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

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Socio-emotional</th>
<th>Behavioural</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>The knowledge and thinking skills necessary to better understand the world and its complexities</td>
<td>The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully</td>
<td>Conduct, performance, practical application and engagement</td>
<td>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</td>
</tr>
</tbody>
</table>

**Teaching the Convention against Corruption**

**Learning outcomes:** students will be able to:
- 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

**Creating integrity**

**Learning outcomes:** students should be able to:
- 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

**Description:** this activity draws on multiple intelligences and utilizes speaking, listening, writing, drawing, poetry and art.

**Case study: compare and contrast bribery and extortion**

**Learning outcomes:** students should be able to:
- Compare and contrast concepts related to corruption
- Create a Venn diagram to show concept relationships
- Comprehend key messages related to corruption

**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
Description: this activity focuses on students using the Convention against Corruption to learn about corruption, international cooperation and the various facets of corruption.

1. After viewing and discussing the anti-corruption video, introduce the students to the Convention against Corruption 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, 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.

   • 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

Questions for groups to discuss:
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?
   • Doctor A: bribery
   • Doctor B: extortion
   • The hunter: bribery

2. Who is engaged in active bribery and who is engaged in passive bribery?
   • Doctor A: passive
   • Doctor B: passive

In groups:
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.
chapter III: Criminalization and law enforcement.

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.

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.

6. Each group should share their work with the class.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Invite both groups of students to share their work with the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The hunter: active</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. What are the key similarities and differences between bribery and extortion in the video and the case study?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Ask who the victims are in the video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The hunter who pays the bribe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The ranger who solicits the bribe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The neighbour whose cable television is being stolen by the hunter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The handicapped persons who might otherwise utilize...</td>
</tr>
<tr>
<td></td>
<td>the parking space reserved for them</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The general public</td>
<td></td>
</tr>
</tbody>
</table>

5. Ask who the victims are in the case study
   • The patients solicited to pay a bribe
   • All the other doctor’s patients
   • The doctors
   • The general public

6. Ask how the public are victims in both cases (everyone is negatively affected by corrupt practices because confidence and trust are eroded)

7. Ask how the solicitors of bribes (the doctors and the ranger) are victims (public trust is eroded, codes of conduct are violated and confidence in colleagues is eroded)

**Extension activity:** invite the groups to create their own bribery and extortion case studies to compare and contrast.
### Key messages:

- Whether active or passive, bribery is wrong and makes you susceptible to blackmail.
- When someone gets or takes something that they are not entitled to, this redirects resources from the needy and creates a lawless, unfair and unsafe environment for everyone else.
- Bribery is a gateway offence. It opens doors to participating in other forms of corruption.
- Corruption hinders sustainable development and respect for human rights.
- Everyone has a role or a stake in preventing corruption by acting with integrity and making ethical decisions and choices.
- Citizen and youth participation is critical to combating corruption.