

## Suggested activities for teachers to undertake using the firearms trafficking video: sheet 3

<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 firearms trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>Mapping the plot</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topic:</b> Mapping the plot</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b> the firearms trafficking video and the sample plot diagram</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Map the plot and sequence of the story in the video</li> <li>• Identify the internal structure of the story in the video and elaborate on it</li> </ul>	<p><b>Discussion and journal writing</b></p> <p><b>Time:</b> 30 minutes</p> <p><b>Topics:</b> Social-emotional learning, critical thinking and reflection</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b> the firearms trafficking video and the Discussion Guide</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify alternative paths to goal achievement</li> <li>• Anticipate outcomes of violence</li> </ul>	<p><b>Decision tree analysis</b></p> <p><b>Time:</b> 40-50 minutes</p> <p><b>Topic:</b> Responsible decision-making</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b> the firearms trafficking video and the sample decision tree analysis diagram</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Visually represent the decision-making of key characters in the video</li> </ul>	

<p><b>Description:</b> after watching the video and the debriefing session, invite the students, individually or in groups, to use a plot diagram to map the key events in the video.</p> <p>Mapping the plot structure visualizes the key features of the story and helps students comprehend the key messages about firearms trafficking.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Replay the various sections of the video to facilitate the mapping.</li> <li>3. After the mapping is completed, students can add text and describe the exposition or the climax further.</li> </ol>	<p><b>Description:</b> after viewing the video, lead a discussion in which you ask the students to reflect on the outcomes of the conflict.</p> <p>Ask how the situation might have ended if no one had drawn a weapon, not even the bat. What role did the trafficker play in the violence?</p> <p>Additional questions can be found in the Discussion Guide.</p> <p>Encourage students to express their feelings in journals or share with a partner how they felt when violence between the families of the victims erupted in the cemetery scene.</p>	<ul style="list-style-type: none"> <li>• Identify the advantages and disadvantages of possible courses of action and decisions</li> <li>• Develop better decision-making skills</li> </ul> <p><b>Description:</b> decision tree analysis is a visual and graphical representation of decision-making. It is used in this activity to help students identify the advantages and disadvantages of certain decisions.</p> <p>Decision tree analysis can be helpful in the debriefing session that follows the viewing of 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.</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. Understanding the advantages and disadvantages of</p>	
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		<p>each one is critical.</p> <ol style="list-style-type: none"> <li>1. Identify the problem in the video (e.g., driving aggressively, road rage, retaliation and escalation of violence).</li> <li>2. Brainstorm three potential decisions or possible alternative solutions to the problem or perceived problem.</li> <li>3. List the advantages and disadvantages of the solutions.</li> <li>4. Decide which solution to choose.</li> <li>5. Summarize this solution.</li> </ol> <p><b>Extension activity:</b> invite the students to repeat the exercise with a problem of their own.</p>	
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