

Teacher's Guide

Secondary Education

IMPROVING SECONDARY SCHOOL STUDENTS'
UNDERSTANDING OF THE MEANING AND IMPACT
OF CORRUPTION





Introduction

> How to use this Guide

This Guide is a complement to the animated [video¹](#) on corruption. The purpose of this two-part toolkit is to critically engage secondary-level students (aged 13-18) in understanding the meaning and impact of corruption, and other acts linked to corruption.

The Guide is designed to help teachers of secondary-level students expand on the content of the video; it recommends good practices and educational strategies that can be used in conjunction with the video.

The Guide is comprised of four modules:

- **Module 1** presents instructions for developing a rationale for the use of the video in the classroom. It also includes activities that teachers can undertake using the video.
- **Module 2** presents ideas for previewing strategies that enable students to be more effective viewers of the video. It includes a lesson plan that teachers can apply to the previewing process.
- **Module 3** focuses on encouraging the students to engage critically with the video content and includes strategies to enhance the viewing experience.
- **Module 4** focuses on the post-viewing stage of the process. It includes a lesson plan for a debriefing session and a discussion guide.

In addition, the Guide contains the following resources to support the implementation of the modules:

- A glossary
- A sample plot diagram
- A sample decision tree analysis diagram
- A sample corruption tree diagram
- A checklist for using the video

The Guide is based on the following three anti-corruption messages that teachers are urged to frame their lessons around and share with students:

- Corruption hinders sustainable development and respect for human rights.
- Everyone has a role or a stake in preventing corruption by acting with integrity and making ethical decisions and choices.
- Citizen and youth participation is critical to combating corruption.

¹ Available at: <https://www.youtube.com/watch?v=5DczRLanpmc>

➤ About this Guide

This Guide is informed by articles 5 and 13 of the United Nations Convention against Corruption, the only legally binding universal anti-corruption instrument. Articles 5 and 13 call on States parties to establish effective prevention mechanisms, including education programmes, aimed at the promotion of integrity, transparency and the rule of law.

The Guide uses the aims and infrastructure of [the Global Citizenship Education \(GCED\)](#)² initiative, which place young people at the centre of these preventive practices, as its framework. GCED aims to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation and commitment to peace, human rights and sustainable development.

Tackling corruption is vital to achieving the Sustainable Development Goals, particularly Goal 16, whose primary goal is the promotion of peace, justice and strong institutions. Section 16.5 specifically This module provides guidance on integrating the anti-corruption video into the classroom curriculum and developing a supporting rationale for doing so.

A rationale helps to ensure that students meaningfully engage with the video content and the related areas of corruption that are not covered in the video.

² Available at: <https://www.un.org/en/academic-impact/page/global-citizenship-education>



Module 1: Developing a rationale for using the anti-corruption video

> Developing a rationale for using the anti-corruption video in your classroom

There are many sound educational reasons to incorporate the anti-corruption video in the classroom curriculum.

- Is the purpose grounded in the curriculum or is it to supplement the curriculum?
- Is the purpose to engage students in a discussion on corruption, extending the life skills curriculum of the school?
- Is viewing the video part of an extracurricular activity, such as an integrity club activity?
- Is viewing the video part of a pedagogical strategy to help students engage in a process of inquiry and self-reflection?

It is important to understand why you are doing what you are doing and what you hope to achieve. When you can articulate a rationale for teaching certain content in a certain way with certain materials, you can better structure the learning experience and make justifications, if needed, for their instructional decisions.

> Your toolkit for developing a rationale for using the anti-corruption video

Consider the following when developing a rationale for incorporating the anti-corruption video:

▷ *Why is the video an appropriate tool for discussing this topic?*

- The video is designed for lower-secondary (13-15) and upper-secondary (16-18) audiences. It has an interesting plot and features elements of surprise and humour
- The video engages students in meaningful discussions about corruption, stimulating conversation about how it can impact their community, rights and future, without overtly preaching to them
- The video is brief. It is two minutes long, which allows you time to replay, discuss and debrief the content. Videos of less than eight minutes tend to increase interest and motivation to learn
- The video is based around a short story with a simple plot. While the plot is simple, the links to corruption in the video are complex. This facilitates a healthy critical-inquiry process (discussion, debate and questioning) regarding the more complex elements of corruption, whether covered in the video or not
- There is no dialogue or narration in the video. Students can concentrate on what is happening without the distraction of words. Students can add their own dialogue as an extension activity after viewing and debriefing.

If you wish, you can add other reasons to this list.

➤ *What can you achieve by showing this video?*

- You can engage your students in integrity and ethics education to help them to develop a sound moral and ethical compass
- You can deepen your students' media and information literacy skills to enable them to build trust in credible information and media
- Your students can learn about corruption and its many manifestations, while making connections to their own lives, environment and communities

If you wish, you can add other expectations to this list.

➤ *What are the most significant lessons students should learn from the video about corruption, integrity, transparency, accountability and ethical decision-making?*

- Corruption hinders sustainable development and respect for human rights
- Everyone has a role or stake in preventing corruption by acting with integrity and making ethical decisions and choices.
- Citizen and youth participation is critical to combating corruption

If you wish, you can add other learning objectives to this list.

➤ *How can I use the video in my classroom curriculum?*

- You can **integrate** the video into the existing curriculum. The content can be used to complement certain objectives (directly or indirectly) of the curriculum. For example, it can be used in relation to a specific outcome, goal, strand, unit or standard in the curriculum. In this way, the video acts as a tool to help achieve the larger aims of the curriculum.
- You can **supplement or enhance** a particular aspect of teaching and learning with the video, using it as a pedagogical strategy or a scaffold to reinforce certain material. The video can be used to introduce a new lesson or concept, or to prompt prior knowledge. It can complement in-class work by driving interest, inquiry, exploration, curiosity, creativity and problem-solving. In this way, the video acts as a tool to help achieve a larger pedagogical aim.
- You can use the video as part of an **extracurricular** learning activity. This refers to using the video in an afterschool setting, such as in an integrity club or another informal after-school programme. However, there are potential limitations to this approach, including in relation to the availability of a teacher to carry out the learning activities and the number of students able to access the activity.

➤ ***What activities can I undertake using the video?***

Your rationale is not complete without considering what instructional activities you can undertake using the video.

Activities can include script writing, role plays, listening, speaking activities, inquiry-based activities, classroom discussions, debates, cooperative learning activities, problem-based and project-based learning, visual-learning strategies, game-based learning, action-based and experiential learning activities, and reflection activities.

All of these activities are based on the three **domains of learning**, cognitive, socio-emotional and behavioural, which form the framework of the [Global Citizenship Education initiative](https://unesdoc.unesco.org/ark:/48223/pf0000232993)³.

There are a number of suggested activities available to download (see suggested activity sheets 1 to 5). You can use these activities to help plan the use of the video in your classroom, and to complete your rationale for using the video.

³ Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

➤ Suggested activities for teachers to undertake using the anti-corruption video: **Sheet 1**

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 anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
Brainstorming: KWLQ activity K: What I want to know W: What I want to learn L: What I have learned Q: What further questions I have Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Recall prior knowledge • Evaluate their own learning • Formulate further questions Description: The KWLQ activity helps students recall prior learning and organize their ideas before, during and after viewing the video. K: What a student knows about corruption W: What a student wants to know or learn L: What has been learned Q: What questions remain?	Discussion: Choices and consequences Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Recall prior knowledge • Identify learning • Formulate further questions Description: After viewing the video, lead a discussion focused on analysing the consequences of the actions of the characters. Then invite the students to reflect on their own actions. 1. Ask students how their choices and actions have consequences that impact their home, school, country and planet 2. Ask what choices the hunter makes in the video (e.g., paying a bribe for corruption the animal) 3. What were the consequences of these choices? (e.g., the animal begins to eat, grows, causes trouble, etc.)	Anti-corruption campaign/project Learning outcome: students should be able to: <ul style="list-style-type: none"> • Develop positive actions to prevent corruption Description: After discussing what corrective actions might have been taken to prevent the negative outcomes in the video, help the students to develop an anti-corruption campaign. Get the students to work in groups or pairs to carry out this project. 1. Invent a slogan inspired by the video (e.g., Corruption Eats Away at the Fabric of Society) 2. Research aspects of corruption and work with parents and the community to suggest ways to prevent corruption 3. Use the United Nations Convention against Corruption as a tool to learn more about corruption 4. To inspire action, use the Unite Against Corruption campaign materials	

<p>The Q offers opportunities to explore questions that students have concerning issues of corruption that are not covered in the video.</p> <p>For example, match-fixing, nepotism, lack of transparency and conflicts of interest, all of which can serve as a catalyst for bribery and fraud.</p> <p>Presentation: students should present the results of the KWLQ activity to the class.</p>	<p>Remind students of the three key messages:</p> <ul style="list-style-type: none"> • Corruption hinders development, prosperity and respect for human rights • Everyone has a role in preventing corruption by acting with integrity and making ethical decisions and choices • Citizen and youth participation is critical to combating corruption 	<p>Remind students of these key messages:</p> <ul style="list-style-type: none"> • Corruption hinders development, prosperity and respect for human rights • Everyone has a role in preventing corruption by acting with integrity and making ethical decisions and choices • Citizen and youth participation is critical to combating corruption 	
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➤ Suggested activities for teachers to undertake using the anti-corruption 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 anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
Teaching the Convention against Corruption Learning outcomes: students will be able to: <ul style="list-style-type: none"> • Describe the purpose of the United Nations Convention against Corruption, as identified in article 1 of the Convention • Communicate the main idea of select articles in the Convention against Corruption to raise awareness • Recognize that corruption is a transnational phenomenon that impacts all societies and requires the efforts of the entire international community to combat it Description: this activity focuses on students using the Convention against Corruption to learn about corruption, international cooperation and the various facets of corruption.	Creating integrity Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Define integrity • Identify examples of integrity and a lack of integrity in their school or communities • Illustrate the consequences of embracing integrity and acting with a lack of integrity Description: this activity draws on multiple intelligences and utilizes speaking, listening, writing, drawing, poetry and art. <ol style="list-style-type: none"> 1. After viewing the video and engaging in a debriefing session, ask students what they think the definition of integrity is. Ask how they arrived at their definition. 2. Check the glossary and share the provided definition. 	Case study: compare and contrast bribery and extortion Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Compare and contrast concepts related to corruption • Create a Venn diagram to show concept relationships • Comprehend key messages related to corruption Description: using a graphic tool, such as a Venn diagram, and the glossary, invite the students in groups of 5-3 to compare and contrast bribery and extortion in relation to the video and the case study detailed below. Graphic tools help students see relationships between ideas and concepts. Use the video and the case study of Doctor A and Doctor B to analyse these concepts.	

<p>1. After viewing and discussing the anti-corruption video, introduce the students to the Convention against Corruption as the only legally binding global anti-corruption instrument.</p> <p>2. Ask students to read the purpose of the Convention against Corruption (in article 1). Then explain that the Convention covers five key areas: preventive measures; criminalization and law enforcement; international cooperation; asset recovery; and technical assistance and information exchange.</p> <p>3. Students should locate the article and chapter that deals with the key events in the video (article 15, chapter III: Criminalization and law enforcement).</p> <p>4. Review the various aspects of corruption, such as bribery, trading in influence and abuse of functions. Refer to the glossary for the respective definitions.</p>	<p>3. Ask students to identify examples of a lack of integrity in the video (e.g., the park ranger soliciting a bribe and the hunter paying it; or the hunter stealing a neighbour's cable television services).</p> <p>In groups:</p> <ol style="list-style-type: none"> 1. Identify examples of a lack of integrity in their school or communities. 2. Invite half of the class to illustrate the consequences of a lack of integrity in a song, rap, drawing, painting, poem, dance, or letter, or in another creative way. 3. Invite the other half of the class to illustrate the consequences of acting with integrity in a creative way. 4. Invite both groups of students to share their work with the class. 	<ul style="list-style-type: none"> • Doctor A in your community solicits a bribe for a specific appointment time • Doctor B demands a bribe when a patient needs emergency care. The patient may die if they do not receive immediate care <p>Questions for groups to discuss:</p> <ol style="list-style-type: none"> 1. Who is engaged in bribery and who is engaged in extortion in the video and the case study? Ask the students how they arrived at their answers? <ul style="list-style-type: none"> • Doctor A: bribery • Doctor B: extortion • The hunter: bribery 2. Who is engaged in active bribery and who is engaged in passive bribery? <ul style="list-style-type: none"> • Doctor A: passive • Doctor B: passive • The hunter: active <p>Active bribery is defined as paying, offering or promising to pay a bribe.</p> <p>Passive bribery is defined as the receiving or accepting of a bribe.</p> 3. What are the key similarities and differences between bribery and extortion in the video and the case study? 	
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<p>5. Place students in groups and invite them to select (or give them) an article of the Convention to further analyse. Ask them to create a poster that conveys the main idea of the article. The poster can take the form of an infographic, cartoon, picture or a public service message that illustrates the main idea of the article. The goal is to raise awareness of the selected article.</p> <p>6. Each group should share their work with the class.</p>		<p>Use a Venn diagram to display them (the level of coercion and the stakes, and level of coercion). The hunter was not coerced or forced to pay the bribe. If Doctor B's patient, who needs emergency care, does not pay, they may die.</p> <p>4. Ask who the victims are in the video</p> <ul style="list-style-type: none"> • The hunter who pays the bribe • The ranger who solicits the bribe • The neighbour whose cable television is being stolen by the hunter • The handicapped persons who might otherwise utilize the parking space reserved for them • The general public <p>5. Ask who the victims are in the case study</p> <ul style="list-style-type: none"> • The patients solicited to pay a bribe • All the other doctor's patients • The doctors • The general public <p>6. Ask how the public are victims in both cases (everyone is negatively affected by corrupt practices because confidence and trust are eroded)</p> <p>7. Ask how the solicitors of bribes (the doctors and the ranger) are victims (public trust is eroded, codes of conduct are violated and confidence in colleagues is eroded)</p>	
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		<p>Extension activity: invite the groups to create their own bribery and extortion case studies to compare and contrast</p> <p>Key messages:</p> <ul style="list-style-type: none"> • Whether active or passive, bribery is wrong and makes you susceptible to blackmail • When someone gets or takes something that they are not entitled to, this redirects resources from the needy and creates a lawless, unfair and unsafe environment for everyone else • Bribery is a gateway offence. It opens doors to participating in other forms of corruption • Corruption hinders sustainable development and respect for human rights • Everyone has a role or a stake in preventing corruption by acting with integrity and making ethical decisions and choices • Citizen and youth participation is critical to combating corruption 	
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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 anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
Mapping the plot Learning outcomes: students should be able to: <ul style="list-style-type: none"> • 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 visualization of the key features of the story, which helps the students to comprehend the key messages about corruption.	Conflict analysis Learning outcomes: students should be able to: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • What is the central conflict? • Are there conflicts of interest involved in the story? (a conflict of interest occurs 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? 	Decision tree analysis: Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Visually represent the decisionmaking 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 decisionmaking. It is used in this activity to help students identify the advantages and disadvantages of 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 decisionmaking skills.	

<p>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.</p> <p>2. Replay the various sections of the video to facilitate the mapping.</p> <p>3. After the mapping is completed, students can add text and describe the exposition or the climax further.</p>		<p>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.</p> <p>Understanding the advantages and disadvantages of each is critical.</p> <p>Carry out the following exercise using decision tree analysis. The sample decision tree analysis diagram can be used here.</p> <ol style="list-style-type: none"> 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. 	
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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 anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
Human rights and the corruption puzzle Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Identify the human rights that are affected by corruption using the illustrated edition of the Universal Declaration of Human Rights • Identify what Sustainable Development Goals are impacted by corruption Description: after viewing the video, discuss how the animal represents corruption and how it deprives people of access to goods and services, and their human rights. <ol style="list-style-type: none"> 1. Identify the human rights that are affected by corruption using the illustrated edition of the Universal Declaration of Human Rights. 2. Alternately, identify which Sustainable Development Goals are impacted by corruption. 	Role playing: the sound of corruption Learning outcomes: students should be able to: <ul style="list-style-type: none"> • Compose a script for the video • Incorporate basic screenwriting techniques to guide dialogue and action Description: after viewing and discussing the video, invite students work in groups of 6-4 to write a script for the video. Then invite them to perform the role play for the class. They should begin by describing the video's high concept or main idea. When composing a dialogue, every character should be given a voice, even the corruption animal. Students should share their scripts with the class. Debriefing questions for after the role play: <ol style="list-style-type: none"> 1. What sound or voice did you give the corruption animal and why? 	Conflict of interest circles Learning outcomes: students will be able to: <ul style="list-style-type: none"> • Identify which incidents or scenes in the video may have portrayed a conflict of interest • Share ways in which conflicts of interest may have affected their lives Description: after viewing the video, review the definition of a conflict of interest using the glossary. <ol style="list-style-type: none"> 1. Ask the students to identify which incidents or scenes in the video may have represented a conflict of interest (e.g., if the hunter was an employee of the park, she put herself in a situation where she was confronted with a choice between the duties of her job (to protect the animals) and her own interests). 2. Invite the students to share ways in which conflicts of interest may have or will affect their lives. 	

<p>For example, women are disproportionately impacted due to their minority status in many societies (gender equality in Sustainable Development Goal 5).</p>	<p>2. How might the sound or voice of the animal change as it ate away at the fabric of the hunter's corrupt world?</p> <p>3. Did the introduction of language take away or add to the power of the story?</p>		
<p>Debate: rich versus poor</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Develop supported arguments about how corruption affects the rich and the poor <p>Description: use the video as a catalyst to discuss whether corruption is worse in rich or poor countries.</p> <p>1. Begin by discussing the context of the video with students.</p> <p>2. Ask whether the scenario in the video takes place in a rich or a poor country. Ask students how they arrived at their answer (e.g., consider the cars, buildings and paved roads in the video). This encourages the students to reflect on their own thinking and encourages critical thinking.</p>	<p>Ethical dilemmas</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Discuss ethical challenges that they face in their homes, schools and communities <p>Description: use the video to get the students to identify the embedded ethical dilemmas, such as parking in a prohibited area and stealing of cable television services.</p> <p>1. Ask students what these scenes represent (ethical challenges).</p> <p>2. Define ethics and ethical behaviour using the glossary.</p> <p>3. Invite students to reflect on ethical challenges that they may have faced in their homes, schools and communities (e.g., buying grades or illegally obtaining money or goods).</p>	<p>Project-based learning: Saying No to Corruption video project</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Create video content documenting ways to prevent corruption <p>Description: ask the students to create their own video that documents ways to prevent corruption from taking root in their homes, schools and communities.</p> <p>Seek the support of parents, other teachers and community organizations in creating the video.</p> <p>Key messages from the video might include:</p> <ul style="list-style-type: none"> • Learn what corruption is and is not • Report incidents of corruption • Following rules helps to create respect for the rule of law 	

<p>3. Ask how the events in the video or the plot might have been different if they had taken place in a poor country? For example, the animal may not have been taken for sport or leisure, but to eat or sell, or to serve some other essential function.</p> <p>4. Debate whether corruption is worse (or more or less acceptable) in rich or poor countries.</p> <p>Key messages: Corruption affects the rich and the poor, but in different ways. Corruption affects the daily lives of the poor by making them pay more for or do without basic needs and services. Corruption makes the rich richer due to their power and privilege.</p>		<ul style="list-style-type: none"> • Know your rights and responsibilities • Accept the responsibility that corruption affects everyone and everyone has a responsibility to prevent it • There is no point at which corruption cannot or should not be countered or prevented • Prevention is critical to curtailing the spread of corruption <p>Everyone is responsible for acting with integrity and for making ethical decisions</p>	
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➤ Suggested activities for teachers to undertake using the anti-corruption video: **Sheet 5**

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 anti-corruption video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>A corruption tree</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Create a corruption tree, with the causes or conditions that favour corruption depicted in the roots, and the consequences of corruption depicted in the fruits or leaves • Connect how trees benefit humans and the planet in similar ways to how integrity benefits humans and the planet <p>Description: invite the students to develop a corruption tree that is part of a larger ecosystem, fed by corrupt practices, policies and people.</p> <p>The objective is to draw, paint or sketch a tree, with the causes or the conditions that favour corruption depicted in the roots, and the consequences of corruption depicted in the fruits or leaves.</p>	<p>Rewriting the anti-corruption story</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Explore all the possible endings for the story in the video • Write alternate endings to the story <p>Description: have students explore all the possible ways in which the story in the video might have developed (negatively or positively). These can include:</p> <ul style="list-style-type: none"> • The hunter refusing to pay the bribe and reporting the incident to the officials • The corruption animal is set free and loses weight, while the hunter lives to regret her corrupt actions • The bribe is never offered and the hunter leaves the animal where she found it, parks in her allotted space and pays for own cable television services 	<p>Code of conduct</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> • Develop a personal code of conduct <p>Description:</p> <ol style="list-style-type: none"> 1. Help the students to define a code of conduct using the glossary. 2. Review samples of various codes of conduct, if available. 3. In developing a code of conduct, the students will create a set of principles and values that establishes a range of expectations and standards with regard to how they should behave as global citizens in their school and community, and in the world. <p>Sample code of conduct sentence starters:</p> <p>As a student, I am expected to:</p> <ul style="list-style-type: none"> • Demonstrate honesty and integrity • Respect the rights of others • Treat others with dignity and respect • Comply with all laws, rules and regulations 	

<p>Teacher: provide context by helping the students understand the importance of trees to a healthy ecosystem. Ask students to identify ways that trees benefit humans and the planet.</p> <p>Examples of how trees benefit us:</p> <ul style="list-style-type: none"> • They provide shade and cool places • They release oxygen into the air • They clean the air by absorbing carbon dioxide • They prevent erosion and enrich the soil <p>1. Draw the roots and label them as a lack of transparency, a lack of access to information, controlled press and a lack of civic awareness.</p> <p>For more suggestions, see the same corruption tree.</p> <p>2. Draw the fruits and leaves and label them as the erosion of human rights, a diversion of food and services, a loss of prosperity and the inability of Government to provide for the basic needs of its citizens. For more suggestions, see the same corruption tree.</p> <p>3. Share the corruption trees on a bulletin board or a wall to raise awareness.</p> <p>4. Plant a real tree in the school or community and label it the Integrity Tree</p>	<p>1. Engage the students in writing alternate endings to the story. Each new ending must be accompanied by at least one key message about corruption.</p> <p>2. Invite the students to share their stories and key messages with the class.</p>		
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Module 2: Previewing the anti-corruption video

	Subject: Corruption and integrity education
	Grade level: Secondary ages (13-18)
	Learning outcomes: students should be able to: <ul style="list-style-type: none">➤ Recall prior knowledge about corruption➤ Identify misconceptions about corruption➤ Record what they have learned about corruption➤ Ask questions about other aspects of corruption
	Essential question: What do I already know about corruption?
	Rationale: The Know-Want-Learned-Question (KWLQ) activity helps students recall prior learning and organize their ideas before, during and after viewing the video.
	Instructional time: 30 minutes
	Materials needed: Paper, writing tools

> Teacher information:

Previewing activities are conducted prior to watching the video. Previewing is not watching a trailer or excerpts of the video. Previewing helps to activate the students' prior knowledge. One way to preview is to help students discover what they already know or think they know about corruption. Identifying misconceptions is critical before introducing a new topic.

Use the KWLQ activity before viewing the video. This activity can be carried out with students in groups or individually using a chalkboard, paper or a computer.

The purpose of the activity is to identify what the students know (K) about corruption, what they would like to learn about corruption (W) and what they learned (L) from the anti-corruption video. Finally, students can identify what further questions (Q) they have about corruption. This part of the activity offers the opportunity to explore questions that students have about issues of corruption that are not covered in the video.

> Lesson plan procedures:

1. Divide the students into groups of 3-5, depending on the size of your class. Place students with special needs in groups where dedicated staff can help support their participation.
2. Ask the students to write down everything they know (K) about corruption (e.g., corruption is bad, corruption affects primarily poor countries, etc.). Please do not provide the definition of the term yet. Emphasize that this is a brainstorming activity.
3. Ask students to identify what (W) they would like to learn about corruption (e.g., how to stop corruption, what is corruption, etc).
4. Invite the students to share their (K) and (W) results.
5. Invite the groups to present their work to the class. Ask the students to compare and contrast what the different groups have reported.
6. Ask the students if they noticed any patterns.

Closure: The (Q) offers an opportunity to explore questions that the students have about issues of corruption that are not covered in the video. For example, sports-related issues such as match-fixing, illegal betting, nepotism, lack of transparency and conflicts of interest, which can all serve as a catalyst for bribery and fraud.

> Key messages:

Close by reiterating the three anti-corruption messages that teachers are urged to frame their lessons around and share with their students:

1. Corruption hinders sustainable development and the respect for human rights.
2. Everyone has a role or stake in preventing corruption by acting with integrity and making ethical decisions and choices.
3. Citizen and youth participation is critical to combating corruption.

Different versions of the KWLQ activity

KWL

Know	Want	Learned
List what I know about	List what I want to learn about	List what I have learned about

KWLQ

Know	Want	Learned	Question:
List what I know about	List what I want to learn about	List what I have learned about	List additional questions that I have about

KWHQ

Know	Want	How:	Question:
List what I know about	List what I want to learn about	How do I more find information?	List additional questions that I have about

KWHLAQ

Know	Want	How:	Learned:	Action:	Question:
List what I know about	List what I want to learn about	How do I more find information?	List what I have learned about	What action should I take?	List additional questions that I have about



Module 3: Viewing the anti-corruption video with a purpose

Students should be able to view the video critically. The skills that the students need to do this will help them analyse and question the media that they consume. Media and information literacy is critical to engaging with the issues that surround content and empowers young people to participate in their communities.

> Teacher information:

- Define the purpose: The purpose is for the students to engage with the content in a post-viewing discussion. Tell them that they will be invited to ask questions, answer questions, challenge points of view respectfully and raise additional issues. At the end of the process, share the key messages in the Discussion Guide so the students can have some closure on the main points.
- Set expectations. Explain to the students that they will have multiple opportunities to view the video, including during the debriefing session. Describe the video to help set expectations.
- The video is two minutes long.
- The video contains metaphors that may directly refer to one thing by emphasizing, mentioning or highlighting another.
- Explain that some aspects of the video will be teased out or made sense of during the debriefing session.
- Allow for special needs. Allow students with different learning styles and special needs to view the video in ways that make the content more accessible to them (e.g., by allowing them to sit closer to the screen, by enlarging the screen, by providing multiple viewing stations or by providing a headset).
- Provide multiple viewing opportunities. View the video multiple times before holding the debriefing session. This helps students to notice different or specific details, such as the hunter parking in a space set aside for people with disabilities. During the multiple viewings, invite students to look for main ideas, climaxing scenes and embedded conflict.



Module 4: Post-viewing activities



Subject: Corruption and integrity education



Learning outcomes: students should be able to:

- Recall the main ideas or scenes in the video
- Describe links and relationships between corruption, bribery and integrity
- Identify scenes in the video that mark a turning point in the corruption story
- Challenge the misperception that certain types of corruption are harmless
- Make connections between bribery and the animal in the video, and how the animal changes throughout the story
- Explain how the animal represents corruption and how corruption impacts people and society



Essential question: How does corruption deprive people of access to goods and services, and their human rights?



Rationale: The video contains metaphors and other subtleties; while powerful, they need teacher facilitation and student engagement to be expanded on.



Instructional time: 45-60 minutes



Materials needed: Paper, writing tools

> Lesson plan procedures:

After viewing the video:

1. Hold the debriefing session immediately or very soon after watching the video. If the debriefing session takes place well after the viewing of the video, you should replay the video.
 2. Prior to the debriefing session, develop ground rules for discussing the sensitive topics that are raised in the video. Involve the students in the development of these rules. Remind the students that developing a culture of integrity and preventing corruption require their participation and accountability.
- Ask students to reflect on the best group discussions that they have participated in and identify what made these discussions stand out
 - Ask the students to reflect on the worst group discussions that they have experienced and identify what made them the worst
 - From these lists, compile 5-10 rules for the debriefing session and appropriate consequences
 - Periodically assess whether these rules are working as intended

3. Begin the debriefing session by clearly communicating its purpose to the students. Explain to the students that the purpose of the debriefing session is to engage them in the inquiry process (posing questions, testing assumptions, solving problems and analysing scenarios), rather than simply being told the video's message.

4. Start by asking a general question, such as "What are your first impressions of the video?". Then move to the specific questions in the Discussion Guide.

5. The Discussion Guide will help facilitate the debriefing session. You may need to replay and pause the video to reinforce certain key ideas and concepts.

6. During the debriefing session review the key messages in the Discussion Guide. The key messages help the students to make connections between certain elements, such as bribery and the animal in the video, and how the animal changes throughout the story.

7. Use the glossary to define certain terms.

8. When the debriefing session is over, ask the students to record at least three things they have learned. This will enable you to assess the activity.

9. Ask the students to list questions that they may still have about corruption.

Close by reiterating the following anti-corruption messages. Get the students to write the messages in the (L) section of their Know-Want-Learned-Questions (K-W-L-Q) exercise (module 2).

> Key messages

1. Corruption is not a way of life. Everyone has a responsibility to act with integrity to stop the spread of corruption.

2. Corruption is not just a problem in certain countries. Corruption is a global concern because corruption is found in every country. Poor people tend to suffer the most.

3. Sometimes individuals and communities benefit from corruption. However, this benefit ultimately harms everyone, including the person or persons benefiting.

4. Prevention is important to stopping the spread of corruption.

5. Corruption deprives people of basic services and their human rights.



Discussion Guide:

Element in video	Key questions	Key messages
The animal of an imaginary species.	<ul style="list-style-type: none">• What does the animal in the video represent?• How does the woman end up taking the animal home with her?• What happens to the animal after the woman takes it home?	The animal represents corruption and how it deprives people of access to goods and services, and human rights.
The hunter is a woman.	<ul style="list-style-type: none">• Why do you think the hunter is portrayed as a woman?• What misperception(s) about corruption might the video be alluding to here?	<p>Both men and women can be corrupt and take part in corrupt activities.</p> <p>Portraying the woman as a hunter helps break down stereotypes regarding women's role and place in society.</p>

> First scenes

Element in video	Key questions	Key messages
The animal has a cute and harmless look at the beginning.	<ul style="list-style-type: none">• How does the animal change during the video?• Why does the animal change during the video? What do the changes symbolize?	Corruption is not harmless. It is a detrimental and complex phenomenon that affects all countries and undermines the rule of law and economic development.
The paying of a bribe to the park ranger / the park ranger counting the money.	<ul style="list-style-type: none">• How does the woman manage to take home the animal? (by giving the officer a bribe)• What is a bribe?• Ask the students to think about other acts that can be linked to corruption	<p>Explore the definitions of bribery in the glossary.</p> <p>Explain that corruption is not only about bribery. It can take on many forms, such as abuse of power, bribery, embezzlement and nepotism.</p>

> Development

Element in video	Key questions	Key messages
Parking in a prohibited area.	<ul style="list-style-type: none"> • What does parking in a prohibited area symbolize in the video? • This point can be used to explore ways in which integrity plays a key role in people's lives 	Ethical challenges: explore the definitions of ethics in the glossary.
The animal ate the cage in which it was kept.	<ul style="list-style-type: none"> • What does the eating of the television and the cage mean? • What is the intended message? 	<p>This marks the turning point in the story. It can be linked to the fact that it is when the bribe is paid that the corruption animal starts eating and growing.</p> <p>It can also be linked to a lack of integrity; when using the restricted parking space, the corruption animal continues to grow.</p> <p>The video is depicting how corruption can eat away at your future.</p>
The animal starts growing and changing appearance.	Why does the animal change appearance?	Connect the actions of the hunter to actions by people adding to widespread corruption.
The hunter steals cable television services.	• Ask the students to identify all the unethical actions that they see or notice in the video	Stealing cable television services is illegal Parking in a space set aside for persons with disabilities is illegal
The animal eats the television, telephone, car and newspaper.	<p>Ask the students what the animal eating the television, telephone, newspaper and car symbolizes?</p> <ul style="list-style-type: none"> • Explain that the video contains metaphors that may directly refer to one thing by emphasizing, mentioning and highlighting another 	<p>These are metaphors that represent a lack of access to information and services that may not be provided because of corruption.</p> <p>Lack of access to information prevents people from exercising their right to participate and hold authorities accountable for their actions.</p>

> Final scenes

Element in video	Key questions	Key messages
The hunter tries to free herself from the animal.	<ul style="list-style-type: none"> • How does the hunter try to free herself from the corruption animal? 	<p>She tries to order the animal out, which is unsuccessful.</p> <p>Prevention of corruption should take place in small actions in our everyday lives and not when things have grown out of proportion and have escalated.</p> <p>Individual responsibility is critical to acting with integrity.</p>
The animal tries to fight back.	<ul style="list-style-type: none"> • When should the woman have realized that the animal was becoming a problem? 	<p>There is a misperception that there may be a stage in which corruption can no longer be tackled.</p> <p>While it is never too late to address corruption, everyone has a responsibility to prevent corruption as soon as they identify it.</p>



Glossary

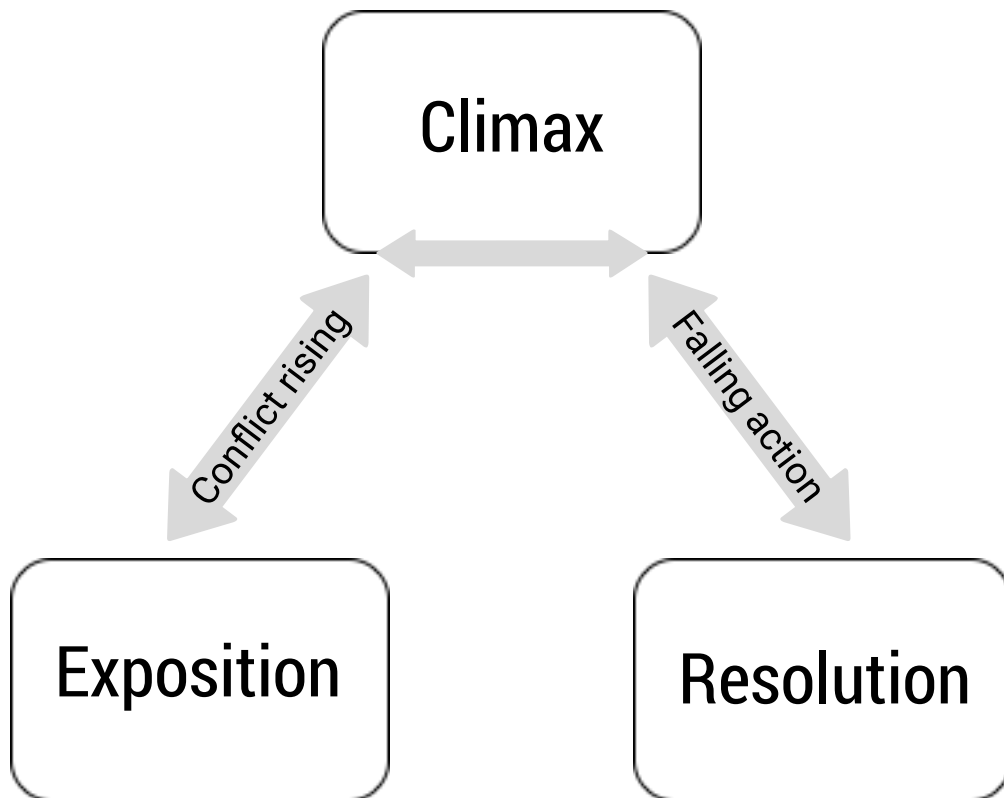
- **Abuse of functions:** the performance of or failure to perform an act, in violation of laws, by a public official in the discharge of his or her functions, for the purpose of obtaining an undue advantage for himself or herself or for another person or entity.
- **Accountability:** an environment of oversight that ensures compliance with laws, procedures and regulations, while promoting transparency, access to information and public integrity.
- **Active bribery:** the paying or offering of, or promising to pay a bribe.
- **Asset recovery:** the return of illicitly obtained goods and assets for the purpose of redressing the impact of corruption. Asset recovery is a key focus of the United Nations Convention against Corruption.
- **Bribery:** the promise, offering or giving to a public official, directly or indirectly, of an undue advantage, for the official himself or herself or another person or entity, in order that the official act or refrain from acting in the exercise of his or her official duties. Or the solicitation or acceptance by a public official, directly or indirectly, of an undue advantage, for the official himself or herself or another person or entity, in order that the official act or refrain from acting in the exercise of his or her official duties.
- **Clientelism:** the exchange of personal favours for political support. Clientelism is an unequal system of exchanging resources and favours based on an exploitative relationship between a wealthier and/or more powerful 'patron' and a less wealthy and weaker 'client', while exacerbating the gender gap.
- **Code of conduct:** standards of conduct with regard to how to behave or act in an ethical manner.
- **Conflict of interest:** a conflict between the public duty and private interests of a public official, in which the public official has private-capacity interests that could improperly influence the performance of their official duties and responsibilities.
- **Corruption:** there is no universally recognized definition of corruption. However, what is agreed upon is that corruption involves certain actions such as bribery, obstruction of justice, abuse of functions, use of position to obtain undue advantages and obstruction of justice.
- **Ethics:** the attempt to understand the nature of human values, of how we ought to live and of what constitutes the right conduct.
- **Extortion:** an act that relies on intimidation, fear and threat to force someone to do something or cooperate. Threatening to expose damaging or embarrassing information about someone to force cooperation is commonly called extortion. The degree of force, intimidation or coercion used can be used to distinguish between bribery and extortion.

- **Fraud:** the act of cheating or intentionally deceiving someone in order to gain something.
- **Integrity:** the strict adherence to moral values and principles.
- **Lobbying:** lobbying can be a means of providing governments with valuable insights and data, and it can allow citizens and interest groups to present their views on public decisions. However, lobbying can also lead to unfair advantages for people with vested interests and is associated with secrecy and unfair advantage. Public interest is at risk when negotiations are carried out behind closed doors. Public pressure is rising worldwide to put lobbying regulations on the political agenda.
- **Nepotism:** this is a form of favouritism based on friends, family and familiar acquaintances and relationships whereby someone in an official position exploits his or her power and authority to provide a job or a special favour to a family member or friend, even though he or she may not be qualified or deserving.
- **Obstruction of justice:** the use of physical force, threats or intimidation, or the promise, offering or giving of an undue advantage to induce false testimony or to interfere in the giving of testimony or the production of evidence in a proceeding in relation to the commission of offences established in accordance with the United Nations Convention against Corruption. The use of physical force, threats or intimidation to interfere with the exercise of official duties by a justice or law enforcement official in relation to the commission of offences established in accordance with the Convention against Corruption.
- **Passive bribery:** the official receiving or accepting the bribe.
- **Positive externality:** benefit(s) gained from corrupt actions.
- **Transparency:** an environment of openness where the access and disclosure of information is a matter of principle and human rights. Leaders, officials and those in power operate in a visible and predictable manner that promotes trust and participation. Transparency is widely understood as a necessary precondition to prevent corruption and promote good governance and sustainability.
- **Value:** something that an individual or community believes has worth that merits it being pursued, promoted or privileged. This can be a thing (money, food, art), a state of mind (peace, security, certainty) or a behaviour that results from those things or states of mind (protecting innocents, telling the truth, being creative).



Sample plot diagram

Name:



Exposition: the beginning of the video that reveals the characters and the emergence of a conflict.

Inciting (precipitating) event: when the story turns (when the bribe is offered and paid).

Rising action: events that create suspense in a story (the animal eats and eats).

Climax: when the conflict ends or is suspended (the animal is disposed of).

Resolution: when the characters begin to experience the impact of the climax and their deeds.



Sample decision tree analysis diagram

Describe the problem here

Note the advantages here

Identify the

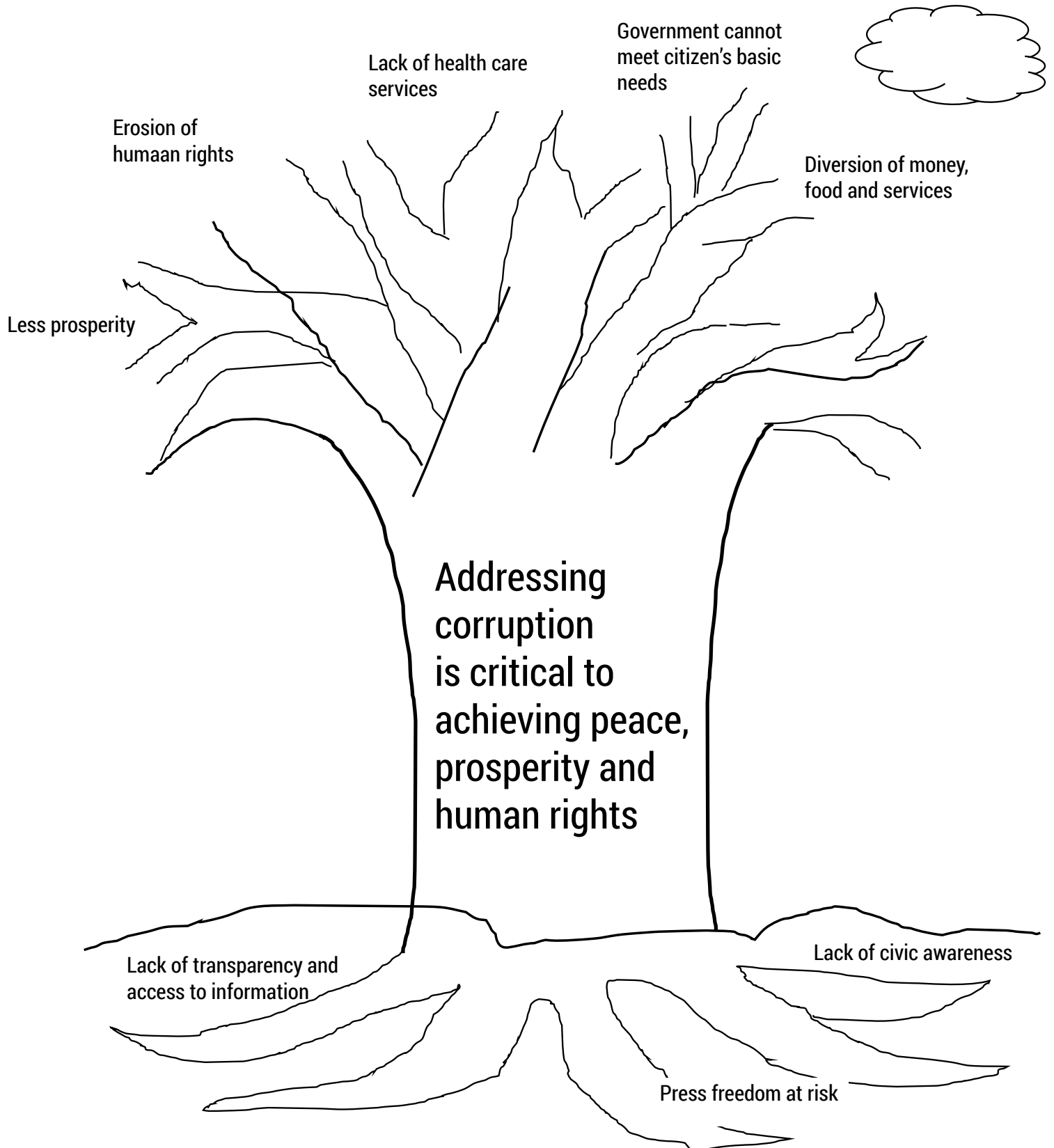
List the disadvantages here

<div><div>+</div></div>	<div>Solution/option #1</div>	<div><div>-</div></div>
<div><div>+</div></div>	<div>Solution/option #1</div>	<div><div>-</div></div>
<div><div>+</div></div>	<div>Solution/option #1</div>	<div><div>-</div></div>

I would choose solution # ____ because...



Sample corruption tree diagram





Checklist for using the anti-corruption video in the classroom

- Develop a rationale for using the anti-corruption video in your classroom
- Activate the students' prior knowledge before introducing the video
- Prepare your students to critically view instead of just watching the video. Set expectations so that they will be ready to engage with the content
- Prepare for the debriefing session by creating ground rules for the discussion together. Demonstrate the inquiry process that you expect students to engage in during the debriefing session
- Remind the students that developing a culture of integrity and preventing corruption require their active participation and accountability



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