

Suggested activities for teachers to undertake using the firearms trafficking 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 firearms trafficking video. Reflect on why you selected the activity and how you plan to implement and integrate it</i>
<p>Brainstorming: KWLQ activity</p> <p>K: What I want to know W: What I want to learn L: What I have learned Q: What further questions I have</p> <p>Time: 30-40 minutes</p> <p>Topic: Impact of firearms on society and development</p> <p>Grade level: secondary (13-18)</p> <p>Learning outcomes: students should be able to:</p> <ul style="list-style-type: none"> Recall prior knowledge Evaluate their own learning 	<p>Conflict pyramid</p> <p>Time: 30 minutes</p> <p>Topic: Conflict resolution: resorting to the use of firearms is not an acceptable way to resolve conflicts</p> <p>Grade level: secondary (13-18)</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> Use the conflict pyramid to identify ways conflict in each scene of the video might be prevented, managed, resolved and stopped 	<p>The human cost of gun violence campaign</p> <p>Time: 90-120 minutes</p> <p>Topic: Violence associated with firearms</p> <p>Grade level: secondary (13-18)</p> <p>Learning outcome: students should be able to:</p> <ul style="list-style-type: none"> Develop positive actions and materials to raise awareness of the death, injury and heartache caused by gun violence 	

<ul style="list-style-type: none"> Formulate further questions <p>Materials:</p> <ul style="list-style-type: none"> Large paper or a poster board Marker pens and other writing instruments <p>Description: The KWLQ activity helps students recall prior learning, organize their ideas and report what they learned after viewing the video.</p> <p>Carry out the KW part of the activity before viewing the video. The LQ part of the activity takes place after viewing the video.</p> <p>K: What the students know about firearms and firearm trafficking</p> <p>W: What they want to learn about the subject</p> <p>L: What has been learned about the subject?</p> <p>Q: What further questions do the students have about the subject?</p> <p>The Q offers opportunities to explore questions that the students have concerning firearm issues that are not covered in the video.</p>	<p>Materials: Copies of the conflict pyramid diagram and access to the firearms trafficking video</p> <p>Description: after watching the video and the debriefing session, place students in four groups and assign each group one section of the conflict pyramid:</p> <ul style="list-style-type: none"> Prevention Conflict management Help Stop <p>The groups must identify ways conflict in each scene of the video might be prevented, managed, resolved and stopped.</p>	<p>Materials:</p> <ul style="list-style-type: none"> UNODC Country Fact Sheets Global Violent Deaths 2017 Sustainable Development Goals 4, 5 and 16 United Nations Convention against Transnational Organized Crime UNODC Study on Firearms 2015 <p>Description: after watching the video, invite the students to develop an awareness-raising campaign that focuses of the death and devastation caused by firearms. Invite the students to work in groups to carry out this project.</p> <ol style="list-style-type: none"> Create a slogan inspired by the video. Research aspects of firearms trafficking and associated firearms violence and work with parents and the community to suggest ways to solve conflict without resorting to the use of firearms. Use the United Nations Convention against Transnational Organized Crime. 	
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Presentation: the students should present the results of their KWLQ activity to the class.		4. Use the <u>UNODC Study on Firearms 2015</u> .	
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