

Suggested activities for teachers to undertake using the firearms trafficking video: sheet 6

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>Firearms violence tree</p> <p>Time: 30-40 minutes</p> <p>Topics: The causes and outcomes of firearms trafficking and associated firearms violence</p> <p>Grade level: lower secondary (13-16)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Large sheets of paper • Marker pens • The sample firearms violence tree diagram 	<p>Feeling your way through the conflict zone</p> <p>Time: 30 minutes</p> <p>Topic: constructive and destructive conflict resolution</p> <p>Grade level: secondary (13-18)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Recognize that conflict can serve as an opportunity for positive change • Regulate their emotions 	<p>Deescalating conflict activity</p> <p>Time: 40-50 minutes</p> <p>Topics: Escalation and constructive and destructive conflict</p> <p>Grade level: secondary (13-18)</p> <p>Materials: journals and writing tools</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Explore how conflict can be deescalated • Create I-statements 	

<p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> • Create a firearms violence tree, with the causes or conditions that favour firearms violence depicted in the roots, and the consequences of firearms violence depicted in the fruits or leaves • Connect how trees benefit humans and the planet in similar ways to how human rights benefits people and the planet <p>Description: invite the students to develop a firearms violence tree with roots and fruits that is part of a larger ecosystem fed by various cultural and social practices, policies and people.</p> <p>The objective is to create a tree with roots that depict the causes that favour firearms trafficking and violence (e.g., weak institutions, unstable governments and a lack of respect for the rule of law), and with fruits or leaves that depict the consequences of firearms trafficking and violence (e.g., lowered life expectancy, disrupted families and</p>	<p>Description: after viewing the video, invite the students to explore the role of their emotions when they are in a conflict situation.</p> <ol style="list-style-type: none"> 1. Develop (with the students) some basic ground rules for discussion, such as no interrupting. 2. After watching the video, ask the students how they might define conflict. Use the definition in the glossary to define conflict as the incompatibility of needs, motives, wishes or demands. 3. Ask the students which emotions the two drivers were exhibiting throughout the video? 4. Discuss how powerful emotions like anger, fear and rage can fuel conflict, and how they can be difficult to handle once unleashed. Explain how these emotions can be linked to deeper underlying feelings, such as humiliation, despair and guilt. 5. Ask what happens when firearms are introduced into such a highly 	<p>Description: invite the students to use their journals to explore how conflict can be deescalated, using examples from their own lives.</p> <ol style="list-style-type: none"> 1. After viewing the video, discuss what it means to escalate a situation (explain that escalate means to intensify or make the situation worse). Ask the students what escalated the situation in the video (e.g., the crash, firearms and strong emotions) 2. Ask the students to describe in their journals examples of conflicts that have intensified or escalated from their own lives. For example, when someone called them a bad name and they respond by calling the person a bad name. 3. Discuss what it means to deescalate a situation (explain that deescalate means to calm down or de-intensify a situation). Ask students to describe in their journals examples from their own lives of conflicts that have been deescalated and what contributed to the de-escalation. 	
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<p>crime).</p> <p>Teacher: provide context by helping the students to understand the importance of trees to a healthy ecosystem. Ask the students to identify ways in which 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 weak institutions, high levels of inequality and a lack of transparency and civic awareness. For more suggestions, see the sample firearms violence tree.</p> <p>2. Draw the fruits and label them unstable families, erosion of human rights and unsafe living conditions. For more suggestions, see the sample firearms violence tree.</p>	<p>charged situation. Emphasize how the lethality of firearms reduces the possibility of a constructive resolution or ending.</p> <p>6. Discuss how the drivers might have acknowledged their feelings (by asking themselves: “What am I really upset about?”, “What am I doing?” and “Will buying a gun really solve my problems?”).</p> <p>7. Invite the students to reflect on the following: while the firearms trafficker appealed to the driver’s anger and lust for revenge, the driver might have realized that buying a high-powered weapon was not the appropriate response to a traffic accident.</p> <p>Key messages:</p> <ul style="list-style-type: none"> • Learning to respond to conflict in appropriate ways helps to ensure that no one gets hurt, physically or emotionally • The opportunity for conflict is virtually everywhere. Learning to manage conflict is important to maintaining good health and 	<p>4. Explain to the students that using ‘I feel’ rather than ‘you are’ helps to deescalate a situation because it communicates their perspective rather than defensiveness and aggression.</p> <p>5. Read the following sentences and ask the students which might escalate or deescalate a conflict and why?</p> <ul style="list-style-type: none"> • You are rude and disrespectful • I feel frustrated and disrespected when you talk to me like that <p>6. In small groups, invite the students to write a dialogue between the two drivers and the firearms trafficker, in which they set out to peacefully resolve the conflict. Remind students to create I-statements in the dialogue between characters.</p> <p>7. Invite the students to share their dialogues with the class.</p>	
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<p>3. Share the firearms violence 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 as the Integrity Tree.</p> <p>Key message: explain to the students that the causes of firearms violence and trafficking can also be the consequences of firearms violence and trafficking.</p>	<p>well-being (see Sustainable Development Goal 3)</p>		
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