

Topic: INTEGRITY

Objective: To stimulate thinking about the importance of acting with integrity and fairness and about the consequences of our actions including moral issues and attitudes and willingness to consider evidence and argument.

A readiness to look beyond surface impressions.

Being prepared to acknowledge bias and prejudice in oneself.

Weighing respective claims of self-interest.

Pupils explore issues of provision and use of public leisure facilities for disabled people; investigate complex issues at play when making local provision of leisure and sport facilities.

Curriculum Links: Citizenship, Drama, English, Maths, Music, PE, PSHE, RE

Key words: bragging, bribery, contempt, drifted, methodically, raked, shepherded, suspicious, voluntary

Materials needed:

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- Photocopies of questionnaire for the class
- CD player
- CD with music for silent sitting
- CD with music for the song
- Copies of the drama for 7 pupils

QUOTATION/THEME FOR THE WEEK



**THINK GOOD
SPEAK GOOD
DO GOOD**
Sathya Sai

Discuss:

Do you always think good about people, even though you know they may not always behave well?

Do you speak well of others, and not gossip behind their backs?

Do you always try to help, and never hurt others?

Is it important?

When have you found it easy?

When have you found it difficult?

SILENT SITTING

Step 1 (*See page 36 of the Introduction Manual*)

Steps 2, 4 (*Optional*)

Step 5: As you listen to the music think of a time when you knew there was something wrong about what was happening ...

Think about how whatever was wrong affected all those who were there ... and anyone who was not there at the time ...

Remember anything you did to challenge the wrong ...

or anything you did to put it right ...

However small your action, feel pleased about it ...

Congratulate yourself and any others who acted with you ...

Think now about anything further you wish you had been able to do about it ...

Imagine yourself doing this successfully ...

Feel good about this action and congratulate yourself ...

Think now of something you have not yet put right ...

Forgive yourself for whatever is wrong ...

Imagine yourself doing something about it ...

Feel pleased with the outcome ...

Step 6.

DRAMA

FAIR PLAY

by Cynthia Bach

The scene is set in the school sports field on Sports Day on a hot afternoon.

Characters: Mark who has sprained his ankle

Mr. Thomas, the Sports Master

Simon, a younger boy

Floyd, a younger boy

Chris, a tall boy of fourteen

Lance

Paul, a junior boy

Mark: (Disappointed) Spraining my ankle in long jump practice means I can't take part in the school Sports Day. It will be another fortnight before I can do any sport again.

Mr. Thomas: Mark, I suggest that you act as a referee for the long jump. Make sure that each jump is measured accurately. It must be right because the school trophies are at stake.

(Mark hobbles to a chair under a tree, near to the long jump sandpit.

The junior boys do their jumps and everything seems to be in order.

Two young boys, Simon and Floyd, are carefully measuring the length of the jumps and methodically noting down the results).

Mr.Thomas: Now the boys from the Middle School. Get ready. Well done, Christopher! You will certainly be a champion in the future - maybe even go on to national competitions, if you keep it up.

Mark: I hope I can continue athletics for a few years, but I am a bit worried about this ankle.

Mr.Thomas: Now the Senior boys can start their jumps.
(Lance is whispering to Simon and Floyd)

Mark: That looks a bit dodgy. I'd better keep a closer watch on Lance.
(moves his chair nearer to the jump)

Mr. Thomas: Lance and the other two boys have two jumps each to complete the senior competition

Mark: Lance seems very confident. What is he bragging about to the other two.
(They all take their jumps)

Simon: Lance is the winner - by a centimetre.

Mark: *(aside)* Something is wrong. Simon and Floyd, are you sure you have the measurements correct?

Simon: Of course we have. Lance is the best long jumper in the school. After you, that is.

Mark: Let me see the written results of all the long jump competitions. I can't believe that Christopher has jumped only one centimetre less than Lance.

Floyd: Well, here it is. See for yourself. Lance beat Mike, that boy in the other group.

Mark: I'm not so sure. As I've been watching the progress of the jumping, I thought Christopher's jump had been further into the sand than Lance's. Wait! I'm coming with you to take the record sheet to the Sports Master for the cup to be awarded. As referee I have something to say.

(Simon and Floyd hesitate and look at each other. Lance joins them)

Lance: Hurry up! Don't forget I've got those match tickets for you.

(Mark limps up to the group of boys. By watching their lips moving, he sees the tail end of the conversation and his suspicions grow)

Mark: Give me those record sheets.

(Floyd reluctantly hands them over. Lance scowls at them.)

Simon: (to Floyd) Mark is senior to us, so there is nothing we can do about it.

Mark: Mr. Thomas, I am concerned that these figures are not accurate. I didn't like the way Lance was whispering to Simon and Floyd earlier on.

Mr.Thomas: All right. There's only one thing to do. We can't check these measurements as the sand gets raked after each jump. As the records suggest there is only one centimetre in it, the fairest way of awarding the cup is to have a re-jump. Paul, go and find Christopher and the other three come back with me to the long jump.

(They walk back to the long jump)

Mr.Thomas: Now you two. You stand here and help me measure, and Mark will stand by to see fair play.

Lance: (red in the face and scowling heavily) I hope Chris is tired so I can beat him.

Chris: (arrived at the long jump) What's been going on?

Mr.Thomas: The two jumps have been measured so close that a 'jump-off' is the only fair way to decide.

Chris: What a surprise. I didn't imagine that I was anywhere near Lance in the competition.

Mr.Thomas: Lance, you take the first jump. Mark, please hold the tape at the beginning of the jump and Simon at this end. I will check it here.

Lance: (furious) I'll show them. A Middle School boy get the cup!

(Lance runs as fast as he can and jumps)

Mr.Thomas: Good jump. Four metres, fifty centimetres. Well done, Lance. Now Chris.

Chris: I'm delighted to have another go. I'll do my best, never mind who wins.

(He jumps and lands well clear of Lance's jump)

Floyd: This is a longer jump than Chris made before.

Mr.Thomas: Well done, Chris. Would you like to go to the presentation area to receive your cup.

(Chris goes off, a very happy young man.)

Mr.Thomas: Now you boys, I want a chat with you. Exactly what has been going on? Simon and Floyd you were put in a position of trust ...

Floyd: (looking red faced and embarrassed) I'm sorry.

Mr.Thomas: Simon, it is no good studying your feet. (*Turning to Mark*) I must thank you for your awareness. What made you suspicious that something was wrong?

Mark: When I saw Lance talking to them, I knew. I used to do voluntary work with the deaf and I learnt to lip read. It often comes in handy.

Mr.Thomas: Well, good for you, Mark.

(*turning to Lance, Simon and Floyd*) As for you boys. The whole thing does you no credit at all. I shall speak to your parents about it. I am sure they will impress on you most strongly the need for honesty and truth in all things and to look upon bribery with contempt. You will have to work hard in the future to overcome the bad name you have earned for yourselves today.

Chris: I didn't expect to win the trophy and I'm delighted.

Mark: Chris, would you like to come to the football match? Lance's father has given me the tickets in compensation for the trouble caused by his son. Perhaps my sprained ankle has done me a good turn after all!

QUESTIONS: *Support answers to questions 2 to 4 with evidence from the text.*

1. What other name could we give this drama?
2. Why couldn't Mark compete in Sports Day?
3. What was important about the referee's job?
4. What made Mark feel uncomfortable?
5. Did Mark do the right thing in reporting the incident?
6. Can you think of a time when you were involved in cheating?
7. What did you do?
8. Why is fair play important?
9. Should you try to check the facts before believing what you are told?
10. What values are depicted in this drama?
11. How did you feel when you heard, saw or acted in the drama?
12. Did it remind you of anything in your own life?

Key words: *Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.*

GROUP ACTIVITY

Discuss the importance of confidentiality in a class when we are sharing personal aspects of ourselves.

1. Give pupils five minutes to talk to a partner about the following:

*A time when I acted with integrity
although it was difficult ... and how I felt.
A time when I failed to act with integrity ... and how I felt.*

Then invite volunteers to share examples with the whole class.

2. Give pupils a photocopy of the attitude test questionnaire on the next page.
3. Discuss the moral issues in the drama, then write a personal opinion about the issues justifying your views.
4. Discuss the link between a lack of integrity and crime.

Extension work:

1. Draw a picture of an athletic event.
2. Watch a video of athletics or sport, such as the Olympic Games, and later discuss in class what values the participants demonstrated.
3. Discuss the possibilities of helping a disabled person to take part in a sport.
Write down your ideas.
Consider very carefully the possibility of putting one idea into action.

Citizenship link: Unit 2 Crime. Programme of study: 1a aspects of crime; 2a moral problems and 2b justify orally and in writing a personal opinion about it. Unit 8 Leisure and sport: Responsibilities and fairness in sport.

Programme of study: 3a use imagination to consider other people's experiences.

English Link: Spelling 7: Spelling key words; Drama 15: develop drama techniques; Vocabulary 12: organise ideas into a coherent sequence; Vocabulary 15: use a dictionary; Vocabulary 21: read accurately and use vocabulary correctly.

Maths link: KS3 YTP page 6 Measures and Mensuration.

Discuss what instruments can be used to measure the distance of a track field. What units of measures (metric) are used to estimate distances of track events?

PE link: Before any PE or sport, talk about the importance of values and good sportsmanship. How you play is more important than winning.

PSHE link: 3 Developing good relationships.

3j resisting pressure to do wrong, recognising when others need help and how to support them.

RE link: Are the values in the drama shared by different religions? If so, explain how. (*Level 5 AT1*)

QUESTIONNAIRE

1. You have taken part in a race over several laps. You know who is ahead of you. When it comes to the prize giving you know you are fourth, but are told you are third.

Do you:

- a) Say nothing and accept the third prize?
- b) Say that there has been a mistake in the lap counting and your fellow runner must be given third place and not you.
- c) Tell everyone how well you have run being third in such an important race.

2. In a busy Paris street an elderly gentleman walking in front of you loses a wad of notes, francs, out of his pocket. You pick them up.

Do you:

- a) Call him and tell him he has lost the money from his pocket?
- b) Be delighted you were the one to see the money fall and put it in your own pocket?
- c) Tell the gentleman that you will share the money with him as he might have lost it all?
- d) Leave the money lying on the street?

3. It is examination time and you have worked hard revising. In the examination a friend nudges you, wanting to see what you have written.

Do you:

- a) Cover over your work and pretend you haven't felt the nudge and keep out of trouble?
- b) Leave your work uncovered so that if the friend sees it, then you are not to blame?
- c) Tell the invigilator that your friend is trying to copy your work?

4. Your dad has a new car and you want to see how fast the car can go, but the limit is 60 mph.

Do you say:

- a) "Go on, Dad. Let's see how fast it can go. There's no police around."
- b) "When we get on to the motorway, let's see if it can reach 100 mph."
- c) "Dad, could we go to an old airfield where there is no one else, so we can really see how fast the car can go?"

5. You know your parents are against smoking, but you want to impress your friends that you are 'cool' and grown-up.

Do you:

- a) Smoke in your bedroom and open the bedroom window to let the smell out?
- b) Smoke going and coming from school?
- c) Realise that your parents always want the best for you and that it is better for your health not to smoke. So you do what your parents want and refuse to smoke, even when your friends ask you to?

GROUP SINGING

WE ARE FREE

(lyrics and music by Sara John)

Softly among us there flows a great power
It's the power of love that's uniting us all
Open our hearts to the love that's inside us
And then we can see what the power can do.

*Chorus: We are free, we are free,
The power sets us free
When we live our lives
With truth and integrity.
We are free, we are free.
There's love in you and me.
Let's share our joy
In peace and harmony.*

Truthfully open, we live our lives freely
It's the freedom of truth that's uniting us all.
Open our hearts to the truth that's inside us
And then we can see what the power can do.

*Chorus: We are free, we are free
The power sets us free
When we live our lives
With truth and integrity.
We are free, we are free.
There's love in you and me.
Let's share our joy
In peace and harmony.*

Peace is the wonderful gift born forever
When love and the truth combine in us all.
Open our hearts to the peace that's inside us
And then we can see what the power can do.

*Chorus: We are free, we are free
The power sets us free
When we live our lives
With truth and integrity.
We are free, we are free.
There's love in you and me.
Let's share our joy
In peace and harmony.*