

Whistleblowing Workshop (Key Stage 3)

Guidance Notes for Teachers

These Guidance Notes have been produced to assist teachers in preparing and presenting the session.

Workshop Objectives:

- To discuss the issues of speaking up where the interests of others are at risk (i.e. whistleblowing)
- To explore reasons why people might choose not to speak up
- To encourage debate on attitudes towards whistleblowing and whistleblowers
- To stimulate thinking about the impact of personal decisions on the individual and the community, and our responsibilities towards one another in all areas of life.

Time Frame

The session is designed for a single lesson period (35/40 minutes)

Presentation Documents

Seven Situation Sheets with discussion questions (depending on class size, not all may be required). The situations are also available for display on interactive whiteboard or OHP.

Session Outline

1. Introduction – Whole Class (approx. 5 mins)

An initial survey of perceptions and attitudes – have students heard the term 'whistleblowing' and, if so, what do they think it means?

Discuss an example of wrongdoing within the school environment (e.g. another student damaging school property, or stealing) and ask whether they would say anything and, if so, to whom and why and, if not, why not?

How would they feel about another student who does speak up or blow the whistle?

2. Discussion of Situation Sheets in Small Groups (approx. 10 mins)

Students are divided into groups (optimum size 4 - 5 students) and each group is given a separate situation sheet with questions to be read and discussed amongst the group. (Where appropriate, a student with good reading skills can be appointed to read out the situation to his/her group.) The teacher should encourage (and, where necessary, prompt) debate within each group on how they would react to the situation, and why, considering and discussing their role as individuals and as members of their family and the wider community.

3. Group Presentations and Discussion (approx. 10 mins)

Each group then presents a brief summary of their situation to the rest of the class and their views on what action, if any, should be taken. (The situation can be displayed on the interactive whiteboard or OHP during this part of the workshop). Other members of the class are asked for their views on the situation and their reasons. The teacher should continue to encourage discussion. Remember there are no right or wrong answers: the most important thing is that students explore and discuss the possible consequences of their chosen course of action on both themselves and on others.

4. Summary (approx. 5 mins)

Drawing on the discussion and topical examples, the class as a whole are asked if they think it is a good thing to speak up or blow the whistle where there is a risk to others. What circumstances might deter them from doing so? Do they think that people should be encouraged to blow the whistle and do they have any thoughts on how this could be done?

Feedback

We would welcome your comments about the materials, the content of the workshop or any notable contributions or suggestions made by your students. Please email us at schools@pcaw.co.uk