



Make your school
a firearm free zone

Primary School

**Educator Resource
Sheet 1**

Talking about guns and violence

Introduction to the resource sheets

This is the first in a set of educator resource sheets. The first two resource sheets (1 and 2) are designed to introduce the idea of firearm free zones to learners in the primary school. If you are teaching in a secondary school you can use Discussion Sheets 1, 2, and 3 for this purpose.

Educator Resource Sheet 3 is for use in primary and secondary schools. It helps you to explore alternatives to violence with your learners. It is accompanied by a poster.

Resource Sheet 1: Discusses guns and violence, our experience of them, how we feel about them and how we wish our school and community could be.

Resource Sheet 2: Provides a simple explanation of the steps involved in creating a firearm free zone in your school, with questions for discussion.

Resource Sheet 3: Explores alternatives to violence. It describes a number of activities you can do to explore issues such as peaceful problem solving and conflict resolution.

The activities

Each resource sheet describes activities you can do with your learners and the resources you will need. In most cases you and the learners make the resources. The questions in each activity guide your discussion. Feel free to change the questions to suit your learners. There are suggestions for doing the activities with learners at different levels. Go through the activities in numerical order. There are suggestions for whether the activity should be done in a large group or a small group or whether it is an individual activity which learners should do on their own.

Outcomes-based education

In an outcomes-based approach you need to identify the knowledge, skills, values and attitudes you want the learners to show competency in when the learning experience is over. Outcomes are shared with the learners so that they know what is expected of them. Learners are then given opportunities to achieve these outcomes through class activities. One of the important principles of outcomes-based education is 'follow the learner'. One of the things that this means is that you begin with what the learners already know. From this point the learners can build up new knowledge, learn new skills, and develop healthy attitudes. This principle makes learning meaningful and interesting.

Each of the resource sheets has a set of outcomes outlined at the beginning of the sheet. Resource Sheet 2 gives you some ideas on how to assess whether your learners have attained these outcomes.

At the end of Resource Sheet 1 learners will:

- Know what a gun is and what happens when a gun is used.
- Know that guns are part of violence, and that there are other kinds of violence.
- Express their feelings about guns and violence.
- Understand that guns are dangerous.
- Have an idea of what it could be like without guns and violence.
- Believe that we need to try to get rid of guns in the school and community.

Activity 1

Activities 1 and 2

Link to Literacy:

- listen
- read pictures and/or words
- ask and answer questions
- write words and/or phrases and/or sentences

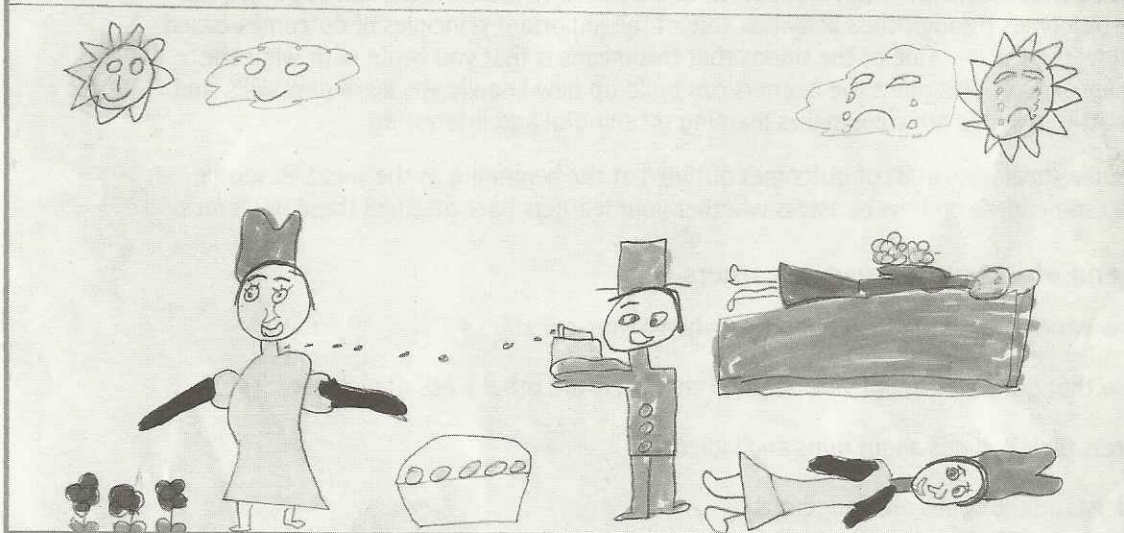
Link to Life Orientation:

- express feelings
- identify and discuss problems
- share with others
- wait for a turn
- notice details

Granny's story

- For this activity it would be best to work in small groups. If you have a small class you could work with the whole class.
- Call aside a small group of learners while the others are busy with another activity.
- Ask the learners to look at this picture. Use these questions to have a discussion with the learners about the picture.
 - ❖ What do you see in the picture?
 - ❖ What is the person in the trousers doing?
 - ❖ What happened to granny?
 - ❖ Is this a sad picture or a happy picture?
 - ❖ Have you ever seen something like this happening?
 - ❖ How did you feel?
- Tell the learners that this is a true story, written and illustrated by a small child. It shows a picture of a granny. Now you can tell the story in your own words.
- You can continue with Activity 2 now with the same group of learners, or you can decide to wait until all the learners have talked about the picture.

There was a granny at the garden and there was an men with the gun a the granny gropt the bag in the garden with the moneys at the bag and He shot the poor granny at the garden and the granny died they put her in the bot He died for ever



Activity 2

Guns and violence chart

- Trace the gun on this page onto a large sheet of paper to make a poster, or just stick a picture of a gun onto the wall.
- Use the questions around the gun to have a conversation with your learners about their knowledge, experience and feelings about guns and violence.
- Write down what the learners say onto small cards, and stick the cards around the gun. Group the cards according to the main questions 1 – 5. Some learners may be able to copy their own words if you write them on the board. Other learners will be able to write their own words straight onto cards themselves.
- You can change the questions to suit the learners. This activity can be done with learners in any grade.
- Some learners may not feel comfortable talking about their experiences. It is not a good idea to force them. They can write their own cards anonymously.

1. What do you know about guns?

- Do you know what this picture is?
- Do all guns look like this?
- What is another word for a gun?
- What happens if someone is shot with a gun?

2. What is your experience of guns?

- Have you ever seen a real gun?
- Have you ever touched a real gun?
- Have you seen guns at home?
- Have you seen guns in the community? Where? Have you seen guns at school? Whose guns have you seen?



3. How do guns make you feel?

4. What do you think about guns?

- Should people have guns? Why or why not?
- Should people be allowed to have guns at school? Why or why not?

5. What is violence?

- Are guns part of violence?
- What other kinds of violence have you seen?
- What do people do when they are violent?

Activity 3

Link to Literacy:

- ask and answer questions
- write words and/or phrases and/or sentences

Link to Life Orientation:

- talk in front of a group
- reflect on own behaviour

Link to Arts and Culture:

- express feelings and thoughts through drawing

Activity 3

Our vision and dream chart

- Begin by having a discussion around questions like:
 - ❖ What would life be like with no violence or guns?
 - ❖ What would it be like at home with no violence ?
 - ❖ At school?
 - ❖ In the community?
- After the discussion in Activity 3, ask each learner to draw a picture of how they wish their life would be without guns and violence.
- Let each learner talk about their picture. As they talk write their words onto a card, and then stick the cards and their pictures onto a large piece of paper. Group the cards into HOME, COMMUNITY, SCHOOL, CLASSROOM.
- For Grades 3 – 7 learners can write their own words onto the cards. Some Grade 3 learners may need help.

Share your vision chart with another class.