



FIREARM SAFETY 2

“Responsibility, Respect, and Reason”

Middle School

- 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.
- Click the link to play video:
Kids Killing Kids (43:15)
<https://www.youtube.com/watch?v=AHU-loSVeyM>
This video is a 1995 PBS Afterschool award winning special. Although the hair styles and clothes are out of date, the message is very relevant today. Please encourage your students to listen to the stories. It could make a difference in their lives. *We have enclosed a sample letter if you would like to send to your parents prior to showing this video (page 7).*
- An alternative or supplemental video can be accessed by clicking this link.
It's your Call – Playing it Safe Around Guns (14.41)
<https://www.youtube.com/watch?v=gqQyWCnGMhs>
This video has a testimony of a teen boy who accidentally was shot when playing with his dad's gun.

Suggested Post-Visit Activities

- With your students, complete the attached activities involving the long-term emotional, physical, and financial effects of firearm trauma (page 2). This exercise will help them see how such injuries affect not only themselves, but also their families and friends.
- Have your students write a letter to MORE HEALTH or to the 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 affected them. Forward all letters to MORE HEALTH, 3821 Henderson Blvd Tampa, Florida 33629, or school mail–Pinellas Administration Building c/o MORE HEALTH.
- Have students collect statistics about teens involved in firearm traumas in Florida, their own city, and neighborhood. Law enforcement websites provide this information. Based on these statistics, what can the students convey about firearm safety and/or firearm traumas?

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Long Term Emotional, Physical, and Financial Effects

Activity: Investigate long-term emotional, physical, and financial effects of firearm trauma.

Procedure: Two Options:

- You can divide your students into four groups and present each group with a firearm trauma scenario.
- OR
- You may choose to present the scenarios to the whole class and work through them together.

Scenarios: Read the scenarios, which are based on true stories, and then answer the questions:

- 26-year-old, gunshot to the head, flown to the hospital. Had brain surgery and stayed in the hospital for 16 days. His charges were \$76,178.
- 18-year-old, gunshot wound with powder burns, brought in by ambulance, stayed in the hospital two days. Charges were \$8,888.
- 8-year-old accidental gunshot wound to face, brought to the hospital by ambulance and stayed one day. Charges were \$16,094.
- 38-year-old gunshot wound with rib fractures and liver laceration. Stayed in hospital one day. Charges were \$19,973.

Scenario

Checklist: Your group(s) should take a few minutes to discuss the firearm trauma victim.

1. Describe this person. What does he/she do? Does he/she have family & friends?
2. Describe all the people that are emotionally affected by his/her bullet trauma.
3. Describe how he/she has been affected physically by the bullet.
4. Describe how his/her family & friends have been affected financially by this injury and hospitalization.
5. Describe what the future looks like for the victim and his/her family & friends.

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Vocabulary

- **adrenaline_n** a stress hormone produced by adrenal glands, affecting heartbeat, circulation, muscular action, and energy level; also known as the “fight-or-flight hormone”
- **bullet_n** a small ball or cone of metal for shooting from a firearm
- **circulatory system_n** the body system made up of the heart, blood vessels, and blood; responsible for transporting blood, carrying oxygen, nutrients, and hormones to cells, and removing waste products, like carbon dioxide.
- **conflict resolution_n** the process of seeking solutions for potential or existing disagreements
- **endocrine system_n** network of glands and organs that produce hormones – chemicals that control body processes such as growth and blood cell production
- **expel_v** to force out; eject
- **firearm_n** any weapon that shoots bullets and is small enough to carry
- **injury_n** harm or damage done to a person or thing
- **unintentional injury_n** harm or damage done accidentally, without purpose
- **law_n** rules that tell people what they must or must not do, made by the government of a city, state, nation, etc.
- **machine_n** a thing made of fixed and moving parts, for doing some kind of work
- **media_n** a means of communication, such as radio, television, newspapers, and the internet, that reach or influence people widely
- **minor_n** a person under legal age limit, generally age 18
- **nervous system_n** the body system made up of the brain, spinal cord, and nerves; together, sending and receiving messages for controlling movement, thought, and feeling
- **paralysis_n** a loss of the ability to move or have feeling in part(s) of the body because of injury to the brain or spinal cord

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- **peer mediation_n** a process in which students help other students work through conflicts and differences they may have with each other, often settling disagreements peacefully
- **peer pressure_n** influence from a member’s friend group to take certain actions, adopt certain values, or conform in order to be accepted
- **rehabilitation_n** the process of restoring to a normal state of health
- **respect_n** courteous consideration, thoughtful regard for
- **respiratory_n** the body system made up of organs, tissues and structures by which oxygen is taken into the body and waste gases like carbon dioxide are removed
- **responsibility_n** the ability to act independently and make decisions
- **ricochet_n** the rebound or skipping of a bullet
- **risk_v** to put in danger, to take a chance
- **safety_n** freedom from danger or harm
- **skeletal system_n** the body system made up of our bones which support the framework of the body, allow movement, and protect internal organs, including the skull
- **spinal cord_n** the thick cord of nerve tissue inside the spinal column; part of the nervous system
- **statistics_n** facts in the form of numbers, collected and arranged so as to show certain information
- **suicide_n** the act of killing oneself on purpose
- **trauma_n** bodily injury, wound, or shock

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Goals

- Students will understand and be able to demonstrate the importance of firearm safety.
- Students will understand firearm injury prevention and strategies to promote personal and family health.

Objectives

- Students will be able to explain the concepts of Responsibility, Respect, and Reason as it relates to firearms and adolescents.
- Students will be able to cite different injury prevention strategies that promote their safety as it relates to firearm safety.
- Students will be able to discuss at least two firearm laws that affect their personal safety.
- Students will be able to list at least three statistical facts about firearms and adolescents.
- Students will be able to give at least two examples of firearm exposure in various media sources.

Standards

The student will...

- HE.7.B.4.1 apply effective communication skills when interacting with others to enhance health.
- HE.7.B.4.2 demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
- HE.7.B.4.4 demonstrate how to ask for assistance to enhance the health of self and others.
- HE.7.B.5.1 predict when health-related situations require the application of a thoughtful decision-making process.
- HE.7.B.5.2 select healthy alternatives over unhealthy alternatives when making a decision.
- HE.7.B.5.4 determine when individual or collaborative decision-making is appropriate.
- HE.7.B.5.5 predict the short and long-term consequences of engaging in health-risk behaviors.
- HE.7.C.1.2 explain how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated. (*pre-visit video*)
- HE.7.C.1.4 describe ways to reduce or prevent injuries and adolescent health problems.
- HE.7.C.1.8 explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.
- HE.7.C.2.2 examine how peers influence the health of adolescents.
- HE.7.C.2.3 examine how the school and community may influence the health behaviors of adolescents.
- HE.7.C.2.5 analyze how messages from media influence health behaviors.

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- HE.7.C.2.8 evaluate how changes in social norms may impact healthy and unhealthy behavior.
- HE.7.P.7.1 examine the importance of assuming responsibility for personal health behaviors.
- HE.7.P.7.2 experiment with behaviors that will maintain or improve personal health and reduce health risks.
- HE.7.P.8.1 utilize the influence of others to promote positive health choices.
- HE.7.P.8.2 articulate a position on a health-related issue and support it with accurate health information. (*post-visit activity*)
- HE.68.CE.2.1 analyze possible solutions to a problem to determine the best outcome for yourself and others.
- HE.68.CE.5.1 develop and apply conflict resolution skills in a variety of contexts.
- HE.68.CE.6.2 compare and contrast the benefits of abiding by and consequences of not abiding by school and community laws and rules.
- HE.68.SUA.5.2 demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.
- SC.7. N.1.1 define a problem from the seventh grade curriculum, use appropriate reference materials to support scientific understanding, plan and carryout scientific investigation of various types, such as systematic observations or experiments, identify variables, collect and organize date, interpret data in charts, tables, and graphics. (*post-visit activity*)
- LAFS.7.W.1.2 write informative/explanatory tests to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (*suggested post-visit activity*)
- LAFS.7.W.3.7 conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (*suggested post-visit activity*)
- LAFS.7.W.3.9 draw evidence from literary or informational texts to support analysis, reflection, and research. (*suggested post-visit activity*)
- ELA.7.C.1.4 write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern. (*suggested post-visit activity*)
- ELA.7.C.4.1 conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research. (*suggested post-visit activity*)
- ELA.7.V.1.1 integrate academic vocabulary appropriate to grade level in speaking and writing. (*suggested post-visit activity*)

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Dear Parents and Guardians,

On _____ your child will be participating in a presentation given by MORE HEALTH on Firearm Safety. MORE HEALTH, Inc. is a nonprofit organization that has partnered with Pinellas County Schools for over 20 years teaching students how to identify and adopt healthy and safe habits. MORE HEALTH works with schools K-12 to provide presentations focused on various health-related topics that are integrated into the curriculum.

The goal of this presentation is to make sure students understand the importance of firearm safety, the importance of having firearms secured, and the school policies regarding weapons on school campuses and properties. Currently, nine children in the United States die every day because of a gunshot injury. This is not a pro-gun or anti-gun program. The material covered is compiled to focus solely on safety and what students should do if they face an incident where a gun is present.

As a pre-visit activity, the classroom teacher has the opportunity to show the video “Kids Killing Kids” to students. This video was made in 1995 as a PBS After School special and is hosted by Malcolm Jamal Warner. There are 4 scenarios where teens have guns and accidentally or intentionally shoot another teen (gang action, accidental shooting, suicide, and accidental self-inflicted). The purpose of the film is to walk through each story and discuss alternative, safer options that could have been used. For example, talking to a trusted adult or walking away from a potential fight rather than direct confrontation.

We want to make you aware of this program, so you have the opportunity to discuss this with your child prior to the presentation date. Our hope is that children and teens in the Tampa Bay area will be equipped with the knowledge and skills to make choices that will keep them safe. If you have concerns about this material or would like to preview the material being covered, please feel free to contact MORE HEALTH at 813-287-5032. If you wish for your child to opt out of viewing the video or seeing the presentation, please sign and return this letter.

Sincerely,

MORE HEALTH, Inc.

I certify that I am the parent or guardian of _____ **and DO NOT GIVE CONSENT** for him/her to receive the MORE HEALTH Firearm Safety 2 Lesson, “*Responsibility, Respect, and Reason*” and/or the video

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