

## Suggested activities for teachers to undertake using the firearms trafficking video: sheet 2

<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>Teaching the Organized Crime Convention and the Firearms Protocol</b></p> <p><b>Time:</b> 60-90 minutes</p> <p><b>Topic:</b> The main international instrument in the fight against transnational organized crime, including firearms trafficking</p> <p><b>Grade level:</b> upper secondary (16-18)</p> <p><b>Materials:</b> the <a href="#">United Nations Convention against Transnational Organized Crime</a></p>	<p><b>Debate: rage or aggression?</b></p> <p><b>Time:</b> 50-60 minutes</p> <p><b>Topics:</b> Social-emotional learning, firearms violence and trafficking, road rage and aggression, and the <a href="#">Decade of Action for Road Safety 2011–2020</a> initiative</p> <p><b>Grade level:</b> secondary (13-18)</p> <p><b>Materials:</b> the firearms trafficking video and <a href="#">transport-related publications from the United Nations Economic Commission for Europe</a></p>	<p><b>Firearms case study</b></p> <p><b>Time:</b> 30-40 minutes</p> <p><b>Topic:</b> The interconnected nature of firearms crimes and other types of corruption and criminal activity</p> <p><b>Grade level:</b> upper secondary (16-18)</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Summary of organized crime cases</a></li> <li>• <a href="#">The Organized Crime Convention</a></li> </ul>	

<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Describe the purpose of the Organized Crime Convention and in particular the Protocol against the Illicit Manufacturing of and Trafficking in Firearms, their Parts and Components and Ammunition</li> <li>Communicate that while firearms are not intrinsically illegal, they become illegal when diverted into the illegal market or when misused for the commission of crimes</li> </ul> <p><b>Description:</b> students are introduced to the Organized Crime Convention as the only legally binding instrument to counter illicit manufacturing of and trafficking in firearms, their parts and components and ammunition at the global level.</p> <p>Invite the students to create concept maps that illustrate the relationships and main ideas of articles 7-15 of the Firearms Protocol, which focus on prevention.</p>	<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Analyse the opening scene of the video: road rage or aggressive driving?</li> <li>Develop supporting arguments</li> <li>Recommend ways to solve conflict without resorting to aggression or rage</li> <li>Recognize that road safety is included in Sustainable Development Goal 3: Good health and well-being</li> </ul> <p><b>Description:</b> invite the students to debate whether the two drivers in the opening scene of the video (before the introduction of firearms and the firearms trafficker) are driving aggressively or are involved in a road rage incident. Use the definitions of road rage and aggressive driving provided by the United Nations Economic Commission for Europe.</p> <p>After the debate, in a writing assignment, the students should recommend at least three ways that the two drivers in the opening scene of the video might have diffused the</p>	<p><b>Learning outcomes:</b> students should be able to:</p> <ul style="list-style-type: none"> <li>Identify cases in the summary cases document that involve firearms</li> <li>Develop a case study of the firearms trafficking video that includes the applicable legal framework and other relevant details</li> </ul> <p><b>Description:</b> after watching the video, invite the students to identify cases in the summary cases document that involve firearms. Then invite the students to develop a case study, similar in style to the cases in the summary cases document, of the firearms trafficking video.</p> <p>The case study should include the applicable legal framework involved, such as article 5 of the Firearms Protocol. The case study can also include relevant fictional information to help create a more complete structure.</p>	
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<p>1. After viewing the firearms trafficking video and discussing it, explain that the Organized Crime Convention was adopted by the General Assembly, in its resolution 55/25 of 15 November 2000, and is the key global instrument in the fight against transnational organized crime, of which firearms trafficking and related offences are a part.</p> <p>2. Invite the students to review articles 7-15 of the Firearms Protocol and create a concept map that illustrates the relationships between and main ideas of articles, which focus on prevention. The purpose is to raise awareness and improve understanding.</p> <p>3. Invite the students to share their concept maps with the class and post the maps throughout the school and/or online to raise awareness.</p>	<p>situation peacefully before firearms were introduced.</p> <p><b>Key messages:</b> close by reiterating the following:</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 seriously affect entire communities</li> <li>• Firearms are not intrinsically illegal; they become illegal when diverted into the illegal market or when misused for the commission of crimes</li> <li>• Road safety is included in Sustainable Development Goal 3: Good health and well-being</li> </ul>	<p><b>Background information for teachers and students:</b></p> <p>The summary cases document comprises organized crime cases from various countries for the purpose of illustrating good practices in dealing with these types of cases (including firearms offences) and promoting the implementation of the Organized Crime Convention, including the Firearms Protocol.</p> <p>The summary cases document includes cases of new forms of organized crime, such as trafficking in cultural heritage, environmental crimes and cybercrime.</p>	
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