

Suggested activities for teachers to undertake using the anti-corruption video: sheet 4

| 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> |
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| <p>Human rights and the corruption puzzle</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Identify the human rights that are affected by corruption using the illustrated edition of the Universal Declaration of Human Rights Identify what Sustainable Development Goals are impacted by corruption <p>Description: after viewing the video, discuss how the animal represents corruption and how it deprives people of access to goods and</p> | <p>Role playing: the sound of corruption</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Compose a script for the video Incorporate basic screenwriting techniques to guide dialogue and action <p>Description: after viewing and discussing the video, invite students work in groups of 4-6 to write a script for the video. Then invite them to perform the role play for the class.</p> <p>They should begin by describing the</p> | <p>Conflict of interest circles</p> <p>Learning outcomes: students will be able to:</p> <ul style="list-style-type: none"> Identify which incidents or scenes in the video may have portrayed a conflict of interest Share ways in which conflicts of interest may have affected their lives <p>Description: after viewing the video, review the definition of a conflict of interest using the glossary.</p> <p>1. Ask the students to identify which incidents or scenes in the video may</p> | |

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| <p>services, and their human rights.</p> <p>1. Identify the human rights that are affected by corruption using the illustrated edition of the Universal Declaration of Human Rights.</p> <p>2. Alternately, identify which Sustainable Development Goals are impacted by corruption. For example, women are disproportionately impacted due to their minority status in many societies (gender equality in Sustainable Development Goal 5).</p> | <p>video's high concept or main idea. When composing a dialogue, every character should be given a voice, even the corruption animal. Students should share their scripts with the class.</p> <p>Debriefing questions for after the role play:</p> <ol style="list-style-type: none"> 1. What sound or voice did you give the corruption animal and why? 2. How might the sound or voice of the animal change as it ate away at the fabric of the hunter's corrupt world? 3. Did the introduction of language take away or add to the power of the story? | <p>have represented a conflict of interest (e.g., if the hunter was an employee of the park, she put herself in a situation where she was confronted with a choice between the duties of her job (to protect the animals) and her own interests).</p> <p>2. Invite the students to share ways in which conflicts of interest may have or will affect their lives.</p> | |
| <p>Debate: rich versus poor</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Develop supported arguments about how corruption affects the rich and the poor | <p>Ethical dilemmas</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Discuss ethical challenges that they face in their homes, schools and communities | <p>Project-based learning: Saying No to Corruption video project</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Create video content documenting ways to prevent corruption | |

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| <p>Description: use the video as a catalyst to discuss whether corruption is worse in rich or poor countries.</p> <ol style="list-style-type: none"> 1. Begin by discussing the context of the video with students. 2. Ask whether the scenario in the video takes place in a rich or a poor country. Ask students how they arrived at their answer (e.g., consider the cars, buildings and paved roads in the video). This encourages the students to reflect on their own thinking and encourages critical thinking. 3. Ask how the events in the video or the plot might have been different if they had taken place in a poor country? For example, the animal may not have been taken for sport or leisure, but to eat or sell, or to serve some other essential function. 4. Debate whether corruption is worse (or more or less acceptable) in rich or poor countries. | <p>Description: use the video to get the students to identify the embedded ethical dilemmas, such as parking in a prohibited area and stealing of cable television services.</p> <ol style="list-style-type: none"> 1. Ask students what these scenes represent (ethical challenges). 2. Define ethics and ethical behaviour using the glossary. 3. Invite students to reflect on ethical challenges that they may have faced in their homes, schools and communities (e.g., buying grades or illegally obtaining money or goods). | <p>Description: ask the students to create their own video that documents ways to prevent corruption from taking root in their homes, schools and communities.</p> <p>Seek the support of parents, other teachers and community organizations in creating the video.</p> <p>Key messages from the video might include:</p> <ul style="list-style-type: none"> • Learn what corruption is and is not • Report incidents of corruption • Following rules helps to create respect for the rule of law • Know your rights and responsibilities • Accept the responsibility that corruption affects everyone and everyone has a responsibility to prevent it • There is no point at which corruption cannot or should not be countered or prevented • Prevention is critical to curtailing the spread of corruption | |
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| <p>Key messages: Corruption affects the rich and the poor, but in different ways. Corruption affects the daily lives of the poor by making them pay more for or do without basic needs and services. Corruption makes the rich richer due to their power and privilege.</p> | | <p>Everyone is responsible for acting with integrity and for making ethical decisions</p> | |
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