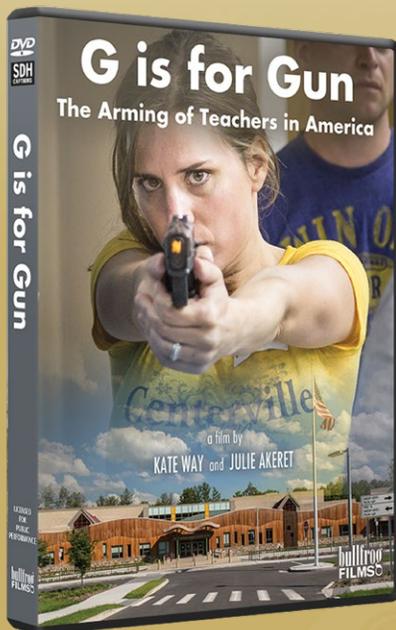# G is for Gun

Use your film screening of **G IS FOR GUN** as a tool for educating your community about safe schools, gun violence in the U.S., and laws relating to firearms. This guide offers some background information, helpful tips & discussion questions for an informative, rewarding screening. Good Luck!

what you'll find inside!

- **about the film & filmmaker**
- **ready to watch! screening guide**
- **ready to talk! discussion guide**
- **ready to act! handout**

About the film

G IS FOR GUN explores the highly controversial trend of armed faculty and staff in K-12 schools. Only five years ago this practice was practically unheard of, but since the Sandy Hook massacre in 2012, it has spread to as many as a dozen states. Often without public knowledge, there are teachers, administrators, custodians, nurses, and bus drivers carrying guns in America's schools. G IS FOR GUN documents a growing program in Ohio that is training school staff to respond to active shooter situations with guns, and follows the story of one Ohio community divided over arming its teachers.

About the filmmaker

Kate Way is a photographer, filmmaker, and veteran educator whose work is largely concerned with public policy, education, and issues of social and economic justice. She holds a doctorate in Language, Literacy, and Culture and a M.F.A. in Photography, and and has taught and researched in schools and universities for the past twenty-five years. Julie Akeret has worked in film and video for over thirty years. Much of her work has focused on education, social justice and the arts. Akeret's films are distributed nationally to educational institutions.

ready to watch!

Ideas and best practices to help make your community screening a success!

1. Publicize Your Event! This is the most important step because it not only tells the world what you're up to, but it lets the Bullfrog Community team know what your plans are so we can help you publicize your event. Visit http://www.bullfrogcommunities.com/g_is_for_gun to register and get the word out about your upcoming screening. You can also email us at info@bullfrogcommunities.com if you need help getting started!

2. Visualize Your Goal! What do you hope to achieve with your screening? Your goal could be to generate a lively post-film discussion about issues raised in the film, gain support or recruit volunteers for a local grassroots campaign, or raise funds for a group on your campus or in your community. Or, you can simply use the screening to provide an opportunity for your audience to watch and learn together.

3. Where To Host? Consider which locations in your area would be ideal for accommodating a community film screening of the size you anticipate: downtown movie theaters, churches and synagogues, town halls, community centers, public libraries, school auditoriums, university and college venues, warehouses at a business and outdoor screenings at parks and playgrounds, and even private homes have been venues for many successful community screenings.

4. Find A Partner! Give some thought to who is already working on this issue in your community. Can they help sponsor the event? Spread the word? Speak on a panel discussion after the screening? Some potential partners include: student groups at universities and colleges; a local public or campus library; representatives from local religious congregations or faith-based community groups; local chapters of national/global activist or grassroots organizations; faculty members at nearby universities and colleges; reporters/journalists from local news publications such as newspapers and magazines; local nonprofits; and any community organizations that share goals or views with the film you are screening.

5. Invite A Guest Speaker! Guest speakers and panelists are a great way to encourage discussion and debate after a community screening. When people are engaged and thinking about the issues they will stay engaged long after the screening has passed. Contact representatives of local non-profits, faith groups, journalists and reporters from local media outlets, or teachers and professors who have expertise and/or insight into the issues raised by the film, and invite them to attend your screening and participate in a discussion or Q&A session with your audience.

6. Engage Your Audience! Use this discussion guide to engage your audience. Included in this guide is a section called Ready to Talk! with a few suggested discussion questions to get the conversation started, and a section called Ready to Act!, — which can be used as a handout — listing additional resources for further investigation about key issues raised in the film.

7. Spread The Word! Think about the best methods available to you for publicizing your film screening to people in your community. Sending emails to a contact list, creating event notifications on Facebook, Google+, Eventbrite or an online community calendar, using Twitter to announce your event, and placing screening announcements in local newspapers and newsletters is a good start. In addition to this guide, you can find and download a screening poster and press photos at
http://www.bullfrogcommunities.com/g_is_for_gun that can be used to help publicize your event.

8. Tell Us How It Went! Visit http://www.bullfrogcommunities.com/g_is_for_gun to tell us about your event. Contribute to the film's discussion page to help other student groups, universities, non-profits, congregations and community groups further the discussion and put on successful screening events of their own. Where was your screening held? Who attended? What went well, and what was challenging? What did you discuss? Your feedback will help others to organize their own events, and will energize Bullfrog Communities as a whole.

ready to talk!

**Your audience will be excited to discuss the issues raised by G IS FOR GUN.
Here are some questions that will get people talking.**

1. What kinds of pressures are public schools and public school employees facing today?

2. How have schools and, in particular, the profession of teaching, changed over the last decade or more? What effect might this have on teaching and learning? On school security?

3. What are some of the problems that children bring to school with them? How well-equipped are schools and teachers to handle these issues? Do you think handling these kinds of issues should be the role of schools? Why or why not? What might schools need to better be able to handle these problems?

4. Consider the connections that Mandi Croft – a long time classroom teacher – makes in the film between trends in education reform and what it is like to be a teacher today. How might what she is describing inform our thoughts on school security?

5. What do you think might be some of the sources of social and economic struggle in this country over the past several decades? Has it become harder for people to support their families? How much do social and economic problems come to school with children, and how equipped are schools to deal with these issues?

6. What are trends in school funding? What impact might this have on schools? If schools had all the funding they needed, how might that change teaching and learning? Student well-being? Security?

7. Do you think the way we allocate our resources as a society is in any way connected to debates about school security, or debates about guns in public spaces? Discuss or write about the different ways these things might be connected.

8. In the film, Professor of Education Bryan Warnick argues that there may be a connection between modern education reform – under which schools are increasingly monitored and controlled – and the creation of a culture of violence in schools. How might an underlying culture of surveillance and control impact the way school communities feel?

9. Kenneth Saltman, also a Professor of Education, makes a similar argument, but focuses on the control of teaching and knowledge. How might an underlying culture of surveillance and control change the nature of learning?

10. How important is exposure to a well-rounded education? What kinds of communities are providing programming and teaching that promotes critical thinking, creativity, and social activism? Why is this happening in some communities and not in others?

11. Similarly, Dr. Warnick also points out the paradox in the way teachers are being treated. On the one hand, they are increasingly not trusted to control their own curricula and forms of assessment for their students; yet on the other, many are suggesting that they should be responsible for life-and-death decisions. Where do you think both of these approaches are coming from, and why? What do you think teachers should be responsible for?

12. What constitutes security? What will actually make us most secure as a society?

13. What are the economic costs and benefits of school security in its current form? What are the social costs and benefits of school security in its current form? Who is impacted most by various costs and benefits?

14. How are notions of school security related to those of national security?

15. Shamara Foy, who works in the Board of Education Office, discusses how security has changed since she was a student in the school district, as well as her own reservations about handling a gun. Superintendent John Sheu describes the many layers of protection the district has chosen to build into their system. Both argue that guns provide the best solution to a fear that someone could try to do harm in the district. What would you say to each of them?

16. Consider how much as a culture our exposure to and tolerance for imagining violent and catastrophic scenarios has changed since the 1950's. What has contributed to these changes? How might the psychological and emotional effect of this kind of exposure be different for different generations of children growing up in the U.S.?

17. Do you believe it is necessary for students and teachers to go through "active shooter" drills? How are we 'shaping' this generation? What kind of damage might be done, and what are the potential benefits? How should the costs and benefits be weighed?

18. Is it fair to ask teachers to volunteer for arms training, and to carry concealed weapons on the job? What kinds of protections should they have? Does having guns in the workplace – in the hands of colleagues – constitute a change in working conditions? In what ways?

19. If, statistically, schools are still very safe places to be, why do you think so many Americans are now focused on school security? How might the rise of a school security "industry" be feeding our perceived need for more security?

20. What do you think about the role of the media in inciting fear? How should the media respond to acts of violence in schools?

21. What are the stereotypes, culturally, of gun-control advocates? What are the stereotypes, culturally, of gun-rights advocates?

ready to act!

National Education Association (NEA) School Safety program
http://www.nea.org/home/16364.htm

All too often gun violence and mass shootings top the headlines in America, causing anxiety and confusion among young people. To help students who are continually hearing about senseless gun violence in or near schools and are scared about their safety, the NEA offers advice from the National Association of School Psychologists for talking to them about violence and other national tragedies.

American Federation of Teachers (AFT) Resolution
on Gun Violence Prevention and School Safety
https://www.aft.org/resolution/gun-violence-prevention-and-school-safety

The AFT passes resolutions on a wide range of issues that affect members in our different membership constituencies and that address other national and international issues of importance to the union and to our vision for the country.

Giffords Law Center to Prevent Gun Violence
http://lawcenter.giffords.org/gun-laws/policy-areas/guns-in-public/guns-in-schools/

Giffords Law Center has 25 years of experience fighting for the laws, policies, and programs proven to save lives from gun violence.

John Hopkins Center for Gun Policy and Research
https://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-gun-policy-and-research/

The Johns Hopkins Center for Gun Policy and Research is engaged in original scholarly research, policy analysis and agenda-setting public discourse. Part of the Center's mission is to serve as an objective and informative resource for the news media, thereby providing the public with accurate information about gun injuries, prevention strategies, and policies.

The Sentencing Project
https://www.sentencingproject.org

Founded in 1986, The Sentencing Project works for a fair and effective U.S. criminal justice system by promoting reforms in sentencing policy, addressing unjust racial disparities and practices, and advocating for alternatives to incarceration.

Black Lives Matter
https://blacklivesmatter.com

The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on Black communities by the state and vigilantes.

Juvenile Law Center
https://jlc.org/youth-justice-system-overview

Juvenile Law Center advocates for rights, dignity, equity and opportunity for youth in the child welfare and justice systems. Founded in 1975, Juvenile Law Center is the first non-profit, public interest law firm for children in the country.

Moms Demand Action
https://momsdemandaction.org

Moms Demand Action for Gun Sense in America is a grassroots movement of Americans fighting for public safety measures that can protect people from gun violence.

National Association of School Resource Officers (NASRO)
https://nasro.org

NASRO provides training to school-based law enforcement officers to promote safer schools and safer children.

International Association of Chiefs of Police (IACP)
http://www.theiacp.org

IACP is the world's largest professional association for police leaders, with more than 30,000 members in 150 countries.

International Association of Campus Law Enforcement Officials (IACLEA)
https://www.iaclea.org

IACLEA advances public safety for educational institutions by providing training, research, advocacy, accreditation, education, and professional services.

National School Boards Association (NSBA) Center for Safe Schools
https://www.nsba4safeschools.org

The NSBA Center for Safe Schools is an initiative of the National School Boards Association (NSBA) to support and ensure a safe and secure environment for students, staff and the community.

National Association of School Psychologists (NASP)
https://www.nasponline.org

The world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health.

National Association of School Superintendents (NASS)
http://nass.us

NASS focuses on serving the needs of school superintendents, offering resources, tools, and advocacy opportunities for thousands of superintendents across the country.

American School Superintendents Association (AASA) Safe & Secure Schools program
http://www.aasa.org/content.aspx?id=1554

AASA serves as the national voice for public education and district leadership on Capitol Hill.

National Association of Police Organizations (NAPO)
http://www.napo.org

NAPO is a coalition of police unions and associations from across the U.S., organized for the purpose of advancing the interests of law enforcement officers through legislative advocacy, political action and education.

National Association of School Safety and Law Enforcement Organizations (NASSLEO)
http://www.nassleo.org

NASSLEO membership is comprised of educators, law enforcement and security directors and officers, as well as other professionals that share the common goal of protecting our students, staff and physical assets.

The Educator's School Safety Network
http://eschoolsafety.org

The Educator's School Safety Network is made up of experts committed to making schools safer through an education-based, all-hazards approach to school safety.

School Safety Advocacy Council (SSAC)
http://www.schoolsafety911.org/mission.html

SSAC was established in 2005 with the goal of providing school safety training and services to school districts, law enforcement agencies and communities.

Security Industry Association (SIA) School Safety program
https://www.securityindustry.org/advocacy/policy-priorities/school-safety/

SIA is a trade association for global security solution providers, representing security leaders and experts who shape the future of the security industry.

NeverAgain
https://www.facebook.com/NeverAgainMSD/

NeverAgain is run by survivors of the Stoneman Douglas shooting. "We are sick of the Florida lawmakers choosing money from the NRA over our safety."