

The Right to Bear Arms



<http://www.nato.int>

How do we, as youth, participate in the global debate on gun control?

Youth worldwide are impacted by armed conflict. They are at risk of the many dangers caused by small arms and conventional weapons, whether becoming child soldiers or walking within their classroom walls. In the wake of the Sandy Hook tragedy, the international community looked to strengthen the regulation of arms worldwide. How do we, as youth, participate in the global debate on gun control?



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LESSON PLAN OVERVIEW

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

Grade Level: High school students, 9th-12th grades)

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

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 global debate on arms control.
2. **Step #2** students will **ACT** as they *participate* in a class project and *prepare* for the Interactive Videoconference (IVC).
3. **Step #3** students will **REFLECT** and connect on how this topic personally impacts them and the world around them, including accessing *additional resources* to further learn about the topic.

Learning Objectives & Outcomes

Program Goal: *Students will understand the effects of small arms and conventional weapons and become familiar with the different arguments surrounding international arms control.*

LEARNING OBJECTIVES

- Explore the historical and current effects of small arms and conventional weapons across the world.
- Investigate and critically analyze case studies and discuss related arguments.
- Engage in critical thinking and discussion surrounding the effects of an arms trade treaty.
- Analyze and discuss the nature of arms control at the global level.
- Engage in group dialogue, share opinions, and find similarities and differences between peers.

LEARNING OUTCOMES

- Gain familiarity with the debate on the UN arms trade treaty.
- Understand and be able to critique the arguments both for and against arms control.
- Learn to form an argument based on evidence in real-life situations.
- Understand multiple perspectives and contribute productively in group discussion.
- Learn how to work as a team member, solving conflicts and debating complex issues.



Pulse: The Right to Bear Arms

“How do we, as youth, participate in the global debate on gun control?”

According to Oxfam International, someone is killed by armed conflict every minute.¹ Lawmakers have tried to combat these effects of gun violence both at a domestic and international level. In the US, lawmakers have tried to limit who can own guns and what types of guns they can own. On the international level, the UN has recently worked to create an arms trade treaty that would limit the sale and trade of arms around the world.



www.huffingtonpost.co.uk

The topic of gun control contains many different perspectives and opinions. The following guiding questions can further support student learning and reflection:

- What perspectives exist on gun control in my community?
- How does the international community view gun control?
- Are gun restrictions present internationally?
- How would the Arms Trade Treaty be accepted in my community?

Program Activities			
	Activity	Page	Estimated Time
LEARN	Gun Control: A Global Concern? Group research and learning	5-6	60 minutes
	IVC #1	7	30 minutes preparation 60 minute IVC + 30 min. dial-in
ACT	Gun Control Debate	8-10	60 minutes
	IVC #2	11	30 minutes preparation 60 minute IVC + 30 min. dial-in
REFLECT	Reflect and Connect: Debrief & Take Action	12-14	15 minutes

¹ Oxfam International, Why we need a global Arms Trade Treaty, <http://www.oxfam.org/en/campaigns/conflict/controlarms/why-we-need-global-arms-trade-treaty>Lawmakers

LEARN

Gun Control: A Global Concern?	
TIME Approximately 1 class period	MATERIALS Internet, notebook, board or larger paper for presentations if needed
OVERVIEW Students will work in groups to learn about gun control internationally. Students will then share their findings and reflect upon the affects of arms in their communities.	
INSTRUCTIONS	
<p>1. Gun control in my community (15 minutes)</p> <p>Students will dive deep and research what kinds of gun restrictions are present in their own community. Answer the following questions using the following resource as a guide: http://www.gunlawsbystate.com/#!/home/terms-of-access-and-use/</p> <ul style="list-style-type: none"> • What are my state’s laws surrounding the possession of carrying a gun? • Where can you carry a gun? Where can you not carry a gun? • What are the criminal implications if you do not abide by such state laws? • At what age can you purchase a gun? • What background checks, if any, do you need to purchase a gun? 	
READ/WATCH	
<p>2. Gun control on an international level (10 minutes)</p> <p>Now that students have learned more about gun control in their community, we will take a look at gun control on a larger scale. Students will read the following article that describes important points and views on the UN Arms Trade Treaty.</p> <ul style="list-style-type: none"> • Q&A: Global Arms Trade Treaty – BBC http://www.bbc.co.uk/news/world-us-canada-22000943 	
<p>3. The many perspectives on the UN Arms Trade Treaty (15 minutes)</p> <p>Split the class evenly into 4 groups. Each group will be given one resource and the accompanying guiding questions. Each group will read or view their resource and then present their findings to the class.</p>	
<p>➤ For the Arms Trade Treaty</p> <p><i>Support a Strong International Arms Trade Treaty – Oxfam (2:27)</i> http://www.oxfam.org/en/campaigns/conflict/controlarms/why-we-need-global-arms-trade-treaty</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What are the effects of the global arms trade? • Why might the UN Arms Trade Treaty be effective in combating 	

these effects?

➤ **Against the Arms Trade Treaty**

Rep. Kelly Warns Against U.N. Arms Trade Treaty – YouTube (3:51)

<https://www.youtube.com/watch?v=Nt4s8jHteZ0>

Discuss:

- What are the effects of the global arms trade?
- Why might the UN Arms Trade Treaty not be effective in combating these effects?

➤ **Unintended Consequences of Arms Laws**

Somalia, where a UN arms embargo failed – al-Jazeera (2:28)

<http://blogs.aljazeera.com/blog/africa/somalia-where-un-arms-embargo-failed>

Discuss:

- What are some of the unintended consequences to creating arms laws?
- Could there be similar effects if the UN Arms Trade Treaty becomes law? In what ways?

➤ **Non-law Way to Handle the Effects of the Arms Trade**

From child soldier to child savior – CNN (2:44)

<http://situationroom.blogs.cnn.com/2012/07/13/from-child-soldier-to-child-savior/>

Discuss:

- Child soldiers are a direct consequence of the current arms trade. How effective do you think Sano Ray's work would be in replace of international laws?
- Besides creating new laws, what other ways can be effective in relieving the effects of weapons and violence?

4. Class Discussion (20 minutes)

Regroup as a class and discuss. Each group will present the various perspectives that exist around international gun control laws. Then discuss as a class. Each student can then make their own decisions and opinions on the UN Arms Trade Treaty.

Guiding Questions:

- What are the consequences of the UN Arms Trade Treaty?
- What are the consequences to not having a UN Arms Trade Treaty?
- What are alternatives to the UN Arms Trade Treaty?
- What role does the US play in the UN Arms Trade Treaty?



IVC #1 Preparation and Outline	
TIME IVC Outline Preparation: 30 minutes (before IVC) IVC #1: 60 min. + 30 min. dial-in = 90 minutes TOTAL	MATERIALS Paper, pen/pencil, notebook, IVC agenda
OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Students will review and complete this outline prior to IVC #1.	

INTERACTIVE VIDEOCONFERENCE #1: GUEST SPEAKER DISCUSSION	
Day	
Date	
Tech Dial-in Time	____:____ (Hour: Minute AM / PM)
Conference Start Time	____:____ (Hour: Minute AM / PM)

Interactive Videoconference Outline:

I. Introduction and Greetings (10 minutes)

GNG facilitator welcomes all participating students and guest speaker to the first IVC. One representative from each school shares:

- | |
|---|
| <ul style="list-style-type: none"> ➤ Number of students participating in today’s IVC: ➤ School location: ➤ Something interesting you learned while researching about gun laws in your community: |
|---|

II. LEARN: Guest Speaker (45 minutes)

GNG facilitator will introduce the guest speaker and provide a brief overview of his/her experience.

Drawing from the information students have learned about gun control and the role that youth can have in the global debate, students will record three thoughtful and reflective questions for our guest speaker. GNG facilitator will guide a discussion between the guest speaker and the students.

Guiding Questions:

- What motivated you to get involved in arms control issues?
- What does your organization do to promote ATT or deter those from signing it?
- How can both the US and the world find ways to lower gun violence and armed conflict?
- What can students do to contribute to the debate on the right to bear arms and arms control?



III. Conclusion (5 minutes)

GNG facilitator thanks all students and teachers for participating and reminds participants to prepare for the debate on gun control. Post your positions on the Pulse+ platform!

ACT

The Global Debate on Gun Control	
<p>TIME 60 minutes in-class planning <i>30 minutes additional preparation (outside of class if needed)</i></p>	<p>MATERIALS Debate Vocabulary, p. 9 Debate Format, p. 9 Position Outline, p. 10</p>
<p>OVERVIEW Students will take part in a debate about the UN Arms Trade Treaty. Students will follow the model below and practice as a class to prepare for a debate in the second videoconference. Students may refer to the topics and perspectives listed or take their own stance on the issue.</p>	
<p>INSTRUCTIONS:</p> <ol style="list-style-type: none"> Have a general discussion about the topics discussed. Guiding questions for class discussion: <ol style="list-style-type: none"> What are the themes in the debate? What perspectives did the articles and videos present? Students will then spend 5-10 minutes to prepare their “position” on the topic. Possible debate topics and perspectives: <ul style="list-style-type: none"> The current form of the arms trade treaty infringes on both the individual and national rights to bear arms. The UN arms trade treaty would help lower the number of deaths or conflicts in the world. The UN arms trade treaty will not be effective and/or should not be implemented. Trade embargoes do not lower the violence in conflict zones. Given its current form, the US should not support the UN arms trade treaty. Each student should prepare three arguments supportive of their position. Each argument should have three statements, each of which in turn is supported by three quotes from the readings, videos, or other resources used in the curriculum. 	

OPTIONAL

Students can watch the video **CrossTalk**, which shows three participants debating the UN Arms Trade Treaty.

[CrossTalk: Global Gun Control? – RussiaToday](https://www.youtube.com/watch?v=uKg6S117nFk)
<https://www.youtube.com/watch?v=uKg6S117nFk>

Vocabulary of a debate

Heckling: An interjection said when a speaker on the other team is speaking that is aimed to provide information to the “viewers” or refute the opponent’s point.

Opening statement: An opening statement sums up the main points of your argument. It engages your audience from the start so be sure to deliver your opening statement with confidence and energy.

Rebuttal argument: Rebuttal arguments depend on careful, critical thinking and can pose significant challenges to ideas that have come before. Counter arguments need to be considered and carefully incorporated into any successful rebuttal argument. When looking for ways to challenge a particular argument, you will need to examine the claim, evidence, and assumptions that are being made.
http://wps.ablongman.com/long_faigley_grca_3/43/11074/2835168.cw/index.html

DEBATE FORMAT		
INDIVIDUAL	PRESENTATION	TIME
OPENING STATEMENTS AND CLARIFICATION		
Individual 1	Opening statement arguing your point and explaining why	2-3 minutes
Opportunity to heckle/question	Asks any clarifying questions; challenge their statement/position	1 minute
Individual 1	Opportunity to defend position and clarify the question	2-3 minutes
NEXT POSITION		
Individual 2	Opening statement arguing your point and explaining why	2-3 minutes
Opportunity to heckle	Asks any clarifying questions; challenge their statement/position	1 minute
Individual 2	Opportunity to defend position and clarify the question	2-3 minutes
NEXT POSITION		
Individual 3	Opening statement arguing your point and explaining why	2-3 minutes
Opportunity to heckle	Asks any clarifying questions; challenge their statement/position	1 minute
Individual 3	Opportunity to defend position and clarify the question	2-3 minutes

**Students may heckle more than once during this activity, but to encourage that all students participate in the activity we ask that students allow four students to heckle between turns.



POSITION OUTLINE

PRE-DEBATE

Based upon my prior understanding of the UN arms trade treaty, my position is:

The main reasons that lead me to this position are:

- 1.
- 2.
- 3.

POST-DEBATE

Based upon my reflections on the debate, as well as my prior knowledge, I now/still conclude that:





IVC #2 Preparation and Outline	
TIME IVC Outline Preparation: 30 minutes (before IVC) IVC #1: 60 min. + 30 min. dial-in = 90 minutes TOTAL	MATERIALS Paper, pen/pencil, notebook, IVC agenda, debate format
OVERVIEW The outline below will be used as a guide for discussion during the first IVC. Students will review and complete this outline prior to IVC #2.	

INTERACTIVE VIDEOCONFERENCE #2: PEER-TO-PEER DISCUSSION & DEBATE ACTIVITY	
Day	
Date	
Tech Dial-in Time	_____ : _____ (Hour: Minute AM / PM)
Conference Start Time	_____ : _____ (Hour: Minute AM / PM)

I. Introduction and Greetings (5 minutes)

GNG facilitator welcomes all participating students to the second IVC. One representative from each school shares:

➤ Number of students participating in today’s IVC:
➤ An interesting fact you learned from the last IVC:

II. ACT: The Global Debate on Gun Control (20 minutes)

Students will share their position sheets with their peers and begin the debate. Be sure students allow one person to complete their position before they heckle. Through this debate, students will discuss some similarities and differences about actions that should be taken regarding the right to bear arms.

III. Peer Discussion (25 minutes)

GNG facilitator will guide a discussion among the student participants. Questions may include:

- Will arms control help lower the levels of gun violence? Why or why not?
- What are the effects of armed violence? Of arms control?
- Should the world get involved in the arms trade? If so, in what ways?
- What role should the U.S. play in the UN arms trade treaty?
- Will the UN arms trade treaty be effective?

IV. Conclusion (5 minutes)

GNG facilitator thanks all students and teachers for participating and reminds participants to reconnect on the Pulse+ Online Platform.



REFLECT

Reflect & Connect	
TIME 15 minutes <i>(Either immediately following or shortly after IVC)</i>	MATERIALS Pen, paper, internet access to online platform
OVERVIEW Engage your students in a short reflective conversation on their experiences to date. Complete the online educator feedback survey with your students' reflections in mind.	
INSTRUCTIONS 1. REFLECT on your Conversation: <ul style="list-style-type: none"> • What were some of the similarities and differences between the anti-bullying campaigns? • How did feedback from your peers influence your plans for finalizing your project? • Complete the Student Reflection Survey: http://www.surveymonkey.com/s/R8QVZCD • Complete the Educator Reflection Survey: http://www.surveymonkey.com/s/RVLQG6R 2. CONNECT on Google Plus: <ul style="list-style-type: none"> • Visit the Pulse+ Community to continue the conversation: https://plus.google.com/communities/107560589114643213566/stream/bba3bdd6-cd2f-4528-bb62-0843e7678e71 <ul style="list-style-type: none"> ○ What did you learn about gun control in other communities? ○ What is your answer to the driving question: How do we, as youth, participate in the global debate on gun control? 	

TAKE ACTION – BECOME A GLOBAL CITIZEN!

OBJECTIVE: “Take Action” empowers students to move beyond the lesson plan and Interactive Videoconferences (IVCs) and continue their learning experience to become active global citizens. Students may choose to engage in a “Take Action” activity, project, or choose to design one of their own.

Become a Global Citizen!

Below is a list of resources that can help you engage in civil action by presenting information about current global issues, the means to connect with other people concerned with similar issues, and most importantly, to help you take the next step turning interest into action. Students may choose to join in on existing causes or start their own.

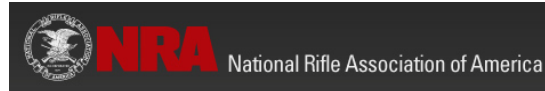
Organizations and Additional Resources:



United Nations Office for Disarmament Affairs (UNODA)

http://www.un.org/disarmament/HomePage/about_us/aboutus.shtml

UNODA is the UN's main office that deals with disarmament issues. UNODA works to promote both nuclear disarmament and conventional weapons and small arms disarmament.



National Rifle Association (NRA)

<http://home.nra.org/home>

Founded in 1871, the NRA works to promote firearm ownership and firearm safety. The NRA considers itself the foremost defender of Second Amendment rights.



The Brady Campaign to Prevent Gun Violence

<http://www.bradycampaign.org/?q=take-action>

The Brady Campaign to Prevent Gun Violence works to pass, enforce, and protect sensible laws and public policy that address gun violence at the federal and state level.



Control Arms

<http://controlarms.org/en/>

Control Arms worked for nearly a decade to create an international arms trade treaty. Since the UN Arms Trade Treaty creation, Control Arms works to support the treaty and give the latest updates on the progress of the treaty.

Take Action!

Students are encouraged to learn more and/or create awareness by:

- Write your senator or congressman about your views on arms control and/or the international arms trade treaty.
- Join an organization that supports your view on the issue.
- Create a short video that documents you and other students giving their opinions on gun control.
- Raise awareness about your chosen issue within your community by organizing an event, putting on a performance or contributing to the local paper.
- Use social media tools to help spread awareness about arms control and its effects.

Please use the links below that are not working within the PDF.

Page 5, Section 2

Gun control on an international level

Q&A: Global Arms Trade Treaty - BBC

<http://www.bbc.co.uk/news/world-us-canada-22000943>

Page 5, Section 3

The many perspectives on the UN Arms Trade Treaty:

For the Arms Trade Treaty

Support a Strong International Arms Trade Treaty - Oxfam

<http://www.oxfam.org/en/campaigns/conflict/controlarms/why-we-need-global-arms-trade-treaty>

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Unintended Consequences of Arms Laws

Somalia, where a UN arms embargo failed- Al Jazeera

<http://blogs.aljazeera.com/blog/africa/somalia-where-un-arms-embargo-failed>

Page 6, Section 3

Non-law way to handle the effects of the Arms Trade

From Child Soldier to Child Savior - CNN

<http://situationroom.blogs.cnn.com/2012/07/13/from-child-soldier-to-child-savior/?iref=allsearch>