

Suggested activities for teachers to undertake using the organized crime video: sheet 2

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 video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Manifestations of organized crime</p> <p>Time: 40 minutes</p> <p>Topic: The connection between firearms trafficking, the smuggling of migrants and trafficking in persons as specific forms of organized crime</p> <p>Grade level: upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The organized crime video • The firearms trafficking video 	<p>Picturing organized crime</p> <p>Time: 60 minutes (this lesson can be taught over two days)</p> <p>Topics: Crime, bias, gender and stereotypes</p> <p>Grade level: lower secondary (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The organized crime video <p>Learning outcomes: students should be able to:</p>	<p>Manifestations of organized crime</p> <p>Time: 40 minutes</p> <p>Topic: The connection between firearms trafficking, the smuggling of migrants and trafficking in persons as specific forms of organized crime</p> <p>Grade level: upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The organized crime video • The firearms trafficking video 	

<ul style="list-style-type: none"> • The smuggling of migrants video • The trafficking in persons video • <u>The Convention against Transnational Organized Crime</u> • The lesson handout on the definition of elements of an organized criminal group <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Describe the relationship between organized crime and firearms trafficking, the smuggling of migrants and trafficking in persons <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video, point out to the students how firearms trafficking, the smuggling of migrants and trafficking in persons can be specific forms of organized crime. 	<ul style="list-style-type: none"> • Recognize the role of gender and bias in constructing images of crime and criminal behaviour • Assess their level of personal bias • Uncover and challenge hidden bias <p>Description:</p> <ul style="list-style-type: none"> • Before viewing the video, explain to the students that they will be drawing four pictures. Stress that their artistic ability is not the focus of this exercise. • Encourage the students to draw the first image that comes to mind. Assure them that they will not be judged for what they draw and they can decide who to share their pictures with. • However, explain that they are expected to participate in the follow-up discussion. 	<ul style="list-style-type: none"> • The smuggling of migrants video • The trafficking in persons video • <u>The Convention against Transnational Organized Crime</u> • The lesson handout on the definition of elements of an organized criminal group <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Describe the relationship between organized crime and firearms trafficking, the smuggling of migrants and trafficking in persons <p>Description:</p> <ul style="list-style-type: none"> • After viewing the video, point out to the students how firearms trafficking, the smuggling of migrants and trafficking in persons can be specific forms of organized crime. 	
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<ul style="list-style-type: none"> • Divide the students into three groups and ask them to explore the relationship between these crimes (What do they have in common? How are they different? How do they differ from other activities carried out by organized criminal groups?). • Assign one of the three specific forms of organized crime to each group and ask them to watch the corresponding video. • Using the Convention against Transnational Organized Crime and the handout on the definition of elements of an organized criminal group, ask each group to provide at least one example of firearms trafficking, smuggling of migrants and trafficking in persons involving an organized criminal group. 	<ul style="list-style-type: none"> • Ask the students to draw pictures of: <ul style="list-style-type: none"> ○ A gangster ○ A drug trafficker ○ A terrorist ○ A professional shoplifter <p>Debriefing discussion:</p> <ul style="list-style-type: none"> • After the drawings have been completed, ask the students to watch the organized crime video. • Ask the students to share their drawings and discuss their drawings and the video. • Take note of drawings that picture specific ethnic, racial, gender, disabled or religious groups. <p>Discuss the following:</p> <ul style="list-style-type: none"> • Ask the students if they have noticed any patterns in the drawings? 	<ul style="list-style-type: none"> • Divide the students into three groups and ask them to explore the relationship between these crimes (What do they have in common? How are they different? How do they differ from other activities carried out by organized criminal groups?). • Assign one of the three specific forms of organized crime to each group and ask them to watch the corresponding video. • Using the Convention against Transnational Organized Crime and the handout on the definition of elements of an organized criminal group, ask each group to provide at least one example of firearms trafficking, smuggling of migrants and trafficking in persons involving an organized criminal group. 	
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<ul style="list-style-type: none"> Ask the groups to describe how the organized criminal group in their scenario fits the definition of an organized criminal group. <p>Key messages:</p> <ul style="list-style-type: none"> By definition, the crime of migrant smuggling requires the crossing of an international border and organizing the transportation of people across borders often requires the collaboration of various actors. However, the crime of trafficking in persons is not necessarily transnational in nature. United Nations Office on Drugs and Crime studies show that more than 50% of victims are trafficked within their own countries. The smuggling of migrants and trafficking in persons are interrelated crimes. A case of migrant smuggling 	<ul style="list-style-type: none"> How are the gangster, drug trafficker, terrorist and professional shoplifter predominantly depicted and why? Ask the students what informed their choices? Reflect on how movie portrayals of organized crime figures may have impacted their portrayals. What role does the woman play in the organized criminal group in the video? Is this role significant? How do the drawings reflect stereotypes and what are the problems of these stereotypes? <p>Teacher notes: You are not limited to these questions. Ask questions that are appropriate to the learning outcomes that are relevant to your context. Encourage the students to ask questions.</p> <p>Key messages:</p> <ul style="list-style-type: none"> Organized crime and the response to it is neither gender neutral nor bias free. 	<ul style="list-style-type: none"> Ask the groups to describe how the organized criminal group in their scenario fits the definition of an organized criminal group. <p>Key messages:</p> <ul style="list-style-type: none"> By definition, the crime of migrant smuggling requires the crossing of an international border and organizing the transportation of people across borders often requires the collaboration of various actors. However, the crime of trafficking in persons is not necessarily transnational in nature. United Nations Office on Drugs and Crime studies show that more than 50% of victims are trafficked within their own countries. The smuggling of migrants and trafficking in persons are interrelated crimes. A case of migrant smuggling 	
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<p>can turn into a case of trafficking in persons as smuggled migrants are in a particularly vulnerable situation.</p>	<ul style="list-style-type: none"> 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. This understanding is integral to formulating effective responses to the involvement of women in organized crime. For example, the number of women imprisoned as a result of their involvement in organized crime, and in particular because of their participation in drug trafficking, is increasing exponentially. 	<p>can turn into a case of trafficking in persons as smuggled migrants are in a particularly vulnerable situation.</p>	
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	<ul style="list-style-type: none"> • Often, we tend to explain the involvement of women in organized crime as a result of romantic relationships with men. However, the reasons why they become part of organized criminal groups and remain in them are quite complex. • For example, women are more likely to have limited access to employment and educational opportunities. In addition, they are also more likely to be in a financially precarious position. • Furthermore, women in organized criminal groups, which are still generally patriarchal, tend to be employed in low-paying, high-risk positions (e.g., as drug mules), which make them more vulnerable to arrest by law enforcement agencies. 		
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	<ul style="list-style-type: none"> • This example can be used to show that a problem (e.g., rising incarceration rates of women) can only be tackled effectively if we fully understand its root causes (e.g., financial insecurity and high-risk positions in criminal organizations), rather than base our analysis and actions on biased thinking (e.g., women are involved in organized crime because of romantic relationships). <p>Extension activity:</p> <ul style="list-style-type: none"> • Students can take an implicit association test, offered by Project Implicit, to uncover hidden biases as an extension activity. • Project Implicit is an international network of researchers investigating how our thoughts, feelings and values affect our everyday lives and our 		
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	<p>treatment of others (this is often referred to as implicit social cognition) Their research has discovered that many people tend to harbour biases or prejudices of which they are not aware.</p> <ul style="list-style-type: none"> • Educators, administrators and other support staff can also participate in support of a child-friendly, safe and tolerant school environment. Learn more by visiting the Project Implicit website. 		
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