

Suggestions for the Facilitator after viewing

Take each individual section and discuss: Why it happened. Who it affected. How it could have been prevented.

Have the students look up the history of handguns through the ages.

Compare statistics of gun-related crimes in America with other countries.

What are the students' experiences with handguns?

Here is an opportunity to coordinate with other teachers to incorporate the discussion of the video into English literature and/or History classes.

Other Activities and General Questions to Discuss:

- In a one-week period have students read the local newspaper and cut out articles on gun-related accidents and crimes.
- Have students watch TV for a designated time and count how often they see a gun.
- Watch TV news for one or two nights and count how many gun-related incidents are reported.
- Go through movie ads and see how often guns appear to promote movies.
- Discuss how viewers feel about the media glamorizing or deglamorizing guns.
- Discuss how students feel about gun violence in the media. How does it affect their attitudes towards guns?
- Hold a debate on the pros and cons of gun laws in your area.
- Have a debate on pros and cons of owning a gun.
- Read the Bill of Rights and discuss why U.S. citizens were given the right to bear arms.

(Here is an opportunity to integrate the video into a discussion of U.S. History or Government classes.)

- Why do people want guns today?

The following activities and questions are suggested for the individual cases in the video.

CASE #1

Joe Thompson, the first case study in the video, took his parents' gun to retaliate against a neighborhood bully when he was 13 years old. Two people were shot, but not killed, in the confrontation. Now, two years later, Joe is still paying the consequences. After a humiliating arrest and conviction, he must live under a strict curfew and the constant supervision of a probation officer. Today Joe is full of regret and remorse, unable to enjoy the normal social life of his peers. "I could have died that day or killed someone else. Guns are not something to fool around with," he warns.

Suggested activities and questions:

- Ask kids what they would have done if they were Joe.
- Focus on Joe's anger.
- Let students talk about anger. How to resolve it. Act out how they would handle an emotionally charged situation if they were Joe. If Joe did not have a gun available, what would he have done? What could he have done?
- Has anyone ever been in Joe's shoes?
- How does it feel to be that angry and humiliated?
- What can a student do if he or she can't resolve the problem with an individual or with a group of people?
- Hold a mock trial using Joe's case to determine how the students would punish or not punish Joe.
- Have kids do a survey in school on how accessible guns are. How many gun incidents have students in your school been involved in?

CASE #2

When he was 10 years old, Brian Jones, the second case study, mistook his father's gun for a toy and accidentally shot and killed his older sister. Brian and his parents still suffer the intense pain and guilt from her senseless death. They will mourn for the rest of their lives. "A pistol that looked like a toy took my daughter's life," Bobby Jones says, weeping.

Suggested activities and questions:

- How many people can one bullet hurt?
- Make a diagram and discuss who this tragedy affected - at the time it happened and later.
- Discuss loss and what it feels like to lose someone from a gun.
- Discuss what the parents' responsibility is with regards to guns.
- What should kids do if they find a gun at home or at a friend's house? Don't touch it and tell their parents.
- Discuss the idea of irreversible consequences. Have students talk or write about decisions they made in the past and regretted. Were they able to change them?

(This could be used as an English writing assignment or used to connect with a literary work. This is an opportunity to coordinate with other teachers.)

CASE #3

Marvin Richardson, the third case study, was a promising athlete who had been awarded a college football scholarship when he was wounded in a random drive-by shooting. He is now confined to a wheelchair. Paralyzed from the waist down, his dreams of an athletic career are shattered. After many months of hospitalization and depression, he is now trying to pull his life together. But he'll live with the consequences of someone else's cruelty forever.

"Leave the guns alone," he admonishes. "If you need a gun to show off, that's cowardly. Being tough comes from the inside, not from a weapon."

Suggested activities and questions:

- How could his accident have been avoided?
Can you avoid violence?
Talk about: The kinds of friends you make and where you go with your friends.
How to deal with not following the crowd.
How to deal with changing friends.
- What would you do if you saw someone you knew with a gun?
- What is your responsibility as a friend? As a citizen?
- Write a short story about your own experiences with a gun.
- Referring to all three cases, discuss who was responsible. Use this to lead into a discussion of how each person is responsible for his or her actions.

RESOURCES

Center to Prevent Handgun Violence

S.T.A.R. curriculum
1225 Eye Street, NW, Suite 1100
Washington, DC 20005
(202) 289-7319

Children's Safety Network

55 Chapel Street
Newton, MA 02158
(617) 969-7100

Coalition to Stop Gun Violence

1424 L Street NW, Suite 2-1
Washington, DC 20005
(202) 408-0061
csgv@csgv.org

National Safe Kids Campaign

1301 Pennsylvania Ave, NW , Suite1000
Washington, DC 20004
(202) 662-0600
safekids.org

Not Even One

Interfaith Health Program
The Carter Center
1 Coppenhill
Atlanta, GA 30307
(404) 420-3855

National School Safety Center

141 Dusenberg Dr., Suite 7B
Westlake Village, CA 91362
(805) 373-9977
schoolsafety.us

Violence Policy Center

1300 N Street, NW
Washington, DC 20005
(202) 783-4071
vpc.org

W.A.R.N. (Weapons Are Removed Now)

Reseda High School
18230 Kittridge Street
Reseda, CA 91335
(818) 342-6186

There are many books and periodicals on the subject of gun violence prevention. One that we found to be very helpful is the **Minnesota Monthly: A Special Report: The Minnesota Action Plan to End Gun Violence**. Reprints of this magazine can be ordered by calling (612) 371-5880.

Find out if your local or state health department has a violence or injury prevention division and learn what resources they have available.

Find out if your local police department has an education division and officers who teach young people about gun safety.

Find out if your state or city has a coalition against gun violence to learn what initiatives are already in place in your community.

How to get copies of the film and other works from Media Projects.

Send to:
Media Projects, Inc.
5215 Homer Street
Dallas, Texas 75206
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FAX (214) 826-3919

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