

## Suggested activities for teachers to undertake using the organized crime video: sheet 1

<b>Cognitive</b>  The knowledge and thinking skills necessary to better understand the world and its complexities	<b>Socio-emotional</b>  The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	<b>Behavioural</b>  Conduct, performance, practical application and engagement	<b>Teacher</b>  <i>Consider which activities you might undertake using the video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>Brainstorming: KWLQ activity</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topic:</b> Brainstorming, prior knowledge</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Recall prior knowledge</li> <li>Evaluate their own learning</li> <li>Formulate further questions</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The organized crime video</li> </ul>	<p><b>Fact or fiction: identifying misconceptions about organized crime</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topic:</b> Misconceptions, assumptions and beliefs about organized crime</p> <p><b>Grade level:</b> lower secondary (13-16)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Identify misconceptions, assumptions and beliefs about organized crime</li> </ul>	<p><b>Mapping the key elements of an organized criminal group</b></p> <p><b>Time:</b> 40-45 minutes</p> <p><b>Topic:</b> Applying the key elements of an organized criminal group to scenes in the video</p> <p><b>Grade level:</b> upper secondary (16-18)</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Map the key elements of an organized criminal group to the organized crime video</li> </ul>	

<ul style="list-style-type: none"> <li>The information sheet on the different versions of the KWLQ exercise</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>Conduct the KW part of the activity before viewing the video. The LQ part of the activity takes place after viewing the video.</li> </ul> <p><b>K:</b> What students <b>know</b> about organized crime  <b>W:</b> What they <b>want</b> to learn about the subject  <b>L:</b> What has been <b>learned</b> about the subject  <b>Q:</b> What further <b>questions</b> do the students have about the subject?</p> <ul style="list-style-type: none"> <li><b>The Q</b> offers opportunities to explore questions students have concerning issues relating to organized crime that are not covered in the video.</li> </ul>	<ul style="list-style-type: none"> <li>Challenge misconceptions about organized crime</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The organized crime video</li> <li>The information sheet on the different versions of the KWLQ exercise</li> <li>The lesson handout on the definition of elements of an organized criminal group</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>Before viewing the video, conduct the brainstorming KWLQ activity (K-W part only). If time is limited, simply ask the students to write down what they know or believe they know about organized crime.</li> <li>After viewing the organized crime video, ask the students to review their list of beliefs and assumptions about organized crime, and to compare their understanding of the</li> </ul>	<ul style="list-style-type: none"> <li>Define an organized criminal group as described in article 2a of the Convention against Transnational Organized Crime</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>The organized crime video</li> <li>The lesson handout on the definition of elements of an organized criminal group</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, ask the students if the four people in the video (three men and one woman) constitute an organized criminal group (according to the Convention against Transnational Organized Crime).</li> <li>Distribute the handout on the definition of elements of an organized criminal group, and ask the students to associate the key elements to scenes in the organized</li> </ul>	
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<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>The students should present the results of their KWLQ activity to the class.</li> </ul>	<p>subject with the content of the video.</p> <ul style="list-style-type: none"> <li>Point out to that students how their ideas about organized crime may have been influenced by popular culture, such as movies and television programmes.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>The illegal activities of organized criminal groups have serious consequences for individuals and society. They affect people's safety and health, weaken economies and reduce trust in public institutions.</li> <li>We can reduce demand for the illegal services and products offered by organized criminal groups through our daily decisions as consumers.</li> <li>Organized criminal groups also operate online.</li> </ul>	<p>crime video to answer this question.</p> <ul style="list-style-type: none"> <li>For example, ask the students to identify how the group works together (or acts in concert). This is one of the key criteria used to define an organized criminal group. Replay segments of the video that correspond to these criteria as needed.</li> </ul> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>While the activities and structure of organized criminal groups may vary across countries and regions, the seriousness of their crimes and their focus on financial and other material benefits are two of the key criteria used to define an organized criminal group.</li> </ul>	
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