

# **WHERE'S DARYL?**

teacher's guide

Gun Violence Awareness  
Program for Youth

**Produced by the Los Angeles Unified School District Health Education Programs in collaboration with Designmatters at Art Center College of Design.** Original campaign concept and initial design by Art Center students Thomas Banuelos, Damon Casarez, Alex Cheng and Rhombie Sandoval, under the mentorship of faculty members Allison Goodman and Elena Salij.

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A photograph of two young men on an outdoor basketball court. The man in the foreground is wearing a grey Nike t-shirt and light blue shorts with a white and black stripe at the bottom. He has a surprised or questioning expression. The man in the background is wearing a white tank top and green shorts. A basketball is visible on the right side of the frame. The background shows a chain-link fence and trees under a clear sky.

**WHERE'S  
DARYL?**

“Where’s Daryl?” asks students to consider the potential impact of guns in their own lives. Rather than rely on the scores of statistics and threats, “Where’s Daryl?” uses a fictional character who is missing the things he loves most: birthday parties, shooting hoops, his first date, etc., all because he thought guns were “okay.” By imbuing the “Daryl” curriculum into the fabric of a classroom, teachers will help raise awareness and guide students to develop strategies to avoid guns in their own lives.

**Our Objective**

Help students discover, develop and share strategies to avoid guns in their lives.

**Our Strategy**

Encourage students to consider the activities they value most, and how involvement with guns will interfere with their passions, their dreams and their goals.

# MEET DARYL

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The “Where’s Daryl?” campaign and materials feature Daryl, a fictional middle schooler whose life has been brought to a standstill because he got involved with guns. The campaign’s educational toolkit is created to contain everything a teacher needs in order to spark critical thinking and discussion.

## “Where’s Daryl?” Teacher’s Guide

“Where’s Daryl?” teacher’s guide offers a highly flexible set of lessons for use in your classroom.

## Educational Toolkit

The toolkit contains worksheets and materials for each of the lessons, including a “Where’s Daryl?” DVD that contains four short videos. These short, engaging videos present Daryl’s absence from important events and milestones, each illustrating to students a very real consequence of breaking gun laws.

## Classroom Materials

Suitable for use both around campus and inside the classroom, “Where’s Daryl?” stickers and buttons can be used to reinforce the message of the campaign via peer-to-peer sharing among students, and will give the campaign a lasting presence in school hallways and classrooms. With the classroom materials, the “Where’s Daryl?” activities help create a meaningful dialogue in your classroom and on your campus.

DARYL



# CLASSROOM & LESSON MATERIALS

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This guide contains 9 lessons that can be tailored to your class time.

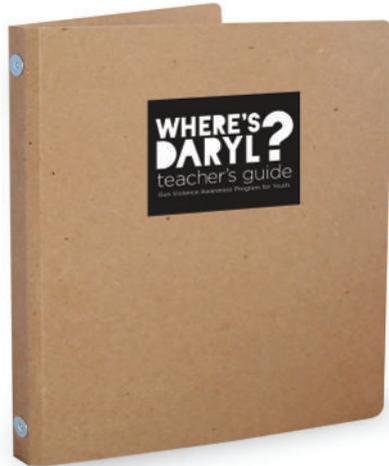
- L1. Here are the Facts
- L2. Peer Influences
- L3. Taking a Risk
- L4. Dangerous Situations
- L5. Refusal Skills and Peer Pressure
- L6. Trusted Adults
- L7. Solutions and Intervention Points
- L8. Setting a Goal
- E1. Celebrating You

Each of these lessons require materials that are provided in this guide. In the last section, you will find the classroom materials templates to duplicate and use in the lessons. There may be a few additional items needed, such as markers and scissors, which are listed at the beginning of each lesson.

## Materials for lesson activities

Items in the teacher's toolkit may vary from what is pictured.

Teacher's Guide



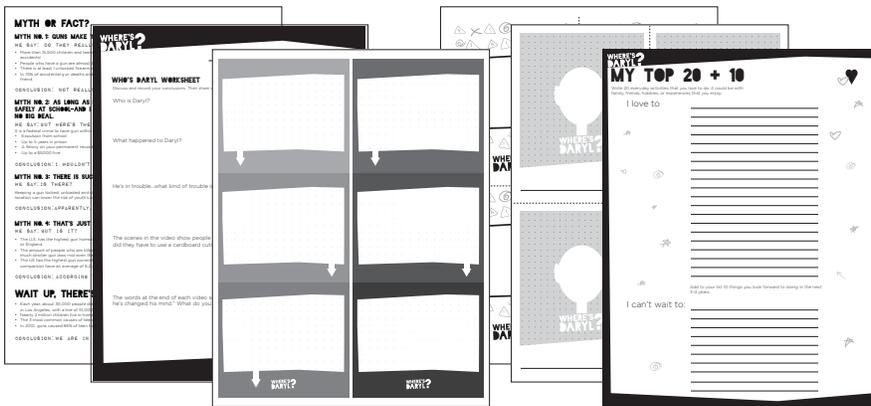
DVD with PSA campaign



Daryl Cutout



Classroom Materials Templates



## Campaign Materials for Students/Peer Sharing

Buttons & Stickers\*



\* The amount of buttons and stickers can provide for approximately 5 class-sized groups of up to 40 students in each group.

# PRE-&POST- ASSESSMENT

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To help us understand and gauge the impact of this program, we ask all teachers to have students complete an assessment before AND after the program.

The assessment templates can be found in the Classroom Materials section in the back of this guide. Please duplicate and distribute to your students both before AND after the program.

**Pre-Assessment**

# HERE'S WHAT I THINK

**Post-Assessment**

# HERE'S WHAT I THINK NOW

- 1. Car
- 2. Car
- 3. It's
- 4. Hav
- 5. I wi
- 6. It w
- 7. The
- 8. I be
- 9. I th
- 10. I do
- 11. I'd
- 12. I do
- 13. Mo
- 14. I th
- 15. I th
- 16. It w
- 17. Wh  
de
- a.
- b.
- c.
- d.
- e.
- f.
- 18. Ho
- a.
- b.
- c.
- d.
- 19. Wh
- a.
- b.
- c.
- d.
- 20. Wh  
loa
- a.
- b.
- c.
- d.

Agree    Disagree    Not sure

1. Carrying a gun makes people feel powerful and strong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Carrying a gun makes people feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It's okay for children/teenagers to have guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having a gun in the house makes people safer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I wish everyone would get rid of all their guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. It would make me feel really powerful to hold a loaded gun in my hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The people I respect would never go around with a gun, because they are against hurting people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I bet it would feel real cool to walk down the street with a gun in my pocket.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I think it would be fun to play around with a loaded gun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I don't like being around people with guns because someone could end up getting hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I'd like to have a gun so that people will look up to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I don't like people who have guns because they might kill someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Most people feel nervous around someone with a gun and they want to get away from that person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I think it's okay for any person over 18 to own a handgun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I think it's okay for children/teenagers to have guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It wouldn't bother me if I knew my friend had a gun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Which of the following are the 3 most common causes of death among teenagers in the U.S.? (circle 3)			
a. motor vehicle accidents			
b. drowning			
c. fire			
d. unintentional injury			
e. suicide			
f. murder			
18. How many deaths occur each year due to guns in the U.S.?			
a. 1,000 or less			
b. 1,000-10,000			
c. 10,000-50,000			
d. more than 50,000			
19. What percentage of households in the U.S. have guns?			
a. 10%			
b. 10-25%			
c. 25-50%			
d. 50-100%			
20. What percentage of US households with children keep a loaded gun in the house?			
a. 10%			
b. 10-25%			
c. 25-50%			
d. 50-100%			
21. Someone who owns a gun is _____ to be shot than someone who does not own a gun.			
a. less likely			
b. equally as likely			
c. 2 times as likely			
d. over 4 times as likely			
22. Guns are never completely safe, but what is the safest way to store a gun?			
a. loaded under your bed			
b. keeping a gun and ammunition locked up and stored			
c. keeping a gun locked, unloaded, and storing ammunition in a locked and separate location			
d. in a hiding place that only you know			
23. What is the appropriate thing to do if you see a gun in school?			
a. report it to the school police			
b. report it anonymously to the school principal			
c. report what you saw to a teacher at your school			
d. any of the above			







## MYTH OR FACT?

### MYTH NO. 1: GUNS MAKE YOU SAFER.

WE SAY: DO THEY REALLY?

- More than 15,500 children and teens under age 20 were injured by a gun in 2010. More than 3,000 of these injuries were accidents!
- People who have a gun are almost 4.5 times more likely to be shot in an assault than people without a gun.
- There is at least 1 unlocked firearm in 40% of homes where children are living.
- In 75% of accidental gun deaths and injuries involving youth, the gun was stored in the home of the victim, a relative, or a friend.

CONCLUSION: NOT REALLY.

### MYTH NO. 2: AS LONG AS I PUT MY GUN AWAY SAFELY AT SCHOOL—AND I DON'T HURT ANYONE—IT'S NO BIG DEAL.

WE SAY: BUT HERE'S THE DEAL—

It is a federal crime to have gun within 1000 feet of any school. Punishment may be:

- Expulsion from school
- Up to 5 years in prison
- A felony on your permanent record
- Up to a \$5000 fine

CONCLUSION: I WOULDN'T IF I WERE YOU.

### MYTH NO. 3: THERE IS SUCH A THING AS GUN SAFETY.

WE SAY: IS THERE?

Keeping a gun locked, unloaded and storing ammunition in a locked and separate location can lower the risk of youth's accidental injuries and suicide.

CONCLUSION: APPARENTLY, THERE IS.

### MYTH NO. 4: THAT'S JUST THE WAY IT IS. IT'S NORMAL.

WE SAY: BUT IS IT?

- The U.S. has the highest gun homicide rate of 34 industrialized countries—30 times higher than Australia, France or England.
- The amount of people who are killed by guns is over 200 times higher in the US than in England. Why? England has much stricter gun laws—not even the police can carry guns.
- The US has the highest gun ownership rate in the world – an average of 88 guns per 100 people. England and Wales, by comparison have an average of 6.2 guns per 100 people.

CONCLUSION: ACCORDING TO THE REST OF THE WORLD, IT'S NOT.

## WAIT UP, THERE'S MORE.

- Each year, about 30,000 people die of gun injuries in the U.S.—enough people to fill the entire Staples Center arena in Los Angeles, with a line of 10,000 more people waiting at the door!
- Nearly 2 million children live in homes with loaded, unlocked guns.
- The 3 most common causes of teenage death are accidental injury, homicide and suicide.
- In 2010, guns caused 85% of teen homicides and 40% of teen suicides.

CONCLUSION: WE ARE IN THIS TOGETHER.

**WHERE'S  
DARYL?**

# LESSON 1

# HERE

# ARE THE

# FACTS

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The first lesson introduces students to the facts about guns and gun violence. Discussion will include the number of gun deaths and injuries in the U.S., the number in the U.S. compared to other countries, the number of households with guns, gun laws relating to adults and teens, gun safety, and consequences of having a gun at school.

## GOALS

To increase student understanding of guns in society and how guns contribute significantly to major causes of violence and death in this country.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Describe how access to guns contributes to both accidental and intentional deaths in the U.S.
- Describe the scale of the death toll in the U.S., and compare this to other Western countries.

## MATERIALS

- Gun Violence *Myth or Fact* Handout
- *Where's Daryl?* DVD
- *Who's Daryl?* Worksheet
- TV & DVD player

## HEALTH STANDARDS

S3. Describe how the presence of weapons increases the risk of serious violent injuries.

S9. Describe the behavioral and environmental factors associated with major causes of death in the United States.

## ACTIVITY

This activity gauges students' comprehension of gun violence in the U.S. and initiates discussions about guns and the possible consequence of getting involved with guns.

Please remember to administer the pre-assessment before beginning the lesson.

### 1. Distribute & Host.

Pass out the Gun Violence *Myth or Fact* handout to every student in class. Host a discussion.

### 2. Screen *Where's Daryl?* DVD.

Show the four short videos.

### 3. Create groups.

Have class form groups of 3-4 students. Pass out *Who's Daryl?* worksheet to each group and instruct groups to develop a story about who they "think" Daryl is. Students should use the facts they learned as the background for their story. An example of this could be:

*"Daryl's dad has a gun under the bed. It's not in a locked cabinet."* or  
*"Daryl's cousin found a gun in a dumpster and showed it to Daryl. They couldn't tell whether or not it was loaded."*

### 4. Share conclusions.

Have the groups present the developed stories to the entire class.

### 5. Launch *Where's Daryl?*

Pass out the *Where's Daryl?* buttons for each student in class.

*Where's Daryl?* DVD



*Where's Daryl?* button



# WHERE'S DARYL?

John, Susan, Sam, and Peter

names

## WHO'S DARYL WORKSHEET

Discuss and record your conclusions. Then share with your team.

Who is Daryl?

Daryl is my cousin's friend. He grew up in Glendale but now lives in Arcadia. He likes to play basket ball.

What happened to Daryl?

Daryl's cousin found a gun in a dumpster and showed it to Daryl. They couldn't tell whether or not it was loaded and someone accidentally got shot

He's in trouble...what kind of trouble is he in?

I think they must've shot someone.

The scenes in the video show people interacting with a cardboard cutout of Daryl. Why did they have to use a cardboard cutout of Daryl?

Because Daryl is not there. Maybe they keep his cut out because they miss him.

The words at the end of each video say "Daryl used to think guns were okay but he's changed his mind." What do you think would change his mind?

If he made a big mistake, like if he shot someone on accident or if his friend or family was killed. Or He did something that he really regrets.

A man with short dark hair, wearing a light blue button-down shirt, is seated in the driver's seat of a car. He is looking out the window to his right with a neutral expression. The car's interior, including the headrest and a bag on the passenger seat, is visible in the background.

# SO, WHERE'S DARYL?

*Scene from "Where's Daryl?" video, Not Getting His Driver's License.*



# LESSON 2

# PEER

# INFLUENCES

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In this lesson, students will discuss why Daryl might have done what he did. Central to the discussion are the types of influences that Daryl has in his life and how these could either positively or negatively affect his decision to get a gun. Examples of influences include media (TV, movies, Internet, music, magazines) and relationships with family, friends, neighbors, his girlfriend, and others.

## GOALS

To help students understand the different influences in their life, and how these influences affect their health decisions.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Describe how these influences could affect Daryl's decision to get involved with a gun.
- Name at least three influences (including at least one positive influence and one negative influence).

## MATERIALS

- Magazines
- Scissors
- Markers
- Pens and pencils
- Large size paper
- Glue
- Thumbtacks
- Tape

## HEALTH STANDARDS

S16. Analyze how the media portrays fire and explosives.

S17. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

## ACTIVITY

This activity prompts students to explore visual influences and messaging of guns and gun violence as portrayed in media.

### 1. Create groups.

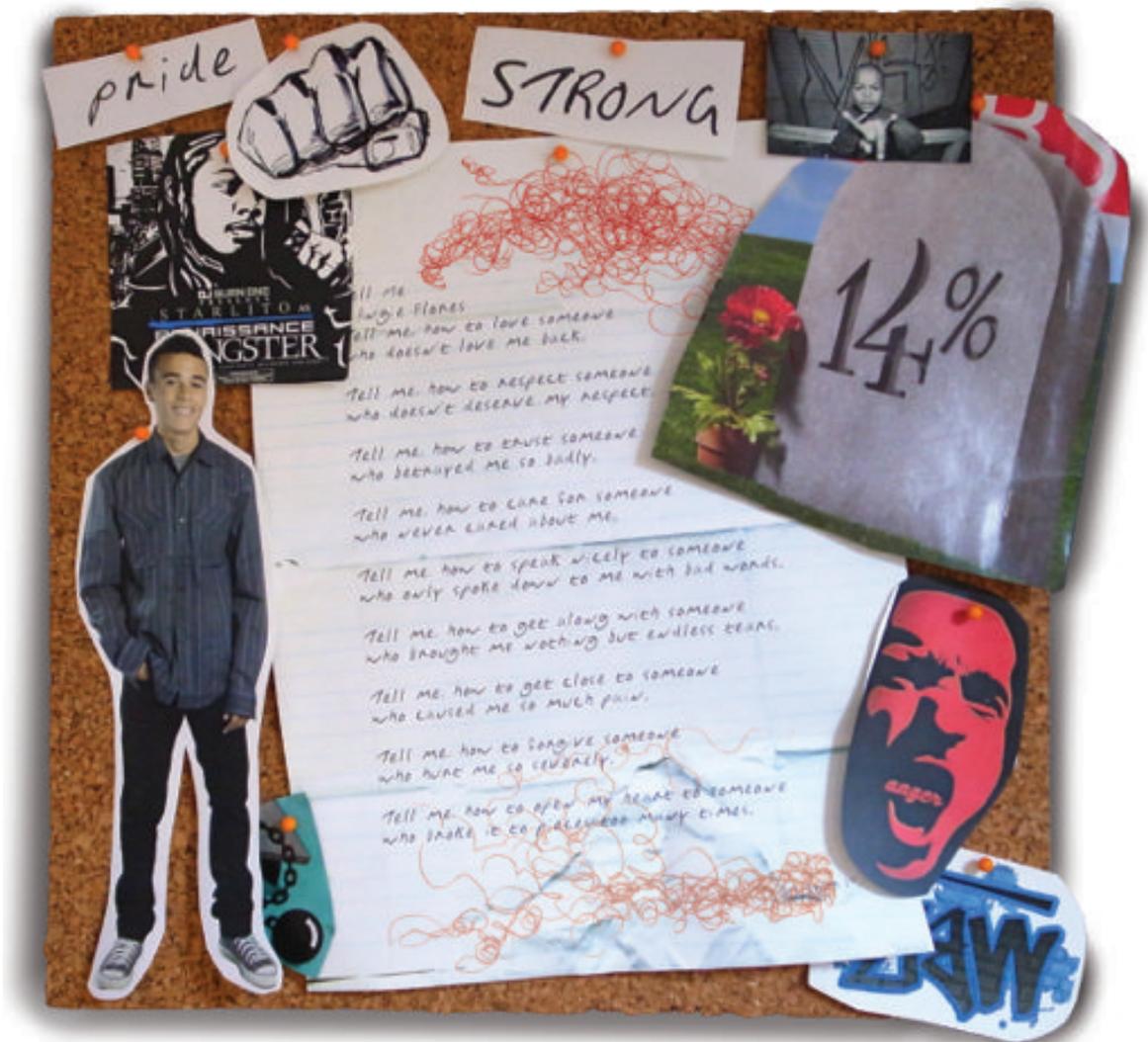
Have class form groups of 3-4 students. Have large pieces of paper, magazines, drawing and craft materials ready for students to pick up and take to their groups.

### 2. Collage.

Explain to the students that they are making a “Collage of Influences.” Explain that they will be using their own drawing, cutouts of images and words from magazines/online, and craft materials to make a group collage. Students can also write and post words that the images inspire. Have students pin/tape their collage to their large paper.

### 3. Share.

Have the groups present the collage in front of the class, describing the positive and negative influences that are represented in their collage.



# LESSON 3

# TAKING RISKS

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In this lesson, discuss risky situations that Daryl could have gotten into with regard to a gun.

## GOALS

Students will understand that having weapons around presents a variety of dangerous situations, and will know how to avoid or reduce the risk of being in these situations.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Name at least two possible situations in which Daryl could encounter a gun and the associated dangers.
- Name at least one way that each situation could be avoided or made less dangerous.

## MATERIALS

- *Daryl Gets a Gun* Worksheet
- Tape/pins
- Scissors
- Classroom wall space or display area

## HEALTH STANDARDS

S3. Describe how the presence of weapons increases the risk of serious violent injuries.

S27. Use a decision-making process to examine risky social situations.

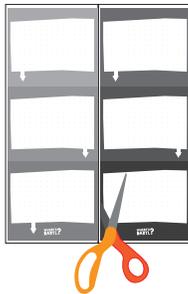
## ACTIVITY

This activity prompts students to explore visual influences and messaging of guns and gun violence as portrayed in media.

### Daryl Gets a Gun Worksheet

Tips for Students

Step 1



Step 2



### 1. Create groups.

Have the class form groups of 3-4 students. Hand out worksheet, *Daryl Gets a Gun*, to each group. Have students cut worksheet in half (lengthwise) to use in activity.

### 2. Discuss.

Start discussion by asking how a young person may get access to a gun. For example:

*"Daryl's friend brings a gun to school."*

*"Daryl discovers that his mom's gun is not locked up and decides to play around with it."*

*"Daryl's older brother in high school invites him to his first party and one of his brother's friends shows off the gun he is carrying."*

Facilitate a conversation with the students about other examples they can think of that might give gun access to young people.

Discuss all of the things that could go wrong with each situation. For example, trouble with law enforcement for Daryl or others who might play with the gun, accidentally harming someone or himself, or accidentally killing himself or others.

### 3. Story making.

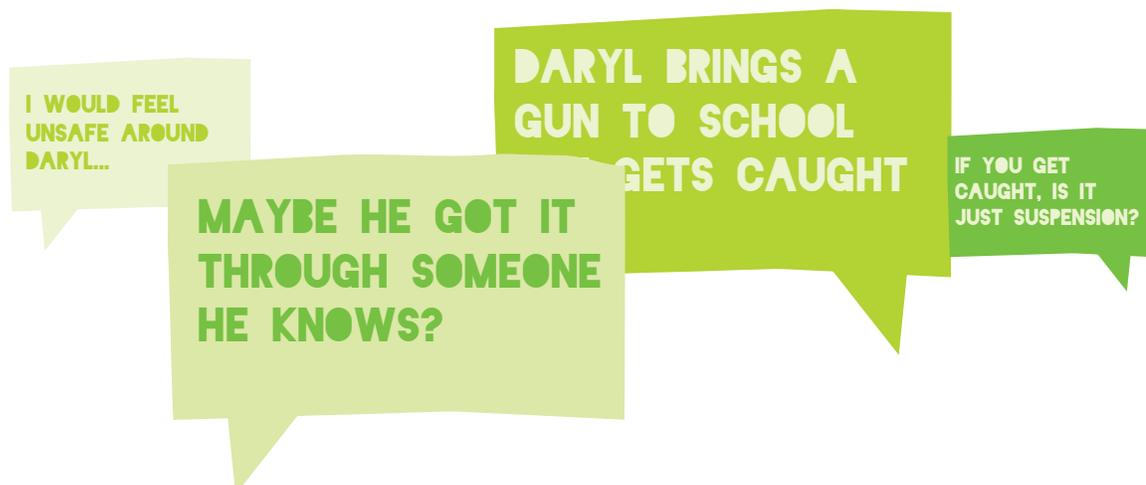
Each group will make up their own story about what happened to Daryl, using the *Daryl Gets a Gun Worksheet*. Each cell in the worksheet should be a single event in Daryl's story line.

### 4. Story sharing.

Students can tape their worksheets to the wall. Have students share their stories with the class. After each story is shared, stop to process the decisions Daryl made in each story.

### 5. Keep for later.

Keep worksheets to be referenced in Lessons 5 & 6.



Daryl's friend has a gun.

He lets him try it

Daryl borrows it and takes it home

WHERE'S DARYL?

Daryl puts it under his bed

Daryl's baby sister finds it

Daryl's sister accidentally shoots herself

WHERE'S DARYL?

# LESSON 4

# DANGEROUS SITUATIONS

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Discuss the process for reporting a dangerous situation like seeing a gun at school. Talk about all of the ways that this reporting could occur, including ways to report anonymously. Frame the issue of reporting as keeping students **safe** and as **caring** for what happens to a friend, as opposed to tattling on the person or people with the gun. Have students write down different ways that they could report.

## GOALS

Students will know how to respond to and report dangerous situations.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Identify dangerous situations related to gun violence.
- State how to report dangerous situations, such as those involving guns, including ways to report anonymously.

## MATERIALS

- *At Risk* Worksheet
- Chart paper
- Scissors
- Markers

## HEALTH STANDARDS

S20. Report situations that could lead to injury or harm to a trusted adult.

## ACTIVITY

This activity prompts discussion with students to define what a dangerous situation is. The focus of this activity is to allow students to brainstorm and discover solutions and actions that enable students to remove themselves or avoid risky situations altogether.

### 1. Discuss “dangerous.”

Hand out *At Risk* worksheet to each student. Prompt a discussion with students on what they would consider a dangerous situation. Have students write their responses on their worksheet. Ask students to cut the worksheet into quarters.

### 2. Create a Chart.

Somewhere in the classroom, place 3 pieces of chart paper that read “Low Risk,” “Medium Risk,” and “High Risk.”

### 3. Categorize risks.

Have students place their note under the corresponding category.

### 4. Create solutions.

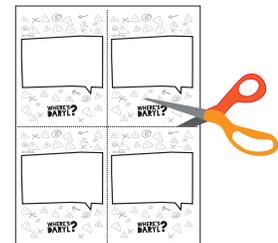
Take each dangerous situation on the chart and discuss with students why this would be considered a dangerous situation at the specific ranking. Come up with a list of solutions (decisions) for removing themselves from the situation or avoiding it entirely.

Also, discuss what reporting options they may have when encountering a dangerous situation. For example, “Do they keep it to themselves?” “Do they tell friends?” “Do they go to their parents?” or maybe “They go to the police.”

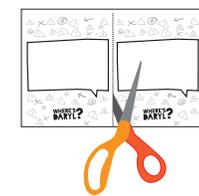
## At Risk Worksheet

### Tips for Students

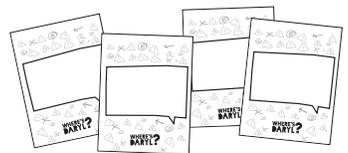
#### Step 1



#### Step 2



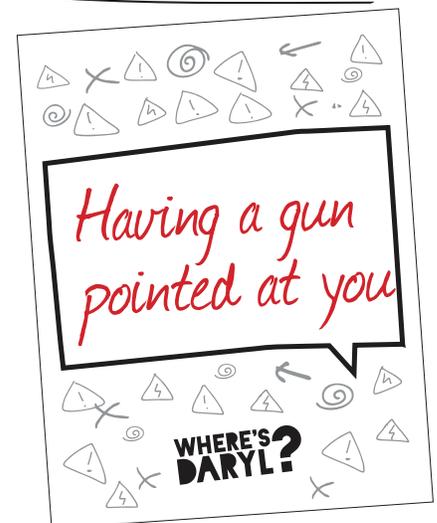
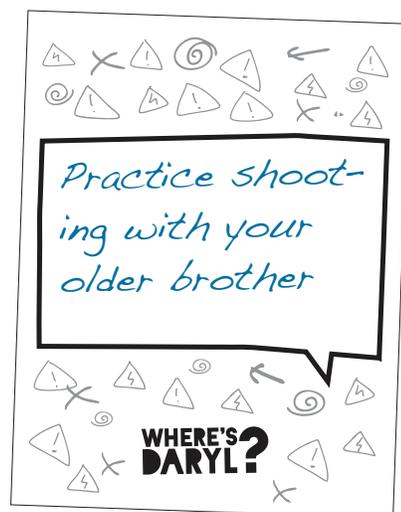
#### Step 3



## LOW RISK

## MED RISK

## HIGH RISK



# LESSON 5

# REFUSAL

# SKILLS

# & PEER

# PRESSURE

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This lesson will cover dealing with peer pressure and learning refusal skills regarding guns. Students will learn what to say and do if they find themselves in a dangerous situation.

## GOALS

Students will learn refusal and communication skills to deal with pressure to be involved with guns.

## OBJECTIVES

By the end of this lesson, students will be able to state and model skills for avoiding and for dealing with dangerous situations involving guns.

## MATERIALS

- *Daryl* Cutout
- Completed worksheets from Lesson 3

## HEALTH STANDARDS

M20. Apply a decision-making process to a variety of situations that impact mental, emotional, and social health.

M24. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

M30. Demonstrate skills to avoid or escape a potentially violent situation, including dating.

## ACTIVITY

This activity has students immerse themselves into a situation and through role play, enables students to develop language and strategies to counter peer pressure.

### 1. Meet Daryl.

Place the Daryl cutout in the front of the classroom. Discuss with the students their first impression of Daryl, just by seeing his picture.

### 2. Create groups.

Have the class form groups of 3-4 students.

### 3. Distribute.

Using the worksheets created in Lesson 3, Give each group two scenarios (2 worksheet sets). You may also create and add your own scenarios to give students more options.

### 4. Create & cast roles.

Have the students read their first scenario. The students must come up with an ending using the Daryl cutout. Have the students distribute the roles among themselves in the scenario.

### 5. Practice & perform.

The students should be given a 3-5 minutes to practice the scenarios themselves. Using the Daryl cutout, have each group role play the scenario in front of the class.

### 6. Review.

After each role play, have the students discuss what they thought about the scenario.

- Ask the students if they would label the situation "safe," "risky," or "dangerous."
- Have the students come up with other ways that Daryl could have handled the situation.
- List, on a classroom board, peer pressure phrases and the different ways that Daryl could have said no in each scenario.

### 7. Perform sequel.

Have the group role play one of the new outcomes to display a better decision being made. If there is time, students can also repeat this process (steps 4-7) with their second scenario.

### 8. Collect & keep.

Collect and keep worksheets from Lesson 3 to be re-used in Lesson 6.

Lesson 3 Worksheets  
example scenario



Daryl cutout



# LESSON 6

# TRUSTED ADULTS

---

This lesson concerns the importance of reporting dangerous situations, such as those involving guns, to a trusted adult. Students will discuss various adults they could talk to.

## GOALS

Students will learn about the situations in which they should report to a trusted adult, and the different types of adults that they can report a dangerous situation to.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Identify at least two situations that should be reported to a trusted adult.
- Name at least one adult that they could report a dangerous situation to.

## MATERIALS

- *Trusted Adult* Worksheet
- Completed *Daryl Gets a Gun* Worksheets from Lesson 3.
- Risk Category Chart from Lesson 4
- Tape/pins
- Scissors

## HEALTH STANDARDS

M16. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for self and others.

M17. Identify trusted adults to report to if people are in danger of hurting themselves or others.

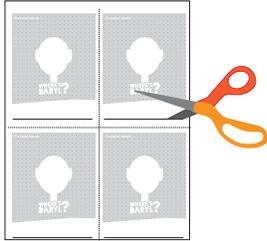
## ACTIVITY

This activity leads students to identify trusted adults in their lives and discuss how to report difficult information to them.

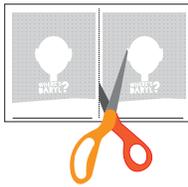
### Trusted Adults Worksheet

Tips for Students

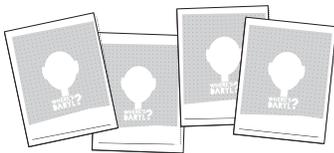
Step 1



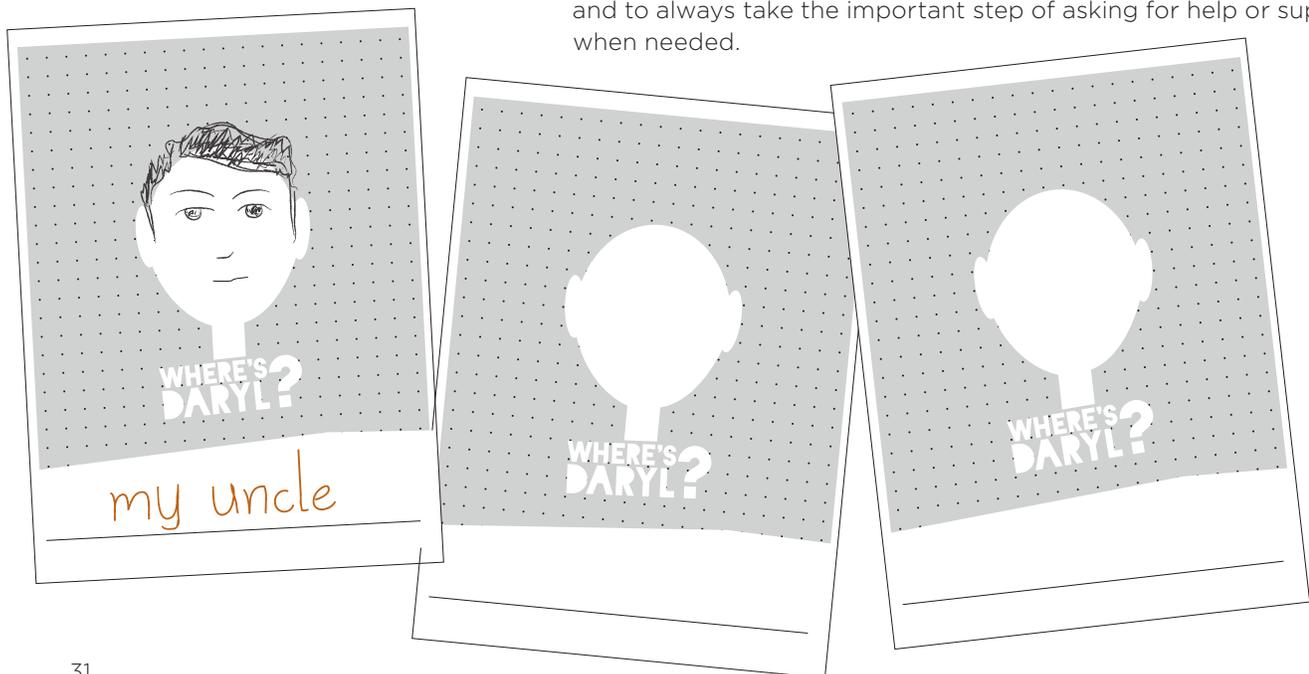
Step 2



Step 3



### Trusted Adult Worksheet



### 1. Discuss & capture.

Have the students describe what a trusted adult would be like. Have a general discussion from entire class for multiple responses. Chart the responses.

**DISCUSS** the importance of knowing a trusted adult, when they are having trouble making a decision on what may be safe, or how to help them when a situation becomes risky. Remind them of the mistakes Daryl made at a young age.

### 2. Identify.

Hang the Risk Category Charts of risks from Lesson 4. Have every student identify trusted adults they could report a dangerous situation to for "low risk," "medium risk," and "high risk." Pass out *Trusted Adult Worksheet* and have students cut the worksheet into quarters. Have the students put up their trusted adults on the wall/chart, under specific rank.

### 3. Observe & discuss.

Is there a difference if they had more trusted adults in one risk category versus the other? (e.g. 'low risk' vs. 'medium risk' in previous exercise above.) Is there someone you would tell?

#### **DISCUSS:**

- WHY the students may have a trusted adult for one situation and not another.
- WHAT might hold a student back from sharing difficult information.
- HOW students might start to discuss a difficult topic with an adult.

### 4. Emphasize.

Emphasize the importance of having a trusted adult in their lives and to always take the important step of asking for help or support when needed.

# LESSON 7 SOLUTIONS & INTERVENTION POINTS

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For this lesson, students will identify places in their storyline where Daryl could have made a better decision, or where there could have been an intervention from friends, teachers, or others that would have resulted in a better outcome for Daryl.

## GOALS

Students will identify good decision making for themselves and others when in dangerous situations.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Identify the points of intervention in the story line.
- Describe how could Daryl have made a better decision that would have resulted in a better outcome.

## HEALTH STANDARDS

S37. Support changes to promote safety in the home, school, and community.

M20. Apply a decision-making process to a variety of situations that impact mental, emotional, and social health.



## MATERIALS

- Completed *Daryl Gets a Gun* Worksheets from Lesson 3
- *Intervention* Worksheet
- Tape/pins
- Scissors
- Classroom wall space or display area

## ACTIVITY

This activity prompts students to identify key moments when better decisions could have been made or where they can be of influence.

### 1. Create groups.

Place students in groups of 3-4. Distribute to each group *Daryl Gets a Gun* worksheet from Lesson 3 and have them review Daryl's story.

### 2. Identify.

Students will identify each of the places in their stories where a better decision by an individual would have led to a better outcome. Pass out *Intervention* Worksheet and have students cut the worksheet into quarters.

### 3. Intervene.

The group will record their suggestions onto the *Intervention* Worksheet. Ask students to use a tape or pushpin to attach their *Intervention* Worksheet to where things could have changed in their *Daryl Gets a Gun* story.

### 4. Share.

The group members will then pin to the classroom wall space and present their intervention points to the class.



*Intervention Worksheet*

Examples:

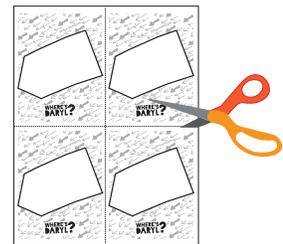
*Parents did not have a gun in the house.*

*Parents could have practiced better gun safety and locked up the gun.*

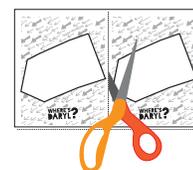
*Daryl did not touch his friend's gun and reported to a trusted adult.*

### Tips for Students

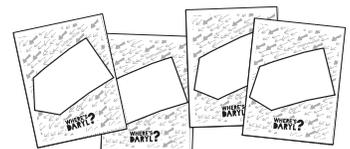
#### Step 1



#### Step 2



#### Step 3



# LESSON 8

# SETTING A

# GOAL

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This lesson will cover setting goals for your life. Have students discuss how Daryl's getting a gun could mess up his life plans. Reflect back on the videos and what he missed out on. Discuss with students how making a commitment to avoid dangerous situations can help them to reach the positive goals in their life.

## GOALS

Students will learn how their actions can impact their future goals.

## OBJECTIVES

By the end of this lesson, students will be able to:

- State at least one future goal.
- Describe how the goal could be affected by introducing guns into the situation.

## MATERIALS

- *My Top 20 + 10* Worksheet
- *My Top 20* Worksheet
- *Where's Daryl?* DVD
- *Where's Daryl?* Stickers
- Scissors
- DVD player & TV
- Classroom wall space or display area

## HEALTH STANDARDS

S32. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

WHERE'S DARYL?

# MY TOP 20 + 10

Write 20 everyday activities that you love to do: it could be with family, friends, hobbies, or experiences that you enjoy.

I love to

- Play basketball
- Hang out with my friends
- Hang out with my girl
- Watch Lakers games with my dad
- Watch youtube videos on basketball
- Eat Big Macs
- Go to the movies with my brother
- Beat John at DDR
- Make Pancakes with my mom
- Read Harry Potter books
- Going to the mall
- Eat Pizza with Luke and Jeromia
- Play with my dog
- Go to Jason's parties
- Go to Target to buy new video games
- Drive with my cousins on Saturdays
- Eat Sun chips in my sandwich
- Watch TV
- Swimming at Mar Vista pool
- Hang out at the beach

Add to your list 10 things you look forward to doing in the next 3-4 years.

I can't wait to:

- Go to high school
- Make my high school's b-ball team
- Play state
- Win state
- Get my driver's license
- Get my first car
- Graduate high school
- Join the NBA
- Make my own money
- NO MORE SCHOOL!

## ACTIVITY

This activity focuses students on the loss from guns and gun violence—missing out on life and all that life has to offer.

### 1. My Top 20: What I love.

Distribute the *My Top 20+10* Worksheet to your students. Explain that you will be using the handout to create a list of 20 everyday activities that they love to do: it could be with family, friends, hobbies, or experiences that they enjoy. Have the students complete the first section, *I love to:*.

Distribute 2-3 *My Top 20* Worksheet to each student and have students cut the worksheet into quarters. Have students transfer their top item from their list onto the *Top 20* worksheet and post up on classroom wall or display area. Have students share.

### 2. Discuss.

Prompt a discussion in the classroom regarding Daryl and what his absence is affecting.

### 3. Review.

Revisit the videos seen at the beginning of the curriculum. Ask what in the videos Daryl was missing out on.

### 4. Imagine.

Discuss the opportunities that can exist if they avoid the situation Daryl put himself in (i.e., possibilities of graduating high school, going to college, etc.). Request that students provide some ideas on how they plan to avoid the mistakes made by Daryl.

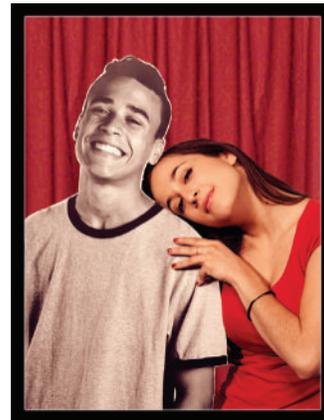
### 5. 10 things I can't wait to do.

Have students complete the second section of the *My Top 20+10* Worksheet, *I can't wait to:*. Have students add to the list 10 things they look forward to doing in the next 3-4 years.

### 6. Wrap up.

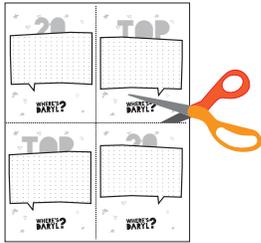
Discuss the importance of making good decisions in order to reach the life goals they have set for themselves.

Distribute *Where's Daryl?* stickers and buttons as a token reminder of what they learned and their goals.

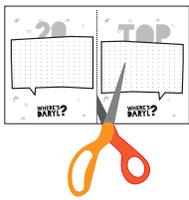


Tips for Students

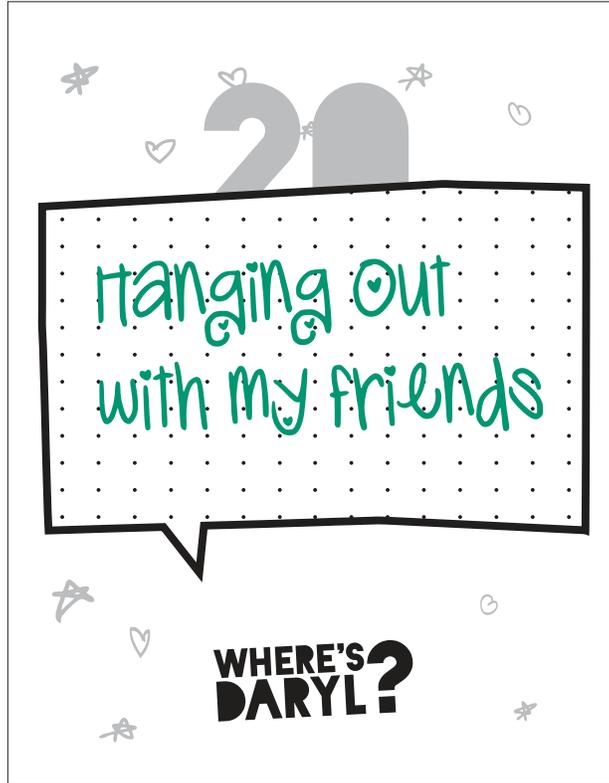
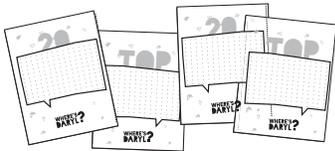
Step 1



Step 2



Step 3



Where's Daryl? Sticker



# EXTENSION LESSON: CELEBRATING YOU

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This lesson is about celebrating ourselves as individuals. It should help the students see what is special about their classmates; that spark that makes us unique. It is not only important to recognize youth daily, but to develop their cultural competency through others around them.

## GOALS

To increase the cultural awareness of our students through the recognition of the unique qualities that can be found in everyone around us.

## OBJECTIVES

By the end of this lesson, students will be able to:

- Recognize a unique quality about a classmate.
- Recognize a unique quality about themselves.

## MATERIALS

- Chart Paper (If unavailable, students can use regular letter size or larger, but the bigger the paper the better, so visibility is better for the entire classroom).
- Markers
- Tape

## HEALTH STANDARDS

S17. Evaluate individual, group and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

## PREP BEFORE CLASS

1. Write the goals and objectives on the board.

### OUTER AND INNER SELF YOU!

Today's lesson is ALL ABOUT YOU! Each and every one of you are SPECIAL and UNIQUE. We want to know about how you see yourself on the outside and what we DO NOT know about you on the inside.

My name

OUTER

---

INNER

1. Fold your chart paper in half.
2. Place your name at the top of the chart paper. Make any design of your name that you would like. If you have multiple colors, then you are welcome to use them.
3. Label the top section of the fold "Outer."
4. Label the bottom section of fold "Inner."

2. Create your own chart paper with the class to model to them what they need to be doing and to develop a connection with them.

## ACTIVITY

This activity prompts students to discover and celebrate their inner and outer selves.

### 1. Create.

Distribute required materials to every student. Each student should have a piece of chart paper and at least one marker color. (Modification: You can use any size paper, if chart paper is not available. They also can use a different writing utensil, if markers are not available).

Tell the students to follow the instructions on the board and once they are completed, give them the next set of instructions. Walk around the classroom and help students who may need help following instructions.

### 2. Guide.

Once the students have completed the first set of instructions, you can begin the next set of instructions. Please use this script:

*"Today's lesson is called "Outer and Inner YOU".*

*Today we are going to spend a lot of time talking about ourselves. Not only what we see on the outside...our physical qualities, but also what others do not know about us, on the inside.*

*Do you ever wish you had more people around you who really know you, who really understand you, accept you, and listen to who you really are? Today is the opportunity to let other people find things out about you that they may never have known from just looking at you. You never know, today could be the first day of new friendships that you thought would never happen, because now you share common interests, or because they sound very interesting and you want to get to know them more now.*

*Now that you have prepared your chart paper, know that you will be presenting this chart paper to your fellow classmates. They will also be hanging in our classroom for everyone to see. I want to make sure you know that in this classroom we will be celebrating YOU and everyone around you.*

### 3. Start.

Write "Outer" and description on the board. You can explain beyond the description provided, if necessary. Give them 5-10 minutes to complete their own section.

**OUTER:** *All the physical qualities about yourself that are unique and we can see with our eyes.*

Examples:

I am....

- Korean and Irish
- I have brown hair
- I am 5'11"
- I have blue eyes

brazilian and  
japanese 4'9"

OUTER

green eyes

brown hair

play the drums  
favorite animal  
is koala bear

## INNER

Like pretzels in  
ice cream

Love to  
play video  
games

Other prompts for "INNER" exercise. Students can essentially complete the sentence.

The animal that best describes me is \_\_\_\_\_.

If I could have any super power it would be \_\_\_\_\_.

When I was young, I wanted to be \_\_\_\_\_.

Someday I want to learn how to \_\_\_\_\_.

My biggest pet peeve is \_\_\_\_\_.

My favorite song right now is \_\_\_\_\_.

### 4. Continue.

Write "Inner" and description on the board. You can explain beyond the description provided, if necessary. Give them 5-10 minutes to complete their own section.

*INNER: All the non-physical qualities about yourself that we cannot see, but which you think are unique, and/or things we do not know about you.*

Examples:

I am....

- a good listener
- I am shy
- I like Star Wars
- I speak Korean and English

### 5. Discuss & Process.

Start the discussion by asking how it felt for you to disclose information about yourself as you were creating your poster... ask:

"How did it make you feel?"

"Was it difficult to talk about yourself?"

"Was it hard/easy to disclose?"

"How different was it to think about outer qualities versus inner qualities?"

### 6. Share.

Present your whole poster to the students. Talk about your outer and inner qualities with them. Ask if there was anything that surprised them.

Have each student present their poster to the students. After each presentation, ask if there as anything that surprised them.

## OTHER RECOMMENDATIONS:

### 1. Make it homework.

Give this to the students as a homework assignment. Do this in the beginning of the curriculum and have a limited number of students present this to the class during the implementation of the curriculum. At the end of the last lesson, each student's poster, including yours, should have should have been presented to everyone.

### 2. For small groups.

In particular for smaller groups, create a handout that has the poster templates with all the items. The students would just fill in everything else and present to the group.

## REMINDER!

Please have students complete the Post-Assessment and please remember to complete the Teacher's Evaluation which can be found at the end of the guide.

### Post-Assessment Handouts

#### Post-Assessment

## HERE'S WHAT I THINK NOW

	Agree	Disagree	Not sure
1. Carrying a gun makes people feel powerful and strong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Carrying a gun makes people feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It's okay for children/teenagers to have guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having a gun in the house makes people safer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I wish everyone would get rid of all their guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. It would make me feel really powerful to hold a loaded gun in my hand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The people I respect would never go around with a gun, because they are against hurting people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I bet it would feel real cool to walk down the street with a gun in my pocket.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I think it would be fun to play around with a loaded gun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I don't like being around people with guns because someone could end up getting hurt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I'd like to have a gun so that people will look up to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I don't like people who have guns because they might kill someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Most people feel nervous around someone with a gun and they want to get away from that person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I think it's okay for any person over 18 to own a handgun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I think it's okay for children/teenagers to have guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It wouldn't bother me if I knew my friend had a gun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Which of the following are the 3 most common causes of death among teenagers in the U.S.? (circle 3) a. motor vehicle accidents b. drowning c. fire d. unintentional injury e. suicide f. murder			
18. How many deaths occur each year due to guns in the U.S.? a. 1,000 or less b. 1,000-10,000 c. 10,000-50,000 d. more than 50,000			
19. What percentage of households in the U.S. have guns? a. 10% b. 10-25% c. 25-50% d. 50-100%			
20. What percentage of US households with children keep a loaded gun in the house? a. 10% b. 10-25% c. 25-50% d. 50-100%			
21. Someone who owns a gun is _____ to be shot than someone who does not own a gun. a. less likely b. equally as likely c. 2 times as likely d. over 4 times as likely			
22. Guns are never completely safe, but what is the safest way to store a gun? a. loaded under your bed b. keeping a gun and ammunition locked up and stored c. keeping a gun locked, unloaded, and storing ammunition in a locked and separate location d. in a hiding place that only you know			
23. What is the appropriate thing to do if you see a gun in school? a. report it to the school police b. report it anonymously to the school principal c. report what you saw to a teacher at your school d. any of the above			

**WHERE'S  
DARYL?**

# TEACHER'S EVALUATION

PG 2

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## TEACHER'S EVALUATION

PG 1

**Your kit & lesson materials** *Fill in the bubble below.*      Very Poor      Average      Excellent

1. Overall, how would you rate your kit?
2. Did the materials feel suited to the lessons?       Yes       No

*Please fill in the following:*

	3. What material did you like best?	4. Were there any materials you found less helpful?	5. Was there any item you wish you had more of?
corkboard panels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
buttons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classroom poster	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD / short films	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sticky notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
activity worksheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
classroom cutout	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. If you could add something, what would you add? .....

.....

**Teacher's guide** *Fill in the bubble below.*      Very Poor      Average      Excellent

7. Overall, how would you rate the teacher's guide?
8. Were the guide and materials effective in helping you lead students in discussing gun violence?       Yes       No

*Please fill in the following:*

9. Were there any lessons...	(a) ...you wish you could have had more guidance on?	(b)...that felt unclear or were difficult to follow?
Lesson 1: Here are the Facts	<input type="radio"/>	<input type="radio"/>
Lesson 2: Peer Influences	<input type="radio"/>	<input type="radio"/>
Lesson 3: Taking Risks	<input type="radio"/>	<input type="radio"/>
Lesson 4: Dangerous Situations	<input type="radio"/>	<input type="radio"/>
Lesson 5: Refusal Skills & Peer Pressure	<input type="radio"/>	<input type="radio"/>
Lesson 6: Trusted Adults	<input type="radio"/>	<input type="radio"/>
Lesson 7: Solutions & intervention Points	<input type="radio"/>	<input type="radio"/>
Lesson 8: Setting a Goal	<input type="radio"/>	<input type="radio"/>

10. If there were lessons that felt unclear or difficult to follow, which lesson(s) were they and do you have any suggestions on how to improve that lesson? .....

.....

11. Were there any lessons you would recommend dropping? Why? .....

.....

12. Is there any lesson topic you recommend adding? .....

.....



# CLASSROOM MATERIALS TEMPLATES

The following are original templates of worksheets for the lessons in this guide, and all can be duplicated on a black and white copier. These are meant to be distributed one-per-student, unless indicated otherwise.

## Pre-Assessment

Pre-Assessment		Agree	Disagree	Not sure
<b>HERE'S WHAT I THINK</b>				
1. Carrying a gun makes people feel powerful and strong.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Carrying a gun makes people feel safe.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It's okay for children/teenagers to have guns.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having a gun in the house makes people safer.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I wish everyone would get rid of all their guns.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. It would make me feel really powerful to hold a loaded gun in my hand.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The people I respect would never go around with a gun, because they are against hurting people.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I bet it would feel real cool to walk down the street with a gun in my pocket.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I think it would be fun to play around with a loaded gun.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I don't like being around people with guns because someone could end up getting hurt.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I'd like to have a gun so that people will look up to me.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I don't like people who have guns because they might kill someone.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Most people feel nervous around someone with a gun and they want to get away from that person.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I think it's okay for any person over 18 to own a handgun.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I think it's okay for children/teenagers to have guns.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. It wouldn't bother me if I knew my friend had a gun.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Which of the following are the 3 most common causes of death among teenagers in the U.S.? (circle 3)	21. Someone who owns a gun is _____ to be shot than someone who does not own a gun.			
a. motor vehicle accidents	a. less likely			
b. drowning	b. equally as likely			
c. fire	c. 2 times as likely			
d. unintentional injury	d. over 4 times as likely			
e. suicide				
f. murder				
18. How many deaths occur each year due to guns in the U.S.?	22. Guns are never completely safe, but what is the safest way to store a gun?			
a. 1,000 or less	a. loaded under your bed			
b. 1,000-10,000	b. keeping a gun and ammunition locked up and stored			
c. 10,000-50,000	c. keeping a gun locked, unloaded, and storing ammunition in a locked and separate location			
d. more than 50,000	d. in a hiding place that only you know			
19. What percentage of households in the U.S. have guns?	23. What is the appropriate thing to do if you see a gun in school?			
a. 10%	a. report it to the school police			
b. 10-25%	b. report it anonymously to the school principal			
c. 25-50%	c. report what you saw to a teacher at your school			
d. 50-100%	d. any of the above			
20. What percentage of US households with children keep a loaded gun in the house?				
a. 10%				
b. 10-25%				
c. 25-50%				
d. 50-100%				



## Myth or Fact Handout

<p><b>MYTH OR FACT?</b></p> <p><b>MYTH NO. 1: GUNS MAKE YOU SAFER.</b> WE SAY: DO THEY REALLY?</p> <ul style="list-style-type: none"> <li>More than 15,500 children and teens under age 20 were injured by a gun in 2010. More than 3,000 of these injuries were accidental.</li> <li>People who have a gun are almost 4.5 times more likely to be shot in an assault than people without a gun.</li> <li>There is at least 1 unlocked firearm in 40% of homes where children are living.</li> <li>In 75% of accidental gun deaths and injuries involving youth, the gun was stored in the home of the victim, a relative, or a friend.</li> </ul> <p>CONCLUSION: NOT REALLY.</p> <p><b>MYTH NO. 2: AS LONG AS I PUT MY GUN AWAY SAFELY AT SCHOOL-AND I DON'T HURT ANYONE-IT'S NO BIG DEAL.</b> WE SAY: BUT HERE'S THE DEAL-</p> <p>It is a federal crime to have gun within 1000 feet of any school. Punishment may be:</p> <ul style="list-style-type: none"> <li>Expulsion from school</li> <li>Up to 5 years in prison</li> <li>A felony on your permanent record</li> <li>Up to a \$5000 fine</li> </ul> <p>CONCLUSION: I WOULDN'T IF I WERE YOU.</p> <p><b>MYTH NO. 3: THERE IS SUCH A THING AS GUN SAFETY.</b> WE SAY: IS THERE?</p> <p>Keeping a gun locked, unloaded and storing ammunition in a locked and separate location can lower the risk of youth's accidental injuries and suicide.</p> <p>CONCLUSION: APPARENTLY, THERE IS.</p> <p><b>MYTH NO. 4: THAT'S JUST THE WAY IT IS. IT'S NORMAL.</b> WE SAY: BUT IS IT?</p> <ul style="list-style-type: none"> <li>The U.S. has the highest gun homicide rate of 34 industrialized countries - 30 times higher than Australia, France or England.</li> <li>The amount of people who are killed by guns is over 200 times higher in the US than in England. Why? England has much stricter gun laws-not even the police can carry guns.</li> <li>The US has the highest gun ownership rate in the world - an average of 88 guns per 100 people. England and Wales, by comparison have an average of 6.2 guns per 100 people.</li> </ul> <p>CONCLUSION: ACCORDING TO THE REST OF THE WORLD, IT'S NOT.</p> <p><b>WAIT UP, THERE'S MORE.</b></p> <ul style="list-style-type: none"> <li>Each year, about 30,000 people die of gun injuries in the U.S.-enough people to fill the entire Staples Center arena in Los Angeles, with a line of 10,000 more people waiting at the door!</li> <li>Nearly 2 million children live in homes with loaded, unlocked guns.</li> <li>The 3 most common causes of teenage death are accidental injury, homicide and suicide.</li> <li>In 2010, guns caused 89% of teen homicides and 40% of teen suicides.</li> </ul> <p>CONCLUSION: WE ARE IN THIS TOGETHER.</p>	
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