



FIREARM SAFETY 1

“Respect Not Risk”

Third Grade

- **The MORE HEALTH website is equipped with a classroom TEACHER section.** Here you will find pre- and post-visit activities, vocabulary words, and in many cases pre- and post-visit videos.
- **Visit [morehealthinc.org](https://www.morehealthinc.org) – <https://www.morehealthinc.org/teachers/>**
- **Password: resources**

Pre-Visit Activities

- Review the enclosed vocabulary. Students do not need to have a working knowledge of the terms, rather a beginning familiarity.
- Read the book *Guns-What You Should Know* by Rachel Ellenberg Schulson.
- Have students make a bulletin board chart with **Respect** on one side and **Risk** on the other. Place the definitions under the words. Have students place pictures/words that represent Respect and Risk. (e.g.: Respect - picture or words of teacher, stop light, gun, parents, etc.; Risk – picture/words of no seat belt, child on a bike with no helmet, racing car, etc.). They should have a good working knowledge of these concepts before the MORE HEALTH lesson.

Suggested Post-Visit Activities

- Have students take home the Parent Letter and MORE HEALTH Newsletter. The student can color the pictures on the back of the letter illustrating the “HALT! HANDS OFF! GET OUT! GET HELP!” procedure. This will allow the students to share with their families what they have learned.
- On page 4 are eight brief role-playing exercises of a student coming in contact with a firearm. Read and discuss while encouraging students to practice the “HALT! HANDS OFF! GET OUT! GET HELP!” procedure.
- Use the **Respect Not Risk Worksheet** as an additional teaching tool. Answer key provided (page 5).
- Have your students write a letter (as a class or individually) to the MORE HEALTH Instructor or officer/deputy that participated in the lesson or is stationed at their school. Have them use words from the vocabulary to describe how they feel about firearm safety. They may refer to the video or any part of the lesson that really “touched” them. Mail these through school mail to MORE HEALTH c/o Grady Elementary-Route 1 OR 3821 Henderson Blvd., Tampa, FL 33629. These will possibly be displayed at Tampa General Hospital, the Tampa Police Department, or the Hillsborough County Sheriff’s Office.

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Vocabulary

- **blood_n** the red liquid that is pumped through the arteries and veins by the heart that carries oxygen and cell building material to the body tissues
- **brain_n** the grey and white tissue inside the skull; it is the main part of the nervous system that helps us think or feel
- **bullet_n** a small ball or cone of metal for shooting from a firearm
- **fake_{adj}** not true or real
- **firearm_n** any weapon that shoots bullets and is small enough to carry
- **halt_v** stop
- **injury_n** harm or damage done to a person
- **lock_v** to fasten or make secure
- **machine_n** a thing made up of fixed and moving parts, for doing some kind of work
- **nerve_n** one of the stringy bands of fibers connecting the brain and spinal cord with other body parts, responsible for carrying messages throughout the body
- **organ_n** a part of the body that has a special purpose
- **paralysis_n** a loss of the power of motion or feeling in part(s) of the body because of injury to the brain or spinal cord
- **real_{adj}** true, actual, not pretend
- **rehabilitation_v** to bring back to a normal or good condition
- **respect_v** to be thoughtful about and have regard for
- **responsible_{adj}** that can be trusted or depended on, reliable
- **risk_v** to put in danger, to take a chance
- **safety_n** freedom from danger or harm
- **skeleton_n** the framework of bones (206) that supports our tissues and protects our organs
- **spinal cord_n** the thick cord of nerve tissue inside the spinal column
- **surgeon_n** a doctor who specializes in the treating of disease or injury by operations with their hands or tools
- **toy_n** a thing to play with
- **trauma_n** bodily injury, wound, or shock
- **x-ray_n** a photograph made to study the bones and organs

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Goals

- Students will understand and be able to demonstrate the importance of firearm safety.
- Students will understand the importance of keeping all firearms secured.

Objectives

- Students will be able to define respect and risk as related to firearms.
- Students will be able to demonstrate the “Halt! Hands Off! Get Out! Get Help!” procedures for firearm safety.
- Students will be able to explain at least two reasons why a firearm should always be locked and unloaded when not in use.

Standards

The student will...

- HE.3.B.4.2 demonstrate refusal skills that avoid or reduce health risks.
- HE.3.B.4.3 demonstrate nonviolent strategies to manage or resolve conflict.
- HE.3.B.4.4 explain ways to ask for assistance to enhance personal health.
- HE.3.B.5.1 recognize circumstances that can help or hinder healthy decision making.
- HE.3.B.5.2 list healthy options to health-related issues or problems.
- HE.3.B.5.5 explain when assistance is needed when making a health-related decision.
- HE.3.B.6.2 examine resources that could assist in achieving a small group personal health goal.
- HE.3.C.1.1 describe healthy behaviors that affect personal health.
- HE.3.C.1.5 recognize that body parts and organs work together to form human body systems.
- HE.3.C.2.4 identify classroom and school rules that promote health and disease prevention.
- HE.3.C.2.5 discuss the positive and negative impacts media may have on health.
- HE.3.C.2.6 discuss the positive and negative impacts technology may have on health.
- HE.3.P.7.1 practice responsible personal health behaviors.
- LAFS.3.L.1.1 demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- LAFS.3.L.2.3 use knowledge of language and its conventions when writing, speaking, reading, or listening.
- LAFS.3.SL.1.3 ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- LAFS.3.SL.2.6 speak in complete sentences when appropriate to task and situation in order to provide requested detail of clarification.
- LAFS.3.W.1.2 write informative/explanatory texts to examine a topic and convey ideas and information clearly. (*suggested post-visit activity*)
- ELA.3.V.1.1 use grade-level academic vocabulary appropriately in speaking and writing.

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HALT! HANDS OFF! GET OUT! GET HELP!

Teachers: Students’ answers should always follow all or part of the “HALT! HANDS OFF! GET OUT! GET HELP!” procedure (they should never try to take the firearm away from anyone, or try to chase someone, etc.) Included are questions about what adults should do and the answer is to LOCK the firearm! You may have students role-play and use the hand motions as you practice.

1. Your little sister picks up a firearm. Your uncle left it on your kitchen table. What do you do? What should your uncle do?
2. A new neighbor moved in next door. You go over to play, and he/she wants to show you something. He/she opens a box and inside you see a firearm. What do you do? What should his/her parents do?
3. You are waiting at the school bus stop and a car full of teens speed by. You think you see one of the teens holding a firearm. What do you do?
4. You are visiting your cousins when you hear loud talking from next door. The neighbors come outside and one of them is holding a firearm. Maybe he has just been hunting and they are talking loudly. You do not know what is going on. What do you do?
5. You are very curious about everything. It is almost your birthday, and you see some packages in the top of your mother’s closet. One box has a picture of a gun on the side. Is it a toy for you, or is it a real gun? What do you do?
6. You and your friends are playing at the playground. Someone in your group yells, “Look what I found!” You all run over and see what looks like a real gun. Is it real? Do you know? What if it is a toy? What do you do?
7. You are sitting in your desk at school. The student next to you opens his/her backpack. You think you see a firearm. What do you do?
8. You hear a bunch of kids bragging at lunch. They are all talking about a firearm they found and have been playing with. What do you do?

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Respect Not Risk Worksheet
Answer Key

- 1. A firearm is any weapon that is small enough to carry and shoots Bullets.
2. Safety means freedom from danger or harm.
3. What phone number do you call in case of an emergency? 911
4. How many children die from a bullet every day in the United States? 9
5. Name 3 adults that might use a firearm: Officer/Deputy, Hunter, Soldier
6. Adults should use Gun Locks to keep their firearms safe around children.
7. Respect means to treat something that is important like it matters.
8. Risk means to put in Danger.
9. A firearm is a machine that is made of fixed and moving parts and has a Job to do.
10. A bullet can travel over 3 football fields in one second.
11. We should treat all firearms as if they are Real and Loaded.
12. Some Toys can look like real guns and some real guns can look like toys.
13. X-Rays are pictures of your bones and organs. We have 206 bones in our skeleton. Organs are part of our bodies with special jobs.
14. Trauma is a bodily injury or wound.
15. The Brain is the captain of your body.

Four steps to take that can keep you safe if you see a firearm:

HALT, HANDS OFF
KEEP OUT, GET HELP

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