and allowing the group to get to know each other. As indicated in the introduction to the present manual, it is a good idea to always have some energizers ready whenever you feel that participants' attention is waning or after a particularly intense activity. Further examples of energizers can be found in [annex I](#).

Suitable for all

Names as...

 Scope	Icebreaking and name learning
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	20 minutes
 Resources	None
Source	UNODC, <i>Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools</i> (Vienna, 2023)

1. Ask participants to stand in a circle and invite each participant to take one step forward and say their name aloud.
2. Explain that as a welcome ritual for each person, the entire group will take a step forward together and repeat that participant's name in various ways. Offer some examples, such as:
 - Saying the name "as if telling a secret"
 - Saying the name "as if singing in an opera or a choir"
 - Saying the name "as if feeling very hot"
 - Saying the name "like chickens searching for food"
3. After a few rounds, encourage the group to come up with their own creative ways to say the names. Invite participants to share the first idea that comes to mind, emphasizing that there is no need to make sense; the fun is in being spontaneous and playful.
4. Prompt the group to "switch off their brains" and not judge their ideas, reinforcing a positive and open atmosphere. Take suggestions and guide the group to try them out. Fun examples include:
 - "Like a spinning washing machine"
 - "Like Othello in a jealous rage"
 - "Like a disappointed lion"

The wilder the ideas, the better! This builds energy and encourages a light-hearted atmosphere within the group.

- If relevant, consider adding prompts based on characters or experiences that relate to the participants' lives or the crime-related issues you plan to discuss. For example, you might suggest saying names "like a gang leader", "like a child begging in the streets" or "like a student who couldn't prepare for a test because of neighbourhood shootings". This approach can help the group move towards stories from their own lives, which could eventually be explored through a forum theatre play.

I like you because...

 Scope	Icebreaker
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	15 minutes
 Resources	One solid chair per student
Source	UNODC, <i>Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools</i> (Vienna, 2023)

Tip: This activity helps participants recognize shared experiences or concerns and opens up space for meaningful conversations about common challenges or commitments. Use it to energize the group and help participants get to know one another while acknowledging that some might share similar backgrounds, experiences or goals.

- Arrange chairs in a circle and have everyone sit down. Remove one chair so that one participant is left standing in the centre of the circle.
- Ask the participant in the centre to start by saying something such as: "I like you because..." or "The wind is blowing for those who..." or "Stand up if...", and then add a characteristic, preference or trait about themselves. For example, they could say: "I like you because you have glasses" or "Stand up if you're wearing black shoes" or "The wind is blowing for those who have blue eyes".
- Anyone who shares that characteristic (such as wearing glasses or black shoes) stands up and quickly moves to sit in an empty chair left by another participant.
- The person in the centre also tries to sit down in a vacated chair. The participant who ends up without a chair then stands in the centre and starts the next round by sharing another characteristic, starting with "I like you because..." or similar.
- Begin with general traits (such as eye colour or age) and gradually move into deeper or more complex topics if appropriate. For instance, you might say, "I like you because you know someone who has faced challenges with crime" or "Stand up if you're passionate about stopping forced begging".

Who am I

 Scope	Breaking the ice, introduction to image theatre
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	10 minutes
 Resources	None
Source	International HIV/AIDS Alliance, "100 ways to energise groups: Games to use in workshops, meetings and the community" (Brighton, 2002).

1. Ask for a volunteer to leave the room.
2. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver or a cleaner.
3. When the volunteer returns, the rest of the participants create a scene representing the agreed occupation as a group.
4. The actors should remain silent and not move, creating a still image.
5. The volunteer must guess the occupation that has been chosen for them from the scene mimed.

B. Core activities

Suitable for all



KWL chart

 Scope	Understanding: Reflecting on pre-existing knowledge and introducing corruption
 Level of difficulty	Suitable for all
 Number of participants	Up to 30
 Time	20 minutes
 Resources	Sticky notes, flipcharts and marker (prepare one flipchart with headings as indicated in this section)
Source	Adapted from UNODC, "Teacher's guide: secondary education – Improving secondary school students' understanding of the meaning and impact of corruption" (Vienna, 2019)

Tip: KWL stands for:

1. **K** - What I **K**now: Learners list what they already know about a topic. This step activates prior knowledge and helps establish a connection to new learning.
2. **W** - What I **W**ant to Know: Learners identify what they want to learn. This creates curiosity and sets a purpose for learning.
3. **L** - What I **L**earned: After completing the lesson or activity, students reflect on and record what they have learned.

The KWL activity facilitates the collaborative introduction of new concepts. It helps participants reflect on their own knowledge, formulate questions about the topic, organize their thoughts and track their progress.

1. Show participants the KWL chart:

KWL chart

What do I know about corruption?	What do I want to know about corruption?	What have I learned about corruption?

2. Distribute sticky notes of three colours.
3. Invite participants to take two to three minutes to write down on one of the sticky notes what they already know about corruption. Please do not provide the definition of the term yet. Emphasize that this is a brainstorming activity.
4. Invite them to stand up and place the sticky notes in the column on the left. As they proceed, group the answers according to similar topics.
5. Once everyone has had a chance to place their sticky notes, invite them to answer the next question on a new sticky note: what do I want to know about corruption?
6. Proceed as per point 3.
7. At the end, summarize the points that emerged in response to the first and second questions.
8. Point out that participants already have some ideas about corruption and explain that, during the session, you will get to know more and address some of the points raised.
9. If needed, explain the following:
 - Corruption is a special type of crime and there is not a shared definition of corruption. Avoiding a rigid definition of the term allows for many elements and forms of corruption to be included in it.
 - While a definition does not exist, some elements can help us identify corruption. In general, there are always three elements in a corrupt act: a. authority: someone has the power; b. abuse: someone misuses the power; and c. benefit: this someone obtains any sort of illegal benefit.
 - Corruption happens when someone in a position of power uses their power to benefit themselves or someone they know.
 - It is different from other forms of abuse and crime because it is committed by someone who has been placed by others in a position of power and, instead of acting in a fair way using that power for the benefit of the entire community, they use it for their own gain or for the benefit/gain of someone they know.
10. Keep the KWL chart displayed in the course of the next sessions and, at the end of the workshop, use it to generate a summary by inviting participants to answer the last question: "What have I learned about corruption?".



Introducing corruption

 Scope	Understanding: Understand the meaning of corruption
 Level of difficulty	Suitable for all
 Number of participants	10 to 25
 Time	15 minutes
 Resources	Pens and paper
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

Tip: Conduct this activity if this is the first time that you are talking about corruption. If the participants are familiar with the meaning of corruption, move to any other core activity examples listed in the [resource library](#).

1. Explain that you will say one word out loud and the participants should write down the first thing that comes to their mind when they hear that word.
2. Start with a warm-up example and say the word “green”.
3. Give participants two to three seconds to note down the first thing that comes to their mind.
4. Next, invite two volunteers to share what they have noted down.
5. Let the group know that you will repeat the exercise with a new word. Remind them to write down the first thought that comes to mind – there are no right or wrong answers.
6. Now, say the word “corruption” and give participants three to four seconds to note down their answers.
7. Invite a few participants to share what they wrote. While there is no correct or incorrect answer, use this moment to introduce the topic. Participants may not fully be able to define corruption, but they might recognize or have some understanding of it.
8. Next, stress the following aspects – you can either read the text below aloud or adapt it and convey it in your own words:
 - Corruption is a special type of crime and there is not a shared definition of corruption. Avoiding a rigid definition of the term allows for many elements and forms of corruption to be included in it.
 - While a definition does not exist, some elements can help us identify corruption. In general, there are always three elements in a corrupt act: a. authority: someone has the power; b. abuse: someone misuses the power; and c. benefit: this someone obtains any sort of illegal benefit

- Corruption happens when someone in a position of power uses their power to benefit themselves or someone they know.
- It is different from other forms of abuses and crimes because it is committed by someone who has been placed by others in a position of power and, instead of acting in a fair way using that power for the benefit of the entire community, they use it for their own gain or for the benefit/gain of someone they know.

Adaptation tips: Extension activity

You can also continue the conversation by asking participants to reflect on the difference between a student stealing school supplies and the school guard stealing them. Get participants to reflect on the following points:

- People in important public positions have special powers because they are entrusted by the community to take special roles and ensure that we can all live together in harmony. For example, police officers are given special powers because their task is to protect us from crime. Politicians receive special powers because they should govern our communities with justice and fairness.
- People close to us are also given special powers. For example, teachers have more power than students because they should guide their education, and headteachers have more power than teachers because they should ensure that the school system runs smoothly.
- If public employees abuse their power, they harm the whole of society. For example, if a teacher asks students to pay him or her to pass exams, students who do not have the resources to pay him or her might stop coming to school, the school might get a bad reputation and the best teachers might not want to work there. All of this will have a negative impact on young people's right to education.

Foundation level

Solving ethical dilemmas – a scenario cards game

 Scope	Understanding: Understand the importance of integrity to build corruption-free societies
 Level of difficulty	Foundation level
 Number of participants	15 to 20
 Time	90 minutes
 Resources	A few sets of the integrity scenario cards . If it is not possible to make copies, read the scenarios out loud and ask participants to note them down.
Source	Adapted from UNODC, <i>Building a Sustainable, Inclusive, Just and Peaceful World: Lesson Plan for the Primary Level</i> (Vienna, 2022).

1. Invite the participants to form groups of three or five (depending on which scenario you will assign them).
2. Give each group of five participants one set of integrity scenario cards no.1, and each group of three participants one set of integrity scenarios cards no.2.
3. Explain that each set of cards revolves around a scenario and each individual card portrays a character in the scenario.
4. Ask each participant to pick one card and read it to their group.
5. Explain that, while working collaboratively as a group, each participant should individually represent the character indicated on the card they have picked and give answers based on what they think that character will think or do.
6. Invite each group to take 20 minutes to discuss the following and be ready to present to the rest of the group:
 - (a) What do you think will happen next?
 - (b) What do you think your character will do?
 - (c) What will be the consequences of what each character does?
 - (d) How will each character feel? How will the other people in the group feel?
 - (e) What do you think is the right thing to do in this scenario?
 - (f) What would be a wrong decision? Why?
7. Ask each group to present their scenarios and answers to the rest of the group.
 - Why is it important that people be honest? What would happen otherwise?
 - Why does dishonesty foster corruption and injustice?
8. Conclude by explaining the following (you can either read the text below out loud or adapt it and convey it in your own words):
 - Dishonesty is wrong because it breaks trust and causes unfair situations. When we're dishonest, such as telling a lie, cheating or hiding the truth, other people can get hurt or feel left out. It makes it harder for everyone to know what's real or to make fair decisions.
 - Honesty, on the other hand, builds trust and helps everyone feel safe and respected.
 - Dishonesty is closely linked to corruption because both involve using lies, tricks or unfair behaviour to gain an advantage at the expense of others. Corruption happens when someone in a position of power makes decisions that benefit themselves or their friends, rather than acting with fairness and integrity.
 - For example, imagine a teacher giving extra time or better grades to their friend on a test simply because of their personal relationship. This is dishonest and corrupt because it's unfair to other students who don't receive special treatment. Similarly, imagine a referee accepting a "gift" from one team and then making biased decisions that favour them. This is a form of corruption, where dishonesty distorts the game and creates an unfair advantage for one team.
 - In both cases, dishonesty erodes trust and creates feelings of frustration and disappointment among those who are treated unfairly.
 - It is important to understand that corruption harms everyone, as it disrupts fairness and equality. By choosing honesty and fairness, we help create a more just and supportive environment where everyone feels valued and has an equal chance to succeed.

Integrity scenarios cards: set 1

Faith

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

Javier

You have found copies of the maths 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 maths test, which the participants 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 participants 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 Javier. He often bullies you and steals your lunch. You discover that he found tomorrow's maths test by the printer. You have not studied much for the test.

Natalie, the school janitor

You have just seen Javier take the copies of the maths test that Professor Max left by the printer.

You know the maths test is tomorrow and maths is not Javier's strongest subject. You like Javier. You do not like Professor Max because you think that he is arrogant and unfriendly.

Integrity scenarios cards: set 2

Xiāng

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 Xiāng'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. Xiāng 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 seems 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 Kwame

You are the coach of Xiāng'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 Xiāng 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 Xiāng. 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 seems 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.

Li

You are Xiāng'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 Xiāng 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, Xiāng's team will drop out of the league because they have lost nearly all their matches so far this season.

Role playing consequences of corruption

 Scope	Recognizing: Identify the consequences of a simple act of corruption for the individual and the community.
 Level of difficulty	Foundation level (see the adaptation tips to use this activity with older children or young people)
 Number of participants	15 to 20
 Time	60 minutes +
 Resources	None
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

Tip: If you believe participants may be unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol:



9. Read the case study below.

Case study: The story of the teacher Mr. Kariuki

Baraka is a student at BrookLane School. He has always been very good at maths. Last year his teacher, Mr. Otieno, had to leave as his wife was very ill and he was replaced by a new maths teacher, Mr. Kariuki. Despite Baraka's great efforts, he started getting bad grades and he noticed that his friend Anton, who was generally poor in maths, started getting good grades.

One day, after another bad grade in a maths test, one of his classmates, Agnes, explained to him that Mr. Kariuki would accept gifts from parents in exchange for good grades, and that explained Anton's success in maths.

1. Initiate a conversation using the prompt questions below:

- What do you think Baraka feels? How do you think he will react?
- How do the other classmates feel like?
- What happens when some families give gifts to Mr. Kariuki so that their children can have good grades?
- What happens to children and families who cannot afford to give Mr. Kariuki gifts?

2. Invite participants to form groups of five.
3. Invite them to take 15 minutes to prepare a role-play on the consequences of the act of corruption.

Note: The scene should focus solely on what happens when some families decide to pay Mr. Kariuki.

The role-play should last a maximum of five minutes. Each participant should play one of the different roles in the scene, for example:

- (a) Baraka
 - (b) Baraka's parents
 - (c) Mr. Kariuki
 - (d) The mother or father of Anton, who decides to give a gift to Mr. Kariuki
 - (e) Anton
 - (f) A child whose parents decide not to give a gift to Mr. Kariuki
 - (g) Another schoolteacher
4. After 15 minutes, invite each group to present their role-play. At the end, invite all participants to discuss the short-term and long-term consequences of corruption and ask:
 - Do you think that Mr. Kariuki was being fair? Why? What about the parents?
 - What are the negative consequences for the children whose parents did not pay Mr. Kariuki?
 - What are the negative consequences for children whose parents decided to pay Mr. Kariuki?
 - What are the negative consequences for the whole class and for the school?
 - What do you think will happen in the long term? What happens when the students have to sit the national exams?
 5. Conclude by explaining the following (you can either read the text below out loud or adapt it and convey it in your own words):
 - This simple act of corruption has many consequences: for the individuals involved, but also for those that are not directly involved with Mr. Kariuki.
 - The first people to be affected are the students whose parents decided not to pay Mr. Kariuki. They may face unfair disadvantages, such as lower grades, which can affect their opportunities for further education or scholarships, as well as their motivation to continue studying. This creates a sense of injustice and undermines trust in the education system. This behaviour will also create animosity among the classmates and mistrust towards the teacher.
 - While it might seem that these students whose parents paid Mr. Kariuki benefitted from his dishonesty, they will also suffer negative consequences from his corruptness. The quality of their education will be suboptimal and they most likely will fail exams and tests given by other professors.
 - The other teachers might get frustrated when they see Mr. Kariuki coming to class every week with a new shirt, a new hat or a new bicycle. In the long term, they might also notice that nobody protests about Mr. Kariuki's behaviour and that he is not punished for it, and they might decide to follow his bad example and start asking for bribes as well.
 - If no one steps up and denounces the teacher's behaviour, in the long run, BrookLane school will get a bad reputation and it might have to shut down, and children's right to education might be put at risk.

Adaptation tips: Adapting the activity for older children

When working with younger participants (about 6 to 12), it is a good idea to use examples of corruption that are likely to be familiar to them and whose consequences can have a direct impact on children. Younger participants will find it easier to talk about issues closer to them and with which they have direct familiarity, such those in the classroom or neighbourhood or on the football pitch. The older they are, the easier it is for them to think in abstract and more complex terms. Therefore, with older participants (14+), it is easier to refer to the consequences of corruption not only for themselves, but for the whole village, region or country. It can be a good idea to move away from the scenario and help them discuss corruption in abstract terms and relate it to verified and multiple consequences that go beyond the individual level.



Project: Embracing justice and anti-corruption

 Scope	Promoting: Commit to embracing one value and/or behaviour that will help instil justice and anti-corruption values in the neighbourhood/ community
 Level of difficulty	Foundation level
 Number of participants	15 to 20
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	Flipchart and markers or chalkboard and chalk. One copy per child of the “values and actions sheet” and “peer-to-peer encouragement tool” (see below). If printing is not possible, copy the two sheets on the chalkboard.
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

Part I: Choosing our individual values

1. Ask the participants the following questions:
 - (a) What could we do to free our class/school and/or neighbourhood/community from corruption and injustice?
 - (b) What could you do individually? What could we do as a class?
2. Take note of their ideas on a flipchart.
3. If necessary, explain to the participants that everyone can contribute to making our ideal

community a reality and that each small action can have a positive impact.

4. Next, invite the participants to select the value that is the most important to them. These will be their individual values. Encourage them to commit to living by these values during the school year and tell them their actions will contribute to building just and corruption-free societies.

Part II: Plan of action to commit to our values

Tip: This activity can be carried out over multiple sessions. It is important that you take your time to discuss each aspect of the action plan and make sure participants can independently follow up.

1. Once each participant has selected the values that they want to commit towards, ask the following: "What would you do to put this value into practice?" and "Which actions will you take?"
2. Distribute copies of the "values and actions recording sheet" and the "peer-to-peer encouragement tool".
3. Ask the participants to note on the sheet the actions or steps they will take to embrace the value that they have chosen. For example, if one participant decides to commit to being altruistic, the action could be: "I will help my friends who are struggling with their homework".

Tip: The age and background of the learners will determine the outcomes of this activity. For further instructions, take a look at the guidance box on working on the group project with younger or older children.

4. Establish a peer and whole-group encouragement and feedback system. Invite each participant to choose a peer they want to work with in the coming weeks and months. Explain that their task is to help each other uphold their commitment and support each other's progress in embracing their values to build just and corruption-free societies.
5. Explain that each pair should commit to reviewing progress together and provide feedback and support once a day or once a week. More than one "encouragement partner" can also be selected.
6. Invite each participant to fill in the information in the "values and actions recording sheet": Indicate who your "encouragement partner(s)" is (are). Invite the partners to symbolically sign the review sheet. This will help everyone to have a shared feeling of responsibility.
7. Explain that each participant should assess their own progress and invite their friends to do the same and provide encouragement and support by noting progress in the "peer-to-peer encouragement tool".
8. The "peer-to-peer encouragement tool" also explains how to monitor progress: read the instructions together and make sure everything is clear.

9. Explain that you will also conduct a whole-group encouragement and feedback session to review progress on a regular basis (identify how often you will do the review). Agree on a timeline and date when you will spend at least one-hour reviewing progress with the entire group.
10. During the whole-group “encouragement day(s)”, your task is to invite each participant to share their progress in upholding their commitment. Discuss the following points:
 - (a) How would you evaluate your own progress?
 - (b) Have you managed to uphold your commitment?
 - (c) What challenges have you met? How did you address them?
 - (d) What help would you need to improve your commitment?

Tip: The whole-group monitoring session should be a moment of celebration as well as an opportunity to support participants who might need help or who are struggling with the task. Supporting participants through constructive feedback is a chance to show respect, which is fundamental to building just and inclusive educational environments that foster anti-corruption mindsets. Focus on positive achievement and feedback and appreciative behaviours, and ensure that feedback provided by peers is encouraging. Even if they want to put across a criticism, explain that they should find positive ways to express it.

Values and actions sheet:

Name: _____

Date: _____

Here is the value(s) I will embrace every day: _____

Plan for personal effort to realize my commitment

What I will do	When (e.g. every day)	Done (date)

Evaluate progress

(Tick the appropriate box for both columns)

Peer follow-up	Whole-group follow-up
<input type="checkbox"/> Daily	<input type="checkbox"/> Once every two weeks
<input type="checkbox"/> Weekly	<input type="checkbox"/> Once a month
<input type="checkbox"/> Once every two weeks	<input type="checkbox"/> Once a quarter
<input type="checkbox"/> Other: specify _____	<input type="checkbox"/> Other: specify _____

Method of evaluation: Number of times you managed to uphold your commitment (e.g. how often have you demonstrated honesty with concrete actions over the course of a week or a month?)

My encouragement partner is: (select one or more as appropriate)

	Name	Signature
Classmate		
Other		

Peer-to-peer encouragement tool

Insert your self-assessment as appropriate (once a day/a week, etc.) and invite your “encouragement partner(s)” to provide support and feedback on your progress and make their notes using the tool.

The encouragement tool should indicate how you have managed to uphold your commitment. Use the following criteria/scale:

- **Excellent:** You managed to show your commitment to your chosen value on a regular basis (e.g. every day). For example, you committed to being respectful and you made sure you listened attentively and avoided interrupting peers when they were talking.
- **Well done:** You managed to show your commitment to your chosen value frequently, but not every day (e.g. two or three times a week).
- **Sufficient:** You remembered about your commitment only a few times during the week and engaged with it rarely (e.g. once a week).
- **I need to put in more effort:** You forgot about your commitment and it popped up in your mind very rarely. You hardly ever put it into practice (e.g. less than once a week).

Note: The monitoring tool should be used constructively and should be a chance to show respect, by providing positive, encouraging and supportive feedback. Avoid harsh criticisms; rather focus on supporting and strengthening positive behaviours.

Participants and “encouragement partners” are also welcome to give further feedback using their peer-to-peer encouragement tool.

Weeks/days	Self-assessment	Accountability partner feedback

Adaptation tips: Working on the group project with younger or older children

You should keep in mind that this activity can produce very different results depending on the participants' age, interests and backgrounds.

Younger children are likely to be most interested in and to connect more easily to issues related to their everyday lives. Their world generally encompasses a reality that is closer to them, such as their family, neighbourhood or village. Therefore, their classroom values and projects might relate to this reality, such as making sure that the classroom stays clean.

In contrast, older children are able to reflect on more abstract concepts and think about actions on a larger scale. For example, their classroom values might involve taking steps to stop bullying or violence in the school, and their projects might link to national or global issues, such as monitoring local stakeholders' spending to identify and address corruption.



Project: Promoting integrity and reporting violations

 Scope	Promoting and addressing: Promote and raise awareness of integrity and anti-corruption among peers and adults in the community, and report negative behaviours
 Level of difficulty	Foundation level
 Number of participants	15-20
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	(Optional) Part I: Posters, colouring materials, old newspaper, scissors, glue Part II: Ball, marker or chalk, blackboard or newsprint, masking tape
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023).

Part I: Promoting integrity

1. Ask participants to form groups of five. If possible, provide each group with a poster, colouring materials, old newspapers, scissors and glue.
2. Invite each group to take 15 minutes to prepare a poster that addresses the following questions:
 - (a) What do you think you could do to promote integrity and anti-corruption values among

your peers?

(b) What could you do to promote integrity in your family?

(c) What could you do to promote integrity in the rest of the community?

If you need help explaining integrity and identifying the values related to integrity and anti-corruption, take a look at the guidance box on values to foster anti-corruption.

Explain that they can express their ideas as they want: they can write, draw or make a collage with old newspapers.

3. After 15 minutes, invite each group to present their ideas.

Guidance box: Values to foster anti-corruption

An anti-corruption mindset is rooted in a set of core values that guide ethical behaviour, promote accountability and foster integrity in individuals and communities. Below are some examples of values that can help you navigate the conversation with participants. Keep in mind that these are only suggestions: let the list of values emerge from the conversation with the children.

- **Integrity:** Acting with integrity means 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:** 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.
- **Fairness and justice:** Treating others equitably and ensuring that systems and processes are unbiased, impartial and inclusive.
- **Altruism:** This means being concerned about the needs of others and helping others in need, sometimes before considering yourself. It implies doing things for their benefit, without expecting anything back. For example: sharing food with a friend who cannot afford it shows altruism.
- **Empathy:** It means the ability to understand and share another person's feelings, thoughts or experiences. It is about putting yourself in someone else's shoes and seeing the world from their perspective, even if you haven't experienced the same situation. It implies recognizing the impact of corruption on individuals and communities, particularly the most vulnerable, and acting to protect their rights and dignity.
- **Respect:** It means showing care, consideration and value for the feelings, rights, beliefs and opinions of others. It involves treating people with kindness, fairness and dignity, regardless of their background or differences. Respect also extends to showing regard for rules, laws, nature and oneself.
- **Courage:** Having the strength to speak out against corruption, even when it is risky or unpopular, and standing up for what is right.

- **Respect:** It means showing care, consideration and value for the feelings, rights, beliefs and opinions of others. It involves treating people with kindness, fairness and dignity, regardless of their background or differences. Respect also extends to showing regard for rules, laws, nature and oneself.
- **Courage:** Having the strength to speak out against corruption, even when it is risky or unpopular, and standing up for what is right.
- **Social responsibility:** Acknowledging and acting on the obligation to contribute to the well-being of society by opposing unethical practices and promoting integrity.
- **Trustworthiness:** Building and maintaining trust by consistently demonstrating ethical behaviour, reliability and fairness.

Part II: Acting against violations

Note: When designing activities to help children report negative behaviours by peers or adults, it's essential to create a safe, supportive environment that minimizes the risk of backlash or harm. Here are strategies to ensure that the activity is protective and effective:

(a) Establish clear objectives:

- Clearly communicate the purpose of the activity: promoting fairness, justice and positive behaviour.
- Ensure participants understand the focus is on fostering accountability, not punishment or blame.

(b) Create a safe environment:

- Ensure anonymity: allow children to report behaviours without revealing their identities if they fear retaliation.
- Use indirect reporting methods: provide tools such as suggestion boxes or drawings to express concerns without singling out individuals.
- Make the activity group-focused: frame discussions as exploring general problems or patterns, not pointing fingers.

(c) Teach empathy and respect:

- Begin with a discussion about empathy, fairness and the importance of treating others kindly.
- Emphasize the difference between harmful behaviours and mistakes. Help children understand that reporting is about protecting everyone, not getting others in trouble.

(d) Identify trusted adults:

- Reinforce the role of trusted adults as safe people to report to.
- Let children practice identifying situations that warrant reporting and whom to approach for help.

(e) Introduce through scenarios:

- Use fictional case studies or scenarios to explore issues. This keeps the activity abstract and avoids putting real children in the spotlight.
- Focus on solutions rather than assigning blame.

(f) Provide follow-up:

- Ensure that concerns are taken seriously and addressed promptly.
- Protect confidentiality: do not disclose who made the report unless absolutely necessary and only with their consent.
- Offer emotional support for those involved in the situation, including those whose behaviour was reported.

(g) Avoid labels and stereotypes:

- Discourage terms such as “tattletale” by framing reporting as courageous and a way to protect the community.
- Address any stereotype which might emerge.

(h) Engage caregivers and parents:

- Inform caregivers about the activity and its goals so they can support their children if any sensitive issues arise.

1. Introduce the following scenario:

Imagine you are playing a game during recess and you notice that some children are always unfairly excluding one child.

2. Ask everyone:

- (a) What can be done to ensure everyone feels included?
- (b) Who could help make things better?

3. Gather a few inputs and invite learners to individually reflect on the following question:

- (a) What could you do if one of your peers behaves in an unjust or unfair way?

4. Invite the participants to form pairs and discuss their ideas together, taking 5 to 10 minutes to choose one approach that they consider effective in addressing negative behaviours of peers or adults, and why they think it is effective. Invite them to write their preferred approaches on a piece of paper in their pairs.

5. Next, invite volunteers to share their ideas.

6. Finally, explain that they should always refer to a trusted adult if they need help addressing the negative behaviour of peers or of other people in the community.

7. Ask participants to give examples of trusted adults they could seek help from in their community and why they consider them trusted, as a way of ensuring that this is something they can relate to easily afterwards. Examples could include parents or guardians, teachers, elder siblings, religious leaders, community elders, etc.
8. Remind them that trust is something that one earns and, therefore, adults should not be automatically trusted.

Intermediate level



The resource game

 Scope	Understanding: Encourage strategic thinking and reflection on power dynamics and the importance of cooperation to fight injustice
 Level of difficulty	Intermediate level
 Number of participants	Any
 Time	40 minutes
 Resources	20 small stones or pebbles, or any other material than can symbolize the “resources”
Source	New

1. Place the stones or pebbles in the middle of the room. Explain that these represent “resources”, such as money or power.
2. Ask for two volunteers. If you are working with more than 20 participants, ask for three or four volunteers. Explain that the volunteers will be the “corrupted”.
3. Explain that the “corrupted” possess, so far, all the “resources”, namely the pebbles or stones.
4. Explain that the scope of the game is for the rest of the participants to try to regain as many “resources” as possible without being “tagged” by the “corrupted”.
5. Draw a line on the floor or designate an area of the room. Explain that this represents the safe area: as long as the participants stay in that area, they can avoid being “tagged” by the “corrupted”.
6. Explain that the “corrupted” can block the rest of the participants from taking back the “resources” by linking hands and forming a protective circle around the “resources”.
7. At the same time, the “corrupted” should try to tag as many participants as possible. Once the participant is tagged, they automatically become one of the “corrupted” and can tag others.
8. Play the game for a few minutes. Most likely the participants will try to individually access the resources and they will be taken over one by one by the “corrupted”.
9. After a few minutes, stop the game and add two new rules: explain that, if the participants link arms in pairs or groups, they are “incorruptible” even when outside the safe area. Also, if the

group is big enough to encircle the “corrupted” around the resources, the group can break the protective chain formed by the “corrupted” around the resources and can win the resources back.

10. Let participants play the game for five to 10 more minutes. At this point it should be easy for the participants to gain back the resources.

11. At the end, ask:

- (a) How did you try to gain the resources in the first part of the game? What worked and what did not?
- (b) What happened in the second part of the game?
- (c) How did it feel to be part of a cooperative group?
- (d) What do you think we can learn through this game about justice and corruption?
- (e) How can cooperation help us fight corruption? Can you think of practical examples?

12. Make sure you address the following points:

- Corruption is a special type of crime and there is not a shared definition of corruption. Avoiding a rigid definition of the term allows for many elements and forms of corruption to be included in it.
- While a definition does not exist, some elements can help us identify corruption. In general, there are always three elements in a corrupt act: a. authority: someone has the power; b. abuse: someone misuses the power; and c. benefit: this someone obtains any sort of illegal benefit.
- Corruption happens when someone in a position of power uses their power to benefit themselves or someone they know.
- Corruption is different from other forms of abuse and crime because it is committed by someone who has been placed by others in a position of power and, instead of acting in a fair way using that power for the benefit of the entire community, they use it for their own gain or for the benefit/gain of someone they know.
- Very often we feel powerless towards corruption and injustice.
- We believe that corruption is only dependent on those in power and that we have no resources to fight it, and that we can't identify strategies to address it. Those in power seem far away and unreachable.
- However, if we all, individually and together, work to build more just societies and promote cooperation rather than competition, we can contribute to building corruption-free societies.
- Everyone has a role or stake in preventing corruption by acting with integrity and making ethical decisions and choices. Citizen and youth participation is critical to combating corruption.

If possible, follow up with an activity related to addressing corruption.

 Scope	Recognizing: Understand and discuss the level of trust towards institutions
 Level of difficulty	Intermediate level
 Number of participants	Up to 30
 Time	60 minutes
 Resources	A line on the floor in the room (can be drawn with chalk or can be imaginary)
Source	Adapted from: Civil Hub Against orgaNised Crime in Europe, <i>YouMonitor Toolkit: Empowering Youth to Build Monitorial Communities Against Corruption</i> (2002)

Tip: If you believe participants may be unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol:



This is a warm-up activity designed to measure the level of trust that young people have in institutions before you start to talk about theoretical concepts, so the content of the activity can be adapted as required. The debate can follow the activity. However, if the target group has little awareness of the subject, the facilitator can decide to propose the barometer activity after an initial theoretical explanation of the meaning of trust.

1. Ensure there is ample space for participants to move around freely. Explain that they should imagine an invisible line stretching across the room, with one end representing “no trust at all” and the opposite end symbolizing “a lot of trust”. This line is a continuum, allowing participants to position themselves at various points that reflect their level of trust, from low to high.
2. Explain that you will mention a series of questions and they should answer by positioning themselves on the imaginary line in the room. Make sure you support the participants with information about institutions or organizations they may not be familiar with. You can change the proposed list according to the context.
3. Ask one by one some or all of the following questions:
On a scale of 1 to 5, how much do I trust:
 - The school?
 - The university?

- The police?
 - The public health system?
 - The country's welfare (social security) system?
 - Local public services (public transport, school canteen, waste collection, etc.)?
 - The environmental protection authorities?
 - The justice system?
 - The parliament?
 - Local politics?
 - The food industry?
 - Large-scale distribution?
 - Local shops?
 - The energy industry (electricity, gas, etc.)?
 - Private transport and public works concession companies (e.g. motorways)?
4. After each question, once everyone has had time to place themselves in the space, discuss the results and the "roots" of trust with the group:
- (a) Why do they trust or distrust one institution rather than another?
 - (b) What does it tell us about justice and corruption in that institution?
5. At the end, you can explain the following:
- We trust institutions when their functioning is transparent and based on public, objective, fair and community-oriented criteria; if their functioning is carried out with high levels of control; and if their (elected or non-elected) representatives are punished in cases where they are found not to respect the rules and to pursue purely private and "antisocial" goals.
 - Above all, we trust the institutions if they serve the purpose of their entrusted power: to guarantee to all people, in a fair and transparent way, the services and rights to which we all need to have access in order to live a decent and happy life and, ultimately, to increase the collective well-being.

 Scope	Recognizing: Reflect on how far each individual contributes to creating incentives for corruption and costs relating to corruption in their social environment by: a. setting a good example with their own actions; b. publicly expressing judgements/ opinions; and c. acting together with others for the care of the common good/in reaction to situations contrary to their values
 Level of difficulty	Intermediate to advanced level
 Number of participants	Up to 30
 Time	45 minutes
 Resources	Copies of the quiz (one per participant)
Source	Civil Hub Against orgaNised Crime in Europe, <i>YouMonitor Toolkit: Empowering Youth to Build Monitorial Communities Against Corruption</i> (2002)

Tip: Be aware that the purpose of this quiz is not to provide either right or wrong answers to the questions or any moral judgment about individual choices. Indeed, we suggest starting a discussion on the basis of the individual answers to compare the different points of view of the participants. Encourage the participants to argue about why they chose such answers and to formulate alternative proposals for actions other than A or B, taking into consideration other factors that they think may influence the situation.

Between A and B, we propose the following solutions: 1B, 2A, 3A, 4B, 5A, 6B, 7B, 8B, 9A, 10

1. Propose the quiz to the group. Discuss with them how they answered the questions, and if the need arises, guide them in formulating alternative answers, other than A and B. Also, use the following interpretation guide to help you reflect on the individual questions with the group.
2. Conclude with the following points:
 - Each of us contributes to shaping a more or less “welcoming” environment for corruption. It is not about whether you pay or accept a bribe. In our everyday life we can help reduce opportunities for potential abuses of power by: a. setting a good example with our actions; b. publicly expressing judgements/opinions; and c. acting together with others for the care of the common good and in reaction to situations contrary to our values.
 - The sum of each small individual decision can make a difference in preventing corruption and influencing the social environment around us.

Adaptation tips: Possible variations

Take inspiration from the situations described in each question. They can be developed into a complete ethical dilemma workshop.

Quiz

1. You are seen by your family doctor, like the rest of your family. Since you are not a child anymore, your grandmother encourages you to make a Christmas present for the doctor this year, as she and your parents have always done.

 - (a) You feel a certain social pressure, so you decide to follow your grandmother's advice. Anyway, you may need a favour from your doctor one day.
 - (b) Even if you feel a certain social pressure, you are confident that you can also express gratitude for your doctor's very professional and careful work in another way that does not involve expensive Christmas gifts.
 - (c)...
2. You have just finished your course of study and you are looking for a job. Your friend works at the public placement office and offers to find you an appointment for the next day by skipping the queue to see the best job offers together.

 - (a) You thank her but refuse. You make an appointment and wait for your turn, meanwhile she can give you some tips on how to look for a job on your computer.
 - (b) You thank her and accept. By skipping the queue, you can apply for positions before others who are looking for work in the same field, and you are sure that your friend will have special consideration for you, when new job offers arrive.
 - (c)...
3. You are a regular customer at the café around the corner, so much so that you have become friends with the owner. You notice that from time to time he does not print your receipt or does not type the payment in the registry.

 - (a) Despite your embarrassment, the first time it happens again you point out that it is important to you that he print out the receipt. If he has time, you stop and talk about your views on the matter.
 - (b) You are a bit embarrassed and do not want to ruin the friendship or come across as a pedantic person. You let it go even if it leaves a bitter taste in your mouth every time you order a drink (without a receipt).
 - (c)...
4. It is the second time you are voting in local elections. Last time, you voted for the winning candidate that was quite popular among your friends. However, you have recently read that this official is very close to a governor of his party who is now involved in a case of fraud relating to the use of public funds.

 - (a) You decide to vote for the same candidate again. You think that this is the party that represents your political ideas best and dismiss the relationship with the governor as non-relevant for the actions of the mayor.

(b) Even if you think that this party theoretically represents your political ideas best, you are concerned about the integrity of the outgoing mayor and do not want to support his ambiguous relations with the governor. You vote for another candidate.

(c)...

5. Your sports team participates in a tournament where only the top 32 teams in the country are invited. In this case, a team you know well has been excluded, apparently to let one of the local teams participate, for which the son of the tournament organizer also plays.

(a) You talk to the other team members and together you decide to ask for explanations about the issue before the tournament starts. If no clarification is given, you decide not to participate in the tournament in solidarity with the excluded team and make a press statement about it.

(b) You talk to the other team members and together you decide to turn a blind eye to the issue. It is a very important tournament in your category and you do not want to miss the chance to compete with the other top teams.

(c)...

6. In your home city there is a public space that has been waiting to be designated for community use for years. There were a lot of promises made during the last election campaign, but now it seems that the new administration wants to create a commercial hub and, instead of the park, build a parking lot.

(a) You are not surprised that it would turn out like this. You are slowly losing faith in local politics.

(b) Working with friends, you make a plan to ask the administration for information on the change of plans for the use of the public space. Together, you collect the opinions of members of the community and formulate proposals on how the space could be best used.

(c)...

7. A colleague from school/university confides in you that she has received compliments on her physical appearance from a teacher/professor. From what she has heard from others, this is not an isolated case: the only way to pass the exam with a good grade is to show up at the exam with low-cut or tight-fitting clothes.

(a) You try to comfort your friend, but you know there is not much she can do. You are glad that you do not have to take his class and that you do not have to deal with him.

(b) You encourage and help your friend to report the situation to the student office, even if she fears repercussions. It is clear that this teacher/professor is abusing his position of power and that he will continue doing so if you don't bring up the issue.

(c)...

8. You have started an internship at the vehicle registration office. After you have analysed a few files, your colleague approaches you to let you know "how things work": if you approve a lot of registrations, there is a good chance that this or that motor shop will give you a good discount on a new moped or car.

(a) You feel uncomfortable saying anything because you are new. If everyone in the office acts in this way, it may be good for you to do the same thing for the few months you are working there.

(b) You do not like this attitude and make it clear that you are not interested in receiving any benefits or gifts. You follow the standard registration procedures for each practice.

(c)...

9. Since the beginning of the pandemic, you have been volunteering for the local charity, collecting food donations and distributing them to families in need. A doctor friend, who knows of your commitment to the community, says he can arrange for you to be vaccinated soon if someone does not turn up for their appointment.
- (a) You are happy that your friend recognizes your commitment to helping others, but you know that you are not in an at-risk category. It is better that the vaccine goes to a person who needs it.
 - (b) You are happy that your friend recognizes your commitment to helping others and you feel that you really deserve the vaccine. If you miss the chance this time, who knows when your turn will come?
 - (c)...
10. The local association for the protection of the environment has launched an initiative to monitor public funds spent on care of the natural park that runs through your town and neighbouring villages.
- (a) You do not know what your role in the project will be exactly, but you like the idea of learning more about how public funds allocated to green spaces are spent and of actively participating in drafting proposals to improve the use of the money and of the park. You sign up for the first meeting.
 - (b) You cannot imagine how you might contribute to the project and you are not sure that in the end the project will change anything. You give up the idea of participating – someone else will do it for you.
 - (c)...

Interpretation guide

Use the following interpretations as a guide to reflect on the individual questions with the group.

Question	Interpretations
1	<ul style="list-style-type: none">• Gift giving to keep the possibility open for later return• Social expectations from loved ones/respected people• "This is the way it is always been done/everyone does it this way"
2	<ul style="list-style-type: none">• Personal ties versus professional ties to a person• Personal interest versus public interest while doing your job
3	<ul style="list-style-type: none">• Fiscal justice• Judgement from your friend
4	<ul style="list-style-type: none">• Integrity in politics• Rewarding integrity versus rewarding opacity in elections
5	<ul style="list-style-type: none">• Keeping silent versus denouncing wrongdoings• Possible personal repercussions when reporting
6	<ul style="list-style-type: none">• Acting together with others for the care of the common good• Public participation• Trust in politics
7	<ul style="list-style-type: none">• Sextortion• Speaking up even if it does not affect you personally
8	<ul style="list-style-type: none">• Speaking up even in a position of little power• Staying true to one's own values versus adapting to "how things are done" in a social environment
9	<ul style="list-style-type: none">• Scarce/valuable goods (see: health)• "Since I did good before, I can cheat now"
10	<ul style="list-style-type: none">• Joining civic initiatives for the care of the common good• Doing your part versus "someone else will do it for me"

Advanced level

Image theatre - Monologues of corruption

 Scope	Understanding and recognizing: Understand the meaning and implications of corruption
 Level of difficulty	Advanced level
 Number of participants	5 to 20
 Time	80 minutes
 Resources	None
Source	Adapted from: UNODC, <i>Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools</i> (Vienna, 2023)

Tip: If you believe participants may be unfamiliar with the concept of corruption, start with a foundational activity that explains its meaning. Look for activities marked with the symbol:



This activity is rooted in image theatre, a form of participatory theatre developed by Brazilian theatre practitioner Augusto Boal as part of his "Theatre of the Oppressed". In image theatre, participants use their bodies to create still images or tableaux that represent ideas, emotions or social issues, often without the use of spoken words. This technique allows individuals and groups to express complex situations visually and encourages exploration and discussion of underlying themes, such as power dynamics, oppression or conflict, in a safe and accessible way.

First phase: Warming up

1. Invite the participants to stand up and walk around in the room.
2. Explain that when you say "stop", the participants need to freeze in an image. The image should not be planned in advance; it does not need to have a particular meaning. It is just a spontaneous body response. They should just listen to their bodies and switch off the rational part of their brains.
3. Then say "go" and invite the "statues" to unfreeze and move again freely in the room.
4. Repeat this part two or three times.

Second phase: Talking statues

5. Next, explain that, after forming the image, you will ask some of the “statues” questions and they should answer as the character that they embody in their posture. Invite them not to think, but just answer.
6. Move between the statues, choose one and ask one or more of the following questions.
 - (a) Who are you?
 - (b) What are you doing?
 - (c) What are you thinking?
 - (d) How do you feel?
 - (e) What do you want in this moment?

At this stage, always make sure to maintain a quick rhythm and not allow words to dominate the gestures and images: the aim of the exercise is to explore spontaneous body postures and the emotions that these postures can evoke.

Third phase: Corruption and injustice

7. Explain that now, instead of saying “stop”, you will say a keyword and you should respond with an image connected to this word. Remind them to do it without thinking.
8. Choose one or more keywords related to issues of corruption and injustice, for example:
 - Power
 - Dishonesty
 - Bribery
 - Nepotism
 - Exploitation
 - Favouritism
 - Inequality
 - Corruption

Remind participants to react to the words with images without thinking. Even if they are unsure about the meaning of the word, let them form statues representing the first thing that comes to mind when they hear the word. Avoid explaining the words at this stage. Have a look at the guidance box for more instructions on this.

9. Once the statues are formed, approach some statues and ask again:
 - (a) Who are you?
 - (b) What are you doing?
 - (c) What are you thinking?
 - (d) How do you feel?
 - (e) What do you want in this moment?

Invite each participant to reply as the character they feel they are in their posture, again without thinking.

Fourth stage: Monologues

10. Ask a statue to perform a monologue of what they are thinking at that moment.
11. Then move to another statue and say, "You continue", and the other statue continues with a different monologue. And so on.
12. Next, ask two statues to start a dialogue. They can approach each other, but they should keep their posture and the same "character" that came out of their statue. They should also always accept the proposals of the other characters in the improvisation. You can add another statue or two to create a three-or-four-character dialogue.
13. If you want, you can say, "Stop" and then, "Now, only this group of students will continue the dialogue and all the others will listen. Go!", and the chosen group starts an improvisation based on the keyword (for example, an improvised dialogue on corruption or dishonesty).
14. At the end of the exercise, the group can reflect together on the images that have emerged from the different words, on the improvised monologues and dialogues, and on how the statues and the dialogues can be used for further exploring oppressive mechanisms embedded in social roles.

Guidance box: Key concepts related to corruption

Here are some words that are related to the issue of corruption. You can find others in the [glossary](#) at the end of the present manual.

You can use these words without explaining them to the participants, but let participants "embody" them, spontaneously expressing what emotions and ideas come to mind when they hear the word. At the end of the activity, invite participants to try and define these words and provide them an explanation, as suggested below.

Power: Power is the ability or capacity to influence, control or direct the behaviour, actions or decisions of others to achieve specific goals or outcomes.

Dishonesty: Lying or being deceitful, which fosters corruption.

Injustice: Unfair treatment or a lack of fairness.

Corruption: Abuse of power for personal gain or unfair advantage.

Bribery: Offering, giving, receiving or soliciting something of value to influence an action.

Nepotism: Favouring family members or friends for jobs or benefits, often in public roles.

Exploitation: Taking unfair advantage of a person or situation for personal gain.

Favouritism: Giving unfair preferential treatment to certain individuals.

Inequality: Unjust disparities in wealth, opportunities and treatment.

Corruption: The abuse of power or position for personal gain, often involving dishonest or unfair actions that harm others or the public.

 Scope	Recognizing and addressing: Understand how maladministration and corruption can affect our daily lives and that our choices can ease or prevent these phenomena
 Level of difficulty	Intermediate to advanced
 Number of participants	Maximum of 20
 Time	45 minutes
 Resources	Optional: Copies of these two stories . Alternatively the stories can be read by the facilitator.
Source	Civil Hub Against orgaNised Crime in Europe, <i>YouMonitor Toolkit: Empowering Youth to Build Monitorial Communities Against Corruption</i> (2002)

1. Explain that you will read or distribute two stories. The two stories are told from the point of view of three different actors: the bearer of a general interest (the principal), the public servant to whom he/she entrusts the fulfilment of his/her needs (the agent) and another individual who can benefit from the latter's decisions (the third party).

Each story is summed up by three text messages. In the first story, corruption will take place; in the second one, it will not.

2. Distribute copies of the following stories or read them out loud.

Story one: Vanessa, David and Mark



Vanessa

Young girl (the principal)

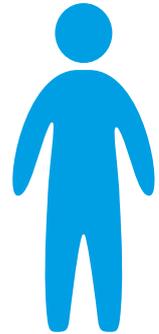
9:23 pm

What a bad day! I am writing from the hospital. This afternoon I was riding my scooter to see my beloved Ian 💕💕💕. I was on Integrity Road when my scooter's front wheel hit a hole and I crashed on the street. Fortunately, I wasn't hit by a car, otherwise the incident would have been much worse... I don't understand, there have been roadworks for a few weeks on that street...

David

Public officer, head of the municipal technical department (the agent)
8:34 pm

Hi, today a policewoman called me to ask about the recent roadworks on Integrity Road. There was a scooter crash due to a hole in the pavement. I hope they don't go into it. Do you remember my friend Mark? He is the manager of a road construction company. He recently won the tender to re-asphalt the street. I was the one in charge to check... Well, Mark told me they used less material than agreed and asked me not to report it. We are close friends. I was embarrassed to refuse. He had already invited me to stay for a week in a wonderful villa by the sea with my family. We went there last month – it was great! 🏖️🌅



Mark

Entrepreneur, owner of a construction company (the third party)
7:53 pm



Today I went to visit David in the villa I rented for him and his family. I had to pay the reservation. I hope he enjoyed the present! 🎁 Do you remember my financial issues? Well, I got huge help from him with the public contract to fix Integrity Road. I saved a lot of money using a different amount of material in the roadwork. 💰💰💰 I will call you tomorrow. Now I have an important dinner with the mayor of the city. He is going to run again and I want to support him in the next electoral campaign.

Story two: Vanessa, David and Mark

Vanessa

Young girl (the principal)
9:23 pm



What a day! After school I jumped on my scooter to run to Ian's home. I drove on Honesty Road, which is smooth like a pool table. It has been recently rebuilt... I saw the construction every time I passed by! And... Ian kissed me for the first time, I loved it! 💕 I know, it is just our first kiss, but I feel as if something important is growing between us 🥰🥰.

David

Public officer, head of the municipal technical department (the agent)

8:34 pm

Hi, stressful day today. I had to complete a few difficult dossiers and to sign off on Honesty Road's reopening. That has been hard work... 🤔 📄 📅 The construction company was in trouble and the manager, my friend Mark, told me he had financial issues and couldn't buy materials from his providers because our department had not paid him for a previous project. So, I checked and he was right! The department paid him and they completed the roadworks just in time... I am tired, but proud! 🙌🙌🙌🙌



Mark

Entrepreneur, owner of a construction company (the third party)

7:53 pm

Today has been a great day. I accomplished our monthly target to reopen Honesty Road ✓✓✓ We went into a lot of trouble with this work. We were short of money to buy the proper amount of material. Not our fault – there was a delay in payment from the municipal technical department. Thankfully, the head of the department sped up the process: we worked night and day to finish the re-asphalting of Honesty Road ✓✓ He is a friend, but I did not ask him for a favour – he simply did what was right.



3. Discuss the two stories with the participants.

4. At the end, share the following points:

- The first story represents a basic corruption scheme, which can be even more complex when more people and resources are involved.
- The second one shows how it is possible to adopt different strategies to prevent corruption and in relation to monitoring, supervising and making public administration more efficient.
- Both stories show how each actor's choices are important to defining the context in which events happen. It doesn't matter if you are a young person, a public officer or an entrepreneur – what matters is that you are able to recognize what is the right thing to do in each situation.

Adaptation tips: Possible variation

Invite the participants to write two similar stories – framing them as text messages – from three different perspectives (an individual who needs a public service, a public agent in charge of providing it and an individual having an interest in influencing the public agent's decisions). The location could be a:

- Hospital
- School
- Tribunal

In one story, undue influence affects the public agent's decisions, while in the other, the public agent fulfils his or her duties to provide impartial and effective public service.

C: Concluding activities

Foundational level

Key lessons

 Scope	Understanding and promoting: Reinforce key lessons from the workshop
 Level of difficulty	Foundational level
 Number of participants	Up to 30
 Time	15 minutes
 Resources	None
Source	New

1. Gather participants in a circle and ask them to think about what they have learned during the workshop. Ask:
 - “Why is justice important?”
 - “Can you share one example of how we can stand against corruption?”
2. Invite them to form pairs and identify:
 - Two things they are most proud of from the workshop
 - Two things they are planning to do to contribute to a more just community
3. Invite each pair to share their ideas.

Intermediate level



Project: Anti-corruption campaign

 Scope	Promoting: Develop positive actions to prevent corruption and increase engagement in anti-corruption
 Level of difficulty	Intermediate and advanced level
 Number of participants	Up to 30
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	Flipchart and markers, colouring materials
Source	New

Tip: This activity can either be conducted under the guidance of a facilitator or independently by youth peer groups. In both cases, it is important to establish clear roles and timelines to monitor progress and to provide adequate support.

1. Invite participants to form groups or pairs to carry out the project.
2. Invite participants to plan together, as a group, an anti-corruption campaign. Remind them of the following messages:
 - Corruption hinders development, prosperity and respect for human rights.
 - Everyone has a role in preventing corruption by acting with integrity and making ethical decisions and choices.
 - Participation, including by children and young people, is critical to combating corruption.
3. In groups, invite them to reflect on diverse aspects of corruption and identify which aspect they want to address together. Help them establish a clear goal for the campaign. For instance, is it to raise awareness, promote honesty or encourage fair practices in specific areas (such as sports, school or daily interactions)?
4. Invite the groups to create a slogan for their campaigns that reflects their plan, such as "Honesty is our superpower!", "Speak up for fairness!", "Team up for truth!" or "Say no to sneaky deals!".
5. Guide them in brainstorming ideas on how the campaign could tackle corruption and promote integrity. For example, they could create posters to raise awareness in the community or school or on the football pitch. Or they could plan a role-play for a school event or create messages to be broadcast on the radio.
6. Help them identify the target audience. Get them to consider who the campaign is aimed at – peers, younger children or the broader community? Help them reflect on how to target their

message to their audience.

7. Invite them to create the campaign materials: the posters, the role play or any other activity or tool that they decide to develop. Emphasize the need for simple, positive and direct language that resonates with their peers and promotes behaviour change.
8. Create an action plan and a timeline. Set achievable deadlines for each step, ensuring they stay motivated and on track.
9. Regularly monitor and support the progress of the campaign and organize a closing session where participants can share their experiences, insights and lessons learned.
10. To inspire action, use the Unite Against Corruption campaign materials.⁸

Project: Integrity projects

 Scope	Promoting: Promote participants' engagement in anti-corruption and justice
 Level of difficulty	Intermediate level
 Number of participants	Up to 30
 Time	60 minutes + (it can be extended over multiple follow-up sessions)
 Resources	Posters, paper, colouring materials, tape or glue and old newspaper
Source	Adapted from: Malawi Institute of Education, <i>Teaching Values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers</i> (2023)

1. Ask the participants to form groups. Provide each group with paper, colouring materials, tape or glue and old newspaper.
2. Instruct each group to come up with a project to achieve their vision of a community that embraces integrity and anti-corruption values. For example:
 - (a) Connecting with a non-governmental organization or a local institution to learn more about the causes and consequences of corruption.
 - (b) Volunteering with a non-governmental organization or a local institution to advocate for anti-corruption.
 - (c) Developing an anti-corruption campaign.
 - (d) Interview local leaders about transparency efforts.
 - (e) Track local leaders' anti-corruption efforts.
 - (f) Host an event to educate others about fairness and equality.
3. After each group has outlined their project, ask them to use the materials provided to make a

⁸ Unite Against Corruption, "Campaign material", available at www.anticorruptionday.org/actagainstcorruption/en/print/index.html.

poster for their project.

4. Let the participants vote for the project they like the best: place the title of each project in different corners of the room and invite the students to form a line behind their favourite project.
5. Explain that participants cannot vote for their own project. The project that receives the most votes will be adopted as the group project for creating a community that embraces justice and fights corruption.
6. Help participants identify ideas that are realistic to address within their time frame and with their resources.
7. After a project has been selected, help the participants identify a plan for its implementation, including the time and resources needed and how tasks are going to be divided. Younger participants will require more support throughout this process. Older learners should be able to take the lead themselves. Steps to help participants implement the project could be:
 - (a) Divide participants into small groups, each focusing on specific aspects of the project.
 - (b) Guide groups to clearly define their project goals, audience and desired outcomes.
 - (c) Define together a timeline with deadlines for each phase of the project.
 - (d) Help participants list, identify and gather the materials or support they need (e.g. posters, interviews and presentations).
 - (e) Encourage participants to take photos, write journals and/or record videos of their work.
8. Dedicate time every week or month to supporting the implementation of the project and to following up on its progress:
 - (a) Discuss what went well and what could be improved.
 - (b) Celebrate successes and acknowledge challenges.
 - (c) Ask participants and the audience for feedback.
9. At the end of the project, encourage participants to share their outcomes. If possible, the outcomes of the projects could also be showcased in the school/community on International Anti-Corruption Day.



Project: Committing to solutions

 Scope	Promoting and addressing: Develop a group-based, long-term project aimed at addressing specific sites of corruption within their community, such as schools, law enforcement, healthcare or local government
 Level of difficulty	Advanced level
 Number of participants	15-20
 Time	90 minutes + (it can be extended over multiple follow-up sessions)
 Resources	<p>Chart paper, markers and pens</p> <p>Internet access or printed information about chosen sites of corruption (optional, depending on available resources)</p> <p>Project planning worksheet</p> <p>Index cards or sticky notes</p> <p>Large poster or board for displaying project ideas (optional)</p>
Source	New

Tip: This activity can be a good follow-up to the activity on [identifying sites of corruption](#).

If you have conducted the activity identifying sites of corruption, skip steps 1 and 2, and allow groups to choose a site of corruption based on what they identified in the workshop. Continue with step 3.

1. Divide the participants into small groups and assign each group a specific site of corruption to focus on. Examples could include:
 - School: issues such as cheating, favouritism or unfair grading.
 - Law enforcement: issues such as bribery or unfair treatment.
 - Healthcare: issues such as favouritism, unequal access to services or mishandling of resources.
 - Local government: issues such as nepotism, misallocation of funds or a lack of transparency.
2. Ask each group to discuss and brainstorm what they already know about corruption in their chosen area. For example:

- (a) What types of corruption happen there?
- (b) Who is affected?
- (c) Why do these problems exist?

If resources allow, provide printed information or Internet access for groups to gather more details about their chosen institution and common corruption issues linked to it.

3. Distribute the [project planning worksheet](#) to each group and invite them to take 20 minutes to outline a long-term project to address and reduce corruption in their chosen area.
4. At the end, ask each group to present their project plan to the larger group, explaining their chosen site of corruption, their long-term project goal and the actions they plan to take. As another option, invite each group to write their commitment or project name on a shared “integrity wall” or poster as a reminder of their plans.

Adaptation tips: Extending the activity

Encourage each group to choose one aspect of their plan to implement within the next few months and to report back on their progress.

Organize follow-up sessions where groups can share updates, discuss challenges and adapt their plans.

Partner with local organizations: if possible, connect the groups with local organizations that work in these areas to provide support, mentorship and/or resources for their projects.

Group name: _____ **Date:** _____

Project goal:

Describe the main goal. What specific change do you want to see in the area you have been assigned?

Key actions:

List three to five actions the group could take to promote transparency, fairness or integrity in the area.

For example, school: organize "honour code" awareness campaigns and encourage anonymous reporting systems; and law enforcement: create informational sessions on citizen rights and partner with local groups to promote transparency.

Resources needed:

Identify what resources are needed (e.g. support from local organizations, materials for awareness campaigns or permission from the school administration).

Timeline:

Decide on a realistic timeline for implementing the project. Identify immediate actions versus long-term goals.

Challenges and solutions:

Discuss possible challenges and brainstorm ways to overcome them. For example, if there is a fear of retaliation to reporting, they might suggest anonymous reporting tools.

Measuring success:

Determine how they'll measure the project's success (e.g. number of participants in events, survey feedback or increased reporting of issues).

Additional resources and tools

Foundation level

UNODC resources

- UNODC, *Building a Sustainable, Inclusive, Just and Peaceful World: Lesson Plans for Primary Level* (Vienna, 2022).
- UNODC and UNESCO, *Empowering Students for Just Societies: Handbook for Primary School Teachers* (Vienna, 2019).
- Malawi Institute of Education, *Teaching values for a Corruption-Free Malawi: A Sourcebook for Primary School Teachers* (2023).
- UNODC GRACE, *Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools* (Vienna, 2023) (suitable for foundation and intermediate level).

Digital resources⁹

UNODC, "Integrity Journey", available at <https://fun-corner.unodc.org/e4j-fun-corner/index.html> (videos, games, creative platform)

Other resources

- Council of Europe, *Teaching Democracy: A Collection of Models for Democratic Citizenship and Human Rights Education* (Strasbourg, Council of Europe Publishing, 2009) (suitable for a diverse range of age groups and for formal and non-formal education).
- OECD, *Education for Public Integrity: Teaching on Anti-Corruption, Values and the Rule of Law* (2019).

Intermediate and advanced level

UNODC resources

- UNODC GRACE, *Acting for the Rule of Law: A Teacher's Guide to Using Forum Theatre to Promote the Rule of Law, Ethics and Integrity in Secondary Schools* (Vienna, 2023).
- UNODC and UNESCO, *Empowering Students for Just Societies: Handbook for Primary School Teachers* (Vienna, 2019).
- UNODC and UNESCO, *Empowering Students for Just Societies: A Handbook to Teach Integrity in Secondary Schools* (Vienna, 2019).
- UNODC, "Teacher's guide: secondary education – Improving secondary school students' understanding of the meaning and impact of corruption" (Vienna, 2019).
- UNODC, "Play for Integrity", available at https://grace.unodc.org/grace/en/secondary/games_play-for-integrity.html (board game).
- UNODC, "Running Out of Time", available at https://grace.unodc.org/grace/en/secondary/games_running-out-of-time.html (board game).
- UNODC, "Purposy – Challengers of Justice", available at https://grace.unodc.org/grace/en/secondary/games_purposy.html (board game).
- UNODC, "Taking action against corruption: A step-by-step guide by youth for youth" (Vienna, 2024).

9. Please note that all UNODC digital resources are designed to be used under the supervision and with the mediation of an educator or a facilitator.

Digital resources:

- UNODC, "Animated video series and accompanying teaching guides", available at <https://grace.unodc.org/grace/en/secondary/videos-and-teaching-guides.html>.

Other resources

- Transparency International, "Anti-corruption kit: 15 Ideas for young activists" (2014).
- Civil Hub Against organised Crime in Europe, *YouMonitor Toolkit: Empowering Youth to Build Monitorial Communities Against Corruption* (2002).
- Council of Europe, *Living in Democracy: EDC/HRE Lesson Plan for Lower Secondary Level* (Strasbourg, Council of Europe Publishing, 2008).
- Council of Europe Council of Europe, *Taking Part in Democracy – Lesson Plans for Upper Secondary Level on Democratic Citizenship and Human Rights Education* (Strasbourg, Council of Europe Publishing, 2010).
- MOMO EU, "Momo: Educate youth about integrity", available at <https://momoeu.chance.international/> (interactive portal).
- Corruption Practices Investigation Bureau, "The corruption casebook: Stories from under the table" (Singapore, 2020).
- Corruption Practices Investigation Bureau, "The corruption casebook: Hidden victims of corruption" (Singapore, 2024).

Annex I

Energizers

Energizers¹⁰ are quick activities that bring energy and focus to the group. You should use them whenever you feel energy levels are low or attention is waning. The activities should not last more than five minutes and they generally require no resources and are suitable for any age group and group size.

Who is the leader?

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a “leader”. The leader must perform a series of actions, such as clapping or tapping a foot, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at them. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle and the person who was the leader leaves the room to allow the group to choose a new leader.

As and Bs

Ask everyone to silently choose someone in the room that is their “A” person and another person who is their “B” person. There are no particular criteria on which to base their choices – selections are entirely up to individuals. Once everyone has made their choices, tell them to get as close to their respective “A” person as possible, while getting as far away from their “B” person. People can move quickly, but should not grab or hold anyone. After a few minutes, participants stop and reverse the process, getting close to their “B” persons and avoiding their “A” persons.

Who am I?

Pin the name of a different famous person to each participant’s back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their famous person. The questions can only be answered with “yes” or “no”. The game continues until everyone has figured out who they are.

Banana game

A banana or another object, such as a bunch of keys, is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participant’s backs. The job of the volunteer in the middle is to study people’s faces and work out who has the banana. When successful, the volunteer takes that person’s place in the circle and the game continues with a new person in the middle.

Taxi rides

Ask participants to pretend that they are getting into taxis. The taxis can only hold a certain number of people, such as two, four or eight. When the taxis stop, the participants have to run to get into the right sized groups. This is a useful game for randomly dividing participants into groups.

10.

Dancing on paper

Facilitators prepare equal-sized sheets of newspaper or cloth. Participants split into pairs. Each pair is given either a piece of newspaper or a cloth. They dance while the facilitator plays music or claps. When the music or clapping stops, each pair must stand on their sheet of newspaper or cloth. The next time the music or clapping stops, the pair has to fold their paper or cloth in half before standing on it. After several rounds, the paper or cloth becomes very small by being folded again and again. It is increasingly difficult for two people to stand on it. Pairs that have any part of their body on the floor are "out" of the game. The game continues until there is a winning pair.

I am going on a trip

Everyone sits in a circle. Start by saying "I'm going on a trip and I'm taking a hug", and hug the person to your right. That person then has to say "I'm going on a trip and I'm taking a hug and a pat on the back", and then give the person on their right a hug and a pat on the back. Each person repeats what has been said and adds a new action to the list. Go round the circle until everyone has had a turn.

Touch something blue

Ask participants to stand up. Explain that you will tell everyone to find something blue and that they have to go and touch it. This could be a blue shirt, pen, shoe, etc. Continue the game in this way, asking participants to call out their own suggestions for things to touch.

What has changed?

Participants divide up into pairs. Partners observe one another and try to memorize the appearance of each other. Then one turns their back while the other makes three changes to their appearance (for example, putting their watch on the other wrist, removing their glasses or rolling up their sleeves). The other player then turns around and has to try to spot the three changes. The players then switch roles.

The animal game

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need to make smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

Bring me

Participants sort themselves into small teams and the teams stand as far as possible from the facilitator. The facilitator then calls out "Bring me...", and names an object close by. For example, "Bring me a man's or woman's shoes." The teams race to bring what has been requested. You can repeat this several times, asking the teams to bring different things.

Annex II

Glossary¹¹

Altruism: This means being concerned about the needs of others and helping others in need, sometimes before considering yourself. It implies doing things for their benefit, without expecting anything back.

Bribery: The offer or exchange of money, services or other valuables to influence the judgment or conduct of a person in a position of entrusted power. The benefit does not need to go to the person in question directly; it can go to a spouse, a child, another relative, a friend or even to a political party as a donation.

Code of conduct: Standards of conduct with regard to how to behave or act in an ethical manner.

Conflict of interest: A situation where business, financial, family, political or personal interests could interfere with the judgment of persons in carrying out their duties for an organization.

Corruption: 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 behaviour. Corruption also entails a relationship of power or the abuse of power for someone’s personal gain. For the purpose of the present manual, facilitators might refer to the definition used by SOS Children’s Villages: “Corruption is when someone abuses the power entrusted to them for their personal gain or of those close to them”.

Courage: Having the strength to speak out against corruption, even when it is risky or unpopular, and standing up for what is right.

Dishonesty: Dishonesty is the act of being untruthful or deceptive, whether through lying, cheating or misleading others. It undermines trust and integrity in relationships and interactions.

Empathy: This refers to the ability to understand and share the feelings, thoughts or experiences of another person. It is about putting yourself in someone else’s shoes and seeing the world from their perspective, even if you haven’t experienced the same situation. It implies recognizing the impact of corruption on individuals and communities, particularly the most vulnerable, and acting to protect their rights and dignity.

Ethics: 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.

Exploitation: The act of taking unfair advantage of a person or situation for personal gain.

Fairness: Treating others equitably and ensuring that systems and processes are unbiased, impartial and inclusive.

Favouritism: Biased distribution of resources and positions based on personal preference. Favouritism is the practice of giving unfair preferential treatment to a person or group over others, often based on personal relationships rather than merit or qualifications. This can lead to perceptions of bias and inequality in various settings, such as workplaces or schools.

Honesty: Honesty is the quality of being truthful and transparent in one’s words and actions. It fosters trust and integrity in relationships and promotes ethical behaviour.

11. The sources of the glossary are: SOS Children’s Villages, “Anti-corruption regulation: October 2024” (2024); UNODC, Building a Sustainable, Inclusive, Just and Peaceful World: Lesson Plans for Primary Level (Vienna, 2022); UNODC and UNESCO, Empowering Students for Just Societies: Handbook for Primary School Teachers (Vienna, 2019); and UNODC, “Taking action against corruption: step by step guide by youth for youth” (Vienna, 2024).

Injustice: Injustice is the absence of fairness or equity, often resulting in the violation of rights or the unequal treatment of individuals or groups. It manifests in various forms, such as discrimination, oppression and corruption.

Integrity: Behaviours and actions consistent with a set of moral or ethical principles and standards. 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.

Lobbying: Lobbying can be a means of providing Governments with valuable insights and data, and it can allow citizens and interest groups to present their views on public decisions. However, lobbying can also lead to unfair advantages for people with interests and is associated with secrecy and unfair advantage.

Nepotism: A form of favouritism involving family relationships in which someone exploits their authority to procure jobs or other favours for relatives. This is a form of favouritism based on friends, family and familiar acquaintances and relationships whereby someone in an official position exploits their power and authority to provide a job or a special favour to a family member or friend, even though they may not be qualified or deserving.

Obstruction of justice: The use of physical force, threats or intimidation, or the promise, offering or giving of an undue advantage to induce false testimony or to interfere in the giving of testimony or the production of evidence in a proceeding in relation to the commission of offences established in accordance with the United Nations Convention against Corruption.

Passive bribery: Soliciting, agreeing to, receiving or accepting a bribe.

Power: Power is the ability or capacity to influence, control or direct the behaviour, actions or decisions of others to achieve specific goals or outcomes. When people hold power, they may be tempted to misuse it for personal gain or to maintain their position. Without checks and balances, power can lead to corruption, as individuals prioritize their interests over fairness and justice. However, power doesn't always lead to corruption – it depends on the person's values, accountability systems and the culture in which they operate.

Respect: It means showing care, consideration and value for the feelings, rights, beliefs and opinions of others. It involves treating people with kindness, fairness and dignity, regardless of their background or differences. Respect also extends to showing regard for rules, laws, nature and oneself.

Social responsibility: Acknowledging and acting on the obligation to contribute to the well-being of society by opposing unethical practices and promoting integrity.

Transparency: An environment of openness where the access and disclosure of information is a matter of principle and human rights. Leaders, officials and those in power operate in a visible and predictable manner that promotes trust and participation. Transparency is widely understood as a necessary precondition to prevent corruption and promote good governance and sustainability.

Trustworthiness: Building and maintaining trust by consistently demonstrating ethical behaviour, reliability and fairness.

Value: Something that an individual or a community believes has worth that merits it being pursued, promoted or privileged. This can be a thing (money, food, art), a state of mind (peace, security, certainty) or a behaviour that results from those things or states of mind (protecting innocents, telling the truth, being creative).

