

**WHERE'S
DARYL?**
teacher's guide

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Gun Violence Awareness
Program for Youth

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 trees and 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 love, 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

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?” posters can be used to reinforce the message of the campaign by making the Daryl persona a more real presence in school hallways and classrooms. The “Where’s Daryl?” activities take advantage of these props to help create a meaningful dialogue in your classroom and on your campus.

DARYL



LESSON 3

TAKING RISKS

In this lesson, discuss risky situations that Daryl could have gotten into with regard to the 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 A*
- *Daryl Gets a Gun Worksheet B*
- Tape/pins
- Classroom bulletin board panels (*optional*)

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 and dating situations.

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.

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 on other examples they can think of that give access to guns 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.

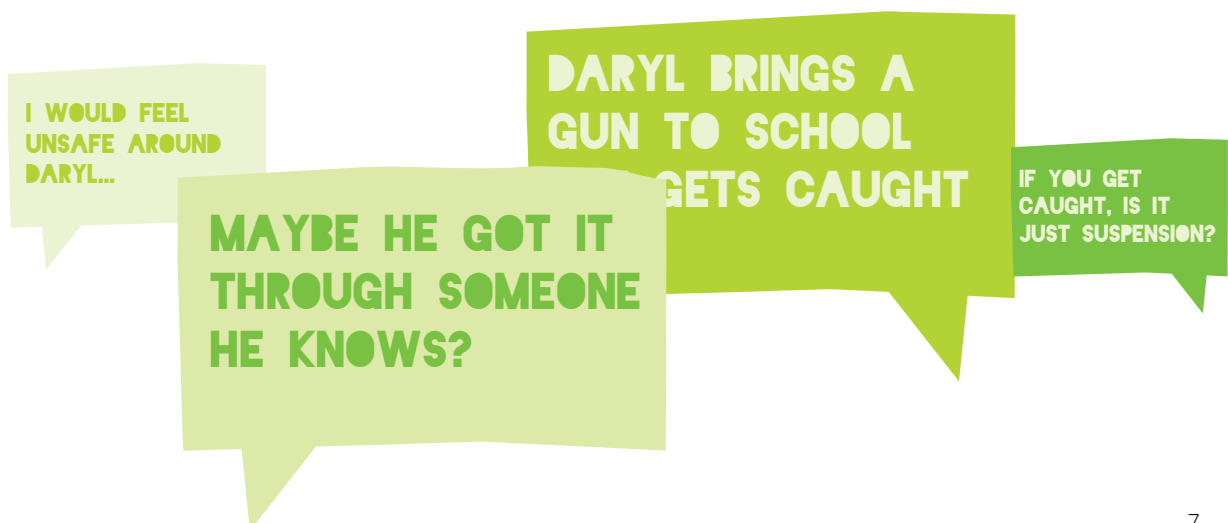
Hand out one set of both worksheets, *Daryl Gets a Gun A* and *B*, to each group. Each group will make up their own story about what happened to Daryl, using the *Daryl Gets a Gun Worksheets*. Each cell in the worksheet should be a single event in Daryl's story line.

4. Story sharing.

Students can tape their worksheets to the wall or pin to the bulletin board panels. 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.



worksheet A

Daryl's friend
has a gun.

He lets him
try it

Daryl borrows
it and takes it
home

WHERE'S
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worksheet B

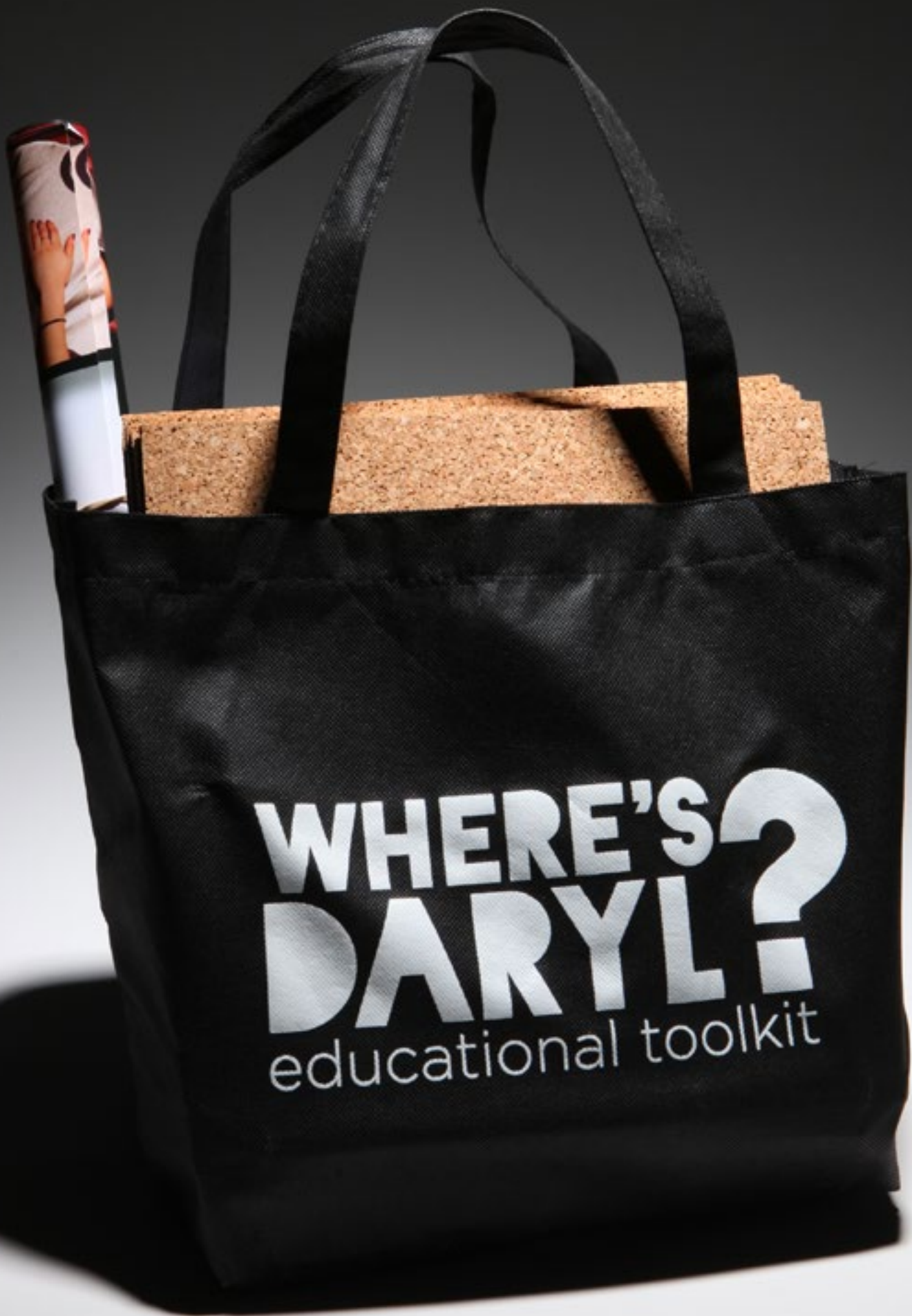
Daryl puts it
under his bed

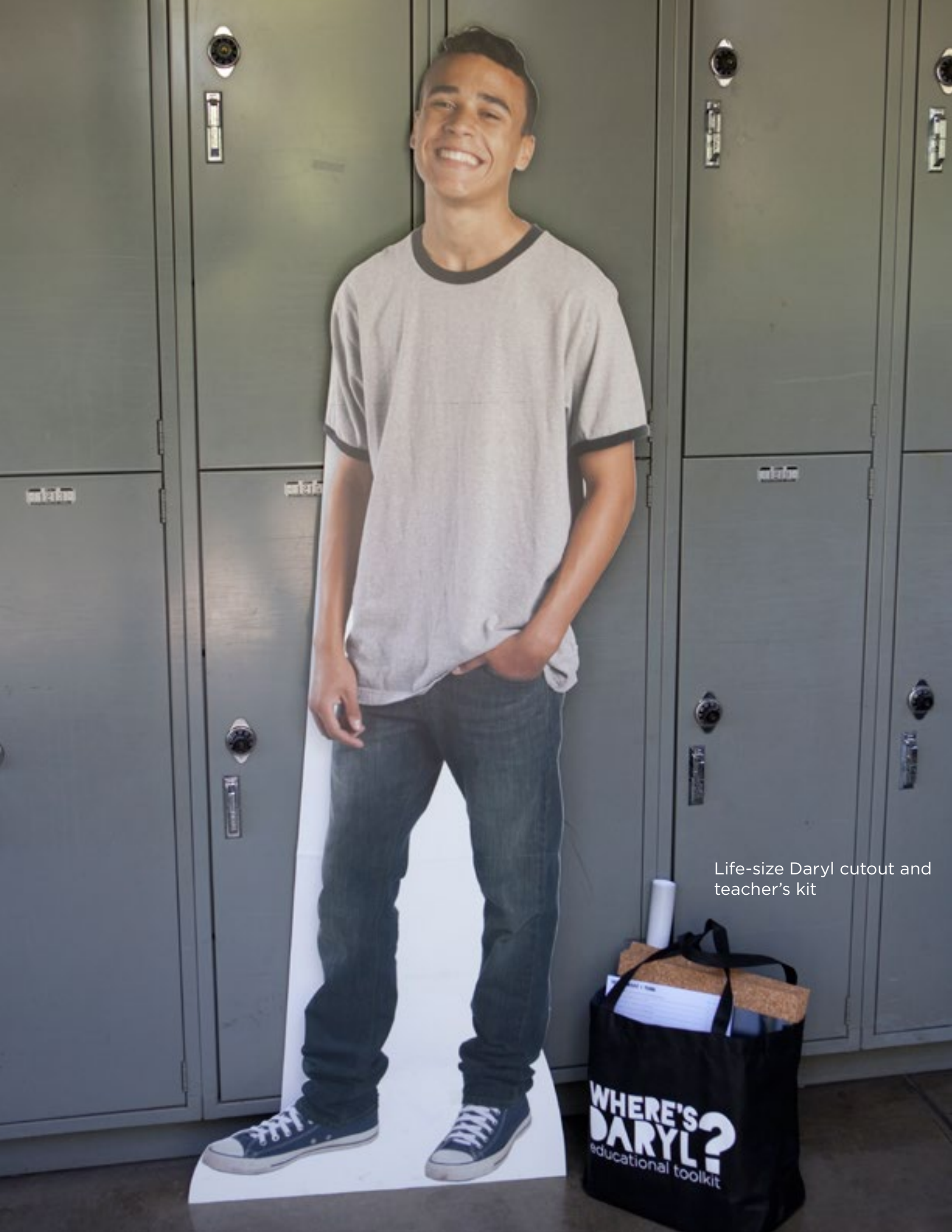
Daryl's baby
sister finds it

Daryl's sister
accidentally
shoots herself

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CLASSROOM & LESSON MATERIALS





Life-size Daryl cutout and teacher's kit

**WHERE'S
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educational toolkit

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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This project has been generously supported by grant funding from:
Sappi Ideas That Matter and the Nathan Cummings Foundation.

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