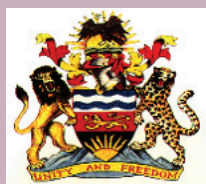
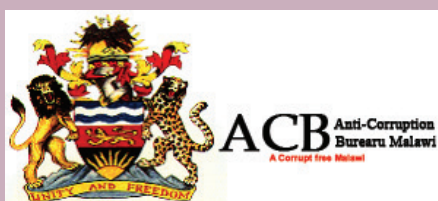
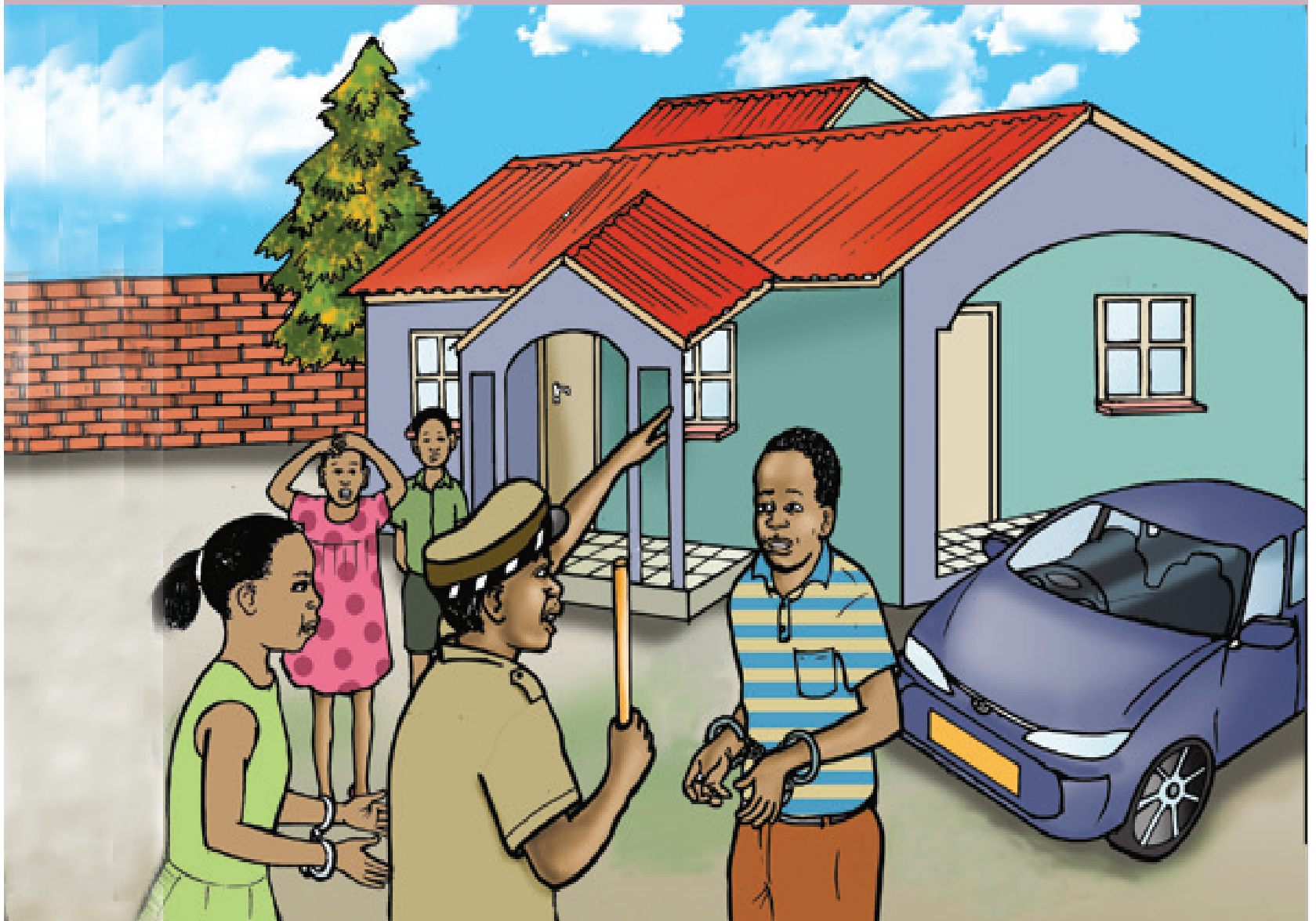


Teaching values for a corruption-free Malawi

A sourcebook for primary school teachers



THE MALAWI UMUNTHU-INTEGRITY ANTHEM

MALAWI DZIKO LANGA

1. Ndadzipereka kwa Mayi Malawi
Kuteteza chuma kukongola kwake
Kulemekeza anthu onsewo
Kunyadira dziko langa

*N'dzasunga bata, ndi malamulo
N'dzapewa ziphuphu, kukonda anthu onse
Kwa Mayi Malawi, ndadzipereka
Mtima wanga wonse*

2. N'dzasunga umodzi ndi mgwirizano
N'dzapeza chuma mwachilungamo
Pachitukuko n'dzazipereka
Malawi dziko langa

3. Ndidzamsamala Malawi wanga
N'dzagwira ntchito modzipereka
Ndidzateteza, n'dzalemekeza
Malawi dziko langa

Teaching values for a corruption-free Malawi

A sourcebook for primary school teachers



ACB Anti-Corruption
Bureau Malawi
A Corrupt free Malawi



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Foreword

Studies around the world have shown that corruption has been identified as one of the key barriers to effective service delivery in Malawi. This can mostly be attributed to the loss of integrity amongst most people in society. Realising the negative impact of corruption on society, the Malawi Government put in place different strategies to combat the vice. For example, the establishment of the Anti-Corruption Bureau (ACB) and the launch of the National Anti-Corruption Strategy (NACS) in 2008 brought many improvements to the anti-corruption framework of the country.

One of the goals of the National Anti-Corruption Strategy II (NACS II) is to promote a culture of integrity and accountability. To achieve this, the Anti-Corruption Bureau has been conducting community awareness, but this has mostly targeted adults at different levels. There has been, therefore, limited engagement of youth who form over half (75%) of the Malawian total population in the fight against corruption in Malawi.

Having acknowledged the fundamental role that can be played by youth to prevent and counter corruption, the ACB in conjunction with the Ministry of Education (MoE) and the Malawi Institute of Education (MIE) decided to join forces to support the reform in the education system by educating young people about corruption and its effects. A curriculum audit was conducted in February 2022 to ascertain the availability of corruption content in the primary school curriculum. The audit involved an analysis of primary school instructional materials and curriculum documents viz. Syllabi, teachers' guides and learners' books. The findings revealed the need to enhance and strengthen the inculcation of values for a corruption-free society

The main subjects identified by the curriculum audit to be well-suited to the teaching of ethics and integrity were found to be Social studies, Life skills, Expressive arts, English and Chichewa. The development of this Sourcebook is therefore in line with the aspirations of the NACS II as it integrates both the youth and academic sectors in tackling corruption. It acknowledges the role that these sectors play in promoting a culture of integrity among the citizens of Malawi from all age groups. Through the Sourcebook, primary school learners will acquire knowledge, skills and develop values of Umunthu, which will enable them to be responsible citizens and to take part in the fight against corruption.

The Ministry of Education thought it wise to integrate issues of corruption and integrity in the primary school curriculum at the right scope and depth. Hence the development of this Sourcebook. It is envisaged that the content in this Sourcebook will complement existing topics in the curriculum and teachers will use it to instil the values of Umunthu in the learner from a young age. It is also expected that this Sourcebook will inform the next primary school curriculum review so that issues of corruption and integrity are incorporated at the right scope and depth across the learning areas.

It is my sincere hope that MoE, through the Department of Quality Assurance (DQAS) and MIE, will ensure that the content in this Sourcebook is integrated with existing topics in the curriculum.

Chikondano Mussa

Secretary for Education

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Abbreviations and acronyms

ACB	Anti-Corruption Bureau
DQAS	Department of Quality Assurance
FIA	Financial Intelligence Authority
IIC	Institution Integrity Committees
MIE	Malawi Institute of Education
MoE	Ministry of Education
UN	United Nations
UNDP	United Nations Development Program
UNODC	United Nations Office on Drugs Crime

Introduction to the sourcebook

Unit overview

Corruption affects all sectors of the country. The UN Convention Against Corruption, in its Article 13, advocates for a comprehensive societal approach to eradicate corruption. To prevent and counter corruption, it is necessary to involve everyone, including learners starting from a young age. Those learners can best be reached through interventions in schools. Engaging learners will have a positive impact on society as a whole, as it is hoped that they will become active promoters of transformative behaviours in the household and in the entire community.

In order to support member states to the Convention in implementing Article 13, the UN Office on Drugs and Crime developed the Global Resources for Anti-Corruption Education (GRACE) and Youth Empowerment housing the methodology that has provided the foundation of this sourcebook.

Building a culture of rejection of corruption has to begin with the education of young people. Learning about Umunthu, and its values – altruism, honesty, hard work and integrity - and teaching learners to apply these values to their everyday choices, constitute the building blocks to prepare learners to be change makers and contribute to the creation of a more just, and corruption-free society. While the sourcebook focuses specifically on Umunthu and the aforementioned values, these moral principles all underpin and sustain a culture of patriotism. Strong anti-corruption sentiments cannot be detached from a holistic, comprehensive and inclusive culture of patriotism, which recognises, appreciates and works to jointly foster Malawi's resources, its population and its diverse communities.

Who is this sourcebook for?

This sourcebook is designed for primary school teachers and any other groups who may be interested to learn about the effects of corruption and how to develop values for a corruption-free society.

What is the objective of this sourcebook?

The overall objective of the sourcebook is to help teachers equip learners in primary schools with knowledge, values and attitudes on how best to take part in the fight against corruption.

This sourcebook provides guidance to teachers to introduce primary school learners to the concept of corruption and the importance of preventing and countering corruption. The sourcebook activities will equip learners with the necessary knowledge about corruption, to understand it and learn to recognise it. At the same time, these educational materials are aimed at helping learners model their behaviours and embrace values rooted in the Umunthu culture - altruism, honesty, hard work, integrity, and, implicitly, patriotism - which will be the foundation of an anti-corruption mindset.

Why is it necessary to teach young learners about integrity and corruption prevention?

Education has a fundamental role in building a culture of respect for the community and for society as a whole. This can only be achieved by promoting the prevention of corruption. It is important to begin this learning early in a child's academic journey, so that they are aware of the global problems and shared challenges that undermine justice in society and promote corrupt practices. A value-based education approach can help learners understand how each of us can bring about change and contribute to the fight against corruption by upholding and embodying certain key values in everyday life.

What will you find in this sourcebook?

This sourcebook provides teachers with lesson plans to educate learners about corruption. In doing so it underlines the importance of the value of Umunthu in countering corruption. To build a society that is resilient to corruption, everyone has the duty to embrace integrity and learn to do the right thing, even when no one is watching or there is no risk of punishment, but rather because everyone recognises the inherent importance of these values.

The sourcebook is divided into 7 Units, each entailing one or more lesson plans. The lessons largely use active learning and participatory pedagogy based on questioning and conversations, so they can easily be suitable for younger and older learners. At the same time, the teacher should be able to adapt the lessons based on the age range of the class.

The lessons are comprehensive, easy to follow and clearly set out. They use a scripted approach, which means that the activity instructions are addressed directly to teachers, as if the book would be talking to them. By following the instructions, teachers can easily guide learners through the activities, with little need for additional preparation or extra work. The activities are built to also provide teachers with explanatory text in the form of bullet points, which they can use in class or adapt to convey the core messages of the activity to learners.

At the same time, each learner, and each educational setting is different. Teachers should adapt the content to ensure that the activities are suitable for the learners and ensure equal inclusion of boys and girls, as well as learners with different abilities, religious and ethnic backgrounds.

Life-skills teaching methodology and Umunthu values

The lessons in this sourcebook are based on a teaching methodology which focuses on life skills. The lessons are aimed at imparting knowledge and at developing skills, instilling values, shaping attitudes, and informing behaviours. The lessons seek to teach the key Umunthu values of altruism, honesty, hard work and integrity. While not explicitly mentioned, these values also underpin a culture of patriotism, which fosters appreciation towards Malawi's culture, resources and population. Patriotic values can promote anti-corruption values since corruption implies long-term and often irreparable damage to a country, negatively affecting its resources, its development and the well-being of its population.

By recognising how these values and skills contribute to building corruption-free societies, learners learn to appreciate and embrace them in their everyday life and counter unethical and unfair behaviours.

Modeling behaviours and embracing values requires time and patience: this is also why some of the lessons suggest teachers integrate simple everyday activities where learners reflect together on the ways in which they can commit to the Umunthu values.

Teaching pedagogy: Learner-centered and active learning

The lessons take a learner-centred and active learning-based approach. This approach views learners as capable and competent from an early age and as valuable and active social actors who understand and can shape their world as individuals. They are not to be considered empty vessels that need to be filled by teachers and parents. Rather, the learners should be allowed to contribute to shaping and leading the learning process, which has their needs and individuality at its core.

The role of the teacher in promoting anti-corruption

How one teaches is just as important as what one teaches. For teachers to effectively teach the lessons outlined in this sourcebook, they should act as role models, both inside and outside of the classroom. This means being altruistic, honest and hard working to achieve one's goals, having integrity and rejecting corruption.

It is important to create a supportive learning environment that is based on the skills and values which underpin Umunthu. This environment should be one that fosters mutual respect, critical thinking, altruism, empathy, and team building, and ensures that learners are guided and supported to live and interact with each other in an ethical way.

Learners should be encouraged to learn about topics together, which stimulates a culture of feedback and critical thinking, as well as creating a fertile environment where they can support each other in identifying opportunities for further independent learning. Teachers should help inspire creativity and unlock potential so that learners can identify how to overcome challenges, reflecting on how simple behaviours can contribute to the fight against corruption and build just societies.

How to use the sourcebook

The sourcebook has been prepared to be used by teachers. Teachers should be able to integrate corruption and integrity content into relevant learning areas and subjects.

Teachers can decide to integrate the lessons or some parts. The lessons and units are not sequential. At the same time, it is strongly recommended to always integrate at least Unit 3, Umunthu, which helps learners learn to embrace positive behaviours which can tackle corruption, and it also embeds a long-term class project and class monitoring system (see activity 3.5). Taking time to effectively plan and regularly conduct this activity is fundamental to ensure mindset and behavioural changes in learners and, consequently, in the entire community.

The lessons based on the plans set out in this sourcebook should be interactive and fun. Teachers are encouraged to be creative and adapt the lessons using their knowledge of local practices, beliefs and sensitivities.

Each Unit in this sourcebook starts with an overview page, where the content of the unit is outlined. Here is how it looks like:

How is the overview page organised?

Introduction: It provides an overview and the rationale of the unit and the way forward.

Learning outcome: Here teachers will find the expected outcomes which the learners should achieve by the end of the unit.

Activities overview: It lists the lessons of the unit and the expected learning outcomes of each lesson.

How is each lesson plan organised?

Part I/Part II: Some lesson plans are divided into two parts. This implies that the lesson plan is composed of different activities, all having the same learning objectives. At the same time, if teachers decide to conduct this lesson, they should make sure to conduct both part I and II as these are generally sequential and linked together. It also suggests that the lesson plan can be carried out over more than one session.

Suggested teaching and learning resources and preparation: With very few exceptions no teaching and learning resources, and preparation of these are needed. In these cases, in which materials are suggested, these are materials that learners should have easy access to, such as old magazines, pebbles, and paper.

Guidance box: These boxes contain information to help teachers start and further discussions with the learners. The information will also help you address sensitive issues and deepen your understanding of specific topics.

Extension activity: Here teachers will find suggestions on how to extend the learning activity or start a class project.

UNIT 1

Understanding and recognising corruption

Unit overview

In Malawi and other countries, there is a growing concern about the increase in corrupt practices. Corruption exists in all areas of life, and it affects everyone, individually as well as the community as a whole. Unfortunately, there is no universally agreed definition of corruption as it manifests in different forms and behaviours. Acquiring a proper understanding on behaviours that constitute corruption and forms of corruption such as bribery and nepotism, will help us attain skills and attitudes to help us detect, prevent and reject corrupt practices and improve our everyday life and build just, peaceful, free and flourishing societies.

Learning outcomes

By the end of this Unit, learners should be able to:

- explain the meaning of corruption
- recognise behaviours which reflect corruption

Activities

Activities	Learning outcomes
1.1 What does “corruption” mean?	Explain the meaning of corruption.
1.2 Recognising corruption	Recognise behaviours where corruption manifest itself.



Activity 1.1 What does “corruption” mean?

Learning outcome: Explain the meaning of corruption.

Instructions

Part I: What is corruption?

- 1 Invite learners to do a quick word association activity to introduce the topic. Explain that you will say one word out loud, and they 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 learners 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 Explain that you will repeat the exercise using another word. Again, they should write down the first thing that comes to their mind. Remind them that there is no right or wrong answer!
- 6 Next, say the word “corruption”. Give 3 to 4 seconds for the learners to note down their answers.
- 7 Next, invite some learners to share their answers. There is no right or wrong answer to this activity, but you can use this opportunity to introduce the topic. It is likely that learners do not exactly know what corruption means, but they might have an understanding of it.
- 8 Next, stress the following aspects – you can either read the text below out loud, 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 be listed, which help us identify corruption.
 - 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, he/she uses it for his/her own gain or for the benefit/gain of someone they know.
 - For example, if a classmate steals school supplies from the school, that is a bad behaviour, but it is not corruption. But if the school guard regularly takes some of the school supplies home, that is an example of corruption.
 - At the same time, keep in mind that also offering, promising, or giving something to influence those who have power is a form of corruption. For example, if a learner offers to clean the teacher’s bicycle in exchange for a good grade on a test, both the teacher accepting the offer and the learner offering the service are guilty of corruption.

Part II: What is the difference?

- 1 Ask the following:
 - a. Do you think there is difference between a classmate stealing some school supplies and a school guard stealing the school supplies?
- 2 Gather some answers and then explain the following points – you can either read the text below out loud, or adapt it and convey it in your own words:
 - People in important public positions have special powers because they were given trust by the community to take special roles and ensure that we can all live together in harmony.

- For example, police people are given special powers because their task is to protect us from crimes. Politicians receive special powers because they should govern our communities in just and fair ways.
- People closer to us are also given special powers, for example teachers have more power than learners because they should guide their education; headmasters 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 society. For example, if the teacher asks learners to pay him/her to pass exams, learners who do not have the resources to pay him/her might stop coming to school, the school might grow a bad reputation and the best teachers will not want to work there etc... all of this will impact the young people's learning journey

Part III: Recognising that corruption does not only depend on those in power

- 1 Ask the following:
 - a. As children and learners, you are generally not in a position of power. Do you think you are immune from corruption?
- 2 Gather a few answers and then explain the following points - you can either read the text below out loud, or adapt it and convey it in your own words:
 - Offering, promising, or giving something to influence those who have power is a form of corruption. Therefore, you might commit an act of corruption if you try to manipulate those who have power.
- 3 At the same time, there are many situations in which you have more power or privileges than others. In these instances, you should be careful of how you use your power or privileges to avoid fostering a mentality of corruption.
- 4 Explain that you will mention a series of groups or people, and they should stand up if they think that they have more power than that group or person, or stay seated if they think that group or person has more power than them.
- 5 Read the following list, taking a few minutes after each word to allow learners to give their responses.
 - a. A younger learner.
 - b. Your older siblings.
 - c. Your younger sister.
 - d. The headmaster.
 - e. Your parents.
- 6 Explain the following:
 - Even if you are not a powerful or influential person, if you use your privileges to harm others, you are still in some ways promoting corruption.
 - Corruption is not only the responsibility and fault of those in power - politicians, police people, public administrators etc.
 - Corruption is reproduced when we embrace simple everyday actions which reflect a mentality of corruption, such as using privileges as older learners to harm or act dishonestly towards younger ones.
 - Fighting corruption starts with recognising our active role in its perpetration, and changing our everyday behaviours which indirectly foster it.

Guidance box: Be careful when talking about corruption!

Corruption is a very sensitive topic: to be able to discuss it without hurting anyone's feeling or harming anyone, you should establish some rules.

For example:

- Avoid making direct reference to people close to the learners or to their families.
- Avoid making direct references to episodes involving school personnel.
- Encourage learners not to make direct references to people they know, or people who are close to their peers and their families.
- Encourage learners to avoid making direct references to episodes involving school personnel.
- Whenever possible, create fictional names when referring to real life scenarios which happened in your context.

Activity 1.2 Recognising corruption

Learning outcome: Recognise behaviours which reflect corruption.

Instructions**Part I: Recognise corruption**

- 1 Invite learners to form groups of 4.
- 2 Explain that you will read out loud some statements, and they should move to the right side of the room if they think the example represents corruption, move to the left side if they think it represents another crime or illegal behaviour but not corruption. If the conditions do not allow learners to move around, invite them to stay seated and discuss in groups.
- 3 Read out loud the following statements, giving learners a few minutes to take their place after each statement. Each statement should be followed up by a 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.
 - 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 6000 MK to a community leader to receive subsidized fertilizers, even if he/she is not entitled to them.
 - e. A person pays 3000 MK to a doctor at the hospital to skip the queue and be served first.
- 4 After the learners have taken their position in the room, invite some volunteers from the two sides of the room to discuss their reasoning. To navigate this group conversation, use the notes below.
 - 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 has received trust and power from 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: This behaviour is in many contexts illegal, but 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 4000 MK to a community leader to receive subsidized fertilizers, even if he/she is not entitled to them.

Corruption: The community leader oversees the distribution of subsidized fertilizers, and he/she should do that in a fair and honest way. Instead, he/she is using his/her power to make money.

- e. A person pays 3000 MK to a doctor at the hospital to skip the queue and be served first.

Corruption: The person skipping the line is not entitled to be served first! The doctor is using his/her power for his/her own benefit. Note that the doctor and the person paying 3000 MK to the doctor are both guilty! Corruption is when someone in an important 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.

5 Say:

- Let's have a look at this example again: A headmaster receives a bicycle as a present from one of the parents to ensure that his son passes from Standard 1 to 2.

6 Ask:

- a. Is the headmaster the only corrupt person in this example? Why?
- b. Is the parent who offers the bicycle also guilty? Why?

7 Explain the following:

- In an act of corruption, there can be two actors involved.
- One actor is a powerful person that occupies an important position and uses their power to benefit themselves or someone they know – in this case, the headmaster. The other actor can be the person who suggests, requests or invites the powerful person to act in an unjust way – in this case, the parent offering the bicycle.
- Both people are engaging in corruption, and both are responsible. Offering a bribe – money, or presents, or favours to influence the behaviour of someone in power implies engaging in corruption.

Part II: Various forms of corruption

1 Ask:

- a. Based on these examples of corruption, what do you think are some of the elements that constitute corruption?
- b. Does corruption always imply an exchange of money? What if we exchange a gift?

2 Gather some answers and then explain the following:

- Corrupt practices can have different forms: it can involve money, but also objects or presents. Asking someone to do something can also be corruption. For example, giving a chicken to a traditional leader so that a court case goes in their favour represents an act of corruption. Equally, if the headmaster asks a parent to clean his/ her car so that he/she will make sure that the daughter passes the examination, this is also a form of corruption.
- In general, there are always 3 elements in a corrupt act. 1) Authority: someone has the power 2) Abuse: someone misuses the power 3) Benefit: this someone obtains any sort of illegal benefit.

Part III: Forms of corruption

1 Based on the above discussion, explain the following to the learners:

- We have stressed that there is not a single definition of corruption, to allow for many elements and forms of corruption to be included in it.
- Let's now have a look at some of the different forms in which it can manifest itself, for example bribery, nepotism, and extortion.
- If someone offers money or anything to a public officer to influence him in the discharge of his duties, that is bribery. Bribery is a common form of corruption because people use it to speed up services or obtain services in the wrong way.

- 2 Ask the following:
 - a. Could you give an example of bribery?
- 3 If necessary, explain the following:
 - For example, if a person gives money or a present to a public officer to speed up the process to obtain a license to sell goods at the market.
- 4 Next explain the following:
 - If a public officer uses force or intimidation to demand money or anything in exchange for a public service, then that is extortion.
- 5 Repeat as before, by inviting learners to provide an example, and, if necessary, indicate that, if a police person stops a driver who has not broken the law and asks for money to let him or her go, this would be an example of extortion.
- 6 Explain the following:
 - Nepotism is the practice among those in power of favouring relatives, friends, or associates.
- 7 Repeat as before, by inviting learners to provide examples. If necessary, indicate that nepotism can be when a headmaster permits one of the learners to pass to the next year, even if the learner failed the tests, because he/she is the headmaster's nephew.

Summary

This Unit has explored the definition of corruption. Throughout the Unit learners have reflected on behaviours which reflect corruption and have learned to distinguish some of the different forms of corruption, such as bribery, nepotism and extortion.

UNIT 2

Consequences of corruption

Unit overview

A public officer asking for money to accelerate the delivery of a service, or a doctor who permits his/her uncle to skip the queue and be served first are all examples of corruption. Each of these actions can have many consequences, and sometimes they are hard to recognise. One act of corruption might have limited effects on the individuals involved, but when many acts of corruption are summed up, they can have a deep impact for the whole community or country. Corruption can limit access to good health care or high-quality education for their citizens, it can increase inequalities, it impacts the quality of the infrastructures etc. Consequently, corruption is a threat to development and it is an anti-patriotic behaviour as it focuses on unjust individual benefits ignoring the obligations towards the collective above. It leaves many people poor while few selfish individuals benefit from it. This is why it is important to know the effects of corruption, starting from the individual level and recognising all its long-term consequences and implications.

Learning outcomes

By the end of this Unit, learners should be able to:

- identify some consequences of corruption for the individual, the community and the country
- recognise the ways in which corruption negatively affects the development of a community or country

Activities

Activity	Learning outcomes
2.1 – What are the consequences of corruption?	Identify the consequences of a simple act of corruption for the individual and the community.
2.2 – Corruption and development	Identify the multiple, interconnected and long-term consequences of corruption for the individual, the community and the country.



Activity 2.1 Consequences of corruption

Learning outcome: Identify the consequences of a simple act of corruption for the individual and the community.

Instructions

Part I: Recognising the consequences of corruption

- 1 Invite learners to form groups of 5.
- 2 Read the *case study* below.

Case study: The story of the Madolo Football Club

The Madolo Football Club is a small but very successful football club in the village of Armagh (fictional name). The learners' club, which won many tournaments, was led by Kondwani, a strict but just and good coach. Last year Kondwani retired, and he was substituted by a new coach, Mphatso. The new coach started asking families for "gifts" and now he only allows learners whose family have paid him a small amount of money or given him a gift to play in the team.

- 3 Ask learners in groups to take 15 minutes to identify different consequences of the corruption act, for the different people involved:
- 4 Ask groups to reflect on the case study, addressing the following points – note them down on the chalkboard:
 - a. How do you think the learners feel? How do they react?
 - b. How do you think the families feel? How do you think they react? Will they bring the coach a gift?
 - c. What happens if some families agree to bring him a gift to let their learners play?
 - d. What do you think will happen in the long term? Do you think that the team will continue to win? Why?
 - e. How do the other coaches in the league feel when they see the way how Mphatso is behaving? What will they do?
 - f. What do you think will happen in the long run to the other teams in the club?
 - g. What do you think might happen to the coach as a result of his behaviour?
 - h. What might happen to other coaches who followed the rules of the game?
- 5 After 15 minutes ask some groups to present their ideas.

Part II: Role-playing the consequences of corruption

- 1 Invite the learners to take 20 minutes to prepare a role-play on the consequences of the corruption act.

NOTE: The scene should focus solely on what happens when some families decide to pay coach Mphatso!

Remind them to use the questions on the chalkboard to help them prepare the sketch. The role-play should last a maximum of 5 minutes. Each learner should play one of the different roles in the scene, for example:

- a. Coach Mphatso.
 - b. A parent of a child, who decides to give a gift to coach Mphatso.
 - c. A child whose parents decide to give a gift to the coach.
 - d. A child whose parents decide not to give a gift to the coach.
 - e. Another coach of the same football club.
 - f. Other players of other teams.
- 2 After 20 minutes invite each group to present their role-play. At the end, use the questions under Part I. Step 4 above to discuss together the various consequences of this act of corruption.

- 3 Finally, ask the following:
 - a. Do you think that coach Mphatso was showing Umunthu attributes (honesty, altruism, hard work, “doing the right thing” or integrity)? Why? What about the parents?
- 4 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 individual people involved, but also for those that are not directly involved with coach Mphatso:
 - The first to be impacted are surely the learners, who will feel sad and frustrated when they will not be able to play. They will also find coach Mphatso’s behaviour unfair: those that will play are not selected for their merits, but simply because the parents paid coach Mphatso something.
 - In the long term, the team will also start losing their matches, as the players allowed to play are not necessarily the best ones.
 - The other coaches might also get frustrated, when they see coach Mphatso coming to the football field every weekend with a new jersey, or a new hat, once even with a new bicycle. In the long term they might also notice that nobody protests against coach Mphatso’s behaviour , and he is not punished for it, and they might decide to follow his bad example and start asking for small gifts as well.
 - If no one steps up and denounces the coaches’ behaviours, in the long run the Madolo Football Club will not be so successful any longer.
 - Coach Mphatso and the parents who paid to let the learners play were not showing Umunthu attributes: the learners did not want to work hard to be selected, the coach and the learners did not show altruism and honesty towards those that will be unjustly left out of the team. Coach Mphatso was certainly not doing the right thing. Coach Mphatso was not showing integrity!

Guidance Box: Explaining the consequences of corruption at the individual, community and country level

At this stage you will only discuss simple examples of corruption, which could be familiar to learners, and whose consequences primarily affect the learners themselves. In the next activities we will discuss consequences of corruption for the community and country.

Consider that younger learners will find it easier to talk about issues closer to them, of which they have direct familiarity with, such as the classroom, neighbourhood, or football pitch. The older they are, the easier it is for them to think in abstract and more complex terms. Therefore, with older learners, it is easier to refer to the consequences of corruption not only for themselves but for the whole village, region or country.

Activity 2.2 Corruption and development

NOTE: Part I and III are addressed to learners from 6 years of age, while Part II is only for learners 12+

Learning outcome: Identify the multiple, interconnected and long-term consequences of corruption for the individual, the community and the country.

Suggested teaching and learning resources and preparation

(Optional) Large sheets of paper and markers.

Instructions

Part I: Discussing an act of corruption

- 1 Read the following case study to the learners:

Case Study: The story of the Councilor Chiphiko

Councilor Chiphiko is the Chief of a small community of 4000 people. In the community there is an old school whose roof is often broken during the rainy season. Councilor Chiphiko receives some money from the government to hire a company to build the school a new roof.

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

Councilor Chiphiko decides to choose Mrs Sitingwe's offer and, a few days later, he receives a new car. Mrs Sitingwe starts building the new school.

- 2 Ask the following questions:
 - a. Why do you think Councilor Chiphiko should not accept Mrs. Sitingwe's present?
 - b. Do you think that the Chief has chosen the best and most qualified offer? Why?
 - c. Do you think that Councilor Chiphiko and Mrs. Sitingwe are showing attributes of Umunthu (honesty, altruism, hard work, "doing the right thing"/integrity)? Why?
- 3 If needed, remind them again of the meaning of corruption:
 - Corruption is a special type of crime and there is not one exact definition of corruption.
 - It happens when someone in an important position uses their power to benefit themselves or someone they know.
 - Also offering, promising, or giving something to influence those who have power is a form of corruption.
 - 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, he/she uses it for his/her own gain or for someone they know.
- 4 Explain the following:
 - In this case, the Chief has used his power to help Mrs. Sitingwe 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 Chief a present.

Part II: A chain of consequences

(Only for learners 12+)

- 1 Ask learners to continue working in groups.
- 2 If possible, distribute the large sheets of paper and drawing materials (one per group).
- 3 Invite the groups to take 15 minutes to discuss all the possible effects of the act of corruption explained in Part I of this lesson plan. If needed, read it again.
- 4 Explain that they should be ready to share their thoughts with the rest of the class. If possible, invite them to use the sheets of paper to create visual maps of the chain of consequences, similar to the example below.

NOTE: There is not a single right answer to this activity. Your role is to encourage learners to reflect and recognise the complex and intertwined chain of negative consequences that corruption has.

Study the consequences of corruption from the Figures 2.1, 2.2 and 2.3. Hereunder is an example of how the chain of consequences might look but remember to take this only as an example and rather focus on eliciting learners' own responses.

- 5 Next, invite each group to share the consequences that they have identified, giving 5 minutes to each group.

Example of a map of consequences of corruption

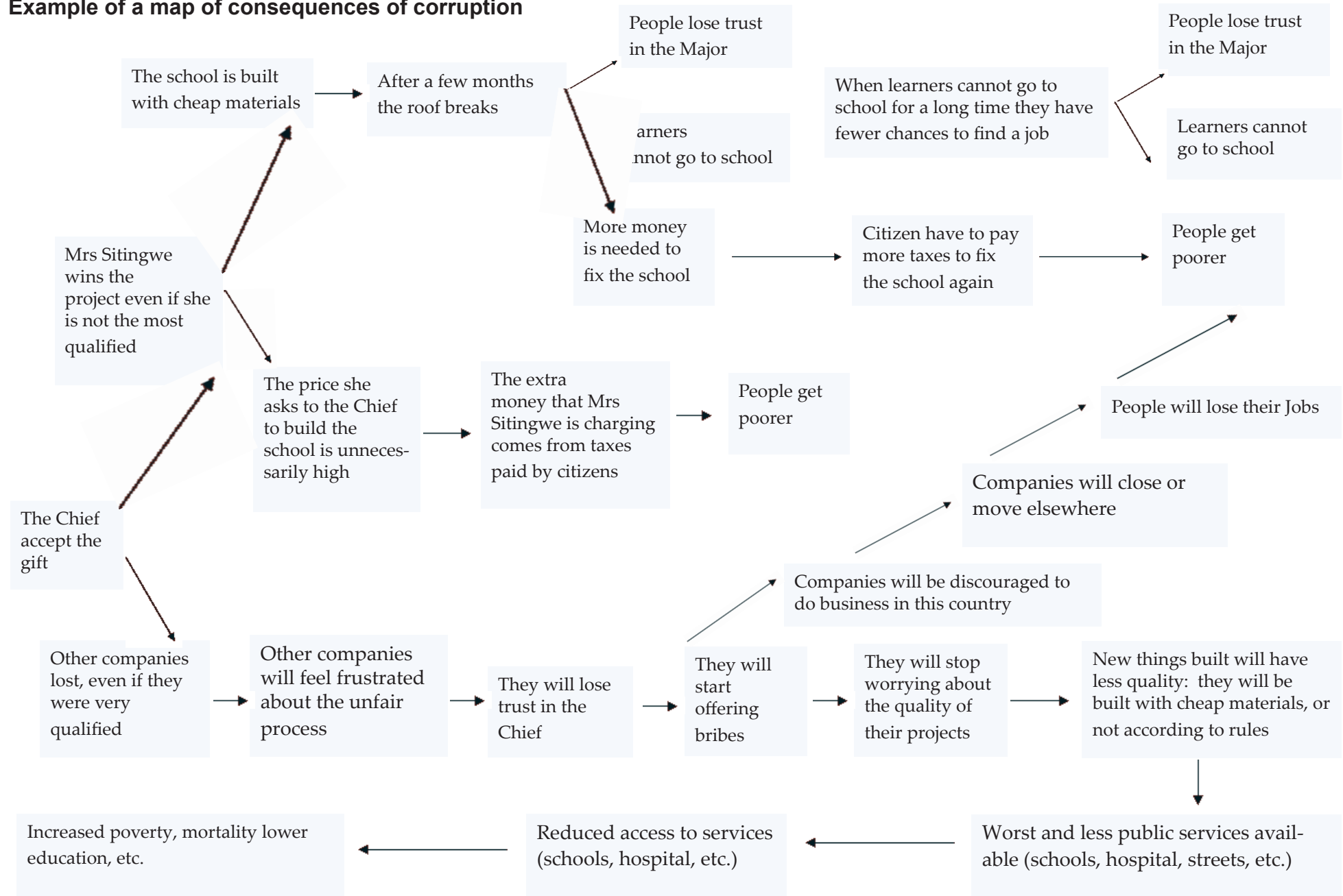




Figure 2.2 One of the possible consequences of corruption: low-quality infrastructures

Guidance box: some useful words

You can use this activity to introduce learners to some new words.

Infrastructures: are the basic facilities, services and systems serving a country, region, or community. For example, roads, schools, bridges etc., are all examples of public infrastructures.

Bribe: when Councilor Chiphiko accepts the car as a gift, he is taking a “bribe”. A bribe is money, or favour or big presents given or promised to someone who has power, to influence him/her to make a certain decision or to act in a certain way. Giving or accepting bribes is a crime.

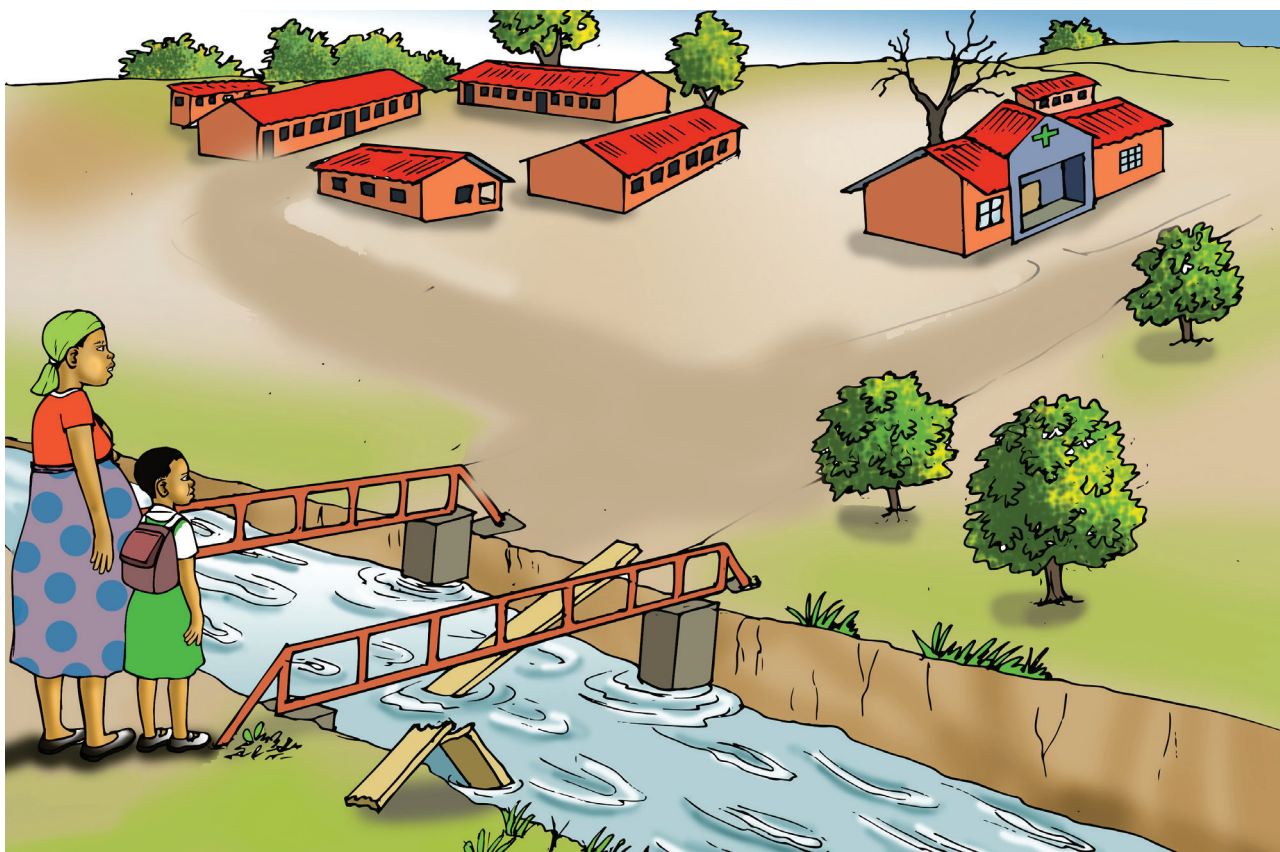


Figure 2.3 A pregnant women and a girl cannot cross a broken bridge, built with cheap materials. Corruption can have dramatic effects on vulnerable groups (learners, women, disabled, poorer people etc.)

Part III: A simple case of corruption

- 1 Ask two learners to volunteer to read this story – each one reads a paragraph.

Case study: The story of Bomani and Sarah and the Literacy Exam

Paragraph 1: Bomani and Sarah are in the same class at school. They both like literacy and are both good at running. The whole of last month, Bomani was sick and missed the literacy classes but Sarah attended. When Bomani came back to school, it was time for their literacy exam. Before the exam, Bomani asked Sarah to tell her what they learnt during his absence. Sarah accepted but on one condition, that Bomani gives her all his break-time food. Left with no option, Bomani accepted as he did not want to perform poorly on the exam.

Paragraph 2: Little did they know that their classmate Judith was hearing their conversation. Judith reported this to teacher Isaac and Teacher Isaac reported to the head-teacher. The exam was postponed to another month. All learners were unhappy with Bomani and Sarah for making them miss their exam they had prepared for well. Parents were unhappy and some even decided to change school for their learners, as they found the head-teacher's behaviour unjust and unreliable. Many learners who left the school and went to other schools were stressed for some time because they had to leave their friends behind.

- 2 Have the learners clap for those who have read the story.
- 3 Ask learners the following questions in plenary:
 - a. What happened to Bomani after accepting to give away his food?
 - b. What happened to Sarah after requesting Bomani's food?
 - c. What happened to the school after knowing about Bomani and Sarah's conversation?

- 4 End the conversation by explaining the following:
 - When we do something unjust, our actions can affect the lives of many other people.
 - In the long run, our negative actions can make others miss good opportunities that make their lives better. For example, in this case study the other learners were penalized because of the unjust behaviour of Sarah.
 - Here are some other examples of unjust behaviours which have negative consequences for the whole community
 - When a person who works for the government and takes care of the conservation and protection of the forests accepts some money from a person that wants to destroy the forest to build their house, this will affect all of us.
 - Ask the learners how destroying the forest will affect all of us and what consequences will this have for the well-being of the community.
 - When an important person that is responsible for accepting electricity companies to bring power to our community stops those companies from coming to supply the electricity, just because they refused to first give him/her money for him/her to grant them permission (bribe), this affects the community.
 - Ask the learners: How does this affect the community?
 - What benefits would the community have had from having electricity?
- 5 End the lesson by telling the following – you can either read the text below out loud, or adapt it and convey it in your own words:
 - People who have power and use that power in the wrong way can make others miss very good opportunities and services.
 - All this is called corruption.
 - These acts are selfish and mean, and affect the progress and development of individuals, community and the country at large.
 - As citizens and future workers, we should always do the right things and keep in mind the well-being of the entire community.
 - Preventing and fighting corruption is an act of patriotism: we show that we love our country, we appreciate and protect its resources and we promote our communities.

Summary

Through this Unit learners have reflected on the negative consequences of acts of corruption, and how these consequences can be multiple and interrelated. Corruption can affect multiple actors, which are not necessarily directly involved with the act of corruption, and it can have a long-term negative impact on the well-being and development of the community and country.

UNIT 3

Umunthu

Unit overview

Umunthu is a concept that describes a person as complete only when in interdependence within a community. The word derives from the Nguri Bantu term “Ubuntu” meaning “humanity”. The concept emphasises the importance of collectiveness as opposed to individualism and it carries the message that “I am what I am because of who we all are”. The concept advances the belief that a person needs others to survive and to thrive since no person is an island. This Unit discusses the term Umunthu, its values and the attributes related to Umunthu, focusing primarily on the values of altruism, honesty, hard work and “doing the right thing” (integrity). Practising the Umunthu philosophy unlocks individuals’ capacity to express compassion, reciprocity, dignity and mutuality in the interests of building and maintaining justice, and reinforcing a culture which rejects corruption. Umunthu is also at the heart of Malawi’s patriotic values.

Learning outcomes

By the end of this Unit, learners should be able to:

- define the term Umunthu
- list the Umunthu core values and attributes
- explain the importance of Umunthu in building just societies
- list examples of behaviours and actions which reflect the spirit of Umunthu
- develop a plan of action which demonstrates commitment to the values of Umunthu
- promote the values of Umunthu to peers and adults in their community
- propose strategies to take action when others are not embracing the spirit of Umunthu

Activities

Activities	Learning outcomes
3.1 Defining Umunthu	Understand the meaning of Umunthu.
3.2 Characteristics of Umunthu	Explain the attributes and values of Umunthu, especially care, respect, integrity and empathy.
3.3 Practising Umunthu	Identify behaviours that reflect the values of Umunthu.
3.4 What is Umunthu for me?	List values and attributes that represent Umunthu.
3.5 I am Umunthu	Commit to embracing one value and/or behaviour which represent Umunthu and that will help instil Umunthu values in the neighbourhood/community.
3.6 Promoting Umunthu in the community	Promote the values of Umunthu to peers and adults in their community and propose strategies to take action when others are not embracing the spirit of Umunthu.
Extension activity: “Our Umunthu community” classroom project	Create a long-term classroom project aimed at promoting learners’ active engagement towards anti-corruption and justice.



Activity 3.1 Defining Umunthu

Learning outcome: Understand the meaning of Umunthu.

Instructions

- 1 Invite the learners to share what they already know about Umunthu.
- 2 Gather a few responses.
- 3 Explain what Umunthu means by reading the following out loud:
“Umunthu is an African philosophy which means that we are all connected to each other. Umunthu means caring for people around you, being altruistic, working hard and sharing resources, and being honest. When we do the right thing for us and our entire community and country, we show Umunthu and we help build just communities.”
- 4 Make sure the learners understand the words mentioned. If not, explain them using the Guidance box: defining altruism, honesty, hard work and “do the right thing” (integrity). Remember: you can read the text out loud, or adapt it and deliver it in your own words.

Guidance box: Defining altruism, respect, hard work and “do the right thing” (integrity)

- a. Altruism means being concerned about the needs of others, 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.
- b. Honesty means being truthful in what we say and do. It implies that people can rely on us and trust us, because we refuse to lie, steal, or deceive in any way. Being honest also means taking responsibility for doing something wrong and admitting it, facing the consequences. For example, admitting to having taken the pen of our peer is an example of honesty.
- c. Hard work means doing your best to achieve something, while recognising that quality results only come from hard work. It implies that, if we have a goal in mind, we should not try to find shortcuts to reach it, but rather put all our efforts into it, staying focused, consistent, and motivated to produce quality results. For example, a learner who wants to get the best grades will not try to pass the test by copying from his peers but will put all his/her efforts to study hard to achieve the goal.
- d. We should learn to recognise what the right thing to do is, and choose to do the right thing also when no one is watching and there is no risk of punishment when we break the rules, and when no one will be hurt by our actions. This behaviour reflects integrity. For example, if we are at the hospital and a doctor offers to serve us in exchange for a small present or some money, refusing to pay even if it will imply a long wait shows that we know the right thing to do and we have integrity.

Being altruistic and honest, having integrity and working hard to achieve your goals are values which all reflect and underpin a culture of love and respect for our country. Patriotism is another value which fosters the fight against corruption.

Activity 3.2 Characteristics of Umunthu

Learning outcome: Explain Umunthu attributes and values, especially altruism, honesty, hard work and “doing the right thing” (integrity).

Instructions

- 1 Ask the learners to share proverbs that reflect the spirit of Umunthu. If the learners do not know any related proverb, read them the following, or any other that you know:
 - *Kali kokha nkanyama; ali awiri ndi anthu* (No person is an island);
 - *Mwana wa mnzako ngwako yemwe, ukachenjera manja udya naye*. (Your neighbour’s child is your own, his/her success is your success too).
- 2 Now, ask the following:
 - a. What do you think these proverbs mean?

- b. What do you think are some of the characteristics of a person that shows Umunthu?
 - c. What could be some behaviours that show lack of Umunthu?
 - d. Why do you think Umunthu is important?
- 3 Gather a few answers and complete them with the following:
- People who truly practice Umunthu are always open and make themselves available to others, they support others and do not feel threatened by others.

Activity 3.3: Practising Umunthu

Learning outcome: Identify behaviours which reflect the values of Umunthu.

Instructions

- 1 Read the following case study out loud.

Case study: Felix's story

Felix is a Standard 3 learner at Chika Primary School. His mother just lost her job, and she could not afford to buy him the new exercise book that he needs for school. Felix went to school without the exercise book, and he was scolded various times by the teacher as he did not have anything to take notes on. One day he stayed longer in school to talk to one of the teachers, and, as he walked through the empty corridors of the school, he found a new exercise book lying in a corner. There was no name, or any other indication of the owner. Felix looked around, and there was no one in sight. Felix took the book and brought it home, where his mother and father were waiting for him.

- 2 Next, invite the learners to form groups of 5. Explain that they should imagine how the story will continue and prepare a role-play showing what will happen next. In particular, the role-play should reflect on the following questions:
 - a. How will the mother or father of Felix react?
 - b. What will his teacher say?
 - c. How will he feel?
 - d. The book belongs to Felix's classmate Alinafe. What will Alinafe say?
 - e. What will his classmates say?
- 3 Explain that each learner should take one of the following roles:
 - Felix
 - Felix's teacher
 - Alinafe, the girl who has lost her new exercise book
 - Felix's mother and/or father.
 - Felix's and Alinafe's classmate
- 4 After 10 minutes invite some groups to role-play the scene. Next, discuss using the following questions:
 - a. What do you think Felix should do to reflect the attributes of Umunthu?
 - b. How does each character feel at the beginning of the story? What about at the end?
 - c. Why should Felix bring the book back, even if no one would know that he took it?
 - d. Imagine that Alinafe comes from a rich family, and as soon as she realised that she had lost the book, she got a new one from her father. In this situation, do you still think that Felix should bring the book back? Why?
- 5 Take some time to reflect on the last point. Make sure you stress the following aspects - you can either read the text below out loud, or adapt it and convey it in your own words:
 - We should not embrace Umunthu attitudes only because we are afraid of being punished, or because there is a rule that says so.

- We should follow Umunthu behaviour , and do the right thing, be altruistic, honest and hardworking at all times, even in situations when it would be more convenient to behave differently, or when there is no risk of punishment, and no one will be negatively affected by our behaviour .
- Remember that practice makes perfect and the things we do, we rarely forget. You will one day be future public servants, civil servants, political leaders, social workers, among others. The values of Umunthu that you have learnt and started practising through this exercise prepare you for these future roles where you are expected to uphold these values when executing duties.
- This role-play represents an early opportunity to learn and prepare for what is expected of you in the future and you should make an effort to continue conducting yourselves this way, putting these Umunthu values in action in your daily lives.

Activity 3.4: What is Umunthu for me?

Learning outcome: List values and attributes that represent Umunthu.

Instructions

Part I: Umunthu Poem

- 1 Read the poem below.

My Umunthu

I am responsible, and people count on me!
 I help others because that is who I am,
 Not because I expect something back!
 I am responsible, and people count on me!
 That's why I work hard everyday.

I can think with my head and choose to do the right thing.
 Even when no one is watching.
 I have integrity.
 I feel what you feel, I can walk in your shoes.
 That is why people say I am respectful.
 I love my community, and I show that!
 I have Umunthu

- 2 Invite some learners to name attributes of Umunthu demonstrated in the poem.

Part II: Creating our own poems

- 1 Invite the learners to form groups of five, and, in groups, take 15 minutes to create their own Umunthu poems. Explain that the poems should highlight what they think are key values and attributes that represent Umunthu.
- 2 Depending on time availability and group size, invite each group to present. Otherwise invite some volunteers and collect all other poems.
- 3 While the groups are presenting, take notes on the chalkboard of the attributes, actions, behaviours, values which the learners identified as characteristics of Umunthu, which emerge through each poem. At the end of the class, show the learners the list of attributes drafted together. Below is an example of how the list of Umunthu attributes, values and behaviours could look like.

Example of Umunthu attributes

NOTE: Do not worry if the children mention attributes as well as values, actions, or behaviours. Note down all that Umunthu represents for the children. Also, you do not necessarily need to include any of these listed here: this is only an example! Let the learners feel free to come up with their own ideas of Umunthu.

Care

Patriotism

Respect

Friendship

Sharing

Kindness

Not fighting

Not stealing

Listening to the adults

Being part of a community

Looking after the younger ones

Taking care of the older ones

Love

Not shouting

Activity 3.5: I am Umunthu

Learning outcome: Commit to embracing one value and/or behaviour which represents Umunthu and that will help instil Umunthu values in the neighbourhood/community.

Suggested teaching and learning resources and preparation:

Copy the values and actions recording sheet and progress check sheet on the chalkboard. If possible, you could also make printout copies for each child.

Instructions

Part I: Choosing our individual values

- 1 Ask the learners the following questions:
 - a. What could we do to make our class/school neighbourhood/community more “Umunthu”?
 - b. What could you do individually? What could we do as a class?
- 2 If you feel it is necessary, explain to the learners that everyone can contribute to making our ideal community a reality, and that each small action can have a positive impact.
- 3 Invite the learners to choose the Umunthu attributes that are most important to them. These will be their individual values. Encourage them to commit to living by these values during the school year and their actions will contribute to building societies which reflect the spirit of Umunthu.

Part II: Plan of action to commit to our values

NOTE: 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 learners can independently follow up.

- 1 Once each learner has selected the values or attributes that they want to commit towards, ask the following:
 - a. What would you do to put this value into practice? Which actions will you take?
- 2 Invite learners to copy the “values and actions recording sheet and progress check sheet” from the chalkboard.
- 3 Ask the learners to note on the recording sheet some of the actions or steps they will take to embrace the value that they have chosen. For example, if one learner decides to commit to being altruistic, the action could be ‘I will help my friends who are struggling with their homework’.

NOTE: The age of the learners will have implications in terms of the outcomes of this activity. Have a look at the guidance box: age-group impact on classroom values and “our Umunthu community” class project.

- 4 Finally, establish a peer and class evaluation system. Invite learners to choose a friend that will be responsible for monitoring the progress that the friend has made on a regular basis. Invite the friends to commit to reviewing progress together once a day or once a week. More than one accountability partner can also be selected, such as a teacher, or a parent, or a religious figure. This information should be recorded in the recording sheet that the learner will develop and keep updated. Invite the accountability partners to symbolically sign the review sheet. This will help everyone get a shared feeling of responsibility.
- 5 Explain that each learner should self-assess their own progress and invite their buddies to do the same, and progress should be noted in the “progress check sheet”. The page also explains how to monitor progress.
- 6 Explain that you will also do a class review of progresses once a month: agree on a day of each month when you will spend at least one-hour reviewing progresses with the entire class.
- 7 During the class monitoring day (once a month), your task will be to invite each learner to share how their progresses upholding their commitment went. 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 found? How did you address them?
 - d. What help would you need to improve your commitment?

NOTE: The class monitoring should be a positive moment of celebration, as well as an opportunity to support learners who might need help or who are struggling with the task. Supporting learners via constructive feedback is a chance to practice Umunthu. Focus on positive achievement and feedbacking and appreciative behaviours and ensure that feedback provided by peers is also encouraging. Even if they want to put across a criticism, explain that they should find positive ways to say it.

- 8 If the class is too big, gather the review sheets a few days before, read them and provide a few written positive and encouraging feedback to each learner which can support them and guide them further.

Values and actions recording sheet: I am Umunthu - this is my commitment!

Name: _____

Date: _____

Here is the value I will embrace every day: _____

Plan for personal effort to realise my commitment

What I will do	When (eg every day)	Done (date)

Evaluate progress:

- Friend check daily or weekly (Tick the appropriate box).
- Class checks once a month.

Method of evaluation: at least one action to uphold the commitment once a day.

My accountability partner will be: (Select one or more as appropriate)

	Name	Signature
Classmate		
Teacher		
Parent		
Other		

Values and actions progress check

Insert your own self-assessment once a week or once a day and invite your accountability partner(s) to assess your progress and write their notes here.

The assessment should at least indicate how the activity went:

- *Excellent: One act which upholds the value you committed to, at least once a day.*
- *Good: one act which upholds the value you committed to, every three days.*
- *Sufficient: one act a week.*
- *I need to put more effort: less than once a week.*

NOTE: *This monitoring tool should be used constructively and should be a chance to apply Umunthu values, by providing positive, encouraging and supportive feedback!*

Learners and accountability partners are also welcome to give further indications on their assessment.

Weeks/days	Self-assessment	Accountability partner assessment

Guidance box: Age-group impact on classroom values and “Our Umunthu community” class project.

You should keep in mind that this lesson plan can produce very different results depending on the age, interests and developmental stages of the learners.

Younger learners are likely to be most interested in, and to connect more easily to, issues related to their everyday life. They might imagine and create an ideal community that will refer to aspects of their everyday school life or neighbourhood environment. Therefore, their classroom values and ideal world projects might be quite simple, such as making sure that the classroom stays clean or giving a hug to each classmate every morning.

In contrast, older learners should be 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 preventing child labor or tackling corruption.

Activity 3.6 Promoting Umunthu in the community

Learning outcome: Promote the values of Umunthu to peers and adults in their community and propose strategies to take action when others are not embracing the spirit of Umunthu.

Suggested teaching and learning resources and preparation

(Optional) Part I - Posters, colouring materials, old newspaper, scissors, glue. Part III - Ball, marker or chalk, blackboard or newsprint, masking tape.

Instructions

Part I: Promoting Umunthu

- 1 Ask learners to form groups of 5. If possible, provide each group with a poster, colouring materials, old newspapers, scissors and glue.
- 2 Read out loud the following:
 - a. Now that we know what Umunthu is and why it is important to build just societies, we should also take an active role to promote Umunthu in our community.
- 3 Invite each group to take 15 minutes to prepare a poster which addresses the following questions:
 - a. What do you think you could do, to promote Umunthu values among your peers?
 - b. What could you do to promote Umunthu in your family?
 - c. What could you do to promote Umunthu in the rest of the community?

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

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

Part II: Take action when others are not respecting Umunthu

- 1 Invite learners to individually reflect on the following questions:
 - a. What could you do if one of your peers would behave in a way which is contrary to the values of Umunthu?
 - b. What could you do if other people in the community behaved in a way which is contrary to the values of Umunthu?
- 2 Invite the learners to form pairs and discuss their ideas together, taking 5-10 minutes to elicit one approach for each of the two questions that they consider effective, and why they think it is effective.
- 3 They could write their two preferred approaches on a piece of paper in their pairs.
- 4 Next, invite some volunteers to share their ideas.
- 5 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.
- 6 Ask learners 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 their parents or guardians, teachers, elder siblings, religious leaders, community elders, etc.
- 7 Remind them that trust is something that one earns and therefore it's not a must that any adult can be trusted.

Part III: Prepare an individual action that specifically promotes Umunthu in the community. "I will tell... about...."

- 1 Invite learners to individually think about the different values of Umunthu they have learnt and practised in class.
- 2 Ask them to get into a big circle, have one learner to record on the chalkboard or notebook the responses.
- 3 Read out loud the following:
 - I am going to throw this ball to someone and when you receive the ball, your task is to tell us in 5 seconds what value of Umunthu you will share with one person in the community.
 - Next, throw the ball to any other person in the circle, continuing as just explained.
- 4 Give them some examples such as the ones below:
 - I will tell my friend about the importance of speaking the truth.
 - I will tell my mother about being honest with others.
- 5 Throw the ball to one learner in your opposite direction and then encourage them to say out the value of Umunthu they will promote and to who, before they throw the ball to another learner.
- 6 Depending on the size of the class, you can create additional groups of circles and give them the same instructions so that everyone participates.
- 7 After this, encourage the learners to write down their statements on a piece of paper and in another session, remind them to report back how their promotional activity went using the following guiding questions:
 - Who did you tell about Umunthu?
 - What did you tell them about?
 - What was their response?
- 8 Give as many learners as possible a chance to give their feedback.
- 9 Encourage them to speak to as many people as possible now, and in the future.

Extension activity: “Our Umunthu community” classroom project

This lesson plan is a great opportunity to create a long-term classroom project aimed at promoting learners’ active engagement towards anti-corruption and justice.

“Our Umunthu community” classroom project.

- 1 Ask the learners 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 which embraces Umunthu values. Explain that their project can be very simple, to also be suitable for younger learners; or, with older learners, they can involve more complex types of actions, for example:
 - Project for Younger Learners: Changing their behaviour , embracing Umunthu values and encouraging change in other people’s behaviour – for example, engaging to keep the class and school clean, and inviting others to keep it clean.
 - Project for older learners: Connecting with a non-governmental organisation or local institution to learn more about its cause.
 - Project for older learners: Volunteering with a non-governmental organisation or local institution to learn more about its cause.
 - Project for older learners: Telling others about the issue that they want to tackle in their community.
 - Project for older learners: Collecting resources to support others.
- 3 After each group has outlined their project, ask them to use the materials provided to make a poster for their project.
- 4 Let the learners vote for the project they like best: place the heading of each project on different corners of the room and invite the learners to form a line behind their favourite project.
- 5 Explain that it is not allowed to vote for one’s own project. The project that receives the most votes will be adopted as the classroom project for creating a community which embraces Umunthu values. The project can be adopted for the school year, or you can introduce new projects on a monthly basis.
- 6 If possible, the outcomes of the projects could also be showcased in the school during the National Anti-corruption Day.
- 7 After a project has been selected, help the learners identify a plan for its implementation, including the time and resources needed and how tasks are going to be divided. Younger learners will require more support from you throughout this process. Older learners should be able to take the lead themselves.
- 8 Dedicate time every week or month to supporting the implementation of the project and following up on its progress.

Summary

In the course of this Unit, learners have explored the meaning of Umunthu and its core values and attributes. They have also reflected on the importance of Umunthu to build just societies, and discussed behaviours which reflect the spirit of Umunthu.

Finally, the learners have engaged in the development of a plan of action to embrace behaviours which reflect the spirit of Umunthu, have discussed how to promote Umunthu in their community, and how to address any behaviours which deviate from the spirit of Umunthu.

UNIT 4

Altruism

Unit overview

Altruism reflects the ability and willingness to help and care for others, ensuring their well-being, without expecting anything in exchange. Altruism is rooted in the capacity to recognise other people's needs and share their feelings (empathy). It entails learners' critical reasoning around ways to address these needs and the ability to calculate the risks that may result as implications of their actions.

Selfishness can hinder altruism, and it can foster corruption. Greed is the selfish desire for wealth, power, and possession. For example, if the owner of a successful construction company, who is well known for owning a big house and a new car asks people to pay him some money if they want to be hired as construction workers, this represents an act of corruption motivated by greed. On the other hand, corruption can also stem from need and/or poverty: someone might decide to bribe a doctor, so that his/her sick son is treated quickly, otherwise the son risks his life. In this case the act of corruption of the father is not motivated by selfishness.

Being altruistic and promoting the well-being of the people around us is one of the fundamental values that underpins Umunthu and patriotism: it reflects our ability to feel part of a community and recognise that our well-being depends on the well-being of everything and everyone around us. It demonstrates and promotes our love for our country, its resources and its people. Altruistic behaviours can promote positive, just and thriving societies. When we are altruistic, we do not just act to satisfy our own interests: we recognise the needs of others and try to ensure the well-being of the whole community, contributing to rejecting corruption.

Learning outcomes

By the end of this Unit, learners should be able to:

- recognise examples of altruistic or selfish behaviours
- critically reflect on the negative and positive consequences of altruistic and selfish behaviours
- recognise and explain the relationship between selfishness and corruption and identify how altruism can contribute to prevent and counter corruption
- embrace simple acts of altruism in their everyday life (extension activity)

Activities

Activities	Learning outcomes
4.1 – Role-playing altruism	Recognise examples of altruistic or selfish behaviours and critically reflect on the positive and negative consequences of altruistic and selfish behaviours.
4.2 - Altruism to fight	Discuss and recognise the relationship between selfishness corruption and corruption and identify how altruism can contribute to preventing and counter corruption).
Extension activity: Simple acts of altruism	Embrace simple acts of altruism in their everyday life



Activity 4.1 Role-playing altruism

Learning outcome: Recognise examples of altruistic or selfish behaviours and critically reflect on the positive and negative consequences of altruistic and selfish behaviours.

Suggested teaching and learning resources and preparation

Role-play printed/ copied on papers.

Instructions

- 1 Depending on the size of the class, have the learners get into 5 groups.
- 2 Share the role-play below with each group on a piece of paper and have them read it, and decide who plays which character.
- 3 Give groups 5 minutes to prepare and practice the role-play before presenting it to the class.
- 4 Next, let each group take turns to present the play in 5 minutes.
- 5 After every group finishes its role-play, let the whole class discuss the following questions.
 - a. Which characters in the role-play were showing concern and consideration towards other people.
 - b. When the characters in the role-play acted with concern and consideration for others, what happened? What were the consequences?
 - c. Which characters in the role-play acted selfishly, showing that they were thinking about themselves alone?
 - d. When the characters in the role-play acted selfishly, thinking about themselves alone, what happened? What were the consequences?
 - e. Why do you think people act selfishly? Why do people act with altruism?
 - f. What do you think is the best approach to stop selfish behaviours in our communities?
 - g. What do you think is the best approach to promote behaviours of consideration of others in our communities?
- 6 Conclude by explaining the following:
 - Showing consideration towards others means being altruistic.
 - It means caring for the well-being of others and doing things for their benefit, without expecting anything back.
 - Altruism implies first recognising other people's needs, understanding what could help them, and taking action to help without expecting a reward.
 - Altruism contributes to the well-being of everyone in the community and demonstrates our love and commitment towards our country.

Role-play: Betty has no scholastic materials

- Betty's family has been struggling financially a lot recently. Therefore, Betty could not afford all the school books. She does not hand over her class work sometimes, she isolates herself a lot, cries secretly, and she often does not have much to eat for the school break.
- Paul, Chiwa and Emmy do not like Betty and do not care about her condition. They blame her for it, call her cursed and all sort of names, do not want her near them.
- Jane, Singele and Mark are very concerned for Betty. They believe they can do something to help Betty.
- Jane, Singele and Mark come up with a plan to collect items and money to support Betty, and presented it to other class members and most of them brought an item or two to support Betty.

- Paul, Chiwa and Emmy are unhappy when they see all that is collected for Betty yet they did not contribute anything. They decide to pick out some items for themselves.
- Just before giving the presents to Betty, Paul realised that some items are missing.
- Every one accuses Jane, Singele and Mark for stealing them.
- Jane, Mark, and Singele are confused and embarrassed, before finally admitting to having taken some of the items, restituting them and apologising.
- Betty is happy and she appreciates her peers' support and tells them that she was on the verge of dropping out of school but now her hopes have been raised to continue with school. Everyone is touched and eventually happy for their deed.

Activity 4.2 Altruism to fight corruption

Learning outcome: Discuss and recognise the relationship between selfishness and corruption and identify how altruism can contribute to fighting corruption.

Suggested teaching and learning resources and preparation

If possible, make a large copy of the Malawi Integrity Anthem and place it somewhere visible in the class, inviting the learners to learn and recite it once a week – possibly on the same day in which you will conduct the class project activities from Unit 1.

Instructions

Part I: The meaning of altruism

- 1 Ask learners to recall the meaning of altruism and give some examples.
- 2 If needed, explain the following:
 - Altruism means caring for the well-being of others and doing things for their benefit, without expecting anything back.
 - Altruism implies first recognising other people's needs, understanding what could help them, and taking action to help without expecting a reward.
 - For example: sharing your food with a friend who cannot afford it, shows altruism.

Part II: Altruism to fight corruption

1 Read out loud the Integrity Anthem - Malawi my motherland.

Malawi Integrity Anthem - Malawi my motherland

- 1 I pledge myself to my Malawi
To preserve her wealth and keep her beauty
To treat every citizen with respect
And enjoy my motherland
I'll preserve the peace, I will break no law
I will take no bribe, live with love for all
To my Malawi I pledge myself
My heart, my strength, my all
- 2 I'll promote oneness, live in harmony
In my search for wealth seek integrity
In development I will give my best
Malawi my motherland
I'll preserve the peace, I will break no law
I will take no bribe, live with love for all
To my Malawi I pledge myself
My heart, my strength, my all
- 3 I'll care for my land, keep Malawi clean
I will work hard for her prosperity
I will give myself to protect her name
And respect my motherland
I'll preserve the peace, I will break no law
I will take no bribe, live with love for all
To my Malawi I pledge myself
My heart, my strength, my all

- 2 Invite learners to answer the following questions:
 - a. Which part of this anthem emphasizes the role of altruism?
 - b. What do you think is the relationship between altruism and corruption? How can being altruistic help fight corruption?
 - c. How does selfishness foster corruption?
 - d. What could each of us do in class, at home or in our free time to be more altruistic?
- 3 Conclude by asking the following:
 - a. Do you think that selfishness is the sole or main cause of corruption?
 - b. Which other causes of corruption can you think of?
- 4 Ensure the following points are addressed – you can either read the text below out, or convey it using your own words:
 - Selfishness can be one of the causes of corruption: for example, if we have power, and out of selfishness we want more power, or more resources or money.
 - At the same time the causes of corruption are complex and multiple. Some might try to corrupt others out of need: for example, a father who is worried about the health of his son, who was caught in a dreadful car accident, might corrupt the doctor to make sure he is attended to as soon as possible. In this case the father is not acting out of greediness, but out of a particular and urgent need.
 - Similarly, a public officer who speeds up the delivery of some documents to one of his family members might act out of concern for his/her family, rather than out of selfishness.

- Nonetheless, it is important to remember that by acting in unjust ways there are always others that will be negatively impacted by our actions. For example, in the case of the public officer, he/she might think that his/her actions will just bring a benefit to his/her family member without negative consequences for others. At the same time, other citizens might also require the same service, but because of the behaviour of the public officer their service might be unjustly delayed.

Extension activity: Simple acts of kindness

- Brainstorm with the learners some ideas of altruistic engagements, or simple acts of kindness towards their peers or adults, that they could engage with in their everyday activities.
- Invite the learners to list down all the commitments they can think about, making sure they reflect things each of them could do, that can be part of their everyday routine and that you could monitor together – for example, if someone is good at math, helping a friend who is struggling with an exercise could be a simple act of altruism.
- If possible, create a class poster of all the ideas the learners suggest. Hang it somewhere visible in the class and invite learners to take a moment once a week to mark the acts that they have done that week to embrace altruism.

Here are some examples of how the poster could look like:

Simple acts of altruism

Help a friend who is struggling with homework	Help a younger child cross the street	Carry the shopping of an older person back home	Encourage someone who looks like is having a bad day
Write a thank you note to the adult who prepared your lunch or took you to school (or to an adult who takes care of you or helps you)	Invite someone who does not have anyone to play with to join your play	Help carry the teacher’s books	Pick up the trash in class without being asked

Summary

The Unit introduced learners to the concept of altruism and guided them to understand its meaning and recognise altruistic behaviours. Learners were also exposed to the negative consequences of selfishness, and they reflected on how altruism can foster the creation of a just society which is free from corruption.

UNIT 5

Honesty

Unit overview

Honesty means being truthful in what we say and do. It implies that people can rely on us and trust us, because we refuse to lie, steal, or deceive in any way. A learner excusing him/herself to the teacher for having forgotten to complete the homework, rather than lying and inventing excuses is an example of honesty. Being honest also means taking responsibility for doing something wrong and admitting it, facing the consequences. For example, admitting to having taken the pen of our peer is an example of honesty.

Honesty is a core value of Umunthu, as it creates positive and trustworthy relationships in the community. It also helps prevent and counter corruption, as corruption reflects a dishonest behaviour that violates the trust placed in a public official.

In this Unit learners discuss the meaning of honesty, learn to recognise it and understand how honesty can be a core value in the fight against corruption.

Learning outcomes

By the end of this Unit, learners should be able to:

- explain the meaning of honesty
- identify honest behaviours
- describe the consequence of dishonesty
- assess ways in which honesty can help prevent and counter corruption
- suggest simple strategies to address acts of corruption

Activities

Activities	Learning outcomes
5.1 What is honesty?	Explain the meaning of honesty and recognise honest behaviours.
5.2 Consequences of dishonesty	Discuss the consequences of dishonesty
5.3 Honesty can fight corruption	Relate the way in which honest behaviours can help fight corruption and recognise simple strategies to actively address acts of corruption.



Activity 5.1 What is honesty

Learning outcome: Explain the meaning of honesty and recognise honest behaviours.

Instructions

Part I: Defining honesty

- 1 Invite learners to work in pairs, and, on their notebooks, draw the shape of a person, a man or a woman.
- 2 Explain that this person is an honest man or woman.
- 3 Invite them to take 10 minutes to list on the image all the qualities and characteristics that this person has.
- 4 Next, ask a few volunteers (3-4) to share their image and their ideas with the rest of the class, and each time encourage the class to thank all that share their images.
- 5 Finally, discuss together what honesty means. Ask the following:
 - a. What does honesty mean?
 - b. Why is honesty important?
 - c. What are some examples of honesty?
 - d. What are the consequences of dishonesty? Dishonesty (eg, being insincere) is the direct opposite of honesty (e.g., being sincere).
 - e. How do people feel when they have been lied to?
- 6 If needed, explain the following points – you can either read the text below out loud, or adapt it and convey it in your own words:
 - Honesty means being truthful in what we say and do, saying what we mean and meaning what we say. It implies that people can rely on us and trust us, because we refuse to lie, steal or deceive in any way. Being honest also means taking responsibility for having done something wrong by admitting it, and facing the consequences. For example, admitting to having taken the pen of our peer is an example of honesty. Therefore, we can choose to be honest even if we have behaved badly in the first place, by rectifying what happened.

Part II: Enacting honesty

- 1 Invite learners to form groups of 5.
- 2 Explain that, in their group, they should take 15 minutes to identify one example of honest behaviour and prepare a role-play about this honest behaviour they have identified. Each person in the group should be given a role in the play.
- 3 Go around the class and offer more guidance to the groups in case some were still in doubt or unclear. Try to use examples as you give the exercise, encouraging learners to practice the role-play before they present.
- 4 After 15 minutes, invite learners to present their role-play.
- 5 For each of the role-play, after it is presented, in plenary, discuss the following with all learners:
 - a. What do you think was this role-play about?
 - b. Let each learner tell us what they felt as they acted their character?
 - c. What did each character in the role-play say or do that identifies them as honest?
 - d. Why do you think people choose to act in an honest way?
 - e. Why might people act in a dishonest way?
- 6 End the activity by explaining the following:
 - This activity helps us recognise honesty and understand its consequences. It also helps us see ourselves as active promoters of honesty. I encourage all of you to make sure you practice what you have acted here and this will help foster honesty in your community, creating a just and corruption-free society.

Part III: Discussing dishonesty

- 1 Invite the learners to form groups of 6.
- 2 Read the following case study out loud:

Case Study: A dishonest learner

Emmanuel is a 10-years old learner. One day he passes by a shop and he sees that the owner is busy dealing with a client in the back of the shop. He sneaks in and steals a bag of chips. Once he gets home, his mum asks him where he got the chips, and he says it was a present from a friend.

- 3 Ask the learners to discuss in smaller groups the following points:
 - a. Why is Emmanuel being dishonest?
 - b. What do you think she could do to fix her actions?
 - c. In this example no one really suffers from Emmanuel's dishonesty: the shop owner might not even notice that one packet of chips is missing, nor the mother might get to know that Emmanuel took the chips. Why is Emmanuel's behaviour wrong, even if she might not be punished for it?
- 4 Explain as follows:

Being honest means always behaving truthfully, also when there are no consequences and when no one is watching.

Activity 5.2. Consequences of dishonesty

Learning outcome: Discuss the consequences of dishonesty

Instructions

- 1 Read again the Case study above and its follow up.

Case Study: A dishonest learner

Emmanuel is a 10-years old learner. One day he passes by a shop, and he sees that the owner is busy dealing with a client in the back of the shop. He sneaks in and steals a bag of chips. Once home, his mum asks him where he got the chips, and he says it was a present from a friend.

As he grows up Emmanuel lies more and more and he is more and more dishonest: he cheats when playing with his friends, he lies to his mother and father, he invents excuses to his teachers for missing class or failing to complete the school homework.

At one point his father catches malaria and he misses one week of school because of that. He explains it to the teacher, but the teacher does not believe him and tells him "Enough is enough: you have missed way too many school days, I don't think you will pass the year".

- 2 Invite learners to form pairs and discuss together the following questions:
 - a. What do you think are the consequences of Emmanuel's behaviour?
 - b. How do his friends/ family members/ teachers feel?
 - c. What do they think of him?
 - d. How do they behave with him?
 - e. Why doesn't the teacher believe him any more at the end?
- 3 Give learners 10 minutes to discuss these questions in pairs and next invite some of them to share their ideas/responses, for 15-20 minutes.

- 4 Explain as follows:
 - When we are dishonest, we hurt other people's feelings and we become unreliable.
 - People stop believing in what we say and stop trusting us.

Activity 5.3 Honesty can fight corruption

Learning outcomes: Relate the way in which honest behaviours can help prevent and counter corruption and recognise simple strategies to actively address acts of corruption.

Part I: Addressing corruption with honesty

- 1 Invite learners to form groups of 6.
- 2 Read the following case study:

Case study: Policeman Mike and Blessing.

The policemen Mike always stop car drivers who are breaking the traffic rules, and, in exchange for a meal or a small amount of money, he lets them go without a fine.

One day he stops Blessings, who is generally very careful, but she has accidentally crossed with a red light. Blessing is a very honest person.

- 3 Ask the groups to take 15 minutes to prepare a role-play in which they imagine what Blessings would do or say.
- 4 Next, invite the groups to present their scene.
- 5 Conclude by discussing the following questions:
 - a. What could be some challenges that Blessings might face if she wants to behave honestly?
 - b. What challenges could she face if she tries to report the policemen?
 - c. How could we address these challenges?
 - d. What happens if not just Blessings but everyone in the village would respond to the corrupt police officer with honesty?
- 6 Explain as follows:
 - Being honest does not mean never making mistakes. It means recognising our errors and trying to fix them by doing the right thing.
 - Being honest also gives us the tools to recognise honesty in other people and addressing other people's wrongdoings.

Part II: Fighting dishonesty

- 1 Explain:
 - a. Imagine that you are accompanying your mother to get a license from the local chief to get permission to sell groceries in the local market. The chief explains that it will take a few weeks to get the documents in order, but that your mother could pay him 3000 MK and he would speed up the process.
- 2 Ask the following:
 - a. Do you think the chief is being honest? Why?
 - b. What do you think you could do in this situation?
- 3 Explain the following points – you can either read the text below out loud, or adapt it and convey it in your own words:
 - It is very hard to counter and oppose the wrongdoings of people who have more power than us, like in this case.

- For learners this is even harder, as most of the time, you have very little power and you are expected to always be respectful towards your parents and adults in the community.
- At the same time, the Chief's behaviour is dishonest, and it should not be left unaddressed.
- As a young person, the best thing to do is to talk about these issues with a trusted adult who you know, and who you think will take you seriously and will be able to address the issue him/herself.
- Also, do not forget that even if you as a child may have little power, you are still able to influence other people's behaviour with your own behaviour.
- For example, you can talk to your parents about these issues, and discuss the importance of countering corruption.
- Also, being honest at all times will help set a positive example in your family and in the community.

Summary

Through this Unit learners explored the meaning of honesty and learned to identify honest behaviours. They also discussed and described consequences of honesty and dishonesty and explored ways in which honesty can help prevent and counter corruption. Finally, through group activities they suggest simple strategies to address acts of corruption.

UNIT 6

Hard work

Unit overview

Learning to believe in oneself and persevere, even when things get harder, not only can enrich learners' self-esteem, but it can also equip them with the right mindset to tackle corruption. Recognising the value of hard work can help combat passive mindset approaches and help learners acknowledge that most abilities and skills can be developed through dedication and hard work.

Learning to be perseverant also helps learners understand the value of achieving one's own goals with one's own efforts and skills and staying away from the fleeting benefits of escamotages (unfair and dishonest conduct) and shortcuts.

Hard work is essential if we want to achieve our goals and feel proud of ourselves, feel empowered through our actions, and be respected, valued and acknowledged by our community. Hard work is a core aspect of Umunthu culture. It implies recognising that, to realise our ideal communities, based on positive and respectful relations, on justice and honesty, each of us is an essential piece of the puzzle. Without our individual hard work, dedication, passion and efforts we cannot manage to realise our ideal society.

Learning outcomes

By the end of this Unit, learners should be able to:

- distinguish between the outcomes of hard work and the outcomes of dishonest achievements
- draft a plan to achieve a simple personal goal

Activities

Activities	Learning outcomes
6.1 - The story of the two engineers	Distinguish between the outcomes of hard work and the outcomes of dishonest achievements.
Extension activity: Realizing our goals with hard work	Draft a plan to achieve a simple personal goal.



Activity 6.1 The story of the two engineers

Learning outcome: Distinguish between the outcomes of hard work and the outcomes of dishonest achievements.

Instructions

Part I: How would you feel if...

- 1 Invite learners to discuss the following case study:

Case study: The two engineers

Eveline is a 30-year-old engineer. She has studied hard all her life. She passed all her exams in school and at the University with good grades. She applied for various jobs and she was offered a job in Lilongwe, working as civil engineer on some public infrastructure projects.

Chimanga is a 30-year-old engineer. He never liked school that much and he mainly managed to finish his studies with the help of his uncle, who is an influential political figure in his district. His uncle had to regularly go to school to speak to teachers to make sure they give his nephew special attention during and after classes, which they did. He also told them not to be so hard on him, and to give him good grades, in exchange for some favours he granted them. Pushed by his uncle, the teaches always gave Chimanga good grades, for which he never worked hard and which he did not deserve. Through his connection and with a few presents and some calls to some good friends, his uncle was able to push his nephew's career ahead. Once he finished University, his uncle found him a job in Blantyre, working as a civil engineer on some public infrastructure projects.

- 2 Invite the learners to discuss the following questions:
 - a. How do you think Eveline and Chimanga feel? Do you think they are both proud of their studies and careers? Why?
 - b. What do you think Eveline's parents, friends and colleagues think of Eveline?
 - c. What do you think Chimanga's parents, friends and colleagues think of Chimanga?
 - d. Who would you rather be if you could choose: Eveline or Chimanga? Why?
 - e. What do you think are the consequences of hard work?
 - f. What do you think are the consequences of not working hard?

Part II: The two bridges

- 1 If necessary, read the story of the two engineers once again.
- 2 Next, ask the following:
 - a. Now imagine that both people are tasked with planning and constructing a bridge.
 - b. What do you think will make the two bridges different?
 - c. Which one do you think will last longer?
 - d. Which one will be safer and more stable?
 - e. What do you think people will think of Eveline and Chimanga's works in the long run?
- 3 Help learners reflect on the following aspects:
 - Even if it might seem that Chimanga achieved a similarly enviable career to Eveline with much less hard work, having reached all these achievements counting only on her hard work will certainly make her much prouder of herself, more self-confident and more empowered.

- Also, in the long term it will not be hard to recognise Eveline’s true achievements and qualities, and she will be appreciated not just by her friends and family but by everyone in the community.
- Having cheated to achieve his goals will cost Chimanga the trust from the people around him, and, at a certain point it will lead to failure.

Extension activity: Realising our goals with hard work

Teaching and learning resources and preparation: copy the Goal setting plan of action template on the chalkboard.

- Explain that working hard can help us achieve our goals: if we really set our mind on something, we can realise our plans!
- Invite learners to reflect individually on one goal that they have in their life. It can be something as simple as passing the next Chichewa test or learning to play a new instrument.
- Invite each learner to note their goals in their notebook. If possible, and if you have adequate resources, you can invite learners to make a collage which represents their individual commitments using old newspapers and sheets of paper.
- Next, ask them to work in pair and brainstorm a plan of action to achieve the goal, addressing the following points:
 1. When do you want to achieve your goal and why?
 2. Which actions do you want to undertake?
- You can suggest for the learners to use the Goal setting plan of action template below, to note down their hard-working plan to achieve their goals.

Summary

Through this Unit learners explored the implications of hard work, and how working hard can help achieve our goals without having to resort to unjust or dishonest behaviours. It is important therefore to embrace hard working spirit to achieve goals in life.

Goal setting plan of action

Name: _____

Date: _____

My goal is: _____

I will achieve it by: _____

What is the next action	Deadline	Who is involved?	What do I need	Challenges	Results	Done (date)

UNIT 7

Integrity

Unit overview

Some of the decisions that we make in our everyday life are simple, such as choosing between eating tomatoes or carrots. Others are much more difficult.

In this Unit, the learners should reflect on the choices that they make around their actions. They should explore the consequences of their actions and reflect on the fact that some actions have negative consequences and others have positive ones, as well as on what causes people to act in certain ways. The learners should identify the right thing to do in these scenarios and reflect on how they can know what the right thing to do is.

This Unit also reinforces some of the core Umunthu values introduced in Unit 3. Umunthu: learners reflect on the meaning of integrity and ethics, and their relevance to everyday life.

They will learn about the principles that should guide our choices and discuss how “doing the right thing” can prevent and address corruption.

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

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

Learning outcomes

By the end of this Unit, learners should be able to:

- recognise and value positive and respectful behaviours towards other people
- identify the right thing to do if they encounter difficult choices and understand how to decide what the right thing to do is
- explain the meaning of ethics and integrity and the importance they have in building corruption-free communities
- draft a code of conduct to embrace ethical behaviours

Activities

Activities	Learning outcomes
7.1 Consequences of our actions	Recognise consequences of actions and distinguish positive and negative behaviours.
7.2 Solving ethical dilemmas	Critically analyses strategies to identify what the right thing to do is
7.3 Integrity card game	Recognise the consequences of ethical and unethical decisions
7.4 Do the right thing, also when no one is watching	Recognise that integrity is independent from punishments and controls and doesn't need motivation, as it is good to be good.
Extension activity	Draft a code of conduct to embrace ethical behaviours



Activity 7.1 Consequences of our actions

Learning outcome: Recognise consequences of actions and distinguish positive and negative behaviours.

Suggested materials and preparation: (Optional, only for Part I) Bring one newspaper article which talks about someone doing something positive (e.g., someone making a donation for a hospital, or someone who rescued someone in danger), and/or one article talking about someone behaving in a negative way (eg, a robbery, or an act of corruption). Make sure you that you select an article which is suitable for the age range of the learners you are working with.

Instructions

Part I: Negative and positive consequences

- 1 Have the participants form groups of 4 members each.
- 2 Read out loud the newspaper articles you brought.
- 3 Ask the groups to take 15 minutes to:
 - identify the positive and negative behaviours in each story (if both are available, otherwise only positive or negative, depending on which article you provided).
 - list the possible consequences of the positive or negative behaviours.
- 4 Explain that they should be ready to explain their work in a 5 minutes presentation.
- 5 Give each group a chance to read to the class their list of actions and consequences they have identified from the stories. For each of the presentations, ask the learners the following:
 - Was the action in this story a positive or negative action?
 - Did the action result in a positive consequence or a negative one?
 - What could be the reason that could make anyone be involved in actions that lead to negative consequences?
 - What can one do to avoid such negative actions and consequences?
- 6 Do the same for the rest of the stories and conclude by saying that: all our actions have consequences and that some of them are good and some are bad.

Part II: How do people feel?

- 1 Continue working in pairs. Give each pair one of the statements below, in which one of the characters makes a choice that has negative consequences. If you prefer, allow the learners to choose one, or to come up with other examples of choices with negative consequences.
 - I helped my neighbour carry her groceries.
 - I agreed to help my best friend cheat during the mathematics test.
 - I brought the teacher a gift to make sure I pass the examination tomorrow.
 - I saw one of the learners in my neighbourhood pushing a child I do not know and I walked away.
 - I told my mother when my teacher praised my art work.
 - I did not return my neighbour's greeting this morning.
- 2 Explain that each pair should take five minutes to answer the following question:
 - a. How do you think each of the characters in the scene might feel?
 - b. Why do you think people might behave in this way?
 - c. Is this the right thing to do? Why?
- 3 Invite each pair to present their answers and talk about each scenario with the class.
- 4 Invite the class to reflect on what the right thing to do is in each scenario. Invite the learners to suggest alternative circumstances in which the characters do the right thing and avoid any negative consequences.

Guidance box: When you see something wrong and you don't act, you are part of the problem

Sometimes understanding what the right choice is can be tricky. In the following examples, the learners might find it hard to understand why what is being described is not the right thing to do.

- I agreed to help my best friend cheat during the math test.
- I saw one of the learners in my neighbourhood pushing a child I do not know, and I walked away.

The learners might be thinking the following:

- 1 No one is hurt and if no one finds out, why is it a bad choice to help my friend?
- 2 Someone is being mistreated, but I am not the person responsible for the bad action. Why should I do anything about it?

It is crucial to address these questions! Use the following statements to start a discussion about these example scenarios:

- 1 Explain that cheating is like lying and it is unfair towards others. Therefore, it is never the right thing to do, and it should not be encouraged.
- 2 Explain that it is important to do the right thing even when no one is around or no one sees you, because often there will still be negative consequences, even if they happen later or no one knows you caused them.

Doing the right thing means behaving in a fair, just, respectful way, not because of the threat of punishment or any benefit from it, but because these values should be our internal moral compass which guide all our actions, to build an inclusive, just and peaceful society.

Explain that, when you see something wrong and you don't act, you are part of the problem, because you are allowing the bad behaviour to continue when you have a chance to help stop it. Also, even when other people are routinely behaving unjustly or unethically, we should not follow their example.

Activity 7.2 Solving ethical dilemmas

Learning outcome: Explain the meaning of integrity and ethics.

Instructions

- 1 Read the following scenario:

Case Study: A busy hospital

You are accompanying your young sibling to the hospital. She had fever and has not managed to eat for many days. At the hospital there is a long queue but, after some minutes, some people who were behind you pass ahead and give some money to the nurse at the entrance who lets them in. You complain with the nurse and explain that your sister cannot stay there in the sun much longer or she will faint, and the nurse tells you that if you pay her something you can get in right away. You count your money, and you realise that you would have enough to give the nurse something and spare the rest for the hospital and medicine costs.

- 2 Ask learners to discuss the following questions in pairs:
 - a. What would you do?
 - b. Why?

- 3 After a few minutes, invite each pair to share their thoughts. Ask them:
 - a. Was it easy or difficult to make a decision?
 - b. Why was it easy or hard?
- 4 Explain that decisions concerning what they should do and what the right thing to do is, are ethical decisions. Use the information in the “Guidance box: the meaning of ethics, integrity and honesty” to explain this concept.

Guidance box: The meaning of ethics and integrity

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

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

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

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

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

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

Activity 7.3 Integrity card game

Learning outcome: Recognise the consequences of ethical and unethical decisions.

Suggested teaching and learning resources and preparation:

A few sets of “Integrity scenario cards” (see next page). If it is not possible to make copies, read the scenarios out loud and ask learners to note them down.

Instructions

- 1 Invite the learners to form some groups of 5 and some groups of 3.
- 2 Give each group of 5 learners one set of Integrity Scenario Cards n.1, and each group of 3 learners one of the two sets of Integrity Scenarios Cards n.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 learner to pick one card and read it to their group.
- 5 Explain that, while working collaboratively as a group, each learner should individually represent the character indicated on the card she/he has picked and give answers based on what she/he thinks that character will think or do.
- 6 Invite each group to take 15 minutes to discuss the following and be ready to present to the class:
 - 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 would be an ethical decision in this scenario?
 - f. What would be an unethical decision? Why?

- 7 After 15 minutes, ask each group to present their scenarios and answers to the class.
- 8 Invite the class to reflect on the following. If you need help initiating or furthering the discussion, you can use the information in the “Guidance box: why is it important to do the right thing?”
 - a. Why is it important that people behave ethically and do the right thing? What would happen otherwise?
 - b. Why is cheating wrong? What are the consequences of cheating?
 - c. Why should they choose to do the right thing even when no one is negatively affected?

Integrity scenarios cards: Set 1

<p>Chisomo You have studied very hard for the math test. The day before the test your friend Marco tells you that he has given some money to the teacher to get a copy of the exam. Marco is your best friend.</p>	<p>Marco You have heard from others that, for a small fee, the math teacher gives copies of the upcoming test. The test is tomorrow. You have not prepared and are not ready for the test.</p>	<p>Teacher Phiri Your child has been sick for many months now, and you need extra money for his medications, which your salary cannot pay. You know that other teachers ask parents for some money to let their learners pass exams. You have never done that before but, as Marco approaches you about the upcoming test, you ask him something in exchange for a copy of the test.</p>
<p>Chawezi You are not a friend of Marco. He often bullies you and steals your lunch. You discover that he paid the math teacher to get copies of the test. You have not studied much for the test.</p>		<p>Natalie, the school guard You have just seen Marco give Teacher Phiri some money. You suspect he is paying to get copies of the upcoming math test. You know the math test is tomorrow and math is not Marco’s strongest subject. You like Marco. You do not like Teacher Phiri because you think that he is arrogant and unfriendly.</p>

Integrity scenarios cards: Set 2

<p>Mayamiko You are the chairperson of your local village. The National Water Company has approached you and they need your permission to bring tap water to the community. The community is willing to pay for the service. All the company needs from you is the approval of the project. At the same time, you have a very sick child, and you need money for the operation. You are thinking of asking the water company to give you 200.000 MK, to give them permission to start the work. You know that this is illegal – it is corruption! But you also believe that no one will get to know it.</p>	<p>John You are Mayamiko’s best friend. You know him and the condition of his son. You are very worried about him. He recently shared with you that he has been approached by the National water company for the approval of a project of water distribution in the village. He admitted to you that he is thinking of asking the company to pay him some money to get the permit to work. He could use the money to cure his child.</p>	<p>Albert You are the manager of the National Water company entrusted to bring this project to the village. If you don’t get it done you will lose your job. You really need this job as your family is in dire straits. You see that the Chief Mayamiko is uncertain about giving his permission, and you know that you would have enough resources to pay him something to convince him to give you the permit: it would be enough to take out some money from the project budget. No one will notice.</p>
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Guidance box: Why is it important to do the right thing?

There are plenty of reasons why it is important to have an ethical behaviour and choose to always do the right thing and void dishonesty, cheating or lying. Here are a few examples to help with your discussion.

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

Cheating, lying or deceiving, and other dishonest behaviours are disrespectful towards those who work hard and act according to the rules and ethical principles.

Dishonestly is also disrespectful towards yourself. Invite the learners to reflect on the following:

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

Dishonesty does not make you feel proud of yourself and at the end it will not help you develop the skills that you need to succeed in life. It only makes you feel bad. You worry about getting caught. When you cheat it is like telling yourself that you do not believe in your own ability.

Activity 7.4 Do the right thing, also when no one is watching

Learning outcome: Recognise that integrity is independent of punishments and controls.

Instructions

- 1 Have 3 learners volunteer to read out this story to the class:

Story: Standing up against election malpractice.

Paragraph 1

Patrick is the head of the body that is responsible for elections in the school. His term of office will expire in three months because he is about to leave the school for further studies elsewhere. Every year, Patrick organises elections for head learner/school representative/prefect in the school. As the head, he makes the final count of votes and communicates this to the head teacher. The vote is a secret ballot and only Patrick is entitled to make the final count of the results. The role of school representative/head learner is very prestigious as it also entails a study scholarship.

Paragraph 2

The elections take place and one of the two final candidates for the head girl position - Zaina - is Patrick's blood sister. Both come from a very poor family, and the parents struggle to pay school fees. Zaina has been missing school sometimes because of this. Patrick has been encouraging her sister to become a leader and really wants her to become the head girl and to be able to get the scholarship. When the results come in, Patrick realises her sister has been defeated by just one vote. No one is around, and no one is watching.

- 2 Next, ask all learners the following:
 - a. What would you do if you were in Patrick's situation?
 - b. What do you think the sister would want Patrick to do? Why?
- 3 At the end, remind the learners of the importance of always acting according to ethical principles. Remind them that they should always be honest and act with integrity regardless of whether someone is checking or not, and regardless of whether they might even risk losing something if they acted ethically. Explain that only if we all, together, do the right thing at all times we can really prevent and counter corruption.

Extension activity: A code of conduct for the school

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

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

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

- My school achievements will be the result of my own efforts.
- During group work, I will be collaborative, respectful and acknowledge the work of other learners.
- I will not copy from my fellow learners.
- If I use work or ideas from someone else, I will always mention that I have done so and acknowledge others' ideas.
- I will not present someone else's work as my own.
- I will not read my teacher's materials and records without their permission.
- I will not forge my parents' signatures.

- I will neither report what is not true nor spread any fake information.
- If I am responsible for any misconduct, I will admit it and apologize.
- I will be respectful towards my classmates and teachers: I will listen when they speak, I will be punctual, I will wait for my turn to speak and not interrupt others, and I will respect other people's ideas, thoughts, views and opinions.
- I will be respectful towards the environment: I will not drop litter, I will not waste water, electricity or other resources, and I will contribute to keeping the classroom and school clean and tidy.

Summary

Integrity implies choosing to do the right thing at all times, even when one is alone and no one is watching and not just because of fear of punishment, but because we learn to recognise the impact of our actions on the people and community around us, and we understand that positive behaviours have a significant implication for the well-being of the entire community.

The Unit helped learners to understand and recognise the impact of our actions, while also exposing them to challenging ethical dilemmas in which they practised learning to identify what the right thing to do is, also when no one is watching.

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