

Don't Become A Statistic: Gun Safety

PURPOSE

To acquire gun safety skills and basic knowledge of gun laws and statistics.

GRADE LEVELS

Elementary
Early Middle School

CONTENT AREAS

English/Language Arts
Social Studies
Math

TIME

30-40 minutes

STUDENT OBJECTIVES

- Students will identify government on local, state, and national levels.
- Students will demonstrate knowledge of sentence structure and syntax.
- Students will identify concepts of responsible citizenship in relation to gun safety and laws.
- Students will solve multiplication problems with whole numbers.

STANDARDS AND BENCHMARKS

Mathematics State Goal 6B
English Language Arts State Goal 3A
Social Sciences State Goals 14B, 14C, 17A

LEARNING STYLES

Visual/Spatial
Logical/Mathematical

MATERIALS

Three Levels of Government
Stats Sentence Strips, cut and placed into envelopes (one to each group of students)
Don't Become a Statistic Math Worksheet
What You Can Do Guide
Types of Guns Picture Cards (optional)

VOCABULARY

Country, State, City
Statistic
Citizenship

ASSESSMENT

Exit Slip: Responsible Citizenship and Gun Safety

ACTIVITIES

Anticipatory Set

- Put up the overhead (or distribute copies) of the **Three Levels of Government** handout. Ask students to identify which is the country, state, and city and to name each. **Note: For teachers not in Chicago, you may wish to substitute with a statistic from your area.**

Lesson:

- Define **statistic: a fact that is represented using numbers (example 3 out of 4 boys like ice cream; 25% of school children walk to school)**
- Define **citizenship: the rights of duties of a citizen (member of a country or community)**
- Put students into groups of 2 or 3 and distribute an envelope containing the **Stats Sentence Strips** in each. Instruct the students not to open their envelopes until you are finished giving directions:
 - Tell students that they will be considering some statistics about gun violence in their country, state, and city but first they must assemble them into correct sentences.
 - There will be a total of three sentences (one each about country, state, and city) and each sentence will contain three parts they have to put together in the correct order.
 - You might first verbally review with students what signs they should look for to tell them what part of a sentence it is (capitalization at beginning, punctuation at end, etc.)
 - The first group who finishes should raise their hands to be checked by the teacher and once a group gets the correct sentence order, all other groups must stop working and check their answers while the winning group announces their sentences.
 - Write these facts, or **statistics**, on the board as they read them aloud.
 - If desired, reward the winning group and ask all students to put their strips back in the envelope and return them to you.
 - The **Correct sentences** are:
 - In the United States, 9 children are killed by guns each day.
 - In the state of Illinois, 3 people are killed by guns each day.
 - In the city of Chicago, over 150 school students were shot this school year.
- Refocus students' attention to the facts you have written on the board. Debrief using the following questions and comments:
 - What are the differences between the three facts? (different levels of government; children vs. people vs. school students; each day vs. this school year; killed vs. shot)
 - Does the Chicago statistic mean that all 150 school students died? What else might have happened to them as a result of being shot? How might their lives be different now?
 - Does the statistic about the children mean that someone else murdered them? How else might those children have been killed by a gun?
 - You might use this opportunity to explain that gun violence does not only include people killing others, but that suicides and accidents are common as well.
- Distribute the **Don't Become a Statistic Math Worksheet** and tell students that they will be using the statistics to complete the activity.

Debrief/Assessment:

- Debrief by asking students if the numbers impacted them in a different way when they considered them by the week or year. Students should indicate that they understand the seriousness of the harm gun violence causes and the importance for working to stop it.
- Distribute the **What You Can Do Guide** and read through it together as a class. Review the **Three Levels of Government** and tell students that all three have a role in creating laws to prevent gun violence.
- Review the definition of **citizenship** and what it means to be a good citizen. As an exit slip, ask students to write 1-2 complete sentences (again review capitalization, punctuation, etc.) about how they plan to be a responsible citizen who helps address the issue of gun violence and avoids becoming a statistic. Possible answers include: I will never touch a gun; I will ask my parents to put their guns in a safe, locked location; I will write a letter to my representative about making more anti-gun laws.

Suggestions for Extension Activities:

1. Explore the Second Amendment and the ways the various levels of government work with and against each other to create and enforce gun laws.
2. Using the **Types of Guns Picture Cards**, explain the different types of firearms and stress that handguns are the most dangerous because of how easy they are to obtain and use, even for young children.

3. For homework or a class assignment, teach letter writing format and ask students to write a letter to their representatives or newspaper about the issue (see [ICHV's website](#) for information on letter writing).