

Suggested activities for teachers to undertake using the anti-corruption video: sheet 2

Cognitive The knowledge and thinking skills necessary to better understand the world and its complexities	Socio-emotional The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Behavioural Conduct, performance, practical application and engagement	Teacher <i>Consider which activities you might undertake using the anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Teaching the Convention against Corruption</p> <p>Learning outcomes: students will be able to:</p> <ul style="list-style-type: none"> Describe the purpose of the United Nations Convention against Corruption, as identified in article 1 of the Convention Communicate the main idea of select articles in the Convention against Corruption to raise awareness Recognize that corruption is a transnational phenomenon that impacts all societies and requires the efforts of the entire 	<p>Creating integrity</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Define integrity Identify examples of integrity and a lack of integrity in their school or communities Illustrate the consequences of embracing integrity and acting with a lack of integrity <p>Description: this activity draws on multiple intelligences and utilizes speaking, listening, writing, drawing, poetry and art.</p>	<p>Case study: compare and contrast bribery and extortion</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Compare and contrast concepts related to corruption Create a Venn diagram to show concept relationships Comprehend key messages related to corruption <p>Description: using a graphic tool, such as a Venn diagram, and the glossary, invite the students in groups of 3-5 to compare and contrast bribery and extortion in relation to the video and the case</p>	

<p>international community to combat it</p> <p>Description: this activity focuses on students using the Convention against Corruption to learn about corruption, international cooperation and the various facets of corruption.</p> <ol style="list-style-type: none"> 1. After viewing and discussing the anti-corruption video, introduce the students to <u>the Convention against Corruption</u> as the only legally binding global anti-corruption instrument. 2. Ask students to read the purpose of the Convention against Corruption (in article 1). Then explain that the Convention covers five key areas: preventive measures; criminalization and law enforcement; international cooperation; asset recovery; and technical assistance and information exchange. 3. Students should locate the article and chapter that deals with the key events in the video (article 15, 	<ol style="list-style-type: none"> 1. After viewing the video and engaging in a debriefing session, ask students what they think the definition of integrity is. Ask how they arrived at their definition. 2. Check the glossary and share the provided definition. 3. Ask students to identify examples of a lack of integrity in the video (e.g., the park ranger soliciting a bribe and the hunter paying it; or the hunter stealing a neighbour's cable television services). <p>In groups:</p> <ol style="list-style-type: none"> 1. Identify examples of a lack of integrity in their school or communities. 2. Invite half of the class to illustrate the consequences of a lack of integrity in a song, rap, drawing, painting, poem, dance, or letter, or in another creative way. 3. Invite the other half of the class to illustrate the consequences of acting with integrity in a creative way. 	<p>study detailed below. Graphic tools help students see relationships between ideas and concepts. Use the video and the case study of Doctor A and Doctor B to analyse these concepts.</p> <ul style="list-style-type: none"> • Doctor A in your community solicits a bribe for a specific appointment time • Doctor B demands a bribe when a patient needs emergency care. The patient may die if they do not receive immediate care <p>Questions for groups to discuss:</p> <ol style="list-style-type: none"> 1. Who is engaged in bribery and who is engaged in extortion in the video and the case study? Ask the students how they arrived at their answers? <ul style="list-style-type: none"> • Doctor A: bribery • Doctor B: extortion • The hunter: bribery 2. Who is engaged in active bribery and who is engaged in passive bribery? <ul style="list-style-type: none"> • Doctor A: passive • Doctor B: passive 	
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<p>chapter III: Criminalization and law enforcement).</p> <p>4. Review the various aspects of corruption, such as bribery, trading in influence and abuse of functions. Refer to the glossary for the respective definitions.</p> <p>5. Place students in groups and invite them to select (or give them) an article of the Convention to further analyse. Ask them to create a poster that conveys the main idea of the article. The poster can take the form of an infographic, cartoon, picture or a public service message that illustrates the main idea of the article. The goal is to raise awareness of the selected article.</p> <p>6. Each group should share their work with the class.</p>	<p>4. Invite both groups of students to share their work with the class.</p>	<ul style="list-style-type: none"> • The hunter: active <p>Active bribery is defined as paying, offering or promising to pay a bribe. Passive bribery is defined as the receiving or accepting of a bribe.</p> <p>3. What are the key similarities and differences between bribery and extortion in the video and the case study?</p> <p>Use a Venn diagram to display them (the level of coercion and the stakes, and level of coercion). The hunter was not coerced or forced to pay the bribe. If Doctor B's patient, who needs emergency care, does not pay, they may die.</p> <p>4. Ask who the victims are in the video</p> <ul style="list-style-type: none"> • The hunter who pays the bribe • The ranger who solicits the bribe • The neighbour whose cable television is being stolen by the hunter • The handicapped persons who might otherwise utilize 	
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