



Make your school
a firearm free zone

Primary School

**Educator Resource
Sheet 2**

Talking about firearm free zones

Integrated learning

Outcomes-based education (OBE) encourages integrated learning. This means activities can fit into more than one Learning Programme or Learning Area. The activities in these resource sheets cover outcomes in Life Orientation, Language, Literacy and Communication and Human and Social Sciences. Links to Learning Programmes/Areas are indicated next to each activity.

You can also extend the activities so that they link to other Learning Areas.

For example, here are two exciting and challenging extensions for Activity 2 on Resource Sheet 1:

- Ask the learners to do a survey to find out how many learners in the class have touched a real gun. Older learners could even put the information that they gather onto a graph. This is an extension into Numeracy.
- Have a discussion about the origin of guns, and the effect the technology of guns has had on society. This is an extension into the Technology Learning Area.

Assessment

All the activities in these resource sheets are outcomes based. Here are some ideas on how to assess learning in an outcomes-based approach.

The outcomes help you know what you want learners to achieve. Assessment helps you answer the question 'How do I know that the learners have achieved?' You assess what learners know, what they can do, and what their attitudes are. This means that you use different kinds of assessment, depending on the activity and the learner. Assessment does not happen only once. A really important assessment principle in OBE is 'assessment for success, not failure'. This means that if a learner is assessed, and cannot achieve the outcome, then she needs another opportunity.

Sometimes you assess to find out what the learners already know, can do and feel. This helps you plan and makes the learning meaningful (diagnostic assessment). At other times you assess to check progress and provide help where needed (formative assessment). At other times, usually after a learning event, you assess because you think the learners have achieved, but you need to check to be sure (summative assessment).

Some things that can be used to assess learners in OBE:

- group project
- oral presentations
- written assignments like essays, poems, cards or sentences
- practical assignments like surveys, drawings or a poster
- peer assessment where learners assess each other's performance against set criteria
- self-assessment where learners assess themselves against set criteria
- observation, questioning, tests

At the end of Resource Sheet 2 learners will:

- Know the steps involved in making the school a firearm free zone.
- Contribute actively, in different ways, to creating and maintaining the school as a firearm free zone.
- Believe that it is good for the school to be a firearm free zone, and value feeling safe at a school that has no guns.

Activity 4

Firearm free zones

Use the following outline to explain to the learners what a firearm free zone is, and what the steps are to create a firearm free zone.

A firearm free zone

One of the ways that we can make our school safer is to try and stop anyone from bringing a gun onto the school property. There is a new law called the Firearms Control Act 2000 which says that we can decide to make our school a firearm free zone. If our school is a firearm free zone no-one will be allowed to bring a gun onto the school property, ever. If someone is found on the school property with a gun they can go to jail.

- ❖ How does this make you feel? Do you think it is a good idea for our school to be a firearm free zone?

Before we can make the school a firearm free zone we have to do some work. Let's see what we need to do.

1. TALKING TO EVERYONE

- We have to talk with all the learners.
- We have to talk with all the teachers.
- We have to talk with all the parents.
- We should also talk to the local police.

- ❖ Why do we need to talk to these people?

- We need to talk with the learners and teachers because they are part of the school.
- We need to talk with the parents because they need to know what is happening with their children at the school.
- We need to talk with the police because we may need their help to stop people bringing guns onto the school property.

Everybody has to agree that the school should be a firearm free zone.

Once everyone has agreed we need to have a group of people (called the working group) who will help to work out how we can prevent guns being brought into the school.

- ❖ Do you think it is a good idea to talk to everyone about not having guns?

Activity 4, 5 and 6

Link to Literacy:

- listen and respond
- ask and answer questions

Link to Life Orientation:

- reflect on own behaviour and behaviour of others
- express feelings
- identify and discuss problems
- share with others
- wait for a turn

- negotiate and accept rules
- take responsibility

Link to Human and Social Sciences:

- participate actively in a just and democratic community
- examine social issues to promote development and justice

2. MAKING THE RULES

Everyone has to help to decide what the policy or rules should be about guns. The working group will talk to everyone about the kind of rules we should have. A Safety Team will be set up to make sure that the school becomes a firearm free zone in a way that everybody is happy with. The Safety Team also has to make sure that everyone knows that they are not allowed to bring their guns here. The team will know what to do if someone does bring a gun onto the school property. They will also be the people who talk to the police and get their help.

- ❖ What kind of rules do you think your school should have about guns?

3. CELEBRATING!

Once everyone has agreed, the Minister for Safety and Security will declare the school a firearm free zone. Now everyone can be involved in putting up signs to stop people from bringing guns onto the school property. We can all celebrate that we are making a contribution to peace and safety.

- ❖ What do you think you can do to celebrate the school being a firearm free zone?

4. KEEPING THE GUNS AWAY!

Even though there is a group of people, called the Safety Team, which will make sure the rules are kept, everyone will have to help.

- ❖ What do you think you can do to help to stop guns coming onto the school property?
- ❖ Do you think guns are the only problem?
- ❖ What other kinds of things do people do that are violent?
- ❖ How do you feel about those things?
- ❖ How can we stop such things from happening?

Activity 5

Firearm free zone signs

- After discussing the steps involved in creating a firearm free zone with the learners, ask them:
 - ❖ What do you think the signs for the firearm free zone should look like?
 - ❖ Where could we put the signs?
- Each learner should draw a sign on an A4 sheet of paper.
- Collect the signs.
- Explain to the learners that when the school has registered with the Minister for Safety and Security as a firearm free zone they will be able to put their signs up in different places.

Activity 6

What can we do in a firearm free zone?

You can do this activity to help learners contribute to the school firearm free zone policy. You can also do it to remind them of procedures once it has been drafted into school policy. This activity will begin with a brainstorm with all the learners.

- Ask the learners to imagine that they see someone at school with a gun. Ask them:
 - ❖ What do you think you will do if you see a person with a gun at school?

After the brainstorm ask for three volunteers to do a role-play.

Person 1: Someone carrying a gun at school.

Person 2: Learner who sees the person carrying a gun at school.

Person 3: Safety Team representative.

- Ask the learners:
 - ❖ What do you think person 1 should do?
 - ❖ What do you think person 2 should do?
 - ❖ What do you think person 3 should do?
- Now the three volunteers will act out what each person should do.
- You can give other learners a turn to do the same role-play if they want to.
- For Grades 1 and 2 you may need to help quite a lot with the role-play, and work slowly.
- For Grades 3 – 5 the learner can work in small groups and each do their own role-plays. In this case you may have different role-plays. You will need to discuss each one to make sure that the behaviour is appropriate.

Remember we do not want learners putting themselves at risk of being shot by challenging a person with a gun.