

## Suggested activities for teachers to undertake using the organized crime video: sheet 5

<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>Organized crime activity online</b></p> <p><b>Time:</b> 40 minutes</p> <p><b>Topics:</b> Cybercrime, the Deep Web and the Darknet</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 cybercrime</li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	<p><b>Shopping online</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topic:</b> Opportunities and risks associated with shopping online</p> <p><b>Grade level:</b> lower secondary (13-16)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Access to the <a href="#">OECD website</a></li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the opportunities and risks</li> </ul>	<p><b>3Ps: Price, packaging and place</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topic:</b> Illegal products and services</p> <p><b>Grade level:</b> lower secondary: (13-16)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• The organized crime video</li> <li>• <a href="#">The United Nations Office on Drugs and Crime website on counterfeiting</a></li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	

<ul style="list-style-type: none"> <li>Understand the differences between organized criminal groups that operate mostly online and those that operate mostly offline</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, explain to the students that organized crime can be compared to a virus: it adapts quickly to changing environments, such as the globalized economy, and makes use of modern technology, such as the Internet.</li> <li>Ask the students the following questions:             <ul style="list-style-type: none"> <li>What happens to the girl's phone after it is taken from her?</li> <li>How does it end up online?</li> <li>How is she able to buy back her own phone?</li> </ul> </li> </ul>	<p>associated with online shopping</p> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, ask the students the following:             <ul style="list-style-type: none"> <li>How does the girl decide what phone to buy online after hers is stolen?</li> <li>What did she use for guidance?</li> </ul> </li> <li>Point out to the students that the girl checks the ratings of the sellers. Ask them how they decide to buy products online (reviews, ratings, price, availability, etc.).</li> <li>Divide the students into groups and ask them to discuss the risks and opportunities associated with shopping online.</li> <li>Ask the students to use the T-shape diagram below to</li> </ul>	<ul style="list-style-type: none"> <li>Identify items they could buy online that might be linked to organized crime</li> <li>Discuss ways to combat organized crime by reducing the demand for illegal products and services</li> <li>Describe how to avoid buying fake goods and services</li> </ul> <p><b>Description:</b></p> <ul style="list-style-type: none"> <li>After viewing the video, ask the students how the group profited from stealing the phone and re-selling it online, and what might happen to these profits.</li> <li>Explain how profits from organized crime activities are used to finance other activities and can be invested in a range of other crimes.</li> <li>Divide the students into groups and ask them to create a poster, a flyer or an infographic that shows</li> </ul>	
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<ul style="list-style-type: none"> <li>Ask the students to explore how organized crime operates online and offline, including the role of the Deep Web and the Darknet. Distribute the lesson handout on cybercrime.</li> <li>Divide the students into groups according to the types of cybercrime: cyber-dependent crimes and cyber-enabled crimes</li> <li>Using the handout on cybercrime, ask the students to describe how the organized crime group in the video could use the girl's phone to commit a cyber-dependent crime (e.g., hacking or malware dissemination) or a cyber-enabled crime (e.g., identity theft, online fraud or cyberharassment).</li> </ul>	<p>compare and contrast the risks and opportunities.</p> <ul style="list-style-type: none"> <li>Invite the students to share their work with the class.</li> </ul> <table border="1" data-bbox="656 502 1126 730"> <tr> <td style="text-align: center;"><b>Risks</b></td> <td style="text-align: center;"><b>Opportunities</b></td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table> <p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>Organized criminal groups also operate online.</li> <li>Both you and others are responsible for the protection of your privacy.</li> <li>Privacy is a right, which implies that online service providers have a responsibility to protect it.</li> <li>It is important to keep in mind that any action you</li> </ul>	<b>Risks</b>	<b>Opportunities</b>			<p>online products and services that might be linked to organized crime (e.g., counterfeit clothes, food, DVDs, falsified medical products, wildlife and forest resources and cultural property).</p> <ul style="list-style-type: none"> <li>Ask the students to include a statement on the poster, flyer or infographic that raises awareness of how to spot fake goods and services.</li> <li>Consider the 3Ps: price, packaging and place. If the price is too low or the packaging and place of sale seems suspicious or inappropriate, the product may be counterfeit. The students can learn more by visiting the United Nations Office on Drugs and Crime website on counterfeiting.</li> </ul>	
<b>Risks</b>	<b>Opportunities</b>						

	<p>take online can have consequences for others.</p> <ul style="list-style-type: none"> <li>• Think critically about developing relationships with people online.</li> <li>• Content posted online can stay there forever and could be shared publicly by anyone.</li> </ul>	<p><b>Key messages:</b></p> <ul style="list-style-type: none"> <li>• Buying counterfeit or stolen property is not a victimless crime. The harm done by counterfeiting affects everyone.</li> <li>• Counterfeit products (such as counterfeit pharmaceuticals, food, toys and automobiles parts) can pose a serious threat to the health of consumers.</li> <li>• Counterfeiting undermines employment and employment rights because products are copied and produced illegally. This has a significant impact on the rights of workers, who are often forced to work in substandard conditions.</li> <li>• Counterfeit products are an enormous drain on the economy. They create an underground trade that deprives governments of revenue that could be used</li> </ul>	
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