



THE  
JUBILEE CENTRE  
FOR CHARACTER & VIRTUES



# LESSON 28

## BLOWING THE WHISTLE ON CORRUPTION

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# SESSION 1

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Courage, Justice, Honesty, Compassion,  
Self-discipline, Gratitude, Humility

# DISCUSS YOUR EXPERIENCES



Have you ever been afraid to speak out about corruption or injustice before?

What were you afraid of? (Pressure to conform; complicity in the act, both tacit and explicit; fear of reprisal; fear of being labelled a sneak; fear of losing friends).

How did you deal with it?

What virtues did you need to exercise?

● **USE THE FOLLOWING QUOTATIONS,  
AND ANY OTHER MATERIALS,  
TO PUT IN YOUR OWN WORDS WHAT  
'CORRUPTION' MEANS**

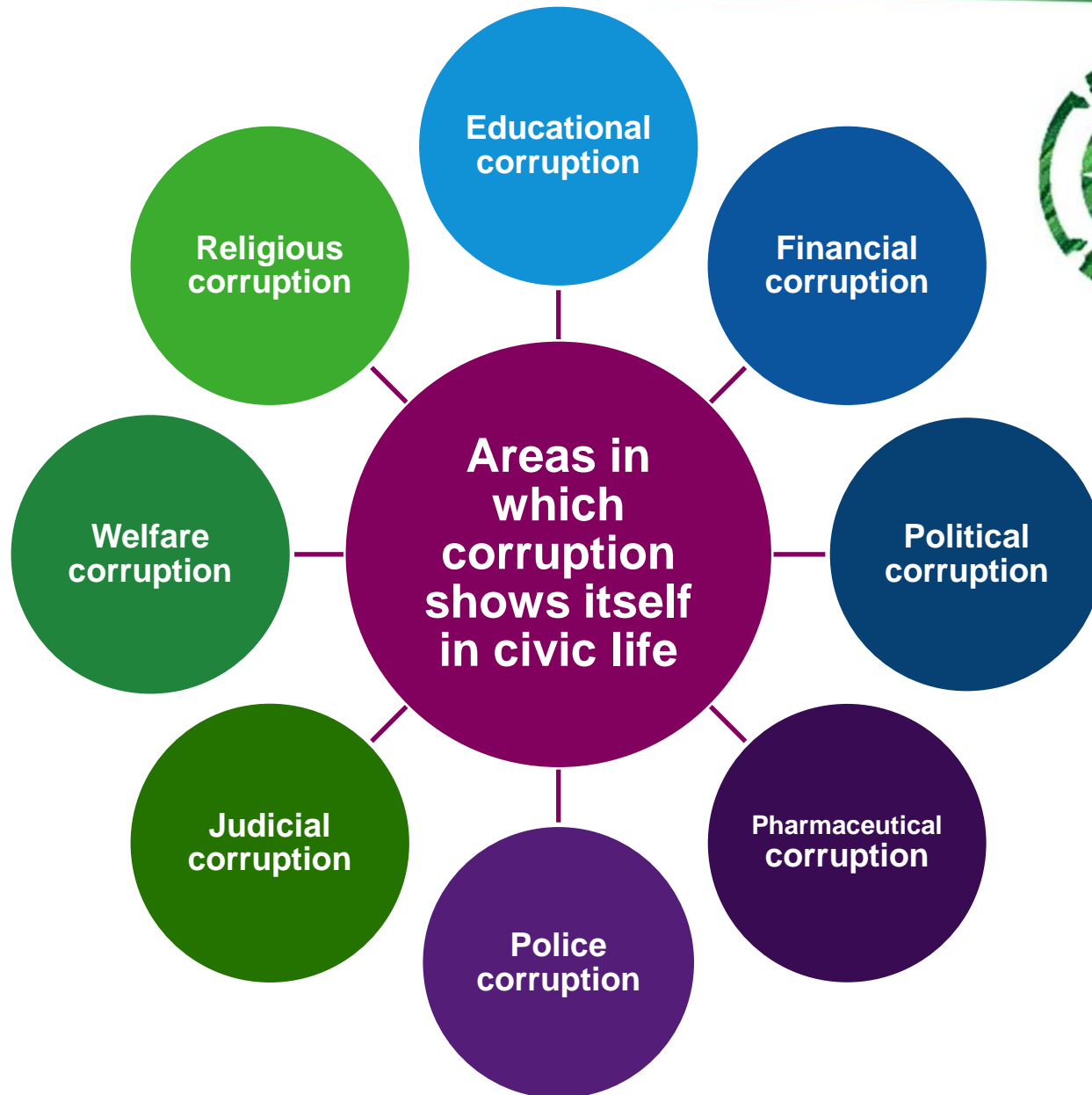


1. Corruption is authority plus monopoly minus transparency

2. 'Power tends to corrupt; absolute power corrupts absolutely'. Lord Acton

● 3. 'Power does not corrupt men; fools, however, if they get in a position of power, corrupt power'.

*G.B. Shaw*



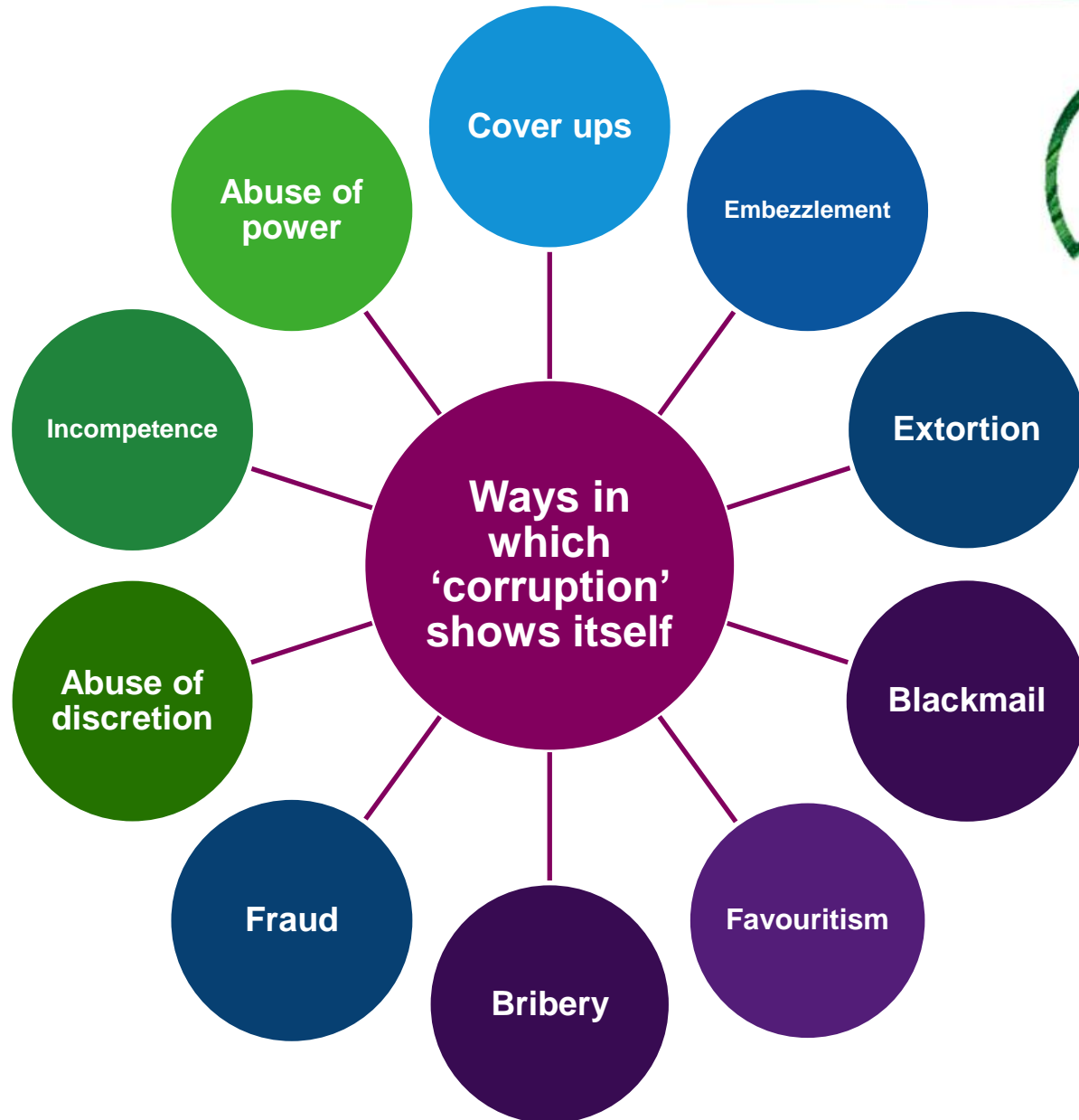
Courage, Justice, Honesty, Compassion,  
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**Find out what the  
words on the  
following slide mean**

**28**

Courage, Justice, Honesty, Compassion,  
Self-discipline, Gratitude, Humility



Courage, Justice, Honesty, Compassion,  
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**IN PAIRS, DISCUSS WHAT YOU KNOW ABOUT THE FOLLOWING HIGH PROFILE CASES OF CORRUPTION:**



**MPs expenses scandals**

**LIBOR fixing**

**Stephen Lawrence Case**

**Jimmy Saville and the BBC**

**Mid-Staffs Hospital**

**News of the World phone hacking**

**Religious organisations and schools and paedophilia**

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**What emotions  
do these high profile  
cases provoke in you?**

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**DOES THE PROBLEM OF CORRUPTION  
HAVE MORAL ROOTS?  
DISCUSS HOW THESE MIGHT BE AT THE  
ROOT OF FAMOUS CORRUPTION CASES.**





Choose a famous case of corruption on the previous slides, e.g. MPs expenses.

Summarise the issues involved.

Identify the vices at the root of the problem.

Construct some advice for those involved, on how to uproot the vices.



# SESSION 2

Courage, Justice, Honesty, Compassion,  
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## EDUCATIONAL CORRUPTION – AND WHAT TO DO ABOUT IT?



Go to a video sharing website.

Type in: **'Exam Boards Cheat to Help Pupils Pass'**

What was the examination board doing that was wrong?

What vices did the examination board show?

What do you think was motivating the examination board? Why was it behaving in this way?

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# BLOWING THE WHISTLE ON CORRUPTION



How did an examiner deal with this wrong doing?

What happened to the examiner?

What virtues did the examiner show?

Use the example to construct a definition of what a 'whistle-blower' is?

You may wish to relate your definition to the concept of 'corruption' introduced above.



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**"If you do not speak up when it matters, when would it matter that you speak? The opposite of courage is conformity. Even a dead fish can go with the flow."**

***Jim Hightower***

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# IS OUR EDUCATION SYSTEM CORRUPT?



Read the 'Summary of the Problem'

Summarise the key points, e.g. what vices can you see; what pressures lead to these situations?

In groups, and for each of the following Case Studies, prepare a presentation that:

1. Summarises the key points of the Case Study

2. Identifies the vices in the Case Study

3. Explains what pressures might be making those vices come to the fore

4. Suggest virtues that might deal with the vices

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# IS OUR EDUCATION SYSTEM CORRUPT?



Case Study 1: Too much help for pupils from invigilators

Case Study 2: Varying levels of acceptable guidance

Case Study 3: Over-marking coursework

Case Study 4: Controlled Assessments

What kinds of injustice can you see in these Case Studies?

Who is disadvantaged by these injustices and how?

Who needs to develop which kinds of character traits, or virtues, to resolve these problems?

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What virtues do I need to strengthen to tackle corruption?

How do the virtues of: Good Sense, Justice, Courage, Self Control and any others you may be aware of reveal themselves?

# SOME SUGGESTIONS:



I need **GOOD SENSE** to recognise the wrongdoing.

I need **GOOD SENSE** to know with whom to raise my concern, both internally and externally.

I need **GOOD SENSE** to know how to go about raising my concerns for maximum impact.

I need a strong sense of **FAIRNESS**, or **JUSTICE**, to right this wrong.

I need **COURAGE** to cope with resistance from those involved in the wrongdoing.

I need to **PERSIST** in doing what is right.

I need **PATIENCE** and **SELF CONTROL** to regulate my anger, even over long periods of time.

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# SHOULD YOU BLOW THE WHISTLE



Create a scenario about corruption that you might meet in your own life.

Identify the vices that make it 'corrupt'.

Now identify the virtues you will need to show and the way in which you will need to show them to tackle this corruption.



# SESSION 3

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# CASE STUDIES: WHISTLE BLOWING



Go on to a Search Engine and search 'Top Ten Whistle Blowers'.

Choose a Whistle Blower of interest:

1. Define the wrongdoing and identify the wrong doer(s). Express this in terms of corruption and virtues and vices.
2. Explain how the concerns of the Whistle Blower were raised.
3. How did those within and those outside of the organisation respond to the Whistle Blowers?
4. What impact did blowing the whistle have on the Whistle Blower?
5. What impact did the Whistle Blower have on the wrong doing?
6. Which virtues, and which vices did the Whistle Blower show?  
Think back to **GOOD SENSE, JUSTICE, HONESTY, COURAGE** and **SELF CONTROL**

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# SOME FAMOUS WHISTLE BLOWERS, PAST AND PRESENT:



Katherine Gunn

Peter Buxtun

Cheryl Eckard

Jeffrey Wigand

Marc Holder

Frank Serpico

Craig Murray

Mark Whitacre

Edward Snowden

Coleen Rowley

Bradley Manning

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**Edward Snowden**

**Traitor or man of virtue?**

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**Choose two quotations from the following slides.**

**Think through ways in which you are going to use this quotation to inspire you over the coming weeks, months and years.**

**How do they illuminate the issues you have been studying about corruption?**



1. "Action expresses priorities." *Mohandas Gandhi*

2. "It is to be regretted that the rich and powerful too often bend the acts of government to their own selfish purposes."  
*Andrew Jackson*

3. "When angry count to ten before you speak. If very angry, count to one hundred." *Thomas Jefferson*

4. "Efforts and courage are not enough without purpose and direction." *John F. Kennedy*

5. "Nearly all men can stand adversity, but if you want to test a man's character, give him power." *Abraham Lincoln*

6. "To stand in silence when they should be protesting makes cowards out of men." *Abraham Lincoln*



7. "If you do not speak up when it matters, when would it matter that you speak? The opposite of courage is conformity. Even a dead fish can go with the flow." *Jim Hightower*

8. "We say in this nation that we are looking for people with honesty, integrity, drive and dedication, and then when we find such people, we take them out and whip them." *anonymous whistleblower*

9. "To see a wrong and not to expose it, is to become a silent partner to its continuance." -*Dr. John Raymond Baker*

10. "The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing." *Albert Einstein*



12. “He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it.” *Martin Luther King, Jr.*

13. “In the End, we will remember not the words of our enemies, but the silence of our friends.” *Martin Luther King, Jr.*

14. “The hottest place in Hell is reserved for those who remain neutral in times of great moral conflict.” *Martin Luther King, Jr.*