Integrity Ambassadors
Programme in Schools

TRAINING MANUAL

A MANUAL FOR TRAINERS
PROMOTING INTEGRITY IN SCHOOLS

September 2013

Implemented by
National Integrity Action

Student Leaders as change agents for a brighter tomorrow
INTEGRITY AMBASSADORS’ PROGRAMME IN SCHOOLS

A MANUAL FOR TRAINERS PROMOTING INTEGRITY IN SCHOOLS

September 2013
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PREFACE

The Jamaica Civil Society Coalition (JCSC) is a non-profit, non-partisan organisation which has as its Mission to positively impact governance in Jamaica. Its members are committed to being fully engaged citizens striving to build a just and inclusive society for all. We believe that positive engagement with the country’s youth is a vital part of making the ideals of good governance attainable and sustainable. Key values to be strengthened in the wider society and among youth, are that of integrity, a respect for law and an eschewing of corrupt behaviour. The JCSC, in partnership with National Integrity Action (NIA), has been working on a programme to advance these values and the national policy and legislative framework needed to underpin them. Issues related to corruption, and the need for integrity in Jamaica, are often seen from the perspective of Government and business interests. As such, ordinary citizens have not had a full engagement and understanding of how these issues apply to, and affect their daily lives.

The Integrity Ambassadors Programme in Schools aims to communicate the integrity message to the micro level, targeting student leaders for training as “Integrity Ambassadors” - change agents who will be willing and able to demonstrate and transmit values of integrity and an understanding of the negative consequences of corrupt behavior to their peers, families and communities.

THE JAMAICA CIVIL SOCIETY COALITION

The Jamaica Civil Society Coalition (JCSC) was established in 2010 as a broad based forum for civil society engagement and participation in shaping national policy and positively influencing governance and the rule of law in Jamaica. Its membership includes non-government organizations (NGOs), community based organizations (CBOs) and faith based organizations (FBOs), academia, professional bodies and unattached individuals.

The work of JCSC is carried out through research, public education and information sharing, advocacy, lobbying and capacity building of organizations, community groups and the general public. The several groups and individuals of the JCSC work jointly to achieve greater accountability, transparency and integrity in Jamaica.

THE NATIONAL INTEGRITY ACTION

The National Integrity Action (NIA) is an organization established out of the necessity to raise levels of national integrity and to combat corruption more effectively in Jamaica. The perception of Jamaicans and of the international community is that corruption is unacceptably high in Jamaica and that corrupt must be deterred, detected and punished. Towards this end NIA was established to enhance public probity on an all-round basis and build public engagement as well as demand for:

- new legislation to strengthen transparency and accountability in governance;
- enforcement of the law against the corrupt;
- ensuring that anti-corruption agencies function effectively;
- forging strong ties with national and international partners to achieve more meaningful results in building a corruption-free Jamaica

**WHY THIS PROGRAMME?**

Jamaica has had a problem of corruption, which we hear more and more about in the news and in our daily conversations. There is a much higher perception of corruption than actual reported experiences, and although Jamaica’s ranking among countries internationally has been improving, still the situation is cause for great concern.

Jamaica was ranked 83 out of 174 counties in the 2012 report of a Corruption Perception Index (CPI) compiled by watchdog organization Transparency International (http://jamaica-gleaner.com/latest/article. This was our best ranking in five years! However we cannot be complacent, as one of our leading newspapers reported the following in December 2012:

**It’s more than a ‘government’ and ‘them’ problem**

Many people think corruption is the problem of Government or business people. That is not true. The general citizenry including our young people, participate in corrupt behavior which we see as ‘beating the system’ and getting a ‘bly’. We are all affected by the impact or cost of corruption. As such we all must play our part in improving the situation. By developing this training programme for youth, the JCSC and NIA, hope to strengthen their capacity as primary message carriers to their families and peers within and outside of the school community and to instill the principles of integrity - a critical step towards positively impacting individual and community values, attitudes and behaviours and contributing to building a better nation.
INTRODUCTION

The Integrity Ambassadors Programme in Schools aims to communicate the integrity message to students in high school.

EXPECTED OUTCOME

The expected outcomes of the implementation of this training programme are:

1. Teachers, guidance counselors and other personnel in high schools equipped to sustain integrity training among student leaders
2. Student leaders who embody and promote attitudes and behaviours of integrity and who share and influence similar attitudes, values and behavior among their peers, within their families and communities

THE INTEGRITY AMBASSADOR

The Integrity Ambassador is a successful graduate of this training programme equipped with skills, knowledge and attitudes to be a change agent, able to communicate with peers, families and communities about the values of integrity and about the negative consequences of corrupt behaviour. Integrity Ambassadors are champions and advocates of integrity, civic responsibility and respect for the Law.

THE CORE QUALITIES OF THE INTEGRITY AMBASSADOR ARE:

1. Fairness
2. Integrity
3. Honesty
4. Trustworthiness
5. Respect for Self and others
ABOUT THIS PROGRAMME

This manual is intended for use as a trainers’ guide for school personnel who wish to implement the training programme in their schools. There are Integrity Ambassador Training Manual Handouts and material for students which are compiled to create an accompanying Participants’ Handbook.

TARGET GROUP FOR TRAINING AS INTEGRITY AMBASSADORS

Students to be trained as integrity ambassadors should be selected from:

- Grades 7 through 13 (1st form to 6th form). It is recommended that at least 1 representative from each class in each year group be selected.
- The cohort of prefects, student council representatives, class monitors, sports captains, house captains, club presidents and other such students holding offices.
- Students who have influence among their peers who may be ‘difficult students’ who do NOT hold any formal office

NOTE: In co-educational schools, efforts should be made to ensure a gender balance between the boys and girls selected. It is preferred that the selection of the participants be completed prior the first session. No additional students should be allowed after the start as sessions build on each other.

RECOMMENDED PERSONS TO MANAGE SELECTION PROCESS

It is recommended that the following be considered to select students:

- Principal or designate for final approval
- Teachers operating as club advisors, counselors, dean of discipline, form teachers etc.
- Student Council or other such body where it exists; in consultation with the Principal.

Those managing the selection process should be aware of the need for gender balance in their consultations with colleagues.

Suggested number of students: Maximum 30.

Number of prospective trainers: Minimum of 4 per school. Trainers should work in pairs and have an alternative team

Note: It is important to create agreements with the school’s administration, around the programme. A general introduction of the programme is recommended to mobilise student interest and inform the wider school population. e.g 15 minutes during General Assembly using one of the skits in the Appendix.
**TRAINER/FACILITATOR SELECTION**

The individuals selected as trainers and facilitators of this programme should demonstrate the following qualities, competencies and skills:

- □ A high level of professionalism
- □ Ability to motivate and connect with others
- □ Commitment to making a difference
- □ Team development, management and building skills
- □ Competencies in activity, events, project implementation and logistics management
- □ Group management, training and facilitation

**Note:** It is recommended that the trainer/ facilitator has access to or support from other teachers with skills in the performing arts. Media and Communication skills will also be useful if the trainer decides to include the production of Public Service announcements (PSA’s) as an output.

**PROGRAMME APPROACH**

This training programme ensures full participation of the students using a variety of learning methods including role-play, games, discussions, individual and small group activities, videos and presentations with discussions.

The range of activities makes it easy to train a broad age range of students in the same group. The students will enjoy the added feature of specific media skills training which will include the responsible use of their cellular phones as photographic and video cameras.

The programme also includes, the assignment of a mini research project, a practical project termed the School Integrity Project and a field trip for students to observe a citizen’s governance process in action e.g. Parliament in session or a Parish Council meeting.

It is the intention that the students and teachers will be so affected by this training that they will believe that they can affect how others think and act, especially their peers and co-workers. The heart of the programme is to encourage thinking and speaking that leads to commitment and action.
THE CONTENT & TRAINING PROGRAMME DESIGN

The basic structure of the content is in modules and sessions. There are 10 sessions organized in modules.

MODULES

The modules are the five core themes of the training programme:

1. Understanding Integrity & Corruption
2. The Self & Integrity - Integrity Begins with Me
3. The Country & Integrity - Jamaica's Journey, How Far Have We Come?
4. The World & Integrity - It's A Global Movement
5. I Can Make A Difference - Accountability, Courage and Advocacy

STRUCTURE OF THE SESSIONS

Each module has two sessions, each with its own topic.

The general structure for the delivery of each session includes an introduction with activity, discussion stimulated by more activities including creative expression, a wrap up and evaluation. The material is organized within three main actions:

1. Look and Listen: students view a film or performance or listen to a presentation
2. Think it Over and Talk It Out: students discuss issues and share experiences
3. Walk the Talk: students are invited to make a commitment

CREATIVE EXPRESSION

Creative expression is highlighted as an integral part of each session. It reinforces learning and allows the students to explore ideas and lessons through drama, dance, music, poetry and other performing arts. It also provides practice in using these creative methods to communicate messages to peers, family and community.

APPENDIX

The manual ends with an Appendix. This provides additional reading material and optional activities for both trainers and students. It also includes three scripts for skits to be used in the programme. The first skit is to be used in the session introduction in Module 1: Session 1 “What is Integrity” and the second in Session 2 “What is Corruption”. The third may be used in the programme showcase at the conclusion of the training to which the wider community may be invited.
Duration of Training.
There are TEN 2-hour sessions in all. The timing makes allowance for preparation, settling down and movement to organize into groups for a variety of activities including the creative expression. The trainer needs to reduce the activities if the sessions will be less than 2 hours.

The Induction of Integrity Ambassadors and Schools Programme Showcase
The students who complete the training are to be recognized as ‘Integrity Ambassadors’. This may occur in an ‘induction’ exercise during the schools’ assembly period or other appropriate time.

A school’s integrity programme ‘showcase’ at the conclusion of the training programme, is another recommended event to allow the students to share lessons and experiences from the training, with the wider school population. If they were utilised these should include the end products such as role plays, poems, advocacy tools like public service announcements,(if these were included) video clips and photographs which may be projected for viewing. This may take the form of a display in a designated room or space in the school.

Invited guests may include community representatives and the local key agencies that combat corruption and promote integrity, about which the students learned. You could ask the agencies to exhibit and share.

The trainers and students should plan this event with the school officials. It is a good opportunity to include the home, so consider including the PTA or Home School Association.

Launch of the Integrity Ambassadors and Way Forward
It will be a good time to launch the Integrity Ambassadors as an ongoing part of student leadership training in the school life, so that each new cohort of leaders may experience the training. It is recommended that the Integrity Ambassadors and trainers continue to meet as a group on a monthly basis while being absorbed into their existing clubs and organizations. A first task of the new ambassadors along with the trainers/faculty advisors should be planning the next steps in using the training they have received.
MONITORING & EVALUATION

Every session ends with an evaluation by the students. This ongoing feedback is important to monitor the programme allowing for adjustments as the training progresses. There is a small school project, to apply some integrity principle.

The end of programme showcase is also included as part of the process of evaluating the integrity ambassadors confidence, competencies and skills.

THE SCHOOL INTEGRITY PROJECT is an indicator of the Programme. It is an indicator of the difference that the Integrity Ambassadors can make to the school. It is to demonstrate some integrity action in the school. It should last for a maximum of seven weeks starting after Session 2 and ending before Session 10. There is more information on this in Session 2.

There is more information on this event in the next section on Content and Programme Design. A word of caution on expectations of the Integrity Ambassador trainees, however, as this type of training is about behavior change which is a process and usually needs much reinforcement and encouragement.
USE OF THE MANUAL

TRAINERS AND FACILITATORS:
The session information is a guide to a participatory process. Get to know the material so you can make your points without reading from the manual, except where necessary. The focus is on pulling out information from the students rather than always telling them. Pay attention to the activities to encourage discussion and students’ sharing.

- Use the Session Summary table at the start of each session as an agenda to maintain focus and manage the time; try to cover all the sub-topics even if you cannot use all the information under each area. Feel free to customize it.
- Share the module theme, session topic and objectives in the Introduction to Session. Note that this does not have to be the very first thing as there may be a warm up activity to get things going in a fun way.
- No matter how rushed do not skip the evaluation at the end of each session. Remember they are your monitoring tool. Review the forms before the next session, so you can make any adjustments for improvement.
- Pay careful attention to the required material, equipment and preparation. Only special supplies and equipment are listed in the session outline. Keep a ‘Training Tool Box’ with basic supplies.

TRAINING TOOL BOX
- Flip chart paper
- Markers – thick ones with different colours
- Masking tape
- Scissors, more than one pair is useful
- Thumb tacks
- Chalk and eraser if there are chalk boards
- White board markers and spray eraser if there are white boards

- Select parts of each session according to your time.
- You may prepare PowerPoint presentations for some sessions.
- Consider other methods to address the limited reading skills of students, e.g. audio-visual presentations, reading aloud by a good reader, adjust handouts to reading levels.
- Pay attention to the further reading sections.
Identify capable student leaders who can help lead sessions as a part of their training.

Is there anything else you can think of?

**TIPS TO ENCOURAGE PARTICIPATION**

Respect the students, drawing them out and embracing their contribution in a non-judgmental manner; participatory training works best when the facilitator talks less and the participants talk more – sharing views and experiences through group work, discussions, reflection and creative expression. Avoid lecturing rather than promoting interactive exchange among students.

- Exercise good listening skills; observe body language and non-verbal communications; look out for signs of boredom and losing students’ attention. Change activity if necessary e.g. invite the group to stand in the midst of a session if notice persons dozing off.

- Help the group to keep focus. Summarizing topics is useful to sharpen focus. This does not always have to be by the Facilitator. You can ask students what are the points they recall. There is a Wrap Up at the end of each session for this purpose.

- It is best to have a team of two facilitators; co-facilitators should work as a team, avoiding situations of conflict that could undermine the learning experience.

- Agree on roles such as who is lead and support, before the workshops.

- **Prepare, prepare, prepare!**

**ROOM ARRANGEMENT**

Set out the chairs differently to the regular classroom. Circles and semicircles encourage participation as they reduce the power levels of the regular classroom setting with rows and a ‘head table’. The workshop room or area requires enough space for activities needing movement, as well as moving chairs around for group work. Remember tables for lap top and projector, and the need for adequate wall space or screen, when using PPT and showing films.

**KEY TO SYMBOLS**

Following are the key to the symbols used throughout the manual. Where creative expression is indicated, involve the school or community drama club, musicians, or other artistes, if the facilitators do not have these skills. Having fun is an important stimulus for learning! Enjoy!

The empowerment symbol represents the actual start of the session with content on personal development, self-management, leadership skills, advocacy skills, building social awareness and citizenship among others. All these should lead to the empowerment of the student.
Represents a game to be played. For example, the game “musical chairs” may be used to demonstrate concepts of fairness given that everyone is competing for a seat on each round.

Represents reading. It points to material to be read in the particular sessions.

Represents a video to watch. The National Integrity Action has videos that may be used. News films on corruption and You Tube videos may also be used. See the Appendix for recommendations.

Represents online resources; point to helpful websites.

Represents a group activity.

Represents an individual activity.

Represents videography. An optional activity is training on the responsible use of cell phones. Students may be engaged with videography using their cellular phones and other readily available technology, as a skill for capturing events and activities that showcase integrity in action. If this activity is done, students will be facilitated in how to record and report with integrity.

Represents photography, presented as a skill for capturing events and activities that showcase integrity in action. As another optional activity, students may record and report using their cellular phones and other available technology with an emphasis on integrity in their use and the information disseminated.

Represents role playing that the students will be asked to use in order to demonstrate the concepts, values and impact of integrity. Role playing will be a key tool that will be utilized for peer education.

Means listen to, and comment on songs which address the issues raised in particular sessions. In addition, students will also be engaged in developing lyrics, and melodies which capture the principle and value of integrity.
Represents public service announcements (PSAs), as an optional activity, for transmission via their school’s intercom system if exists and if possible, in public and social media. These will be aired as a part of the outputs of the training, and form the basis for encouraging the students in their peer education to employ similar strategies in future.

Represents the dance art form that will be utilized in the training where students are encouraged to develop movements choreographed to carry the message of integrity as a tool of peer engagement.
MODULE ONE
Understanding Integrity & Corruption

Module One is comprised of 2 sessions. It introduces the concepts of integrity and corruption. It establishes why students need to stand up for honesty and fairness as a basic understanding of integrity.
The purpose of Session 1 is to introduce students to the basic concepts and issues surrounding integrity so that they will become more aware and attuned to how these issues affect them, their peers, family and community.

**SESSION 1: WHAT IS INTEGRITY?**

<table>
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<tr>
<th>Objective</th>
<th>At the end of this session, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>· Explain the value of an Integrity Ambassadors Programme</td>
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<td></td>
<td>· Understand integrity as honesty and fairness</td>
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<td></td>
<td>· Understand and share personal experiences of integrity</td>
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<td></td>
<td>· Commit to demonstrating and encouraging acts of integrity among peers, family members and community</td>
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<table>
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<tr>
<th>Duration</th>
<th>Total: 2 hrs.</th>
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<tr>
<th>Resources</th>
<th>Required Materials and Equipment (remember the Tool Box in the Introduction):</th>
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<tr>
<td></td>
<td>· Register of attendance to be ticked off at each session and signed at the final session</td>
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<tr>
<td></td>
<td>· For Integrity Tree: Plenty markers, sheets of flipchart or cartridge, scissors, masking tape, 20 ‘leaves’ cut from cartridge. Be sure to pre-cut leaves.</td>
</tr>
<tr>
<td></td>
<td>· Computer and speakers to show (DVD)</td>
</tr>
<tr>
<td></td>
<td>· Projector and screen where needed (to show DVD if speaker needs this)</td>
</tr>
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| Resource Persons: | Creative/Performing arts Group e.g. Drama club, Musicians could be invited; Project Coordinator: Jamaica Civil Society Coalition and the National Integrity Action |

<table>
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<tr>
<th>Preparation</th>
<th>Book and prepare the room that will be used for the entire training</th>
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<td></td>
<td>Confirm guests from the JCSC and the NIA; brief them on their presentations and the setting based on guide to the Session Introduction at the start of this session.</td>
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<td></td>
<td>Invite the school’s drama group or other group to rehearse the first skit for performance. See scripts in the Appendix.</td>
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<tr>
<td></td>
<td>Prepare an overview of the training programme from the Introduction to the Manual based on the guide to the Session Introduction. Include what it is about, who it is for, why doing it, the duration and the partners.</td>
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<td></td>
<td>Check on equipment</td>
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<tr>
<td></td>
<td>Prep materials for Integrity Tree</td>
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**NOTE:** Begin communications for A Field Trip to Parliament. See Session 5. Students are prepared in Session 5 and the visit is to take place within the week immediately following that session.
## SUMMARY OF SESSION

<table>
<thead>
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<th>Session Objective</th>
<th>Context/Outline heading</th>
<th>Time</th>
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<tr>
<td>Room set up and equipment check</td>
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<td>20 min</td>
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<td>Explain the reason for an Integrity Ambassadors’ Programme</td>
<td>Introduction to the Integrity Ambassadors Schools Programme</td>
<td>20 min</td>
<td>Creative presentation: Skit for Opening of Programme</td>
</tr>
<tr>
<td>Define Integrity</td>
<td>What is Integrity?</td>
<td>15 min</td>
<td>Activities 1 &amp; 2</td>
</tr>
<tr>
<td>Identify integrity as honesty and fairness</td>
<td>There is integrity when.....</td>
<td>10 min</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Identify ways to build integrity</td>
<td>Integrity as honesty and fairness</td>
<td>10 min</td>
<td>Activity 4 - Discussion, Q&amp;A using Handout</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>How to build integrity</td>
<td>10 min</td>
<td>Activity 4 cont.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 min</td>
<td>Activity 5</td>
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<td>5 min</td>
<td>Wrap Up</td>
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<td>20 min</td>
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<tr>
<td></td>
<td>Conclusion</td>
<td>10 min</td>
<td>Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

LOOK LISTEN LEARN

WELCOME EVERYONE TO THIS THE FIRST SESSION!

► Introduce the creative presentation and performers to begin the reflection and discussions of the overall programme theme.
► Facilitate the discussion using the questions in the script

As an option for transitioning to the special guests prearrange that two of the actors say the following lines:

I wonder if and how we can ever get rid of corruption?  
Yes y’know! Maybe if we start with the young and build up integrity in them…… As a matter of fact there is a special programme starting right here right now to do just that!

► Introduce and interview the guests asking who they are, why they are present. Give time for their remarks to the students.
► Conclude this segment by thanking the performers and the guests, then proceed to the Introduction (State session topic and its objectives).

WHAT IS INTEGRITY?

Let us start with what is right! Integrity means doing the right thing in a consistent, reliable way - being honest, fair and principled. It is a very good quality to have - as a person or as an institution such as a school, so this Session starts with students forming ‘Integrity Atoms’.
Activity 1: Integrity “Atoms”

Play the ‘Atom’ game to energize students and to create groups for the next activity. Make space in the room and invite students to move around freely in the space. Call out ‘Atom 3’ or “Atom 4”: students must quickly form clusters (‘atoms’) of 3 (or 4). Play several rounds. The last round will be ‘Atom 6’ or ‘Atom 8’.

Think It Over, Talk It Out

Activity 2: Integrity Races

This activity needs to be quick, fun, not too competitive:

- Each cluster formed in Activity 1 is now Team. There should be 3 or 4 teams.
- Give teams two minutes to quickly brainstorm some words linked to INTEGRITY. This activity is not a test – it is just a ‘brain-stormer’.
- After a few minutes have each team share 2 of their words (or phrases).
- List the words on flip chart using a different coloured marker for each team. Instruct team that no repetition if words is allowed, so teams must listen carefully to the words given so far, and listed, and provide only new words. Make no comments yet about correct or incorrect words.

Once all teams have given words linked to INTEGRITY, refer to the list clarifying those which are correctly linked to ‘Integrity’. Examples of some possible words which students may give: ‘honest’, ‘truthful’, ‘no cheating’, ‘no stealing’, etc. Congratulate all teams.

Activity 3: There Is INTEGRITY When…..

Ask students to think of some real life examples of behaviours in school or elsewhere which show integrity. As a clue, they can refer to list of words created in Activity 2 if necessary. Facilitator can also spark discussion by using the following examples of integrity in daily life:

- Your teacher is outside, and you don’t jump on the benches or throw paper airplanes even though you know the teacher won’t see you or catch you.
- You pick up the litter that blew out of your backpack onto the school ground.
- You admit to cheating on a test – even though you know the whole class cheated and you may get into trouble as a result of being truthful.
Integrity as Honesty and Fairness

Think about it: if you had no sense of decency or integrity would you cheat, lie, steal or hurt others in order to get what you want?

► **Integrity** begins with **honesty**. It means being honest and truthful - with others and with ourselves. What does it mean to be ‘honest with yourself’?

► **Integrity** means being **fair**. Give examples of fair behaviour. (Here are some examples: be impartial, don’t take sides, unbiased, non-discriminatory, show justice to others.)

► **Integrity** means being **trustworthy** and **reliable**.

► **Integrity** also means being **true to your values and principles**. Being **true to your word** and **keeping your promises** may be some of your principles. What is another principle or value that is important to you?

**Integrity and Leadership**: We expect leaders and public officials to show integrity in all the ways described above. We also expect them to show integrity by being **competent** and **accountable**.

How to Build Integrity

**Integrity** demands **courage** - it feels good to act with integrity! You will respect yourself more. You will earn the respect and trust of others!

Work in pairs for a few minutes and decide which two ‘building blocks’ outlined below you will work on this week – and how you’ll start working. Start today!

Think of the behaviours below as ‘integrity building blocks’:

- Do the right thing - even when your peers are involved in ‘wrong doings’.
- Do what you say you will do, *when* you say you’ll do it
- Keep your word. Keep your promise.
- Stand up for your values - even when it is not popular to do so.
- Support friends, family members and others who show integrity.
- Keep company with persons who are fair, honest and decent.
- Avoid people who are dishonest, unfair or hypocritical
Activity 4: Discuss Integrity as Honesty & Fairness

Think about it: if you had no sense of decency or integrity would you cheat, lie, steal or hurt others in order to get what you want?

Integrity and Leadership: We expect leaders and public officials to show integrity in all the ways described above. We also expect them to show integrity by being competent and accountable.

Refer to Handout#1 read and discuss the questions with students.

Activity 5: Discuss Integrity as Honesty & Fairness

Facilitator and students can jointly build the Integrity Tree.

Draw the outline of a large tree trunk on a whole flip chart sheet. Label it ‘Integrity’.

Cut 3-5 ‘Roots’ out of paper or cartridge (about 12” x 3”). Students use markers to label each root with a word that expresses a core value that underlies Integrity (eg Love, Justice, Honesty). Tape or paste the roots below the trunk.

Cut about 20 leaves from cartridge (6-8 inches long). Have plenty markers. Students work in 2’s or 3’s. On a leaf, they write one way to show integrity (see examples below). They must avoid repeating what others write, so one member of the pair is a ‘roving detective’ who moves around to check that their word/phrase is not the same as others’.

Students paste their leaves around/above the trunk to create ‘TREE’. Invite them to gather around the TREE to read the leaves. Ask a few persons to highlight a leaf they like (not their own).

NOTE: Some examples of ideas to write on a leaf:

- Keep Your Word
- Don’t Cheat or Lie
- Do the Right Thing
- Stick to Your Values
- Be Fair and Unbiased
- Admit When You’re Wrong

Note: If literacy level is low, the Facilitator may write words given by the students.
WRAP UP

WALK THE TALK

Write the following on flip chart and ask students to write and complete the sentence in their notebook. As a result of this session what action can you commit to?

I commit to __________________________________________________________
____________________________________________________________________

CREATIVE EXPRESSION

Discuss with students the use of creative expression as an integral part of the training method, as a way of learning, as well as a tool for sharing what they are learning with others. Refer to the skit that was seen in the session introduction activity as an example.

Ask students to use a creative means to show what they have learned in the session.

OPTIONS:

Create a skit, mime (no speech) or body sculpture (no movement) that is, freezing in particular positions.

A values dance: this seeks to express in movement actions associated with the values around the key words or issues selected.

Use of music and lyrics
Create a song or dub poem

Preview that in some sessions the students will be guided to create a Public Service Announcements (PSA) that can be played over the school’s public address system, if there is one, and uploaded on social media.
A choice may be made between voice only, and voice and picture. This will involve:

**Identifying**

1. One clear message
2. A specific audience e.g. older middle class in school teenage females (‘uptown’), ages 15 - 18; younger teen inner city males, ages 11 -13

Inform students that the training will include the responsible use of the cell phone camera and video. This will begin in the next session so those who have cell phones with cameras and video should bring them. Be sure to clear this with the school based on the policy on cell phone use in school.

**Field Trip:** Give notice of the Field Trip and start organizing from this first week of the Training programme. The students’ preparation is in a later session (5).

**Conclusion**

- Wrap Up
- Evaluation: Fill out the evaluation form
**SESSION 2: WHAT IS CORRUPTION?**

**Purpose:** To introduce students to the basic concepts and issues surrounding corruption so that they will become more aware of how corruption affects their peers, family and community.

| **Objective** | At the end of this session, students will be able to:  
<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>o Explain the meaning of corruption</td>
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<td></td>
<td>o Understand the negative impacts and costs of corruption</td>
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<td></td>
<td>o Commit to looking out for acts of corruption among peers, family members and community and also to document these experiences using journaling and cell phone cameras and videos.</td>
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<tr>
<td></td>
<td>o Demonstrate an understanding of the responsible use of available technology – cell phone cameras and the internet for documenting and disseminating integrity messages and experiences</td>
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<tr>
<td><strong>Duration</strong></td>
<td>Total: 2 hrs.</td>
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</tbody>
</table>
| **Resources** | Required Materials and Equipment:  
|              | □ Register of attendance to be marked at each session and signed at the final session |  
|              | □ DVD “The Cost of Corruption” by NIA (available at www.niajamaica.org) |  
|              | □ Computer, speakers, projector & screen to show DVD (if necessary) |  
|              | □ 4 sets of Word Puzzles |  
|              | □ Resource Persons: A creative performing group; Representative from the National Integrity Action (NIA) |  
| **Preparation** | □ Prepare word puzzles |  
|              | □ Set up equipment and cue up DVD as not showing all of the film. |  
|              | □ Check for further reading in the Appendix |
### SUMMARY OF SESSION

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
<th>Time</th>
<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min</td>
<td></td>
</tr>
<tr>
<td>Introduction of Topic</td>
<td></td>
<td>10 min</td>
<td>Activity 1: Skit</td>
</tr>
<tr>
<td>Define Corruption</td>
<td>What is Corruption</td>
<td>10 min</td>
<td>Activity 2</td>
</tr>
<tr>
<td></td>
<td>It is corruption when...</td>
<td>10 min</td>
<td>Activity 3 &amp; 4</td>
</tr>
<tr>
<td>To understand impact and cost of corruption</td>
<td>How does corruption affect us</td>
<td>10 min</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>Cost of corruption</td>
<td>10 min</td>
<td>Activity 4 - DVD</td>
</tr>
<tr>
<td>What can we do to decrease corruption</td>
<td>How can we reduce corruption</td>
<td>10 min</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>The School Integrity Project</td>
<td>15 mins</td>
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<tr>
<td>Wrap Up &amp; Assignment</td>
<td></td>
<td>5 min.</td>
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<tr>
<td>Creative Expression</td>
<td></td>
<td>35 min.</td>
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<tr>
<td>Conclusion</td>
<td></td>
<td>5 min.</td>
<td>Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

Jamaican citizens see corruption as the thing that is most wrong with Jamaica. They feel that corrupt people must be detected and punished.\(^1\) Nearly two thirds of all citizens (62%) feel that corruption has increased in the last two years.\(^2\) Corruption has a serious negative impact on Jamaica, with human, social and economic costs.

\(^1\) Don Anderson Poll 2010
\(^2\) Global Corruption Barometer 2013

THINK IT OVER, TALK IT OUT

WHAT IS CORRUPTION?

ACTIVITY 1: SKIT

1. Have the school’s drama club or students from the training dramatize the second script in the Appendix.

2. Facilitate the discussion using the questions accompanying the script.

ACTIVITY 2: WORD PUZZLES

Students work in 4 small groups. You need four (4) sets of word-puzzles (pre-prepared) - one set for each group. Each puzzle is made up of 9 large cards or sheets of paper with one word on each card:

Make this a timed activity.

Each group is to arrange the puzzle into a meaningful sentence to see who will finish in the allotted time:
Discuss the meaning of the sentences created.

(B) Write the sentence below on flip chart and explore the additional ideas about corruption that it suggests:

CORRUPTION IS WHEN PERSONS MISUSE THEIR POSITION TO GAIN ADVANTAGE POWER OR ENRICHMENT, FOR THEMSELVES OR THEIR GROUP.

(C) Read the first situation below, and ask students to say if any abuse of power or position is involved. If so, where? Is there corruption? Repeat with second situation.

1. The Student Council collects dues from students to upgrade sports equipment, and then spends the money on snacks for Council meetings.
2. Your math's teacher lives near you but does not drive. You promise the teacher regular rides home with your parent at pick-up time, in exchange for better grades.

(D) Distribute Handout # 2 and facilitate a discussion.

ACTIVITY 3 – CORRUPTION QUIZ ; IS IT CORRUPTION WHEN...?

Write each situation on flip chart. What constitutes corruption in each case?

a) An unqualified builder gets a permit and builds a school which collapses during a storm.

b) Your 16 year old friend is still learning to drive but 'obtains' a driver’s license - and gets into an accident. It’s not clear who caused the accident.

c) Although it should be free, you ‘pay a money’ to get a document stamped.

Clarify with students that it is not the building collapsing, or the car accident, that makes it corruption. Why? The collapsed school or the car accident show the outcome of a corrupt transaction. The corruption was in the transactions that allowed the unqualified builder to get a permit, the learner to ‘get’ a license.

Sometimes two or more persons consent to a corrupt transaction. In (c) above, even if you are coerced, if you ‘pay a money’, you’re involved! When we benefit from a shady deal, we sometimes do NOT see it as corrupt.
What is Corruption?

1. Corrupt transactions can be dishonest money dealings (a form of theft) such as bribery, fraud or extortion.

2. Corrupt transactions can be non-cash dealings - the exchange of special rewards and privileges. For example, bias and favouritism in business and politics lead to handing out contracts or rigging elections.

3. Corruption often involves force, coercion and victimization. It can harm anyone and everyone.

4. Where does corruption take place? Anywhere - in business, schools, in the justice system, the media, church, politics, in community groups. Give an example of a corrupt act you know of.

5. Who is involved in corruption? Crooked dealings can involve anyone, from the man and woman on the street to the highest leaders. They can involve:
   - police, customs officers, public servants, political leaders....
   - lawyers, bankers, teachers, doctors, entertainers, sports persons....all of us!

6. Why is it hard to stop corruption? Corruption loves secrecy. Why does it often take place behind closed doors? Because the parties want to keep the illegitimate transaction hidden. That makes corruption harder to detect or prove.

At times it may not be clear whether an act is corrupt. So - is it greed or corruption, or just determined ambition when a person cheats a little in order to get ahead?
Activity 4: Agree Or Disagree?

Display the sign on one side of room, on opposite side of room.

☐ Explain to students that they should stand by the appropriate sign/word to indicate whether they agree or disagree with the statements to be read. If uncertain they should stand in the middle of the room.

☐ Read the first Statement below, and students move to stand by the sign that reflects their view. Ask a few persons to say why they chose to stand by the Agree sign. Then some say why they disagree (or feel ‘in between’ standing between the two signs). Allow diverse views to come out! Facilitator may comment and clarify understandings.

**Statements to be displayed one at a time on flip chart as Facilitator reads aloud:**

1. To be fair, it is not corruption when people who have no job, no means of earning money, have to make illegal JPS connections to get light.

2. At times it is ok to make a shady dealing if it is in order to help or protect your friends - and you can get away with it.

How does corruption affect us?

Facilitator refers to the Handout #3. Discuss main issues with students.
How does corruption affect us?

Corruption erodes the quality of life. Corruption causes public funds to be diverted away from providing light and water, from improving roads, schools, public transportation, hospitals, sporting facilities, etc. Instead, the limited funds are unfairly distributed, and end up increasing the wealth of a few people. Corrupt and unfair distribution of funds and resources deepens poverty and social injustice. Is this why we see citizens with placards demanding justice?

The costs of corruption

Corruption reduces opportunities for creating jobs and slows down economic development. These are economic costs of corruption. Corruption weakens public institutions and reduces citizens’ trust in systems of government. These are some of the social costs of corruption.

Corruption leads to crime and violence. These have grave human, social and economic costs. Crime and violence cause people to live in fear, and for protection some people rely on dons or armed gangs - who in turn use violence to maintain power.

When young people see corruption all around do they come to view it as the only way to get ahead? When they become involved, how soon do they get into trouble with the law and lose the protection of the ‘untouchable big fish’?

► Do you see the linkages between the economic, social and human costs of corruption?

► In your community do you see instances of corruption that harm many while benefiting few?
LOOK, LISTEN AND LEARN

THE COSTS OF CORRUPTION

ACTIVITY 5 (OPTIONAL): DVD SCREENING AND DISCUSSION

You may choose to show an extract from the NIA Film “The Cost of Corruption: Jamaica’s Barrier to Prosperity” (see website: www.niajamaica.org) and invite a speaker from the National Integrity Action. Show a section of about 10-15 minutes (the entire film is long). Some points about the costs of corruption are further explained in the Appendix.

HOW CAN WE REDUCE CORRUPTION?

Use Handout # 4 to introduce students to ways of reducing corruption. Focus on what they can do.

ASSIGNMENT: A SCHOOL INTEGRITY PROJECT

Discuss and plan with the students a school project, which will be an activity to demonstrate an integrity action. It should encourage participants’ peers to do what is right and discourage a wrong action.

This is to be based on the Module on Integrity and Corruption.

E.g. monitoring school canteen lines for a specified number of weeks.

This school project is an integral part of the training programme. It is an indicator of the programme impact in the school and needs to be properly documented so that the results can be showcased. This may be done by taking photographs and videos for examples of before and after; as well as interviews with students.

Work out with the students, what kinds of project they can come up with.

They are to share the project they have decided on in the next session.
How Can We Reduce Corruption?

Did you know?

- 84% of Jamaicans think that ordinary people can make a difference in the fight against corruption.
- 76% are willing to report an incident of corruption (2013 Global Corruption Barometer, Transparency International).

Are you part of the Jamaica that is saying NO to corruption, YES to integrity?

One of the ways to prevent corruption is for the state to develop anti-corruption legislation. See the box below which lists existing Recommendations for Anti-Corruption Legislation. Which recommendation do you consider the most important?

What You Can Do To Reduce Corruption!!

You can help to reduce corruption. Which of these steps will you take?

- Start with yourself: behave with integrity - honesty and fairness - at all times.
- Wherever you see acts of corruption, small or large, do not support it.
- If you know something, say something. Speak out!
- Join with others to challenge bullies.
- Create your own personal Code of Conduct. With peers develop a Code of Conduct for your Sports team, Youth or Church group.
- Be a shining light in your own community.
- Talk about how you can address corruption with your friends and family. Start today!
RECOMMENDATIONS FOR ANTI-CORRUPTION LEGISLATION:

Single Anti-Corruption Agency
The proposed Agency will bring together existing anti-corruption bodies and the Office of the Contractor General.

Revision of the Political Code of Conduct
The revised code will set penalties for breaches of this Code, such as intimidation, vote buying/selling, political victimization in distributing jobs.

Political Party Financing and Political Party Registration
This will require political parties to disclose expenditure and contributions.

Award of Government Contracts
This aims to increase transparency in awarding contracts and identifying persons associated with criminal actions.

Campaign Finance Reform
This reform will limit the amount that parties and candidates can spend in an election, or receive as contributions.
The School Integrity Project

The Integrity Project is to demonstrate an integrity action in the school. The project is to be run as a pilot during the Integrity Ambassadors training programme. It will last for a maximum of seven weeks starting after session 2 and ending before session 10. It will allow you to practice influencing your peers to do what is right. You may take photographs and or videos to show any changes as a result of what you do in this project. Here are some steps to get started.

Identify a Problem at School That Needs to Be Corrected

1. Explain the integrity issue. Why is it a problem based on what was learned about integrity?
2. Describe the behavior which needs to be changed
3. Describe the new behavior which needs to be demonstrated
4. Draw up a plan as follows:
   a. Name the Project
   b. The Problem
   c. Objective (the new behavior(s))
   d. Method (how you will encourage the change)
   e. Monitoring (how you will document the process)
5. Prepare project reports (no more than 3-5 minutes) to be delivered at the end of each training session after start up. This may include sharing your photos and videos.
Wrap Up

Walk The Talk
As a result of this session what action can you commit to?

I commit to _____________________________________________________________________
____________________________________________________________________

ASSIGNMENT: Prepare one school project plan. Encourage them to name a core team, identify and share up responsibilities.

MEDIA SKILL

Introduce conversation on the responsible use of the cell phone

Questions to ask:

How is the cell phone used for documentation?

What do they photograph or video? How do they share

Find out how many persons in the training programme own a cell phone; how many have the camera and video features.

Discussion: Responsible Documentation

1. Share experiences or awareness of irresponsible documentation.

2. Documenting the School Integrity Project.

3. Documenting some activities the training programme
CREATIVE EXPRESSION

Identify key words from the session and explore these issues further - looking at challenges and solutions, using any of the following creative forms of expression:

Discuss how to share with and influence peers, family and community - to get them thinking and behaving in new ways around the issues discussed using any of the following creative forms of expression:

Instruct the students to work in groups or individually on the following:

A values dance: this seeks to express in movement actions associated with the values around the key words or issues selected.

Use of music and lyrics
Create a song or dub poem

Create a skit, mime (no speech) or body sculpture (no movement) that is, freezing in particular positions.

Indicate where photos and videos may be taken, once the training has started.

Decide if there will be work on a PSA in this session and plan accordingly. Students work in small groups of 4 - 6 persons for a specified time. Decide what aspect of they will work on. It will take several sessions to develop a 30-second announcement.

CONCLUSION

- Wrap Up
- Evaluation: Fill out the evaluation form
MODULE 2
The Self & Integrity - It Begins With Me

MODULE 2 has two SESSIONS addressing the self and integrity, self-management and the Integrity Ambassador.
### SESSION 3: SELF-CONCEPT AND SELF ESTEEM

**PURPOSE:** To strengthen students’ self-esteem, increase self-awareness and understanding of their value as significant contributors to ensuring integrity in their personal lives, their schools and their communities.

<table>
<thead>
<tr>
<th><strong>OBJECTIVE</strong></th>
<th>By the end of the session students will:</th>
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<tbody>
<tr>
<td></td>
<td>o Be inspired to feel better about themselves</td>
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<tr>
<td></td>
<td>o Learn practices for developing a positive attitude &amp; self concept</td>
</tr>
<tr>
<td></td>
<td>o Determine their core values</td>
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<td></td>
<td>o Recognize how their environment impacts them</td>
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<td></td>
<td>o Identify their support group</td>
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</tbody>
</table>

| **DURATION** | Total: 2 hrs. |

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<tr>
<th><strong>RESOURCES</strong></th>
<th>Material and Equipment:</th>
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<tbody>
<tr>
<td></td>
<td>o Handouts for exercises: Self Concept and Live by Your Values</td>
</tr>
<tr>
<td></td>
<td>o Music and CD Player</td>
</tr>
</tbody>
</table>

| **PREPARATION** | Photocopy handouts |

<p>| <strong>KEY MESSAGE</strong> | There is no one else like you and you have an important contribution to make. |</p>
<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
<th>Time</th>
<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min.</td>
<td></td>
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<tr>
<td>Introduction of topic</td>
<td></td>
<td>2 min.</td>
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</tr>
<tr>
<td>Understand what is ‘self-concept’ and practice positive self-talk</td>
<td>Why am I important?</td>
<td>7 min.</td>
<td>Activity 1</td>
</tr>
<tr>
<td></td>
<td>What is self-concept?</td>
<td>20 min.</td>
<td>Activity 2 &amp; Handout</td>
</tr>
<tr>
<td>Developing a positive attitude</td>
<td>Attitudes for self-esteem</td>
<td>10 min.</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Determine their core values</td>
<td>Values</td>
<td>15 min.</td>
<td>Activity 4</td>
</tr>
<tr>
<td>Recognize some conditioning environments</td>
<td>Our environments</td>
<td>10 min.</td>
<td>Activity 5</td>
</tr>
<tr>
<td>Identify their support group</td>
<td>Developing your support system</td>
<td>5 min.</td>
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<tr>
<td>Wrap Up</td>
<td></td>
<td>5 min.</td>
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<tr>
<td>Creative Expression</td>
<td></td>
<td>50 min.</td>
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<tr>
<td>Closure</td>
<td>Conclusion</td>
<td>10 min.</td>
<td>Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

WHY AM I IMPORTANT?

► Facilitator invites students to hold up and compare their ‘fingerprint fingers’.

Why are fingerprints taken as an identity check? No two fingerprints in the world are the same! Each one of us is important because there is no one else like you. We are each one of a kind and unique - no two persons in the world look or think exactly alike.

ACTIVITY 1: POSITIVE ENERGIZER

Use the ATOM game (see Session 1) to create small groups of 3. Call out ATOM 3

Instructions: in 3’s quickly take turns to complete the sentence: I love myself because..... (eg. I’m intelligent, I have nice eyes, I’m good at football, I can sing...).

Call out ATOM 6, students form clusters of 6 and repeat the exercise.

Ask students if the activity was easy or hard. If it was hard, that is quite ok. But each one of us does have talents and abilities! These talents and abilities are no better, no worse, than others - they are just different from the talents of others.

THINK IT OVER, TALK IT OUT

WHAT IS YOUR SELF-CONCEPT?

ACTIVITY 2: “THIS IS ME - I LIKE ME!” (10 MINS)

Instructions: We can take negative things we say about ourselves and turn them into a more positive, self-accepting statement. Let’s practice positive self-talk.

1. What is something negative that you sometimes say about yourself? Example: “My nose is too big” - negative self-talk.

2. What is the function of that body part? (Ex: My nose is for breathing and smelling)
3. Recognize that this body-part is only a small part of your whole self.

4. Create a new self-statement that says 3 things:
   - How you view your body part (E.g.: My nose is big....)
   - Its function (my nose lets me breathe and smell)
   - It is part of your whole being. (Example: “My nose is big and it lets me breathe and smell, and it fits in my face to make up all of awesome me!”)

Students work in pairs. Each person gives one negative self-statement and turns it into a positive self-statement following the steps above. Invite a few persons to share their positive self-statements with the group. Facilitator guides them as needed to ensure statement is positive.

Wrap up: by practicing positive self-talk, we develop a positive body image and self-concept.

**LOOK LISTEN & LEARN**

Facilitator refers to **Handout #6** and discusses with students, using questions in handout (15m).

**ATTITUDES FOR BUILDING SELF-ESTEEM**

**Activity 3: These are my strengths!**

**Instructions:** Think of one good thing you did in the past week. Turn that action into a strength. Discuss with the person next to you. Here is an example:

- **Action:** “I handed in a good essay yesterday.”

- **Strengths:** “The strengths it took to do that were: determination, hard work, competence in writing, discipline to go home early and not hang out with friends, etc.”

Invite a few persons to share their sentences of ‘strengths’.

**VALUES**

It is important to have values to guide our actions - to live by our values. **This is one meaning of Integrity: values and actions go together.** When our actions differ from our values, that is when we go astray and lose self-esteem - we are out of integrity. When we live by our values we have higher self esteem and earn the respect of others.

**Activity 4: Live by Your Values**

Facilitator refers to **Handout #7** and discusses with students the importance of core values.
Your Self-Concept

Your self-concept refers to how we think about ourselves, and see ourselves. It is also how you see yourself in relation to others. Your self-concept includes:

1. How you see your characteristics:
   ■ Are you jovial? Are you confident? Are you helpful?

2. Your body image - how you see your physical self:
   ■ Do you like what you see? How do you feel about what you see?

3. Your mood and style of thinking:
   ■ Are you generally positive or negative in your thinking?

4. Do you usually doubt yourself - or feel confident?
   ■ When we have a positive self-concept, others tend see us more positively too!

Can we develop a healthy self-concept? Yes, by:

○ Thinking positively about yourself: developing positive attitudes
○ Knowing yourself: do you know your strengths? Are you aware of your weaknesses?
○ Accepting yourself as you are - and still choosing to improve aspects of yourself.
○ Appreciating yourself - do you praise yourself when you do something good?
○ Taking responsibility for your choices and actions! How often do you do this?
“Live By Your Values”

Examine the list and tick the values that are important to you. You can add more to the list. Then, underline just 3 or 4 values that are most important to you.

- □ Ambition
- □ Loyalty, faithfulness
- □ Cleanliness, tidy
- □ Courage, brave
- □ Hard-work
- □ Discipline, self-control
- □ Honesty, truthfulness
- □ Polite, courteous
- □ __________________ (other)

Questions to reflect on:
◄ Now that you have identified your core value system, how do you feel about yourself?
◄ Think of a time recently when you felt good about yourself. Which value(s) were you displaying?

Values and Integrity: When we act in a way that contradicts our core values, we feel bad about ourselves. For example- if kindness is one of your values, but you said mean things to a friend, you may feel bad about it. This is because you acted against your value system - you were not being true to yourself. You were out of Integrity with yourself. Living by our value system brings us high self-esteem because we are living in Integrity.
Activity 4: Conditioning Corners (15m)

What are some of the conditioning environments that ‘socialize’ us? This means who and what shapes the way we behave and think? Quickly brainstorm a list of socializing environments: (eg) Home & family.

- Church
- School
- Peers
- Mass Media
- Dancehall & pop culture
- Community
- Nation....(etc)

Ask students which 4 ‘conditioning environments’ have the most impact on youth. Write each one (e.g. Media) on a separate sheet and display one in each corner of room.

Divide into 4 groups, one group in each ‘conditioning corner’. Each group creates a Group Sculpture* to show how this conditioning environment can influence a young person’s self-concept or value system. (* a frozen image using their bodies, with no movement, no sound)

Developing Your Support System (5 m)

Facilitator briefly shares the following in closing:

No person is an island. We all depend on others for our needs – our need to love, to belong, to be respected and appreciated. Our support system may be our family or our friends or teachers. It is important to recognize two very different groups:

► Your close friends support group – who are helpful, understanding and care about you. These special persons help you to develop and build self-esteem. Who are these?

Note: your potential friends may become part of your support system in the future

► Your destructive persons group – very critical, unkind, bullying and demanding. It could be a family member, or a person you thought was a friend. Who are these?

It is important to recognize the value of support and to choose it whenever it is safe to do so.
**Wrap Up**

**Walk The Talk**

As a result of this session, what action can you commit to?

I commit to __________________________________________________________

Report on the School Integrity Project

---

**CREATIVE EXPRESSION**

1. Identify key words from the session and explore these issues further – looking at challenges and solutions, using any of the following creative forms of expression:

2. Discuss how to share with and influence peers, family and community – to get them thinking and behaving in new ways around the issues discussed using any of the following creative forms of expression:

3. Instruct the students to work in groups or individually on one of the following:

   - **A values dance:** this seeks to express in movement actions associated with the values around the key words or issues selected.
   - **Use of music and lyrics**
   - **Create a song or dub poem**

   - **Create a skit, mime (no speech) or body sculpture (no movement) that is freezing in particular positions.**

   - **Indicate where photos and videos may be taken, once the training has started.**

- **Decide if there will be work on a Public Service Announcement in this session and plan accordingly.**

Students work in small groups of 4 – 6 persons for a specified time. Decide what aspect of they will work on. It will take several sessions to develop a 30-second announcement.

**Conclusion**

- **Wrap Up**

- **Evaluation: Fill out the evaluation form**
**Purpose:** To develop self-management skills built on personal integrity

<table>
<thead>
<tr>
<th>Objective</th>
<th>By the end of the session students will:</th>
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<tbody>
<tr>
<td></td>
<td>o Learn some steps in setting S.M.A.R.T. goals</td>
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<tr>
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<td>o Computer and speakers for song or</td>
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<td>o CD Player</td>
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<table>
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<tr>
<th>Preparation</th>
<th>Check equipment</th>
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<p>| Key Message | You get to choose who you want to be! |</p>
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<td>Introduction of theme</td>
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<td>5 min.</td>
<td>Activity 1, Warm up activity</td>
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<tr>
<td>Learn some steps in setting S.M.A.R.T. goals</td>
<td>Self-Leadership and management</td>
<td>10 min.</td>
<td>Activity 2: Presentation and exercise</td>
</tr>
<tr>
<td>Understand some steps in making choices and decisions</td>
<td>Making decisions</td>
<td>10 min.</td>
<td>Activity 3: Presentation and discussion</td>
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<tr>
<td>Understand the characteristics of the Integrity Ambassador</td>
<td>Integrity begins with me</td>
<td>10 min.</td>
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<tr>
<td>Recognize your role in spreading integrity</td>
<td>Introducing the Integrity Ambassador</td>
<td>10 min.</td>
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<tr>
<td>Partnership with JCSC &amp; NIA</td>
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<td>Wrap Up</td>
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<tr>
<td>Creative expression</td>
<td></td>
<td>50 min.</td>
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<tr>
<td>Conclusion</td>
<td></td>
<td>10 min.</td>
<td>Action - commitment Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

WARM UP ACTIVITY
You have 1 minute to think about one object – a person, a place, or anything else that you want to have in your life in 17 years that is in 2030, the year that Jamaica is to become a developed country. (Put your age and the year at the top of the page). Take another minute to draw it. Two persons to share.

LOOK LISTEN LEARN
Learning about Goals, Choices and Decision-making
Presentation introducing the topic and explaining SMART Goals, Choices and Decision making in a presentation from the Key Information following and Questions for clarification.

SELF-LEADERSHIP AND SELF-MANAGEMENT

ACTIVITY 1: SETTING LIFETIME GOALS

▶ Introduce the activity with the following:

Comment: There are some important areas of life where it is wise to set goals.

▶ Invite the students to discuss this statement:

When you have clear goals it is harder for others to lead you into corrupt practices.

Say if you agree or disagree with this statement and why.

In pairs talk about your goals using the following questions as set out under the different areas.

Refer students to the Handout # 8 on Setting Life Time Goals.
Activity 2: Practicing S.M.A.R.T Goals

Students work in same pairs as in the last activity. Practice turning each goal into a SMART goal. Share one of these SMART goals with the wider group.

Integrity Begins With Me - Introducing The Integrity Ambassador

Remind students of the definition of Integrity used in Module 1, Session 1.

Choice and Integrity

Activity 3: PLAY MUSIC: Bob Marley

Life is one big road with lots of signs
So when you riding through the ruts
Don’t you complicate your mind
Flee from hate, mischief and jealousy
Don’t bury your thoughts
Put your dreams to reality
All together now

Wake up and live y’all
Wake up and live

Each time [someone] stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he [or she] sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance. – Robert F. Kennedy
Setting A Lifetime Vision

A lifetime vision gives you an overall perspective that helps to shape your other decisions. Your most important vision must be *yours*. Someone else must not determine it.

Create one important vision at a time. When you try to achieve several things all at once, your energy and focus will be split. You may become frustrated and disappointed.

Your vision must be in agreement with your core values (see VALUES Activity, Session 3).

Set one important goal for each of the following Vision paths. Use the questions to help you.

- **Career** - What do I want to become?
- **Education** - What do I need to achieve this career? (What subjects, skills, qualifications, information, etc.?)
- **Family** - What kind of family do I want?
- **Community** - What contribution do I want to make?

The students are not required to share these personal goals with the wider group. Encourage them to develop them in the next activity into Smart Goals.

Facilitator explains how to turn a goal into a SMART goal using Handout #9.
Setting Smart Goals

Think It Over, Talk it Out

Some of us go through life without much sense of purpose. We feel best about ourselves when we set goals for ourselves. Our goals feed our sense of purpose, build self-esteem and help us to be self-motivated.

A goal needs to be something you really want to do. Try to set goals that are -

- Specific
- Measureable
- Achievable
- Realistic
- Time-bound

This process is often referred to as setting S.M.A.R.T. goals.

One of your goals may be ‘to travel around the 14 parishes of Jamaica. This is a somewhat vague or distant goal: ‘seeing all of Jamaica’ with its 14 parishes and many towns. It is hard to plan when a goal is hazy. Where will you go first? How will you finance the travel?

A SMART goal could be ‘to travel the 14 parishes of Jamaica between September 2013 and September 2014, using 2 weekends per month, making arrangement through friends for accommodation’.
ACTIVITY 4: BRAINSTORMING QUALITIES & FUNCTIONS

Brainstorm qualities and functions. Reuse some material from Session 1 on Integrity. List on Flip Chart

After the brainstorming, share the following core qualities of the Integrity Ambassador:

- Integrity
- Honesty
- Fairness
- Trustworthy
- Respect for Self and Others

The choices we make determine the paths we travel and the comfort level of the trip. To feel comfortable about the choices we make, they need to be consistent with our values. In making a choice or decision, make sure you are guided by your core values.

SCENARIOS TO CONSIDER:

Error in your change

At the pharmacy, you are paying the cashier and she gives you too much change. It’s late and you’re tired and hungry. That extra money could buy a snack on your way home.

1. Do you say nothing, and take the change?
2. Do you point out the cashier’s error?

QUESTIONS FOR DISCUSSION:

- What values influence your decision and action?
- Are any values competing with immediate needs? (eg. honesty vs. hunger need)

Honouring your values makes you feel good about yourself, builds self-esteem.
Not honouring your values may produce shame or guilt and lowers your self-esteem.
3. **Beg Yuh A Bligh**

Someone else said ‘beg yuh a bligh’.

**QUESTIONS FOR DISCUSSION:**

- What motivated the request?
- When is this request OK or unacceptable?
- What does this have to do with integrity?

4. **Respeck Due**

Many of us demand respect, and rightly so. But are we always respectful of others?

Our national anthem prays “Teach us true respect for all.”

True respect starts on the inside: respecting yourself. When you truly respect yourself, you find that respecting others comes naturally.

**RIDDLE:** What is it that once you have it, the only way to keep it is to give it to others?

When our self-respect and respect for others is going strong we can do anything. We make better choices, create respectful relationships, achieve our goals and become better leaders who spread respect for all.

**Respectful Declarations:**

- ★ I value myself and am worthy of respect
- ★ I make healthy choices
- ★ I set boundaries and speak up
- ★ I listen to myself and I listen to others
- ★ I treat others the way I want to be treated
- ★ I create respectful relationships
**Wrap Up**

**Walk The Talk**

As a result of this segment, what action can you commit to?

I commit to __________________________________________________________

--------------------------------------------------------------------------------------------------

► Request report on the School Integrity Project.

---

**CREATIVE EXPRESSION**

Assign scenarios 1 - 3 to small groups of three persons each. Demonstrate the method of interrogating actors as they remain in character.

- Each group gets time to present.
- Invite feedback on all.

---

**Conclusion**

- Wrap Up
- Evaluation: Fill out the evaluation form
THIS MODULE HAS TWO SESSIONS. IT PROVIDES A GLIMPSE INTO THE STORY OF HOW WOMEN AND MEN, AND EVEN CHILDREN STRUGGLED FOR WHAT WAS RIGHT HERE IN JAMAICA AND IN OTHER COUNTRIES OF THE WORLD.
## PURPOSE: To inspire students with the knowledge of our heritage and of those who contributed to transformations in Jamaica.

### OBJECTIVE

At the end of this session, students will be able to:
- Identify milestones in our country’s “integrity journey” (the post-emancipation labour movement and political independence).
- Describe qualities of main actors in our country’s journey

### DURATION

Total: 2 hrs.

### RESOURCES

Required Materials and Equipment (remember the Tool Box in the Introduction):

- Film: “Strong Jamaicans Stirring Times”. Episode 6. See the Appendix for an outline of the episode and how to get a copy of this DVD.
- Computer with DVD drive and speakers or DVD Player and TV

### PREPARATION

- Request and check equipment
- Make a giant ‘stack of cards’ comprised of 7 sheets of Cartridge paper, writing two words from Vision 2030 on each sheet of paper, including the title. (You may use letter size paper or folder leaves according to the resources you can manage).
- Shuffle the ‘giant cards’ so that the sentence they form is jumbled
- Cue up video to Episode 2 - ‘Lighting the Fire” (13 Mins)

### KEY MESSAGE

A society is a function of the character of its people, that is, the type of society we have depends on the kind of persons we are, what we believe in and stand for and how we treat each other, especially the weakest (most vulnerable), or who are different, among us.
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<td>The Country and Integrity</td>
<td>5 min</td>
<td>Activity 1. Warm up activity</td>
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<tr>
<td>Identify milestones and qualities</td>
<td>Landmarks of the Journey</td>
<td>30 min</td>
<td>Activity 2. Video (20)</td>
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<td>of main actors in our country’s</td>
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<td>Describe qualities of main actors</td>
<td>Characteristics of main actors</td>
<td>20 min</td>
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<td>Assignment; Action - commitment</td>
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SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

THE COUNTRY AND INTEGRITY

ACTIVITY 1: WARM UP ACTIVITY THAT INTRODUCES THE THEME: JUMBLE WORDS GAME

- Jumble the pre-prepared ‘giant cards’ on the floor.
- In one minute instruct 14 volunteers to pick up one each of the ‘cards’ and line up around the room.
- The rest of the students are to unscramble the jumbled words by guiding them where to stand without touching them.
- They race against the clock to do it in 2 minutes.
- Stop them at the end of the time, whether finished or not.
- The students who were unscrambling the words, recite whatever they have formed and try to guess if incomplete.
- Use the last minute to introduce the topic.

We just formed the words of Vision 2030

Our country has a plan called a National Development Plan to help us achieve what is called ‘developed country status’ by 2030.

The Plan starts with a National Vision Statement called Vision 2030. It is much longer than the statement you just formed but this is the summary of it. The Plan should include the development of integrity for the country as a whole.
Listen to what someone said about the plan: (Invite a participant to read this aloud):

“Vision 2030 Jamaica is... the roadmap in our journey to development... To achieve this goal we need leadership, partnership, national will and commitment... We have a duty to ourselves, to the sacrifices of past generations to preserve the best of our country and to transform the worst”. (Wesley Hughes, CD, PhD, Director General, Planning Institute of Jamaica, Vision 2030, 2009).

Jamaica becomes ‘a developed nation’, not only when the country earns enough money per person (“per capita income”) for a stable economy, but also when citizens have a certain quality of life.

Here are some other things that make up a good life: Good services in: Health, Education, Justice, and Security.

More: Opportunities, Acceptance and involvement (inclusiveness) of all types of persons, Hope - especially among youth, Rural development, Protection of the environment, Preservation of our culture and heritage.
INTRODUCE THE FILM BY USING SOME POINTS ONLY, FROM THE KEY INFORMATION FOLLOWING: OTHER INFORMATION CAN BE SHARED AFTER THE FILM DURING THE DISCUSSION.

**KEY INFORMATION:**

Who remembers when Jamaica and other slaves in the Caribbean were emancipated? Who remembers when Jamaica got our independence from being a colony of England? The women and men who led Jamaica’s journey to freedom and political independence were people of integrity, had vision and acted on behalf of the whole that is for the good of everyone, instead of for personal gain.

- The struggles of the past showed us what was missing, such as laws and institutions that we needed, to protect the weak from those who used power to oppress them.
- The agencies - government and non-government, also called civil society, form what is called the institutional framework.
- The agencies can be helpful partners.

Jamaica is now described as a developing country. We do not have ‘developed country status’. We need women and men, girls and boys to lead us to development - people of integrity and vision. The film shows us a little part of our history and the women and men who helped us reach where we are today. As we watch, let us look carefully at the people and what they do.

**DISCUSSION - OF THE VIDEO**

**QUESTIONS FOR DISCUSSION:**

- Who do you remember and why?
- What qualities do you admire in these persons?

Use points from the Key Information to complete the discussion, to underline the point of the qualities needed to stand for what is right.
CREATIVE EXPRESSION - (optional)

Divide group into 4 teams to produce the following using the qualities from the film:

Each group will present.

Discuss each production identifying the qualities selected and the messages.

1. Role play: demonstrating qualities students admired from the video
2. Dub poetry: Using the qualities identified in the characters in the film, compose a dub poem
3. A mural
4. A song using a popular tune

FIELD TRIP TO PARLIAMENT

An important part of the preparation of the Integrity Ambassador is to observe and understand how the institutions of governance work. The Field trip to Parliament is therefore a highlight of the training, it is the highest decision making body of the country. There our elected officials make decisions affecting the entire country.

Schedule the field trip for the coming week following this session. Arrange the field trip in collaboration with the Social Studies department. Use the following guide to prepare the students. Feel free to adjust it. Go through the questions before the visit. Ask them if they have any other questions.

Be sure to schedule time in the next workshop (session 6) following the visit. After the visit discuss generally. There is no need to go through all the questions.

QUESTIONS FOR DISCUSSION:

- What stood out the most for you?
- What did you notice about making decisions at this level?
- Others?
An Observation Guide for a Visit to Parliament

(Option: Parish Council meeting)

Students are to note the following general observations:

1. The name of the meeting (is it a special committee?)
2. The number of persons present
3. The number of apologies for absence
4. Note what is a quorum (and if it is mentioned)
5. Who chairs the meeting (the gender, age range, anything else?)
6. Who takes the minutes (meeting notes - the gender, age range, anything else?)
7. The process for a decision to be made (is there a resolution 1st? is it 2nded)
8. Who talks most (gender, age, anything else?)
9. Who talks least (same as above)
10. How was it (boring, exciting, educational, )

Specific to Parliament .... note:

1. The bills being debated
2. Explanation of their understanding of the standing orders
3. The different positions of power in the parliament
4. How party loyalty is displayed by the members of parliament
5. The conduct of parliamentarians in the parliament
6. Who sits where
7. Who makes up the meeting? (e.g. Members of Parliament (MP), who else)
8. Observers (how many? Gender? Age range?)

NOTE: The field trip should be the week coming. Information will be shared if it has to be rescheduled. If it occurs, a report will be provided in the next session (6).
### SESSION 6: THERE IS SUPPORT !!
#### LOCAL ANTI-CORRUPTION BODIES

**PURPOSE:** To build awareness of the institutions and some laws that maintain and support integrity.

| **Objective** | At the end of this session, students will be able to:  
|               | - Describe the role of anti-corruption government and civil non-government agencies  
|               | - Identify how they can support citizens in standing for integrity |
| **Duration**  | Total: 2 hrs. |
| **Resources** | Required Materials and Equipment  
|               | - If internet is available - computers, projector and a screen.  
|               | - Collect posters, brochures, any available literature on them from the agencies listed in the Key Information. Photocopy the description of each in the Appendix; cut in strips  
|               | - Make signs from cartridge paper for any agency for which you could not get any literature. Make them large enough to be readable from a distance.  
|               | - Create booths for each agency by setting up literature, and strips with ‘profile’ on desks around the room, and mount the posters or signs to identify them.  
|               | - Mount 4 empty sheets of flip chart paper at the front of the room. Head up two of the sheets: GOVT. And two NGO. Draw a table on each with 2 columns with the headings: AGENCY, FUNCTION. |
| **Preparation** | Citizens need to know about and make use of state agencies that exist for our support and protection. Citizens protect themselves by coming together and forming agencies that stand for integrity and against corruption. |

**Key Message**
## Summary of Session

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<td>Government &amp; Non Government Anticorruption agencies</td>
<td>30 min</td>
<td>Activity 1. Discussion on Film (10)</td>
</tr>
<tr>
<td>Identify how they can support citizens in standing for integrity</td>
<td>Characteristics of main actors</td>
<td>20 min</td>
<td>Activity 2:</td>
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<td>Creative expression</td>
<td>Report on Field Trip</td>
<td>50 min</td>
<td>Wrap Up</td>
</tr>
<tr>
<td>Commitment</td>
<td>Conclusion</td>
<td>10 min</td>
<td>Commitment Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
**Key Information**

List of Agencies (see the Appendix for a brief description of these agencies)

**Jamaican Anticorruption Bodies**

**Government Agencies:**

1. The Office of the Contractor General
2. The Office of the Political Ombudsman
3. Corruption Prevention Commission
4. Office of the Auditor General
5. Parliamentary Integrity Commission
6. Office of the Commissioner of Customs
7. Anti-Corruption Branch of the Jamaica Constabulary Force
8. Independent Commission of Investigations
9. The Office of the Director of Public Prosecutions

**Civil Society Agencies:**

1. Jamaica Civil Society Coalition,
2. National Integrity Action,
3. Jamaicans for Justice,
4. Citizens Association for Free and Fair Elections
5. CAPI
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

LOOK, LISTEN AND LEARN

GOVERNMENT & NON GOVERNMENT ANTI-CORRUPTION AGENCIES

Open the conversation by asking who remembers what we spoke about in the last session? If no one mentions it note: emancipation and independence. Ask who remembers the dates. Also mention the following if it is not said.

“We also spoke about how the women and men who led Jamaica’s journey to freedom and political independence were people of integrity, had vision and acted on behalf of the whole that is for the good of everyone, instead of for personal gain.

The struggles of the past showed us what was missing, such institutions that we needed, to protect the weak from those who used power to oppress them.”

INTRODUCE THE NEW TOPIC

The agencies - government and non-government organizations (NGOs) also called civil society, form what is called the institutional framework. The agencies can be helpful partners. Here is another name for non-government organizations:

Write on the blackboard or on flip chart the following letters and lines. Invite the students to fill out the blanks: Ask if anyone knows the expression. Ask for any examples from them.

C__V__S__C__TY__ORG____A_T____

(Answer: CIVIL SOCIETY ORGANIZATION)
Activity 3 (Optional): A three-legged partners race!

In this session, we are going to find out a little about these agencies.

Introduction to the game

Around the room are information booths. These booths are of anti-corruption agencies. We are going to play 3-legged partner race. The objective is to collect information from the booths to fill out the two charts that are mounted on the board / easel. If there is not enough space for the game just divide them into teams and give them a set time to collect information at the booths.

Instructions:

1. Participants the person next to you is your racing partner.
2. Tie your legs together for a three-legged race.

Facilitator divides the pairs into 2 teams of equal sets of pairs.

1. Teams line up. The person who heads each of the team lines gets a basket.
2. You have 30 secs to run to the booths to pick up as much information as you can for your basket, then return the basket to the next pair, who does the same.
3. Each pair that arrives back at base, helps to fill in the information on the charts.
4. The objective is:
   - To use the information collected to fill out the chart. As each pair completes their run they must match the information collected to the right agency.
5. A starter sets off the race. The 2nd set cannot run off until the 1st returns.

Option for this game: If internet is available then the group is divided into 2 teams; the hands that type are tied together. They race to find online as many agencies as they can in the allotted time, cutting and pasting information into a new document. You may have other variations.

Think it over & Talk it Out

Sharing experiences/ learning from each other.
The important point to make is that we need support to do what is right. These agencies provide valuable support. When we know what they do, we can know how to partner with them and to use them to help us stand for what is right.

**ASSIGNMENT: Mini Research Project**

Choose one local organization which you will research further.

Based on the information you find decide on one way you could partner with the organization of your choice.

**RECAP**

**WALK THE TALK**

As a result of this session, what action can you commit to?

I commit to ____________________________________________________________

► Request report on the School Integrity Project

**CREATIVE EXPRESSION**

► Report on field trip using drama or any other creative expression.

**CONCLUSION**

- Wrap Up
- Evaluation: Fill out the evaluation form
MODULE 4
The World & Integrity
Its a Global Movement

This module has two sessions. It reminds us that the struggle for integrity happens all over the world. It introduces examples of social change role models locally and internationally and identifies global agencies and partnerships.
### SESSION 7: GLOBAL CHAMPIONS & MOVEMENTS

**Purpose:** To inspire students with models of movements and model champions from beyond our own country. It is also to build awareness that integrity and corruption is a concern all over the world not just in Jamaica.

<table>
<thead>
<tr>
<th>Objective</th>
<th>At the end of this session, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Identify some international champions and the qualities they share with us</td>
</tr>
<tr>
<td></td>
<td>- Identify issues we have in common and lessons learnt in how to address them</td>
</tr>
<tr>
<td></td>
<td>- Appreciate the use of cell phones cameras and videos as tools for responsible change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>Total: 2 hrs.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Required Materials and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Map of the World or a Globe</td>
</tr>
<tr>
<td></td>
<td>□ Angelina Jolie Salutes 15-year old Pakistani girl Malala - YouTube (<a href="http://www.youtube.com/watch?v=U3hu_rQ1Ubc">www.youtube.com/watch?v=U3hu_rQ1Ubc</a>)</td>
</tr>
<tr>
<td></td>
<td>□ Or Narrative of the Salute. OR</td>
</tr>
<tr>
<td></td>
<td>□ See the Appendix ;</td>
</tr>
<tr>
<td></td>
<td>□ Posters from Agencies OR Posters with names of Agencies;</td>
</tr>
<tr>
<td></td>
<td>□ If internet is available, computer, projector, screen or adequate wall space</td>
</tr>
<tr>
<td></td>
<td>□ Under each of 4 chairs, paste the name of one country –see list in Look, Listen and Learn (written on four sheets of letter size paper (coloured paper if available)</td>
</tr>
<tr>
<td></td>
<td>□ Mount Map of the World on Blackboard or wall</td>
</tr>
<tr>
<td></td>
<td>□ Download, unto a jump drive or computer, the YouTube Video “Salute to Malala” if no internet connection</td>
</tr>
<tr>
<td></td>
<td>□ Make Posters with Names of Agencies listed in box below and /or collect from actual agencies - brochures and posters</td>
</tr>
<tr>
<td></td>
<td>□ Check Internet connection and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
</table>

| Key Message | Integrity is an issue all over the world. It is not just fought for by the big leaders but by ordinary people as well including children. |
## Summary of Session

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
<th>Time</th>
<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Introduction of topic</td>
<td></td>
<td>5 min.</td>
<td></td>
</tr>
<tr>
<td>Identify some international champions and the qualities they share with us</td>
<td>Global Champions and Movements:&lt;br&gt;Malala Yusufzai (Pakistan)&lt;br&gt;The Arab Spring&lt;br&gt;Nelson Mandela</td>
<td>30 min.</td>
<td>Activity 1. Video</td>
</tr>
<tr>
<td>Identify issues we have in common and lessons learnt in how to address them</td>
<td></td>
<td></td>
<td>Activity 2</td>
</tr>
<tr>
<td>Feedback on Field Trip</td>
<td></td>
<td>20 min.</td>
<td>Recap</td>
</tr>
<tr>
<td>Creative expression</td>
<td></td>
<td>50 min.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>10 min.</td>
<td>Assignment &amp; Commitment&lt;br&gt;Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

ACTIVITY 1: LINES RACE (TO INTRODUCE THE WORLD SCENE)

Divide into three groups of equal numbers or close enough. The objective is to see which team lines up first.

Line up according to:

1\textsuperscript{st} race: Your age with the youngest at the front and the oldest at the back. 1\textsuperscript{st} team to finish, just shout out that you are.

2\textsuperscript{nd} race: The number of relatives you know of who have ever travelled, or have lived abroad. The least number goes in front.

3\textsuperscript{rd} race: The number of times this week you watched foreign news on TV or heard it on the radio or got some message on your phone about some news from overseas.

Commentary on introductory game

If we were to add up all the ages in the room......about how much would that be?

Would it get us close to Mr. Mandela’s age when he died?

How old was the youngest person in the first race?

That age would take us close to the age of a girl living in Pakistan named Malala who became a champion for human rights from age 11.

Some of us have travelled outside of Jamaica and / or have family who even live abroad so we know that although we live in Jamaica, we are a part of a bigger world. We use the word global to describe when we refer to other countries all over the world.

In the last session we looked at local champions of Integrity, people who stood up and fought for what was right, from right here in Jamaica. We also looked at local government and non-government organizations that can help us work for Integrity and fight corruption..
Do you remember any of them?

In this session we will learn about some global champions and movements. We want to see if we have anything in common with them and if we can learn anything from them.

Share the objectives for the session.

**LOOK, LISTEN AND LEARN**

We are going to look at 2 major parts of the world: The Middle East or Arab countries and a part of Africa actually close to them: North Africa and Egypt.

**GLOBAL CHAMPIONS AND MOVEMENTS**

**Activity #2 : Seek & Find**

The names of 4 countries are hidden under your seats, please check and as soon as you find them come forward with them and let’s see if we can find the countries on the Globe (or Map of the World).

- Pakistan
- Tunisia, (in North Africa)
- Egypt
- South Africa

► Ask persons as they come forward with the countries, if they know where these countries are? Invite the participants with the country names to find them on the Map / globe.

Let us look at a student human rights champion, a senior citizen who is probably the most well known human rights activist in the world and entire movement of citizens demanding human rights.

**Malala from Pakistan: An Individual Champion**

Malala, is a girl who lives in Pakistan, and who was invited to address the United Nations when she was only 14 years old and then later when she was 16.
ACTIVITY 2: VIDEO AND DISCUSSION

Angelina Jolie Salutes 15-year-old Pakistani girl Malala ... – YouTube
www.youtube.com/watch?v=U3hu_rQ1Ubc

Or

Read the written version to the group. See the Appendix for the script of the speech.

Nelson Mandela

Ask who can tell the group about Nelson Mandela.

Refer to the Handout #12 to verify the facts.

THINK IT OVER, TALK IT OUT

In small groups of 6 or 7 discuss in 15 mins. the following questions:

1. What was Malala speaking out for?
2. Who shot her and why?
3. What was Mandela fighting for?
4. What are the Arab Springs and what were the people protesting?
5. What methods did Malala, Nelson Mandela and the Arab Springs uprisings use in their protests?
6. Is there anything that Jamaica has in common with these other countries?
7. Are there any lessons to learn?

You will have 2 minutes to report back.

► Write answers on the Flip Chart paper provided. Identify someone to write and present, someone to lead the discussion, and a timekeeper.

Report back findings.

► Facilitator summarizes key points from the reports
NELSON MANDELA

**Occupation:** Former President of South Africa and Activist

**Born:** July 18, 1918 in Mvezo, South Africa

**Died:** December 5, 2013

**Best known for:** Serving 27 years in prison as a protest against apartheid.

Nelson Mandela was a civil rights leader in South Africa. He fought against apartheid, a system where non-white citizens were segregated from whites and did not have equal rights. He served a good portion of his life in prison for his protests, but became a symbol for his people. Later he would become president of South Africa.

Nelson Mandela was born on July 18, 1918 in Mvezo, South Africa. His birth name is Rolihlahla. He got the nickname Nelson from a teacher in school. Nelson was a member of Thimbu royalty and his father was chief of the city of Mvezo. He attended school and later college at the College of Fort Hare and the University of Witwatersrand. At Witwatersrand, Mandela got his law degree and would meet some of his fellow activists against apartheid.

**WHAT DID NELSON MANDELA DO?**

Nelson Mandela became a leader in the African National Congress (ANC). At first he pushed hard for the congress and the protesters to follow Mohandas Gandhi’s non-violence approach. At one point he started to doubt that this approach would work and started up an armed branch of the ANC. He planned to bomb certain buildings, but only the buildings. He wanted to make sure than no one would be hurt. He was classified as a terrorist by the South African government and sent to prison.

Mandela would spend the next 27 years in prison. His prison sentence brought international visibility to the anti-apartheid movement. He was finally released through international pressure in 1990.
Once released from prison, Nelson continued his campaign to end apartheid. His hard work and life long effort paid off when all races were allowed to vote in the 1994 election. Nelson Mandela won the election and became president of South Africa. There were several times during the process where violence threatened to break out. Nelson was a strong force in keeping the calm and preventing a major civil war.

**HOW LONG WAS NELSON MANDELA IN PRISON?**

He spent 27 years in prison. He refused to bend on his principals in order to be released and stated that he would die for his ideals. He wanted all people of all races to have equal rights in South Africa.

_Nelson was awarded the Nobel Peace Prize in 1993._
The Arab Spring: Citizens in General

The Arab Spring is the media’s name for a flood of uprisings in North Africa, also called the Arab world which began in December 2010.

On December 17, 2010, young Mohamed Bouazizi, a street vendor, from Tunisia, North Africa, set himself afire after police took away his cart and goods because he had no licence. This desperate act of rebellion set off a series of protests that went right across the Arab world. This youth represented the jobless and underemployed young Arab. They make up 60% of that region’s population. They were the ones behind the protests that followed, as anger boiled up over corruption, rising food prices, unemployment and a lack of freedom.

In March 2011, in Deroa, Syria, some teenagers painted revolutionary slogans on a school wall. The security forces arrested and tortured them. The people of Deroa demonstrated against this. The security forces fired on them killing several. More came out. They demanded the resignation of the President.

For 3 months from July 2011, hundreds of thousands took to the streets. They demanded freedom from the oppressive government. This was in Aleppo. In Libya and several other countries the uprisings continued.

In Egypt there were ongoing demonstrations of thousands. In Cairo, the capital this resulted in the overthrow of president Morsi in July 2013, by the army after he was in power for only one year.

http://www.bbc.co.uk/news/world-middle-east-20626645#slideshow-ns

See the Appendix for further reading on the Arab Spring or Arab Uprisings.
WRAP UP

WALK THE TALK

As a result of this session, what action can you commit to?

I commit to __________________________________________________________

► Request report on the School Integrity Project

CREATIVE EXPRESSION

► Identify key words from the session and explore these issues further - looking at challenges and solutions, using any of the following creative forms of expression:

► Discuss how to share with and influence peers, family and community - to get them thinking and behaving in new ways around the issues discussed using any of the following creative forms of expression:

► Students continue to work in groups or individually on one of the following:

A values dance: this seeks to express in movement actions associated with the values around the key words or issues selected.

Use of music and lyrics

Create a song or dub poem

Create a skit, mime (no speech) or body sculpture (no movement) that is, freezing in particular positions.

Review photos and videos which should now be used for reporting on School Integrity Project. Have peers critique the work of those using the cell camera and video.
Continue work on Public Service Announcement based on key words and issues in this session.

**CONCLUSION**

- Wrap Up
- Evaluation: Fill out the evaluation form
**SESSION 8: GLOBAL ANTI-CORRUPTION BODIES**

**PURPOSE:**
This session is to provide an understanding of international organizations that support integrity, fight against corruption and support countries globally.

<table>
<thead>
<tr>
<th><strong>OBJECTIVE</strong></th>
<th>At the end of this session, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Identify some international agencies and how they support integrity</td>
</tr>
<tr>
<td></td>
<td>- Understand how these international agencies partner with countries globally</td>
</tr>
</tbody>
</table>

| **DURATION** | Total: 2 hrs. |

<table>
<thead>
<tr>
<th><strong>RESOURCES</strong></th>
<th>Required Materials and Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Length of rope for tug of warm game long enough to hold 10 persons on each end.</td>
</tr>
<tr>
<td></td>
<td>□ Posters from international organizations OR Signs you will make with the names of organizations</td>
</tr>
<tr>
<td></td>
<td>□ Web sites of international organizations:</td>
</tr>
<tr>
<td></td>
<td>- <a href="http://www.amnesty.org/">http://www.amnesty.org/</a></td>
</tr>
<tr>
<td></td>
<td>□ If internet is available, computer, projector, screen or adequate wall space</td>
</tr>
</tbody>
</table>

| **PREPARATION** | □ Seek out posters or other literature from the international organizations listed. The local UN offices or the National Integrity Action office may have |
|                | □ Make signs with Names of Agencies listed in box below (one sign per agency) |
|                | □ Check Internet connection and equipment |

| **KEY MESSAGE** | There are international organizations that support countries and even individuals who fight against corruption all over the world. Unity is strength. Citizens can increase power by partnering with these agencies |
### SUMMARY OF SESSION

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
<th>Time</th>
<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Introduction of topic</td>
<td></td>
<td>10 min.</td>
<td></td>
</tr>
<tr>
<td>Identify some international agencies and how they support integrity</td>
<td>The International agencies</td>
<td>15 min.</td>
<td>Activity 2</td>
</tr>
<tr>
<td>Working with Global partners</td>
<td></td>
<td>15 min.</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Project Monitoring and Documentation</td>
<td></td>
<td>15 min.</td>
<td>Activity 4</td>
</tr>
<tr>
<td>Creative expression</td>
<td></td>
<td>30 min.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>10 min.</td>
<td>Assignment &amp; Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wrap up &amp; Evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20 min.</td>
<td>Wrap Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Integrity School Project Report</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

ACTIVITY 1: Tug O’ War

Use this game to introduce the session and divide the group into 2 teams. Use only 20 students. Assign the rest to be observers. Give instructions to play the tug o war game, with each team at each end of the rope. A rolled up sheet may be used instead of rope.

In discussing ask the observers what they noticed. Ask if anyone can make any links as yet between the observations and the session topic. Make the link with the key message if it does not come from the students, adding that division weakens us.

ACTIVITY 2: READING AND DISCUSSION

LOOK LISTEN & LEARN

To introduce the international agencies invite different students to volunteer to read aloud the following summary information on the agencies:

Facilitator refers to Handout # 14

LOOK LISTEN & LEARN

ACTIVITY 3: VIEW MALALA VIDEO

(Speech at UN after recovery from being shot). Ask about how the UN supported her.

www.youtube.com/watch?v=ASHlV_qh4cM Malala addresses the UN

View the websites of the agencies online if there is internet (OPTIONAL)
INTERNATIONAL AGENCIES THAT SUPPORT INTEGRITY

THE UNITED NATIONS
The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.


AMNESTY INTERNATIONAL
Amnesty International is a global movement of more than 3 million supporters, members and activists in over 150 countries and territories who campaign to end grave abuses of human rights.

With a vision for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.
Amnesty International are independent of any government, political ideology, economic interest or religion, and are funded mainly by our membership and public donations. After more than 50 years of groundbreaking achievements, Amnesty International is now embarking on a major process of evolution, to adapt to the dramatic changes in the world we operate in, and to increase the impact of our human rights work.
http://www.amnesty.org/

TRANSPARENCY INTERNATIONAL
In 1993, a few individuals decided to take a stance against corruption and created Transparency International. Now present in more than 100 countries, the movement works relentlessly to stir the world’s collective conscience and bring about change.

One global movement sharing one vision: a world in which government, business, civil society and the daily lives of people are free of corruption.
http://www.transparency.org/
MODULE 4

THINK IT OVER, TALK IT OUT

Exploring how to make use of these agencies how can they help us in our school..our country.......

In small groups of 6 or 7 discuss in 15 mins. the following questions:

QUESTIONS FOR DISCUSSION:

- Which agency supported Malala’s call for education rights and how did they do this?
- Is there any situation in Jamaica you think these international agencies could help with? The way they helped with Malala?

You will have 2 minutes to report back. Write answers on the Flip Chart paper provided. Identify someone to write and present, someone to lead the discussion, and a timekeeper.

Report back on findings. Facilitator summarizes key points from the reports.

WRAP UP

WALK THE TALK

As a result of this session, what action can you commit to?

I commit to __________________________________________________________

► Request report on the School Integrity Project

CREATIVE EXPRESSION

Choose one of the situations to present from Jamaica. In 4 groups use different art forms to present it.

CONCLUSION

- Wrap Up
- Evaluation: Fill out the evaluation form
MODULE 5
I Can Make a Difference
Accountability & Courage to Advocate

This module has TWO sessions. The content deals with accountability as an integral part of integrity. It raises awareness of the value of courage as a necessary and vital quality for living life fully.
### Purpose:
To help students understand the meaning of accountability and raise their awareness of the need for courage.

### Objective
At the end of this session, students will be able to:
- Understand what is meant by accountability
- Increase their awareness of the impact of accountability
- Identify some ways to build courage and overcome fears.

### Duration
Total: 2 hrs.

### Resources
**Required Materials and Equipment**
- Mini flags,
- Images of leaders:
  - Queen Nanny of the Windward Maroons
  - Sam Sharpe
  - Marcus Garvey
  - Martin Luther King
  - Miss Lou
- ‘Time Trip’ DVD Episode 6
## SUMMARY OF SESSION

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
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<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Introduction of topic</td>
<td></td>
<td>5 min.</td>
<td>Activity 1 Warm up activity</td>
</tr>
<tr>
<td>Understand what is meant by accountability</td>
<td>What is accountability?</td>
<td>10 min.</td>
<td>Activity 2</td>
</tr>
<tr>
<td>Increase their awareness of the impact of accountability</td>
<td>Why is accountably important; Improving accountability</td>
<td>20 min.</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Identify some ways to build courage and overcome fears.</td>
<td>Building courage</td>
<td>10 min.</td>
<td>Activity 4</td>
</tr>
<tr>
<td>Creative expression</td>
<td></td>
<td>50 min.</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>10 min.</td>
<td>Assignment &amp; Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
Write out session topic and its objectives on flip-chart or blackboard.

**What is Accountability?**

- Facilitator uses the following information to introduce the topic in a brief presentation:

**Key Information:**

Accountability is not something we are born with. We learn the importance of accountability through our everyday interactions with our parents, teachers and peers. A simple way of seeing accountability is being answerable for something.

For example, we are accountable, or liable, for the way we treat others, for how we do our work, or how we ride a bike or drive a car.

Accountability also can mean being answerable for the outcome of our actions or inactions. For example, teachers may be held accountable for students’ academic progress - the outcome of teachers’ efforts. Accountability in sports means players are answerable for the way they play, and also held accountable to the rules of the game.

We hold our political leaders accountable for many things, such as the commitments they make, the leadership they provide, and for the way that public funds are spent, and more.

**Personal accountability,** however, is not about someone else holding you accountable. It’s about you holding yourself accountable. In sports, personal accountability means you are liable for how you played. You don’t blame another player when you/your team didn’t do well.

Accountability is often confused with responsibility. To understand the difference, let’s look at **homework.** You are accountable (answerable) for the homework you are given. Your responsibility is to do the homework.
Activity 1: Wave Your Flag (Group Quiz)

Prepare 2 mini flags for each participant and distribute. These are small triangles of paper in two colours, eg. blue and yellow. One colour = agree; 2nd colour = disagree.

Display a pair of flags, with their meanings (agree/disagree) on flip chart or wall. Students respond to statements below one at a time by waving flags to indicate their response. For clarity, wave ‘agree’ flags first, and count how many. Then ‘disagree’ flags, and count. Do one statement at a time. After each statement, discuss Why?

- I am responsible for my success at school, with friends and in other areas of my life.
- If a situation is difficult, or unfair, then I am not accountable for what I do.

Wrap up: Personal accountability means following through with YOUR commitments and responsibilities. It is doing what you know you should do, when you should it.

Think It Over, Talk It Out

Improving our Accountability

Activity 2: Clusters of Accountability

Divide the group into clusters of 4 persons.

Ask: What are some areas of your life where you need to be personally accountable?
1. Each cluster selects 4 key areas they agree to improve on and write on flipchart sheet.
2. Each chooses a name for itself that relates to accountability.
3. Each cluster gives feedback to the wider group.

Facilitator refers to Handouts in the Appendix pages 127 & 128. for further discussion. You may choose what the time permits.

Why is accountability important?

1. Unaccountable people prevent progress. They tend to blame others, complain, put things off, and do as little work as possible. To escape accountability they say “I can’t” or “I don’t know how” or “it’s not my fault”. Often, what they are really saying is, “I am not willing to....”.
2. The willingness to be accountable for what you do or don’t do, is an important trait of your character. Accountability is also a desirable quality for leaders. Accountable leaders are open to consultation, discussion, transparency and democracy. They take responsibility for their actions.
3. Leadership without accountability can result in autocratic leadership, poor performance, irresponsibility, wastage, injustice and corruption. Accountability is needed for effective national development and economic growth, to ensure social justice and good governance.

Note: We can be accountable for tiny or large things. Here are some examples of areas where you need to hold yourself accountable:

- Your choices and actions overall
- Your attitudes and thoughts
- The respect you show to others
- Keeping your word
- How you respond to challenges
- Spending money wisely
- Choosing friends
- Acting in accordance with your values
- Always doing your best
- Keeping your home & environment clean

Reminder! The Facilitator reminds the students of the following: Accountability is a skill that you can learn with practice. Look to yourself first. If there is a problem, look in the mirror. Ask yourself, “What is the problem?” and “What am I doing - or not doing - and how can I help to solve it?”

When you hold yourself accountable for more and more areas of your life, your performance will improve, your relationships will blossom, people’s respect for you will skyrocket - and your self-esteem will grow! You will become an example for others to follow.

Facilitator asks the question:

What leaders have inspired you by the difference their lives have made?

After students share, the facilitator continues with the comment on ‘Oneness’ and display the pictures of the leaders listed below. Ask how these leaders have made a difference. Share the statements to fill in what students do not share.
ONENESS - THE POWER OF ONE

Many persons are cynical and say, “Why should I get involved?” The answer is because each one of us can make a difference. History is full of examples of “the power of one.”

(Display pictures of these leaders:)

► The leadership of Queen Nanny of the Windward Maroons made a huge difference – the Maroons were able to live in independence.

► In Jamaica, Sam Sharpe’s courage inspired thousands of enslaved people to join the fight for freedom, which led to Emancipation.

► Marcus Garvey founded the Universal Negro Improvement Association and by 1920 it had several million members spread across 40 countries.

► In the 1960s Martin Luther King’s leadership of the Civil Rights Movement in the USA made a difference for millions of Americans

► Miss Lou’s ‘power of one’ led to Jamaican patois being recognized as the language of the people.

LOOK LISTEN & LEARN

ACTIVITY 3: SHOW VIDEO

Use DVD/Video clip from one example below to motivate students.

► Marcus Garvey and Martin Luther King available on Internet

► Sam Sharpe: See “Time Trip” Episode 6, latter part, (Video for Change)
  Miss Lou: See “The Drums Keep Sounding”, by Sistren, distributor: Video for Change

Before viewing instruct students to watch out for how:

□ One person can make a difference and

□ Situations of persons being accountable to themselves and to others,

DISCUSSION: JAMAICAN CULTURAL PRACTICES

Jamaican cultural practices that reduce accountability by using the following information.
MODULE 5

I MATTER, WE MATTER

We live in a society where all around us we see dishonesty, cheating, lack of trust and trustworthiness, shady business deals, injustice and corruption at every level. All these negative things lessen our accountability as individuals and a society. A simple action like jumping the line to reach the cashier to pay for a patty lessens our accountability.

‘A no fi mi business.....’

Unaccountable people give every excuse. What are some of the excuses you have heard people use? Why do they give these excuses?

EXAMPLES

Why do we say “A no fi mi business”? Why is it a problem to back off, and say this?

Informer fi dead

Doing what is right may not be popular..... and sometimes it is even dangerous.

Students discussion: what ‘informer fi dead’ means, and how it operates in SCHOOL setting, then in COMMUNITY setting.

What issues of integrity, honesty, accountability are involved? What are the challenges, what courage is needed (see next section on COURAGE)?

BUILDING COURAGE

WHY IS COURAGE NECESSARY?

Being personally accountable and living with integrity often requires courage. You may have to act in ways different from those around you. You may have to think differently from old, comfortable ways of thinking and acting. Breaking with the norm of dishonesty requires courage.

It often requires courage to do what is right!
THINK IT OVER, TALK IT OUR

ACTIVITY 4: COURAGE-CORNER SHOUT-OUT

1. Label one corner of the room COURAGE, the other corner DOUBT/FEAR.
2. Divide group in 2, with one group in each corner.
   - **Courage group**: brainstorms (5 mins) what it means to be courageous - it can be in ANY situation (not just being accountable) - and identify about 6 key elements of courage.
   - **Doubt /fear group**: brainstorms as above, and identify key elements of doubt/fear.
   - **Shout out**: The Doubt group shouts out one key element of doubt. Courage group has 5-8 seconds to ‘confer’ and respond with ONE key element that will reduce that doubt and build courage. Repeat 4-5 rounds.

Share and discuss in when groups come back together especially other situations where doubt was lessened by courage. Compare to courage needed for accountability.

*If you see or know something, say or do something!*

What type of courage does this take? What situation (re: accountability, integrity) can you think of that this relates to?

*Wrap up*: When we discover our courage and become accountable for our own actions, we find that our fears are lessened.

**ACKNOWLEDGING OUR FEARS**

We saw above that to have courage, you have to overcome your fears.

Describe a situation where you felt fear (not physical i.e. not fear of dark or deep water).

- **What did you see / hear?**
- **What did you feel / think?**

Describe a situation where it was hard to have the courage to be ‘accountable’ or to show integrity. Was fear involved? What will help to lessen the fear?

**Courageous examples**

All over the world people celebrate Nelson Mandela for making the difference in South Africa. Briefly, WHY? What special courage has he shown? What fears did he overcome?

Courage begins with simple things in our everyday lives, e.g.
The courage to smile at the person who dislikes or disses you.

The courage to admit you made a wrong choice or decision.

Give some real-life examples of courage you have witnessed.

Wrap Up

Walk the Talk

As a result of this session what action can you commit to?

I commit to __________________________________________________________

► Request report on the School Integrity Project

Creative Expression

Identify key words from the session towards completing the Public Service Announcement to engage peers.

Complete creation of the Public Service Announcement that can be played over the school’s public address system, if there is one, and uploaded on social media.

Conclusion

□ Wrap Up

□ Evaluation: Fill out the evaluation form
**SESSION 10: ADVOCACY**

**THE INTEGRITY AMBASSADORS’ ROLE IN BUILDING NATIONAL SECURITY**

**PURPOSE:** To help students to understand the meaning of advocacy and to support them to understand the role of the Integrity Ambassador in the building of national integrity.

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th>At the end of this session, students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>- Increase their understanding of the meaning of advocacy</td>
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<tr>
<td></td>
<td>- Identity and agree to simple actions they can take to stand for something</td>
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<table>
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<tr>
<th><strong>Duration</strong></th>
<th>Total: 2 hrs.</th>
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<tr>
<th><strong>Resources</strong></th>
<th>Required Materials and Equipment</th>
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<tbody>
<tr>
<td></td>
<td>□ Projector</td>
</tr>
<tr>
<td></td>
<td>□ Jamaican flags. Small enough for entire group (40 - get extra for trainee trainers)</td>
</tr>
<tr>
<td></td>
<td>□ Post-Its</td>
</tr>
<tr>
<td></td>
<td>□ Candle</td>
</tr>
<tr>
<td></td>
<td>□ Matches or gas lighter</td>
</tr>
<tr>
<td></td>
<td>□ Register to be signed by each participant at close of training</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Preparation</strong></th>
<th>Contact Jamaica Tourist Board for donation of flags or enquire about bulk purchase</th>
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</thead>
</table>

| **Key Message** | Many changes in the world that have been of benefit to humanity have begun with the advocacy of an individual or group committed to specific results. |
## Summary of Session

<table>
<thead>
<tr>
<th>Session Objective</th>
<th>Topic</th>
<th>Time</th>
<th>Activity (varies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room set up and equipment check</td>
<td></td>
<td>20 min.</td>
<td></td>
</tr>
<tr>
<td>Introduction of topic</td>
<td>Becoming an Advocate</td>
<td>5 min.</td>
<td>Activity 1 Warm up activity</td>
</tr>
<tr>
<td>Increase their understanding of the meaning of advocacy</td>
<td>My actions – my example</td>
<td>10 min.</td>
<td>Activity 2</td>
</tr>
<tr>
<td>Identity and agree simple actions they can take to stand for something</td>
<td>Becoming an Ambassador</td>
<td>20 min.</td>
<td>Activity 3</td>
</tr>
<tr>
<td>Identity and agree simple actions they can take to stand for something</td>
<td>My Commitments and Agreements</td>
<td>20 min.</td>
<td>Activity 3</td>
</tr>
<tr>
<td>The National Pledge as Our Integrity Statement</td>
<td></td>
<td>10 min.</td>
<td>Activity 4</td>
</tr>
<tr>
<td>Creative expression</td>
<td></td>
<td>5 min.</td>
<td>Wrap Up</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td>10 min.</td>
<td>Assignment Action &amp; Commitment</td>
</tr>
<tr>
<td>Creative expression</td>
<td>Review items for the School’s programme the following week. Note that should start planning from at least 2 weeks before this</td>
<td>50 min.</td>
<td>Wrap up &amp; Evaluation</td>
</tr>
</tbody>
</table>
SESSION INTRODUCTION

Write out session topic and its objectives on flip-chart or blackboard.

It is important to have an understanding of the word advocacy, and as well, what it means to be an advocate.

Activity 1: Warm up activity that introduces the topic

Ask each student to write down the thing they would most wish to be able to change in Jamaica. Invite students to share aloud in turn in the room what they wrote. Make a list on the flip chart. Discuss and identify areas on the list that are alike and group them in five or six headings.

Key Information

It would be helpful for us to examine the meaning of the words advocacy and advocate.

Advocacy is the act of speaking or writing in favour of something. One can advocate by recommending publicly a measure, a policy, or belief. An advocate then is a person who speaks in favour of something; or one who pleads or argues publicly for something.

Example: He is such a devoted advocate of non-violence in all his actions that he will not even kill a cockroach.

Advocacy can occur through a group of committed and like-minded individuals or it can be the action of a single individual standing for a cause.

Look Listen & Learn

Video of Wangari Maathi (1940 – 2011)

Example of a powerful internationally recognized advocate.

http://www.youtube.com/watch?v=koMunNH1J3Y
1st Kenyan Woman and 1st environmentalist to win the Nobel Peace prize 2004. She was a powerful advocate for the protection of the environment especially the forests, for women to get potable water. She organized women’s groups to plant trees. Founder of the Green Belt movement for the protection of the forests she was also an advocate for human rights including women’s rights and democracy. She had a goal that 1 billion trees should be planted. She did everything she did because she felt it was the right thing to do! “You must stand up for what you believe in. you cannot be intimidated”. Wamgari Maathi.

**Think It Over, Talk It Out**

**Becoming an Advocate**

**Activity 2:**

Return to the grouped lists on the flip chart and place the headings of the groups in five or six areas in the room. Ask students to go to the group, which includes the area they wished to have an impact on earlier. Invite them to select a group facilitator to manage the discussion, and a presenter to speak on behalf of the group. The groups are then asked to discuss and agree one (1) action they would be willing to take as a group to advocate for the change they desired. Group presenters are then invited to share in turn the agreed action coming from each group.
My actions – my example

Invite each student to identify coming out of the discussion, one action they would be willing to take personally to advocate for the change they wish to see. As well, invite them to share also the negative habits or actions they see that they would now need to give up.

Developing Ambassadorship: Becoming an Ambassador

An ambassador is any member of a particular group thought of as representing the traits, qualities or habits of the group. What does it mean to become an ambassador?

► Facilitator reminds students of the definition of an Integrity Ambassador.

“An Integrity Ambassador is a student leader who is trained and equipped with the requisite skills, knowledge and attitudes and who is willing to take on a role as a champion of integrity, civic responsibility and demonstrate respect for the Law. Integrity ambassadors demonstrate and promote the principles of integrity within their school environment, families and communities.”

Students are shown the qualities they agreed were necessary to be good integrity ambassadors earlier in Session 4. Use flip chart or projector as available.

Core Qualities of the Integrity Ambassador

★ Integrity
★ Honesty
★ Fairness
★ Trustworthy
★ Respect for Self and Others

Discuss:

Would you add any other qualities to these?

My Commitments and Agreements – Refer to Handout #15
THE NATIONAL PLEDGE AS OUR INTEGRITY STATEMENT

JAMAICA’S NATIONAL PLEDGE

Before God and All mankind,
I pledge the love and loyalty of my heart,
the wisdom and courage of my mind,
the strength and vigour of my body,
in the service of my fellow citizens.

I promise to stand up for justice,
Brotherhood and Peace, to work diligently and creatively,
to think generously and honestly, so that,
Jamaica may, under God, increase in beauty, fellowship
and prosperity, and play her part in advancing the welfare
of the whole human race.

Read more: http://www.jamaicans.com/info/national/pledge.shtml#ixzz2avZo7K1S
**Activity 3: Word Race**

► Divide the students into two teams.

**INSTRUCTIONS:**

1. You have 2 minutes to list all the qualities you can find in the National Pledge that you think an Integrity Ambassador should have.
2. At the end of the period, shout stop.
3. Each team sends a representative to read out their list.
4. Write them on a flip chart
5. Have the group judge if the words are acceptable
6. Give the winners a Jamaica flag as a prize.
7. Then say you have a prize for the runner up. J

   (Give the whole team if you can get free small flags from the Jamaica Tourist Board. It was only 2 teams so all get a flag if available)
8. If ‘brotherhood’ is on the list, explain that this is not a gender sensitive or inclusive word. Ask if anyone can guess why. It is because it leaves out women.
9. Ask if they can think of a word to enlarge the idea and make it inclusive. The answer is neighbourliness or family.

**Walk the Talk**

**Our Agreements and Commitment**

The National Pledge will be the Integrity Ambassadors’ commitment pledge.

This being the last of the segments, ask students to sign their name to the training course register as an act of commitment.

Distribute cards or post-its. Students are to write one agreement they will make.

**Activity 4: Bye-Bye Corruption, Hello Integrity**

Take 5 mins to review the lessons you have learnt over the last few weeks. Use the Handouts to support your review

Write on the piece of paper provided one negative qualities, attitudes, or behaviors that you still need to change. Do not show it to anyone.
MODULE 5

When all have written, together all tear it up at the same time in tiny pieces. Put in a scandal bag and drop in garbage bin.

Provide clean paper for each student.

Take 2 mins again to review the training then identify the most important integrity quality you wish to continue to demonstrate and improve. On the clean sheet of paper provided write the words: “I enter into agreement with myself, my school, my family, my community and my country to be an example of.....” and add the quality that you choose.

Date and sign it and do either of the following:

1. Email it to yourself and anyone else you choose
2. Post it on your Facebook page
3. Tweet it (you may need to shorten it for the 140 characters of Twitter)
4. Get an envelope and a stamp and mail it to yourself.

Repeat the National Pledge together.

CREATIVE EXPRESSION

- Review photos and videos taken by students during the programme
- Review of items for the Integrity Programme Showcase
- Review of material from the School Integrity Project for the Showcase
- Review of items for the Induction Ceremony

CONCLUSION

- Wrap Up
- Evaluation: Entire training programme and the selection process (the students)

Entire training programme, selection and communication process (Teachers and administrators)
THE YOUTH ARE THE LIVING MESSAGES WE SEND TO A TIME WE [MAY] NOT SEE.

- NEIL POSTMAN

Congratulations
Students and Teachers!!

We Are Proud Graduates and Integrity Ambassadors for JAMAICA
APPENDIX
FURTHER READING AND REFERENCE MATERIAL

FILMS ON DVD

1. Time Trip by Video for Change (VfC)
2. Strong Jamaicans, Stirring Times: The Story of Organized Labour in Jamaica by VfC
3. Miss Lou: See “The Drums Keep Sounding”, by Sistren

ALL AVAILABLE FROM:

Video for Change (VfC); Email: vfc_ja@yahoo.com; C: (876)467-9906; L (876)927-7599
Cost: $1760; 20% discount to individual teacher and student.

OUTLINE OF EPISODE RECOMMENDED FOR VIEWING IN SESSION 5

i. Strong Jamaicans, Stirring Times
ii. Episode 2 – ‘Lighting the Fire’ (13 Mins)
iii. After 1865 & Morant Bay Rebellion life was hard for Jamaicans
iv. Cane field images – Trade Unions were illegal so you had to be brave to organize and form a union
v. Jamaica Union of Teachers formed – first ever union! Members had to hide because unions were illegal
vi. DRAMA: a period when certain babies were born: - Garvey, Bedward, St. W. Grant, Alexander Clarke - to become Bustamante!

vii. Jamaican context at that time – only 6% had the vote; poor pay for workers; a 9 yrea old girl sent to prison for stealing a few pence
viii. Banana industry starting up and women heading bananas
ix. DRAMA (funny) - 3 men in barber shop rap about things changing
x. Call to workers to attend union meeting and learn about organizing
xi. DRAMA -workers passing illegal newspapers from abroad to learn about unions
xii. Frank Gordon, brief - reading newspapers together and learning about Garvey

xiii. DRAMA - workers migrating to Costa Rica, Panama, Cuba for work,learning about organizing, about Garvey, about patriotism ‘love the country!”
xiv. DRAMA – Bello WWI vet who lost arm “we need to fight for democracy here!”
Appendix

xv. Info about women workers in many different types of factories

xvi. Workers need an organization to speak for them – several unions formed (Garvey's printers union, craft workers and dock workers unions)

xvii. Organizing was dangerous – you could get locked up!

xviii. DRAMA - newspaper sellers shout out - workers problems, demonstrations, strikes.

xix. DRAMA - finally unions made legal, 3 workers celebrate.

xx. RAP - 2 young singers - rap about “authorities now have to listen when the workers talk!”
ANTI-CORRUPTION SCRIPTS
By: Ricardo Nicholas And Alwyn Allen – Sistren Theatre Collective

CONCEPTUAL FRAMEWORK
At the heart of corruption lies dishonesty. It speaks of those who seek to use their entrusted power, position or privilege to unfairly or illicitly gained benefits. It undermines and disrupts good governance and ultimately destroys the fabric of the society.

GOAL
To demonstrate the ways the Performing Arts can be used as a tool for advocacy in order to educate about corruption.

SPECIFIC OBJECTIVE
To define corruption and the different ways it impacts individuals, communities and the broader society.

SCRIPTS

#1 - “WONDA IF ...?”
Recommended for introduction of overall programme and theme of Integrity to fight corruption at General Assembly.

THE QUESTION OF PERCEPTION OF CORRUPTION
The piece will explore the perceived notions of corruption and the likely ramifications. The scene is set in a market. The scenario is that market fees are collected by a supervisor, no services are forthcoming. The supervisor drives a spanking new SUV. Persons in the market perceive a connection. Some basic questions to ponder:

What are the risks in making assumptions based on circumstantial evidence, and, in what ways can the perception of corruption harm the supervisor, the relationships between the supervisor and the vendors, etc.

BACKGROUND
Mr. Thompson is a market supervisor whose primary responsibility is to see to the interest of the market vendors by ensuring they are protected, that the market is maintained and the market fees are paid on time. The fees are collected but not all is turned over to the Agency that is responsible for the market. Is the money being used by the supervisor for his own gain while the market is in a deplorable state?
“WONDA IF.....?”

Market Scene
Different sellers yelling out their different produce, bag juice, banana chips, green peppers, carrot and garlic....

(Market Supervisor walks on)

Miss. May: Mr. Thompson the dirty water still running against mi food stuff enuh. Look how much time mi talk about it, the people dem not stopping an Buy mi stuff because of the dirty water.

Mr. Thompson: Miss May, I said I will fix it!!! Don’t talk to me about it again, I will fix it!!

Vendor 2: But seah, Mr. Thompson, how yuh a talk to har suh, wi a pay wi market Fee an is months now wi a complain to yuh. Everything inna de market Need fixing. And wi caan late pan wi fee.

Vendor 3: The pipe, the drain, the toilet and no light, wi haffi pack up fast before It get dark because no light inna the place, wi tyad ah dem tings here Mr. Thompson, wi a pay wi market fee.

Mr. Thompson: Well if unnu can’t wait, a fi unnu business dat, mi have a million an one tings Fi do, is a lot of contracts the government give mi and I have to work on all of Dem at the same time, an am only one person, I will get it done like I said. You guys have nice food products though.

Miss. May: Well Mr. Thompson cleanliness is next to Godliness and God don’t like nasty. Mi no know weh yuh a do with the market fee Mr. Thompson, but yuh
collect. All a wi two thousand dollars every weekend and is only fair yuh look out fi wi wellbeing.

**Vendor 2:** Yes man, Mr. Thompson weh di money a go to? Me hear say audit done and de money cannot account fa so a who have it.

**Mr. Thompson:** Mi done talk!!!!!!! (walks to his SUV vehicle).

**Vendor 2:** Yes, you tink me fraid fe talk a long time it need fe stop

**Ms May:** We need to ask for a meeting with the management about this it cannot continue the market need to fix up we a pay wi money

**Vendor 1:** But come to think of it.... a wonda if

**Vendor 2:** Wonda If wah??

**Ms. May:** Hi everybody the meeting set fe next week Thursday at 2.00pm hope unnuh turn up fe find out fe unno self how de market ago fix and fe clarify rumors what unno have so unno won’t haffi wonda no more.... unno nah mix me up.

(Overture and market people Freeze in tableaux)

**Conscience:** (narrates) Look at this picture, di people work di ground and come market with dem provisions, trying to create a decent living fi eat dem bread, dem pay market fee, yet no one is sure where the money is going, and the public facilities are not well kept. the sewage a run through the market and because a di health hazard shoppers buy in their supermarket and their community stores, taking di hard working farmer out of di picture, reframe, what do you think?

**Q & A:**

The facilitator facilitates discussions around the piece, using the following questions to guide the discussion.

1. What do you think about this skit?
2. Do you think the vendors had a right to question the Supervisor? Why?
3. What do you think of the Market Supervisor’s response? Was he fair in listening to the vendors’ queries and concerns?
4. In this skit is there proof of corruption?
5. Do you think any damage is done even if the vendors just believe there is corruption even
if there is no proof of it? If yes, what kind of damage do you think it does?

6. What do you think could be done to improve the system so everyone knows exactly what is what – how much is collected, the expenses, the plans for fixing things?

CONCLUSIONS:

- There is a serious risk involved when false judgments are made about someone considering that that can have serious consequences on persons by damaging their reputation.

- Perception of corruption affects trust between persons and this affects how they relate. Proper systems of record keeping, accounting and reporting are needed in this scenario.

- If the audit shows that the Supervisor has misused the money entrusted to him then such corruption has a negative effect on the community and nation. When public money is stolen for private gain, it means fewer resources to provide public goods and services - to maintain facilities, build schools, hospitals, roads and water treatment facilities, major infrastructure projects come to a halt and the vulnerable suffer in the most difficult ways.

(After the Conscience narrates and gathers feedback, the drummer drums and the Overture is being sang as the Actors move into position for DUNG A WHARF.....)
#2: “DUNG A WHARF”

## Conceptual Framework

The wharves and ports are major places where government collects money, from fees, duties and other taxes. Many persons try to get a ‘bly’ to get around paying or paying less. Many officers and other workers at the wharf etc. use their position to gain favors in return for allowing persons to pay less or avoid paying. This robs the country of large amount of money that are needed for all the services etc which the citizens need.

### Scene 1

*(Men on the corner chatting in groups, phone rings, rambling into things…..)*

**Tony:** Hello yuh a hear mi, yes man mi good, weh yuh say, di barrel sen off, kool food stuff, 6 krep, 8 jeans, boys’ shirts, and 6 tablets, ah babes nuh say nutten else mi a go deal wid it!!!!No man nuh worry bout dat, mi can clear it!!!! Mi have dat under control!!!!!

**Friend 1:** Whaa!! Yuh nice fi di holidays man Tony, tings a gwaan fi yuh, Legacy a come Man!!!!!

**Tony:** Yuh nuh dun know a suh di ting set man!!!!!!!!

**Friend 2:** Suh Tony how yuh a guh clear dah barrel deh?? Dat sound like nuff funds....

**Tony:** Nuh watch nutten man.....Mi have a strong link dung a di wharf.....

Nuh say nutten more!! Him look out fi mi all di time.

### Scene 2

*(At the Wharf.......Barrels being checked)*

**Officer:** Bring the barrel (officer examines the items in the barrel), this looks new man and three (3) cell phones.

**Lady:** Dem used suh nuh baddah charge mi f idem, look pon di batteries dem have Used mark pon dem.....

**Officer:** Lady they are new, new mark on them from you look on them......(officer signs document and hands the document to the lady). Take this paper to that window over there.
Lady: Thirty thousand dollars!!!! No Sah!!!! Keep dem!!!!!!
Jesus!!! Send Dem Back!!!! (she tears up the document and exits).

Officer: Next! Move this Barrel, Please!! Next!(Sees Tony and steps up closer to him)
Tony a you! Why yuh never called and let me know you were coming?
Minister Coxx never told me you were coming. Anyway, how much you have
Today, you know how our thing set already, your van is on standby?
Tony: Yeah man, mi never call cause yuh know say once Mr. Coxx send mi
Yuh dun know mi nuh haffi worry and yuh nuh haffi worry bout nutten!!!!

Officer: (Officer remembers he is on the job and does not want to bring too much
Attention to himself so he steps aside and starts acting professional) Open it
let me see whats on top, (officer barely looks at stuff), these look used man,
6 krep, 10 true religion jeans (counts six tablets and muffles...1, 2, 3, 4, 5, 6 ...ah....
5 used tablets, and what else, oh food stuff, alright (officer signs).
Mmm Fifteen thousand dollars, take it over to that window, (in a soft voice) tell
Security Anderson say me say fi let you through. Bless up Tony!
Next!! *(Actors Freeze and Exits)*

**Scene 3**

*(Back on de ends....Tony and Friends back on the ends lyming)*

Friend 1: Tony how da ting deh a di wharf did go?
Tony: Wah....easy like a Sunday morning, link!!!! Run this ting ennuh!!
Friend 2: Suh Tony how much yuh end up pay? Dem nuh tek weh nutten.
For the last time mi clear a barrel dem say is too much new tings,
So mi end up lose.

Tony: Shhh!!!! Links run this Ting!!!!!

Friend 2: A true ennuh, tony have him links dem.
Tony: True ting, mi did haffi pay a little ting.

*(Men laugh and lyme as Overture is sung as the Conscience/Facilitator enters stage)*
Q & A

The facilitator fires up discussions around the piece, using the following questions to guide the discussion:

1. What do you think about this skit?
2. What was the corruption/dishonesty in the skit?
3. Must Tony or the Officer be blamed - Explain?
4. Do you think Tony’s barrel should attract more tax?
5. What do you think Minister Cox’ role has been in such scenarios?
6. Do you think there is any benefit to Minister Cox for helping Tony get a ‘bly’ when he goes to the wharf? What could that be?
7. Tony might not be paying for the ‘help’ in dollars but what other ways do you think he might have to pay back Mr. Cox for his ‘help’?
8. How do you think the officer benefits from his “ease-up” of Tony?
9. What was the difference of clearance costs between the woman’s barrel and Tony’s?
10. How do you think such actions may affect the whole country?
11. What do you think can be done to prevent such things from happening?
12. Are you familiar with this situation?
#3 “MISS AH COME......”

## Conceptual Framework

Athlete buying is widely practiced in Jamaica creating a false belief that if you excel in sports you automatically become marketable; hence, education is not important. Quite often, the elite schools compromise their ethics to maintain their reputation in sports and the brand at any and all costs. Students are often given a belief that a traditional learning institution always has a secure place for them so they need not excel academically.

## Background

A highly celebrated track star in a preparatory school basks in his glory, gets placement in a top traditional high school through the back door without academic achievements.

(Overture)

Miss a come
Miss a come run go si dung
Miss a come
Miss a come run go si dung
Who pass who fail run go si dung
Who pass who fail rung go si dung
Who pass who fail result soon come

Some haffi work hard
Some no haffi do nothing at all (talk)

(Athlete boy walks in.....mm)

Teacher: (walks in) Morning Class, how many of you saw Michael on TV last night, wasn’t He awesome? He made our school proud. (to Michael) Michael you must be commended for being such an extra ordinary athlete. You have put our school on the map. (to the class) home works please!!!!!

(teacher starts to collect) Those who did not do the home work stand!!!!!!!!
Student #1: Light did gone up a my lane miss

Teacher: What about the street light? You all not taking the GSAT Examinations seriously, go to the principal office, tell him I sent you!!!!!!!!! 
(to student 2) Lousie Lue Tamika Wilson, what is your excuse, you will be in Detention after school until you get it done.
(to Michael) Michael its ok, I know yu had training and you were tired,

(bell rings)

(Michael is left on stage with two of his friends chatting over lunch)

Michael: (talking to his friends) Mi nuh haffi do no work, mi a clock 10 flat, mi no Have no time fi book, I have a school weh buy mi already, a unnu have Fi work hard, mi good man.
Yow you see all my uncle, all a fi him friend dem buy dem degrees, masters, PhDs, doctorates and Visas.
Don’t forget who my uncle is!!!!

Friend #1: Oh yes, the Most Honorable.... (Michael cuts in)
Michael: Yow SHHH!!!!!!!!!!!!!!!

(Principal and Mr. Simmonds, the coach is seen having a conversation)

Principal: Mr. Simmonds did it go through?
Mr. Simmonds: Madam Principal, the agreement went through, I was at the coaches’ Seminar this weekend and the deal was signed, Michael will be placed At the institution of his choice that so readily wanted him due to his Athletic achievements.

(Boys Freeze as the Overture being sang....)

(overture)
Who pass who fail run go si dung
Who pass who fail run go si dung
Who pass who fail results come

(while overture is being repeated, students take seating position in classroom setting)
Teacher: students the day we are finally waiting on is here.....
When I call your name, you come up and read your acceptance
Note I asked you all to work on.
Prissila Benjamin - the Queens High School

Prissila: I thank all those who helped to shape my journey and I am committed
In continuing to keep up the hard work.

Teacher: Michael Coxx - Kingston College

Michael: I.... Mich...ael Co.x.x, I am shh..., wooullld...li....k...e (teacher cuts in)

Teacher: thank you Michael, I know you are tired, I will come back to you.

(overture)
Who pass who fail, the truth come
Who pass who fail the truth come
Who pass who fail mek wi si dung

(Cast freeze)

Q & A
Facilitator kicks off discussions around the piece, ascertaining Questions and Answers (Q&A)

1. What do you think about this skit?
2. What do you think about Michael getting into a popular high school without the academic requirements?
3. How do you think Michael’s uncle has influenced him?
4. What do you think about the roles of the coach, principal and teacher in the skit?
5. Do you think that what was done has hurt the school, Michael is leaving and the one he is going to in any way at all? If yes, how?
6. Do you think Michael had any choice in the whole scenario?
7. If you were Michael what would you do differently?
8. Do you think this scenario hurt Michael in any way at all? If yes, how?
9. Is this situation new to you?
INTEGRITY

Success comes and goes, but integrity is forever. Integrity means doing the right thing at all times and in all circumstances. It takes courage to do the right thing no matter what the consequences will be.

Building a reputation of integrity takes years, but it takes only a second to lose that reputation, so never allow yourself to ever do anything that would damage your integrity.

Today, many people accept that “the end justifies the means”. So, applicants exaggerate in job interviews because they desperately need a job. Employees – including civil servants or teachers – call in “sick” because they don’t have any more paid time off when in fact they just need to get their Christmas shopping done. They commit an act of dishonesty and tell themselves there is a ‘valid reason’ why the end result justifies their lack of integrity.

At times it may seem easier to gain power quickly by cutting corners and acting without the constraints of morality. Dishonesty may provide a reward in the moment - but it will not last. When we lose our ability to be trusted as a person of integrity, we have lost the most valuable quality anyone can have in their life.

(Adapted from: Amy Rees Anderson, pub 11.28.12 on www.forbes.com)

OTHER MATERIAL:

www.wisdomcommons.org/questions/99
www.niajmaica.org
www.integrityaction.org
APPENDIX

CORRUPTION

The Human and Social Costs of Corruption

Session 2: What is Corruption
When corruption starves the public services of funds, the poor and marginalized are most affected, because they are the ones who depend most on these weakened services, such as health care and social services. As a result people’s health and well being are damaged.

When water resources are mismanaged and dry up, it is often the rural poor who have to resort to buying water from trucks – at a high price. Water is needed for the household, for farming and livestock, for construction, mining and manufacturing, transportation and tourism – and more. So the economic costs as well as the social costs of mismanaging water reach far and wide.

Economic Costs of Corruption
Corruption drives investors away, which has a negative impact on the economy. Corruption may also cause a brain drain, when people who used to contribute to the economy, decide to leave out of frustration.

When huge amounts of public funds are wasted, the government has to borrow money and gets more and more into debt. To pay off this debt tax revenues are used- which instead could be used to upgrade schools or roads. And corruption also reduces the government’s tax revenues.

The World Bank estimates that in Jamaica, ineffective governance of our tax system has reduced tax revenue by an estimated 20%.

The obstacles to effective governance include:

- Secrecy and Absence of Accountability
- Lack of Information.
- The foundation principles of effective governance:
  - Openness and Transparency
  - Accountability
**REFS – ACCOUNTABILITY**


http://www.littlethingsmatter.com/blog/2010/10/07/personal-accountability – Todd Smith


**HANDOUT “IMPROVING YOUR ATTITUDE”**

1. Review the good things you did this past week and translate your actions into strengths. Discuss with the person next to you.

**EXAMPLE:**

**Action:** “I handed in an excellent essay yesterday.”

**Strengths:** “The strengths it took to do that were: diligence, discipline, persistence, organisation, ability to write well, obedience to go home early and not waste time at the mall etc.

**Remember you can develop a positive attitude:**

✔ If you recognize and build on your strengths

✔ If you replace negative thoughts with positive thoughts

✔ If you do not demand perfection of yourself

2. What one achievement in your life are you the most proud of? What strengths did you use to achieve this?

3. List the improvements you would like to make in yourself over the next year. List the strengths you will need to have or develop to accomplish this.

4. Think about one of your hopes or dreams for the future. What strengths can you use to make this dream a reality?
APPENDIX

HANDOUT: REFRAMING NEGATIVE SELF-TALK

WORKSHEET

I realize that the function of my ________________ is to ____________________________

is to ______________________________________________________________________

I realize that my __________________________ is only a part

of my whole being.

The next time I think about my ________________ I will say:

____________________________________________________________________________
**HANDOUT: “LIVE BY YOUR VALUES”**

Examine the list and tick the values that are important to you. Add more that aren’t on the list. Then, underline the five (5) most important to you.

| ______ | Ambition | ______ | Imaginative, creative |
| ______ | Capable, competent | ______ | Forgiveness (yourself and others) |
| ______ | Cleanliness, tidy | ______ | Generous, sharing, unselfish |
| ______ | Courage, brave | ______ | Independence, self-reliance |
| ______ | Hard-work | ______ | Positive, enthusiastic, upbeat |
| ______ | Discipline, self-control | ______ | Kindness, caring, loving |
| ______ | Honesty, truthfulness | ______ | Persistence, determination |
| ______ | Polite, courteous, good manners | ______ | Respect, consideration |
| ______ | Responsibility, reliability | ______ | Loyalty, faithfulness |
| ______ | (other) | ______ | (other) |
MODULE 2: SESSION 4

Making Choices:
Every day we make hundreds of choices. Often, we are not conscious of making them.
Daily, you probably make choices about the following things, without thinking!

Being Present to (Aware of) our Choices
Put a tick beside the choices that are easy and an X beside the ones that are hard

☐ What to eat
☐ To do my school homework
☐ To be helpful and friendly
☐ Who to spend time with
☐ What TV shows to watch
☐ When to smile
☐ What books to read
☐ What time you get up in the morning
☐ To think about sex
☐ To give information about wrongdoing
☐ To do housework or work in the yard
☐ To pass on news you don’t know is true
☐ To criticize someone
☐ To tell the truth and why
☐ What to do when I don’t get my way
☐ What to do when someone else makes a mistake
☐ To be organized
☐ To worry
☐ How to spend my money.

► Do you remember making choices about these things? Which ones?
► How did you make the choice?

Learn to become more aware of the choices you make. In this way you are more likely to make good
(MODULE 3): SESSION 5

THE COUNTRY & INTEGRITY - JAMAICA’S JOURNEY, HOW FAR HAVE WE COME?

Our Local laws to combat corruption & Build Integrity

1. Protective Disclosure Act
   ii. Who Are Whistle Blowers?
   iii. The Witness Protection Programme

2. Corruption Prevention Act

3. Proceeds of Crime Act

4. Cyber Crimes Act

JAMAICAN ANTICORRUPTION BODIES

GOVERNMENT AGENCIES

1. The Office of the Contractor General
   This office is the secretariat for two Commissions.
   ■ The Commission of the Contractor-General
   ■ The National Contracts Commission (NCC)

The Commission of the Contractor-General is an independent, anti-corruption commission of Parliament. It was established by the Contractor General Act in 1986. It is the State’s leading institution in the quest to ensure that the public sector procurement process delivers value to the tax-payer, is merit based, is free from corruption, impropriety and irregularity and is transparent, impartial, competitive, fair, efficient and effective. Its primary functions are the monitoring and investigation of the award of Government contracts, licenses and permits.

http://www.ocg.gov.jm/ocg/contact_us.php
E-mail: communications@ocg.gov.jm

The National Contracts Commission (NCC) is an independent anti-corruption Commission which supplements the role and functions of the independent Parliamentary Commission of the Contractor General. Its primary objectives are the “promotion of efficiency in the process of the award and implementation of Government contracts and ensuring transparency and equity in the awarding of such contracts”.

The NCC is comprised of a panel of eight (8) members, all of whom are appointed by the Governor General.

http://www.ncc.gov.jm/ncc/

2. The Office of the Political Ombudsman

The Office of Political Ombudsman was established in 2002 with the mandate to conduct investigations into complaints relating to party political issues and to perform other functions in accordance with the provisions of the Act.

The ombudsman may investigate complaints brought forward by "any person or body of persons, whether incorporated or not." Complaints to the Political Ombudsman must be made in writing.


3. Corruption Prevention Commission

The Corruption (Prevention) Act 2000 was established to eliminate bribery and corruption within the government services. The act requires that certain categories of public servants make statutory declarations of their assets, liabilities and income. It makes provisions for the investigation of those government employees whose declared assets are not in keeping with their total emoluments. The Act is administered and enforced by the Commission for the Prevention of Corruption.

http://moj.gov.jm/cpc
Email corruptionprevention@yahoo.com

4. Office of the Auditor General

The Auditor General is appointed by the Governor General and is required by the Constitution, Financial Administration and Audit Act, to conduct audits at least once per year of the accounts, financial transactions, operations and financial statements of central government ministries and departments, local government agencies, certain other statutory bodies and several governments companies. Also required to certify the annual financial statements submitted by these agencies and to present to the House of Representatives and other relevant authorities annual reports on the results of his audits.

http://auditorgeneral.gov.jm/org
Email: audgens@cwjamaica.com

5. Parliamentary Integrity Commission

Is responsible to receive and keep on record statutory declarations furnished by Parliamentarians and to examine such declarations, and to request from a Parliamentarian any information relevant to the same statutory declaration which in their opinion would assist them in their examination and doing their jobs.
6. Office of the Commissioner of Customs

The Customs Department collects and protects the revenue, guards against illicit imports, and is responsible for:-

- Assessing and collecting customs duties, fees, and penalties due on imports;
- Interdicting and seizing contraband, including narcotics and illegal drugs;
- Processing passengers, baggage, cargo and mail;
- Protecting the general welfare and security of Jamaica by enforcing import and export restrictions and prohibitions, including money laundering.

http://www.jacustoms.gov.jm/
Email: dania.beckford@jacustoms.gov.jm

7. The Jamaica Constabulary Force (JCF)

The JCF has an overall Anti-Corruption Strategy. Its objectives are to:

- Prevent corruption and unethical behaviour within the JCF and build a corruption resistant culture and organisation at all levels of the organisation.
- Actively promote a culture of professionalism, ethics and integrity through policy, procedures and guidelines.
- Include the Ethics and Integrity Framework into Strategic Priorities to influence and build a corruption prevention culture.
- Safeguard and enhance JCF’s business reputation and image, build community and government confidence locally and abroad
- Provide and refine standards and processes to report, investigate and manage corruption charges and unethical behaviour.
- Reduce the incidence of unethical behaviour and corrupt practices

http://www.acb.gov.jm/html/info@acb.gov.jm

8. Independent Commission of Investigations

The role of The Independent Commission of Investigations is to investigate actions by members of the Security Forces and other agents of the State that result in death or injury to persons. It also investigates complaints regarding the abuse of the rights of persons.

http://www.indecom.gov.jm/
Email info@indecom.gov.jm or indecom@cwjamaica.com
9. The Office of the Director of Public Prosecutions (DPP)

Established under The Jamaican Constitution Order in Council in 1962 in Section 94, the DPP has the power to initiate, authorize, take over prosecutions in all the courts in the island.

It is to provide the people of Jamaica with an independent, professional and effective prosecution service that operates with integrity, inspires public trust and confidence and safeguards the administration of justice throughout the island of Jamaica.

http://www.moj.gov.jm/odpp
Email: customerservice@moj.gov.jm

Civil Society Agencies

1. Jamaica Civil Society Coalition

Jamaica Civil Society Coalition (JCSC) is a group of civil society organizations and individuals engaged in shaping policy and ensuring good governance.

It is a Non-Profit Organization which aims to strengthen the public’s awareness of the importance of transparency and accountability from Government.

The JCSC hopes to increase the public’s active participation in this process of transparency. It intends to be a collective oversight body in the monitoring and implementation of key government programmes.

http://jamaicacsc.com/
email: jamaica_csc.gmail.com

2. National Integrity Action

The National Integrity Action (NIA) formed in July 2011, it is a non-profit organization aimed at combating corruption in Jamaica through education, encouraging anti-corruption vigilance and activism, and through lobbying the government to enforce anti-corruption laws.

The NIA aims to continue its anti-corruption drive until tangible changes are seen.

http://niajamaica.org/
Email: info@niajamaica.org

3. Jamaicans for Justice

Founded in 1999 in Kingston, Jamaica, Jamaicans for Justice (JFJ) is a non-profit, non-partisan, non-violent volunteer citizens’ rights action group. JFJ advocates for good governance and improvements in state accountability and transparency. JFJ primarily works with victims whose rights have been
breached by members of the security forces spanning unlawful search or detention, to excessive use of force and extra-judicial killings. The organization attempts to help everyone who seeks it help.

JFJ provides legal support by giving advice and providing lawyers for cases in the Coroners’ Courts. JFJ operates a variety of programmes to promote good governance and advance the rights of all Jamaican citizens. The organization also has a library of human rights, legal, social and political literature for the public to use.

http://jamaicansforjustice.org/
Email: ja.for.justice@cwjamaica.com

4. Citizens Association for Free and Fair Elections

Citizens Association for Free and Fair Elections (CAFFE) was formed in 1997 to monitor the general election held in December of that year. Its main aims are to provide services in the following areas; Elections Monitoring, Volunteers Training, Advocacy, Public Education and Campaign Finance Reform.

Email: caffe1@cwjamaica.com

5. Citizens Action for Principle And Integrity

CITIZENS ACTION FOR PRINCIPLE AND INTEGRITY (CAPI) is a non-aligned civil-society lobby group born out of a sense of duty and the belief that ethical behavior is a fundamental cornerstone of good governance. It is critical to ensure integrity in decision making and quality of public service, and is essential to ensure citizens’ trust in government. What’s more, subscribing to ethics as a basic value for all operations is key for good business and good outcomes.

http://www.capijamaica.org/
Global champions and movements
Salute to Malala!

(The transcript of the speech)

Angelina Jolie (Movie Star) Salutes Pakistani, Malala Yusufai, at a Women’s Conference

There was always something special about Malala, even as a toddler... She was drawn to the classroom of her father who was a class teacher before she was old enough to attend school. She would sit with her father, she would listen intently, absorbing every lesson.

By the time she was 11, under the name Gana, Malala was secretly sending her journal to the BBC. She called it the Diary of a Pakistani girl. She wrote of her homeland - It is beautiful but there is no peace.

Her favourite pink dress could put her in danger. The Taliban disapproved of bright colours. The only thing that really mattered to Malala was school. Her passion for learning would become for Malala for more dangerous than a pink dress and Malala knew it. But she kept speaking out.

“I have the right to play; I have the right to sing; I have the right to talk; I have the right to go to the market; I have the right to speak. I don’t mind if I have to sit on the floor at school, she wrote, all I want is an education and I am afraid of no-one. Other times she admitted that she was having nightmares about it.

“I think of it often, I imagine the scene very clearly. And even if they try to kill me I will tell them that what they are doing is wrong. That education is our basic right”. Her father always thought the Taliban would come for him, not his daughter, not his little girl. But they did.

Word had gotten out that the blogger named Gana was in fact a young girl name Malala. “Which one of you is Malala?” the gunman asked as he and the others stormed the school bus on October 12. And here is what the gunman and the Taliban accomplished on that day. They shot her at point blank range in the head. And made her stronger!

In a brutal attempt to silence her voice it grew louder and she more resolute. Calling on the entire world, not just Pakistan to ensure the right for every girl and boy to have an education.

“It is my right she said. It is our right!”

She is powerful! But she is also a sweet creative loving little girl who wants to help others, to work for others. She doesn’t want to be the centre of attention. Her goal is progress not notoriety.

When she was in the hospital, her father saw a poll in the newspaper of the 10 most influential people in the world. Malala was # 6, President Obama was #7.

Her father brought it to her in the hospital and he said look at this. Doesn’t this make you happy? And little Malala said: “No I don’t think human beings should be categorised in such away. “

So there’s a lot we can learn from this little girl.

Video on Youtube by Lenny Marsh. The Daily
The Arab Spring

The Arab Spring is a term used by the media to describe the revolutionary wave of demonstrations and protests and civil wars in the Arab countries of North Africa and parts of the Middle East which started in December 2010.

It resulted in political leaders being overthrown in Tunisia, Egypt (twice), Libya and Yemen; civil uprisings have erupted in Bahrain and Syria; major protests have broken out in Algeria, Iraq, Jordan, Kuwait, Morocco, Sudan minor protests have occurred in Mauritania, Oman, Saudi Arabia, Djibouti, and Western Sahara.

The protests have used some methods of civil resistance or social protest in sustained campaigns such as strikes, demonstrations, marches, and rallies, as well as the effective use of computer or information technology in social media to organize, communicate, and raise awareness in the face of governments' efforts to shut down these protests and to censor the Internet.

The government has responded to many Arab Spring demonstrations with violence from the police and the army. Sometimes the protestors have responded with violence themselves. A major slogan of the demonstrators in the Arab world has been “the people want to bring down the regime”).

Wikipedia: http://en.wikipedia.org/wiki/Arab_Spring

The End