



LESSON PLAN CONTROL ARMS

ABOUT THIS LESSON

This lesson introduces the topic of the international arms trade. Students begin to think about gun crime on a national level and then widen their exploration of gun use and trade internationally. The lesson concludes with students being introduced to the idea of an Arms Trade Treaty.

LEARNING OBJECTIVES

By the end of the lesson, students should be able to:

- identify key issues associated with arms possession
- discuss issues surrounding the international trade in arms
- use specific cases to support their understanding
- assess the need for an international Arms Trade Treaty
- share their learning with their peers.

AGE

14-16

SUBJECT AREAS

Social studies; Global citizenship; Citizenship; Geography

PRIOR LEARNING

Before teaching this lesson, students should have learnt about the United Nations.

RESOURCES REQUIRED

- *Control Arms* PowerPoint presentation
- Resource sheet 1: *Reasons why people might have a gun* cards
- Resource sheet 2: Case studies

HOW TO PREPARE

Tables should be set up in six groups.

GLOSSARY

Arms – (Armament) a tool or weapon designed to cause pain

Arms Trade Treaty – a potential agreement between states that would control the international trade in arms

LESSON PLAN

TIME	ACTIVITIES	RESOURCES
10 mins	<p>STARTER</p> <p>Aim: to reflect on gun use in the UK</p> <p>In groups, students copy the chart from the PowerPoint presentation. They then place the <i>Reasons why people might have a gun</i> cards where they think they belong under the headings on their charts. There are blank cards if students want to add their own examples.</p> <p>Ask the students to give reasons for their positioning of the cards on the chart.</p> <p>EXTENSION</p> <p>Ask students to think about where they might place the cards if they were carrying out the activity from the perspective of another country eg USA, South Africa, Mexico.</p>	<p>PPT slide 2</p> <p>Resource 1 – <i>Reasons why people might have a gun</i> cards</p>
20 mins	<p>CASE STUDIES</p> <p>Aim: to review current and present international case studies</p> <p>Each of the case studies is taken from recent, real evidence gathered from researchers on the ground in the relevant country. Each case study gives a brief situation, highlighting how arms are being used illegally, causing injury, death and escalating already volatile environments.</p> <p>Introduce the activity to the students.</p> <p>Students should be working in six groups.</p> <p>Give each group one case study (there are three case studies, so two groups will work on each case study).</p> <p>Invite students to read their case study and to discuss any key points amongst themselves.</p> <p>After dealing with any questions, ask students to produce a poster which captures all the relevant pieces of information related to their case study. To encourage students to be creative you may wish to give them a word limit.</p> <p>Give each team member a responsibility eg scribe, timekeeper, group leader, information checker, expert, designer.</p>	<p>PPT slides 3-5</p> <p>Resource 2 – Case studies</p>

TIME	ACTIVITIES	RESOURCES
15 mins	<p>MARKET PLACE</p> <p>Aim: to share learning and pose questions with peers</p> <p>This is an opportunity for the students to share the information they have gathered from their case study with the other groups.</p> <p>The 'expert' in each group stays at the table. It is their role to 'teach' or 'share' the main points of the case study with the other students, who visit their table.</p> <p>The rest of the group go to the other groups' tables. It is their role to find out the key facts about the two other case studies. You may wish to use the PowerPoint slide 6 to help the students with this task.</p> <p>After about 10 minutes invite the groups to return to their original seats. They now share the information they have gathered about the other case studies with their group 'expert'.</p>	PPT slide 6
5 mins	<p>SOLUTIONS</p> <p>Aim: to formulate solutions to problems posed by the international arms trade</p> <p>Ask students in pairs to think about the following questions:</p> <ul style="list-style-type: none"> • Why do you think arms are being traded between countries in this way? • Where do you think the arms are coming from in most cases? • Who do you think is responsible for the trade? • Are there any controls on the trade in arms? • Can you think of any possible solutions which could begin to solve this problem? <p>Get students to feed back their solutions to the class. Question their ideas, trying to guide them towards identification of an international treaty.</p>	PPT slide 7
5 mins	<p>THE ARMS TRADE TREATY</p> <p>Introduce the Arms Trade Treaty, giving an overview of the history since 2006.</p>	PPT slide 8

TIME	ACTIVITIES	RESOURCES
5 mins	<p>PLENARY ACTIVITY</p> <p>Aim: to consolidate learning</p> <p>Discussion Lead a discussion on what challenges the students feel might exist in getting an effective international arms trade treaty.</p> <p>What might help to overcome these challenges? What would make the international arms trade treaty most effective?</p> <p>EXTENSION/HOMEWORK</p> <p>Ask the students to look at the website www.controlarms.org to find out more.</p>	PPT slide 9