

Walking Survey: An Introduction to the Issue of Gun Violence

NOTE: This lesson plan can be used as a quick introduction to the issue and contest in any content area.

PURPOSE

To acquire basic knowledge of gun laws and statistics and engage in critical thinking and self-reflection.

GRADE LEVELS

Middle School

High School

CONTENT AREAS

English/Language Arts

Social Studies

Math/Science

TIME

25-30 minutes

STUDENT OBJECTIVES

- Students will compare their own experiences to those of others.
- Students will engage in self-reflective writing.
- Students will use critical thinking skills to understand a problem.
- Students will interpret the significance of statistics.

PSAE SKILLS

Science: Interpretation of Data

Math: Probability, Statistics, and Data Analysis

Reading/Writing/English: Organizing Ideas, Topic Development

LEARNING STYLES

Intrapersonal

Bodily/Kinesthetic

Logical/Mathematical

MATERIALS

Walking Survey PowerPoint Presentation

Self-Reflection Guide

KWL Chart (2 versions—regular and advanced)

VOCABULARY

Statistic

ASSESSMENT

Self-Reflection

ACTIVITIES

Anticipatory Set

- Distribute a copy of the **KWL chart** (see **Resource** section for more information) and ask students to complete the K and W columns independently.
- On the board, compile student responses for the K and W columns and help students generate a few more questions to put in the W column.
- Tell students that for today's lesson, they will be completing something called a Walking Survey as an introduction to the issue of gun violence and that hopefully, they will be able to find answers to some of their questions from their KWL charts.

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)**
- Ask students to quietly get out of their seats and move the desks to the outside of the room to clear a large area in the middle. Students should then line up along the wall on one side of the classroom, standing and facing front.
 - Put up the **Walking Survey Presentation** and read through the instructions.
 - Using the slides, pose each question and have students move forward in the room if each statement applies to them.
 - After each statement, pause to have students look around the room and how many of their peers moved and then read the related statistic on the slide. Students should silently consider the information and save any comments for the debriefing session at the end of the walking survey.
 - When the survey and presentation are finished, ask students to return the desks to their original positions and sit down with their KWL in front of them.
 - Pose the debriefing questions to the class and discuss each briefly.
- Have students work in pairs to complete the L column of the **KWL chart**. You may also choose to use the **KWL Advanced Chart** if you would like students to complete further research on the topic.

Debrief/Assessment:

- Distribute the **Self-Reflection Guide** and ask students to write a reflection about what they learned during the activity. Use the attached simple rubric for scoring purposes.
- Use this activity to introduce another lesson plan from the website or to jumpstart one of the extension activities suggested below.

RESOURCES:

What is K-W-L?

Know - Want to Know - Learned

K-W-L is an introductory strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned. It is typically used as a before and after reading strategy but works in any case where students will be obtaining new information about a not-so-new topic.

What is its purpose?

The K-W-L strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use.

How can I do it?

- On the chalkboard, on an overhead, on a handout, or on students' individual clean sheets, three columns should be drawn.
- Label Column 1 K, Column 2 W, Column 3 L.
- Before reading, students fill in the Know column with everything they already know about the topic. This helps generate their background knowledge.
- Then have students predict what they might learn about the topic or what they would like to learn. This helps set their purpose for reading (or listening) and focuses their attention on key ideas.

- After learning, students should fill in their new knowledge gained, including any answers to their questions. They can also clear up misperceptions about the topic they might have had. This is the stage of metacognition: did they get it or not?

K	W	L

How can I adapt it?

Hill, et. al. (1998) have modified the K-W-L chart to include a fourth column at the end, W for "Further Wanderings." In their K-W-L-W chart, this column is for students to pose new questions they have as a result of their research. They also suggest that the first column be filled in individually first and then knowledge and questions from the entire class are pooled second. Throughout the unit, students add to the columns as they encounter new information. Different colored markers or pencils can be used to visually represent new learning. Margaret Mooney suggests adding a fifth column, H, (K-W-H-L-W) for "How" the students intend to gather the information once they've determined what they need to learn. The K-W-L chart (and its modifications) helps students organize their thoughts about a topic.

Possible additions to chart and/or topics for discussion:

- What we think we know, but aren't sure about
- What's our evidence for what we know
- How we might find out what we want to know (what would be evidence?)
- What could we find out by interacting with or observing the materials/phenomena, rather than by reading or asking experts?
- What questions do we still have?

Suggestions for Extension Activities:

1. Have students identify topics they would like to research further and prepare presentations or reports to the class on their findings.
2. Ask students in a Math or Science classroom to create graphs and charts to display the information presented in the PowerPoint or use the questions to design and conduct surveys for their school and then collect, analyze, and present the data.
3. Tell students about the **Student Voices Contest** and encourage them to participate.