

Discussion Guide

The plot

- A girl is walking on the street while using her mobile phone. There is a cute sticker on the back of the phone. The girl passes a woman who is leaning against a van and smoking a cigarette. The woman stares at the girl maliciously and taps twice on the van.
- In the same moment, a man jumps out from behind the van and steals the girl's phone. Inside the van, the thief is paid by the woman who gave him the signal. She and two accomplices offer the stolen phone for sale via an online platform.
- The next day, the girl is on her laptop looking for a new phone. She can find only expensive phones. That is until she sees one that is much cheaper and exactly like the one that was stolen from her.
- She is not sure at first, but eventually she buys it. When the girl unpacks the package that was delivered by the same van seen in previous scenes, she is happy to receive the phone. But she quickly becomes suspicious.
- As she inspects the back of the phone, she sees her sticker and realizes that she has bought her stolen phone back. Enraged, she screams and the phone and its box fly out of the window.

Element in video	Key questions	Key messages
Perceptions and misconceptions about organized crime	<ul style="list-style-type: none"> • What does the video attempt to do? • Where do we get most of our ideas about organized crime from? • What misconceptions do you have about organized crime and where do you get these misconceptions? 	<ul style="list-style-type: none"> • Organized crime may seem far away, but it is often much closer than we think. Many transnational organized criminal groups have a regional and even a global reach. • This video presents an opportunity to raise awareness of cybercrime and challenge common assumptions about organized crime. • People often tend to associate organized crime with fictional portrayals,

		<p>such as those seen in <i>The Godfather</i>, <i>The Sopranos</i> and other television programmes and movies. It can be difficult to distinguish fact from fiction and understand the modern-day manifestations of organized crime.</p>
<p>Definitions and concepts</p>	<ul style="list-style-type: none"> • How might you describe the three men and the woman in the video? 	<ul style="list-style-type: none"> • The three men and the woman in the video form an organized criminal group. Now is a good time to distribute the lesson handout on the definition of elements of an organized criminal group.
<p>Gender</p>	<ul style="list-style-type: none"> • Who is the leader of the organized criminal group? 	<ul style="list-style-type: none"> • The leader of the group in the video is a woman. Organized crime and the response to it is neither gender neutral nor bias free. • Organized criminal groups are often portrayed in popular culture as male-dominated entities, with women depicted as victims, bystanders or passive supporters. • However, in real life, women have various roles in organized criminal groups, including as group leaders. It is important to understand the dynamics of their participation and the reasons why they get involved in organized crime.

First scenes

Element in video	Key questions	Key messages
<p>Girl walking while using her mobile phone</p>	<ul style="list-style-type: none"> • Is the girl distracted? If so, why is she distracted? • Where do you think this video takes place? • Where do you think she is going? What signs in the scene reflect the socio-economic conditions of the girl and her location? • In some countries access to mobile phones may be limited. What other opportunities are there for organized criminal groups to carry out illegal activities? • What else might she be carrying that an organized criminal group would want (money, credit card, laptop, passport, etc.) 	<ul style="list-style-type: none"> • Note how the mobile phone is an essential item for the girl. She has decorated it with a sticker. • The surrounding landscape contains tall buildings and fancy shops, suggesting an urban area rather than a rural setting. • Both developed and developing countries, and their urban and rural areas, offer opportunities for organized criminal groups. Ask the students to suggest examples.
<p>The woman leaning against the van, watching the girl and giving a signal to the thief</p>	<ul style="list-style-type: none"> • What is the role of the woman in the organized criminal group? • What are the roles of the others? • Are the following all active participants? <ul style="list-style-type: none"> ○ The women ○ The thief ○ The driver ○ The man who posts the phone online ○ The delivery man 	<ul style="list-style-type: none"> • The woman is watching the girl and signals to the thief to attack the girl and steal her phone. • All members intentionally participate in the criminal activities of the organized crime group. They have clear knowledge that their participation is contributing to the achievement of the criminal aim of the group.

<p>The phone being stolen</p>	<ul style="list-style-type: none"> • Why did the woman choose the girl as a victim? • How might the girl react to the situation and what should she do next? 	<ul style="list-style-type: none"> • The girl was distracted and had low situational awareness. This means that she was not aware of her surroundings. • What should she do? <ul style="list-style-type: none"> ○ Immediately get to a safe place and call for help? ○ Talk to her parents or friends about the scare? ○ Feel sad, angry or upset about her lost data, photos, etc.? ○ Warn friends to be cautious when walking in that neighbourhood? ○ File a police report about the robbery? ○ Report the phone as stolen to the police? ○ Secure her phone data remotely?
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Development

Element in video	Key questions	Key messages
<p>The thief delivering the phone in the van and receiving payment</p>	<ul style="list-style-type: none"> • How does the organized criminal group assess the value of the stolen phone? • Why would the man take part in a robbery? What factors might contribute to the thief's involvement in the group? 	<ul style="list-style-type: none"> • Notice how the group inside the van work together to assess the value of the phone. One of the key criteria of an organized crime group is that members of the group act in concert, or work together, to commit a serious crime, with the intention of obtaining financial or other material benefit. • Factors such as poverty, unemployment and a lack of education and other

		opportunities (known as socio-economic vulnerabilities) might have led to the man participating in an organized criminal group.
The driver unlocking the phone	<ul style="list-style-type: none"> • Is the unlocking of the phone significant? Why? • What are the dangers of having personal data exposed like this? 	<ul style="list-style-type: none"> • The group have access to the girl's phone data, including her contacts, accounts, photos and other sensitive information. • The dangers include identify theft, fraud, blackmail and other crimes.
The stolen mobile being posted for sale online	<ul style="list-style-type: none"> • Ask the students to reflect on why and how selling a stolen item is illegal. • What are the opportunities and limitations of doing business online for criminals? • What are differences between organized criminal groups that operate mainly online and those that operate mainly offline? 	<ul style="list-style-type: none"> • Stealing and selling a stolen item is a crime. As the video suggests, this crime is carried out by organized criminal groups, which have adapted to the globalized economy and make use of modern technologies. • There are many ways in which organized crime relies on the Internet. Criminals can operate anonymously and almost invisibly on the Internet, selling counterfeit and stolen goods, drugs and other illegal products and services on online marketplaces. • Organized criminal groups can use the Internet for hacking, malware dissemination, blackmail, money laundering, intellectual property theft, and more.

<p>The girl looking for a new phone online</p>	<ul style="list-style-type: none"> • Talk about the opportunities and risks associated with shopping online. • How does the girl assess the quality of the product? • What other items can be bought online that might be linked to organized crime? 	<ul style="list-style-type: none"> • Buying second-hand products is better for the environment and saves money, but the origin of second-hand products is often difficult to know. • The girl checks the rating of the seller and decides to ignore the fact that it low. • Counterfeit clothes, food, DVDs, falsified medical products, wildlife and forest resources, and cultural property can all be bought online.
<p>The girl deciding to buy the cheaper phone</p>	<ul style="list-style-type: none"> • The girl decided to buy the cheaper phone. Is this a wise choice? 	<ul style="list-style-type: none"> • Ask the students to debate this question and research tips for safely shopping online.