

SECTION

3

HONESTY AND NATION BUILDING



GHANAIAN VALUES

Honesty and Nation Building

INTRODUCTION

Corruption for some time has become a concern to Ghanaians. This has necessitated a discussion on the concept of honesty. This section will familiarise you with the teaching of the three main religions in Ghana on the promotion of honesty as against dishonest behaviours at home, school, and the community. A careful study of the section will also assist you to understand the causes, effects and ways to reduce corruption in all aspects of your life. You will appreciate the need to be honest, patriotic, gain wealth without dishonesty and make meaningful contributions to the development of the nation, field of work, adult life and in pursuit of your academic journey.

At the end of this section, you will be able to:

- Appraise how honesty and selflessness contribute to national development.
- Discuss dishonesty as central to the causes and effects of corruption
- Discuss the place of honesty at home, school and society in general
- Analyse honest ways of gaining wealth

Key Ideas

- The school is an environment where teaching and learning takes place
- Honesty is the act of doing things in a morally acceptable way.
- Dishonesty is the act of doing things in a morally unacceptable way.
- Some dishonest behaviours at school and their disturbing effects on the individual, school, community, and the nation. Broader or wider problems that could happen because of dishonest behaviours.
- A community outreach programme is a way of educating a community on a pressing issue.

HONESTY AND CORRUPTION I

Under this concept, you will be guided to understand the meaning of honesty and the three main religions teachings on honesty. You will also understand the links between the main religions and the Ghanaian national anthem and pledge. This will enable you to recognise the importance of being honest in your dealings with others.

1. Meaning of Honesty

Honesty may be described as

- a. An act of truthfulness, genuineness, and transparency in all aspects of one's life. It is about being sincere with oneself and others, and willing to take responsibility for one's actions.
- b. A rejection to lie, steal or cheat in any way.
- c. Being accurate (truthful) and fair in all that one does. It is about treating others justly and being direct and clear in your words and actions (saying and doing what is exact).

2. What the three main religions say about honesty.

The three main religious groups in Ghana value the concept of honesty. They all emphasise the love of the Creator for honest people.

a. African Indigenous Religion (AIR)

- i. **A lie has many variations, truth has none (African Indigenous saying)** The saying implies that though lies can be told repeatedly or in different ways, the truth will continue to remain the same without any changes regardless the situation.
- ii. **The path of a liar is very short (African Indigenous saying):** Not admitting to the truth could cause the death of the liar.
- iii. **A half-truth is a liar (African Indigenous saying):** This means anything less than the whole truth is considered dishonest. African Indigenous Religion (AIR) highlights complete truthfulness.
- iv. **Buy the truth but never sell it (African Indigenous saying):** An individual is to seek and accept honesty and value it in his or her life but not to be dishonest during difficult times.
- v. **It is better to be punished for telling the truth than to be rewarded for telling lies (African Indigenous saying):** It is better to say the truth and face problems than to lie and get rewards. We are then encouraged to tell the truth even if it is difficult to do so.
- vi. **Truth is like fire it cannot be hidden under dry leaves (African Indigenous saying):** Truth is like fire and so it shows its strength by disclosing issues. It is therefore powerful and cannot be covered.

b. Christian Teachings on honesty

Biblical quotations or texts urge Christians to be honest wherever they find themselves. Some of these texts are discussed below:

- i. **You shall not bear false testimony against your neighbours (Exodus 20:16):** This is a command from God that impresses on Christians the attitude of truthfulness in all aspects of life. Believers are also strongly advised not to tell lies about their neighbours. When given an account of an event they witnessed, they should recount the exact things that happened.
- ii. **God does not show partiality or take bribes (Deut. 10:17):** This biblical text indicates that God does not exhibit favouritism. He treats all people equally or

fairly. He can also not be influenced by the offering of gifts. Meaning God is not corrupt. For this reason, Christians are to refrain from corrupt behaviours.

- iii. **Do not lie to one another (Col 3:9):** The text admonishes Christians to practice honesty and truthfulness in their dealings with others. Telling the truth always makes one a better person.
- iv. **Put away falsehood. Let everyone speak the truth (Eph. 4:25):** Christians are advised not to be deceitful and dishonest. But rather tell the truth, being mindful of the essence of integrity in their words.
- v. **Let your yes be yes, and your no be no (Matt 5:37):** The statement implies the need for Christians to express themselves accurately and directly. They should keep away from diluting (adding unnecessary words to the truth) to rather turn to falsehood.

c. **Islamic Teachings on honesty:**

Like African Indigenous Religion (AIR) and Christianity, Islam through its teachings in the Qur'an has dedicated texts to admonish believers to exhibit honesty in their communities.

- i. **This is the day when the truthful will be rewarded for their truthfulness (Qur'an 33:24):** During the day of judgment, those who spoke the truth and were righteous will receive the reward of their sincerity. They will go to "Jannah" (the garden of paradise) and enjoy eternal peace. There, they will be free from pain and sorrow and experience a life without lacking anything.
- ii. **God will surely recompense the truthful for their truthfulness (Qur'an 33:24). --...those who guide per the truth, the truth renders them righteous (Qur'an 7:159):** This Qur'anic verse focuses on the significance of honesty in a believer's relationship with Allah. Truthful believers will have a reward from Allah.
- iii. **Those who promote the truth and believe therein are the righteous (39:33):** Believers who stick to the truth in words and in their deeds are the true and pure Muslim. These believers live a good and sincere lifestyle. Their reward is a lovely life in Paradise. Allah will be pleased with them, and they will achieve the greatest victory by enjoying a happy life forever.
- iv. **you who believe! Fear God and be with those who are true—in word and deeds (Qur'an 9:119):** It is one of the duties of believers to have a feeling of being aware and accountable towards Allah. They are encouraged to mingle or make friends with people who are honest, truthful and sincere in their words and behaviours.

Activity 3.1

- a. Reflect on honest practices in your neighbourhood and write what you understand by the "meaning of honesty."
- b. Discuss your thoughts about the meaning of honesty with your colleagues.

A template has been provided below to aid in your thought and conversation as an example. Your thoughts should be written on one side of the template and your colleague should write theirs on the other side.

The figure shows a worksheet titled "Being Honest" with two columns. The left column has the heading "Being Honest" and two sections: "Being honest is very important because..." followed by seven horizontal lines, and "I always try to be honest because..." followed by seven horizontal lines. A small illustration of a woman with glasses is at the bottom right of this column. The right column also has the heading "Being Honest" and two sections: "Being honest is very important because..." followed by seven horizontal lines, and "I always try to be honest because..." followed by seven horizontal lines. A small illustration of a man and a woman talking is at the bottom right of this column. At the bottom right of the entire worksheet, there is a green leaf-shaped logo with the text "ink saving Eco".

Figure 3.1 Template

Activity 3.2

- a. Sing and recite the Ghanaian Anthem and National Pledge and write the words for both down.
- b. Consider what the Ghanaian Anthem and the National Pledge say about honesty. Compare these views with the three main religions e.g. the Creator does not bless people who tell lies, and the same can be said of the National Pledge.

Use the template below to write your comparisons down

Table 3.1: Template

| Activity 3.2 | | List the religious texts that reflect the aspects of honesty in the national anthem and pledge |
|--|--|--|
| What the Ghanaian national anthem says about honesty | | |
| | | |
| | | |
| | | |
| | | |

| Activity 3.2 | | List the religious texts that reflect the aspects of honesty in the national anthem and pledge | |
|---|--|--|--|
| What the Ghanaian pledge says about honesty | | | |
| | | | |
| | | | |
| | | | |
| | | | |

HONESTY AND CORRUPTION II

In this session, you will be guided to understand the meaning of corruption, forms of corruption and the causes of corruption in Ghanaian societies. This will prepare you with the knowledge, abilities, and mindset to enable you to recognize the importance of refraining from all forms of corruption and to demonstrate the readiness and courage to expose corrupt behaviours in Ghanaian society.

1. Meaning of Corruption

The term corruption may be explained in various ways. These are a few of the ways to describe the word or concept.

- a. Corruption could be explained as the dishonest or fraudulent conduct of those in authority. It mostly involves the offering of money, gifts or favours to an official to influence his or her decision or actions for a personal benefit. For example, a company offering a government official money to win a contract instead of the contract being awarded to a qualified company. This act is sometimes referred to as bribery.
- b. It could also be understood as a situation where a person tries to use his or her status, position or rank in society for personal gain.

2. Forms of Corruption

- a. **Bribery:** This is the offering of money, gift or favour to someone to receive a favour in return for personal gains. For example, a parent could pay money to the SHS/SHSTS and STEM Placement Centre or the Headteacher of a school for the child to gain admission (an unfair advantage) over other children.



Figure 3.2: An image of the payment of bribe.

- b. **Extortion:** This occurs when a person forcibly or unlawfully takes money, property or sometimes service from another person.
- c. **Cronyism:** It is the act of granting favour or position to colleagues, friends and family members without considering their qualifications to the detriment of others.
- d. **Nepotism:** It refers to the act of favouring relatives or friends to gain a position without considering their qualifications.
- e. **Theft and embezzlement:** Theft is the act of secretly taking someone's property or money without their permission and embezzlement is the practice of stealing or diverting monies or properties of a business or organisation for personal gains.
- f. **Fraud in contract performance:** This is where people meant to perform a particular job do so shoddily or below expectations. For instance, a contractor who had been handed a government road or building contract may decide to use limited or inferior resources for the contract, hence reducing the quality of work. A farmer who originally engages in organic farming decides to use chemicals and inorganic means of farming yet deceives his customers that his or her produce remains organic.
- g. **Fraud in an audit inquiry:** Fraud in an audit inquiry is when auditors, who are required to independently and objectively examine an organization's financial records, manipulate or falsify information to cover up irregularities or embezzlement. This is a form of corruption in Ghana because it dents or undermines the trust and integrity of the auditing process, allowing individuals to escape accountability for financial misconduct, leading to misallocation of resources and loss of public funds. For example, some heads of schools pay bribes to auditors to give them a good report to cover up their mismanagement and corruption.



Figure 3.3: Official accepting bribes to influence his work.

- h. **Money laundering:** Money laundering is a means of obtaining illegal wealth through criminal activities, such as bribery or embezzlement, to make it appear as though it was obtained through genuine means.
- i. **Misuse of funds etc:** This involves using money for personal gain or for purposes other than what it was intended for.

3. Causes of corruption

- a. **Increased economic hardship:** The recent high cost of goods and services in the country has caused people to engage in corruption. These include the cost of transportation, foodstuffs, school fees and so on.
- b. **Greed and self-centeredness:** Due to self-serving ambitions and a desire to become wealthy quickly, some people, mostly public sector workers and government officials participate in bribery and corruption.
- c. **Tribalism:** In Ghana, people put pressure on the men who represent their tribes in positions of power. The purpose of bribery and corruption is to provide circumstances and support for them and their kind. Contracts are awarded to people based not on performance or qualification, but rather on their race and other factors.
- d. **Frequent demands by the extended family:** Family members who are in a responsible position to help meet the needs of other members are under too much pressure in the extended family system. Because of this, some of these people are compelled to partake in dishonest activities to increase their income and assist family members who are in need.
- e. **Attitudinal problems:** Corruption and bribery have become more common in the country due to people's attitudes. Some people use bribery and corruption to show gratitude for a favour.
- f. **Bureaucracy:** Corrupt individuals in positions of power establish needless regulations and processes to illegally obtain bribes at every stage of the process. This wastes time and resources on tasks which could have been performed within limited timescales.

- g. **Unemployment:** In Ghana, when officials engage in corruption by taking bribes and embezzling state funds, there is a reduced allocation for the construction of essential infrastructure such as schools, roads, and hospitals. Consequently, this results in a decrease in job opportunities. Additionally, corrupt practices deter foreign investors from committing to countries with such issues, further limiting job creation.
- h. **Desire to get rich quick:** Corruption can lead people to believe that getting rich quickly is easier than working hard. When they witness others becoming wealthy through dishonest methods, they might view this as the only option. This pressure can drive them to partake in illegal activities for fast money, making the desire to get rich quickly commonplace in society.
- i. **Lack of self-control:** Corruption can create the perception that rules are unimportant, leading individuals to act without considering the consequences. Observing others engaging in dishonest behaviour may tempt individuals to do the same, resulting in a loss of self-control. Over time, this mindset can be harmful to both the individual and society.

Activity 3.4

- a. Reflect on three or four experiences you have witnessed, heard, or read about people in your school or community showing dishonest behaviours or attitudes and write them down e.g. some colleagues always help some teachers do their chores so they can give them good grades
- b. Discuss the behaviours that you and your friends have identified and that you agree to be against good moral practices

Activity 3.5

Research the word corruption using the internet or other sources and write a report explaining what you understand by it. The guidance below is useful for structuring your report

Analysing data that you have gathered for your report:

- It involves extracting (taking out) important facts and patterns from the data gathered.
- Draw conclusions.
- Make informed decisions based on the results.

Prompt sheet for report writing:

- Informative and fact-based.
- Formally structured.

- Usually written with a specific purpose and reader in mind
- Written in style appropriate to each section.
- Include section headings.
- Often uses bullet points.
- Often includes tables or graphs.
- Offer recommendations for action.
- Uses a clear structure.
- Based on evidence (data, other reports, experiment results.)
- Has a clear introduction and conclusion.

Activity 3.6

Organise a group discussion with up to five of your colleagues. Discuss the forms and causes of corruption in Ghana using relevant examples. You can meet them in person or use a meeting app such as Zoom, WhatsApp or Google Meet

Some useful tips for group discussions

- Set some ground rules for the discussion e.g. only one person to speak, respect other people's opinions, give your point of view clearly and politely
- Plan your questions in advance.
- Make and maintain eye contact.
- Listen carefully to what others say - If you do not understand something, ask them to explain

Some Questions that could be asked during the discussion:

| |
|--|
| What are your opinions on corruption? |
| What makes a person corrupt? |
| Are there ways in which people knowingly or unknowingly prove to be corrupt? |
| If yes, then what are some of these ways? If not, how do they commit acts of corruption? |
| What might have influenced their actions? |
| Do you truly consider their actions as corrupt? |
| If yes, give your reasons. If not give your reasons |

HONESTY AND CORRUPTION III

This concept will highlight corruption, dwelling on its effects and steps to reduce it. You will be guided to realise the dangers of corruption and develop the urge to sustain honest behaviours.

1. The Effects of Corruption

- a. **Diversion of public funds to private pockets:** Public funds allocated for infrastructure, and educational development sometimes “find their way” into the pockets of individuals in authority e.g., government officials or public servants, Money meant for public benefit (government projects) is used by these individuals for their own benefit.
- b. **Execution of shoddy/poor/substandard work:** Corruption in most cases leads to bad work, where things are done cheaply or quickly without considering quality. This happens due to improper accountability and unqualified or inexperienced labour. It therefore puts the people and their environment at risk.
- c. **Inefficiency and low productivity in the workplace:** People who are not qualified pay bribes to be employed. Some of them become ineffective at the workplace thereby reducing production and outputs. This act contributes to the collapse of many companies in Ghana.
- d. **Over staffing:** This occurs when individuals in power abuse their authority and employ many people. This happens particularly in state institutions. They become corrupt as they take bribes from the people they intend to assist. They may employ family members, friends, and other relations without necessarily considering their skills or qualifications. As a result, some other staff may become redundant or surplus at the workplace as they have no work to do.
- e. **Employment of unqualified people:** Certain public institutions refuse to hire qualified people because of bribery and corruption. This stems from the fact that people in authority or who have the power are prepared to employ people who do not have the required certificates and skills.
- f. **It tarnishes the image of the individuals and the country:** The perceived corruption in the civil and public services has damaged Ghana’s reputation in the eyes of the world. The high level of perceived corruption among Ghanaians and international bodies could give the wrong impression to an investor hoping to conduct business there. Individuals who engage in corruption dent their image and personality and lose the respect people have for them.
- g. **Retard developments:** Corruption indeed holds back development by changing good decision-making and limiting investments that result in slow economic growth, social inequality, and poor infrastructure. Since corruption limits a country’s funding and delays government projects like the provision of infrastructure the government is then forced to borrow from either the World Bank or other developed countries.
- h. **It facilitates environmental degradation:** Corrupt environmental protection officials give way to destructive or harmful practices like logging, bush burning and illegal mining (galamsey). These activities rapidly destroy the environment.

- i. **Lack of trust for individual and public institutions:** Corruption makes people lose trust in each other and public institutions. When people lose trust in individuals who are in positions of authority and public institutions, it can result in demonstrations and strikes which could affect the progress of the nation.

2. Ways of minimising corruption

- a. **Increased public education:** Public education and awareness campaigns are vital in reducing bribery and corruption. Therefore, key sectors, for instance traditional leaders, schools, the media, religious groups, etc should involve themselves in sustained public education efforts. This will create a society that is more aware, engaged, and active in minimising corruption.



Figure 3.4: A Public Education Campaign A Fight Against Corruption in Ghana

- b. **Public exposure of public officials:** Publicly naming and shaming corrupt public service workers and officers will serve as a deterrent (warning) to others who are at the helm of affairs. They could be publicly shamed through social media, newspapers. In Ghana, the Commission on Human Rights and Administrative Justice (CHRAJ) and the Office of the Special Prosecutor (OSP) has been constitutionally mandated to investigate and expose corrupt officials to help check corruption in the country., etc.
- c. **Frequent auditing of public or state institutions:** This practice is important because proper examination and review of financial records and transactions of state institutions enhance transparency. A clear indication of a fight against corruption.
- d. **Punitive measures:** Public officials engaging in bribery and corruption should face strict legal punishment. Institutions should deal with corruption within their organisation. The courts could give harsher punishments such as imprisonment, double payment of the resources or monies they have spent or being asked to leave the job.

- e. **Revision of procedures in institutions to deal with bureaucracy:** The Civil and Public Service, license requirements, and the bureaucratic procedures involved in obtaining documents such as driver's licenses and passports could be streamlined and made less stressful. This would encourage people to get documents through proper channels. Ghana has made some steps to tackle this through the introduction of the "paperless" system (providing online services instead of going to the office in person),
- f. **Improvement in the economic situation:** People will not engage in bribery and corruption if the government takes steps to improve the country's economic situation, such as paying workers well and reducing the pressure of unemployment through the creation of more jobs by investors and the government.
- g. **Religious leaders should be bold enough to preach against corruption:** Religious leaders have a responsibility to educate their followers about the sinful nature of corruption. They should promote the virtues of honesty and hard work, emphasizing that such behaviour is pleasing to God, while wrong conduct is not. This guidance can empower individuals to reject corruption and embrace ethical values.

3. The need to avoid corrupt practices



Figure 3.5: An official avoiding corruption

It is important and healthy not to get involved in corruption because of the following reasons:

- a. **It is against the word of God:** Disobeying God's teachings by cheating or corruption and stealing, goes against His will which is written in the bible. (Gal 5:19, Col 3:5-7) When these things are done, it creates a broken relationship between man and God.
- b. **It is a sinful act:** It is a sin to cheat, bribe, and steal. God will punish those who do such things.

- c. **It violates the laws of Ghana:** In Ghana, corruption is illegal. Chapter 24 of Ghana's 1992 constitution spells out the dos and don'ts regarding the projection of the nation against corruption. Failure to comply with the demands of the constitution may result in penalties like fines or being imprisoned. Thus, to contribute to the creation of a just and fair society, it is wise to uphold the law by being truthful.
- d. **It does not encourage hard work:** Corruption breeds an environment where hard work and success are not valued. When a person commits fraud to become rich, it is the same as enjoying benefits without putting in hard work. When a person becomes successful through corruption or stealing, it is a false glory but not a divine blessing. Making wealth or becoming successful through corrupt means comes with its consequences. We must always put in our best effort to truly succeed.
- e. **It does not show honesty:** A dishonest person enjoys stealing, bribery, cheating, and corruption. Corruption does not encourage truthfulness and the right way of doing things.
- f. **One lives a free and blameless life:** A person lives a free life if they shun corruption, bribery, and cheating. Such a person will not end up being detained, face legal action, or face shame but rather live a peaceful and happy life. God's values, virtues, beliefs, and commandments should serve as an individual's compass or guide.

Activity 3.7

Research the effects of corruption and produce a report highlighting the effects of corruption on individuals, organisations and Ghanaian society.

The information below is useful guidance for report writing.

Analysing data that you have gathered for your report:

- It involves extracting (taking out) important facts and patterns from the data gathered.
- Draw conclusions.
- Make informed decisions based on the results.

Prompt sheet for report writing:

- Informative and fact-based.
- Formally structured.
- Usually written with a specific purpose and reader in mind
- Written in style appropriate to each section.
- Include section headings.
- Often uses bullet points.
- Often includes tables or graphs.

- Offer recommendations for action.
- Uses a clear structure.
- Based on evidence (data, other reports, experiment results.)
- Has a clear introduction and conclusion.

Activity 3.8

In groups, discuss ways of minimising corruption in Ghana. (Refer to Activity 3.6) on how you should go about the grouping.

You are encouraged to surf the internet and other reading materials for information on corruption to support your views.

Some Questions that could be asked during the discussion:

What methods of minimising corruption would be most effective in organisations?

What methods of minimising corruption would be most effective to individuals?

In your opinion what would be the main societal benefits in minimising corruption?

If you were in government, what steps would you take to ensure that people did not act in a corrupt way?

HONESTY AT HOME

This concept will take you through the possible ways of promoting honesty at home. It will further bring to your notice some dishonest attitudes that are exhibited at home, and the need to promote honest behaviours at home. The purpose of this session is to help you acquire values that will aid you in your life journey. As the saying goes, “Charity begins at home”. Let us begin by studying the ways of promoting honesty at home.

1. Ways of Promoting Honesty at Home

- Admitting when one is wrong:** Since honesty demonstrates that we value the truth and accept responsibility for our mistakes, admitting when we are wrong is a good way to encourage honesty in the home. It fosters trust and open communication within the family, promoting an environment of openness and support.
- Refraining from all forms of cheating:** In the home, cheating like telling lies to have an advantage over others should be discouraged.
- Avoid being selfish and admitting when you have had your fair share:** This happens to be one of the ways a person can show honesty at home because one becomes caring

of others and ensures fairness in distributing items and opportunities. This leads to the creation of an atmosphere of trust and frankness where family members are valued and respected. This approach promotes effective communication and encourages the growth of genuine and trustworthy relationships within the family.

- d. **Speaking up when something upsets you:** This attitude encourages honesty because it ensures active communication and the expression of genuine feelings. It prevents misunderstandings and allows issues to be addressed and resolved sincerely. In this regard, being courageous to speak in support of what is right is vital for fostering honesty in the home.
- e. **Saying an unpopular truth despite the consequences:** Exhibiting such a character promotes honesty by showing that a person cherishes the truth above personal gain or popularity. It demonstrates integrity and the willingness to stand up for what is right, even when it is difficult. This encourages open and honest communication in the home fostering trust and respect.
- f. **Returning something that belongs to others:** This shows respect for others' belongings and demonstrates integrity. Returning items to their rightful owners is a sign that one is truthful and responsible within the family.
- g. **Giving sincere feedback:** Giving sincere feedback demonstrates a genuine desire to help others improve positively. This will contribute to open and clear communication within the family or home. It will promote trust and encourage others to be truthful in their interactions as well.
- h. **Doing the right things even when no one is looking:** This is about doing what is morally acceptable without pleasing or impressing anyone.

2. Dishonest behaviours at home

- a. **Refusing to admit one's wrongdoings:** In the home, some family members are not ready to take responsibility for their actions. This position limits trust and proper communication in the home. It creates a culture of dishonesty and undermines the values of honesty and integrity among family members.
- b. **Cheating or stealing:** In the home, when one cheats or steals, they are being dishonest and clear honesty frowns on such acts.
- c. **Bearing false witness against family members:** This means telling lies about a family member or spreading false news about them. This attitude is not a healthy behaviour and is morally wrong.
- d. **Telling lies:** Do you remember any experience when you or any member of your family was asked to do the chores early in the morning but said "I am not feeling well" knowing very well you or that person was very healthy? Telling lies is about not telling the truth which goes against the values of honesty and integrity within the family.
- e. **Taking bribes (giveaways) before running errands for family members:** There are instances when family members will take something in the form of money or favour before performing a task in the home. An example is when a child demands a favour from the parent before helping them on the farm.
- f. **Favouritism and discrimination among family members:** This is one of the dishonest behaviours at home. It goes against the principles of fairness and equality. This attitude creates an atmosphere of unfairness and weakens trust and harmony

within the family. By showing favouritism or discrimination, family members are not being honest about their feelings and actions.

3. The need to promote honest behaviours at home

- a. **Honesty is a command from God:** Honesty is a divine instruction that must be obeyed to guide one's daily life. This practice ought to be encouraged at home as the home is the first contact of every individual before moving into the community or school.
- b. **It attracts blessings from God:** By living honestly at home, shows trust in God. Doing so not only invites His love, favour, and blessings on the individual alone but the family as well.
- c. **Honesty improves spiritual and mental health:** Promoting honest behaviour at home is necessary for maintaining a healthy balance between mind, spirit and body.
- d. **Honesty promotes trust:** Trust is the natural outcome of honesty which must be practiced at home. Honest family members win the trust of other members of the family.
- e. **Honesty attracts respect:** Members of the family who are honest are respected in the family or the home. Their integrity is always protected due to their honest attitude. They are always welcomed in the homes of every family member. In this regard, parents should teach their children to be honest all the time.
- f. **Honesty promotes peace and stability at home:** Honesty helps to keep the family together whereas dishonesty could lead to couples losing trust in each other. This position could further lead to misunderstanding and instability in the home and in an extreme case, divorce or broken homes.

Activity 3.9

Read the scenario and answer the questions below:

Kwaku and Amina were helping Araba, their mother prepare breakfast in the kitchen. While they were cooking, their mother, realized they needed sardines. She sent Amina on an errand to buy some from Mr. Ackah's supermarket. At the shop, Mmba the shop attendant told her the sardine cost GHC12.00 but she only had GHC10.00. She returned home and informed her mother that the sardine cost GHC15.00, so she could keep the balance. Her mother informed their father who was preparing to go to work that the sardine cost GHC20.00, so she could keep the balance. Their father, Mr. Owusu decided to accompany Amina to the shop since he was joining Mr. Ackah to work. In their conversation, Mr. Ackah mentioned that the sardine cost GHC10.00.

- a. Discuss this scenario with colleagues, friends or relatives. Have you or they experienced a similar situation at their homes? Ask them to share their experiences with you.

Some questions that could be asked during the discussion with your friends, colleagues:

| |
|---|
| Describe the situation that occurred? |
| What was the effect of the dishonesty on all members of the family? |
| What two dishonest behaviours are common at home? |
| What are the ways that people demonstrate honesty at home? |
| How would you justify the need to promote honesty at home? |

- b. Carry out research from the internet and other relevant reading materials on dishonest behaviours people exhibit at home, ways of promoting honesty at home and why honest behaviours at home should be upheld. Produce a document outlining your research and discussing your own views on honesty.

The information below is useful guidance for report writing.

Analysing data that you have gathered for your report:

- It involves extracting (taking out) important facts and patterns from the data gathered.
- Draw conclusions.
- Make informed decisions based on the results.

Prompt sheet for report writing:

- Informative and fact-based.
- Formally structured.
- Usually written with a specific purpose and reader in mind
- Written in style appropriate to each section.
- Include section headings.
- Often uses bullet points.
- Often includes tables or graphs.
- Offer recommendations for action.
- Uses a clear structure.
- Based on evidence (data, other reports, experiment results.)
- Has a clear introduction and conclusion.

HONESTY AT SCHOOL I

The previous concept was aimed at helping you understand how vital it is to encourage honest behaviour in the home. It is worth noting that the school helps to build and strengthen the foundation established in the home regarding character development. For this reason, this concept will go a bit further to explain some dishonest behaviours exhibited at school and ways to promote honest behaviours. It is meant to aid you acquire knowledge and values for societal development.

1. Ways of promoting honesty at school

- a. *Sincere borrowing and lending of learning items or materials.* – This remains one of the most effective ways of promoting honesty at school. To prove to colleagues that one is honest, it is right to give back and on time, items requested from classmates or teachers in school or class. Such items may include reading materials, pens, pencils, tablets or laptops and power banks
- b. *Refraining from all forms of cheating including examination malpractices.* —During class tests and examinations, sadly, some students take prohibited materials into the exams hall, hiding them from teachers and classmates. Some also copy the work of others during tests and exams. Some students also build relationships with some teachers to aid them either to get access to exam questions or aid them in the exams hall or classroom. Aside from cheating during exams, some students cheat by copying others' assignments for submission. A clear example is shown below where a learner is busily copying answers from a prohibited material in an examination hall.

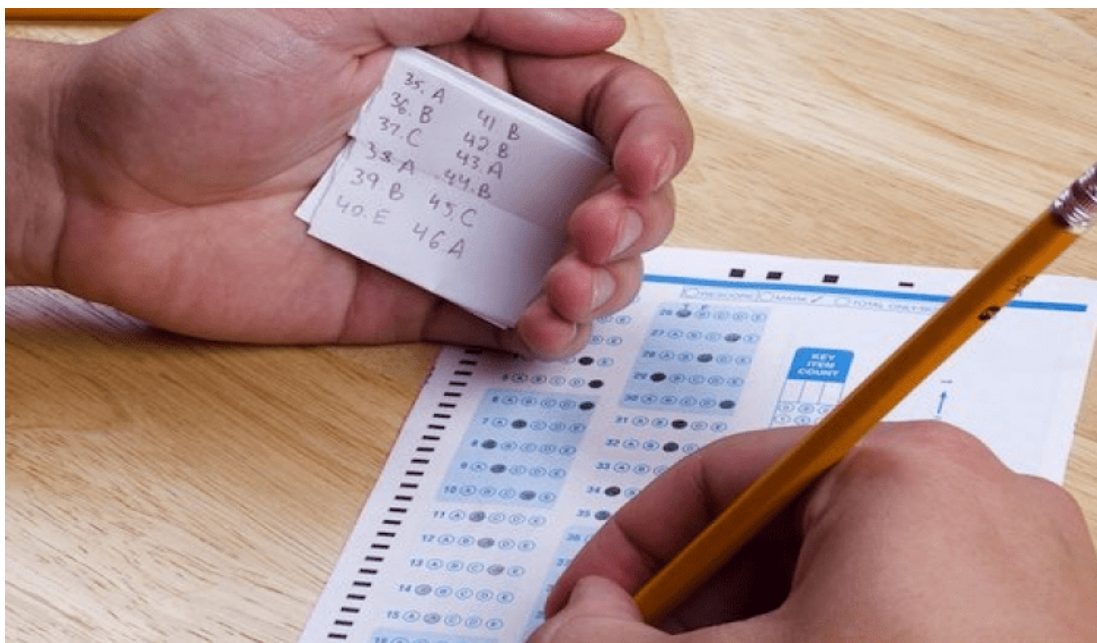


Figure 3.6: A student copying multiple-choice answers during an exam

- c. *Avoid being selfish and admit it when you have had your fair share* –When selfishness is avoided, one begins to care more about others in school instead of oneself which ensures fairness in distributing items and opportunities. This demonstrates one's

honesty and promotes effective communication whilst encouraging the growth of genuine and trustworthy relationships among peers at school.

- d. *Speaking up when something upsets you.* – This is an act of boldness which encourages honesty, ensures proper communication and the expression of genuine feelings about issues that trouble someone at school. It is a sign of sincerity. It helps to honestly express one’s emotions or feelings in order to allow issues to be addressed and properly resolved in the school, thereby promoting peace.
- e. *Speaking the truth and acting truthfully.* - An honest person avoids telling lies and does the right things. Doing so at school shows that one is prepared to promote honesty all the time.
- f. *Not covering up misbehaviours of colleagues.* - This is about one’s unwillingness -to protect the wrongs of others such as bullying, etc. It is an act of exposing and reporting the wrongdoers to school authorities.
- g. *Returning something that belongs to others.* – If found missing items such as books, tablets, monies, etc should be returned to their rightful owners. In cases where one does not know the rightful owners, the item could be sent to any of the school’s prefects for an announcement to be made or be given to any teacher for safekeeping until the owner finally receives the item.
- h. *Giving sincere feedback to teachers and school authorities.* - There are instances where teachers and school authorities will require feedback from students to help promote effective teaching and learning as well as discipline in the school. Examples of this could include appropriate discussions with teachers regarding their style of teaching and its impact on effective learning. In the case of wrongful grading, learners must politely approach their teachers for corrections. Bad conduct at school by peers and teachers alike should be reported to school authorities for the required action to be taken.
- i. *Doing the right thing even when no one is looking.* – Pretending to please people (hypocrisy) is not related to honesty. Doing what is accepted in the school without the intention of impressing any teacher, colleagues or school authority is a sure way of promoting honest attitudes in the school. Thus, doing the right thing because it is good to do the right thing, is a mark of honesty.
- j. *Accepting constructive criticism.* - Listening and learning from teachers and peers when they correct you for doing something wrong at school shows that you are honest. The willingness to accept constructive criticisms leads to personal growth and development.

2. Dishonest behaviours at school

Dishonest behaviours at school are words or actions that mislead, confuse, or cloud the truth in learners’ interactions with teachers and their colleagues. These actions can harm a person’s reputation, relationships, and trust because they show a lack of honesty, integrity, and transparency.

There are attitudes demonstrated by some students at school which do not show they are being truthful or sincere. Below are examples of some of these attitudes.

- a. *Refusing to admit one's wrongdoings:* When learners do not accept that they are wrong especially when there are witnesses to what happened.
- b. *Cheating/stealing of learning items/materials from colleagues and the school:* Taking colleagues' items without their notice and not willing to send them back or taking materials belonging to the school without informing any teacher or school authority. Exams malpractices are forms of cheating.
- c. *Bearing false witness against school friends/colleagues:* Spreading wrong information about colleagues or friends and even teachers at school. Some students do this in the hope of gaining popularity.
- d. *Telling lies/not being truthful to friends, teachers and school authority* This is about telling lies regarding a situation or a colleague, especially to avoid being punished.
- e. *Favouritism and discrimination among school friends/colleagues:* Favouring and discriminating among friends or classmates at school. This is about not treating everyone equally but giving maximum respect and recognition to friends who are very close to a particular student even though they don't deserve it. For example, choosing a class prefect based on gender and not capabilities.

3. The need to promote honest behaviours at school

It is important to encourage honest behaviours at school for the reasons below:

- a. *Honesty is a command from God.* It is an instruction given by God in the Bible, Qur'an and found in proverbs, songs, etc instructing children and therefore students to uphold honest behaviours at all times.
- b. *It attracts blessings from God -* Obedience to God's commands attracts success and growth in life. Honesty is a command from God which draws His attention for blessings and progress in life.
- c. *Honesty improves spiritual and mental health.* -- Honest behaviour at school just like in the home is necessary for maintaining a healthy balance of the mind, spirit and body. Honest living at school discourages unnecessary misunderstandings that are likely to pose a threat to one's mental health and could affect academic success at school.
- d. *Honesty attracts respect.* – Honest students are accorded the needed respect by their colleagues at school. Their integrity is always protected due to their honest attitude. Their teachers and school authorities always admire them.
- e. *Honesty promotes trust.* – Honest students are considered loyal and gain the trust of their classmates, teachers, and school authorities.
- f. *Honesty promotes peace and stability at school.* -- Honesty helps to bring members of the school community (students, teachers, school authorities, and non-teaching staff) together and promotes a happier environment. Dishonest attitudes could lead to the loss of trust in each other, and this could further lead to misunderstanding and unstable relationships among colleagues in school and members of the school community in general.

4. Some dishonest behaviours at school and their disturbing effects on the individual, school, community, and the nation

Engaging in acts of dishonesty does not only affect the individual in the school but also impacts the home, family, the community and the nation as a whole. Below are some effects of dishonest behaviours at school:

- a. *Examination malpractices*: Engaging in examination malpractice is a dishonest way of completing one's education and can lead to dismissal from school, and cancellation of papers. As a result, the individual is very likely to drop out of school and not complete their education. Again, the individual brings shame or disgrace not only to themselves but also to their families, wasting the resources spent on them by their families, schools, and the government. The community and the nation are also endangered as a well-educated workforce will help to improve the skills and wealth of the nation.
- b. *Stealing*: Dishonest individuals steal or cheat others. When they are caught, it may result in receiving tougher punishment such as dismissal or even imprisonment in some extreme cases. It can also lead to a break in trust from friends, teachers, school authorities and family members. The community and the nation also face great danger since such individuals can become corrupt in their fields of work.
- c. *Rioting*: Rioting involves disobeying rules and regulations. This can influence individuals to become violent. It can also undermine a peaceful atmosphere at school, the community, and the nation.
- d. *Substance abuse*: Dishonest individuals sometimes engage in drugs such as “wee”, and alcohol to gather the courage to embark on their misdeeds. Taking these substances can damage the health of the individual or even lead to imprisonment or death of such persons. Such acts shame the school and the individual's family. Resources provided by the school, family, and the government to train such individuals go to waste. Such persons also become a threat to the peace and security of the community and nation.
- e. *Truancy or absenteeism or presenteeism*: This is a willful absence or intentional presence in class without participation in class activities without a good reason. It may result in social and academic problems such as parental neglect, suspension, failure in exams among others.
- f. *Disobedience to other school rules*: This is a deliberate violation of school rules such as scaling the school wall, dodging preps, fighting, among others. This may result in de-boarding, suspension or a bad testimonial

Activity 3.10

In groups with friends of about five from different religious backgrounds and of different genders and abilities, discuss honest and dishonest behaviours you have observed amongst yourselves at school.

- a) Write down dishonest behaviours that are common in your school. Describe the effects on the individual, the school community, the wider community

- b) Write down ways people show honesty in your school. Describe the effects on the individual, the school community, the wider community
- c) Explain reasons for not tolerating dishonest behaviours in your school.
- d) Join another group and share the points you discussed in your previous group and discuss the effects of dishonest behaviours at school.

Example:

Cheating during exams is a dishonest behaviour at school.

Effects on the individual

- A worrying effect of this behaviour on the individual is dismissal from school and having his or her educational goals not met.

Effects on the school

- Brings shame to the school and wastes their teaching and learning resources.

Effects on the wider community

- Leading to unqualified workers of the community or nation.

You could use these templates to help you organise your thoughts and discussions:

Table 3.2: Templates

| Dishonest Behaviours | | | |
|----------------------|-----------------------|----------------------------|---------------------------|
| Behaviour | Effect on individuals | Effect on school community | Effect on wider community |
| | | | |
| | | | |
| | | | |

| Honest Behaviours | | | |
|-------------------|-----------------------|----------------------------|---------------------------|
| Behaviour | Effect on individuals | Effect on school community | Effect on wider community |
| | | | |
| | | | |
| | | | |

| Reasons for not tolerating dishonest behaviours in school |
|---|
| |

HONESTY AT SCHOOL II

In the previous lesson you were guided on the need to acknowledge honest behaviour and reject attitudes showing dishonesty. This lesson which is in the form of a drama will help you understand the outcomes of dishonest behaviours. It aims to help you strengthen values you have acquired at home and by reinforcing these moral values at school will provide you with a solid foundation to develop your individual personalities and become responsible citizens.

The possible effects of dishonest ways of living in school

In school, living a dishonest lifestyle has a disruptive effect on the school, creating some acts of indiscipline.

Activity 3.11

In groups of five, study the different dramas suggested below. Once you are familiar with the scenarios presented in the different plays, carry out the role play following the instructions for the Activity

a. Examination malpractices:

Characters

Dede and Fiifi (Dishonest students)

Other students (Honest students)

Madam Atinga (Teacher)

School Authority

The play

Set the scene by creating a classroom displaying an examination environment.

Students sit ready to take an exam.

Madam Atinga enters the examination hall to start the examination.

She finds Dede and Fiifi busily copying answers from a paper.

Other Students (honest students) sit taking their papers without cheating.

Madam Atinga reports Dede and Fiifi to the school authorities and they are punished.

After the examination, Madam Atinga takes the opportunity to address the students about the consequences of the behaviour of Dede and Fiifi to themselves, the school, their families, the community, and the country at large.

b. Substance abuse:

Characters

Tornyali and Batsa (substance abuse students)

Concerned students

The Play

Set the scene by creating part of the classroom as a hiding place.

Tornyali and Batsa start the drama by engaging in smoking ‘wee’ (marijuana) while the

other students act as troubled persons who notice the signs of substance abuse in their colleagues.

The concerned students try to talk to their colleagues about the possible effects it will have

on their overall well-being, school, family and the community or nation.

c. ***Sexual Immorality.***

Note that no romantic interaction should take place between Esi and Abass in the following role play.

Characters

Esi (female student)

Abass (male student)

Miss Emefa (female teacher)

The play

Set the scene by creating a school atmosphere, such as a classroom or corridor.

Esi and Abass appear and look around to see if they are being watched. They both disappear together out of view. A few moments later Miss Emefa calls out to them both. She has seen them begin to romance each other.

Miss Emefa a teacher passes by and on seeing them calls to counsel them. In the advice, she discusses with them the possible effects of their action including teenage pregnancy, dropping out of school, contracting Sexually Transmitted Diseases (STDs).

She punishes them, instructing them to weed a plot behind her bungalow.

Esi and Abass realise they are wrong and thank her.

d. **Rioting**

Characters

Students

Teachers

School authorities or management

Police officers

The play

Set the scene by creating a busy school walkway.

Students spread a rumour about their sacked colleague expressing anger.

Teachers try to intervene by calming students down.

Students ignore the teachers and begin to protest.

School authorities try to calm them but to no avail.

Rioting increases and police officers arrive to calm the situation.

Some students are arrested or disciplined.

e. **Favouritism.**

Characters

Mr Asare (Teacher)

Nii (Favoured Student)

Students (Nii's Classmates)

Play

Set the scene by creating the school setting as that of a classroom.

Mr Asare begins to mention the results of the three best students in class.

He mentions Nii as the second best student. Students show a sign of surprise and begin to

whisper to each other about Nii who they all know to be academically weak.

Students begin to question how Nii has achieved the high results and mumble about Mr

Asare showing favouritism and requesting that all the work should be re-marked. Mr Asare talks to himself wondering what might come out of his action of favouring Nii.

In your groups of five from varied religious backgrounds, choose any of the drama topics listed below to act out.

In your groups decide who will play each character. You may also want to allocate one person to act as the director of the play as well and introduce it to the audience. Using the play scenarios provided above act a play showing how living a dishonest life in school can affect you as a learner, the school, family, wider community.

Act your play in the presence of your classmates or friends.

Table 3.3: Template

| Topics | Characters |
|----------------------------|---|
| 1. Cheating in Examination | a. Dede and Fiifi (Dishonest students), b. Other students (Honest students) and c. Madam Atinga (Teacher) |
| 2. Substance abuse | a. Tornyali and Batsa (substance abuse students) b. Concerned students |

| Topics | Characters |
|----------------------------|---|
| 3. Sexual immorality | a. Esi (female student) b. Abass (male student) c. Miss Emefa (female teacher) |
| 4. Demonstration in school | a. Students b. Teachers c. School authorities or Management d. Police officers |
| 5. An unfair behaviour. | a. Mr Asare (Teacher) b. Nii (Favoured Student) c. Students (Nii's Classmates) |

Activity 3.12

Discuss the character roles that group members played. Ask questions and provide responses about the effectiveness of the role play.

Hint – Useful questions to ask each other

- What have you learnt from the role play?
- Describe the impact of the role play on the individuals, other students, teachers, wider community

HONESTY IN THE COMMUNITY I

In this lesson, you will examine some dishonest behaviours in the community and discuss ways that promote honesty. Honesty is important in our Ghanaian culture and key to national development. There is therefore the need to encourage honesty to make Ghana a better place. This learning will help you appreciate honesty in all areas of life.

1. Ways of promoting honesty in the community

Some ways of promoting honesty in the community:

- Sincere borrowing and lending of money and other resources to members of the community.* -- When people in the community involve themselves in honest borrowing and lending, it will promote a culture of sincerity, mutual support, and trust. A friend in trouble can easily rely on the other.

- b. *Avoid all forms of cheating.* -- Cheating members of the community weakens trust while honesty builds it.
- c. *Avoid being selfish and admitting when you have had your fair share.* -- We need to care for others as we care for ourselves. Be honest when you have taken your share of something. This helps to create an environment of sincerity and peace.
- d. *Speaking up when something upsets you.* -- Individuals must share their feelings and concerns when they are not happy. Such an act can develop a more honest society.
- e. *Speaking the truth and acting truthfully.* -- It is important to create a community of trust through communication and actions. Individuals must speak and act in an honest way to be trusted.
- f. *Not covering up misbehaviours of members of the community.* -- All members of the community should serve as watchdogs and expose bad people. This promotes honesty through accountability.
- g. *Returning something that belongs to others in the community.* -- When one finds a lost item, he or she must return it to the rightful owner. Thus, practicing honesty.
- h. *Giving sincere feedback to people and authorities.* -- One must give truthful responses to encourage transparency and trust in society.
- i. *Doing the right things even when no one is looking.* -- Honesty should direct our actions, even when we are not being observed or held accountable by others in society.
- j. *Accepting constructive criticism.* -- One must accept, whenever he or she is prompted by others concerning an error committed. This promotes trust in society and brings about a positive change in the person's life.

2. Dishonest behaviours in the community

Some dishonest behaviours include:

- a. *Refusing to admit one's wrongdoings.* -- When a person is not willing to own up to mistakes, it creates distrust and harms the community.
- b. *Cheating/stealing from people in the community.* -- Unethical conduct such as cheating, or theft destroys the harmony and image of a given community.
- c. *Bearing false witness against community members.* -- Spreading false information or making false accusations against community members is a harmful behaviour that betrays trust and damages community relationships.
- d. *Telling lies to people.* -- This occurs when individuals intentionally spread false information or mislead others. This behaviour damages community trust and relationships.
- e. *Favouritism and discrimination among people in the community.* -- Unfair treatment or bias towards certain people in the community is a dishonest behaviour that destroys trust and relationships.

3. The need to promote honest behaviours in the community.

Some reasons to promote honest behaviours in the community:

- a. *Honesty is a command from God.* -- Embracing honesty as a divine principle, the community is called to create an environment where truthful behaviour and sincerity can be developed.
- b. *It attracts blessings from God.* -- When a community is built on honesty and integrity, it opens itself up to God's blessings and favour.
- c. *Honesty improves spiritual and mental health:* Honest behaviour is the basis of a healthy spiritual life and mental well-being.
- d. *Honesty promotes trust:* Trust helps build a strong community. When people tell the truth and are open, it makes others feel important, supported, and safe. By being honest, we can work together and help each other.
- e. *Honesty attracts respect:* People respect honest individuals. When a person is truthful, people admire and trust him or her. Promoting honesty can help to build a community where people value and respect each other.
- f. *Honesty promotes peace and stability in the community:* Honesty fosters trust among neighbours which is necessary for peaceful coexistence. It promotes transparent and open communication, which lessens miscommunication and conflict. Being truthful encourages people to accept responsibility for their actions. Honesty prevents discontent and anger by ensuring justice and fairness. Honesty promotes collaboration which creates a more peaceful environment.
- g. *Honesty is at the heart of Ghanaian values:* These include integrity, support for one another, duty consciousness, fair play, truthfulness, faithfulness and loyalty, service, sacrifice, sustainability, selflessness, good character, and compassion.

Activity 3.13

In groups of 4 or 5 search for a short video on the internet or a story about honesty /dishonesty in the community. Within your group discuss the characters' actions concerning honest and dishonest behaviours in communities. Record your discussions and share with other groups.

Activity 3.14

Form a group of 4 or 5 of different ability/religious groups or gender. Create a chart that shows the relationship between honesty and other Ghanaian values that include integrity, support for one another, duty consciousness, fair play, truthfulness, faithfulness and loyalty, service, sacrifice, sustainability, selflessness, good character, and compassion.

Example:

Below is a video showing how you can develop the chart using Microsoft Office Word. Alternatively, you can draw the chart on a drawing sheet or any writing material after watching and listening to the video.

<https://www.youtube.com/watch?v=gl7HG0w3cLk>

HONESTY IN THE COMMUNITY II

This lesson will focus on the creation of community outreach resources for awareness against corruption and emphasise the zeal to embrace honesty.

In creating resources for community outreach, an essential fact to note is the formation of a team or a group. The team's responsibility is to select a specific community or locality and explain to the local people through awareness on the need to adopt a certain attitude or behaviour. The awareness can take varied forms. Examples include the display of placards, performing short dramas or skits, composition of songs

The following is a study on creating resources for community outreach:

1. **Creating resources for community outreach on the promotion of honesty.** – Through the display of placards, the performing of short plays, and the composition of songs, members of the community can be informed about how it is essential to live an honest lifestyle. Messages such as “Honesty is Golden”, “Honesty is a Policy”, “Together We Can Build a Truthful Society”, etc can be displayed or spread to encourage members of the community to live honest lives.



Figure 3.7: A lady holding a placard with the inscription “Keep it Real” to promote honesty.

2. **Creating resources for community outreach against corruption in all forms.** – To contribute to anti-corruption campaigns in the society, individuals can organise themselves to educate members of the community to refrain from all forms of corrupt practices such as bribery, extortion, etc. The awareness can be done through the

organisation of public meetings, workshops, events on anti-corruption and the use of flyers, social media, etc. Messages such as “corruption kills” “corruption is an enemy to progress”, “stop corruption now!” can be used as awareness messages to educate communities to avoid corruption.



Figure 3.8: A group of youth holding placards and banners campaigning against corruption

Activity 3.15

In groups with friends of about five and of different religious backgrounds, design placards for campaigns to support honesty and against corruption. Design suitable inscriptions to support the campaigns for honesty and against corruption in your community.

Share your placards with your friends for their recommendations and keep them safe for a display during your RME Commemoration Day programme at the end of the RME year.

Examples of placards



Figure 3.9 : Placards

Activity 3.16

In groups with friends of about five and of different religious backgrounds. Create and act in a short drama on a campaign against corruption and dishonest attitudes in any Ghanaian community.

Table 3.4: Play/Skit writing guide

Characters - Who are they? Describe them.

| Character Name | Description |
|----------------|-------------|
|----------------|-------------|

Scene 1 - Set the scene - where is it? Who is there?

Scene 2 - Set the scene - where is it? Who is there?

Narrator:

(Stage Directions):

| | |
|---------------------------|-----------------------------|
| 1st Speaker's Name | How They Talk/Behave |
| | |
| | |
| 2nd Speaker's Name | How They Talk/Behave |
| | |
| | |

Perform your skit or short drama in the presence of your friends in class for their recommendations for improvements. Your drama will be performed during your RME Commemoration Day programme at the end of the RME year.

HONESTY AND WEALTH

Wealth gained through questionable ways comes with its challenges. This section aims to assist you in embrace making wealth in only acceptable ways.

1. Honest means of gaining wealth

People gain wealth through different ways. Some of these ways are socially and religiously acceptable whilst others are not. Wealth can be gained honestly through the following means:

- a. *Prudent savings and investment.* – Money creates money. When savings and investments are managed well and wisely, additional money is made by sharing dividends or profits. The individual gains more money through this means.
- b. *Gifts.* – During occasions, like festivals, Christmas, Ramadan, naming ceremonies, weddings, etc friends, family relations, and other well-wishers donate money to individuals.
- c. *Inheritance.* – Some people inherit wealth from their loved relations, either in cash or properties.
- d. *Buying and selling.* – Some individuals buy items from people and sell them to make money. They sometimes engage in buying and selling online or meet their customers physically.
- e. *Helping others with simple everyday tasks.* – Some people though not gainfully employed, help others to take care of their homes and other duties. They are given some money as appreciation for their services.
- f. *Media content creation.* – People create stories, jokes, dance moves, etc on their social media pages such as TikTok, Facebook, YouTube, etc to make money. The more views, “likes” and followers one gains, the more money one makes from social media companies.
- g. *Engaging in civil/military/paramilitary professions.* – Civil professions, such as teaching, nursing, and paramilitary professions such as immigration, police service and the military. These occupations provide people with a livelihood. As such, the individual gets paid in the form of salaries.



Figure 3.10: An image of military officers

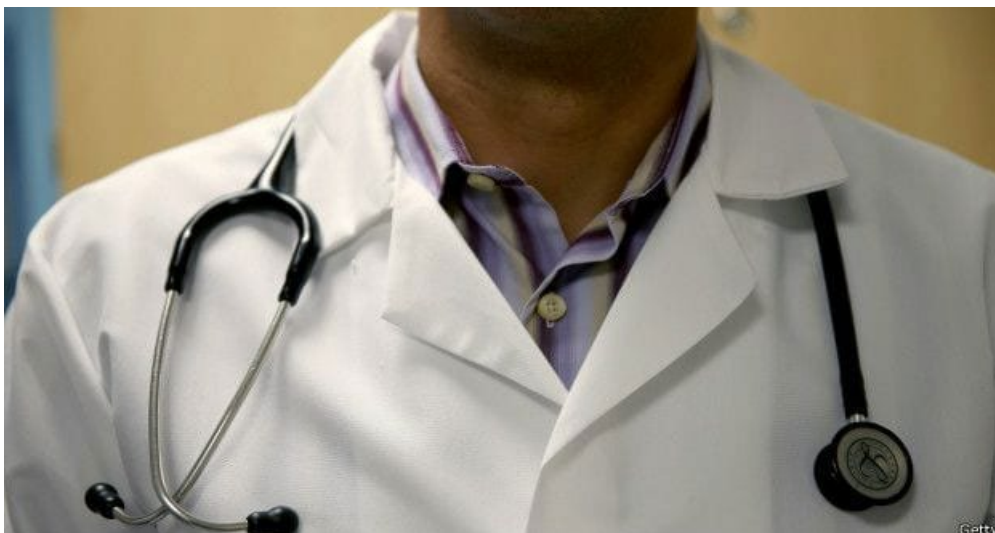


Figure 3.11: An image of a medical professional

- h. *Engaging in artisanal works etc.*— Experienced craftsmen such as painters, masons, blacksmiths, etc produce handmade goods using traditional methods and equipment. They get paid for the work they do.

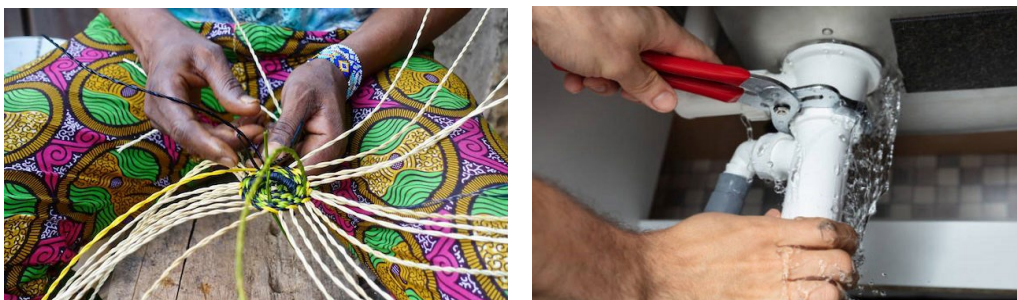


Figure 3.12: Images of some artisanal works

Note: It is important to note that our Ghanaian values such as, commitment, discipline, perseverance, persistence, proper saving habits, helping one another, etc are proper practices that help us to be successful in life. , commitment, discipline, perseverance, persistence, proper saving habits, helping one another, etc are proper practices that help us to be successful in life.

2. Dishonest ways of gaining wealth

Dishonest ways of gaining wealth mean engaging in inappropriate activities. Some of the dishonest ways that people create wealth are highlighted below:

- a. *Ritual money (money doubling and blood money).* - It is a wrong, and unlawful supernatural means to be wealthy. It sometimes entails the killing of people and other unacceptable rituals. The image below illustrates a blood money ritual.

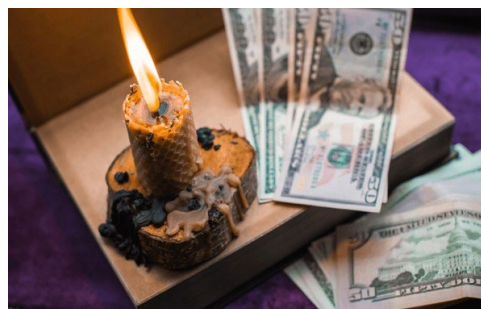


Figure 1.13: Ritual money

- b. *Gambling (lotto, betting)*. It is an unfair means of gaining money by gaining an advantage over others.
- c. *Cyber-crimes (Sakawa)*: Using the internet to exploit money from people.
- d. *Robbery or stealing*: Forcing or attacking others to collect money from them, sometimes violent methods are used.
- e. *Illegal mining (Galamsey)*: Unlawfully digging the soil and destroying water bodies in search of natural minerals such as gold, bauxite, etc and sell them to make money.



Figure 1.14: A group of young Ghanaians on a “gallamsey” site

- f. *Looting*: Unlawfully taking or stealing items or valuables from a location, during times of confusion, conflict, or disaster.
- g. *Drug trafficking*: Smuggling of drugs such as cocaine, marijuana etc, to foreign countries.
- h. *Prostitution*: Engaging in prostitution or becoming commercial sex workers.



Figure 1.15: An image of some youth in prostitution

3. Reasons why some people engage in dishonest ways of making money.

- a. *Poverty*: Living in poverty can lead to a desperate desire for money. This drives individuals to engage in dishonest activities to meet fundamental requirements like food and shelter.
- b. *Unemployment*: When someone doesn't have a steady job, they may turn to dishonest tactics like stealing or fraud to get money.
- c. *Peer pressure*: People are encouraged to engage in illegal actions for financial gain when they are in social circles where dishonest behaviour is seen as normal.
- d. *Low pay or income*: The feeling of being underpaid or undervalued may lead to the seeking of additional money by dishonest means, such as embezzlement or bribery.
- e. *Expectations from family*: Feeling obligated to support family members may result in dishonest behaviour such as forging documents or participating in immoral activities.
- f. *Substance abuse or addiction*: For a drug addict to maintain his or her habit, he or she may resort to stealing, prostitution among other dishonest behaviours to earn money to buy the drugs.

4. Consequences of making wealth dishonestly

Getting rich through dishonest means can result in:

- a. *Imprisonment*: You might end up behind bars.



Figure 3.16: An alleged criminal behind prison bars

- b. *Death*: You might suffer harm or pass away.
- c. *Disgrace or shame*: You will get a poor reputation.
- d. *Resource waste*: Legal matters will cost money and time.
- e. *Health issues*: You might experience depression, anxiety, or illness.
- f. *Loss of trust*: You will lose people's respect for you.
- g. *Criminal record*: Your record will bear a lifelong stain.

Activity 3.17

Search the internet for a video or find a person who is knowledgeable in decent wealth creation and let him or her tell you about honest ways of creating wealth in Ghana

Alternatively, your teacher may get an expert to mentor you in honest ways of creating wealth. Prepare notes on what you have learnt.

Activity 3.18

Work in a group of five from different religious backgrounds. Discuss honest ways of developing wealth. Produce a report on how you will integrate Ghanaian values such as hard work, dedication, discipline, faithfulness, patient, persistence, perseverance, contentment, good investment and volunteerism to make money or obtain wealth genuinely or honestly.

These questions will help to guide the discussion.

- a) What are some of the honest ways of gaining wealth in Ghana?
- b) What two explanations would you provide to support the premise that inheritance is an honest way of gaining wealth in Ghana?
- c) How do you intend to create wealth after completing Senior High School to earn a good living?
- d) How do the Ghanaian values support the premise of gaining wealth honestly?

Using the internet, search in Google and any other useful material for information.

You can also ask respected people in your community who honestly gained their wealth to support you with ideas to carry out this task.

Activity 3.19

Work in a group of five from different religious backgrounds, genders and abilities where appropriate and discuss dishonest ways of making wealth that are common in their localities. You should also talk about some of the causes and consequences involved in taking shortcuts to make wealth.

These questions might help to guide the discussion:

- What are the main causes of dishonestly gaining money?
- What do some of those causes lead people to do to gain money?
- What are the potential consequences of their actions? e.g.
 - Prostitution – Disgrace, criminal record
 - Drug addiction – Death

- Drug trafficking – Imprisonment
- Looting - Criminal record

RME COMMENDATION DAY

Overall Appraisal of RME Year One Lessons

The Religious and Moral Education Committee (RMEC) in collaboration with your school authority will organise a special gathering at the end of the academic year to honour deserving students who have exhibited a high sense of the religious values and morals learnt from the RME lessons. The award ceremony would be preceded by a short address on the purpose of the gathering and the need for you to live up to the values enshrined in the curriculum and Ghanaian society.

The available awards and criteria for selecting suitable candidates were made known to you at the beginning of the academic year by the RMEC.

You should carefully consider the descriptions of the awards. Throughout the year you should work towards achievement of the values described in the curriculum and the honours listed below.

Based on the strands, the following honours could be considered though your school may create its award title based on its local situation.

1. Mannerly Courteous Award – This award can be given to learners with a consistent record of decency in speech and behaviour.
2. Authentic Honest Award – Learners with persistent truthful track records.
3. Nature-Nurturer Award – Learners with a demonstrable passion for environmental preservation and protection.
4. Powerful Problem Solver Award – Learners who are self-directed in finding immediate solutions to problems confronting fellow learners or the school community.
5. Incredible Hard worker Award – Learners who have consistently demonstrated traits of hard work in class and toward school activities.
6. Valiant Volunteer Award – Self-directed and self-motivated learners who engage in developmental tasks without financial or material expectations.
7. Helping-Hand Award – Learners who are readily available to render services when called upon by fellow learners or teachers in the school.
8. Creative Learner Award – Learners who through critical thinking initiate innovative strategies in dealing with their affairs and school-related issues.
9. Cooperative Captain Award – Learners who demonstrate outstanding leadership with participatory team-playing skills in class and the school community.
10. Passionate Participant Award – Learners who productively participate in group activities either in class or in the school community.

11. Perfectly Patient Award – Learners who exhibit a high sense of decorum even in the face of provocation.
12. Splendid Sharer Award – Learners who have demonstrated an appreciable level of generosity to fellow learners in their school life.
13. Fantastic Finisher Award – Learners who complete assigned tasks within the stipulated time with impressive outcomes.
14. Overall Learner Excellence Award (This learner will demonstrate attainment of several of the other awards)

Awards can be in the form of badges, certificates, plaques, honour codes, citations etc. as your school deem fit. The list of awardees and the photographs of the event should be hosted on all school platforms including the school noticeboard, magazines and social media handles.

Your school RMEC may create avenues for the exhibition of various works from your activities in the RME lessons. The programme could be interspersed with exhibitions of charts, video clips/skits, the display of drama, poetry recitation, placards and musical interludes (eg. raps/songs) made by you during your RME lessons.

Extended Reading

- 10 Quotes About Corruption and Transparency (Quotes 1 to 10)
- 10 Quotes About Corruption and Transparency (Quotes 1 to 10) <https://voices.transparency.org/10-quotes-about-corruption-and-transparency-to-inspire-you-cd107d594148>
- A message on truthfulness (Qur'an 2: 111)
- Bible Psalm 101: 7
- Consequences of Dishonest Ways to Make Money: <https://www.dadabhagwan.org/path-to-happiness/self-help/science-behind-honesty-and-purity/consequences-of-dishonest-ways-to-make-money/>
- Corruption: Its Meaning, Type and Real World Examples: <https://www.investopedia.com/terms/c/corruption.asp>
- Corruption: Its Meaning, Type and Real-World Examples:
- Galatians 5:19, Colossians 3:5-7
- How Can You Build Integrity and Social Impact in Your Community: (Contribute to Meaningful Cause.) <https://www.linkedin.com/advice/3/how-can-you-build-integrity-social-impact#:~:text=Communication%20is%20essential%20for%20creating,don't%20avoid%20di>
- https://answerforchristians.org/what-does-God-say-about-honesty.html?gad_source=1&gclid=CjwKCAjw8rW2BhAgEiwAoRO5rAznkNNryUBdoiTnnxiEwmsWXiSSvh7CxmP0y1IHondbbJjkXrIj3BoCWKEQAvD_BwE
- <https://voices.transparency.org/10-quotes-about-corruption-and-transparency-to-inspire-you-cd107d594148>
- <https://www.investopedia.com/terms/c/corruption.asp#:~:text=Key%20Takeaways-,Corruption%20is%20dishonest%20behavior%20by%20t>
- Implications of Dishonesty in the Academic Life of Students-
- **NB:** Read from the beginning to the causes of corruption.
- **NB:** Read from the beginning to the sub-topic “Causes of Corruption”
- Practice of Honesty and Dishonesty: Implication of Academic Life of Students (p. 3.3) <https://www.scipublications.com/journal/index.php/ojer/article/view/349#:~:text=Cheating%20on%20an%20examination%20might,both%2>
- Qur'an 16:90
- Raising Kids with Integrity: (Developing honest habits in the classroom) <https://adventuresofharryandfriends.com/raising-kids-with-integrity-teaching-honesty-at-home-and-in-the-classroom/>
- Raising Kids with Integrity: <https://adventuresofharryandfriends.com/raising-kids-with-integrity-teaching-honesty-at-home-and-in-the-classroom/>
- Read from the beginning to the sub-topic Have Clear Expectations and Consequences
- What Does God Say About Honesty? What Behaviours Do the Honest Exhibit?

References

- Awuah-Nyamekye, S. (2014). Managing the environmental crisis in Ghana: The role of African traditional religion and culture, with specific reference to Berekum traditional area. Scholars Publishing.
- Berkowitz, M. W., & Bier, M. C. (2014). The effects of honesty on academic performance. *Journal of Educational Psychology*, 106(2), 349-359. doi: 10.1037/a0035223
- Church Leadership: The Character of Honesty: <http://www.churchleadership.org/apps/articles/default.asp?articleid=42537>
- Cohn, A., & Velnoskey, K. (2016). The effects of honesty on community relationships. *Journal*

of Community Psychology, 44(5), 661-673. doi: 10.1002/jcop.21785

- Esia-Donkoh, K., Addai-Mununkum, R., Appianing, J., & Ofosu-Dwamena, E. (2021)
- Evans, E. D., & Lee, K. (2013). Cheating and honesty in schools: A review of the literature. *Journal of Educational Research*, 106(4), 257-267. doi: 10.1080/00220671.2012.739796
- Gino, F., & Pierce, L. (2010). Lying to reach the top: How dishonesty can lead to success. *Journal of Personality and Social Psychology*, 99(4), 671-686. doi: 10.1037/a0019928
- Hart, K., & Walker, L. J. (2017). Honesty and trust in community settings. *Journal of Social and Clinical Psychology*, 36(1), 34-53. doi: 10.1521/jscp.2017.36.1.34
- Holy Bible (RSV).
- Holy Qur'an.
- Korn, D. (2015). The effects of honesty on wealth accumulation. *Journal of Behavioral and Experimental Economics*, 58, 151-158. doi: 10.1016/j.socec.2015.05.004
- Lane, J. E. (2018). Honesty and nation-building: Reflections on the effects of corruption. In J. E. Lane & S. Ersson (Eds.), *Corruption, institutions, and power* (pp. 155-172). Palgrave Macmillan.
- Mungiu-Pippidi, A. (2015). *The quest for good governance: How societies develop control of corruption*. Cambridge University Press.
- North, D. C., & Weingast, B. R. (1989). Constitutions and commitment: The evolution of institutions governing public choice in seventeenth-century England. *Journal of Economic History*, 49(4), 803-832.
- Rothstein, B. (2011). *The quality of government: Corruption, social trust, and inequality in international perspective*. University of Chicago Press.
- Schlenker, B. R. (2012). Integrity and honesty in schools: A social psychological perspective. *Journal of Moral Education*, 41(2), 147-162. doi: 10.1080/03057240.2012.66723
- Seligson, M. A. (2002). The impact of corruption on regime legitimacy: A comparative study of four Latin American countries. *Journal of Politics*, 64(2), 408-433.
- Tang, T. L. (2016). Honesty, wealth, and the role of money in life satisfaction. *Journal of Happiness Studies*, 17(5), 1847-1865. doi: 10.1007/s10902-015-9675-7
- Treisman, D. (2000). The causes of corruption: A cross-national study. *Journal of Public Economics*, 76(3), 399-457.
- Uslaner, E. M. (2008). *Corruption, inequality, and the rule of law: The bulging pocket makes the easy life*. Cambridge University Press."
- Wilkinson, R. B. (2015). The role of honesty in community building. *Journal of Community Development*, 46(2), 147-162. doi: 10.1080/15575330.2014.984704

Glossary

- Broken Homes: Parents not leaving together but in separate places due to a misunderstanding.
- Character(s): A person(s) performing a role in a play.
- Creator: The maker of the universe i.e. God/Allah or the Supreme Being.
- Dividends: A periodical money paid by a company to its shareholders
- Jannah: Paradise, a place of everlasting happiness and peace.
- Placard: A notice or message written on small cards for display.
- Shareholders: They own a share of a company's shares or stock, and this make them part owners of the company
- SHS/SHSTS and STEM Placement Centre: It is the institution responsible for the placement of students who have completed Junior High School education into their chosen Senior High Schools or Senior High Technical Schools or Science, Technology, Engineering and Math

REVIEW QUESTIONS

1. Read this interesting scenario and answer the questions below.

Joojo's mother is fatally ill. Baba, their neighbour drives them to the nearby hospital. Upon arrival, the doctor examines her and prescribes some medicine. To Joojo's surprise, he got to the pharmacy only to realize that the money he had available was not enough to purchase the medicine. Ohenewaa, the pharmacist, turned to attend to another patient. Thinking of his mother's critical condition, Joojo grabs the medicine which is within reach and runs off towards the hospital. His mum, Enyonam, eventually recovers after taking the medicine.

- a. Analyse Joojo's action based on your view of honesty
- b. Write your opinion(s) on a blank page or you may use the attached template and support it/them with any two religious quotes or texts.
- c. Discuss your opinion(s) with a group of friends and compare their views of this scenario with yours.

| | |
|--|--|
| Write your opinion(s) about the scenario. Provide a justification for your views and share it with friends | |
| What is your opinion about Joojo's action? | |
| Does this amount to stealing or is his action justifiable? | |
| Provide two religious quotes/texts that support your opinion | |

2. A friend shares with you his or her intention to befriend one of the teachers in your school to have the grade upgraded. As a true religious person, how will you convince your friend to ignore such an intention?
3. Why has corruption become a household name (so common) in Ghana or your community?
4. Read the scenario below and answer the questions

A fund was earmarked for the reconstruction of a broken bridge that connects nine communities in the Moframfadwen District. The District Chief Executive would rather use the fund to build a public toilet for Ablekope, one of the communities on the same road that would have benefited from the new bridge. He wants to do this to win their support for his future political ambition.

- a. Is the DCE corrupt?
- b. How would his action affect all the communities mentioned in the scenario?
- c. Now suggest some possible effects of corruption in your community. Use the internet or local news stories to help with your research

| |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

5. As a moral advocate (promoter) in your school, what arguments would you use to convince your audience to maintain an honest lifestyle in their homes?

Record your answers to the multiple-choice questions below

6. Which of the following resources is not likely to be effective in community outreach?

- A) Placards display
- B) Skit
- C) Noise making
- D) Composition of patriotic songs

7. “Honesty is Golden” is displayed on Kofi’s WhatsApp status. How would you describe him?

- A) A cheerful giver
- B) A self-promoter
- C) A dishonest person
- D) A patriotic citizen

8. Corruption can be fought through

- A) Awareness creation
- B) Inequality
- C) Breaking of trust
- D) Rioting

9. Children of school-going age can help fight dishonest behaviour by

- A) Formulating policies
- B) Running after dishonest people
- C) Paying taxes to the government
- D) Sharing their opinions on a placard for display

10. Honest living is a friend to corruption

- A) True
- B) False

11. As a moral advocate (promoter) in your school, present a strong argument to convince your audience of the importance of maintaining an honest lifestyle in their schools. Support your argument with quotations and examples where required.

12. Write an essay showing how dishonest attitudes affect each of the following.

- The individual student
- The School Community
- The family
- The nation or community

13. Based on your understanding of honest behaviours how would you contribute to promoting honesty within the community?

Record your answers to the multiple-choice questions below

14. Which of the following resources is not likely to be effective in community outreach?

- A) Placards display
- B) Skit
- C) Noise making
- D) Composition of patriotic songs

15. “Honesty is Golden” is displayed on Kofi’s WhatsApp status. How would you describe him?

- A) A cheerful giver
- B) A self-promoter
- C) A dishonest person
- D) A patriotic citizen

16. Corruption can be fought through

- A) Awareness creation
- B) Inequality
- C) Breaking of trust
- D) Rioting

17. Children of school-going age can help fight dishonest behaviour by

- A) Formulating policies
- B) Running after dishonest people
- C) Paying taxes to the government
- D) Sharing their opinions on a placard for display

18. Honest living is a friend to corruption.

- A) True
- B) False

19. Write an essay on how you intend to generate non-questionable/honest wealth after completing school.

Include the following information in your essay.

- Describe the actions you will take to achieve your goals.
- Consider who you might seek out to advise you/ help you achieve your career goals.
- Consider whether you will require further educational attainment to achieve your goals, what do you need to do, how long will it take?
- Consider the timescales involved in achieving your goals i.e. if you want to set up your own business will you have to gain experience somewhere else first?
- Describe how your plans for gaining non-questionable/honest wealth aligns with the Ghanaian values.

Acknowledgements



Ghana Education
Service (GES)



List of Contributors

| Name | Institution |
|---------------------------|--------------------------------|
| Kyei Addai Daniel | Fumbisi SHS, Upper East Region |
| Emmelia Sablah | Pope John SHS, Koforidua |
| Clement Nsorwime Atigah | Tamale SHS, Tamale |
| Abdul-Rahaman Abdul-Wahab | Gambaga Girls SHS |
| Joseph Abass | Okuapeman SHS, Akropong |