

Suggested activities for teachers to undertake using the anti-corruption video: sheet 1

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>Brainstorming: KWLQ activity</p> <p>K: What I want to know W: What I want to learn L: What I have learned Q: What further questions I have</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Recall prior knowledge Evaluate their own learning Formulate further questions <p>Description: The KWLQ activity helps students recall prior learning and organize their ideas before, during and after viewing the video.</p>	<p>Discussion: Choices and consequences</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Recall prior knowledge Identify learning Formulate further questions <p>Description: After viewing the video, lead a discussion focused on analysing the consequences of the actions of the characters. Then invite the students to reflect on their own actions.</p> <p>1. Ask students how their choices and actions have consequences that</p>	<p>Anti-corruption campaign/project</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> Develop positive actions to prevent corruption <p>Description: After discussing what corrective actions might have been taken to prevent the negative outcomes in the video, help the students to develop an anti-corruption campaign. Get the students to work in groups or pairs to carry out this project.</p> <p>1. Invent a slogan inspired by the video (e.g., Corruption Eats Away at</p>	

<p>K: What a student knows about corruption W: What a student wants to know or learn L: What has been learned Q: What questions remain?</p> <p>The Q offers opportunities to explore questions that students have concerning issues of corruption that are not covered in the video. For example, match-fixing, nepotism, lack of transparency and conflicts of interest, all of which can serve as a catalyst for bribery and fraud.</p> <p>Presentation: students should present the results of the KWLQ activity to the class.</p>	<p>impact their home, school, country and planet</p> <ol style="list-style-type: none"> 2. Ask what choices the hunter makes in the video (e.g., paying a bribe for corruption the animal) 3. What were the consequences of these choices? (e.g., the animal begins to eat, grows, causes trouble, etc.) <p>Remind students of the three key messages:</p> <ul style="list-style-type: none"> • Corruption hinders development, prosperity and respect for human rights • Everyone has a role in preventing corruption by acting with integrity and making ethical decisions and choices • Citizen and youth participation is critical to combating corruption 	<p>the Fabric of Society)</p> <ol style="list-style-type: none"> 2. Research aspects of corruption and work with parents and the community to suggest ways to prevent corruption 3. Use the United Nations Convention against Corruption as a tool to learn more about corruption 4. To inspire action, use these United Against Corruption campaign materials <p>Remind students of these key messages:</p> <ul style="list-style-type: none"> • Corruption hinders development, prosperity and respect for human rights • Everyone has a role in preventing corruption by acting with integrity and making ethical decisions and choices • Citizen and youth participation is critical to combating corruption 	
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