

Connected Classrooms: A Conversation about Gun Violence



**How do we, as youth, respond to gun violence
in our communities?**

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LESSON PLAN OVERVIEW

Estimated Time: 1-2 days, depending on structure and length of class

Grade Level: High school students 9-12th grade

Materials: Discussion Space, Pen/Pencil, Paper, Internet access

Program Overview:

At the one-year commemoration of the Sandy Hook tragedy, GNG is hosting a global conversation on gun violence. We will speak with youth (after 14-18) from Pakistan, Somalia, and the U.S. as they share their respective experiences with gun violence, its impact on their lives and communities, and how their personal experiences shape their perspectives.

As policy makers, lobbyists, activists, and communities contribute to the gun violence conversation, our Hangout On Air will provide young people a platform to become visible stakeholders, allowing their voices to be heard amidst this global discussion.

Standards

GNG's work is directly linked to preparing students for college and career readiness through the [Common Core standards](#). While our work is centered on Common Core standards, we also meet [National Standards for Civics & Government](#) and [Technology](#).

Please refer to the GNG website (www.gng.org) for specific standards.

Lesson Overview

As a best practice, teachers should integrate the full lesson plan. This lesson plan is divided into three best practice steps. Educators should approach the lesson using all steps collectively as each step is built cumulatively upon the other.

1. **Step #1** students will **LEARN** as they **acquire background knowledge** about the effects of bullying and the ways people have successfully created anti-bullying environments.
2. **Step #2** students will **ACT** as they **participate** in a class project and **prepare** for the Connected Classrooms: Hangout on Air
3. **Step #3** students will **REFLECT** as they **connect** on how this topic personally impacts them and the world around them, including accessing **additional resources** to further learn about the topic.

PROGRAM ACTIVITIES

	Activity	Page	Estimated Time
LEARN	Gun Violence: A Global Issue?	5	60 minutes
ACT	Watch the Connected Classrooms: Hangout on Air	7-12	60 minutes
REFLECT	Reflect and Connect: Debrief & Take Action	14-15	15 minutes



LEARN

Gun Violence: A Global Problem?	
TIME 60 minutes or more, depending on use of in-class or take home assignments	MATERIALS Internet, notebook, access to library
OVERVIEW Students will first complete a KHW chart. Then, read brief summaries of the issue in each country. Students will share their findings and reflect upon the affects of gun violence in their own lives.	
INSTRUCTIONS <ol style="list-style-type: none"> Introduce students to the topic by having them complete the “KHW” Worksheet as individuals, then as a group. After, what they already Know about gun violence, How they got this information, and what they Wish to learn. Know: In Column 1: “What do I know/hear about gun violence,” provide 2-5 minutes for students to record their ideas. Sample prompting questions include: <ul style="list-style-type: none"> ➤ How have I been exposed to gun violence (movies, television, news, education, personal experience, etc.?) ➤ What do I know about gun violence in my community? What do you know about gun violence in Pakistan? Somalia? the US? ➤ Which country in the world do you think has the highest rate of gun ownership? ➤ How (if at all) have I been personally affected? ➤ Why is it important to talk about gun violence? How: Complete Column 2: “How do I know this? Where did this information come from?” Provide 2 minutes for students to record where their knowledge comes from. Possible sources include: <ul style="list-style-type: none"> • School • Internet • Parents • Newspapers • TV • Friends Wish: Before completing Column 3: “What do I wish to learn?”, review the brief country summaries (pages 6-8). Encourage students to add details to their answers during discussion. You may also want to ask students to consider some of the following questions: <ul style="list-style-type: none"> • Did you learn anything that surprised you? • What do I want to learn about the impact of gun violence in my community? In other communities? • What do I want to get out of participation in this program? How will this program relate to other parts of my life? • Are there any similarities in the way youth in different countries experience gun violence? <p>Student should now list information they wish to learn through participation to enhance the information they have listed or gain knowledge in new areas about this topic.</p> 	



“KHW” Worksheet

Complete this chart with what you **KNOW**, **HOW** you know this, and what you **WISH** to learn from your partner school peers this year.

**What do I KNOW about
gun violence ?**

What have I heard about gun
violence?

HOW do I know this?

Where did this information
come from?

**What do I WISH to
learn more about in this
area?**

**My local
community**

Pakistan

Somalia

United States



United States of America

Country Snapshot:

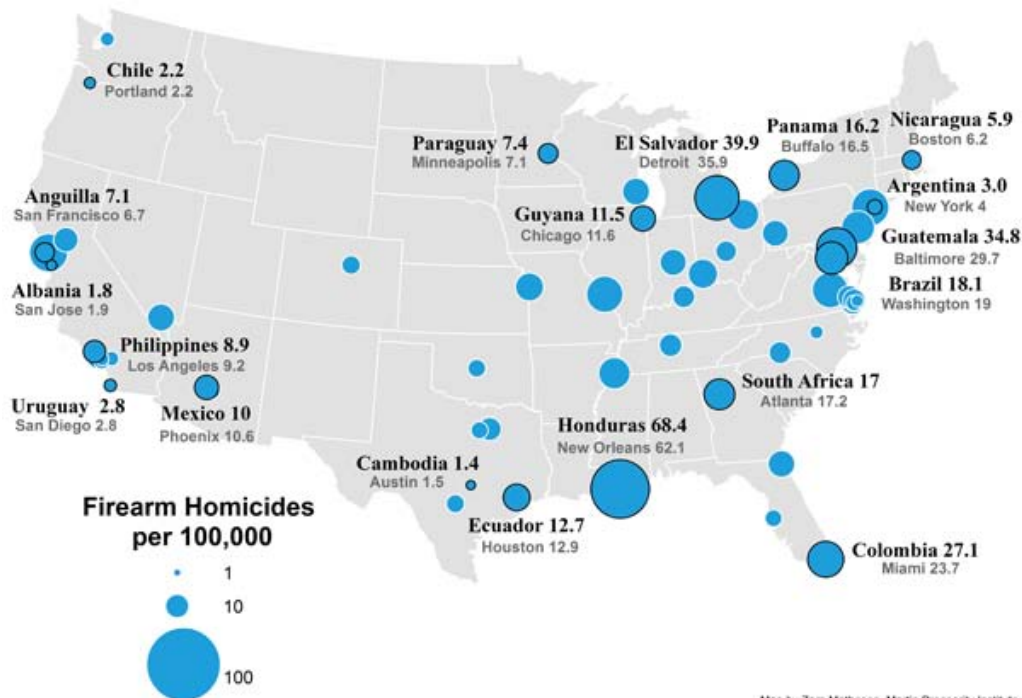


Capital: Washington, D.C.
Population: 313.9 million (2012)
Government: Federal Republic
President: Barack Obama



Gun Violence in the United States (US):

Some US cities rank among the most dangerous in the world when it comes to gun related homicides—even when they are compared to entire countries. This map parallels the rate of gun murders in US cities to entire nations. The bigger the dot, the higher the rate of gun murders.



Map by Zara Matheson, Martin Prosperity Institute
 Data Source: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6018a1.htm>
<http://www.guardian.co.uk/news/datablog/2012/jul/22/gun-homicides-ownership-world-list>

Facts About Gun Violence in U.S.:¹

- Since 1979 gun violence has killed 110,645 children and teens in America.
- It has the highest rate of gun ownership in the world - an average of 88 per 100 people.
- One in 20 high school students admitted to carrying a gun.
- One in 18 high school students reported staying home from school because they felt unsafe at school or going to or from school. [Read the database of int'l school shootings here.](#)
- There are over 280 million privately owned firearms in the United States
- In 2011, 5% of high school students carried a gun on school property.

¹ Marian Wright Edelman, "The Global Crisis: Gun Violence and Children," *New American Media*, September 16, 2010, <http://newamericamedia.org/2010/09/the-global-crisis-gun-violence-and-children.php>



Somalia

Country Snapshot:



Capital: Mogadishu
Population: 10 million (2013)
Government: No legally recognized government since collapse in 1991.
President: Hassan Sheikh Mahmoud



Gun Violence in Somalia: While the looming threat of the Somali famine has calmed since August 2011, many challenges continue to plague the nation. As severe drought impacts the agriculture industry- in which 71% of the Somali population traditionally find their livelihood in- piracy serves as a lucrative economic alternative. Stability in the region remains unknown as Somalis look to the leadership of recently elected President, Hassan Sheikh Mahmoud- who was elected in what has been called the first “fair election” in Mogadishu in 42 years. As Somalis wait for change and a promise of a better tomorrow, education enrollment rates remain one of the lowest in the world at 22%. Gun violence is less of a concern than piracy, drought, famine and political instability.

Facts about gun violence in Somalia:²



- 9.1 out of every 100 Somalis own a weapon
- Out of 178 countries, Somalia ranks at #58 in total civilian firearm possession and #66 in rate of firearm possession
- It is illegal to manufacture firearms in Somalia without a license
- National gun control legislation was introduced in 1963
- Civilians may possess or acquire handguns and ammunition with proper licensing
- The United Nations estimates the Somali military is using hundreds of child soldiers, some as young as age nine³

² Source: Small Arms Survey, International Firearm Injury Prevention and Policy

³ ³ Marian Wright Edelman, “The Global Crisis: Gun Violence and Children,” *New American Media*, September 16, 2010, <http://newamericamedia.org/2010/09/the-global-crisis-gun-violence-and-children.php>



Pakistan

	Country Snapshot Capital: Islamabad Population: 193.23 million (2013) Government: Federal Republic Prime Minister: Nawaz Sharif	
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Gun violence in Pakistan:

Pakistan is not only a key player in the complex and volatile South Asia region; its nuclear arsenal makes the country an important player in the global security architecture. Stability in Pakistan has been deteriorating since the late 1990's, and with it the relationship between that country and the US. Points of particular contention include the role of the Pakistani government in the war on terror, and US military operations on the Afghan-Pakistani border, although Pakistan remains an annual recipient of billions of dollars in aid from the US.¹ In addition to foreign policy and geopolitical conflicts, such as the dispute with India over Kashmir and insurgency in the northwest province of Khyber Pakhtunkhwa, gun violence and street crime are prevalent issues in the country's largest city, Karachi, and in various other parts of the country.

Challenges Pakistan Youth Face- <http://theglobaljournal.net/article/view/1133/>

Gun Violence Makes Pakistani-Americans Wary of Future- <http://youtu.be/U232G1tghi0>

Facts about gun violence in Pakistan:

- The estimated total number of guns (both licit and illicit) held by civilians in Pakistan is 18,000,000
- In a comparison of the *number* of privately owned guns in 178 countries, Pakistan ranked at No. 6, one of the highest in the world.
- In Pakistan the prevalence of illicit craft, or 'home-made' firearm manufacture is reported to be high
- In 2010, only 29% of girls and 39% of boys were enrolled in secondary school,⁴
- Fatalities from terrorism in Pakistan statistics:
<http://www.satp.org/satporgtp/countries/pakistan/database/casualties.htm>

⁴ AFP. (2011, February 13). "Gallup survey: US public perception of Pakistan sinks further." *The Express Tribune*, Retrieved from: <http://tribune.com.pk/story/118126/gallup-survey-us-public-perception-of-pakistan-sinks-further/>.

⁴ World Bank. (2012). *World Development Indicators and Global Development Finance [database]*. Retrieved from <http://databank.worldbank.org>.

ACT

Participate in Connected Classrooms: A conversation on Gun Violence

TIME

60 minutes

MATERIALS

Internet access, projector

OVERVIEW

RSVP to the event at [Connected Classrooms: A Conversation on Gun Violence via Hangout on Air](#). The following is a general program outline to help your classroom follow along the sixty-minute broadcast.

PREPARING FOR THE PROGRAM-

If this is your first time viewing a Google Hangout On Air program, please review this [FAQ for Connected Classrooms educators](#). As far as technology, be sure you have the following:

- ☐ Google+ account
- ☐ Reliable high speed internet connection
- ☐ Projection system to display the Hangout On Air for students
- ☐ Webcam & Microphone

PROGRAM OUTLINE

1. **Segment 1: Introduction (5-7 minutes)**

GNG will introduce the topic and the participants. Feel free to introduce your school in the Q&A box with the following information:

Name of School, State/Province, Country

2. **Segment 2: Local Impact of Gun Violence (20 minutes)**

Youth in Pakistan, Somalia, and the U.S., will share about their experiences with gun violence and its impacts upon themselves and their local communities. HoA viewers are encouraged to share about their own experiences and ask questions to our featured participants in the Q&A box during this segment.

3. **Segment 3: Youth Respond to Gun Violence (20 minutes)**

Youth participants will come together to brainstorm solutions to address the impact of violence occurring in their respective communities. HoA viewers are encouraged to share about their own experiences and ask questions to the featured participants in the Q&A box during this segment.

4. **Segment 4: Conclusion (5 minutes)**

A brief conclusion to the program.

REFLECT

Reflect & Connect	
TIME 15 minutes (<i>Either immediately following or shortly after the event</i>)	MATERIALS Pen, paper, internet access to online platform
OVERVIEW Engage your students in a short reflective conversation on their experiences to date.	
INSTRUCTIONS REFLECT on your Conversation now that you have heard from peers in Pakistan, Somalia, and the U.S. Refer back to the KHW chart: <ul style="list-style-type: none"> • Did my questions in the WISH column get addressed? • What did I learn that surprised me? • What did I learn about the impact of gun violence in my community? In other communities? • How did the impact of gun violence relate to other parts of my life (after school, sports, etc)? • What are the similarities and differences in the way youth in different countries experience gun violence? • How is this topic relevant to my life? What will I do to respond to the information I just learned from my peers? 	

TAKE ACTION – HOW OTHERS ARE RESPONDING

OBJECTIVE: “Take Action” empowers students to continue their learning experience by becoming active global citizens. Below is a list of resources to further engage students in civil action by presenting information about current global issues and more importantly, to provide next steps turning interest into action. Students may choose to join in on existing causes or start their own.

Organizations and Additional

Resources:



CARE has been working in Somalia since 1981, to include a focus on Youth Empowerment.

<http://www.care.org>



Do Something: To Gun or Not to Gun

<http://www.dosomething.org>

<http://www.dosomething.org/news/to-gun-or-not-to-gun>



The global movement against gun violence, linking civil society organisations working to stop the proliferation and misuse of small arms and light weapons. [Check out their database on school shootings in countries around the world since 1996](#)

