

SIX-WEEK SCHOOL & YOUTH-ORGANIZATION PROGRAM

Week 5

Integrity

Practice doing the right thing when nobody is watching.

An adaptable facilitator plan for a fictional, low-stakes choice. Use the shared language Pause, Think, Choose to consider an honest and responsible next step.

LEARNING AIM

Participants practice naming an honest, responsible next step in a hypothetical situation where no one is watching and explain one consideration that informs that choice. This is a practice aim; the session does not guarantee behavior change.

WORKING LENGTH
45 minutes

MATERIALS
This guide, paper or a board, and a marker or pen

SESSION AT A GLANCE

TIME	SESSION STEP	FACILITATOR FOCUS
00–05	Welcome and choice	Set a fictional frame, participation choices, and respectful norms.
05–10	Introduce integrity	Connect an honest next step to Pause, Think, Choose.
10–16	Notice the situation	Separate known facts from guesses and find the choice point.
16–25	Model options	Consider responsible paths and possible effects without predictions.
25–35	Map a next step	Consider who or what may be affected and why.
35–40	Optional rehearsal	Try possible language or choose another way to take part.
40–45	Reflect and close	Name a consideration; sharing remains optional.

Set up a low-pressure space

Use age-neutral language and adapt examples to the group. Keep the scenario fictional; no one needs to connect it to a personal experience.

BEFORE LEARNERS ARRIVE

- Write Pause, Think, Choose. Keep visible.
- Separate known facts from guesses.
- Choose: speak, write, observe, or pass.

FACILITATOR STANCE

- Describe choices, not good or bad people.
- Avoid assuming why the markers are in the bag.
- Offer solo, pair, or small-group work.

CHOICE AND SAFEGUARDING

Do not ask for personal stories or require role-play. Learners may pass without explaining, observe, write, or take a break. Do not promise secrecy. If a safety concern is raised, follow the facilitator's organization policy.

FACILITATION STEPS

00–05

Welcome and choice

Say: “This is a fictional situation. You can speak, write, observe, take a break, or pass. Passing does not need an explanation.” Invite a few norms: listen without teasing, avoid labels, and let people choose how to participate.

05–10

Introduce integrity

Invite a plain-language description. Offer: “Integrity can mean choosing an honest, responsible action even when nobody is checking.” Connect the idea to Pause (stop for a moment), Think (notice facts, guesses, and who or what may be affected), and Choose (take an honest next step). Avoid asking anyone to prove what kind of person they are.

KEEP THE FOCUS ON PRACTICE

The aim is to consider one responsible choice and one reason for it. Learners do not have to share a personal intention or story.

Notice, think, and choose

Use the fictional marker scenario to make space between what is known and what is assumed.

10–16

Notice the situation

READ ALOUD

After an activity, a learner is packing up and notices a shared set of markers in their bag. They realize the markers may have gone into the bag by mistake. Nobody else has noticed.

WHAT IS KNOWN?

The markers are shared, are in the learner's bag, may have been packed by mistake, and nobody noticed.

WHAT IS STILL A GUESS?

Why they got there, who needs them next, or what anyone will say or do.

Ask where the learner has a choice. If a detail is unclear, they can check it or ask for help.

16–25

Model options with Pause, Think, Choose

Think aloud without deciding what the learner intended or predicting a result: Pause. Think about what is known, what needs checking, and who or what may be affected. Choose an honest next step.

RETURN Put the markers back with shared supplies.

TELL Tell the facilitator what was found.

ASK Ask a trusted adult for help returning them.

Discuss possible effects, not certain consequences. These steps may help clarify where the materials belong or make them available again; people's reactions can vary.

25–35

Map a next step

Invite solo reflection, pairs, or small groups. Ask learners to map the fictional choice:

1. What do we know? 2. What are we guessing?
3. Who or what may be affected? 4. Which honest step fits, and why?

Rehearse optionally and close

Keep participation flexible. Speaking is only one way to practice.

35–40

Offer an optional rehearsal

Invite learners to try a sentence, write one, listen to a facilitator model it, observe, or pass. Do not require role-play or ask anyone to act out a personal event.

“I found these in my bag; where should they go?”

“I made a mistake and want to fix it.”

Other possible words: “Can you help me return these?” Learners can adapt the language, write privately, or simply listen.

40–45

Reflect and close

Offer quiet thinking, writing, or drawing. Sharing is optional. Choose one prompt:

- Which detail mattered to the next step you chose?
- How did Pause, Think, Choose help make room for a choice?

Close by restating the practice focus: name one honest, responsible next step and one consideration that informed it. Do not ask learners to report a personal promise.

OPTIONAL FOLLOW-UP

Leave the three words Pause, Think, Choose visible for a later discussion. If you revisit the scenario, ask what information could be checked and what respectful ways might help correct a mistake. Keep the example hypothetical.

FACILITATOR SAFEGUARDING NOTE

No personal disclosure, role-play, or promise of secrecy is part of this session. If a safety concern is raised, follow your organization’s safeguarding policy.