

Sample Guide for Whistleblowing Education Facilitators

Module title	Definition of whistleblowing
Aim of the module	<p>The aim of this module is to teach trainees:</p> <ul style="list-style-type: none"> • What is meant by whistleblowing? • What are the different forms, types and examples of whistleblowing? • What are the values of whistleblowing?
Learning outcomes	<p>By completing this module, trainees should be able to:</p> <ul style="list-style-type: none"> • Frame the behavior of whistleblowing • Understand the main steps of whistleblowing and what it means for the whistleblower and the concerned organization • Cite the main values at stake behind whistleblowing
Learning activities	<ul style="list-style-type: none"> • Brief lecture • Class discussion • Self-reflection
Assessment activities	<p>At the end of the module trainees will be asked to reflect on the following questions:</p> <ol style="list-style-type: none"> 1. What was your knowledge about whistleblowing before the module? 2. How has the module changed the way you understand the potential issues at stake with whistleblowing?
Resources	N/A

Duration	55'
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Module Session Plan

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
10 minutes	<p>Activity 1 (Starter activity) Use the lecture notes provided to deliver a brief (max. 10 minutes) presentation about the importance of whistleblowing today. The <u>key elements</u> to cover include:</p> <ul style="list-style-type: none"> a) Examples of national whistleblowing legislations and international documents on whistleblowing which apply to sport b) Growing sensitivity and popularity of cases of whistleblowing in society c) Cases of whistleblowing within sports, to address key sports ethical issues (Ex: Doping: Lance Armstrong case or Russian case; harassment: Nassar and American gymnastic case) <p>When the lecture is over, the teacher asks trainees if they have other specific cases in mind, including cases in their entourage.</p>	At the end of the lecture learners will be asked to recall instances where they felt empowered or discouraged to act in their sport (examples relevant to whistleblowing are preferred, but if not available draw on other experiences that showcase the lack or presence of self-efficacy/empowerment in decision-making).	Deliver a short introductory lecture on whistleblowing. Stimulate the exchange of personal knowledge and experience on whistleblowing	Understand the importance of whistleblowing today, including in sport.
10 minutes	<p>Activity 2 (Group discussion) After watching an extract of the video on the Russian whistleblowers, activity learners are advised to collectively discuss:</p> <ul style="list-style-type: none"> - The reasons behind whistleblowing attitudes: why do individuals like Stepanova raise alerts? - The consequences for the whistleblower and the concerned organisations 	Learners will reflect on the proposed topics and exchange opinions.	Introduce the video and coordinate the answers. The lecture notes provide guidance on each of the addressed topics.	Understand the main motives of whistleblowers, the values behind whistleblowing and the potential consequences for both the whistleblowers and the organisation

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5 minutes	<p>Activity 3 (Brief lecture) The teacher presents the definition of whistleblowing and underlines that the subject of reports can be any unethical or illegal conduct, and that a variety of persons or institutions can be recipient for these reports.</p>	Learners are invited to ask questions.	Deliver the short lecture	Understand the variety of issues that can be the subject of alerts. Understand the variety of potential recipients.
10 minutes	<p>Activity 4 (Group discussion) After a brief presentation of the steps of a whistleblowing process, the learners should reflect on each individual step and imagine the main variables that may determine action: what will hinder or facilitate the action?</p>	Learners will reflect and comment on each step of the whistleblowing process.	Introduce the steps and coordinate the answers. The lecture notes provide guidance for each of the steps	Understand that whistleblowing is a process, where many variables and sensitivities can influence behaviors.
5 minutes	<p>Activity 5 (Brief lecture) In this activity, the teacher will expose the main values commonly referred to whistleblowing. The lecture notes provide ethical arguments and scientific findings that support whistleblowing.</p>	The learners are invited to ask questions.	Deliver the short lecture	Understand the added values of whistleblowing
5 minutes	<p>Activity 6 (Self-reflection) Here, the teacher presents the situation where athletes are cheated, either by failing to be protected by staff and authorities (Nassar case and testimony video) and receive their medals <i>a posteriori</i>, following doping sanctions of winning athletes (Norwegian curling case). The goal is to let the audience self-reflect the emotions such situations trigger, whether it is anger, sadness or empathy. The audience is in position to understand that it is potentially affected by ethical wrongdoings, even when they concern others, and that whistleblowing is also fighting for what you believe in.</p>	Self-reflect on the emotions triggered by situations of cheating.	Present the situations of cheating and coordinate the self-reflection	Develop a sense of personal attachment and responsibility to wrongdoings.

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
5 minutes	<p>Activity 7 (group work) In this activity the group will be asked to name known existing official reporting mechanisms. If needed, the teacher will complete the list (the lecture notes will list most of the reporting options)</p>	Name existing mechanisms	Accompany the group work, and complete the list.	Develop a general knowledge of available reporting options.
5 minutes	<p>Activity 8 (self-reflection) Here the audience will be asked to individually synthesize what they learned from this module.</p>	Self-reflect on the following questions: 1. What was your knowledge about whistleblowing before the module? 2. How has the seminar changed the way you understand whistleblowing in general?	N/A	All learning outcomes