

Suggested activities for teachers to undertake using the firearms trafficking video: sheet 4

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 firearms trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Human rights mural/collage</p> <p>Time: 50-60 minutes</p> <p>Topics: Art, human rights and the Sustainable Development Goals and firearm trafficking</p> <p>Grade level: upper secondary (16-18)</p> <p>Materials:</p> <ul style="list-style-type: none"> • The firearms trafficking video • Illustrated edition of the Universal Declaration of Human Rights • Statement by the High Representative for the Global 	<p>Composing dialogue</p> <p>Time: 50-60 minutes</p> <p>Topics: Reading, writing, listening and speaking</p> <p>Grade level: secondary (13-18)</p> <p>Materials: the firearms trafficking video, paper and writing tools</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Compose dialogue for the characters in the video • Read the dialogue with feeling and expression 	<p>Role-playing conflict</p> <p>Time: 50-60 minutes</p> <p>Topics: Conflict resolution, communication and drama-based education</p> <p>Grade level: secondary (13-18)</p> <p>Materials: the firearms trafficking video, paper and writing tools</p> <p>Learning outcomes: students will be able to:</p> <ul style="list-style-type: none"> • Role-play an extended scene from the video involving the 	

<p><u>Week of Action Against Gun Violence</u></p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Identify the human rights affected by firearms trafficking and associated firearms violence, and the context of the issues in the Sustainable Development Goals, using the illustrated edition of the Universal Declaration of Human Rights Identify the devastation caused by firearms trafficking and associated firearms violence <p>Description: after viewing the video, discuss with the students the role that firearms trafficking and associated firearms violence play in the video.</p> <p>Discuss how violence and conflict can impact people and deprive them of their basic human rights. For example, women and children are disproportionately impacted by conflict because of their disadvantaged status. (See</p>	<p>Description: after viewing the video and the debriefing session, invite the students to work in groups of 3-6 to write dialogue for the main characters (the two drivers and the firearms trafficker).</p> <p>In addition, dialogue can be created for the characters in the final scene at the cemetery. A narrator's voice can also be added.</p> <p>Review the following terms before the students begin to compose dialogue for the two main characters.</p> <ul style="list-style-type: none"> Characters: the people in the play Dialogue: when characters are speaking (required) Narrator: a character who tells part of the story (optional) <p>Invite the groups to share their dialogues with the class.</p>	<p>family of the deceased characters</p> <ul style="list-style-type: none"> Use verbal and nonverbal skills to express empathy and conduct healthy exchanges to address conflict <p>Description: after viewing and discussing the video, ask the students to reflect on how the families of the deceased might have felt after losing their love ones to gun violence. Ask why the firearms trafficker was in disguise at the cemetery? What did the firearms trafficker hope to accomplish?</p> <ol style="list-style-type: none"> To prepare, replay the last scene of the video that takes place at the cemetery and involves the eruption of violence. Then place students in pairs to develop dialogue between the two daughters of the deceased in the final scene of the video that takes place in the cemetery. Invite the students to role-play the daughters, who are victims of violence themselves, and how they 	
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<p>Sustainable Development Goal 5: Achieve gender equality and empower all women and girls).</p> <p>The students can work in groups to develop a mural, collage or another piece of artwork depicting the death, injury and heartache caused by gun violence. The artwork should be surrounded or bordered by the human rights affected by firearms trafficking and associated firearms violence, and the relevant Sustainable Development Goals.</p> <p>Key messages: remind the students of the key messages about firearms trafficking and associated firearms violence:</p> <ul style="list-style-type: none"> • Resorting to the use of firearms is not an acceptable way to resolve conflicts • The death, injury and heartache caused by gun violence are devastating. The threat and reality of gun violence can seriously affect entire communities 		<p>might resolve their conflict.</p> <p>Key messages: remind the students of the key messages about firearms and firearms trafficking:</p> <ul style="list-style-type: none"> • Resorting to the use of firearms is not an acceptable way to resolve conflicts • The death, injury and heartache caused by gun violence are devastating. The threat and reality of gun violence can seriously affect entire communities • Firearms are not intrinsically illegal; they become illegal when diverted into the illegal market or when misused for the commission of crimes 	
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