

## Sample Guide for Whistleblowing Education Facilitators

Module title	What to report, how and where
<b>Aim of the module</b>	The aim of this module is to teach trainees: <ul style="list-style-type: none"> <li>• The main rules and advice to consider before and during raising an alert</li> <li>• Examples of official reporting lines for major wrongdoings</li> </ul>
<b>Learning outcomes</b>	By completing this module, trainees should be able to: <ul style="list-style-type: none"> <li>• Describe the main obligations to report</li> <li>• Understand the key precautionary rules to consider before and when blowing the whistle</li> <li>• Name some existing official whistleblowing procedures</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Self-reflection</li> </ul>
<b>Assessment activities</b>	At the end of the module trainees will be asked to reflect on the following questions: <ol style="list-style-type: none"> <li>1. How did you consider the act of whistleblowing before the module, compared to now?</li> <li>2. Which main rules, advices and precautions have you learned during this module?</li> </ol>
<b>Resources</b>	N/A
<b>Duration</b>	<b>45'</b>



## Module Session Plan

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
20 minutes	<p><b>Activity 1 (Lecture and group discussion, slides 3-4-5)</b></p> <p>Use the lecture notes provided to deliver a brief (10 minutes) presentation about the variety of wrongdoings that can be considered for reporting. The main differences to be covered include:</p> <ul style="list-style-type: none"> <li>a) Competition integrity issues (doping, match-fixing, manipulation, etc.), for which there may be an official obligation to report (in the sport regulation)</li> <li>b) Criminal conduct (physical abuse, some forms of harassment, financial fraud, bribery, etc.) for which there may be a legal obligation to report (in the law)</li> <li>c) Unethical conduct (harassment, conflict of interest, betting, misuse of inside information) for which there may also be an official obligation to report (in the sport regulation).</li> </ul> <p>Any of these breaches of regulation, or any unethical conduct can be considered for report.</p> <p>Then, the teacher will present three examples of wrongdoings, for which the trainees will be asked to consider if they would report or not. The teacher coordinates the discussion, and can use the lectures notes to provide guidance. After the discussion, the teacher summarizes the key rules to consider:</p> <ul style="list-style-type: none"> <li>a) You may be legally obliged to report criminal conduct</li> <li>b) You may be legally obliged to report unethical conduct and violation of competition integrity</li> <li>c) As much as possible, check the regulation that applies (law and sport regulation)</li> </ul>	At the end of the lecture learners will be asked to reflect on the wrongdoings and imagine how they would react, if they would report or not.	Deliver a short lecture on the types of wrongdoings that can be reported, coordinate and conclude the discussion	Understand the variety of forms of wrongdoings, which can be considered for an official alert. Understand that sport actors can also be under a duty to report some wrongdoings.

Time	Content	Learner Activity	Teacher Activity	Link to learning outcomes
10 minutes	<p><b>Activity 2 (lecture, slides 6-7-8-9-10-11)</b>            In this activity learners are presented the main precautionary measures to take while blowing the whistle:</p> <ul style="list-style-type: none"> <li>a) Check the existence of official and reliable whistleblowing procedures. The presentation includes advice on where to look for such procedures, and possible indications of reliability.</li> <li>b) Which material and information to provide when raising an alert</li> <li>c) Communication and confidentiality advices</li> <li>d) Consider raising the alert to external authorities and the media as a last resort only.</li> </ul>	During and after the lecture, learners are invited to ask questions to the teacher.	Deliver the lecture	Demonstrate knowledge about the key rules and precautions to take while raising an official alert
10 minutes	<p><b>Activity 3 (interactive lecture, slides 12-13-14-15)</b>            In this activity learners are presented existing official procedures to blow the whistle on:</p> <ul style="list-style-type: none"> <li>- Doping (and related) issues</li> <li>- Match-fixing (and related) issues</li> <li>- Harassment and abuse issues</li> </ul> <p>Learners are encouraged to interact if they know about a procedure and/or if they know about persons who have used these systems.</p>	Learners are invited to interact whenever they know about a procedure, or if they know about persons who have used these systems.	Deliver and coordinate the interactive lecture	Demonstrate basic knowledge on existing reporting options.
5 minutes	<p><b>Activity 4 (Plenary activity/self-reflective task)</b>            Summary of the activities and self-reflection on skills acquired</p>	Self-reflect on the following questions: 1. How did you consider the act of whistleblowing before the module, compared to now?  2. Which main rules, advices and precautions have you learned	N/A	All learning outcomes

<b>Time</b>	<b>Content</b>	<b>Learner Activity</b>	<b>Teacher Activity</b>	<b>Link to learning outcomes</b>
		during this module?		