

## Suggested activities for teachers to undertake using the organized crime video: sheet 4

<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>To buy or not to buy?</b></p> <p><b>Time:</b> 60 minutes (this lesson can be taught over two days. It can be used a follow up to the <b>criminal association</b> lesson)</p> <p><b>Topics:</b> Ethical dilemma, debate</p> <p><b>Grade level:</b> upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The organized crime video</li> <li>• The lesson handout on participation in an organized criminal group</li> </ul>	<p><b>Heads up, phones away: improving your situational awareness</b></p> <p><b>Time:</b> 20 minutes</p> <p><b>Topics:</b> Situational awareness skills, distracted walking</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The organized crime video</li> </ul> <p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Use situational awareness skills to enhance their</li> </ul>	<p><b>Don't be an easy target</b></p> <p><b>Time:</b> 30 minutes (this activity can be combined with the <b>to buy or not to buy</b> lesson and made into a 2-day lesson)</p> <p><b>Topic:</b> Distracted walking</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The organized crime video</li> </ul> <p><b>Learning outcome:</b> students should be able to:</p>	

<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Debate the ethics of shopping online and the parameters of criminal association</li> <li>• Develop claims and supporting arguments</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing and discussing the video, ask the students to prepare for a debate.</li> <li>• The debate topic could be: <ul style="list-style-type: none"> <li>○ Is it a wise for the girl to buy the cheaper phone?</li> <li>○ Is this the best choice given the information she has?</li> </ul> </li> <li>• Ask the students to include in the debate information on how to spot suspicious products and services when shopping online and precautions that can be</li> </ul>	<p>personal safety so that they might avoid becoming a victim of a serious crime</p> <ul style="list-style-type: none"> <li>• Improve their situational awareness while walking with their mobile phones</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• After viewing the video, discuss with the students why the woman in the organized crime group targets the girl.</li> <li>• How is the girl vulnerable? For example, she is not paying attention to her surroundings because she is focused on her phone. She is unaware of the van and the people in it. Therefore, she has no idea that they could be a threat to her safety. She has little situational awareness.</li> <li>• Divide the students into groups and ask them, using the video as a starting point, to identify ways the girl can</li> </ul>	<ul style="list-style-type: none"> <li>• Design and organize an campaign on raising awareness of organized crime</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>• The girl in the video was an easy target. The <b>heads up, phones away: increasing your situational awareness</b> lesson addresses the vulnerabilities of the girl and what can be done to increase situational awareness.</li> <li>• This <b>Don't be an easy target</b> lesson focuses on what happens after the attack: <ul style="list-style-type: none"> <li>○ What should the girl do now?</li> <li>○ What should she do first?</li> <li>○ Should she file a police report, contact her parents, try to restore her lost data or report the theft to the phone company?</li> </ul> </li> </ul>	
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<p>taken when shopping online.</p>	<p>improve her situational awareness. These can be called safety tips. For example, she could put her mobile phone away while she is walking.</p> <ul style="list-style-type: none"> <li>• Ask the students to discuss ways to improve their situational awareness so that they might avoid becoming a victim of a serious crime. For example, they can practice staying alert by using all of their senses to monitor their surroundings.</li> <li>• They can also minimize distractions, locate escape routes and trust their intuition. Taking all of these steps will help increase situational awareness.</li> <li>• Invite the students to share their ideas by designing a poster or infographic, or producing a public service announcement.</li> </ul>	<p><b>Key message:</b></p> <ul style="list-style-type: none"> <li>• If you are attacked, the first thing that you should do is get to a safe place and get help. Try to contact the police.</li> </ul> <p><b>Extension activity:</b></p> <ul style="list-style-type: none"> <li>• If possible, invite a local police officer to the classroom to discuss staying safe.</li> <li>• You could also invite a representative from a mobile phone company to discuss how to keep your phone data safe.</li> </ul>	
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	<p><b>Key message:</b></p> <ul style="list-style-type: none"><li>• Maintaining a high level of situational awareness and having a good knowledge of your surroundings will help you to react quickly and effectively.</li></ul>		
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