

## Suggested activities for teachers to undertake using the firearms trafficking 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 firearms trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p><b>Firearms country fact sheet activity</b></p> <p><b>Time:</b> 60 minutes</p> <p><b>Topics:</b> Firearms trafficking, visual literacy and display of data</p> <p><b>Grade level:</b> upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• A poster board</li> <li>• Colouring pencils</li> <li>• <a href="#">UNODC Country Fact Sheets</a></li> <li>• <a href="#">Summary of organized crime cases</a></li> <li>• A computer (optional)</li> </ul>	<p><b>A new beginning and a new ending activity</b></p> <p><b>Time:</b> 30-40 minutes</p> <p><b>Topics:</b> Plot analysis and alternative endings</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b> the alternative ending template and the sample plot diagram</p> <p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Identify plot elements</li> </ul>	<p><b>Making your voice heard: persuasive writing activity</b></p> <p><b>Time:</b> 30-40 minutes</p> <p><b>Topic:</b> Firearm death rates in OECD countries</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing checklist</li> <li>• <a href="#">Firearms death rates in OECD countries chart</a></li> <li>• <a href="#">UNODC Study on Firearms 2015</a></li> </ul> <p><b>Learning outcomes:</b> students should be able to:</p>	

<p><b>Free-to-download infographic makers:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.canva.com/create/infographics">www.canva.com/create/infographics</a></li> <li>• <a href="https://venngage.com">https://venngage.com</a></li> </ul> <p><b>Learning outcome:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>• Create an infographic or another visual display that communicates a data-based message</li> </ul> <p><b>Description:</b> after viewing the video, invite the students to work in groups of 3-5 to develop an infographic, using paper, a poster or a computer.</p> <p>For example, if a country fact sheet lists 10 seizures of handguns, an infographic or another visual display could communicate these data by using ten pictures of guns.</p> <p>1. Invite each group to select a country from the firearms country fact sheets (they comprise information from 45 countries and detail the types and quantities of firearms seized, the routes and methods used in the trafficking of</p>	<ul style="list-style-type: none"> <li>• Explore alternative beginnings and endings for the story in the video</li> <li>• Write alternative beginnings and endings</li> </ul> <p><b>Description:</b> after viewing the video, invite the students to discuss the story and complete the plot diagram. Then ask them to develop an alternative ending to the story and share it with the class.</p> <p><b>Extension activity:</b> the students can develop alternative beginnings to the story. This would require the creation of new endings because the beginning and the ending are connected. The students can share the alternative beginnings and endings that they create.</p> <p><b>Key messages:</b> remind the students of the key messages regarding firearms trafficking:</p> <ul style="list-style-type: none"> <li>• Resorting to the use of firearms is not an acceptable way to resolve conflicts</li> <li>• The death, injury and heartache caused by gun violence are</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast firearm death rates in OECD countries</li> <li>• Develop a thesis statement, along with an argument, supporting evidence and a conclusion</li> </ul> <p><b>Description:</b> after viewing the video, invite the students to review the Firearm death rates in OECD countries chart.</p> <p>Using the persuasive writing checklist, invite the students to develop a thesis statement, comprising an argument, supporting evidence and a conclusion, on taking action to reduce firearms violence.</p> <p><b>Key messages:</b> remind the students of the key messages about firearms and firearms trafficking:</p> <ul style="list-style-type: none"> <li>• Resorting to the use of firearms is not an acceptable way to resolve conflicts</li> <li>• The death, injury and heartache caused by gun violence are devastating. The threat and reality of gun violence can</li> </ul>	
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<p>firearms and other offences associated with reported seizures).</p> <p>2. Invite the students to develop a simple infographic, using paper, a poster or a computer (and free infographic-making software). The purpose of the infographic is to raise awareness of firearms trafficking within and beyond national borders.</p> <p>3. The infographic can communicate any of the following:</p> <ul style="list-style-type: none"> <li>• The number of annual seizures of firearms, their parts and components and ammunition</li> <li>• Firearms seizures by type</li> <li>• Origin of seized firearms</li> <li>• Seized firearms and ammunition by most common countries of manufacture and destination</li> <li>• Seized firearms and ammunition by most common countries of departure</li> <li>• International and regional commitments to combating trafficking in firearms</li> </ul> <p><b>Key messages:</b> remind the students of the key messages about firearms and firearms trafficking:</p>	<p>devastating. The threat and reality of gun violence can seriously affect entire communities</p> <p>Firearms are not intrinsically illegal; they become illegal when diverted into the illegal market or when misused for the commission of crimes</p>	<p>seriously affect entire communities</p> <ul style="list-style-type: none"> <li>• Firearms are not intrinsically illegal; they become illegal when diverted into the illegal market or when misused for the commission of crimes</li> </ul>	
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