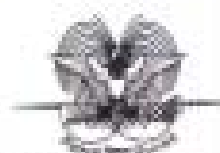


STANDING AGAINST CORRUPTION IS YOUR CHOICE

Strategies for Teachers



FACILITATOR'S HANDBOOK



Department of Education



SECRETARY'S MESSAGE

This book, *Fighting Against Corruption is YOUR Choice*, has been developed as a cooperative effort between Transparency International, The Department of Education, the Friedrich Ebert Foundation and the International Education Agency. It is designed in two parts; a Facilitator's Handbook, which contains all the resource material required to run a successful workshop, and a Participants' Workbook, in which workshop participants may record their developing thoughts and ideas as they progress through the units.

Corruption has become an almost daily word in our society and this book is designed to help teachers recognise the signs and symptoms of misuse and abuse. The course is designed with a spiral approach to issues about values and corruption, allowing participants the opportunity to evaluate their own values, revisit their earlier attitudes and to analyse any changes that may have occurred. The material provides a forum whereby teachers may discover their own values and attitudes to issues which may be regarded as corruptive and to determine modes of action that they should take when faced with such situations.

The course is designed to be participant-centred and to provide a supportive and enquiring environment in which the participants may develop their own, personal attitudes to corruption. Exercises and discussions are embedded in the text of the workbook which should provide a valuable record of their personal development over the course of the workshop.

This book provides a valuable tool in the fight against corruption and represents part of Transparency International's continuing efforts to bring awareness to every sector of our society.



P. M. Baki
Secretary for Education

ACKNOWLEDGMENTS

Transparency International recognises and thanks the individuals and organisations involved in this project. From the initial stages, the National Department of Education, under the leadership of Secretary Peter Baki, endorsed this important initiative and ensured that key staff were available to participate in the project. Similarly, the Papua New Guinea International Education Agency provided administrative support and professional staff to work on the Planning Committee. An extremely dedicated and well-qualified group of individuals formed the Planning Committee that directed the project from its initial stages to the completion of the final products. In particular, TI (PNG) Inc recognises and thanks the members of the Planning Committee, including Bernhard Barth, Peter Bridger, Joan Conway, Tanai Kavana, Gabriel Marimyas, Collette Modagai, Ann Ryan and Godfrey Yerua. Suki Beavers, Rodney Hills and Richard Kassman represented TI (PNG) Inc on the Planning Committee. Dr. Clarrie Burke, Associate Professor of the Centre for Policy & Leadership Studies in Education, Queensland University of Technology, provided his expertise in the area of the development of ethics and values education for secondary school teachers. Hilda Dawadawareta, Hitolo Hoi and Janet Kuno provided administrative support to the project and Planning Committee. An impressive group of teachers, administrators and educators from across PNG provided invaluable input through their participation in the workshops where the Facilitator's Manual and Participant's Workbook were developed and tested. TI (PNG) Inc extends sincere thanks to all of the workshop participants for their support and contribution to the development of the materials. Finally, financial support for the project was generously provided by the Friedrich Ebert Foundation (FES), through Mr. Bernhard Barth, Resident Representative. The organisations and individuals, actively involved in the development of this important anti-corruption initiative, note that this is a truly home-grown response to the growing problem of corruption in Papua New Guinea.

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PREFACE

Papua New Guinea has seen recently the development of an important public discussion about corruption. In the face of this emerging public debate, some concerned citizens decided to inaugurate a chapter of Transparency International (TI) in Papua New Guinea. TI is a global non-government organisation dedicated to fighting corruption. Various events in 1996 and 1997, including 'the Cairns Conservatory' and 'Sandline' raised unanswered public concerns about the possibility of corruption in public life and, after TI (PNG) was established in 1996, the words 'transparency' and 'accountability' began to emerge regularly in the newspapers and in public commentary on all kinds of events in Papua New Guinea. TI (PNG) felt it had taken the first important step in raising public awareness about the dangers of uncontrolled corruption. When the Papua New Guinea chapter of Transparency International was established in 1996, it was decided early by members that, for TI (PNG) to develop an anti-corruption culture, some kind of action had to be undertaken in the schools because children had to be positively influenced early in their lives. As a result TI (PNG) incorporated an initiative at school level into its National Integrity Action Plan. The National Integrity Action Plan had been approved at a community workshop in 1997. The school-based initiative flowed from that Plan and these documents arose from the agreed process, which included workshops involving teachers held in 1998. The aim of these documents is to strive for an anti-corruption culture in Papua New Guinea by influencing thought and behaviour in school communities, in particular in children, before the children find themselves under the pressures of adult society. The documents contain a learning process for teachers for practical use in their professional role. The process, which gave birth to these books, began as an initiative to teach children about corruption. In the process of planning the project it became clear that the approach was simplistic. You cannot teach about corruption if the environment is a corrupting one. All institutions have their 'hidden curriculum' and if a child is watching corrupt practices when being taught an anti-corruption syllabus, the mixed messages will be ineffective. As a consequence TI took the advice of a well-qualified planning committee that the first focus should be on the teachers. They have to understand their own values and their impact as role models on their students. These two handbooks, one for teacher participants and one for their trainers are the result of the decision made by the planning committee to focus on the teachers. The training process described in the booklet will take teachers along a journey, which will enable them to understand their own values - the foundations of their own attitudes to corruption. This will be done by having each teacher confront his or her own systems of values, both personal and traditional. The discovery and analysis of personal values is mixed with some interesting common-place case studies, which any teacher may have to deal with in any school in PNG. The process followed is a logical one, each step building on the one before, and assisted by group discussion and analysis at every stage. It is our hope, as members of the TI (PNG) Board, that teachers who have been trained in this way will both understand the need for values education and will realise how important they are as role models to their students. If this results in their inspiring the children under their care to fight against corruption, and to provide appropriate ethical role models, then the goals of TI (PNG) will have been achieved. We at TI (PNG) can then be pleased that we have contributed to building an anti-corruption culture in the country.

Rodney C. Hills

8 September, 1998

STANDING AGAINST CORRUPTION IS YOUR CHOICE

Strategies for PNG Teachers

AIMS OF THIS WORKSHOP

This workshop aims to assist secondary school teachers to:

1. Identify corrupt practices in schools and in society;
2. Understand ethical issues facing teachers in secondary school communities when dealing with corruption;
3. Explore the distinctions between questions about what people can do and what people should do and to make teachers aware of their responsibilities as role models at school and in their private lives;
4. Develop ethical understandings and sensibilities and an awareness of personal obligations by developing teaching skills and guiding students;
5. Explore the distinctions between questions about what is happening in secondary schools, the community and the nation, and what should be happening;
6. Define and examine their own value systems and behaviours and how these relate to the values of society in general;
7. Identify the ethical dimensions and major issues and challenges facing the local community, PNG and global society; and
8. Learn to apply ethical principles and procedures when analysing responses to such issues.

BACKGROUND TO THE WORKSHOP

NOTE

In this workbook the following symbols are used:



Indicates an instruction or something you have to do.



Indicates information or something you have to read.



Indicates an exercise that you have to write an answer for.

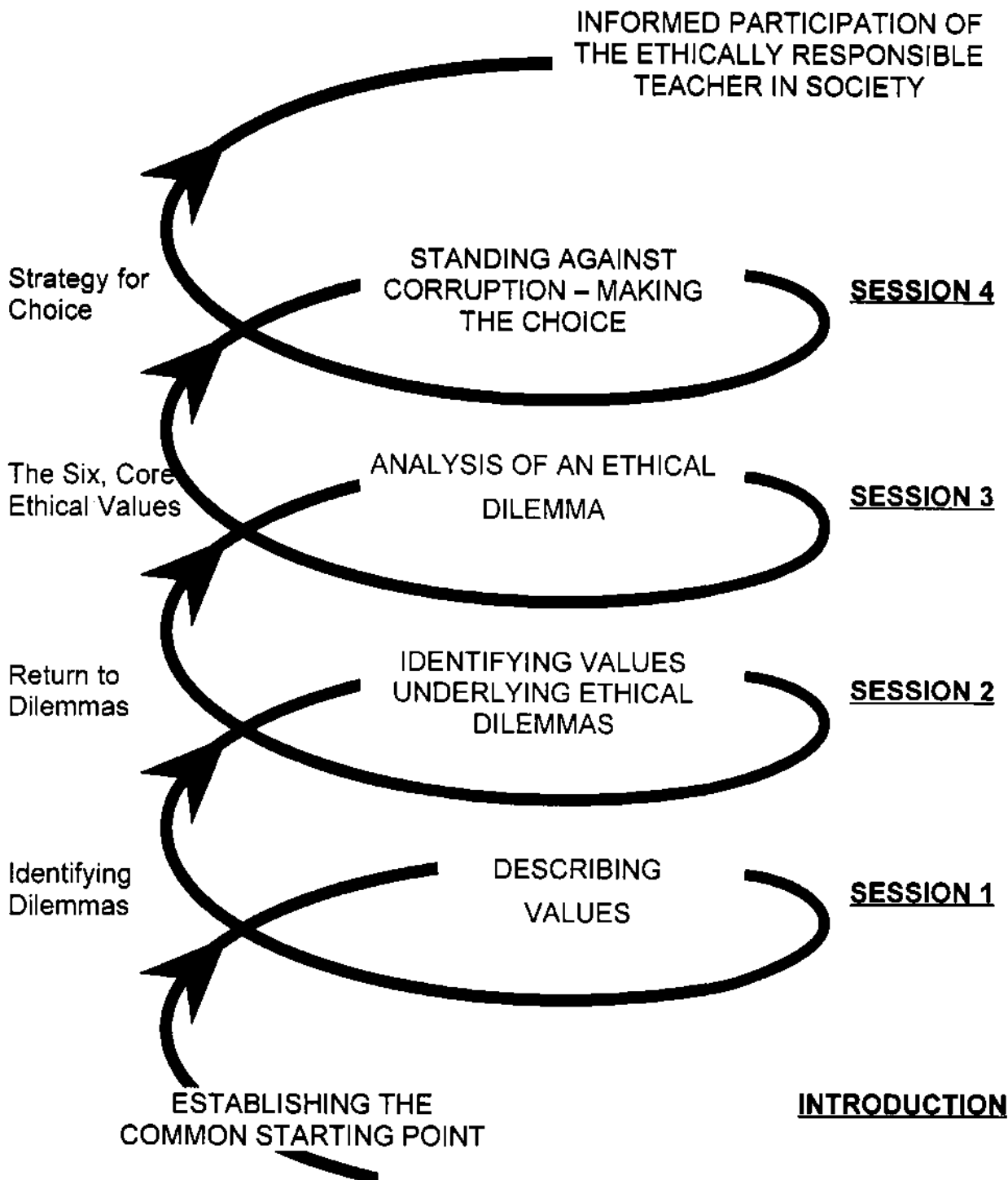
During the workshop the participants will go through a process of self-learning and self-evaluation, encouraged by group discussion and analysis. Each participant will consider and come to understand his or her personal values better and begin to appreciate the personal judgements that emerge from an individual's cultural and home background. This will lead to an appreciation of the ways in which individual behaviour will impact on others through the role model each person portrays.

The participants will begin by describing behaviour issues (dilemmas) they have experienced in schools, and they will then identify the personal values they bring to their judgements about these problems. The participants will then return to the dilemmas and examine them again, in relation to the personal values they have already described in the previous session.

The group will use this analysis to identify six key (core) values, which they will then use in relation to some case studies which will expand on the possible experiences the teachers may face. By the end of the workshop the participants will have realised the complicated choices they face in any of these situations that they may encounter in their day to day life. In turn, this understanding will assist them to determine what kinds of choices each person individually will have to make in relation to teaching about corrupt practices and modelling appropriate behaviour in school and in public and private life.

This workshop process is portrayed as a growth spiral, through which participants pass in the course of the workshop activities. The timetable for the workshop follows the growth spiral as shown in the accompanying diagram.

THE GROWTH SPIRAL



TIMETABLE



As can be seen from the following timetable, there are three ways in which the workshop may be organised:

- i. held over a single day, starting at 8.00 a.m. and finishing at 3.00 p.m.
- ii. broken into five separate sessions – one of 45 minutes (introduction) and four of (approximately) 90 minutes each
- iii broken into two halves.

REGISTRATION AND WELCOME	15 mins	
INTRODUCTION	45 mins	
IDENTIFYING DILEMMAS	30 mins	
DESCRIBING VALUES	40 mins	
RETURN TO DILEMMAS	20 mins	
VALUES UNDERLYING ETHICAL DILEMMAS	50 mins	
SIX CORE ETHICAL VALUES	25 mins	
ANALYSIS OF AN ETHICAL DILEMMA	15 mins	
STANDING AGAINST CORRUPTION: A STRATEGY FOR CHOICE	90 mins	
REFLECTION AND CLOSURE	30 mins	

THE ROLE OF THE FACILITATOR

The role of the facilitator is different from that of a teacher. A facilitator is one who encourages and draws discussions amongst the participants on the theme of the Workshops.

You are not expected to be the expert on the content of this Workshop, i.e. on the issue of corruption, but you have the responsibility of managing the Workshop. You do not have to have all the answers. You are trying to encourage discussion among the participants.

It is suggested that Facilitators use energisers at certain points during the training. Use your judgement. If your group is focused, involved and highly engaged, you may not need to rely on an energiser. If however, the group is passive, tired, or needs refocussing, try using an energiser.

The facilitator must clearly convey to the participants what is expected of them during the Workshop, including full participation, respect for others, etc.

A facilitator will:

- help the group to achieve its aim; focus people on the task; close discussion at the appropriate time; confirm agreements.
- help the group to work together well; watch how people work with each other; ensure everyone has a chance to speak; prevent one person dominating; know when to encourage creativity or push people to integrate ideas.
- help the group to reflect and synthesise; summarise group discussions; restate what people have said to ensure they are understood; bring up possible contradictions and concerns; suggest other ways of looking at an issue; encourage people to draw conclusions and link issues.
- put issues in context; help groups to overcome blocks by looking at issues in different ways; energise groups that have become too focused on one thing in different ways; energise groups that have become too focused on one thing.

The facilitator must be very familiar with all the authority contained in this Manual and the Participant's Workbook.

This Facilitator's Manual and the accompanying Participant's Workbook are to be presented as a whole.

It is to be used entirely from start to finish. It is not meant to be used in a piecemeal fashion. The participants are to work through the entire Growth Spiral and therefore it must be used from start to finish as designed.

The facilitator must make sure that the sessions run smoothly and link back to the Growth Spiral so that the participants are conscious of the overall scheme.

PREPARATION FOR THE WORKSHOP



Preparation

Before running the workshop it is important that you, as the facilitator, have done the following:

- Learned what Transparency International [TI (PNG) Inc] is and what is its purpose.
- Learned the aims of the workshop.
- Prepared your materials and become familiar with the types of activities that you will be introducing during the workshop.
- Identified episodes from your own experiences where you have faced ethical dilemmas brought about by the actions of others (to be used as examples or talking points during the workshop).



Setting up the room

First impressions are important. Right from the start you either like something or you don't, and it is hard to change that first impression. The first session in the workshop is very important, as it sets the scene and 'climate' for the rest of the workshop. If you get off to a good start, the participants will get a good impression, and will settle down to work and learn more quickly.

The participants are adult learners and need to see that the learning and activities relate to their work, and that the facilitator cares about them as people. The way you start the workshop will speak 'loud and clear' about your attitude to the participants as learners, what you think about learning and the subject of the workshop.

To start off well includes having the conference room/classroom and equipment ready: the nametags and folders, participants' workbooks and papers for participants prepared, and perhaps having an urn with tea and coffee available before the workshop starts.

The room in which you will hold your workshop should be made friendly and welcoming.

Arrange the seats in a semi-circle for the introduction part of the workshop only. Let the participants decide the arrangement of their tables for group discussions during the workshop.

All equipment, such as overhead projectors, should be set up and tested, so that there are no embarrassing failures during the workshop.



Code of Conduct

It is important that throughout this workshop with teachers that you:

- be accepting and non-judgmental of the participants; encourage other participants to be accepting and non-judgmental in order to promote an atmosphere of trust and respect;
- respect and ask that others respect individual privacy. Individual participants must be allowed to 'pass' or not participate in any personal inquiry;
- model the behaviour expected of the participants.



Materials required

- butcher's paper or similar;
- large marker pens;
- bluetac or similar;
- flashcards;
- participant's workbook
- overhead projector
- overhead projector transparencies as in the Facilitator's Manual
- chalkboard/white board



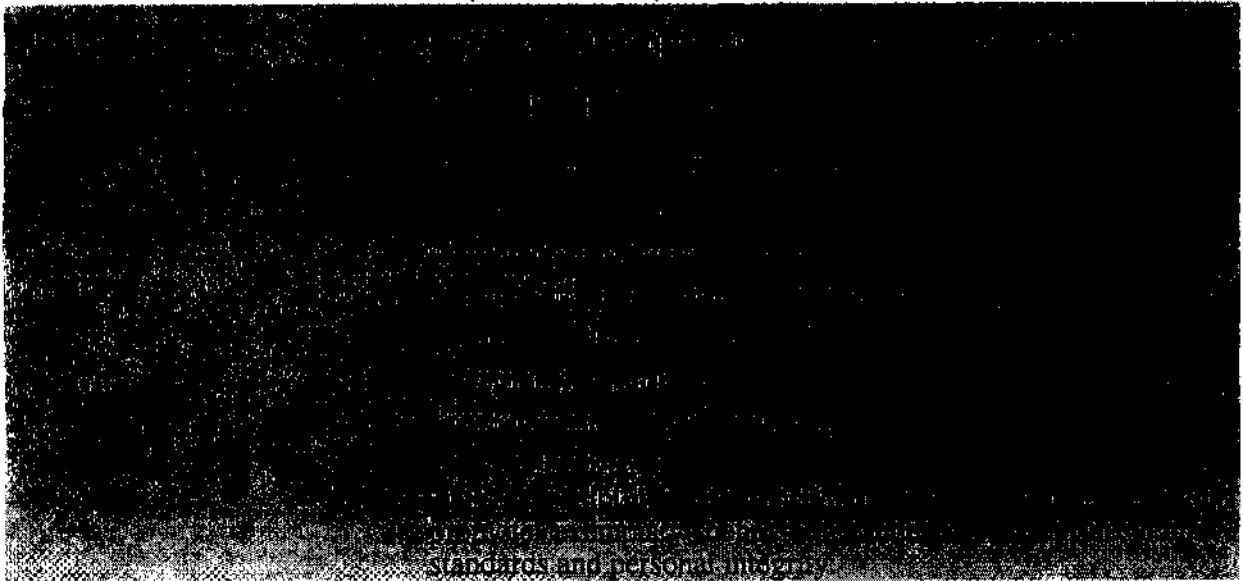
Energisers

The word '*energise*' means to give energy. Energisers are exercises to increase the energy level of participants to stop them getting sleepy or bored. The idea is to get the group moving, through physical exercise, to improve the circulation of blood to all parts of the body, particularly the brain.

The energisers are cooperative and interactive activities that enliven the group and bring the participants together. The activities help a group to get acquainted, encourage discussion, change the pace or bring closure to a group activity. Everyone can play, rules are simple and the emphasis is on spontaneity, community building and most of all fun. (Examples of energisers are given in **Appendix 1**)

An excellent book, *Energize! Energizers and other great cooperative activities for all ages*, edited by Linda Barr, Quest Books 1991 USA, is available through any Lions Club and Quest International.

INTRODUCTION (45 minutes)



Preparation: OHT SET 1 – *Workshop Aims*.



1

Welcome the participants as they arrive and informally distribute the Participant's Workbook and encourage them to read the Preface (p 4) and the notes to the participants (p 6) before the workshop begins.

Review with the participants your role as facilitator and their role as participants.



2

EXPLAIN THE PURPOSE OF THE WORKSHOP.

Briefly refer to the Growth Spiral as the starting point for the workshop and outline the process for today.

Briefly, outline the aims of the workshop using OHT SET 1.

WORKSHOP AIMS

This workshop aims to assist secondary school teachers to:

1. Identify corrupt practices in schools and in society;
2. Understand ethical issues facing teachers in secondary school communities when dealing with corruption;
3. Explore the distinctions between questions about what people can do and what people should do and to make teachers aware of their responsibilities as role models at school and in their private lives;

4. Develop ethical understandings and sensibilities and an awareness of personal obligations by developing teaching skills and guiding students;
5. Explore the distinctions between questions about what is happening in secondary schools, the community and the nation, and to see if this is what should be happening;
6. Define and examine their own value systems and behaviours and how these relate to the values of society in general;
7. Identify the ethical dimensions and major issues and challenges facing their local community, PNG and global society; and
8. Learn to apply ethical principles and procedures when analysing responses to such issues.



3

ENERGISER!

Select an activity from group 1 in Appendix 1.

The purpose of this activity is to create a warm and friendly atmosphere for the workshop. Carry out the activity as described in the instructions. Remember, the idea is to have fun!



4

READ THE KEYNOTE ARTICLE.

Read (out loud) the keynote article: 'Values Education for Ethical and Socially Responsible Behaviour' by Dr Clarrie Burke. See Appendix 2.

- *Underline all key points*
- *Note especially the shaded passages*
- *Share some key points noted*
- *Discuss the message in the shaded paragraphs*
- *Share any other points of interest*

(Note: This article should have been read by the participants before the workshop — or, this article may be pre-recorded as an audio tape played during the workshop rather than having the facilitator or a participant read the article out loud.)



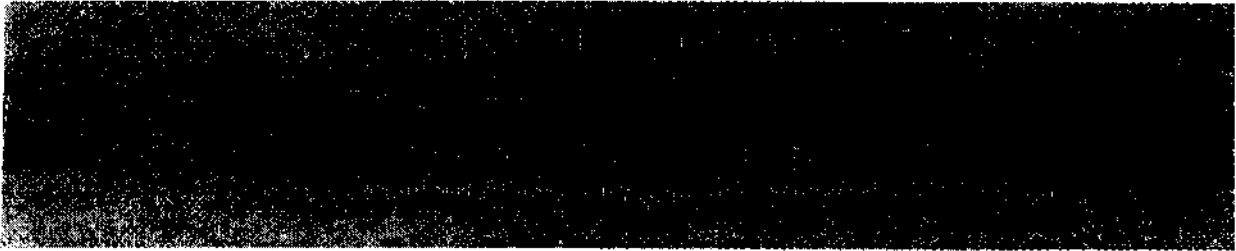
5

FORM GROUPS OF 4 OR 5 PEOPLE.

Select an activity from group 2 in Appendix 1.

The purpose of this activity is to group participants in a safe and non-threatening manner, ready to begin the workshop.

SESSION 1



Materials required:	Butcher's paper, large marker pens, blutac or similar to display group responses.
Preparation:	Have a large piece of butcher's paper on a table for each group, along with at least one marker pen.
Note:	Participants stay in their groups for the remainder of Session 1.
Time:	30 minutes.



1 EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above.



2 SURVEY PARTICIPANTS' EXPERIENCES.

Ask each group to brainstorm, and list on the butcher's paper, examples of ethical dilemmas they have experienced from teachers, administrators, parents and students that relate to their professional life.

Note: Participants are not meant to try to resolve the problem, rather they are identifying instances of ethical dilemmas.

Be prepared to prompt some groups to remain focused – they don't have to discuss every example.



3 SHARE THE DILEMMAS.

Display group lists around the room and have participants make comments, or ask questions, for clarification.

Note: Use your discretion; this sharing should last for approximately 5 minutes.

Leave these notes up on the walls for reflection later in the day.

B. DESCRIBING VALUES

The purpose of this session is to:

1. Give participants a better understanding of the term values.

2. Give participants an opportunity to discuss their own values.

3. Give participants an opportunity to discuss the values of others.

4. Give participants an opportunity to discuss the values of the community.

5. Give participants an opportunity to discuss the values of the world.

Materials required: Twenty-four 7cm x 30cm values flashcards in Appendix 2, extra blank cards, blutac or similar, marker pens, butcher's paper.

Preparation: OHT SET 2 *Describing Values*
Values flashcards - Distribute one set of 24 cards per group.



1

EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above.



2

DISCUSS THE IDEA OF VALUES.

Refer to the descriptions given on OHT SET 2. As a whole group briefly discuss what is meant by the term 'values'.



DESCRIBING VALUES

The word **values** can have different meanings for different people. Here are some examples;

"...those beliefs held by individuals to which they attach special priority of worth and by which they tend to order their lives. A value is therefore more than a feeling ... We are also inclined to relate our beliefs and values to each other and develop a 'value system' which represents our personal responses to the world. This may also be referred to as our 'life stance'."
(Hill, 1991)

"Our values are things we are for and things we are against. They give purpose and direction to our life."
(Hill & Howe, 1980's)

"...determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We apply our values in the way we think and act."
(Lemin, Potts and Welsford, 1994)

"...as guides to behaviour, values have the potential to evolve and mature as experiences evolve and mature."
(Raths et al)

"... to the situation in which we are involved we also bring values – established internal guidelines – for our responses to these situations. Our values have developed as a response of all the influences which have affected us."
(Engebretson and Elliot, 1995)

Particular values are essential for living with others. They include compassion, cooperation, self-esteem, caring and honesty

A range of values is essential to rights and responsibilities of citizenship and these need to be developed through social education programs.

We have beliefs about many things, including the character of human beings and animals, the environment in which we live and the kinds of relationships we have with others.

Different experiences give rise to different values. A person's values are modified as his or her experiences accumulate and change.



3 DETERMINE THE VALUES IMPORTANT TO EACH GROUP.

Ask each group to organise the values flashcards in the order of most to least important to them. Invite them to write on the blank flashcards any other values to add to their list.



4 DISCUSS TRADITIONAL AND MODERN VALUES.

Discuss the differences and similarities between modern and traditional PNG values. Ask the groups to look again at the order of importance placed on the values they have identified. Would the order now change? Rearrange the cards if required. Display them on the walls.



5 PRIORITISE VALUES.

Ask participants to read the lists prepared by other groups. Summarise on paper or blackboard, the six most important values. As a large group, discuss any difficulties in deciding that final order.



6 REFER TO THE GROWTH SPIRAL

SESSION 2

A. RETURN TO DILEMMAS

The purpose of this session is to identify and express the values reflected in the dilemmas listed in "Identifying Dilemmas" (Session 1-A).

Materials required: Lists of dilemmas on butcher's paper from Session 1-A, Values flashcards, extra butcher's paper, marker pens.



1 EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above.



2 DISCUSS TRADITIONAL AND MODERN VALUES.

Ask the members of the groups to choose 2 or 3 of the original dilemmas (refer to session 1-A) and identify the values underlying them. Discuss these briefly in their groups.

DILEMMA	UNDERLYING VALUES NOT BEING UPHELD	DISCUSSION

**Preparation:**Read article *Working in the Values Domain***1 ENERGISER.** (2 minutes)

Select an activity from group 3 in Appendix 1. The purpose is to pair people for the next step.

**2 EXPLAIN THE PURPOSE OF THE SESSION.**

Outline the purpose of this session to the participants as stated in the shaded area above.

READ THE FOLLOWING TO THE PARTICIPANTS:

"Often a difficulty arises when two or more values are in conflict. For example, consider a situation when you must choose between honesty and loyalty. This activity is designed to help you deal more effectively with value dilemmas by identifying your current values priorities."

**3 READ THE CASE STUDY.** (15 minutes)

Ask each pair to read through the case study Vagi: An Ethical Dilemma and briefly answer the questions.



VAGI: AN ETHICAL DILEMMA

Vagi is taking a final test in her Language and Literature class. She has prepared diligently for the test. When she turns to the second page of the test she realises that she has studied the wrong material. Knowing that she needs a "B" in the final test to get a "B" in the course, she becomes very flustered. Her grade is very important because it can qualify her for selection into university.

Vagi has always been against cheating and has never cheated, although it is common knowledge that cheating occurs as a daily practice in her class. Going through her mind now is the knowledge that she can get the required information from her boyfriend who is sitting next to her. Her teacher has left the room because he feels that students should be trusted during tests. Vagi likes the idea of being trusted, but also likes the idea of going to university.

QUESTIONS:

1. Should Vagi cheat just this once? Why?



.....
.....
.....

2. Are there times when cheating (anywhere and not just at school) is justified? Why or why not?



.....
.....
.....

3. What becomes of students if they are not ever caught cheating or if they are allowed to get away with it?



.....
.....
.....

4. What course of action should a teacher take if he/she becomes aware that one of their colleagues is allowing cheating to occur?



.....
.....
.....

5. What do you think the consequences are for people who cheat?



.....
.....
.....



4 LIFT THE DISCUSSION TO THE VALUES DOMAIN.

Read the following to the participants:

"We are now at the point in the workshop where we move from identifying situations in everyday life that involve ethical dilemmas, to examining the cognitive processes that underlie making decisions in these situations."



The following article addresses the cognitive processes in one subject area.

If you have received an audio tape containing the article entitled 'Working in the Values Domain' by Dr Clarrie Burke, play it now. Otherwise ask the participants to read the article. See Appendix 4 (Appendix 3, Participants Workbook).



5 SUM UP THE ACTIVITY.

The following paragraph that you are going to read to the participants is very important to the understanding of the final sessions of the workshop.

READ THE FOLLOWING TO THE PARTICIPANTS:

"The questions that you have been discussing in the Vagi case study belong to what is known as the cognitive or content domain of reasoning. That is, the answers may be content-based and do not allow us to adequately get to the reasons that lie at the bottom of the decisions that are made.

If we move our thinking into the values domain, the thinking becomes more open-ended and allows us to look at underlying issues for which there are no clear yes/no answers. In the values domain, we use ethical words like: 'should' and 'ought'."



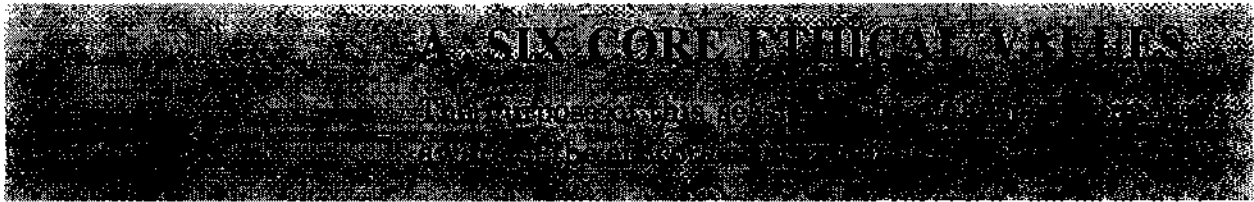
6 ASK PARTICIPANTS TO REFORM THEIR ORIGINAL GROUPS.

Ask participants to work through 'Ethical Dimensions of a Case Study'. The groups then discuss questions 1 and 2, attempting to justify their answers.

Note: The discussion at this point is meant to be brief and open-ended without any pressure to resolve the dilemmas. There should be no pressure, no judgements, but debates or discussions should not be encouraged to go on too long.

Facilitators will have to use their discretion to effectively close this session.

SESSION 3



Materials Required: OHT SET 3 *Six Core Ethical Values Responses to Ethical Dimensions of a Case Study from the previous session.*

Time: 35 minutes

**1**

EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above.

**2**

DISCUSS THE SIX CORE ETHICAL VALUES.

Read the following to the participants:

"These are the six core ethical values on which we base our ethical decision-making. They come from research and authorities. You have already been introduced to these six core ethical values in the article by Dr. Burke."

Using OHT SET 3, discuss with the whole group the six core ethical values.

NOTE: You will be referring to the overhead transparencies on the six core ethical values. This is a presentation by the facilitator of the authorities on ethical values, rather than a discussion by the participants.



SIX CORE ETHICAL VALUES

When a community of people consider themselves to be a 'good' community, the following core ethical values are often held to be important in governing their actions and decision-making.

RESPECT

Self-respect, personal integrity, respect for the dignity of others, respect for the community, respect for the rule of law, respect for legitimate authority, respect for public and private property

HONESTY

Maintain confidentiality and impartiality in teacher/student relationships, trustworthiness, dependability, ethical behaviour, prepared to address dishonest and corrupt practices

RESPONSIBILITY

Obligation to public good/welfare, accountable, open minded, inquiring, constructively critical, carries out lawful instructions

CONCERN

Caring, compassionate, loyal, tolerant, considerate, cooperative, shares in decision-making

JUSTICE

Fairness, equality, human rights, due process, negotiation, the law and system of government

DEDICATION

Active and informed community participation, industrious, interdependent, civic minded, patriotic

Core ethical values affirm our human dignity and allow us to serve the common good. They meet the classical ethical test of reversibility:

'would you want to be treated this way'

They define our rights and responsibilities in a democratic society.

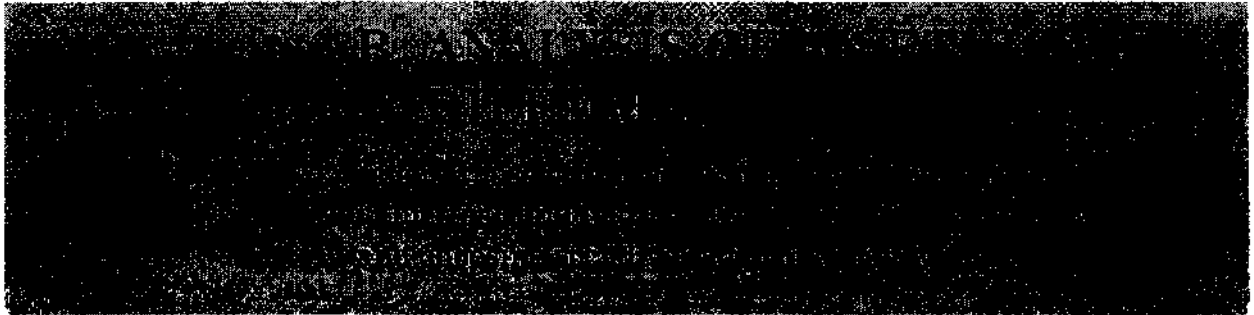
**3 USE THE SIX CORE ETHICAL VALUES.**

Ask the participants to refer to their responses to "Ethical Dimensions of a Case Study" from the previous session by responding to the following questions:

- *Which of the values is most reflected in each of your responses?*
- *Are any of the values omitted?*
- *What does this tell you about your responses?*

Encourage participants to share their responses with the whole group.

**4 REFER TO THE GROWTH SPIRAL AND DISCUSS BRIEFLY ANY OTHER POINTS.**



Time: 45 minutes



1

EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above.



2

EVALUATE THE ETHICAL BEHAVIOUR OF A 'PROFESSIONAL'.

Use the six core ethical values to analyse the behaviour described in the following story:



ANALYSIS OF AN ETHICAL DILEMMA

Mr Ramu was a village elder. He was also a man with close personal links with people in both his provincial education office and PSA Haus (Education Headquarters). He was able to have himself appointed as headmaster of the local high school.

A year after the appointment, when the government auditors arrived to check Mr Ramu's accounts, he said that they were unavailable. The books and paper work were misplaced and the computer with all the records was at the repair shop out of town.

It was subsequently discovered that Mr Ramu was guilty of misappropriation of funds – there were no financial reports, no receipts, no maintenance records – indeed maintenance of equipment and buildings was not being carried out in the school. He had taken funds from the governing council in the name of the school and then had used them for his own personal use.

Because Mr Ramu was a local landowner and considered a person of importance, the local community had been too frightened to take any action against him, fearing the school would be closed down. The processes of government finally did catch up with him.



Analyse Mr Ramu's actions in terms of the core ethical values. To what extent did he compromise these values?



RESPECT.....

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HONESTY.....

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RESPONSIBILITY.....

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CONCERN.....

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JUSTICE.....

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DEDICATION.....

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SESSION 4

A A STRATEGY FOR CHOICE

The purpose of this session is to:
 • Enable participants to understand the purpose of the session and the importance of ethical values in the workplace.
 • Assist participants to apply their values consistently.

- Materials required:** PNGTA Code of Ethics in Appendix 5
 Case Studies: *Standing Against Corruption* in Appendix 6
- Preparation:** Read the article '*Ethically Responsible Behaviour*' in Appendix 7. The following questions for 4A will need to be written on a board for the participants to read:
- Does the PNGTA code of ethics support the six core ethical values?
 - For each of the four main areas in the PNGTA code of ethics, do Mr Ramu and/or his staff fulfil the expectations? Why or why not?
- Time:** 60 minutes



1

ENERGISER!

Select an activity from group 4 in Appendix 1.



2

EXPLAIN THE PURPOSE OF THE SESSION.

Referring to the article, '*Ethically Responsible Behaviour*', outline the purpose of this session to the participants as stated in the shaded area above.

Further outline the purpose of the session by reading the following to the participants:

"It is important for teachers to realise that they should be seen to be ethically responsible members of the community, that they act out behaviour based on ethical values repeatedly and consistently. Teachers should be aware that in all situations there are choices to be made from a number of alternatives, that choices can be freely made. However, these choices should be made carefully and after weighing the consequences of each choice, and in the light of the six core ethical values.

"Teachers who are aware of the values underlying the choice of action they take, have a very positive way of thinking about their teaching. They have a way of relating to their students and a way of approaching the process of education in the classroom, so that every student can achieve his or her full potential."



3 WORK THROUGH SOME REAL ISSUES.

The facilitator should select one of the following activities:

a. *Evaluating the PNGTA Code of Ethics*

Ask participants to form their original groups and consider the PNGTA Code of Ethics with reference to:

- *the actions of Mr Ramu in the previous session, or*
- *their own experience with staff they have worked with*

b. *Case Studies: Standing Against Corruption*

Select a case study and discuss the questions listed (the case studies are to be found starting on page 32, immediately after the PNGTA code of ethics.).

NOTE: When you carry out these activities with other teachers in the school, you may use all the case studies over a number of in-service sessions. This will allow you to explore a large range of ethical dilemmas that teachers could face in their schools.



4 GROUP DISCUSSIONS.

Encourage group sharing of the responses to the issues raised in activities 3-A or 3-B (above) depending on which you have selected.

Emphasise the importance of the values domain and the six core ethical values by revisiting the following passage from Dr. Burkes article in Appendix 4.

READ THE FOLLOWING TO THE PARTICIPANTS:

“The basic purpose is to enable each student to gain personal meaning from the subject matter by asking him/herself: ‘What does this have to do with me?’; ‘Where do I stand?’; ‘Can I justify my position in an informed way?’, ‘What are the implications and consequences for myself and others?’.”

3a – PNGTA CODE OF ETHICS

Teaching is a profession. Membership of a profession carries with it obligations as well as privileges. These obligations concern loyalty, discipline, justice and service to the community. It is essential to create a body of teachers who conform to recognised ethics, who conduct themselves honourably in their professional practice, and who do their utmost to promote and maintain the dignity and welfare of the teaching service and their profession as a whole.

A. RESPONSIBILITY TO THE CHILD

Professional teachers desire their pupils to attain the highest level of mental, moral and physical health and development. They therefore:

1. set an example in behaviour, dress and appearance acceptable to the community;
2. work to instil into the child respect for elders and for cultural differences;
3. aim to develop self-reliance, self development and self-discipline in the children, being always mindful of the differences in their needs and abilities;
4. strive to prepare their pupils to take their place as citizens who are concerned with the welfare of the community and the nation.

B. RESPONSIBILITY TO THE COMMUNITY AND THE NATION

The professional teacher adopts a friendly, cooperative and constructive relationship with the community and works therein to advance the cause of education. They:

1. respect the community they serve and are willing to participate in community activities;
2. encourage cooperation and understanding between teachers and parents, school and community;
3. strive to keep themselves informed on matters of community and National importance.

C. RESPONSIBILITY TO THE PROFESSION

As a member of a profession teachers should be committed to striving for the highest level of personal integrity, professional competence and academic achievement for their own betterment and that of the profession as a whole. They:

1. adopt high standards of integrity and loyalty which creates mutual respect between teachers and adds distinction to the profession
2. exercise discretion in dealing with matters relating to the pupil, the pupil's parents and their fellow teachers;
3. are constructive in their criticism of staff, school and students;
4. improve the quality of their own teaching and continually expand their own knowledge by keeping up with educational trends;

5. maintain an active membership in a professional association of teachers as a means of achieving betterment of the profession and education as a whole;
6. do not use their social civic or professional activities to obtain favour or preferment of their profession.

D. Responsibility to the Employer and the Agency

The professional teacher's fulfilment of their obligations to employer and agency is based on respect for lawful authority and the need for mutual cooperation. They:

1. acquaint themselves with current terms and conditions of their employment;
2. obey the rules and regulations of the employer in principle and practice as well as the philosophy of the agency;
3. have regard for the accepted process of appeal, conciliation and arbitration as a means of challenging rules and regulations or their interpretation;
4. show initiative in the fulfilment of their duties;
5. refrain from any activity detrimental to the effectiveness of their professional responsibilities.

The code of ethics has been retyped from the original to include gender inclusive language.

3b CASE STUDIES: STANDING AGAINST CORRUPTION



CASE STUDY 1: USE OF THE SCHOOL VEHICLE

The principal of Tinpis High School is regularly seen driving the school truck after hours and during weekends, often with his wantoks. He is seen at the local hotel, just about every day.

Staff are becoming increasingly concerned and angry about the headmaster's use of the vehicle for non-school business. They are wondering about the source of financing for the running costs of the vehicle, especially since the school fee subsidy hasn't been released and the school is struggling to survive with the basics.

QUESTIONS:

1. Is the principal's after hours non-business related use of the school vehicle misuse of school property? Why or why not?



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2. On the scale below indicate your response and explain your response to each of the following questions:



- a. *Misuse of privileges is a common practice among principals*

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- b. *The principal has certain privileges and so he has the right to use the vehicle when he requires.*

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3. If you were the principal and knew there was no money to finance extra use of the school vehicle and your wantoks continued to ask you to use the school vehicle, what would you do?

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4. If you were a teacher in this school and knew what was going on what would you do?

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CASE STUDY 2: THE STATIONERY DILEMMA

Peter is the principal of a large rural high school that is experiencing financial difficulties. The parents are not paying school fees because of the free education policy of the government. The second quarter subsidy has not arrived, and the school owes thousands of Kina to suppliers who will no longer extend them credit.

To add to Peter's problems, the school has run out of photocopy paper and the stationery store is empty. There are no textbooks.

One day a vehicle comes to the school and the driver shows Peter a full range of paper and stationery. He is asking prices that are 50% less than that in the stores. Peter suspects the goods are stolen but he is thinking about his staff and students and school when he places an order. He knows that the students and the staff also suspect that the stationery is stolen as a local stationery theft had recently been reported in the newspaper.

QUESTIONS:

- Should Peter buy the stationery supplies from the supplier?
Why or why not?



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- Should the school be worried about where the supplies are coming from?



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- If you were Peter and suspected the material was stolen, what would you do?



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CASE STUDY 3: ENROLLING STUDENTS

Ms Epata is the head of science at Tattoo High School. Ms Epata is the only person in her clan who is working for money. She has just received the message from home that her one and only educated grade 6 nephew has failed to secure a place at Tattoo High School. She approaches the headmistress to enrol her nephew in the school, indicating that she will be totally responsible for him.

QUESTIONS:



1. Should Ms Epata's nephew be enrolled into Tattoo high school? Why or why not?

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2. Complete the following sentence:
If I were the principal, I would

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3. If the principal enrolls the nephew what would be the consequences of her actions?

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4. What would other parents (whose children failed) do or say to the principal?

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CASE STUDY 4: PRIVATE USE OF THE SCHOOL VEHICLE



Michael, a grade 6 teacher received permission from the headteacher to borrow the school vehicle. He returned to the school drunk and late, inconveniencing another staff member who had also booked the vehicle. The headteacher told the staff that personal use of the vehicle would no longer be permitted. Despite this ruling Michael sought permission again for use of the vehicle and was refused.

Michael then says he will need to take leave of absence for two days. He says that with the vehicle he could have sorted out his business in one afternoon. He is subsequently absent for a full week and returns to work the following Monday with a medical certificate. Many staff know that the certificate is not genuine.

Questions:



1. Should the principal allow Michael to borrow the vehicle to ensure there is no disruption to the students? Why or why not?

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2. On what occasions might a principal need to reverse a previously made decision?

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3. What happens to staff morale when granted leave extends beyond its limits?

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4. What action should fellow staff members take if he/she knows that the medical certificate Michael produced is not genuine?


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 5. What does this action tell about Michael's character?
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 6. What action should the principal take on Michael's return?
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 7. How fair is the administration's decision to refuse borrowing?
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 8. How would the actions of Michael affect other staff?
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CASE STUDY 5: PUNCTUALITY



Rudi is the class teacher of 8A. She always emphasises the importance of being punctual. She tells her class not to be late for classes or any organised activities. Despite what she says, Rudi herself is rarely on time for class.

Rana, a student in 8A has been coming late to classes recently. Rudi became increasingly annoyed and asked Rana why he was coming late. Rana replied "Because you tell us to be punctual but you often come late so why should I rush?"

Questions:



1. Should Rana come late because his teacher is often late? Why?

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2. On the scale below indicate your response to this statement
Rana ought to be disciplined.



5	4	No Opinion	2	1
Strongly Agree				Strongly Disagree



3. What are the consequences of a teacher who sets double standards?

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4. Complete the following statement
If I were an 8A student I would

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CASE STUDY 6: DRUGS IN SCHOOL

Harold is the class teacher of 10A. He is also the guidance teacher and school counsellor. It has come to Harold's attention that one of his tutor group, Reginald, has been discovered smoking marijuana by another teacher and reported directly to the headmaster.

The next day, Harold sees Reginald at recess relaxing with his friends. When he approaches, Harold notices that all the boys' eyes are watery and red, indicating that they have been smoking Marijuana again. When questioned about the previous day, Reginald says that the headmaster had let him off with a warning.

When Harold questioned the headmaster about his actions, the headmaster said that he did not want to draw attention to drug use in the school in case other students were tempted to try as well. As the school counsellor, Harold feels that he should have been consulted the previous day, but is told by the headmaster the matter has been taken care of.

QUESTIONS:



1. What attitude is the headmaster showing by not publicly punishing Reginald?

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2. On the scale below indicate your response to the following statements.



5	4	3	2	1
Strongly Agree		No Opinion		Strongly Disagree

- Reginald should have been disciplined.*
- Harold should now take action of his own to fight drug use in the school.*
- The headmaster was correct by not allowing a scandal to develop.*
- The headmaster has strengthened his discipline in the school by his actions.*

3. What are the consequences of a headteacher who handles everything himself?

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4. What are the consequences for school discipline if this matter is not properly resolved?

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5. How should this matter have been handled? What role should the police play in situations like this?

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CASE STUDY 7: CHEATING IN NATIONAL EXAMINATIONS



Enibodi High School is a new school, with the first classes of grade 10's this year. Because of disputes over compensation with the local landowners the school was closed for 2 months earlier in the year.

Raka, a grade 9 student at Enibodi High School, was walking past the Mess one day when the grade 10 students were inside sitting for their School Certificate examinations in Mathematics. As he passed the mess he saw the maths teacher take a yellow paper from someone who was inside the mess. The teacher went away and came back 20 minutes later and handed back the paper to the student in the mess.

After the examination, Raka reported what he had seen to the invigilator (examination supervisor), who had come from another school. The invigilator then reported the incident to the headmaster who told him that he would investigate. The invigilator was told to say nothing to anyone else about the incident.

The invigilator heard nothing more from the headmaster, but when the results came out, Enibodi High School had come top in the province in both mathematics and science, with over 80% of the students scoring Credits and Distinctions. When the headmaster was questioned over the surprisingly good results he claimed that the school had done well because the students had all prayed hard before their examinations.

QUESTIONS:



1. Is there cause to be suspicious of the results obtained by students at Enibodi High School? Why?

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2. On the scale below indicate your response to the following statements.




5	4	3	2	1
Strongly Agree		No Opinion		Strongly Disagree


- i. *The Invigilator should have reported the incident to someone in higher authority instead of leaving it up to the headmaster.*
- ii. *Both the headmaster and the teacher involved should be reported to Provincial authorities for investigation.*
- iii. *The teacher was justified in trying to help the students because their education had been interrupted during the year.*
- iv. *The headmaster has strengthened his discipline in the school by his actions.*

 3. What are the consequences for the other students in a province if one school obtains good results by cheating?

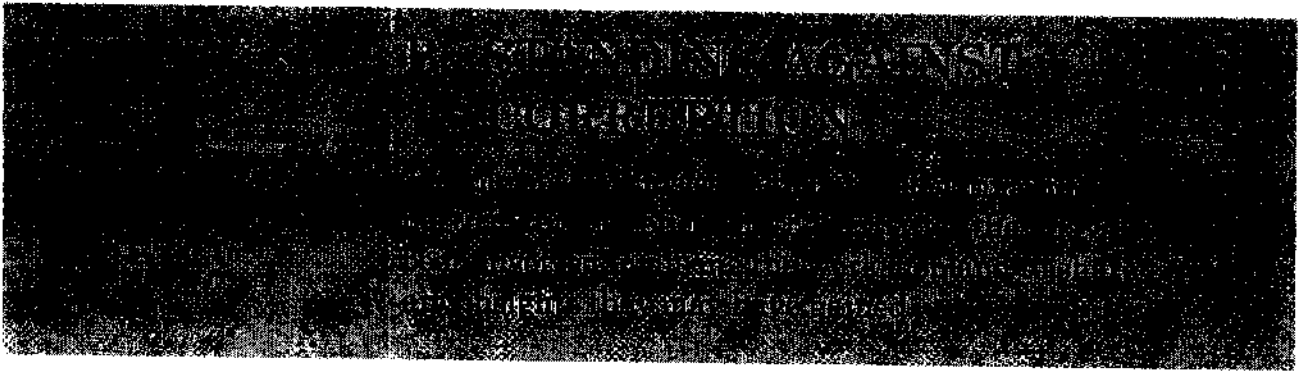
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 4. Complete this sentence:
If I had been the invigilator I would have . . .

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 5. The Education Department, after analysing the results, found there was sufficient evidence to prove that cheating had taken place
Who should be punished – the headmaster, the teacher or the students? Explain your answers.

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Time: 30 minutes



1 EXPLAIN THE PURPOSE OF THE SESSION.

Outline the purpose of this session to the participants as stated in the shaded area above. Refer to the Growth Spiral.



2 DISCUSS THE WORKSHOP.

Ask participants to comment generally about the workshop. Encourage them to continue actively thinking about some of the issues raised in earlier discussions.

Ask the participants to use the 'Values Education and the Classroom Teacher' reading to complete the table that follows..

VALUES EDUCATION AND THE CLASSROOM TEACHER



INTRODUCTION

All classroom resources, including printed materials, audiovisual materials, artefacts and computer software, are value laden in what they teach students and how it is taught.

It is important to consider the following when reviewing any resource or curriculum material:

1. Are the resource materials appropriate to the interests of both girls and boys, as well as students from different backgrounds?
2. Do the resource materials encourage students to be active learners?
3. Is cooperation between students encouraged?
4. Do activities aim to improve students self worth?
5. Will the resource materials cater for different abilities of learners?
6. Are the resource materials concerned with significant and worthwhile issues?
7. Are the skills taught in this study related to real life situations?
8. Is there bias for example sex race or religious bias?
9. Is the language male centred, for example is 'man' used to mean 'people'?
10. Are students rewarded for effort as well as results?

Almost every subject can be taught by the Values Education approach. For example:

LANGUAGE AND LITERATURE, SOCIAL SCIENCE

Many words directly reflect the values of the society in which the language is spoken. National songs, anthems or the creed contain value statements. Language can be used as a vehicle to investigate issues of political, social and ethical concerns. The issues may be

- of particular relevance to students in class,
- world based issues or issues of particular local concern,
- gender issues arising from language construction and usage
- cultural values demonstrated by national achievements, industrial practices, and recreational pursuits.

Suggested Activities

- A. Select a newspaper or magazine article and analyse the values issues that underlie the story being reported – both the visual and the verbal. Comment in terms of the 6 core ethical values.
- B. Evaluate the PNG National Anthem, (written in 1976 by Thomas Shacklady) for the values it promotes.

O Arise All You Sons

O arise all you Sons of this land

Let us sing of our joy to be free,

Praising God and rejoicing to be

Papua New Guinea

Shout our name from the mountain to seas: Papua New Guinea;

Let us raise our voices and proclaim: Papua New Guinea

Now give thanks to the good Lord above

For his kindness, His wisdom and love,

For this land of our fathers so free,

Papua New Guinea

Shout again for the whole world to hear, Papua New Guinea;

We're independent and we're free, Papua New Guinea

What changes to the words, if any, would you make.

Give reasons for your answer in terms of the core ethical values.

MATHEMATICS

Historically, mathematics has been regarded as a pure and neutral subject, a subject that involves objective processes and data. Mathematics may be removed from the issues of values but the applications of the content and the problem-solving techniques are not.

Such skills as graphical representation and interpretation of data, statistical skills (ratios, means, percentages, projections, correlations) probability exercises and using computer data bases could be developed using a variety of real world data. These real world

examples involve social moral political and ethical issues. Students might explore values conflicts when comparing government expenditure or birth rates of different regions.

As in any other classroom, the practices and procedures used in the mathematics classroom reflect values.

Suggested Activities

Evaluate your programs and/or materials in terms of the following:

- What values are contained in the contexts used (e.g. gambling is an acceptable past time)? What ethical positions are employed?
- Do the examples reflect stereotypes (eg. women do domestic tasks, men work as labourers)?
- Do the problems reflect the multicultural nature of PNG; are the names, concerns and problems relevant to a variety of cultural groups?
- Is there a sex bias in the resources?
- Do the examples represent a range of skills applicable to everyday living?

SCIENCE

Applying scientific knowledge raises values conflicts and ethical and moral considerations. This is especially so in such topics as genetic engineering, in-vitro-fertilisation, nuclear power the disposal of chemicals and the implementation of new technology.

Science also has internal values. These include respect for logic, objectivity, a willingness to suspend judgment and open-mindedness. These values are transmitted as part of the hidden curriculum.

Suggested Activities

Evaluate programs and/or worksheets in terms of the following:

- Do I use animals in scientific experiments? What does this teach students about the value of life?
- Does the resource material encourage students to reflect on the limitations of science as a solution to societal, relational or personal problems?
- Does the material emphasise facts and skills with little reference to social and environmental issues?
- Are relevant ethical issues considered? How is the question of social responsibility in science addressed?

HOME ECONOMICS

See Appendix 4 – article: 'Working in the Values Domain' by Dr Clarrie Burke. Within this article is an example of the use of the Values Education approach in the teaching of Home Economics.

REVIEW THE SIX CORE ETHICAL VALUES	REFLECT ON CLASSROOM SITUATIONS	PROJECT POSSIBLE STRATEGIES



3

CLOSE OF WORKSHOP.

Select an activity from group 5 Energisers, in Appendix 1.

Thank all the participants for their willingness to be involved and hope they have benefited from the experience.

Invite the participants to reflect on their personal journey through the 'Growth Spiral' and emphasise their important role as teachers to help their students think about their values in an ethical and responsible way.

APPENDIX 1

ENERGISERS!

ENERGISERS GROUP 1: To create a warm and friendly atmosphere

I. REACHING OUT

Players reach out to each other by listening to simple descriptions

Preparation:

Clear some space so the group can move around

Method:

Invite the group to stand, and then tell them, 'reach out to some-one wearing red.' This means players move around to find some-one wearing red. As soon as each player finds some one, he or she reaches out a hand to the person, and without touching, both the 'reacher' and the person wearing red immediately freeze in place. Several players may reach out to the same person.

As soon as players are frozen in place, they introduce themselves to the person to whom they are reaching.

Then call out another description, keeping categories general and the pace brisk so everyone is on the move.

Here are some ideas (adapt them to fit your group)

Reach out to someone:

- | | |
|--|-----------------------------------|
| • wearing an earring | • wearing blue jeans |
| • with a belt | • with brown eyes |
| • with longer hair than you have | • with hair shorter than you have |
| • with a check shirt | • with white shoes |
| • taller than you | • with something pink |
| • who you didn't know until this year. | |

II. SHOWCASE OF STARS

Introductions become a stellar event when everyone is a famous guest

Method

Pair players as partners and give pairs about 5 minutes to share some special things about themselves, such as

- | | |
|--------------------------------|---|
| • their birthplace | • something about their families |
| • their accomplishments | • a funny fact |
| • a talent or a hobby | • likes and dislikes |
| • places travelled | • future plans |

Then with the players in a circle or back on their seats ask them to take turns standing and introducing their partners in a style benefiting any distinguished and famous guest.

For example Wari's partner might say 'I'd like to introduce someone who is an outstanding basketball player and a good cook. She's lived in three different towns and has four children. Introducing Wari Tauye.'

As stars are introduced, they stand and take a bow amidst the cheers and applause.

III. TAKING A SPIN

Players call on each other to keep the plate spinning

Materials required:

A frisbee or unbreakable plate (This energiser requires an uncarpeted floor)

Method:

With everyone standing in a large circle, step into the centre with a plate.

Explain that the goal is for the group to keep the plate spinning in the centre of the circle. Everyone is called up one at a time to keep it going. Once someone has a turn, he or she sits down.

For example, Olenda begins spinning the plate and calls on John to keep it going. John steps in, and, as the plate slows down, he gives it a spin, calls on Gerry who's standing and so on.

When everyone's 'been for a spin' and back seated in the circle its time for a round of applause.

IV. CATCH THIS

A light-hearted way for people to practice saying each others names

Materials required:

Two or three koosh balls, or small soft balls, for throwing indoors.

Method:

Bring the players into a circle and hold up a koosh ball.

Toss it to someone across the circle, calling out the person's name. That person in turn tosses it to someone else as they call out his or her name. That person then throws it to someone else.

Continue around the circle so that every one has one turn only. Players are reminded to remember the order in which the ball moves around the circle.

Try it faster; try it with 2 or 3 koosh balls; try it reversed.

ENERGISERS GROUP 2: To help place people into groups for workshop activities

I GROUP PUZZLERS

Preparation:

Select a picture from a magazine or use an old poster for each group you need. Cut each picture into the same number of pieces as group members needed, and mix the pieces together in a container.

Method:

Players each draw a piece from the container with the challenge of finding others with pieces from the same picture. When they find each other, they put the picture back together again.

II. COMIC STRIP FRAMEUP

Preparation:

Depending on the number and size of the groups needed, cut out several different newspaper comic strips. Cut up the individual frames and place them in a hat.

Method:

Players draw a comic frame from the hat, then they hold up their frames, mingle, and match up everyone with the same comic strip.

For example, frames from the 'Peanuts' comic strip make a group; 'Phantom' another, and so on.

III. CONNECTED CLIPS

Preparation:

Place coloured paper clips in a sack. The number of different colours depends on the size and number of groups you need. For example, if you need five groups of five, put five of the same coloured paper clips in the sack for each group.

Method:

Players each draw a paper clip from the sack and find the others with the same colour. As they find team members they clip their clips together.

ENERGISERS GROUP 3: To help group people into pairs

I. PAIRING PARTNERS

To pair players, call out the following directions that are appropriate to the age of your group.

Pair up with the first person you meet who's wearing one of the same colours as you are.

Place your hands either on your hips or on your shoulders. Now touch elbows with the first person you meet in the same position.

Wave either your right or left hand. Now pair up with the first person you meet waving the same hand.

Make the sound of either a cat or a dog. Now pair up with the first person you hear making the same sound as you.

Call out either chocolate or vanilla. Now pair up with the first person you hear saying the same flavour.

Call out either mountains or seashore. Now pair up with the first person you hear saying something different.

II. FIND SOMEONE

Tell players to find someone who has the same:

- number of brothers and sisters
- first initial
- pet
- favourite way to exercise
- favourite comic strip
- number of letters in his or her name
- birthday month
- colour of hair
- number of rings on (ear or finger)

III. WELL-KNOWN PAIRS

Preparation:

Write paired items on slips of paper. Then cut each slip in half and put the halves in a container. Make one half-slip per person

Method:

Have the players each draw a slip from the container and find the person with the matching half.

Ideas and examples for pairings:

- Capital and small letters:
A and a, B and b, C and c, D and d, and so on.
- Pictures and Words:
A picture of an apple and the word 'apple'
- Colours:
Various strips of different coloured construction paper cut in half.
- Opposites:

hot and cold,	tall and short,
quiet and noisy,	neat and messy,
big and little,	up and down,
old and new.	

ENERGISERS GROUP 4: To allow groups to warm up, change pace, get the energy level up.

I. THE GREAT HAND-STACK RACE

Method:

To begin the great hand-stacking race, divide players into groups of six, or use existing groups

Have each team form a circle and stack their right hands on top of each other in the middle of the circle. Next, have them stack their left hands on top of their right hands.

At a signal, the player whose hand is on the bottom moves his or her hand to the top. The other players follow, moving one hand at a time.

When teams have learned to manoeuvre their hands, let the race begin! Teams complete a round when all their hands are back in their original positions. Races can be two or three rounds.

II. MIRROR, MIRROR

Optional Materials:

A tape recorder or slow, melodic music to help set the mood and keep players moving

Method:

Pair players and ask partners to face one another and pretend they're looking at themselves in the mirror.

One person initiates the action, the other 'mirrors' it. This works best if the actions are smooth and flowing – and partners maintain eye contact. Challenge them to mirror one another as closely as possible.

Variation: small groups mirror the actions of an individual or another group.

III. OCEAN WAVES

Preparation:

One chair for each player, plus one vacant chair. Arrange the chairs in a circle, close together.

Method:

Seat players in chairs in the circle, and choose someone to stand in the centre as 'It'.

'It' directs them to 'move right' or 'move left' depending on the command, everyone keeps shifting to the right or to the left to fill the vacant chair as it appears next to them. 'Its' challenge is to sit in an empty seat; the players challenge is to prevent this.

The location of the vacant seat is constantly changing, as players move in and out of seats. When 'It' finally grabs a seat, the new 'It' is the player who missed moving to the empty seat in time.

ENERGISERS GROUP 5: To acknowledge and express appreciation for the contribution each person made to the workshop.

I. FRIENDSHIP CONNECTION

Materials required:

One large ball of string and a paper clip. This game can be played indoors or outdoors.

Method:

Sit together in a circle. Give everyone a paper clip and show how to open it into a 'V'. Ask participants to think of something they would like to remember about their experiences with the group.

Secure the end of the string to your paper clip. Name something you remember about the group; for example 'I liked the way every one worked so well together'.

Roll the ball of string to someone else, who secures the yarn to his or her paper clip and states something he or she remembers.

The ball of string is passed in this way back and forth across the circle until everyone has had a turn and the web is complete.

II. A GOOD LOOKING GROUP

With everyone sitting in a circle, look around at the group and say something like, 'Lets think about our group, what we've done together, and some of the things we like about ourselves. One thing for sure, we're a good-looking group'.

Start the pattern by repeating your statement and adding something new, like 'and not only are we good looking, I like the way everyone helped with our group work'.

Then invite someone to repeat the last bit of acclaim and add something new.

Let people speak as they feel comfortable. During the lulls, as leader, add your own positive comments about the group, repeating the last statement before adding a new one.

Keep going until everyone has spoken who wants to. The whole idea is to provide a chance for the group to affirm and acknowledge each other both generally and specifically.

III. GROUP SHUFFLE

Stand together in a circle.

Then the group takes small steps to the right until someone calls 'stop!' He or she shares something positive about the group – a memory, an accomplishment, or a positive group quality

Now the group shuffles to the left until someone again calls out 'stop' and shares something else.

Keep going until every one has had a chance to contribute.

APPENDIX 2

**VALUES EDUCATION FOR ETHICAL AND
SOCIALY RESPONSIBLE BEHAVIOUR**

Clarrie Burke

INTRODUCTION

No society on earth is perfect. All societies and cultures are made up of good and bad elements. Yet people tend to have strong feelings about their country, taking the good with the bad. I was reminded of this in 1993 when a number of Papua New Guinean community teachers college lecturers were studying for one year at Queensland University of Technology. When talking to these lecturers at different times it was clear that they loved their country despite the fact that it was facing hardships and social problems.

During a visit to QUT by the PNG Consul General one lecturer gave his view of what it means to be a Papua New Guinean today, in a very moving speech of welcome. At one point he said:

Our country has made us what we know ourselves to be, and as others know us to be. But the bottom line is that it is the likes of us who are responsible for how our country is. Just as we can enjoy what is good in our country, so also it is the likes of us who have to take our share of responsibility for changing what needs to be changed.

In that last sentence the lecturer was expressing worry and concern that the image of his country had become tarnished by bad publicity about problems of law and order, and corrupt politicians, senior government officials and business persons. He was also conscious of the stress and hurt that this was causing to a very great number of his people within the country. What gave him hope was that he knew most PNG politicians, government officials, business persons and community members value honesty, justice, fairness and caring. 'My great hope', he said, 'is that Papua New Guinea can reach its potential as a socially responsible and productive country, for the good of our country and in the eyes of the rest of the world'.

There is no hiding from these problems that PNG is facing today. They won't go away simply by turning a blind eye, or wishing them away. But it is a tribute to PNG people that they want to do something about it. I think we all realise that this calls for conscientious efforts from many groups in PNG society.

THE KEY ROLE OF TEACHERS

One important group who have the potential to make a significant contribution are PNG teachers. Teachers not only have a key role in shaping the values of young Papua New Guineans as they grow and develop, but teachers are also influential professional people when it comes to values in the school communities. Teachers therefore need to be clear and critical about the values necessary to address the problems of trust and confidence in politics, government and business that communities are concerned about. School communities expect their teachers to be models of socially responsible behaviour, and teachers have a duty of care with respect to their students. Being a teacher doesn't stop at

... and in school days, the teacher continues to be looked upon as a role model both

It was after reflecting on these ideas that the title for this article emerged. The title again is:

'Values Education for Ethical and Socially Responsible Behaviour: An Approach for Teachers In Papua New Guinea'

Let us examine the ideas in this title. First, values.

VALUES

The word 'values' can have different meanings for different people. However, it is important that we have a common understanding for the purpose of this discussion. What are values?

A range of respected people in the field offer some useful explanations of 'values':

- ... principles or ideals to which we attribute so much worth that they guide our decisions and actions (Preston, 1992)
- ... determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We express our values in the way we think and act (Lemin, Potts & Welsford, 1994).
- We have beliefs about many things, including the character of human beings and animals, the environment in which we live and the kinds of relationships we have with others. To the situations in which we are involved, we also bring values – or established internal guidelines - for our responses to these situations. ... Our values have developed as a result of all the influences which have affected us (Engebretson & Elliott, 1995).

We'll return to values later. Let us move on to the next key concept – ethics.

ETHICS

What is ethics?

Again let us refer to a range of respected people in the field. Ethics:

- ... is the analysis of concepts such as ought, should, duty, right, wrong, obligation and responsibility (Angeles, 1992).
- ... is a system of moral principles, by which human actions may be judged good or bad, or right or wrong (Preston, 1992).
- Human beings are conscious of the distinctions between what is and what *ought* to be, between what one can do and what one *should* do. Making these distinctions calls for ethical judgements. (Department of Education, Queensland, 1996).

Ethics investigates morality: it involves reflecting on what 'right' and 'wrong', 'good' and 'bad' actually mean, when applied to human decisions and human actions or behaviour. Ethics examines what we *can* do against what we *ought* to do, and considers the arguments and the reasoning behind this process. Ethical questions, then, are raised at the personal, local, wider community, national and global levels.

There are a number of focus questions that may help as you enquire into ethical issues. Questions such as:

- How *ought/should* I proceed in arriving at a socially responsible response to an ethical issue?
- Where is my ethical response likely to *lead*?
- What is the likely *effect on others*?
- Should I be looking at a range of responses to an issue and, after examining the options, selecting the one which *appeals to me* as personally most ethical?
- How should I view *my role* when it comes to acting out my response?
- Is it likely that I will think well of myself when looking back on *my action(s)* or if my action was held up to the glaring light of publicity?

Let's move now to socially responsible behaviour.

SOCIALLY RESPONSIBLE BEHAVIOUR

What is socially responsible behaviour?

The basic principle underlying social responsibility is that freedom in a democratic society carries with it certain obligations and responsibilities for individual members. Social responsibility is a very important idea and ideal, because it suggests a direction in which we should be directing our thinking and our actions if we want to build a fair, just and accountable society.

People do not automatically develop the necessary values in today's society that will give rise to socially responsible behaviour. But there is evidence that those communities which value social responsibility, tend to build a consensus around what are sometimes referred to as "core ethical values" which are widely shared in the community.

Some *core ethical values* which make for a socially responsible society are:

- *Respect* (self respect, personal integrity, respect for dignity of others, the community, the rule of law, legitimate authority, public and private property)
- *Honesty* (trustworthy, dependable, ethical, prepared to address dishonest and corrupt practices, maintain proper confidentiality in teacher-student and school-community relationships)
- *Responsibility* (obligation to public good/welfare, accountable, inquiring, open minded, constructively critical, carry out lawful instructions)
- *Concern for others* (caring, compassion, loyalty, tolerance, considerate, cooperative, shared decision-making)
- *Justice* (fairness, equality, human rights, due process, negotiation, respect for the law and systems of governments)
- *Dedication* (industrious, interdependent, active and informed community participation, civic-minded, patriotic)

In examining socially responsible behaviour, we need to take into account that, on some occasions, we will have a number of competing responsibilities at the same time. For instance, occasionally we hear of a teacher who, because they care very much for their own children, often do not attend to their other responsibility – i.e. to their students at school - if their own child should take sick one morning. Thus a class may be left stranded, and this may cause a great deal of inconvenience or stress to other teachers in the school. What is the socially responsible thing to do in a case such as this?

This brings us to 'Values Education' as a means for teachers to help their students think about their values in an ethical and socially responsible way.

VALUES EDUCATION

What is values education?

It is important to realise that no aspect of community life is value-free. If a community is seeking to be an ethical and socially responsible community, then this will call for the kind of shared ethical values that we have previously referred to. One approach to developing these shared values is values education.

Values education is an approach to analysing values. It is really a valuing process which seeks to awaken and further develop the social conscience of people. It probes key values in a constructively critical, though safe and supportive climate. In the learning group students are provided with opportunities to see clearly the effect that holding certain values can have on others. In this way the values education process not only enables students to understand their own values better, but also see more clearly the consequences of those values for themselves and others if they should act on them. Some values we are simply unaware of because we may have acquired them by social conditioning – perhaps even by indoctrination.

Once people become aware of their values in this way they often reserve the right to change them, based on new information they now have about their values. Values education, as we refer to it here, helps people to think through their values to their effects and consequences. Once this is done people gain a clearer sense of what their values mean, where their values are taking them, and what the social effects and consequences are. This can be an exercise in raising self-awareness. During values education participants also have the opportunity to help other participants to critically examine their values by the same process. When people process their values in this fashion, they frequently develop a deep conviction about their values and seek to act on them.

Given that our task is to cultivate ethical and socially responsible behaviour in order to counteract corruption, then much of the values education process will be focussed on values related to honesty, fairness, caring and accountability in the school community.

Finally, we need to consider the community that the school serves as this is a strong influence on what children learn, what they value, and how they behave inside and outside of school.

THE CARING COMMUNITY

A community may be the local school community – students, school professional and support staff, parents and citizens directly associated with the school. A community may also extend to the school neighbourhood, or to the province level, and even beyond.

Here we will tend to focus mainly on the school neighbourhood as the community, for it is there that teachers and the school have their most immediate influence and effect.

The question we need to ask is, if the neighbourhood community was aware of, understood, and conscientiously practiced the core ethical values we have referred to, would you regard that community as a caring community?

It is a caring community because it respects the dignity of each person and does not discriminate against anyone on the basis of race, sex, religion, or social class. It is a caring community because it is open to all and does not exclude anyone. It is a caring community because it is honest and does not engage in self-interest at the expense of the public interest, and it is a caring community because it is ethical and does not engage in dishonesty and deceit. It is a caring community because it puts the self-interest of a few first and treats the public interest with contempt.

If every neighbourhood community became ethical and socially responsible along these lines then this would be reflected in the provinces and, in turn, the nation. Communities then could bring the necessary pressure to bear on their community representatives and public officials to practice the core ethical values on their behalf.

APPENDIX 3

FLASH CARDS

These are to be prepared for the session *Describing Values*

LIST OF VALUES

The following words are to be written on cards. Prepare one set of cards for each group.

WEALTH	EQUALITY
FAMILY	PROGRESS
TRADITION	FREEDOM
LOVE	HEALTH
PEACE	JUSTICE
RESPECT	WISDOM
POWER	HAPPINESS
HONESTY	TOLERANCE
COMPASSION	RESPONSIBILITY
CARE	IMAGINATION
GENEROSITY	SELF DISCIPLINE
DEDICATION	

APPENDIX 4

WORKING IN THE VALUES DOMAIN

Clarrie Burke

Much has been written about the traditional tendency in schools to concentrate on 'teaching the facts', that is, programmed, "essential" factual information. But teaching need not be limited to facts. There is a more comprehensive approach that goes beyond transmitting information.

This approach uses critical and reflective thinking techniques in teaching and learning - drawing upon the individual student's experience in a highly personalised way. This 'person-oriented' approach has been called *Values Education*. Values Education rests on the belief that, to be personally meaningful, learning experiences must significantly touch the lives of students. Values Education does this by *integrating thinking, feeling and behaving* in such a way that individuals themselves may come to a clear sense of who they are, and of their purpose and direction in life.

Values Education is essentially *a process of facilitating learning* which involves three distinct dimensions: (i) the facts dimension, (ii) the concepts dimension, and (iii) the values dimension. Each dimension is necessary and important. The three dimensions are explained as follows:

Facts Dimension

The teaching and learning includes: specific information, facts, details, occurrences, and events.

Concepts Dimension

Teachers and students explore the principles behind the facts. Isolated facts are grouped together in order to make generalisations from the facts gathered.

Values Dimension

The values dimension enables students to relate facts and concepts of a subject area to their own lives, to make a difference in the quality of their lives. Through participative group processes, with support and encouragement, students are able to explore the connection between the subject matter and their own (and other students') interests, attitudes, beliefs, feelings, concerns, opinions and behaviour.

The basic purpose is to enable each student to gain personal meaning from the subject matter by asking him/herself: 'What does this have to do with me?'; 'Where do I stand?'; 'Can I justify my position in an informed way?'; 'What are the implications and consequences for myself and others?']

Almost every school subject can be 'taught' on any or all of these three dimensions. But most schools today continue to emphasise 'facts', and to a lesser extent 'concepts'. Little or no recognition is given to the 'values' dimension.

It is useful to see how values education works in a typical secondary school subject area. How then might the process of values education be applied to Home Economics, for example?

Facts Dimension

1. Draw a diagram of a healthy diet pyramid, allocating the major food groups according to their importance to the diet.
2. Describe the importance of protein in the diet.
3. Identify the major nutrients in each of the following foods: meat, fish, rice, potato, milk, nuts, bananas and butter.
4. What happens to children if they have a deficiency of vitamin C, B, or K?
5. What protein deficiency disease would you expect to find in young children living in poverty in Ethiopia?

Concepts Dimension

1. Plan a menu for one day, using the healthy diet pyramid as a guide.
2. A person recovering from a major operation is advised to eat a high protein diet. What foods should be included in the diet?
3. How would you assist a person on a low income to plan a diet for their family (two adults and two children: one primary and one secondary), so that their diet was balanced, varied and interesting.
4. In what ways do people's customs and the areas they live influence what they eat and why they eat?
5. What problems face W.H.O. and U.N.E.S.C.O. who are attempting to overcome inadequate diets of people living in the poorer "developing countries"?

Values Dimension

1. Name two foods that you like and two foods that you do not like. What factors have influenced your attitudes to these foods?
2. Try this experiment:
 For **one** day, eat nothing but a bowl of rice and drink nothing but water.
 Then think about how it feels to go without food.
 In your class group, discuss the problems associated with hunger and starvation.
3. Respond to each of the following statements on the scale below. Discuss and debate the responses. After you have considered the questions and comments of others about your responses, ask yourself if any or all of your responses need to be modified. Share your justification for each of your final responses.

5	4	3	2	1
Strongly Agree		No Opinion		Strongly Disagree

- Everyone should try to eat fruit and vegetables each day if possible.
 - A healthy person is never overweight.
 - People should be allowed to eat whatever they like.
 - You should never eat cakes or lollies or drink softdrink.
 - Every student should study nutrition at high school.
 - A good knowledge of nutrition changes our attitudes towards eating.
4. Have you ever tried to change your family's eating habits? What did you do? How effective did you consider yourself to be?
5. Your mother is sick and you are going to cook the evening meal for the family. What would you cook?

Complete the following sentences:

- I chose these foods because ...
- Preparing meals for my family is ...
- I wonder if my family will like ...
- If I had enough time, I would ...

Values education is a teaching/learning process that incorporates the values dimension. In doing this values education does not do away with the facts and concepts dimensions. In fact teaching in the values dimension is **grounded** in facts and concepts. Without facts and concepts to support them, values have little or no deep meaning and are not anchored in reality.

The significance of the values dimension in values education is that it adds a human-personal quality to the teaching of facts and concepts. It recognises the need to raise and deal with issues relevant to students' lives, even if at times these issues may be controversial. It is a process which enables students to be their own person, in a personally aware and socially responsible way.

This article was adapted from:

Burke, C. and Henry, M. (1986) Clarifying values: A human-personal dimension to teaching and learning, *Queensland Association of Home Economics Teachers*, Vol. V, No.1.

which was based on :

Harmin, M., Kirschenbaum, H. and Simon, S. (1976) *Clarifying Values through Subject Matter: Applications for the Classroom*, Minneapolis, Winston Press.

APPENDIX 5

GLOSSARY OF TERMS

The definitions and/or brief explanations of terms that are listed below are given in the context of the concept of values education and anti-corruption.

ACCOUNTABLE	Being accountable means being responsible. When people are held accountable it means they must explain, answer for and take responsibility for their actions and decisions.
ACQUAINT	To become aware of or familiar with something or someone.
CIVIC MINDED	A person or citizen who is concerned with and thinks about the community at large.
CODE OF CONDUCT	A standard set of rules or regulations that apply to a designated group. For example, the PNG Teacher's Code of Conduct or Ethics sets the rules and standards of what is acceptable behaviour for all teachers in PNG.
COMPETENCE	Having the ability to perform a task confidently and efficiently.
CONCILIATION	A process or a method of resolving disputes between two conflicting individuals or groups. Conciliation is the process of bringing the parties together in a calm and peaceful environment.
CORRUPTION	Is the misuse of an office or position for personal gain. For example, if someone accepts or offers a bribe (i.e. takes or offers money, favours or something in kind) in order to make a decision or take a certain action, this is corruption.
DILEMMA	A problem one faces or a difficult choice to make.
DIGNITY	Refers to a calm and serious manner or style, being worthy of respect, a composed and serious manner.
DILIGENT	A person who is diligent is hard working and puts effort into what they do.
DIMENSIONS	Refers to the measurement, proportions, extent or scope of something.
ETHICS	Ethics are set of moral principles or philosophy.
ETHICAL DIMENSIONS	The extent or scope of the ethical questions or issues.
IMPARTIALITY	Occurs when a decision-maker is fair, equitable, neutral and unbiased. One person or thing is not favoured more than another

INTEGRITY	When someone acts with integrity they are honest, incorruptible and principled. A person with integrity does the best thing.
JUSTICE	Occurs when fairness prevails. Justice often refers to a set of laws or rules that determine acceptable behaviour and proper or reasonable punishment for unlawful or unacceptable behaviour.
LOYALTY	Involves holding firm to beliefs and commitments. Loyalty involves dedication, faithfulness, dependability, reliability and trustworthiness.
OBLIGATION	Is a duty to do something in order to comply with an agreement or law. An obligation may be a duty, an onus, or the responsibility to do something.
PATRIOTIC	The act of being loyal or devoted to one's country.
STRATEGY	Refers to a plan or policy undertaken in order to achieve a desired result. Requires long-term planning, an approach or plan of how to do something or deal with something.
TOLERANCE	Allowing, enduring or being patient or open-minded with different situations or people.
TRANSPARENCY	Occurs when actions, decisions and processes are clear, seen by all and easy to understand, obvious, frank.
TRANSPARENT (adj.)	See above
VALUES	One's principles, priorities or standards
VALUE SYSTEM	A set of rules, principles or practices forming a particular philosophy or form of government, organisation etc.

APPENDIX 6

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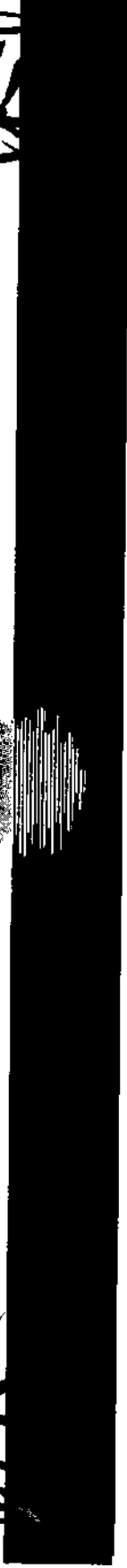
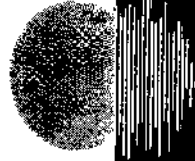
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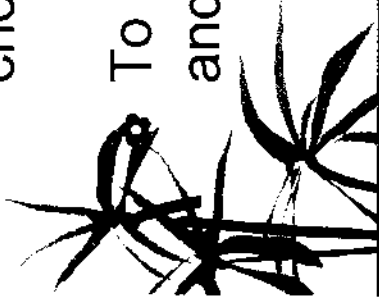
Standing Against Corruption is
YOUR Choice

Transparency International



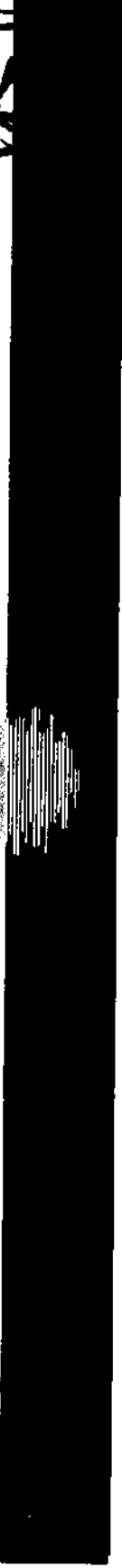
Aims of the Workshop - 1

- ✿ To identify corrupt practices in schools and in society
- ✿ To understand the ethical issues facing teachers and secondary school communities when dealing with corruption
- ✿ To develop an ability to make and reflect on personal choices in relation to ethical issues
- ✿ To develop ethical understandings and sensibilities and an awareness of personal obligations.



Aims of the Workshop - 2

- ❖ To explore the distinctions between questions about what is happening in secondary schools, the community and the nation, and what should be happening.
- ❖ To explore the distinctions between questions about what people can do and what people should do and to make teachers aware of their responsibilities as role models at school and in their private lives.



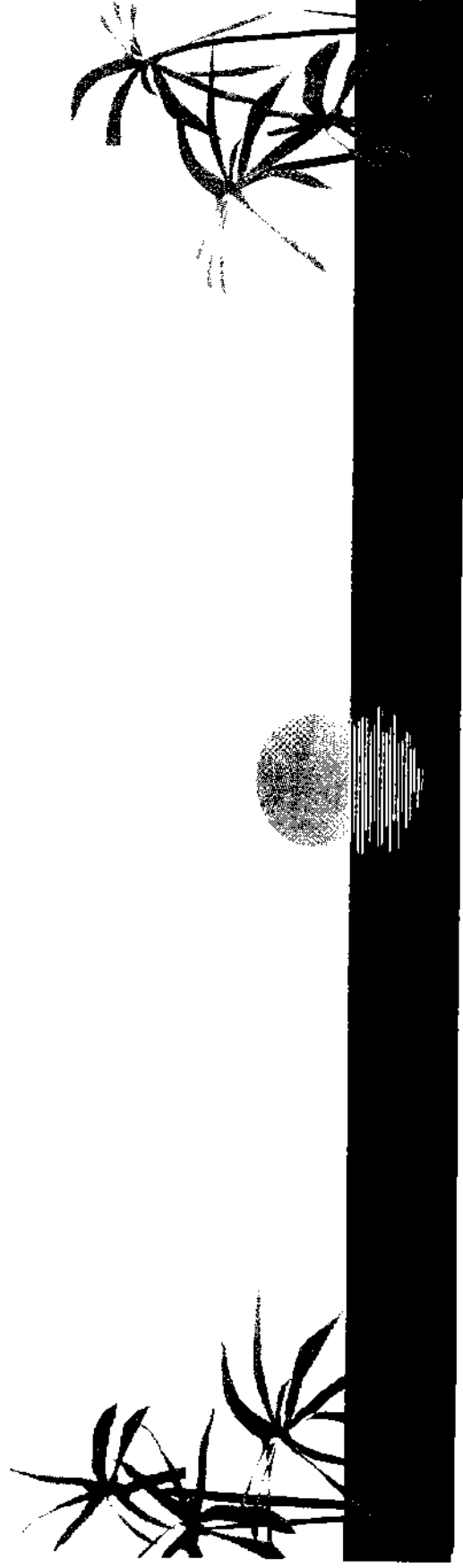
Aims of the Workshop – 3

- To identify the ethical dimensions and major issues and challenges facing Papua New Guinea and global society.
- To learn to apply ethical principles and procedures when analysing responses to such issues.



Describing Values – 1

- ❖ The word values can have different meanings for different people. However, it is important that we can arrive at a common understanding of what is meant by the term **VALUES**. Here are some examples.



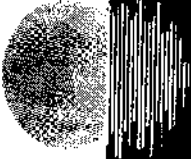
Describing Values – 2

- “..those beliefs held by individuals to which they attach special priority of worth and by which they tend to order their lives. A value is therefore more than a feeling ... We are also inclined to relate our beliefs and values to each other and develop a **‘value system’** which represents our personal responses to the world. This may also be referred to as our **‘life stance’**.”
(Hill, 1991)
- “Our values are things we are for and things we are against. They give purpose and direction to our life.”
(Hill & Howe, 1980’s)



Describing Values – 3

- “...determined by the beliefs we hold. They are ideas about what someone or a group thinks is important in life and they play a very important part in our decision-making. We apply our values in the way we think and act.”
(Lemin, Potts and Welsford, 1994)
- “...as guides to behaviour, values have the potential to evolve and mature as experiences evolve and mature.”
(Raths et al)
- “... to the situation in which we are involved we also bring values – established internal guidelines – for our responses to these situations. Our values have developed as a response of all the influences which have affected us.”
(Engebretson and Elliot, 1995)



Describing Values – 4

- ❁ Particular values are essential for living with others. They include compassion, cooperation, self-esteem, caring for others and honesty
- ❁ A range of values is essential to rights and responsibilities of citizenship and these need to be developed through social education programs.



Describing Values – 5

- ❁ We have beliefs about many things, including the character of human beings and animals, the environment in which we live and the kinds of relationships we have with others.
- ❁ Different experiences give rise to different values. A person's values are modified as his or her experiences accumulate and change.



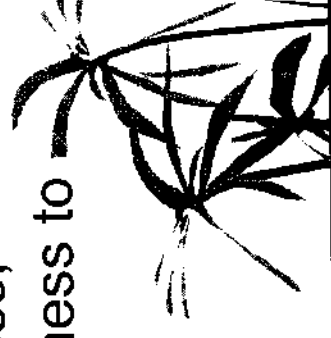
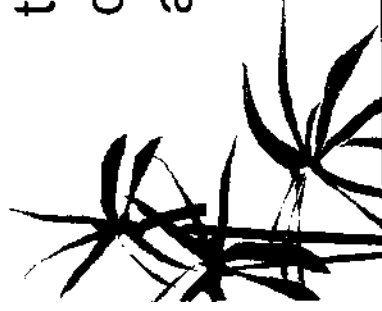
The Six Core Ethical Values (1)

✿ RESPECT

- Self-respect, personal integrity, respect for the dignity of others, respect for the community, respect for the rule of law, respect for legitimate authority, respect for public and private property.

- HONESTY

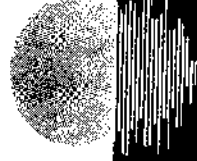
- Maintain confidentiality and impartiality in teacher/student relationships, trustworthiness, dependability, ethical behaviour, preparedness to address dishonest and corrupt practices.



The Six Core Ethical Values (2)

♣ RESPONSIBILITY

- Obligation to public good/welfare, accountability, open-mindedness, inquiring, constructively critical, carries out lawful instructions
- CONCERN FOR OTHERS
- Caring, compassionate, loyal, tolerant, considerate, cooperative, shares in decision-making.



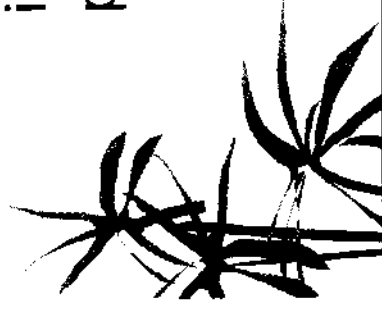
The Six Core Ethical Values (3)

✿ JUSTICE

- Fairness, equality, human rights, due process, negotiation, the law and system of government.

✿ DEDICATION

- Active and informed community participation, industriousness, interdependence, civic-minded, patriotism.



The Six Core Ethical Values (4)

- ❁ *Core ethical values affirm our human dignity and allow us to serve the common good. They meet the classical of test of reversibility – “would you want to be treated in this way?”*
- ❁ *Core ethical values define our rights and responsibilities in an ethical society.*

