United Nations
Office on Drugs and Crime

NATIONAL AGENCY ON CORRUPTION PREVENTION

ASSOCIATION OF LEGAL CLINICS OF UKRAINE

MATERIALS

Of the Street Law Fest Competition

«Development of virtuous business and government through legal education of young people»

COMPETITION

STREET LAW FEST

Development of virtuous business and government through legal education of young people. Materials of the Street Law Fest contest; author's team. - Kyiv: Program Office of the United Nations Office on Drugs and Crime (UNODC) in Ukraine, Association of legal clinics of Ukraine, 2024. – 78p.

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STREET LAW METHODOLOGY OR PRACTICAL LAW

What is «Street Law» and why is this method effective? The best Ukrainian equivalent of the term «Street Law» is the concept of «Practical Law». This is a form of legal education that emerged in 1972 in the United States on the initiative of the University of Georgetown. Active law students under the guidance of teachers decided to start conducting human rights classes for students in one of the poor districts of the city.

The idea behind Street law is to provide students with opportunities to learn in the process of teaching Law to someone. Street law courses are based on interactive methods[1]. Teaching law becomes practical and effective precisely because complex legal constructions and norms are explained in an accessible language, using real-world examples and through life situations.

The Street law technique turns a teacher into a trainer. It is based on the following principles:

- Active interaction of students and the trainer, where their communication is implemented at the same level, the trainer coordinates the actions of students in solving practical tasks.
- Feedback that involves constantly engaging the audience in the discussion.
- Practice-oriented approach in task development, where developers of training materials cooperate with practitioners to link theory with practice in the field of specific legal issues.
- Use of visibility, including a variety of didactic materials and real acting out situations in front of the audience.

For more than 20 years, Ukrainian legal clinics have been successfully implementing the Street Law method. This area is defined as one of the key ones in Standards of activity of legal clinics of Ukraine developed by the Association of Legal Clinics of Ukraine.

Experts of the Association and representatives of legal clinics have developed more than 10 textbooks and collections of Street law materials. All of them can be found on the official website of the Association in the «Library» section or by following this QR code.

1 *https://scienceandeducation.pdpu.edu.ua/articles/2017-4-doc/2017-4-st4*

STREET LAW FEST 2024 CONTEST

Конкурс Street Law Fest «Розбудова доброчесного бізнесу і влади через правову просвіту молоді» Street Law Fest Contest «Development of virtuous business and government through legal education of young people» was organized and conducted by the Association of Legal Clinics of Ukraine with the support of the United Nations Office on Drugs and Crime (UNODC) in Ukraine and with financial support of Siemens Business Integrity Initiative.

The aim of the Contest was to involve clinicians in the development of legal education materials for youth about the principles of transparency, integrity and responsibility in the interaction of business, government and society. 27 teams from various higher educational institutions of Ukraine joined the Contest. They spent 200 hours of tireless and almost continuous work on various tasks that needed to be completed quickly and efficiently.

The Contest consisted of two stages [2]. The first was online generation of ideas and tasks related to the development of educational products (lessons, graphic materials, multimedia technologies and apps). This process was supported by experienced Ukrainian and foreign experts during workshops. During the ten days of the Contest from November 4 to November 14, 2024, participants attended 7 workshops from experts in various fields:

- Workshop «From fighting corruption to promoting integrity: change
- of the paradigm» from Iryna Tymchenko, head of the Unit of capacity development and integrity of the public sector of the Department of educational work and training programs of the NACP.
- Webinar «Profession of a compliance officer», from Hlib Bakalov, chairman of the UNIC Executive Committee, chief compliance officer of Ukrenergo NPC.
- Workshop «Law education lesson plan: how to prepare and conduct an interesting lesson» by Yuliia Lomzhets, Head of the Association of Legal Clinics of Ukraine.
- Workshop on the Street Law methodology by Amy Wallace, associate professor at the New York School of Law, representative of the International Organization STREET LAW, INC.
- Workshop «Ethics in business: successes and failures» by Kateryna Datsko, executive director of the Foundation for Institutional Development.
- Workshop «NABU and integrity: from theory to real cases» by Bohdan Osadchyi, NABU detective.
- Workshop «Standards of academic integrity: from theory to practice» from Yevhen Pysmenskoho, professor of the Department of law and public administration, King Danylo University, doctor of law, prof.

The next stage – the Offline Final – was reached by 10 teams that scored the highest number of points for creating an up-to-date, modern and meaningful legal product - the classic Street Law lesson, as well as alternative additions to it, such as games, videos, infographics, and so on.

2 *https://legalclinics.in.ua/rozvytok-kultury-dobrochesnosti-ayuku-provela-gakaton-street-law-z-antykoruptsijnyh-pytan/*

The Final of Street Law Fest *Contest* «Development of virtuous business and government through legal education of young people[3]» was held on December 5 and 6, 2024 at the base **Kyiv Lyceum №304**. The teams conducted 10 full-fledged lessons for lyceum students of the 8th and 9th grades according to their own scenarios and materials that they developed during the previous stage of the Contest. During these lessons, lyceum students learned more about what corruption is, how it manifests itself in various spheres of life, why it is necessary to fight dishonesty and why it is important for every citizen of Ukraine and the state as a whole. These were lively, vivid, interactive lessons filled with communication, exchange of opinions and realization that success in combating corruption depends on everyone.

Based on the results of the Contest, the best law education lessons and additional materials were selected, which can be found in this compilation. These materials will help organize interesting legal classes for young people on issues related to promoting the principles of integrity and anti-corruption.

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3 https://legalclinics.in.ua/final-streetlaw-fest-molod-rozvyvaye-dobrochesnist-cherez-pravovu-prosvitu/

LESSON

«INTEGRITY IN THE PRIVATE SECTOR: WHAT IS INTEGRITY AND WHY IS IT IMPORTANT FOR THE PRIVATE SECTOR?»

«Praetor» team, (Astrea law clinic of Borys Grinchenko Kyiv Metropolitan University)

LESSON GOAL:	awareness of key concepts: «integrity», «private sector» and «compliance»; creation of a communication platform for discussion, exchange of opinions and joint analysis, for a deeper understanding of the essence of integrity and its significance in the private sector.
AUDIENCE/NUMBER OF PARTICIPANTS:	13-18 years/ 15-25 people.
DURATION:	45-60 minutes.
FORMAT:	classes (online or offline).
EQUIPMENT:	multimedia projector, flipchart/chalkboard, stickers, markers, whiteboard magnets.
AUTHORS:	Bohun Mariia, Klymenko Mariia, Kashuba Mariia, Ostapenko Olena

LESSON PROGRESS.

GREETING, GETTING TO KNOW THE AUDIENCE. PRESENTATION OF THE TOPIC.

Congratulations to everyone! (the team presents itself)

We have divided all the material into 3 components in order to better assimilate the information.

First component: Integrity.

Our general theme is «Integrity in the private sector». The private sector covers all aspects of private life that are not directly controlled by the state, and is the basis for personal and economic freedom.

We consider it appropriate to single out the economic sector as an important component of the private sector, since it is in it that the free expression of the will of people and their ability to self-regulate are most clearly expressed.

The need for integrity in the private sphere lies in the fact that trusting and stable social relations are built on its basis, without which sustainable development is impossible. That is why we propose to consider in more detail the role of integrity in private business through the prism of compliance.

PRESENTATION FOR THE LESSON:

Question to the audience: What is integrity? What do you associate this term with?

Hint: : (two components – good and honesty; ability to do good, tolerance, respect for others, high moral purity, transparency).

At the beginning of our lesson, we want to address the audience with a question: «*What is integrity*?» This question is asked in order to capture their initial ideas and expectations about the topic that will become the starting point of the discussion. We plan to create an interactive discussion so that everyone can speak out and hear the opinions of others. Returning to the same question at the end of the lesson, we can see how their understanding of integrity has changed during our presentation. This will help to summarize how much deeper participants understood the meaning of integrity, especially in the business *sphere*.

Integrity is a set of values and principles that help build trusting, honest and responsible relationships. Following the principles of integrity is the foundation for personal and social stability, and today we will discuss why this is so important.

Take a look at our table in the presentation. In the first column, you can see the basic principles of integrity that are fundamental to the development of a harmonious life in society: honesty, responsibility, respect, transparency and justice. Following each of these principles helps create an atmosphere of trust – both in the family, among friends, and in society as a whole.

1. **Honesty.** This is a principle that means that we always tell the truth and avoid deception. In everyday life, this manifests itself, for example, when we honestly talk about our intentions and actions. For example, if a teenager promises his parents to return home on time, and then keeps this promise – this is a manifestation of honesty. If honesty is violated, it leads to a loss of trust, which is then not easy to regain.

2. **Responsibility.** It assumes that people are responsible for their actions and their consequences. In everyday life, responsible behavior will be to recognize your mistake when it happens and correct it. For example, if a child spills juice in the kitchen, they can take responsibility and clean up after themselves. When responsibility is ignored, others may experience frustration or even resentment.

3. **Respect.** Being respectful means accepting the other person's value, thoughts, and feelings. For example, we show respect when we listen to a friend's opinion, even if we don't always agree. A violation of respect – for example, when someone makes fun of another person or ignores their feelings – can damage the relationship and create conflict.

4. **Transparency.** This is openness and a willingness to share important information when needed. In everyday life, transparency is manifested in the fact that we honestly and openly talk about our decisions or the reasons for our actions. For example, when parents explain to their children why they make certain decisions, they create an atmosphere of trust. But if important information is hidden, others may start to question our motives.

5. **Justic**e. This principle means equal and honest treatment of others, regardless of their personal characteristics. For example, when we treat all our friends equally well, without singling out anyone – this is a manifestation of justice. A violation of justice, such as if someone in a group is ignored or put at a disadvantage, can cause resentment and destroy the relationship.

What does integrity mean? (The definition of «integrity» is taken from the Manual for manager "Development of virtuous and effective organization», developed by NACP).

In English the term integrity has two key definitions: integrity and virtue (honesty).

In the sense of morality integrity as virtue – these are actions and decisions based on values and principles.

In the context of official activity, a person is considered virtuous if he or she performs their duties honestly, competently and in full.

Second component:
Differentiation of the concepts of «private sphere» and «public sphere» Presentation of the concepts of «private sphere» and «private sector».

We all live in a world that can be divided into two common areas: public and private.

Public sphere – this is a sphere related to the interaction of the state and society. This includes all processes that are regulated by state institutions, laws related to public life, and spheres where the state actively intervenes to ensure public order and law enforcement.

Private sphere instead, it concerns aspects of life that are beyond the direct control of the state. This is everything that has an individual or group character: personal life, family relations, private property, social activity, as well as economic activity. It is a kind of space of freedom, where a person or organization has the right to act independently, based on own values and principles.

At the same time, the private sphere is also divided into separate **sectors.** For example, we can distinguish the economic component, cultural component, and education. These sectors, in turn, can be further detailed, which shows the complexity and versatility of this area.

Thus, we see that **private sector** – is only a part of the private sphere, but it is key when it comes to integrity in the context of business. After all, this is where the need to ensure transparency and responsibility arises.

INTERACTIVE TASK:

We ask a specific question, if the students partially agree, they raise one hand, if completely — both, if they do not agree at all — they don't raise hands. After that, by analyzing the number of hands raised, students can explain their opinion. After listening to everyone, students are given the opportunity to change their minds.

1. Do you agree that private companies should always tell the truth in their ads, even if it reduces their profits?
2. Do you think that private entrepreneurs should respect the rights of their employees, for example, to pay wages on time and provide safe working conditions?
3. Do you think that private businesses should participate in charity projects to help society?
4. Do you agree that private companies should offer internships for young people, giving them the opportunity to gain experience and skills?

Third component: Compliance

Integrity is a broad concept and we want to highlight it in the private sector. The tool for achieving virtuous business behavior is compliance, which helps in building a reliable business.

* Explanation of terms and essence of the concept

From English **compliance** («consent, compliance») comes from the verb to comply – «to perform» – and literally means compliance with certain rules, requirements or conditions.

In business, compliance is a system of rules, procedures and conditions aimed at compliance by the company and its employees with legislation, internal rules and ethical requirements, to prevent violations, minimize risks and preserve the reputation of the organization.

In order to coordinate and supervise the implementation of anti-corruption measures, organizations have the position *of Integrity* Commissioner. This specially authorized person uses various legal methods of collecting relevant data and information to assess the environment and corruption risks.

The main role of the Integrity Commissioner in interacting with various integrity building structures in the organization is coordination; development of internal documents and procedures; training and education; consideration of reports on violations, participation in investigations of such violations and implementation of appropriate response measures; reporting and providing recommendations.

So, **compliance** is the process of acting in line with the rules (which are usually formed in the form of laws, instructions, orders, the organization's code of ethics, and internal documentation). It is a tool through which a manager can achieve high performance and competitiveness of his organization, and thus create ethical, virtuous and stable environment for development, where each participant will feel responsible to society and future generations.

THE MAIN ADVANTAGES OF VIRTUOUS ORGANIZATIONS OR WHY SHOULD YOU BUILD A BUSINESS ON THE PRINCIPLE OF INTEGRITY?

1. **Security** – due to lack of reasons for prosecution and control by the state, the organization avoids red tape in court or other regulatory authorities, the imposition of fines through effective internal control and risk management.

   Example: The total amount of losses incurred only by state enterprises of Ukraine from corruption in 2019-2021 is estimated at more than UAH 20 billion. Their heads are under hundreds of investigations and involved in thousands of court cases.

2. **Efficiency** – due to the fact that communication is extensive and well-established, an enterprise, institution or organization achieves its goals with minimal resources, quickly responds to all types of internal and external challenges, constantly develops, and improves manageability.

   Example: Ukrposhta sorting center in Kherson was shelled and damaged in the morning of 21.03.2023, but a few hours after that it has already continued its work.

3. **Positive reputation** – builds trust, facilitates cooperation with suppliers, partners, regulatory authorities, and allows you to attract the best employees.

   Example: 78% of customers want to buy products from companies with good reputation. And only 9% of people are willing to buy something from a company with a bad one. 70% of people express their willingness to work in a company with a high reputation index, and only 11% – in a company with a low one. 46% of job seekers indicate that corporate culture is a key factor when choosing a place of employment.

INTERACTIVE TASK:

Classification of integrity and compliance.

* The task is performed in the Learning Apps app

INTERACTIVE TASK 2

Applying the case method and role-playing method

The essence of the game: mentors divide students into 3 teams (it is the mentors who choose the composition of the teams), each team has 1 card (Annex 4) with a detailed description of the case. Team members discuss the case and form it together, describe it on flipcharts (if necessary), and voice answers to questions about the cases.

Cases:

1. The firm decides to enter into a contract with a contractor who promises the lowest price for the purchased material, but it is known that he pays the workers of his enterprise salaries «in envelopes», avoiding paying taxes.

2. The company requires all employees to attend a series of annual trainings on the basics of ethical behavior and integrity in their spare time. At the same time, the employee must independently pay the fee for participation in trainings, and the head of the company has removed the obligation to reimburse the funds spent by employees.

3. An employee of a logistics company authorized to sign contracts on its behalf has entered into a contract with a long-time friend's transport company. During the tender, he presented analytical materials that convincingly proved the economic profitability of this particular carrier, although in fact the cost of transportation was somewhat inflated. The management approved the proposal, unaware of the hidden friendly relations and informal agreements between the employee and the owner of the transport company.

Questions to cases:

1. *Determine what kind of behavior this situation is: virtuous/dishonest.*

2. *If, in your opinion, this case is a manifestation of dishonest behavior, formulate and argue the joint position of the team.*

3. *How should the parties act to make this situation an example of virtuous behavior?*

FINAL PART

We show an active civic position together

Summing up the results – flower + petals.

Goal: Based on the thoughts of students (petals) to form a complete (comprehensive) concept (flower).

Mentors draw the middle of the flower with a marker – «integrity in the private sphere», give children petals from the flower. By petals, we mean double-sided colored paper. On one side of the paper, students form their own definition of «integrity in private sphere» *or describe associations* that this expression evokes in them; on the other side of the paper, they write their own impression of the lesson: its advantages and disadvantages, recommendations for improvement, and so on. The petals are attached by students using magnets to the board, which allows them to summarize the general understanding of the topic by seeing a whole «flower».

We thank the students for their active participation and say goodbye

LESSON ANNEXES:

LESSON «ANTI-CORRUPTION VS ETHICS: IS THERE A CONNECTION?»

«Lex Femina» Team(Legal clinic of practical law of Vasyl' Stus Donetsk National University)

LESSON GOAL:	Help students understand the interconnection between ethical norms and anti-corruption practices. Perform a brief comparative analysis of these terms. Give examples of situations where violation of ethical standards leads to corruption, as well as discuss the possibilities of maintaining integrity.
LESSON OBJECTIVES:	• Research how ethical principles can influence the reduction of corruption. • Consideration of examples where violation of ethics leads to corrupt actions. • Find out how ethical behavior and values contribute to the formation of a transparent society.
AUDIENCE/NUMBER OF PARTICIPANTS:	students in grades 8-9 .
DURATION:	40-45 minut.
FORMAT:	classes (online or offline).
EQUIPMENT:	projector and laptop; presentation; materials for the interactive part.
AUTHORS:	Moiseieva Sofiia, Hruzevych Kateryna, Holubenko Yuliia, Saiuk Yuliia

LESSON PROGRESS.

INTRODUCTION, PRESENTATION OF SPEAKERS (UP TO 2 MIN.)

Speakers start the lesson with a greeting, each giving their name and noting one ethical quality that they consider important for themselves (for example, «I am Yuliia, I value honesty»).

This will set students up for further discussion of ethical topics and create a positive atmosphere for communication.

ESTABLISHING COMMUNICATION WITH THE AUDIENCE (UP TO 4 MINUTES)

The moderator invites the willing participant to give their name and one ethical quality that they consider important (following the example of speakers).

Or, as an alternative option, those who wish will be able to name the word that they describe themselves with instead of an ethical quality. For example: «My name is Sofiia, I am kind.»

**These two options can be applied both online and offline.*

INTRODUCING THE LESSON TOPIC AND ITS RELEVANCE (UP TO 1 MIN.);

SHORT SURVEY (UP TO 2 MIN.):

Using the Survio platform

This test will allow speakers to understand how knowledgeable students are in this topic. Analyze the further course of the lesson..

QUESTIONS FOR STUDENTS

Raising hands, students answer questions:

1. *What examples of corruption can you give from real life or from the media?*
2. *What do you think motivates people to commit corruption?*

These questions will help students reflect on how ethics and moral principles can contribute to the fight against corruption, as well as the importance of following them in everyday life.

The second option is an alternative to the first, in case something goes wrong in the process.

Both options can be applied both online and offline.

SUMMING UP THE RESULTS OF THE SURVEY (UP TO 1 MIN.)

PRESENTATION OF THE MAIN MATERIAL (UP TO 6 MIN.)

Definition of concepts:

- *Speakers will explain each of the concepts to students, analyze them and compare them with each other.*
- *Real-life examples will be applied to better understand how ethical standards prevent corruption in schools, government agencies, and so on.*
- *Explaining the link between ethics and corruption.*

During the lesson, an interactive approach will be applied using the following methods::

1. **Lecture with discussion elements:** Speakers will introduce students to the basic concepts of «ethics» and «corruption». Each concept will be discussed in detail with an explanation of the ethical principles that help avoid corruption. Speakers will explain how ethical behavior and norms counteract corruption, particularly in the context of schools, government agencies, and everyday life.
2. **Analysis and comparison of concepts:** After presenting each of the concepts, students will be asked to consider examples and discuss how ethical standards contribute to the prevention of corruption. For example, you can cite situations where compliance with ethical principles helps prevent violations of the rules at school (for example, honesty during exams) or government agencies (for example, refusal of bribes).

This format will allow students not only to remember concepts, but also to understand them in practice, to think about ethical behavior as an important factor for combating corruption.

SHORT DISCUSSION WITH STUDENTS (UP TO 4 MIN.):

Students share their thoughts on why ethics is needed in everyday life.

The format of discussion and answers to questions that may arise from students is used.

GAME: (UP TO 5MIN))

Game «Revealing the secret»: A willing student names three facts about himself/herself, but one of them is false. Others must guess what is not true. This will take just a few minutes and will help to relieve stress and make a little joke.

This warm-up option is also suitable for both lesson options (online and offline)

«Change place»(in offline format): Students should quickly switch places if the statement applies to them (for example, «change places if you have a pet»). This will add activity and improve mood.

**These short activities will help to «reset» attention and make the lesson easier.*

INTERACTIVE EXERCISES: (UP TO 10 MINUTES)

CASE ANALYSIS: «ANTI-CORRUPTION INVESTIGATIONS» (UP TO 5 MINUTES)

Task in pairs or small groups: Each pair or group of students is given a brief description of the situation.

For example:

- *«The official accepts an expensive gift from a citizen for quickly resolving the issue.»*
- *«The employee hides the mistake to avoid punishment. Can this lead to corruption?»*

**This exercise will be applied in offline format as it will take place as a play.*

The speakers will act out one of these scenarios to present a live example of how corruption is committed..

Students need to be attentive to every detail (what acts are committed, what is said during the performance of the play, etc.). After the play, speakers will ask questions about the demonstrated case.

In this way, it is possible to convey to students the essence of the situation and its solution. We can also understand how much children understand the material that is taught.

Next, we will understand the principles of ethics and anti-corruption by dividing them into two groups using the interactive Wordwall platform:

:

REINFORCEMENT OF THE RECEIVED INFORMATION: (UP TO 5 MINUTES)

The received information will be reinforced with children through a short test:

Or (as plan B) through a discussion.

Questions to check the assimilation of the material:

- *How would you explain the link between ethics and the fight against corruption?*
- *How can we, as citizens, contribute to the fight against corruption through ethical behavior?*

The second method will be used in case there are certain technical problems, or if there is still free time.

This will allow children to better remember the material, actively applying knowledge in practice, and discussing it with speakers or peers.

FINAL PART: (UP TO 5 MIN.)

- Summing up the results
- Answering questions from the audience
- Giving a homework assignment:
- Find information about interesting cases from real life when government officials were arrested on suspicion of corruption..

This way, speakers will complete their lesson and be able to answer all the students' questions.

LESSON ANNEXES:

LESSON «WHAT IS CORRUPTION: DEFINITION, TYPES, MANIFESTATIONS»

Juventus Legis team (Legal clinic of Odesa National University named after I. I. Mechnykov)

LESSON GOAL:	Raise awareness among young people about what corruption is. Tell them about the types of corruption and its manifestations.
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes.
FORMAT:	classes (online or offline)
EQUIPMENT:	projector.
AUTHORS:	Yurova Yana, Ziberov Ihor, Myronov Oleksii, Kondratiev Vladyslav

LESSON PROGRESS.

INTRODUCTION, ACQUAINTANCE WITH THE TOPIC (2 MINUTES)

Presentation for the lesson:

Greeting the participants. Brief presentation of the lecturer team.

Familiarization with students' extracurricular interests and approaching a dialogue on the topic of the lesson.

Speakers show a short and dynamic video invitation to the lesson, which will attract attention and interest students in further interaction.

WARM-UP OF STUDENTS BY ENGAGING IN A DIALOGUE (5 MINUTES)

— Friends! Raise your hands, who knows what «corruption» is? (students mention their thoughts, after that - discussion with a simple definition)

— What examples of corruption can you name? (students respond, speakers complete and write down the correct options on the blackboard).

The speaker tells his/her personal story of facing corruption in life.

MOTIVATION TO UNDERSTAND THIS TOPIC (3 MINUTES)

*Explanation of the relevance of this topic in the current conditions. Speakers talk about the relevance of the topic. The results of a social survey on the main problems that concern society are provided. Attention is focused on the fact that in the absence of armed aggression of the russian federation, corruption would be the number 1 problem that concerns society, according to a survey of the population by the National Agency for Corruption Prevention (NACP).

— Ukraine is on the path of reform and seeks to become part of the European community. However, corruption is one of the biggest obstacles on this path. It hinders the development of the economy, weakens confidence in the state, and even affects our daily lives.

Imagine that because of corruption:

- *schools* do not have enough money for repairs or new equipment;
- *hospitals* are left without modern equipment;
- *roads* are not repaired, even if funds have been allocated for this purpose.
- *qualified* specialists cannot get into the position.

The fight against corruption is not just a task for the government or law enforcement agencies. It is also the responsibility of each of us. At your age, you can start with simple things: be honest, don't support injustice, and talk openly about problems.

*Providing statistics in the form of diagrams that indicate the main areas of public life where corruption is an urgent problem, and the percentage of the level of corruption in each of the areas.

— This chart shows various areas where corruption can occur in Ukraine, according to a survey by the National Agency for Corruption Prevention (NACP).

*Each sector shows the percentage of corruption cases in a particular area:
(the speaker names the sector and gives an example for each of the areas of corruption)

1. **On the country's border (24%)** — The largest percentage associated with corruption at customs, when crossing the border, etc.
   - Smuggling of goods across the border with the help of bribes to customs officers;
   - Men who are liable for military service using false documents by bribing employees of State Border Service, illegally crossed the state border;
2. **Architectural and construction control (16%)** — Problems with issuing construction permits and non-compliance with standards.
   - Obtaining construction permits illegally without complying with architectural standards;
   - Acceptance of unfinished or dilapidated buildings into operation;
3. **Land relations, land management (15%)** — Corruption related to the distribution of land plots.
   - Illegal distribution of land for development, even if it is a protected area.
   - Falsification of land documents in order to «give» land to someone you know.
4. **Military sphere (8%)** — Possible abuses in procurements or use of resources.
   - Purchase of low-quality or unnecessary equipment for the army with inflated prices;
   - Theft of humanitarian aid or material resources intended for the military;
   - Abandonment of a military unit by agreement by a serviceman;

5 **Judicial system (7%)** — Bribes in justice processes.

- The judge takes a bribe to make a decision in favor of one of the parties in the case;
- Delay in the consideration of cases or making deliberately unfair decisions;

6 **Road repairs (5%)** — Money laundering due to inflated prices or unfair performance of work.

- The funds allocated for repairs are not fully used, and the works are performed poorly;
- Procurement of cheap materials that wear out quickly, instead of high-quality ones.
- The road is repaired by a company that is associated with an official, and not by one that offers to repair the road better and cheaper;

7 **Other areas (25%)** — Other cases of corruption that are not included in the main categories.

- Corruption in the healthcare sector...
- Bribes in schools or universities for successfully passing exams or admission...
- Corruption in the MSEC system (Medical and social expert commission): large-scale abuses in issuing disability certificates were identified, in particular to evade mobilization... and so on.

— Corruption is a serious problem that affects the development of the country. Overcoming it depends on our efforts, honesty and active citizenship.

MAIN PART (8 MINUTES)

— If you analyze the etymology of the word «Corruption», one of the options of its translation from Latin is «corrosion, erosion, destruction».

*Providing students with a full definition of «Corruption» taken from a number of scientific and journalistic sources.

— Corruption is a negative social phenomenon that manifests itself in the criminal use of their rights and official opportunities by officials, public and political figures for the purpose of personal enrichment. So, this is an abuse of the granted powers for the sake of profit (money, preferences, benefits).

At the same time, corruption is a process involving both parties: those who abuse power and those who offer benefits by creating demand for illegal services or benefits. Individuals who pay bribes are also guided by their own interest – get benefits, avoid responsibility, or achieve what you want by bypassing legal paths.

The reasons for corruption are ambiguous and individual in each specific case — it makes life easier/forced, etc.

The main deterrent to corruption is the risk of exposure and punishment. Criminal liability is established for a corruption offense.

Types of corruption by areas of manifestation:

1. **Political** — abuse of power by politicians for personal or party gain, including manipulation of the legislative process, illegal financing of parties or election campaigns.
2. **In Public Administration** — abuse of power by officials to obtain undue benefits in the performance of administrative functions, for example, when issuing permits or allocating resources.
3. **Judicial** — illegal actions of representatives of the judiciary aimed at making biased decisions in exchange for benefits, which undermines justice and the rule of law.
4. **Economic** — violations in the sphere of economic activity, such as non-transparent use of resources, tax evasion or manipulation of public procurement.
5. **Household** — illegal benefit in the daily interaction of citizens with public or private institutions, for example, when receiving services.
6. **In sports** — manipulation of competition results, bribery of judges or illegal actions in the financial management of sports organizations.

— And now we will reveal the terms by contrasting them with positive phenomena that are antithesis to corruption (bribery – impartiality, accountability, transparency, anti-corruption)

Manifestations of corruption

**Speakers engage students in interaction with the presentation. The slide shows a «cloud of corruption manifestations and integrity». The task for students is to find a manifestation of corruption and its opposition – a manifestation of integrity in the areas that were analyzed before. During students' responses, speakers explain the definition of each of the manifestations of corruption. Answers will be written on the blackboard in the chart «Corruption – Integrity».*

Answers::

Corruption-Integrity

Bribery – Rectitude

Nepotism – Equal opportunities

Abuse of official position – official responsibility

Political corruption – Responsible Politics

Bribery of voters – Fair elections

Extortion – Voluntariness

Money laundering – Financial transparency

Corruption in the judicial system – Justice of the courts

Secrecy – Publicity

1. Bribery

Definition: Obtaining or offering material benefits to influence an official's decision.

Opposite term: **Rectitude**

Definition: Refusal to accept illegal benefits and compliance with professional standards.

Example:

Bribery: The entrepreneur gives money to the official to receive the tender.

Rectitude: The official refuses to accept money and chooses the winner of the tender according to the law.

2. Nepotism

Definition: Appointment of relatives or friends to positions without taking into account their qualifications.

Opposite term: **Equal opportunities**

Definition: Providing equal access to positions and opportunities on merit basis.

Example:

Nepotism: The director appoints his brother to a position he doesn't deserve.

Equal opportunities: The position is filled in through a transparent contest.

3. Abuse of official position

Definition: Use of official powers for personal gain.

Opposite term: **Official responsibility**

Definition: Performance of official duties within the limits of the law and with respect for the interests of society.

Example:

Abuse: The official uses the official car for personal purposes.

Official responsibility: Use the official car only for official tasks.

4. Political corruption

Definition: Abuse of political power for obtaining benefits.

Opposite term: **Responsible policy**

Definition: A policy that takes into account the interests of society and adheres to the law.

Example:

Corruption: The politician sells public resources to private companies based on personal interest.

Responsible policy: The politician decides on the allocation of resources in the public interest.

7. Bribery of voters

Definition: Providing material benefits to voters to influence their choices.

Opposite term: **Fair elections**

Definition: Electoral process without manipulation and bribery.

Example:

Bribery: The candidate distributes money to voters before the elections.

Fair elections: Elections are held transparently, without illegal influence on voters.

8. Extortion

Definition: Forcing the transfer of money or *services at* risk of negative consequences.

Opposite term: **Voluntariness**

Definition: Actions performed without compulsion, based on free choice.

Example:

Extortion: The police officer demands money, threatening with a fine.

Voluntariness: Payment for services at a tariff clearly defined by law.

9. Money laundering

Definition: Legalization of income obtained illegally.

Opposite term: **Financial transparency**

Definition: Openness and legality of financial transactions.

Example:

Laundering: Using a fictitious company to hide illegal income.

Financial transparency: Open reporting on the company's revenue sources.

10. Corruption in the judicial system

Definition: Use of court decisions for personal or political gain.

Opposite term: **Justice of the courts**

Definition: Making court decisions based on the law and evidence.

Example:

Corruption: The judge makes a decision in favor of the person who gave the bribe.

Justice: The judge makes a verdict in accordance with the evidence and the law.

11. Secrecy

Definition: Hiding information that should be public.

Opposite term: **Publicity**

Definition: Accessibility of information for citizens and openness of state processes.

Example:

Secrecy: The state tender is held without public announcement.

Publicity: All tender details are available in the open register.

PRACTICAL BLOCK (20 MINUTES)

Game «Corruption or not?» – the interactive game is implemented using a web platform. The QR code with the link will be located on the slide, and students will be able to go to the mobile website using smartphones. Feedback form will be used to send answers to questions of the quest game to trainers-teachers.

Speakers encourage to scan a QR code on the presentation slide, which activates links to the game and explains the rules of the game.

Rules: Students are divided into 3 teams (3 rows), the teams discuss each situation and decide whether it is corrupt, the team captain chosen by the students or the speaker sends a response using the feedback form. 1 of the speakers approaches each row and moderates the interaction of students. One of the speakers will receive students' responses using the bot in the messenger. After the students complete the game, one of the students from the team «defends» the answer of their team, in turn, the trainers explain the correct answer and analyze the situation with an additional presentation with the same examples.

Goal: Using concrete practical examples, understand what is corruption and what is not, and how to distinguish legal actions from corrupt ones.

Scene 1: Gift to the teacher

Text 1: A student brings flowers to the teacher for her birthday. The teacher accepts the gift with gratitude.

Discussion: Is this a sign of corruption, or is it just a sign of respect?

Text 2: The student gives the teacher an expensive gift on the eve of the exam, hoping for a better grade.

Discussion: Is this a corrupt act, given the student's purpose?

Text 3: All students of the group decided to give the teacher a small souvenir after completing the course as a sign of gratitude for their studies.

Discussion: Is it an act of corruption if there is no clear benefit for students?

Scene 1: Answers:

Text 1: **It's not corruption.**

Explanation: It's just a sign of respect for a birthday that doesn't aim to benefit or affect grades.

Text 2: **Corruption.**

Explanation: A pre-exam gift designed to affect the grade is a corrupt act, as the student expects to receive privileges in exchange for a gift.

Text 3: **It's not corruption.**

Explanation: A small souvenir as a sign of gratitude after completing the course does not contain a corruption component, because students do not seek to get any benefits.

Scene 2: Getting a service in the CPAS

Text 1: A citizen applies to CPAS and officially pays an additional amount for the accelerated receipt of a passport, which is provided for by law.

Discussion: Is it corruption if a citizen uses an official service that provides for additional payment for urgency?

Text 2: A citizen agrees with an employee of CPAS to «quietly» pass without waiting in line, offering him an additional reward to speed up the issuance of a passport.

Discussion: Is it corruption if a citizen avoids official procedures and offers a bribe for an out-of-turn service?

Text 3: A citizen applies to the CPAS and tries to get a passport through a familiar employee earlier than the deadline, although he did not pay for the expedited registration service.

Discussion: Is it corruption if a citizen uses personal connections to avoid official queues and deadlines?

Scene 2: Answers:

Text 1: **It's not corruption.**

Explanation: A citizen officially pays for an additional service for expedited passport processing, which is a legal and stipulated procedure.

Text 2: **Corruption.**

Explanation: An agreement with an employee to obtain a privilege for unofficial remuneration is corruption, since the citizen violates the official service procedure.

Text 3: **Corruption.**

Explanation: Using personal connections with an employee to avoid official queues and speed up the process without paying for the relevant service is also corrupt, as it violates the principles of equality and transparency in service.

Scene 3: Offering a bribe to a police officer

Text 1: The driver offers the police money to avoid a fine for speeding.

Discussion: Is it corrupt if it is a violation of traffic rules?

Text 2: The police officer offers the driver to «resolve the issue» on the spot without drawing up a protocol, the driver agrees and transfers the money.

Discussion: Are both parties involved in a corrupt action?

Text 3: The police officer stops the driver for a minor violation and, instead of drawing up a report, makes him an oral remark.

Discussion: Is it corruption if the police officer decides to limit himself to an oral comment without extorting remuneration?

Scene 3: Answers:

Text 1: **Corruption.**

Explanation: The driver offers a bribe to avoid a fine, which is a corrupt act as he tries to circumvent the official penalty.

Text 2: **Corruption.**

Explanation: The police officer and the driver are involved in a corruption scheme when they agree to avoid the protocol for money.

Text 3: **It's not corruption.**

Explanation: in this case, the police officer is limited to an oral comment, which is a legal decision in accordance with Article 22 of the Code on administrative offenses of Ukraine. According to this article, if the offense is insignificant, an official can release the violator from administrative responsibility and limit himself to an oral comment. Such an action is not corruption, since neither party is trying to get personal benefits, and the police officer acts within the framework of the law.

THEORETICAL TESTING (7 MINUTES)

If time is available, trainers conduct a test of students' knowledge in an interactive way with elements of competition between students. Slide 9 will contain a QR code with a link to a test on the Quizizz platform. The screen displays statistics of students' responses in real time.

Final word from the speakers. Gratitude to students for their attention. Motivating students to fight corruption and never allow situations of its manifestations in their actions.

LESSON ANNEXES:

LESSON «THE IMPORTANCE OF INTEGRITY AND ETHICS FOR BUSINESS»

JusTeam team (Veritas law clinic of the Black Sea National University named after Petro Mohyla)

LESSON GOAL	Explain the concepts of «Integrity» and «Ethics in business». Explain to the audience the importance of these concepts in work and everyday life.
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes
FORMAT:	classes (online or offline).
EQUIPMENT:	projector.
AUTHORS:	Doroshenko Yuliia, Malyk Diana, Kuznietsova Anastasiia, Shevchenko Tetiana

LESSON PROGRESS.

INTRODUCTORY PART

Good afternoon, we are very happy to be with you today and teach you this lesson.

My name is Yuliia, and Diana, Anastasiia, and Tetiana will also teach the lesson with me. We are conducting this lesson as part of the Street Law Contest; a technique that helps understand how laws and ethical norms work in real life.

So, before we start the main part of our lesson, we would like to get to know you a little better!

GETTING TO KNOW STUDENTS

- *If you want, say your name and share one word that you associate with business. For example, I will say: responsibility.*
- *I am grateful to you for such activity.*
- *What do you think the words ethics and integrity mean in your daily life? (hints)*

- *Do you think a business should be honest with its customers?*
- *What can be the consequences of unfair treatment?*

You have identified the key points very well! Today we will embark on an interesting journey through the world of ethics and integrity. This concept is probably already familiar to you: you have repeatedly heard about academic integrity in teaching, the rules of fair play, or ethical behavior in various life situations.

Presentation for the lesson:

But today we offer to look at these topics from a different angle. Imagine that ethics and integrity are not just rules, but a powerful tool for achieving success, strengthening trust, and building a future based on justice and mutual respect.

We'll cover a topic that applies to everyone, even if you don't have your own business yet. Because each of us is a consumer, a future employee, or perhaps an entrepreneur. Now imagine: you go to a store where you are always greeted with a smile, served efficiently, and the product meets your expectations. Nice?

Today we will learn why such things are not just an accident, but the result of following ethical principles. Today we will tell you more about why ethics and integrity are important for business and how it affects society. After this lesson, you will understand how these principles work in real life, and you may even have ideas on how to apply them in your future activities.

DISCLOSURE OF CONCEPTS

And now we invite you to plunge into the interesting and informative part of the lesson.

Let's summarize ethics and integrity in business.

Ethics is a system of moral principles that determines what is right or wrong in the behavior of a person or organization. It includes honesty, responsibility, respect for others, and fairness. Ethical standards help businesses build trust between partners, customers, and society.

Integrity is to do the right thing, even when no one is looking at you.

Let's consolidate these concepts with quotes from famous people.

You can see a photo of Bill Gates on the slide of our presentation, raise your hands, who knows this name. Bill Gates is the co-founder of Microsoft, and in an interview he said that «business must be honest. This means that you need to take care of your employees, customers, and the community.»

In this quote, we can emphasize the importance of an ethical attitude towards all participants in the business process. Honesty in business helps establish trust and long-term relationships with customers and employees, which are key to a company's success.

The author of the next quote, Amanda Green, is an expert in business ethics. In one of her works, she pointed out that «Ethics in business is not only about doing the right thing, but also thinking the right thing.»

Thanks to this definition, we understand that ethics includes not only actions, but also thinking. Ethical thinking helps to avoid potentially negative consequences for the company and society.

Oprah Winfrey - American TV presenter, actress, producer, journalist, writer, entrepreneur, feminist said: «Be honest in all your affairs and you will always be confident that your actions will meet your principles.»

With these words, she emphasizes the importance of compliance of the company's actions with its principles and values. Honesty in business ensures strong reputation and trust among customers and partners.

Now on the slide you see associative words with such a phenomenon as bluewashing or is someone familiar with this concept?

Bluewashing - the word comes from a combination of «blue» and «whitewashing» (bleaching). Blue is associated with the United Nations (UN), which uses it in its logo and symbols. Bluewashing is when companies or organizations use their affiliation with the UN or other international organizations to create an image of social responsibility and environmental sustainability, but do not adhere to these principles in real-world activities. This is a kind of form of «whitewashing», when attempts are made to improve their image by using connections with reputable organizations.

Now I will bring to your attention **examples** of the bluewashing concept.

Clothing giant Primark has repeatedly been publicly condemned over child labor scandals.

A fast fashion retailer can offer very low prices because he hires workers from the world's poorest countries, such as India and Cambodia, and pays them very low wages in terrible working conditions.

Our next example will be related to the global company Nestlé. Still, as a child, you tried Nestle's Nesquik cocoa?»

In 2022, Nestlé faced criticism on social media for using child labor on cocoa plantations. This led to the disclosure of other unethical practices of the company, in particular, related to the marketing of baby milk, when they advertised quality milk, although in 2008 chemical impurities were found in it — melamine, which leads to serious health problems in children, including the formation of kidney stones.

Therefore, in some of the most popular social networks today, like Tik-Tok, we can see how users are calling for abandoning the products of this company.

The latest example of bluewashing concerns the huge cosmetics brand L'Oreal, which has also been accused of modern slavery in its supply chains. BBC News posted a video on its YouTube channel about children in Egypt picking jasmine flowers at night for L'Oréal perfume. How old do you think the children were?

In the upper part of the picture (at the presentation) we see Amazon (this is a huge online store, like AliExpress, only American) in the form of a man with some kind of sticker also we see a damaged container, it depicts dissatisfied warehouse workers, working in terrible conditions during the pandemic.

Just below, we see a man sticking a container with a sticker describing Amazon's actions, such as giving away T-shirts that say «Thank you» for joining our team.

The meme emphasizes that the company tries to cover up the poor working conditions of employees with small gifts, so as not to improve working conditions.

Here we see the largest international chain of fast-food cafes Starbucks in the form of a man who deviates from raising the barista's salary so that it corresponds to the subsistence minimum.

And then he happily chooses the option «Introduce a new corporate slogan — 'We are here as a family'.»

The meme mocks the fact that the company, instead of a real salary increase, is trying to create the illusion of support and unity among employees through new slogans.

A character with a surprised expression on his face, and an inscription that Coca-Cola is launching a campaign to reduce ocean pollution, and then is shocked by the reality that it remains one of the biggest pollutants in the ocean - by bottles.

GAME

Dear friends, and now I suggest you play a very interesting game, are you ready?

I suggest you divide into teams based on the calculation from 1 to 3

The game will consist in each team's receiving task cards, i.e. with relevant situations in which an ethical dilemma is described, which you should familiarize yourself with and make an appropriate decision through team discussion whether this meets ethical standards in business or not.

After the team makes a decision, you must choose a representative *or representatives* of the team to voice it and discuss it in front of other teams. I would also like to emphasize that we have a time limit, so we need to think quickly and efficiently. So, let's get started!

1. Students are divided into teams — I ask each team to be divided into different parts of the class, so as not to get confused.
2. We distribute the cards.
3. We mark the time for reviewing tasks and discussing them.
4. If necessary, we answer questions asked by students.
5. We note that students have one minute left to discuss.

   * We start the presentation in front of the teams.

Dear students, time is up. Who wants to be the first to present your solutions?

7. Finishing the presentation.

   Thank you for your answers! You are doing great; we are sure that in the future you will become cool entrepreneurs with a clear conscience and reputation.

8. Discussing the results.

Clarifying questions for students if they are not active:

1. Please tell me what feelings guided you when making your decision?
2. What can you add to the performances of opposing teams?
3. Are you interested in this topic as a future activity?
4. What decision would you make based on the decisions of other teams?
5. Can you now say what you think is ethics and what is the opposite? Please give some examples.
6. Please tell me, did you like our game? If so, which part you liked best?
9. We end the interactive exercise.

Thank you, dear students, for your active participation and such great feedback. We should already move on to our last part of the lesson.

Today we have explored what integrity and ethics are in business, and why these concepts are important.

To summarize our lesson, I want to suggest that you briefly write on the stickers:

«What is ethics?», «What is integrity?» and «What is bluewashing?»

REFLECTION

And now we will «exchange opinions» with you. In my hands I hold a key that symbolizes honesty, responsibility and ethics — these are the qualities that open the door to a successful and fair business. While you are holding it in your hands, share your thoughts and impressions about our lesson.

(Exchange of views continues)

You did a great job with this task!

I thank each of you for your activity, interesting thoughts and courage to share your ideas. Today, all of you have taken a big step towards understanding how ethics shapes not only business, but also our lives.

Ethics is what builds trust and opens up new opportunities. So, remember that every action you take matters, and by adhering to the principles of integrity, you create not only a successful business, but also a fair society.

LESSON ANNEXES:

LESSON «EXPOSING CORRUPTION AND DISHONESTY»

Chinazes gang team (Legal clinic of practical law
of Vasyl' Stus Donetsk National University)

LESSON GOAL:	students' assimilation of the need to avoid and expose corruption.
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people.
DURATION:	45 minutes
FORMAT:	lesson (online or offline).
EQUIPMENT:	projector.
AUTHORS:	Hrabova Yelyzaveta, Kucheruk Viktoriia, Korol Ivan

LESSON PROGRESS.

***Presentation for the lesson:**

PERFORMANCE OF A PLAY

A judge sits at the teacher's desk (speaker 1)

A bribe taker enters the office (speaker 2):

B: Good afternoon!

J: Greetings! Regarding your question... there are some difficulties, I don't know if I can solve them...

B: (takes out a bribe) I hope you can find a solution.

J: (the judge reluctantly looks at the bribe) I don't even know if I can do it...

B: (takes out an envelope) I'm sure you can solve any issue.

(NABU employee barges in) what a cringe!!! This is corruption!!!

(Those caught in bribery raise their hands uphill and deny their guilt)

E: as a NABU detective, I can't let this happen!

(NABU employee takes action)

TRAINERS TURN TO THE AUDIENCE AND PRESENT THE TOPIC:

— So, what do you think is the topic of our lesson?

(phrase in case the children guess) Yes, well done, the topic of our lesson is «Exposing corruption and dishonesty»

(phrase, in case the children don't guess) You were very close to the truth, but today we will look at the topic «Exposing corruption and dishonesty».

INTRODUCTION

— Now let's get to know each other better. My name is Yelyzaveta

— My name is Viktoriia.

— And I'm Ivan

— So, are you ready to work a little today? We have prepared very interesting material and i nteractive activities for you.

— We really want to believe that you will enjoy the lesson, as well as that you will be active and virtuous.

— And also, for your activity, you will receive a small prize from us (we show grandfathers) as an encouragement to hard work.

LESSON PREDICTIONS

— And we also have predictions for you for our lesson:

«Today you will learn what real responsibility is, especially if you try to disrupt the lesson»

— Well, first of all, we want to ask you what you associate such a concept as "corruption" with?

*In case children do not engage in communication:

— Yes, well, since there are no ideas, I will offer you my own. In my opinion, it would be possible to associate the word corruption with the word evil, offense, non-compliance with the laws.

— But we'll talk about it a lot. And to help you better navigate, let's start with the main terms. If you have any questions, don't hesitate to raise your hand and ask.

THEORETICAL BLOCK #1

Corruption — this is the use by a person the official powers granted to them, or related opportunities for the purpose of obtaining illegal benefits (that is, in the form of money or property, or, for example, expensive gifts) or accepting such benefits, or also accepting a promise/offer of such benefits for themselves or others, for example, their acquaintances or family members.

This usually happens when an official violates their official duties for receiving a bribe, personal benefit or benefit of someone else: family members or business partners, friends, nepotists, in-laws, and so on.

Corruption includes such forms as bribery, embezzlement of public resources, and abuse of official position.

Corruption is when someone uses their position to get something for themselves, but this is prohibited by law.

That is, you know, when a road sign about road repairs has been standing for a year, and the roads have not started to be repaired. The monument to the anti-corruption fighter was made of gold, and cost the state a billion.

Dishonesty is a broader concept, which means the absence of ethical principles or violation of moral norms, but it is not always associated with illegal activity.

For example, a person may be dishonest, but act within the law. Dishonesty manifests itself in the form of deception, disrespect for other people's interests, avoiding responsibility for some actions, or failure to fulfill their duties. This is not necessarily related to the position or power, as in the case of corruption.

Untrustworthiness is when a person does something unfair, but it does not always break the rules. For example, when you're playing cards and your friend is cheating. Yes, it's not fair, but it's not forbidden.

(Address children: admit it, how many times did you cheat during tests?)

The difference is that **corruption** always involves the abuse of power or position for profit, whereas **dishonesty** is a violation of moral principles, which can manifest itself in everyday life, at work or school, even without illegal actions.

Corruption is always illegal, and entails legal liability: a fine, imprisonment for a certain period, dismissal from a certain position.

— Well, now I suggest you check yourself if you understand this difference well: we'll play with you a little. Memes will appear on the screen, and you must attribute them to corruption or dishonesty, using the things you just heard.

Interactive with memes (slide 11)

Kahoot test

— Yes, very well, all well done. And now I suggest you get your gadgets, finally they can be used. We offer you a small Kahoot quiz. Test your knowledge a little and maybe learn something new for yourself. The winners will receive our sweet prize (chocolate Santa Claus).

*After Kahoot, we announce the winners and give them prizes

THEORETICAL BLOCK #2

— Do you know who in Ukraine deals with the problem of corruption? We've already had something like this in the quiz questions.

*If children give the correct answer about NABU or other authorities:

— Well done, that's right, it's very good that you remember it. Now we will tell you about this in a little more detail.

*If the children are silent:

— Yes, well, if no one knows, then let me tell you better.

The main bodies that are engaged in exposing corruption and dishonesty in Ukraine are the National Anti-Corruption Bureau of Ukraine (NABU), a specialized anti-corruption prosecution (SAP), National Agency for corruption prevention (NACP).

But that's not all. Also, anyone who has witnessed or has information about corrupt acts can expose corruption. This can be either an ordinary citizen or an employee of a state institution.

Such a person is called **a whistleblower**. However, not everyone can acquire the status of a whistleblower.

Who is the whistleblower? **Whistleblower** – an individual, that is, an ordinary person, who is confident that the information is reliable, and who reported possible facts of corruption by another person, if such information became known to him/her in connection with his/her labor, professional, economic, public, scientific or any other activity.

That is, a whistleblower is an official status that is not granted just like that. If you have informed the teacher that your classmate has written off your homework, you cannot yet be called a whistleblower.

Therefore, a person is considered a whistleblower under the totality of the following conditions:

- an individual (that is, just a person like you and me) (a citizen of Ukraine, a foreigner, a stateless person) who is one hundred percent sure that his information is reliable should report corruption;

- the information provided in the corruption report must contain clear facts proving that such an offense actually occurred;

- this information became known to them in connection with their labor, professional, and economic activities, social, scientific activities, their service or training.

It is also important to add that in order to acquire the status of a whistleblower, a person must have reached the age of majority, that is, 18 years.

There is also an online platform in Ukraine **«Unified portal of whistleblowers' messages»**, – this is a website where a person can anonymously report corruption. The «Unified portal of whistleblowers' messages» guarantees compliance with the terms of confidentiality and anonymity to whistleblowers, as well as provides whistleblowers with access to information about the status and results of consideration of their messages and is an official internal source of information about persons who have the status of whistleblowers.

— Why do you think, why the person who reported corruption should remain anonymous?

*If the answer was given:

— That's right, very well, it is necessary first of all for the personal safety and comfort of this person, so that he/she does not face persecution.

Well, in order to expose a crime, you need to know what you will need to do this:

Evidence: the more evidence you can provide, the more effective your message will be.

Urgency: the sooner you report corruption, the more likely it is that the guilty will be punished.

Energizer (slide 20)

— You are already a little tired, so we suggest that you relax a little and move around. We look at the screen and repeat the movements!

INTERACTIONS

Game «Detectives»

— And now, after such a rich theoretical block, we have another game for you. The game is called «Detectives», and it will require a little reflection. To play, you need to divide into teams. We give you cards with situations where there are manifestations of dishonesty or corruption. Your task is to find a manifestation of corruption or dishonesty, and explain exactly what the violation manifests itself in, as well as think about what the consequences may be.

— For example, the situation that we demonstrated at the beginning of the lesson, our mini-scene. If I, as a bribe taker, accepted that my issue is not legal and did not try to solve it with the help of a bribe (money), then I would not bear any responsibility, because there would be no offense.

*After the game, we distribute grandfathers to each team to each player

Reflection

— So, did you enjoy our lesson? Have you learned anything new? What did you like the most?

— How do you think knowledge about corruption and its exposure will be useful to you in your life?

— Do you promise to be decent and honest citizens of Ukraine?

*We praise our students for doing well and doing a good job. We give grandfathers to each student.

LESSON ANNEXES:

LESSON «SUCCESSFUL EXAMPLES OF IMPLEMENTING THE PRINCIPLES OF ACADEMIC INTEGRITY IN UKRAINE AND AROUND THE WORLD»

Yurflex team (Law clinic of the School of law of Ukrainian Catholic University)

LESSON GOAL:	To form students' understanding of the concept and principles of academic integrity. Use examples to convey the importance of maintaining academic integrity in various areas of life.
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9 / 20 people.
DURATION:	45-50 minutes.
FORMAT:	classes (online or offline).
EQUIPMENT:	materials for an interactive game. Methodological materials: multimedia projector, handouts and presentation.
AUTHORS:	Borshchuk Khrystyna, Babliak Olena, Diachuk Leonid, Ivaniura Ruslana

LESSON PROGRESS.

PLAN

1. Presentation
2. What is integrity: academic integrity; examples of manifestations
3. The situation in Ukraine: Lisovyi
4. Threats in ignoring the problem
5. How it can be fixed?
6. Examples of foreign countries
7. Case analysis (Interactive)
8. Successful examples of preventing dishonesty in Ukrainian universities
9. Lesson completion: reflection + Q&A session

PRESENTATION FOR THE LESSON:

1. What is integrity: academic integrity + examples of manifestations

The Cambridge Dictionary interprets it as the quality of being honest and having firm moral principles that do not change under the influence of circumstances.

Academic integrity is a set of ethical principles and rules defined by law that should guide participants in the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure trust to the results of training and/or scientific (creative) achievements.

Examples:

Plagiarism: Using other people's scientific or creative results without proper reference to authorship that includes both partial and full copying of texts of other authors.

Forgery: Inventing data or facts that are used in scientific researches or educational process.

Debiting: Performing written work involving external sources of information, which are not allowed for use during evaluation.

2. Minister of Education vs Integrity

Bren Simon's quote «There is nothing I respect less than lazy liars»

The minister of education and science Oksen Lisovyi in an interview with Suspilne said that he defended his candidate's work formally, and not because of the desire to engage in science. So, he decided to give up his academic degree when accusations of plagiarism appeared online after his appointment to the post of minister.

According to him, he wrote his PhD thesis «quite quickly, under the pressure of certain circumstances that were there at that time.» Lisovyi defended in 2010-2011 under the cadence of Dmytro Tabachnyk.

«I was the director of an extracurricular educational institution that received the status of a national one. I was then sent clear signals that the position I am in should at least be a candidate — I should defend the thesis. Many people have been in such situations,» Lisovyi said.

He added that he defended the work formally, and not because he wanted to do science. Therefore, when certain coincidences were found in his work (as well as in the work of the chairman of the committee on education Serhii Babak), they both decided to give up their academic degrees.

«Since we both did not follow the path of a scientific career, we had to cancel the culture of plagiarism. Moreover, the Ministry of Education has a large number of doctoral works that need to be considered for plagiarism. And I would not like to have any burden behind my back,» the minister said.

Lisovyi also called manipulation the thesis that the minister of education must necessarily have a scientific degree. He recalled Hanna Novosad, who headed the Ministry of education and science in 2019-2020 and did not have a scientific degree.

In addition, according to the minister, in his situation, the refusal of an academic degree does not affect the institute of science: «Statuses, as well as surcharges, should be acquired by those who are engaged in science,» he said.

3. Threats in ignoring the problem

Problems in ignoring the problem:

- EU;
- Lack of education of citizens - who will raise Ukraine? This is the responsibility of its citizens;
- Quarantine, war, which also greatly affected the level of education.

In conclusion – nothing good will happen, we need to correct the situation.

4. How it can be fixed?

– Real cases of other countries (abroad)

1. University of Freiburg (Germany)

   The university has a system for monitoring compliance with academic integrity, which includes mechanisms for filing complaints about cases of dishonesty. They also provide access to resources that help students understand the importance of honesty in learning.

2. India

   A serious fight against academic dishonesty is being conducted by the government of India, which has issued a number of regulations that allow up to 10% plagiarism in scientific work, otherwise serious penalties are introduced. These regulations were adopted in 2018 and now apply to 867 universities that are subject to the national education regulator, the University Grants Commission of India (UGC India), which oversees higher education in India [8].1

Case analysis

Situations:

1) Cheating on a test paper;

2) Writing an essay on your own opinion using AI;

3) Use of ready-made homework;

4) Cajoling the teacher.

*Students analyze cases and we ask them to figure out how to prevent such situations.

They then select one person from the team to present a solution to their situation.

The presentation takes place in the format of a simulated meeting of the Ministry of education, where this student was invited to share their own opinion.

5. Successful examples of preventing dishonesty in Ukrainian universities

1. Kiev School of Economics

This institution of higher education has a code of integrity of students and trainees, which, by the way, is available for everyone to read, since it is freely available.

The code consists of sections on the principles of academic integrity, the oath of integrity, the relationship between students and listeners/ teachers, violation of the code of integrity, and penalties for violation of the Code of integrity.

The most interesting element is the oath of integrity:

Academic integrity is a fundamental value *of Kyiv* School of Economics. Each work performed by the student/trainee should be solely a reflection of the student/listener's own work or their contribution to joint efforts, if cooperation is allowed by the course/project manager. All KSE students/trainees are committed to adhering to the highest standards of academic integrity and virtue.

The official KSE student/trainee integrity oath has the following wording:

«In accordance with the Code of integrity, I solemnly swear that this work is entirely created by my own efforts, I will not use any unauthorized assistance in completing this task, and I am solely responsible for any violation of the academic integrity policy that may result in a score of '0' for this task, 'F' for the course, or my expulsion from School.»

At the beginning of each exam, all students/trainees are required to write a short version of the KSE integrity oath by hand on the exam paper and sign it: «I swear on my honor of a KSE student that I will neither provide, nor receive any unauthorized assistance in completing this task.»

2. American University Kyiv

AUK strictly adheres to the principles of academic integrity. Academic integrity is one of the cornerstones of this higher education institution on a par with other principles: student-centricity, freedom of choice, career orientation and a systematic approach.

This university also has a code of academic integrity. The Code is an integral part of the system of internal quality assurance of educational activities and the quality of higher education at American University Kyiv, and establishes general principles, standards and norms of compliance with academic integrity by all participants in the educational process at the University.

Also, both students and teachers sign a declaration on the observance of academic integrity by the applicant for higher education/employee of the limited liability company «Higher Educational Institution «American University Kyiv», in which they note that they are familiar with the Code of academic integrity.

3. Ostroh Academy

This university also has a Code of academic integrity, and in addition to it, there is also a poster about academic integrity, a presentation about it, which summarizes the principles and norms. This university also has Regulations on prevention of academic plagiarism and the procedure for checking works at the National University «Ostroh Academy».

Interestingly, in October of this year, Ostroh Academy held a week of academic integrity, during which various trainings and lectures on academic integrity and its components were held.

COMPLETING THE LESSON

SUMMING UP THE RESULTS

Reflection

Answers to students' questions

LESSON ANNEXES:

LESSON «WHERE TO FILE A COMPLAINT ABOUT A CORRUPTION OFFENSE»

Powerful lawyers team, (Law clinic of Kremenchuk Mykhailo Ostrogradskyi National University)

LESSON GOAL:	Introduce students to the concept of «corruption» and the causes of its occurrence. Provide information about anti-corruption legislation. Consider where to file a complaint about a corruption offense and how to act if it is detected. Develop skills in submitting an application and applying to the relevant authorities.
LESSON OBJECTIVES:	answer the questions: What is corruption? What are the types of corruption? Who is the whistleblower? Where to file a complaint about a corruption offense
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes.
FORMAT:	classes (online or offline).
EQUIPMENT:	projector
AUTHORS:	Taras Yakymets, Alisa Vysotska

LESSON PROGRESS.

1. Organization of educational activities
2. Motivation of educational activities
3. Learning the material
4. Generalization and systematization of knowledge
5. Lesson reflection

ORGANIZATION OF EDUCATIONAL ACTIVITIES (5 MIN)

1. Greeting and checking the audience.

2. Announcement of the topic and purpose of the lesson.

3. Setting rules and expectations in the lesson.

4. Explanation of the lesson plan.

MOTIVATION OF EDUCATIONAL ACTIVITIES (5 MIN)

Questions to engage::

- *Do you understand the concept of corruption?*
- *Have you ever encountered any manifestations of corruption and what can you cite?*
- *Why is it important to report cases of corruption?*

PRESENTATION FOR THE LESSON:

LEARNING THE MATERIAL (15 MIN)

What is corruption?

Corruption is a negative social phenomenon that manifests itself in the criminal use of their rights and official opportunities by officials, public and political figures for the purpose of personal enrichment.

Corruption can manifest itself in various situations. Here are some examples where bribes or other «gifts» are given for a specific purpose:

- Compensation in the field of health and education. Often, patients or students «thank» doctors or teachers in hospitals and universities, taking this as a sign of appreciation or recognition of hard work. This type of corruption is sometimes justified by the need to compensate for the low salaries of employees in these industries.
- A means of avoiding liability. In cases where people break the law and are prosecuted by law enforcement or the court, they may try to avoid punishment by using bribes.

- Overcoming bureaucratic obstacles. Some citizens try to speed up certain procedures by paying bribes, which saves time and resolves the issue faster.
- Getting business benefits. When entrepreneurs want to gain access to public resources or win a tender, they can pay bribes, bypassing competitive procedures and gaining advantages over other participants.

What types of corruption exist?

Corruption can manifest itself in various forms, depending on the context in which it occurs, as well as on the scale and organization of actions. Among the forms, the main ones are distinguished:

1. Bribery is the most common form of corruption, which consists in receiving or providing illegal payments or other material benefits for performing or failing to perform any action within the limits of official duties. This can be a small bribe (for example, for a «quick help» in a situation where there is a legal order) or huge sums transferred for important political or economic decisions.
2. Abuse of official position is the use of official or service powers for gaining benefits. In particular, it may be making decisions in favor of personal interests or the interests of third parties, and not in favor of society or an organization.
3. Undue influence is a form of corruption where individuals, businessmen, or even foreign governments try to influence decision-making in government agencies by bribing or lobbying their interests.
4. Conflict of interest — cases when an official makes decisions that are directly or indirectly related to his personal interests or the interests of his family members, which may lead to a tendency to bias or undue benefit.
5. Fraud — illegal or deceptive actions related to obtaining funds or resources through manipulation or falsification, which may be related to government contracts or other areas where the authorities have influence.
6. Lobbying, lobbyism (English lobbying, lobbyism government relations, public affairs, public advocacy) — purposeful legal or illegal influence on state and local government bodies, as well as on their officials, directed at them on behalf of another person, organization or group.

INTERACTION

1. The game «Associations» (Forms and types of corruption)

The goal of the game is to help students better recognize and understand various forms of corruption through interactive examples.

Game rules:

1. Various illustrations and short descriptions will appear on the screen in turn, depicting scenes of corruption activities or their potential consequences.
2. Each illustration will correspond to a certain type of corruption, for example: bribery, abuse of office, avoidance of responsibility, etc.
3. The task of students is to determine what type of corruption the situation in the image belongs to, and briefly explain why.

Illustration 1: The doctor to whom the patient gives a «thank you» in the form of an envelope with money. What is the name of this form of corruption? Why do people resort to such actions?

Answer: In this case, when money or other material values are transferred to a doctor for performing his professional duties, this is considered bribery. People may resort to giving bribes for several reasons:

1) Distrust of the healthcare system. Patients may believe that without «gratitude» they will receive less high-quality treatment.

2) The desire to get priority. People tend to speed up the provision of medical services or get additional attention from a doctor.

4) Social stereotypes. The habit of paying bribes is sometimes perceived as the norm, especially if this practice is common in a particular environment.

5) Lack of information. Patients may not know that such actions are illegal.

Illustration 2: A businessman who tries to circumvent the tender procedure by negotiating an exclusive contract with an official. What kind of corruption is depicted here? How can this affect fair competition?

Answer. Usually, such actions are classified as abuse of official position, as well as obtaining illegal benefits (Article 368 of the Criminal Code. This practice leads to the spread of unfair competition, and thus it leads not only to a violation of the principle of equal opportunities for all tender participants, but also to a deterioration in the quality of goods or services, since the choice of a supplier is not based on their professionalism or the price and quality of services provided, but on personal agreements. When such schemes become widespread, citizens begin to believe that all officials are corrupt, and as a result, this leads to a decrease in citizens' confidence in state institutions. Another consequence is the stagnation of the economy, due to the lack of fair competition, which hinders the development of small and medium — sized businesses. This practice also affects the efficiency of using public funds, because:

First, since such contracts are often concluded at inflated prices, this leads to overpayments for services and goods;

Secondly, if the contract is guaranteed to be received, then there is no incentive to ensure the quality of work performed;

Third, in such cases, public funds are directed not to meet the needs of society, but to satisfy the selfish interests of certain individuals.

Illustration 3: A driver who transfers money to a police officer to avoid a fine for violating traffic rules. Do you think this is corruption? Why? What motives can motivate the driver and police officer to commit such actions?

Answer. It is clear that these actions are a manifestation of corruption. Transferring money to a police officer to avoid a fine for violating traffic rules is bribery. In this situation, the police officer abuses his official position, and the driver seeks to avoid responsibility for the offense. These actions fall under the definition of corruption, since we are talking about obtaining illegal benefits. The motives that encourage the driver to bribe the police officer are the desire to avoid a fine, which can be significant, as well as the fear of losing the driver's license or accumulating penalty points. For a police officer, the motive that encourages him to take a bribe from the driver is the desire to get additional income, and thereby improve his financial situation. Such corruption offenses negatively affect the level of road safety. After all, if drivers stop being afraid of the consequences of violating traffic rules, when they know that they can «pay off», then such actions lead to an increase in the number of traffic violations, and an increase in the number of accidents. Also, such corruption offenses cause a decrease in the authority of the police among citizens.

Causes of corruption:

1. Political:

- Lack of proper control and transparency in the work of state bodies.
- Weak political institutions, insufficient accountability of the authorities.

2. Economic:

- Low salaries, which encourages the search for additional earnings.
- High levels of unemployment and poverty.
- A large amount of cash flows that go through government agencies, without sufficient control.

3. Legal:

- Imperfect legislation and gaps in legal regulations that can be exploited for personal gain.
- Insufficiently harsh penalties for corruption offenses.
- Lack of adequate legal protection for whistleblowers of corruption.

4. Organizational and managerial:

- Inefficiency of the public administration system.
- Insufficient level of automation and digitalization, which makes it possible for manipulation.
- weak system of control over the use of budget funds.

5. Socio-psychological:

- Tolerant attitude of society to corruption as a normal phenomenon.
- Low level of culture of integrity and legal awareness.

Corruption often helps to quickly «solve» certain problems, get better service, speed up obtaining permits, or resolve disputes in your favor. But we are all well aware that every bribe, even a small one, is a brick that strengthens the fortress of corruption, which ultimately destroys our democratic society, does not allow us to use our rights and opportunities, even to fulfill our dreams.

Anti-corruption legislation

To understand where to file a complaint about a corruption offense , you need to know how this issue is regulated in the legislation. The law defines specific institutions and procedures for reporting such cases, and knowledge of this process helps ensure that the appeal reaches the appropriate authority.

The main laws and programs aimed at combating corruption include:

1. **Law of Ukraine «On Prevention of Corruption».** This law contains a direct definition of corruption, and also regulates the activities of bodies such as the National Agency for Corruption Prevention (NACP), and sets rules regarding conflicts of interest, restrictions on gifts for officials and financial control.
2. **Criminal Code of Ukraine** – defines penalties for corruption offenses, such as bribery, tampering and provocation of bribing. It provides for fines and possible imprisonment for per**sons who commit corrupt acts.**

3. **The Law of Ukraine «On Purification of Power»** which defines a corruption offense as a basis for purging state authorities of persons who took part in corruption actions. This is one of the acts used to prevent corruption in the public service.

4. **Law of Ukraine «On State Service»,** which defines the responsibilities of civil servants and mechanisms for preventing corruption among them.

Who can report a corruption offense?

Any person (Ukrainian, foreigner or stateless person) who has become aware of information about a corruption or corruption-related offense can report it on the Whistleblower Message Portal. Such messages can be sent to law enforcement agencies or specialized agencies, such as the NACP or NABU.

The legislation of Ukraine distinguishes between applicants and whistleblowers. What's the difference?

Anyone can report corruption if they are convinced that their information is reliable. But not always the one who reported corruption is a whistleblower.

A whistleblower is a person who has reported a corruption offense under certain conditions:

1. Source of information. The whistleblower learns about violations during their work, study, social or other activities.

2. Actual data. The whistleblower provides specific, verified information, such as the place, time, and person who committed the offense.

3. Correct message method. The whistleblower uses legal methods to present information.

If at least one of these conditions is not met, the person is considered an applicant, not a whistleblower.

There is a Unified message portal for whistleblowers. This is a high-security system that allows you to securely transmit, store and track information about corruption, as well as the status of whistleblowers and the results of reviewing their messages.

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So, where to apply if the fact of committing a corruption offense has become known?

National Anti-Corruption Bureau of Ukraine (NABU)

When to apply: If corruption concerns persons under investigation by the NABU, and the number of losses or the subject of crime exceeds 500 minimum wages.

How to report:

- Phone: 0-800-213-200
- By post: Kyiv, 3, Denys Monastyrskyi Str.
- Personally: NABU reception, Denys Monastyrskyi Str., Kyiv
- Email: povidomlennia_zvernennia@nabu.gov.ua
- Online: via the form on NABU website

National Agency for Corruption Prevention (NACP)

When to apply: If the Law «On Prevention of Corruption» in the field of financial control, conflicts of interest, political parties and other requirements for anti-corruption activities are violated.

How to report:

- Phone: +38 (044) 200-06-91
- Email: anticor_reports@nazk.gov.ua
- Online: via the form on the NACP website

National Police of Ukraine

When to apply: If corruption has signs of a criminal offense, which is under investigation by the National Police.

How to report:

- Phone: 102
- In person: at the police station at the place of the offense

State Bureau of Investigation

When to apply: if corruption crimes were committed by senior officials, for example, the president of Ukraine, whose powers have been terminated; a member of the Central Election Commission; a people's deputy of Ukraine; the Commissioner for Human Rights of Verkhovna Rada of Ukraine, etc.

How to report:

- Online: via the form on the SBI website
- Email: info@dbr.gov.ua
- Phone number: +38 (044) 300 27 07

Other bodies and organizations that can be informed about corruption

Authorized divisions for the prevention and detection of corruption of state authorities — if the corruption offense concerns officials or officials working in government bodies;

Heads of enterprises, institutions, organizations, regardless of their subordination and form of ownership, if a corruption offense concerns employees of these enterprises. In this case, please note that the effectiveness of such messages may be quite low. It is recommended to contact law enforcement agencies in parallel.

Public organizations specializing in detecting and combating corruption, and investigative journalists.

Contact information of some public organizations and journalists:

- Schemes Program
- Nashi Hroshi Project
- Investigative journalism agency «Slidstvo info»
- Movement CHESNO
- Institute for regional press development

What is the responsibility for false reports about a corruption or corruption-related offense?

The whistleblower must pay close attention to the information he reports and remember that he provides the information at his own discretion and responsibility. The whistleblower must be reasonably convinced that the information he reports is reliable. Otherwise, he will not be granted state protection, including if he has not made an effort to verify the accuracy of the information, having such an opportunity. Deliberately false reporting of a crime committed by a whistleblower is punishable in accordance with the current legislation of Ukraine.

A deliberately false message is punished by:

- Correctional labor up to 2 years, or
- Arrest for up to 6 months, or
- Restriction of liberty for up to 3 years, or
- Imprisonment of up to 2 years

What is the reward for reporting a corruption offense?

The possibility of rewarding corruption whistleblowers was introduced in 2019. According to the law, a whistleblower can receive 10% of the monetary amount of the subject of a corruption crime or the amount of damage caused to the state from the crime after the court's guilty verdict is passed. However, the amount of remuneration may not exceed three thousand minimum wages established at the time of the crime.

GENERALIZATION AND SYSTEMATIZATION OF KNOWLEDGE (10 MIN)

Exercise « Where to apply?»

Prepare a list of bodies where you can file an application for a corruption offense (NABU, police). Typical corruption situations appear on the screen in turn, and students must name the appropriate body to contact.

Situation 1. The deputy of the City Council demands a bribe for the provision of services.

A local entrepreneur decided to build a new store on the territory of a former field that has not been used for a long time. To do this, he needed to get permission from the local council. However, after submitting all the documents, he learned that the issue could drag on for several months due to bureaucratic obstacles. Once a deputy of the City Council called him and offered a «quick» solution to the issue, hinting at the necessary «contribution» of 50,000 UAH for speeding up the process.

Which body should we contact in this situation?

Answer.

NABU, as it investigates corruption crimes at a high level, in particular, with the participation of deputies of regional and city councils, judges and other officials of state and municipal enterprises. NABU also deals with cases where the amount of a bribe or damage is 500 or more times higher than the minimum wage established at the time of the crime.

Situation 2. The citizen was driving home when a policeman stopped him on the road. The police officer stated that he violated traffic rules by exceeding the specified speed limit. However, instead of formalizing an administrative offense, the police officer began to hint that the issue could be «resolved peacefully.» He suggested the citizen not to draw up a protocol and not write out a fine on him if he gives him a certain amount of money, namely 800 UAH, in order to «solve» everything.

Which body should we contact in this situation?

Answer.

Apply to the State Bureau of Investigation, because the investigation of corruption offenses committed by law enforcement officers falls under the jurisdiction of the State Bureau of Investigation.

Situation 3. Iryna, a public activist, accidentally found out that one of the local political parties receives funding from dubious sources. It turned out that the party did not declare in the budget reports large amounts of money received from individuals whose names are not included in the official register of donors. In addition, Iryna noted that the party actively uses these funds for the purchase of expensive goods, in particular computer equipment and advertising services, but does not provide any documents confirming these expenses.

Which body should we contact in this situation?

Answer.

You should contact the NACP, which checks the electronic declarations of officials (presidents, deputies, judges, prosecutors, civil servants) for accuracy and analyzes their financial condition to identify corruption risks. NACP also assesses corruption risks in government bodies, develops recommendations and coordinates National Anti-Corruption Strategy. The agency monitors compliance with political party funding requirements by checking funding sources and reporting revenues and expenditures.

THE GAME «FIGHT AGAINST CORRUPTION»

Goal of the game

Raise awareness of participants about the types of corruption actions and their consequences. Players in teams recognize types of corruption and respond quickly to situations to «expose» violators. The game is aimed at developing teamwork skills and knowledge about anti-corruption measures.

Preparing for the game:

1. **Number of players:** From 4 to 20 people divided into 4 teams (1-5 people in each team).
2. **Complete set of the game:**
   - **Cards with corruption situations:** Each card describes a specific corruption situation (for example, bribery, abuse of power, bribing, embezzlement).
   - **Cards with types of corruption:** Cards with the names of types of corruption acts (for example, «Bribery», «Tampering», «Abuse of power»).
   - **Timer:** Used to track the time required to complete tasks..

Game rules:

1. **1Division into teams:** Players are divided into 4 teams. Each team receives the same number of cards with the types of corruption acts.
2. **Presenter (or judge):** One moderator plays the role of a judge who distributes cards with corruption situations and evaluates the correctness of answers.
3. **Game progress:**
   - Each team is given a task in turn — 12 cards with a description of the corruption situation and 12 cards with types of corruption are distributed.
   - The team must quickly identify what the act is and find a suitable card with the type of corruption from their set.
   - If the team correctly and quickly indicates the type of corruption, it gets a point.
   - At the end of the game, the number of correct answers in each team is checked.
4. **Time limit:** Each team has 5 minutes to make a decision and present their cards.

Examples of corruption situations and types of corruption:

1. **Situation card:** «The official offers the businessman to issue a construction permit for a monetary reward.»
   - **Correct type:** Bribe.
2. **Situation card:** «The manager of a government agency uses an official car for personal trips.»
   - **Correct type:** Abuse of power.
3. **Situation card:** «An employee of the procurement commission receives gifts from suppliers for choosing their products for a government agency.»
   - **Correct type:** Tampering.
4. **Situation card:** «The school principal requires parents to hand over funds for repairs, although funding for repairs has already been allocated.»
   - **Correct type:** Plundering.
5. **Situation card:** «The head of the company overestimates the number of hours worked by employees on a government contract in order to get higher payment.»
   - **Correct type:** Fraud.
6. **Situation card:** «The mayor of the city grants his friends a construction permit in the historical part of the city, violating legal restrictions.»
   - **Correct type:** Abuse of power.
7. **Situation card:** «A representative of a pharmaceutical company gives valuable gifts to a doctor to prescribe his drugs to patients.»
   - **Correct type:** Tampering.
8. **Situation card:** «The accountant of a state-owned enterprise appropriates funds intended for the purchase of materials, transferring them to his account.»
   - **Correct type:** Plundering.
9. **Situation card:** «The traffic police inspector offers the driver to solve the issue of violating traffic rules for a certain amount of money without drawing up a protocol.»
   - **Correct type:** Bribery.
10. **Situation card:** «The contractor company provides forged documents about the work performed in order to receive additional payments for the project.»
    - **Correct type:** Fraud.
11. **Situation card:** «The judge makes a decision in favor of the company where his relative works.»
    - **Correct type:** Conflict of interest.
12. **Situation card:** «A warehouse employee in a state institution regularly appropriates some of the products stored in the warehouse.»
    - **Correct type:** Plundering.

Winning and completing the game:

Completion: The game ends when all situation cards are played and answers are checked.

Winning: The team with the highest score for correct answers is declared the winner.

LESSON REFLECTION (5 MIN)

1. Discussion of students' impressions. What was new? What was the most interesting part?
2. Reflective sheet. We invite students to write down one new concept that they have learned today, and how they can use this information in life.
3. Final word. Summing up the lesson results and reminding of the importance of citizenship.

Conclusion to the lesson

Today we have reviewed what corruption is, what types of corruption exist, and why it is a negative phenomenon for society. We learned about the main causes of corruption, as well as became acquainted with the anti-corruption legislation.

Special attention was paid to the issues of how to act in case of detection of a corruption offense. We discussed where to apply, which government agencies are investigating such offenses, and how to properly submit an application. An important aspect was understanding the role of whistleblowers in exposing corruption and their rights.

Thus, we not only gained theoretical knowledge about corruption, but also learned practical skills in submitting an application and applying to the relevant authorities. This knowledge is important for forming an active civic position and understanding our responsibility to society in combating corruption.

LESSON ANNEXES:

LESSON «VIRTUOUS BUSINESS AND SUSTAINABLE DEVELOPMENT»

League of Justice team (Legal clinic of practical law of Vasyl' Stus Donetsk National University)

LESSON GOAL:	Explain the concept and principles of good business and sustainable development. Convey to the audience an understanding of how ethical practices can not only improve the company's image, but also contribute to the overall well-being of society and the preservation of the environment.
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes.
FORMAT:	classes (online or offline).
EQUIPMENT:	computer, multimedia projector.
AUTHORS:	Vaizberh Viktoriia, Bieliakova Yuliia, Fints Ruslana

LESSON STRUCTURE:

- ACQUAINTANCE (5 MIN.)
- INTRODUCING THE TOPIC (5 MIN.)
- MAIN PART (15 MIN.)
- INTERACTION FOR CONSOLIDATION (15 MIN.)
- CONCLUSION (5 MIN.)

Presentation for the lesson:

LESSON PROGRESS.

1. ACQUAINTANCE (5 MIN.)

*Acquaintance is one of the most important parts of the lesson, because this way we can establish and improve communication with the audience. Given this fact, our team decided to approach it creatively.

First, each team member will introduce themselves (specify the name and zodiac sign), then we will ask those who want to introduce themselves from the audience in the same way, indicating that at the end of the lesson there will be interesting facts about this. The main purpose of such acquaintance is to interest the audience by retaining a certain intrigue. This option keeps students' attention and interest, which has a positive impact on the effectiveness of the lesson.

2. INTRODUCING THE TOPIC (5 MIN.)

Using an analogy: giving well-known examples of obviously virtuous and obviously dishonest. Students, based on this understanding, should logically reach the topic of the lesson.

Questions for students: Are you familiar with the concepts of «Virtuous business» and «sustainable development»?

3. MAIN PART (15 MIN.)

The main part consists of three subtopics:

- Virtuous business (5 min.)
- Sustainable development (5 min.)
- Their ratio and relationship (5 min)

Theoretical block the sub-topic will not just be a read-out text. Speakers will have short discussions and will ask questions to the audience to keep their attention focused and feel feedback.

Third sub-topic will be presented as ratios using the Worldwall platform or other similar digital resources. Also, the third sub-topic will include a short case study, with which students will be able to better assimilate the information.

Case contents: specify a case that meets all the standards and change one of its characteristics (specify which one). Based on this, students, optionally, will say what harm this will cause.

For example: There is an oil production plant, but the owner wants to save money and replace the ingredients with cheaper ones. What negative changes will this lead to?

(can be used both online and offline)

In case of problems with electronic resources, there will be a paper version of ratios and relationships, which will take into account the size of the text (so that everyone can see)

4. INTERACTION FOR CONSOLIDATING (15 MIN.)

It is mandatory to consolidate the received information after the theoretical block.

Offline:

Consolidating the information gained in the lesson, we decided to come up with an unusual approach, introducing the board game to the real plane.

Interaction consists of two parts:

The first one is a quest. Before the lesson starts, our team hides a couple of printed task sheets in the classroom. Students are divided into two groups. Before starting the quest, we give hints in the form of riddles separately to each group, where they can find task sheets. Each team must find a task sheet and identify one person from its composition who will perform the functions of a nomad.

From this point on, the second part of the interactive session begins. Task sheets will contain a list of questions on the topic under consideration, which each team must answer (the questions will be different for each team, but the same in complexity).

In the order of draws, the team that will answer the question first is determined. Nomad's game function lays in walking on pre-prepared paper playing fields and settling on them until his team gives an answer. If the team answers correctly, the nomad moves to the next level, and if it doesn't, he stays in place. The team whose nomad reaches the finish line first wins.

Online:

The online board contains descriptions of three businesses. Students, after reviewing the information provided, should take part in voting using the PRIVOTE platform or other related ones (a link to which will be posted in the meeting chat), where they will determine whether each specific business is considered virtuous or dishonest. After that, we should ask those who wish to justify their opinion.

After listening to their answers, we should announce the correct answer. This procedure should be performed with each of these three businesses.

5. CONCLUSION (5 MIN.)

Summing up the results

Horoscope announcement:

Online/Offline - horoscope announcement for each zodiac sign for the current day using electronic resources (the horoscope will be specially selected in a positive way for everyone to leave a good impression for each student.)

*In case of problems with electronic resources cards with the content of these horoscopes for each zodiac sign will be printed.

Answers to questions

Feedback from the audience

LESSON ANNEXES:

LESSON «AI AND INTEGRITY»

Clinicians team, (Law clinic of the School of law of Ukrainian Catholic University)

LESSON GOAL:	introduce participants to the concept of «artificial intelligence» and tell them how it works. Tell them what integrity really is and why it is important to observe it. Explain how to use AI without compromising integrity
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people.
DURATION:	45 minutes.
FORMAT:	classes (online or offline).
EQUIPMENT:	computer, multimedia projector.
AUTHORS:	Honcharova Emiliia, Horodyska Nadiia, Kavyn Oleksii, Hladunets Tetiana

LESSON PROGRESS.

MOTIVATION AND GETTING ACQUAINTED

«Portrait» (5 min)

Participants sit at their desks. Everyone needs to describe their desk mate .

Name + any fact about him/her. For example: Nina — loves Harry

Potter and can play the pipe.

Topic announcement and expected results

Purpose, objectives of the lesson and its structure (2 min)

PRESENTATION FOR THE LESSON:

Relevance of the issue

Thanks to the active development of technologies, many potential systems are being created that if used improperly, they pose a threat to education and integrity in general.

Topic announcement and expectations of the topic and expected results

Today, the topic of our lesson will be the relationship between artificial intelligence and integrity. Our goal is to explain to you:

- what is artificial intelligence and how it works;
- what is integrity and its importance?;
- how to use AI without compromising integrity.

THEORETICAL MATERIAL (10 MIN)

Providing the necessary information

1. AI. Main theses.

1.1. Artificial intelligence is a technique or individual programs that can solve tasks that require human understanding.

Here we give an example – a comparison of the calculator and ChatGPT, an example of AI Guardman (AI technology that scans real-time video using artificial intelligence, detects potential thieves and notifies individuals and alarm systems in the store).

1.2 AI is not equal to the human mind

AI is associated with the task of using computers to understand human intellect, but a particular program or robot can do what they were created for, however, it can't perform any other functions like a human can.

Artificial intelligence can also perform the functions of the human mind, but much better and faster.

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1.3. Artificial intelligence is widely used in life:

For example, in medicine, AI is used to diagnose diseases, for personalized medicine, performing surgical operations with the participation of robots.

In finance, AI is used to check solvency and prevent fraud.

In the field of transport for cars with autopilot, determining the best routes, traffic management.

The industry uses robotic manipulators to perform various tasks, notifications that you need to replace the equipment to avoid unexpected breakdowns, to analyze the needs, and to offer the best time to procure and store the product.

2. Integrity. Main theses.

2.1. Integrity – doing the right thing even when no one is watching

2.2. Virtuous is a person who is honest (always tells the truth and does not deceive), fair (complies with the conditions that are mandatory for everyone, does to others as they would like to be done to them), responsible (a person is responsible for the consequences of their actions), respects others (realizes that all other people have dignity), and so on.

3. What is the link between AI and Integrity?: examples of dishonest behavior

3.1. Dishonest people use AI for their own purposes

Criminals are dishonest people and they use AI to better and faster carry out their criminal activities.

3.2. An example of dishonest use is, in particular, the use of ChatGPT – an AI product, a chatbot that provides answers in various subjects (questions) to people's requests in the text form, for criminal activity.

Offenders can, for example, use ChatGPT and similar programs for creating a large number of passwords and then gain access to other people's accounts.

Also, criminals, if they ask ChatGPT correctly, can get advice for committing crimes: criminals can ask chat questions to find out how to go unnoticed after committing a crime, how not to leave fingerprints, as well as create letters with the help of chats, that are then sent to people for them to reveal their passwords in response to this email.

3.3. Academic integrity.

Academic integrity are special rules of integrity that students should meet when they learn, and teachers when they teach.

A student can also write an essay using ChatGPT, which is a violation of academic integrity.

4. NPA and Practice of countries (5 min)

REGULATIONS: (1 XB)

Currently, there is no legislation that would determine in Ukraine what to do when writing off using artificial intelligence. There is only a settlement for violation of academic integrity in Laws («On Education», "On Higher Education»), Letters from the Ministry of education, various orders and regulations.

According to part 4. Article 42 Violation of academic integrity is considered to be:

1. Academic plagiarism - publication (partially or completely) of scientific (creative) results obtained by other persons as the results of their own research (creativity) and/or reproduction of published texts (published works of art) by other authors without specifying authorship;
2. Self-plagiarism — disclosure (partially or completely) of your own scientific results published earlier as new scientific results;
3. Fabrication — invention of data or facts used in educational process or scientific researches;
4. Falsification — deliberate change or modification of existing data concerning educational process or scientific researches;
5. Writing-off — performing written works involving external sources of information, other than those allowed for use, in particular when evaluating learning outcomes;
6. Deception — providing deliberately false information about your own educational (scientific, creative) activity or organization of the educational process; forms of deception are, in particular, academic plagiarism, self-plagiarism, fabrication, falsification and cheating;
7. Bribery - provision (receipt) by a participant in the educational process or proposal regarding the provision (receipt) of funds, property, services, advantages or any other benefits of a material or non-material nature in order to obtain illegal advantage in the educational process;
8. Biased assessment — deliberate overestimation or underestimation of the evaluation of results of training of education seekers;
9. Providing assistance to students during their assessment of learning outcomes or creating obstacles not provided for in the terms of the study and/or the procedures for passing such assessment;
10. Influence in any form (request, persuasion, instruction, threat, coercion etc.) on a pedagogical (scientific and pedagogical) employee for the purpose of their biased assessment of learning outcomes.

POSITIVE PRACTICES OF COUNTRIES: (2 MIN)

In most Western countries, which have leading positions in many areas, in culture of people there's no tolerance to dishonesty and plagiarism. Even since school, as a rule, in case of plagiarism, students face negative consequences. This helps citizens of countries to have a high level of comprehensiveness and intelligence.

UK: Cambridge and Oxford expel students whose papers have an index of plagiarism higher than 2%.

Us: : In case of violation of academic dishonesty, three suspicions of cheating or plagiarism, – deductions. They can also cancel the assessment or suspend you from training, appoint «correctional» community service, deprive of the right to enter universities, graduates are given a diploma with a note that they have resorted to plagiarism.

It will be difficult to get a job with such a document.

Singapore: In case of violation of academic integrity — expulsion from the university Teacher's hints or permission to cheat are a criminal case.

There is also a ban in some countries on the use of AI: North Korea, China

5. How to avoid breaking academic integrity in your own work

- use sources from which you get information (for example, mention the title of the book, article, animation, where it was told, even give links to the internet resources).
- read the sources, analyzing for yourself things that you have understood. AI can be used to reformulate incomprehensible things and for simplification.
- Write words and sentences in different ways. You can take an idea from a specific source, but you should write this idea using your own imagination and unique creations.

PRACTICAL PART

INTERACTION

KAHOOT: ON TERMS (10 MINUTES)

- what is integrity?
- what is plagiarism?
- what is artificial intelligence?
- what you should not use AI for

CASE STUDY (GROUP WORK) (8 MIN)

After passing the NMT, a video appeared about how testing is performed ant it is not the participant who is in a temporary exam center, but someone else is performing for him the tasks remotely, from home using AI.

- *Was the use of AI virtuous or unfair?*
- *How could the student use AI virtuously in this situation?*

COMPLETING THE LESSON

CONCLUSIONS AND REFLECTION (7 MIN)

Conclusions are made using the Mentimeter program.

Question to the class:

- *What did you learn from today's lesson?*
- *What do you remember?*

Children are asked to write 1-3 words in accordance with the topic of the lesson.

All responses are displayed anonymously on the screen.

We summarize the main theses of the lesson.

SOURCES

AI. Main theses.

[1] — Intelligent information systems, lecture notes, V. M. Kotsovskyi, p. 8.

[3] — [«Artificial intelligence and its application in various fields» Integrity. Main theses

[4] — [Iryna Tymchenko « From Fighting Corruption to Promoting Integrity Change of Paradigm» — in part of general information about integrity.

- **Regulatory framework for academic integrity**

  https://izmail.maup.com.ua/biblioteka/akademichna-dobrochesnist2/normativno-pravova-baza

- **How plagiarism and cheating are punished: foreign experience**

  https://osvitoria.media/experience/yak-karayut-za-plagiat-ta-spysuvannya-zakordonnyj-dosvid/

- **Plagia-what? How the concept of academic integrity splits the world in half**

  https://studyinternational.com/news/plagia-concept-academic-integrity-splits-world-half/

- **Consequences And Penalties of Plagiarism For Singaporean Students**

  https://www.singaporeassignmenthelp.com/blogs/consequences-of-plagiarism/

- **ChatGPT banned in Italy over privacy concerns**

  https://www.bbc.com/news/technology-65139406

LESSON ANNEXES:

LESSON «THE ESSENCE AND FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY»

Delegation team (Law Clinic of the State University of Economics and Technology)

LESSON GOAL:	Explain to students what academic integrity is and why it is important. Tell them about the fundamental values of academic integrity
AUDIENCE/NUMBER OF PARTICIPANTS:	students of grades 8-9/20-30 people
DURATION:	45 minutes.
FORMAT:	lesson (online or offline).
EQUIPMENT:	Wi-Fi, multimedia projector, presentation.
AUTHORS:	Havrylenko Valeriia, Kolos Anastasiia, Shmelov Ihor

LESSON PROGRESS.

LESSON PLAN:

- Getting acquainted with students;
- Relevance of the lesson topic;
- Presentation of the main material;
- Discussion;
- Reflection and the final part.

PRESENTATION FOR THE LESSON:

GETTING ACQUAINTED WITH STUDENTS

In order to ensure a positive and relaxed atmosphere, the lesson begins with a self-presentation of the speakers - the Delegation team. Students are informed about the goals and objectives of the team in the educational institution where the lesson is held. During the speech, the initiative Street Law is mentioned, due to which speakers come to the aforementioned institution.

«Street Law is a global legal and civic education program aimed at middle school students. Street Law is an approach to teaching practically relevant law to the grassroots population using interactive teaching methodologies.»

The time limit is 2 minutes.

RELEVANCE OF THE LESSON TOPIC

After completing the self-presentation, Delegation team encourages students to engage in an interaction, during which the relevance of the lesson topic will be confirmed. Interactive under the name of short, meaningful student's answers to the question: «What is «academic integrity» for you?»

This will allow you identify negative consequences in case of violation of academic integrity, which will automatically confirm the relevance of the topic for educational applicants.

The time limit is 5 minutes.

PRESENTATION OF THE MAIN MATERIAL

Upon completion of student responses, speakers proceed to the presentation of the main material of the lecture (appendix No. 1). The time limit is 5 minutes.

Upon completion of the presentation of the lecture material from the first appendix, the team proceeds to informal communication (time limit – up to 5 minutes without discussion), telling stories to students from their own experience, using jokes related to the topic (appendix No. 2).

At the end of informal communication, students are asked the question: «Have you experienced any manifestations of academic dishonesty?

If so, what consequences did these cases bring you: positive or negative?». The estimated time for a mini-discussion is *5 minutes.*

At the end of the mini-discussion, applicants should pay attention to the screen with an interactive presentation on the topic «The Essence and Fundamental Values of Academic Integrity» (appendix No. 3).

When presenting the main material, interactive moments of interaction specified in appendix No. 4 are used.

The time limit is 10 minutes.

The total time spent on this block is 25 minutes.

DISCUSSION

After completing the oral presentation of the material and presenting the presentation to listeners, students will be given the opportunity to ask a number of questions to the speakers, creating conditions for discussion.

The estimated time is 5 minutes.

REFLECTION AND THE FINAL PART

At the end of the discussion, speakers will be given the opportunity to concisely repeat all the material they have read and worked out with students, express their personal thoughts and feelings. Students will be given the opportunity to express their own awareness of how academic integrity affects the quality of their own education and personal development. We will ask listeners about their own strategies that they will follow in the future to avoid plagiarism and cheating. Lesson assessment: what new things you've learned about academic integrity? Why, in your opinion, do students resort to dishonest methods? After reflection, the Delegation team thanks the students for the lesson, active participation in the discussion, and emphasizes the importance of observing all norms of academic integrity.

General structure of reflection:

Introduction: Why academic integrity is important to you.

Explaining the value of academic integrity: Your understanding.

The impact of academic integrity on the future: How it affects your career and personality.

Your personal commitments and plans: What will you do to maintain academic integrity.

Conclusion: *Role of academic integrity in personal development.*

APPENDIXES

APPENDIX №1

«LEGAL DEFINITION OF ACADEMIC INTEGRITY»

The concept of «academic integrity», its content and forms of violation are defined by several types of regulatory acts. For example, the law of Ukraine «On Education» has a significant impact on the disclosure of the topic of academic integrity, which defines the principle of academic integrity as one of the fundamental principles of state policy in the field of education and educational activities. That is, the state through the law declares the fact that academically integrity is one of the foundations on which Goliath of Ukrainian education is based.

Article 6 paragraph 1 establishes the definition of the term that is considered (academic integrity is a set of ethical principles and rules defined by law, which should guide participants in the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of training and/or scientific (creative) achievements (Article 42 paragraph 1)), warns of the onset of academic responsibility (Article 42 paragraph 5, 6, 7) in the case of academic plagiarism, self-plagiarism, fabrication, falsification, cheating, deception, bribery, biased assessment and providing students with assistance or obstacles that are not provided for in the conditions and/or procedures for passing such an assessment when they pass the assessment of learning outcomes.

A remarkable addition to the law of Ukraine «On Education» is made up of local normative legal acts of individual educational and scientific institutions (regulations of schools and universities «On Academic Integrity»), which are developed and approved by the Academic Council of the university or the Pedagogical Council of the school. Educational institutions that issue these regulations establish the procedure for identifying violations of academic integrity, establishing samples of special declarations on compliance by a student or researcher with the requirements of academic integrity, and so on.

Related to the problem of academic integrity is the law of Ukraine «On Copyright and Related Rights», which establishes that plagiarism is considered a violation of personal non-property and/or property copyright and related rights of a person (Article 53, paragraph 2).

An interesting fact from a legal point of view is that as of November 5, 2024, Verkhovna Rada of Ukraine has a draft law «On Academic Integrity», which is being prepared for the second reading.

The main values of academic integrity are: honesty, fairness, respect, trust and responsibility. Honesty is a key norm that requires openness about your own intellectual contribution.

The student must be truthful and open in their work, avoid plagiarism, and not attribute the results of other people's research to themselves. In addition, it is important to use information sources correctly and properly cite them in accordance with established standards.

Fairness is the second key value of academic integrity. Transparency, openness and elimination of all forms of discrimination or injustice must be guaranteed.

Respect manifests itself in recognizing diversity of views, intellectual property, formulating sound conclusions, and evaluating the contribution of others to scientific progress.

Recognition of the intellectual work of colleagues is the foundation of a healthy scientific environment that promotes the development of knowledge and new discoveries.

Trust. It is based on compliance with certain standards: information should be presented honestly and without distortion, and research results should not change in accordance with the author's desired conclusions. Trust promotes collaboration, which in turn facilitates the exchange of knowledge and experience between different organizations in different fields of activity.

Authors of scientific research should be responsible for the quality and reliability of their work, be aware of their responsibilities and understand the consequences of their actions. They are required to comply with the rules and requirements of academic integrity. The applicant must define a specific goal, develop an action plan, and work independently to achieve their goals.

APPENDIX №2

«GRAPHIC MATERIALS OF A HUMOROUS NATURE. ANECDOTES, JOKES»

APPENDIX №3

«PRESENTATION ON THE TOPIC: «THE ESSENCE AND FUNDAMENTAL VALUES OF ACADEMIC INTEGRITY»»

APPENDIX №4

«INTERACTIVE ACTIVITIES DURING THE PRESENTATION OF THE MAIN MATERIAL OF THE LECTURE»

1. What is academic integrity?

We project the question «What is academic integrity?» on the screen and invite students to take turns expressing their thoughts. Each idea is written down and then discussed whether it is correct or needs to be clarified. After that, we present the interpretation of academic integrity provided by the law of Ukraine «On Education»: «Academic Integrity is a set of ethical principles and rules defined by law, which should guide participants in the educational process during training, teaching and carrying out scientific (creative) activities in order to ensure trust in the results of training and/or scientific (creative) achievements (Article 42, paragraph 1). This will allow us to engage all participants, and also helps to identify students' previous ideas and correct them during the lesson.

2. «Academic Court» 1 group of students – defense, 2 – prosecution.

We suggest a situation for discussion: «I use the Brainly app to prepare for a test paper.» Each group must prepare its own arguments and present them to the «judges», which may be other students or our team. We can also team up. After the debate is over, we will determine the penalty and will reward the winning team.

3. «Truth Hunters» or «Search for Truth»

We create fake news (we can choose several students who will serve as those who report this news) about violations of academic integrity (stories about plagiarism, cheating or false scientific research). We are divided into teams – the task is to identify violations. It is necessary to explain why such actions are unacceptable or, conversely, may look logical. Teams have a few minutes to find errors or violations in the text, and they can use phones to search for information. After that, the teams present their findings, and the winner is awarded. APPENDIX.

5 INTERACTION, DRAFT SCENARIO:

1. INTRODUCTION AND ANNOUNCEMENT OF THE TOPIC (1 MINUTE)

Presenter:

«Good afternoon, dear participants! Today we have a quick discussion on the topic: «I use the Brainly app to prepare for a test paper.»

Group 1 will defend the use of the app, and group 2 will accuse it. Each group has 2 minutes to present their arguments. After that, there will be one short question from each side. Upon completion, the judges will make their decision.».

2. PRESENTATION OF GROUP POSITIONS (2 MINUTES EACH)

Group 1 (Defense) – 2 minutes

Representative of group 1 (Defense):

Argument 1: Brainly is a useful tool for self-learning. It allows you to quickly get explanations and examples for complex topics, which helps students better prepare for test papers.

Argument 2: in Brainly, students can share knowledge and help each other, which contributes to the development of teamwork and support.

Argument 3: The app allows you to study at any convenient time, which allows you to take a more flexible approach to learning..

Group 2 (Prosecution) – 2 minutes

Representative of group 2 (Prosecution):

Argument 1: Using Brainly can lead to plagiarism. Students can simply rewrite the answers without understanding the material, which negatively affects their knowledge.

Argument 2: Brainly's answers are not always accurate or complete, so students may get false information.

Argument 3: This can encourage laziness and lack of independent work, because students are looking for «easy» ways instead of really learning the topic

3. QUESTIONS AND ANSWERS (2 MINUTES)

Presenter:

Each group has the opportunity to ask a short question to their opponents. Responses - up to 30 seconds.

Sample questions:

Defense:

«Don't you think that self-study of the topic is still more important than copying answers?»

Prosecution:

«How can you be sure that all the answers at Brainly are correct?»

4. MAKING A DECISION BY THE COURT (3 MINUTES).

Presenter:

«Now the floor is for the judges.

They will make a decision based on the arguments presented.»

Judges (can be selected from the audience or class):

The judges briefly summarize the main arguments of both groups (30 seconds per group).

After that, the judges decide who presented more convincing arguments.

Presenter:

«The decision has been made! The team that submitted the best arguments won (or lost). The winning team receives praise, and the defeated should share their findings about using the app in training.»

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5. FINAL WORD (1 MINUTE).

Presenter:

> «Thank you to all participants for your activity! Both groups presented interesting and weighty arguments, but the decision is up to the judges. This was a great opportunity for all of us to reflect on how technology can affect learning. This concludes our hearing!»

Examples for the "Academic Court":

Using Google Translate to write essays or translations in language lessons.

Use of neural networks to complete homework by first warning the teacher and getting their consent.

Using a classmate's homework with their consent.

Using Google as the only source of information search for training.

END OF THE LESSON

Summing up everything we discussed today, it is important to remember that academic integrity is not just a set of rules or standards, but the foundation on which we build reputation, trust, and fairness in our studies. This applies not only to the results of our work, but also to how we treat others, how we evaluate their achievements, and how we strive to be responsible and honest. Each of us is part of this community, and our actions affect whether this community is healthy and strong. Adhering to the principles of academic integrity encompasses not only rules, but also mutual respect, development and a future in which we can all achieve our goals in an honest way.

Academic integrity is not only about grades, but also about who we strive to become, what impact we have on the world around us, and what example we set for others.

We sincerely thank you for your attention. Together, we can create an environment where honesty, trust and responsibility are valued, and where each of us has the opportunity to grow and develop in an environment of genuine academic integrity.

- Establishing contact was aimed at increasing the level of interaction, which contributes to better assimilation of information and creating a comfortable atmosphere for all participants. During the speech, the Delegation team adapted depending on the reaction of the audience, and additionally interpreted the information (if necessary). The team's goal was to respond to the audience in a timely manner by paying attention to the questions received. As a team, we repeated the main moments (according to the points of the presentation) to consolidate the key ideas that we wanted to convey to the audience.

We express our gratitude to the audience for their attention and active participation in the discussion of the essence and fundamental values of academic integrity, emphasizing how important it is to apply personal unique knowledge.

We end with jokes and personal stories about the topic, in order to maintain a relaxed atmosphere among the participants.

LESSON ANNEXES:

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