Suggested activities for teachers to undertake using the anti-corruption video: sheet 3

Cognitive	Socio-emotional	Behavioural	*Teacher*
The knowledge and thinking skills necessary to better understand the world and its complexities	The values, attitudes and social skills that enable learners to develop psychosocially and physically, and to live with others respectfully and peacefully	Conduct, performance, practical application and engagement	*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*
Mapping the plot **Learning outcomes**: students should be able to: • Map the plot and sequence of the story • Identify the internal structure of the story in the video and elaborate on it • Comprehend the key messages about corruption **Description:** after students have viewed the video and discussed its content, invite them (individually or in groups) to use a plot diagram to map the key events in the video. Mapping the plot structure enables	**Conflict analysis** **Learning outcomes**: students should be able to: • Identify the central conflict in the plot of the video • Describe the nature of the conflict **Description**: engage students in an analysis of the central conflict in the video. The sample plot diagram can be used here. • What is the central conflict? • Are there conflicts of interest involved in the story? (a conflict of interest occurs	**Decision tree analysis:** **Learning outcomes**: students should be able to: • Visually represent the decision-making of key characters in the video • Identify the advantages and disadvantages of possible courses of action and decisions • Develop better decision-making skills **Description:** decision tree analysis is a visual representation of decision-making. It is used in this activity to help students identify the advantages and disadvantages of	

visualization of the key features of the story, which helps the students to comprehend the key messages about corruption.

1. Students will need to know the basic elements of a plot diagram (such as plot, exposition, inciting event, rising action, and climax). The sample plot diagram can be used here.

2. Replay the various sections of the video to facilitate the mapping.

3. After the mapping is completed, students can add text and describe the exposition or the climax further.

when the public duty and private interests of a public official conflict. See the glossary for a fuller explanation of a conflict of interest)

- How does the creator of the video present the conflict?

certain decisions.

Decision tree analysis can be helpful in the discussion that follows the viewing the video to help students identify the consequences of the decisions made in the video. The analysis process can also help students develop better decision-making skills.

Explain to the students that when confronted with a difficult choice, problem or decision, it is important to consider all available options and alternatives. However, all alternatives and options are not equal. Understanding the advantages and disadvantages of each is critical.

Carry out the following exercise using decision tree analysis. The sample decision tree analysis diagram can be used here.

1. Identify the problem in the video (e.g., the hunter wants an animal that she is not entitled to)

		2. Brainstorm three potential decisions or possible alternative solutions to the hunter's problem or perceived problem. 3. List the advantages and disadvantages of the solutions. 4. Decide which solution to choose. 5. Summarize this solution. 6. Invite the students to repeat the exercise with a problem of their own.	