

**GOD BLESS AMERICA.**



# IN ONE YEAR, GUNS MURDERED

17 PEOPLE IN FINLAND

35 IN AUSTRALIA

39 IN ENGLAND AND WALES

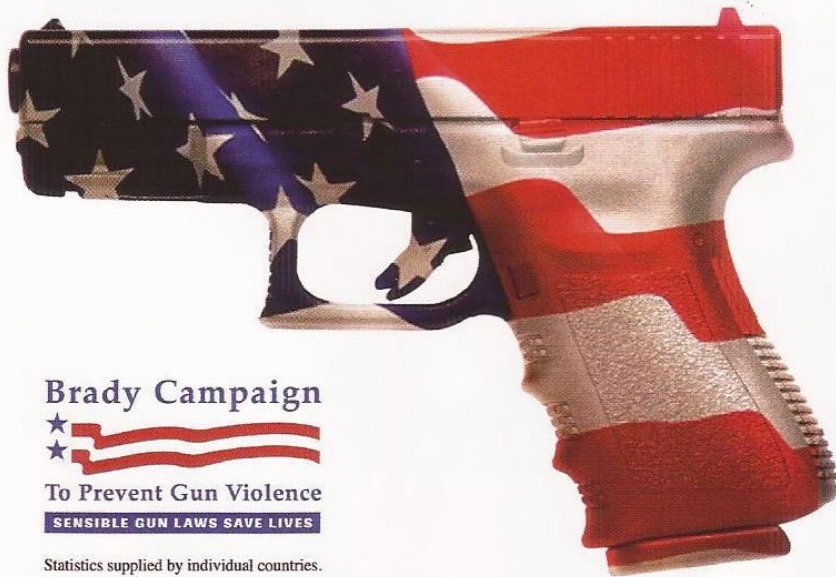
60 IN SPAIN

194 IN GERMANY

200 IN CANADA

AND 9,484 IN THE UNITED STATES

## GOD BLESS AMERICA.



Brady Campaign



To Prevent Gun Violence

**SENSIBLE GUN LAWS SAVE LIVES**

Statistics supplied by individual countries.

Want to make a difference? Join [www.bradycampaign.org](http://www.bradycampaign.org)

# VOCABULARY

## GUNS AND VIOLENCE

A firearm	Une arme à feu
A gun, a revolver, a pistol	Un pistolet
A weapon	Une arme
A rifle	Un fusil
A rifle shot	Un coup de feu / de fusil
To shoot	Tirer
A shooting	Une fusillade
A bullet, a stray bullet	Une balle, une balle perdue
The gunstock	La crosse (du fusil)
To pull the trigger	Appuyer sur la gachette
To kill, to murder	Tuer
To commit a crime	Commettre un crime
Gun ownership	La possession d'armes
Gun license	Permit de port d'armes
Gun ownership	Le fait de porter une arme
Allowed / forbidden	Autorisé / interdit
The law	La loi
The rights	Les droits
To highlight	Souligner, mettre en évidence
To carry out investigations	Mener des enquêtes
A police officer	Un officier de police
To defend / To protect (oneself)	Se défendre, se protéger
An amendment	Un amendement
Security , safety	La sécurité
Safe	Sauf
Safe and sound	Sain et sauf
Dead / alive	Mort / vivant
Unharmed ≠ Injured	Indemne ≠ Blessé
An assault, to assault	Une attaque, attaquer, agresser
The risks	Les risques
The chances (to)	Les possibilités (que qch arrive)
A lawyer	Un avocat
A criminal record	Un casier judiciaire
To conceal	Cacher qch
Unconcealed	Découvert (non cache)
To reveal , to disclose	Révéler, laisser apparaître
To keep and bear arms	Garder et porter des armes
A campaign for / against	Une campagne pour / contre
Effective	Efficace
To denounce	Dénoncer
To shock	Choquer
To infringe , to break the law	Enfreindre la loi
Relevant	Coherent, logique
A criminal record	Un casier judiciaire
A motto	Une devise
To be kept in custody	Etre placé en garde à vue
A threat	Une menace
A thug	Un voyou
A robber	Un cambrioleur
To ban, to prohibit	Interdire
To allow	Autoriser (légalement)





# I. WE THE PEOPLE



## 1 The second amendment

a. Listen to a recording of the second amendment and put the balloons in the right order.

a. being necessary

b. shall not be infringed.

c. to the security of a free State,

d. the right of the people

e. A well regulated Militia,

f. to keep and bear Arms,

b. Check the definition of "amendment".

c. Why do NRA (National Rifle Association) members quote this amendment?

## 2 Info search



- [www.ushistory.org/people/minutemen.htm](http://www.ushistory.org/people/minutemen.htm)
- [www.archives.gov/exhibits/charters/constitution.html](http://www.archives.gov/exhibits/charters/constitution.html)

### a. Group work

**Group 1:** Learn more about the Declaration of Independence, the Constitution and the Bill of Rights.

- What are they?
- When and where were they signed?
- Who were the people present?

**Group 2:** Learn more about the American Revolution and the role played by the Minutemen /minitmen/.

- Give the dates. Who were the Minutemen? Who did they fight against?
- Why do certain groups call themselves the Minutemen today?

b. Prepare an oral account using your notes only.

### Help!

#### Reactions

astonishing: étonnant

baffling: déconcertant

disturbing: troublant

gruesome / horrid

hold sb responsible for

play with fire

teach how to + V

#### Weapons

ammunition: munitions

bullet: balle

cartridge: cartouche

firearm, weapon

(hand)gun

shotgun / rifle / rafl

pull the trigger: appuyer

sur la gâchette

be trigger-happy: avoir la

gâchette facile

### PREPARE YOUR TASK

## 3 Gun Owners of America

a. Listen to Ted Nugent. Turn to your Workbook for help.

b. Focus on the sounds at the beginning.

c. What historical landmarks are referred to?

d. Define Ted Nugent's message and his goals.

e. Compare his ideas with the poster on the opposite page.

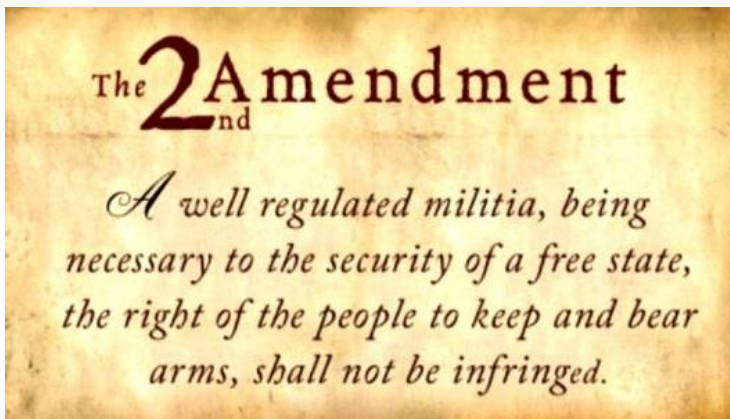
f. What does his organisation have in common with the NRA?



## 4 Writing workshop

The USA is often called a "gun nation". Explain why (about 200 words).





1. Say what the picture shows.
2. Identify the main clause and the supporting argument.
3. Explain what a "militia" is.
4. Fill in the blanks with the right figures :  
100,000 – 20 times – one million – 30,000  
The firearms homicide rate in the US is..... higher than in other rich countries.  
On average, more than.....people in the US are shot each year and.....of them die. More than.....people in the US have been killed with a gun since 1968, when Dr Martin Luther King, JR and Robert KENNEDY were assassinated.

**The American Declaration of .....** was drafted and signed on....., 17....by.....men, among whom Thomas ....., Benjamin..... and John ..... (known as the « ..... »).



This major event in US history, which constituted the creation of the USA, took place in ..... (= the first American capital city, before.....was chosen, in.....).

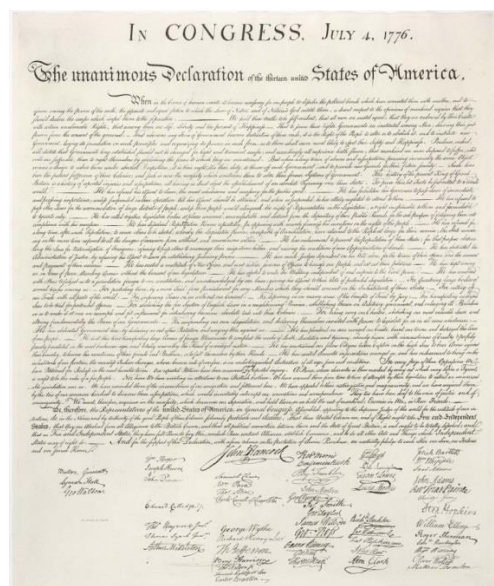
It took nearly .....more years to draft and adopt the Constitution, which was inspired by the French Declaration of Human Rights, and to which ..... amendments were added.

These first .....amendments are called "the .....of.....": they first intended to protect the Americans against the British who had violated their rights.

-The first amendment guaranteed .....of.....and .....(including freedom of the Press).

-The second, in favour of security, gave all the people "the.....to keep and.....arms", saying it "shall not be infringed".

Today, the NRA (=.....) often quote this 2<sup>nd</sup> amendment as a means of self-defense.



👉 The second sentence of the Declaration of Independence has been judged "one of the best-known sentences in the English language" containing "the most potent and consequential words in American history".

**"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."**

# THINK AND EXERCISE !

## LESSON 2

### Let's think

#### Translate the following sentences

- the American people have used weapons since they started conquering the wilderness
- the American people have been using guns for centuries
- for years, my father used a gun at work

What do you notice?

---

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#### Recap !

-SINCE marque \_\_\_\_\_

Il s'utilise avec \_\_\_\_\_ et se traduit par \_\_\_\_\_

-FOR indique une \_\_\_\_\_.

Il peut s'utiliser avec \_\_\_\_\_ et se traduit alors par \_\_\_\_\_.

Mais quand il est utilisé avec \_\_\_\_\_, il se traduit par \_\_\_\_\_.

#### Rappel :

-AGO permet de traduire l'expression \_\_\_\_\_ et s'accompagne du \_\_\_\_\_

### Now let's train !

#### 1) Which word can come before these phrases : *for* or *since*?

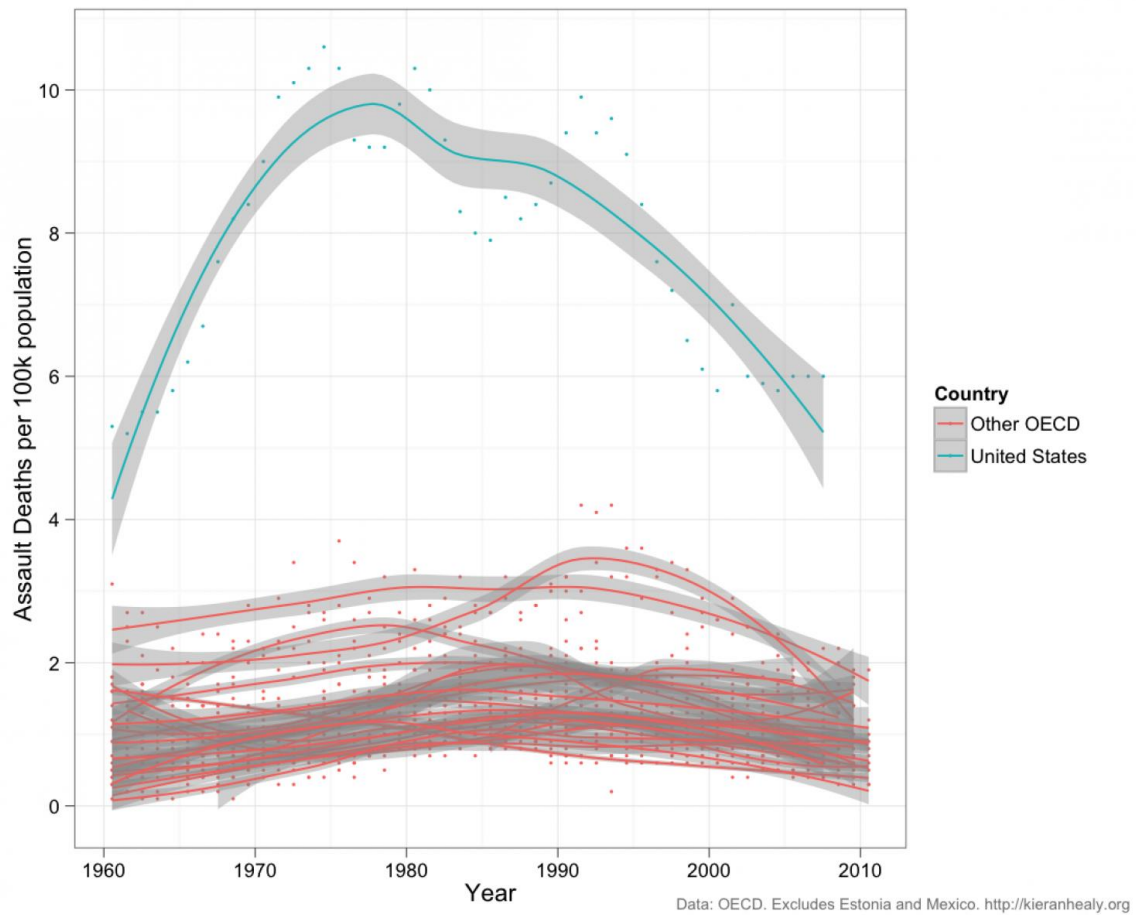
_____ three days	_____ 2005
_____ Monday	_____ he was born
_____ half an hour	_____ all his life
_____ Christmas	_____ 10 days
_____ such a long time	_____ the nineties

#### 2) Complete with FOR / SINCE

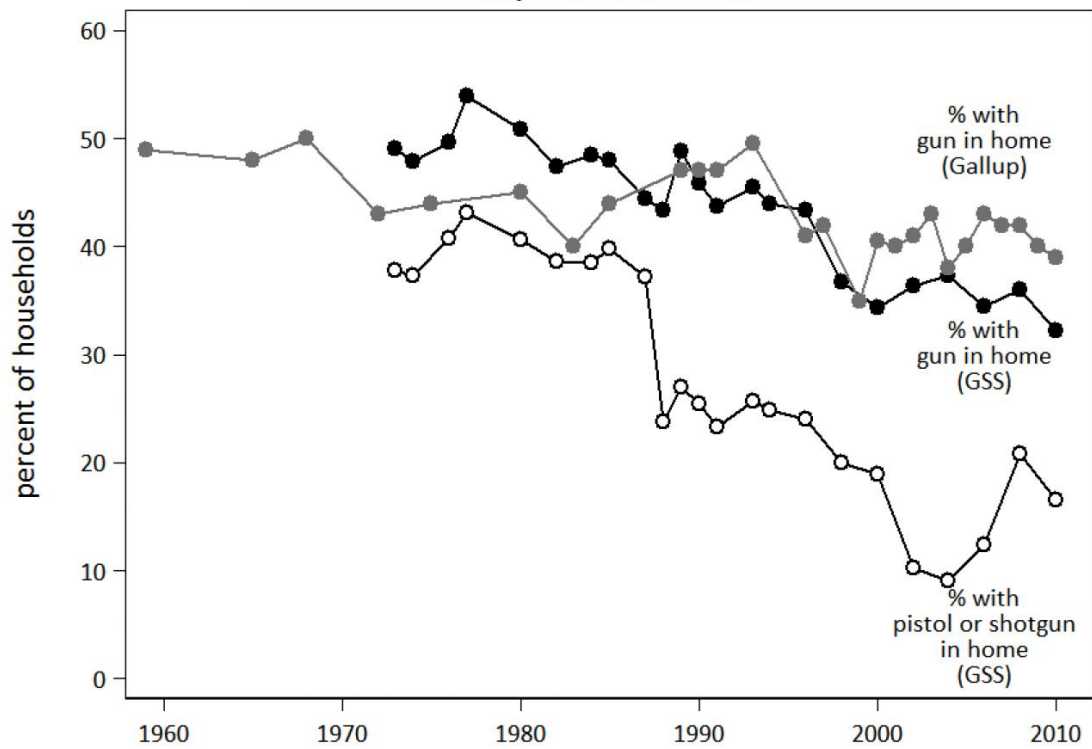
- a. Obama has thought about new gun laws \_\_\_\_\_ he was elected President
- b. She's had a gun \_\_\_\_\_ she was young !
- c. There have been metal detectors and cameras in that school \_\_\_\_\_ years
- d. He has been doing his speech \_\_\_\_\_ twenty minutes.
- e. There hasn't been any crime in Canadian schools \_\_\_\_\_ a very long time

#### 3) Put the verbs into the correct form + choose between *for*/*since*/*ago*.

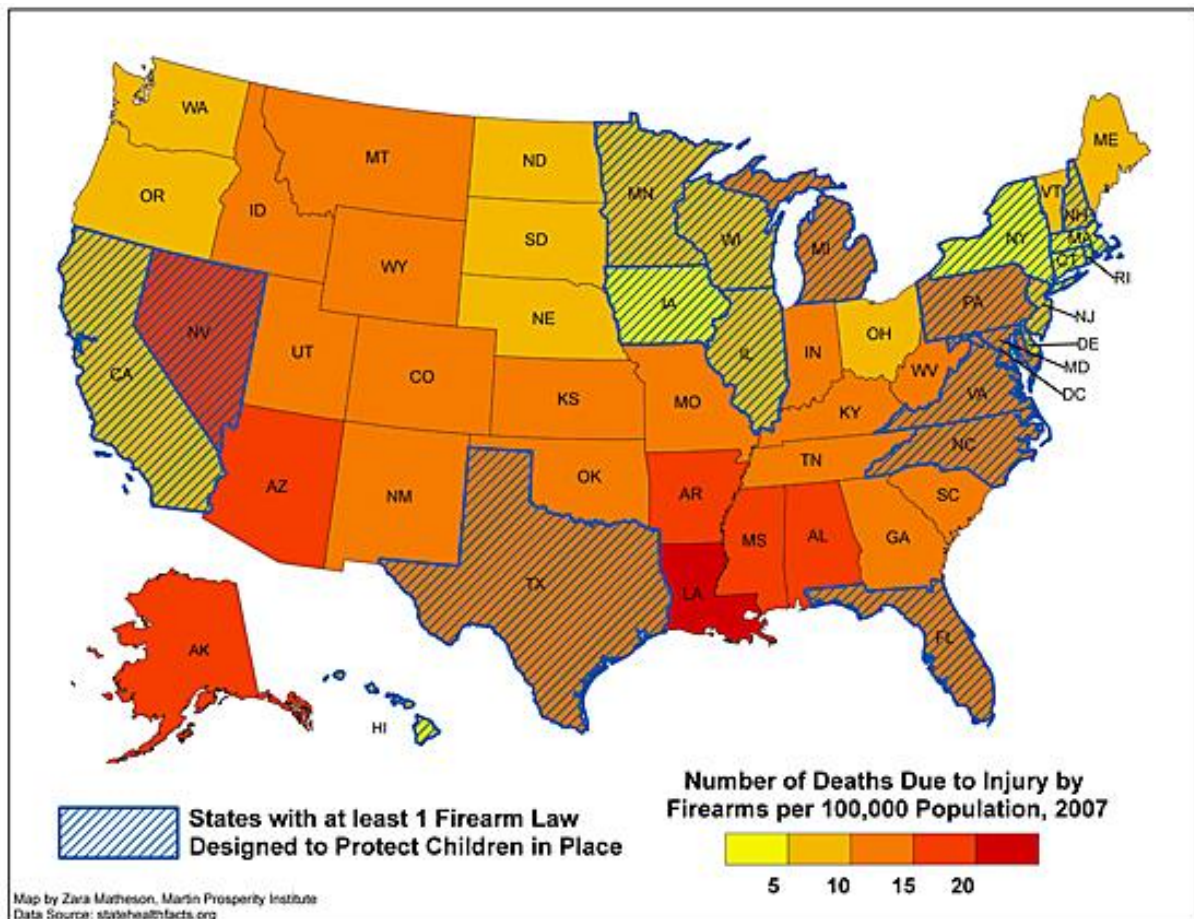
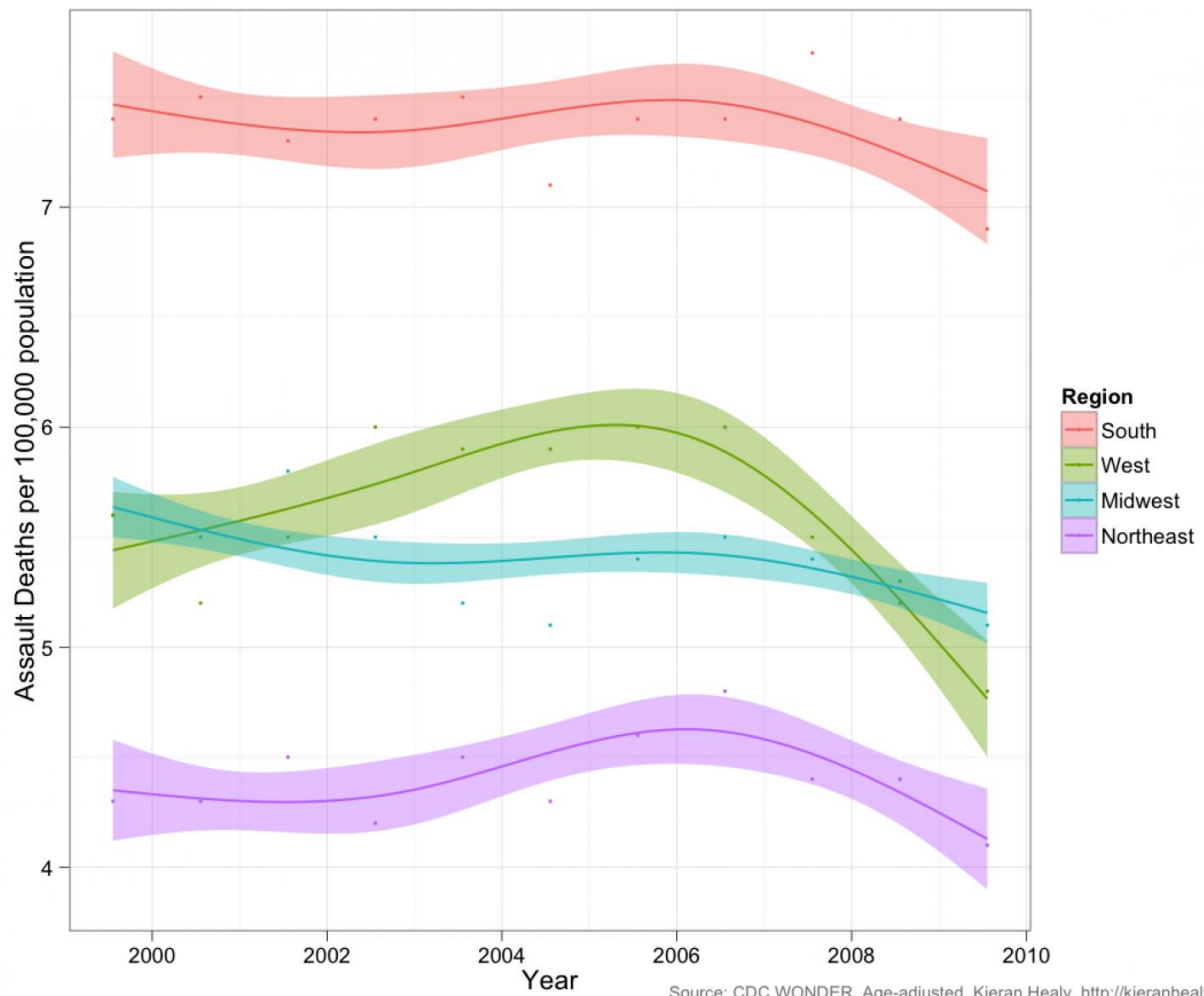
- a. He \_\_\_\_\_ (read) about Aurora shooting a few years **for – since – ago**.
- b. **for – since – ago** December 2012, there \_\_\_\_\_ (be) at least 91 school shootings in America.
- c. My father \_\_\_\_\_ (study) in this school **for – since – ago** more than 10 years.
- d. He \_\_\_\_\_ (be jailed) **for – since – ago** three years for owning a gun without a permit.
- e. He \_\_\_\_\_ (own) a gun **for – since – ago** nearly two decades now.



## Gun Ownership in America, 1959-2010



Source: Gallup Poll; General Social Survey.





## Getting a gun in Colorado 22

### BEFORE LISTENING

- Look at a map of the USA. Is Colorado in ☐ the South  
☐ the Midwest ☐ New England ☐ the West ☐ the Southwest?
- Find the words corresponding to these transcriptions and then read them aloud.  
/ˈkʌltʃə/: \_\_\_\_\_ /ˈpɜːmt/: \_\_\_\_\_ /ˈdʌlt/ (anglais US): \_\_\_\_\_  
/ˌɒtəˈmætik/: \_\_\_\_\_ /ˈhɛrɪtɪdʒ/: \_\_\_\_\_ /ˈrɪɡɔːl/: \_\_\_\_\_

### FIRST LISTENING

- What is the recording about? (many possible answers)  
☐ who can get a gun in Colorado ☐ types of weapons available for buying  
☐ police action to stop gun violence ☐ local laws about gun ownership  
☐ gun control in schools ☐ types of guns young offenders try to buy

### SECOND LISTENING

Useful words: a felony: a serious crime - a CCW: a Concealed Carry Warrant: *permis de port d'arme caché (à la vue)*

- What famous legal text does the Sheriff refer to? \_\_\_\_\_
- What are the laws in Colorado? Organize your notes.

Minimum legal age	Main condition	What is allowed?	What is unnecessary?

- Classify the guns mentioned into two categories:  
a) Allowed to the general public: \_\_\_\_\_  
b) Forbidden or restricted: \_\_\_\_\_
- What is the origin of gun culture in Colorado? Quote: \_\_\_\_\_

### THIRD LISTENING

- Complete what may still be missing in your answers to the questions above, or just check your answers.

### ACTION!

- Sum up the content of the recording with the help of these prompts.  
- In the USA gun ownership..... - be part of - be inherited from - be defined by  
- In Colorado especially..... - allow - forbid - provided (*à condition que*) - unless (*à moins que*) - criminal record - be of age (*être majeur(e)*) - besides - whereas - break the law
- Explain the link made in this recording between the right to carry arms and the history of the USA.

## Bowling for Columbine: a brief history of the USA (video)

1) Which two elements do you see first?

.....

2) What type of document is it? a documentary a cartoon a commercial

→ What **impression** does it convey ? (who is it addressed to? what type of message is given?)

.....  
.....  
.....

3) Who is speaking? a man a bullet a dog

→ Imagine **why** the author chose this type of character:

.....

4) Where do the Pilgrims come from?.....

5) What is the New World? .....

6) What do you notice about the rhythm of the speech, from the beginning to the end?

.....

→ Imagine **why** the author chose this rhythm: what is your **impression** on the history of the USA?

.....  
.....

7) What did the pilgrims do in the following dates? Match the event to the corresponding date:

1775 \*

\*The Pilgrims killed the British

1836 \*

\*Birth of the NRA

1871 \*

\*The beginning of the Civil Rights movement

1955 \*

\*Samuel Colt invented a weapon

\*The KKK became illegal

8) Number the following peoples or organizations in the order you hear them:

.....NRA .....pilgrims .....Samuel Colt .....black woman .....savages  
.....KKK .....British .....witches .....freed slaves ..... black people

9) Which feelings are expressed in the video?

☐ fear ☐ anger ☐ amazement ☐ disappointment ☐ despair ☐ happiness ☐ hope ☐ guilt ☐ pride

Who are they applied to? \_\_\_\_\_

10) Look at the last image and note down the last sentence. What can you say about this?

.....  
.....

# A Brief History of the United States of America

*Michael Moore, Bowling for Columbine, 2002*

## Video Script :

“Now it’s time for a brief history of the United States of America. Hi, boys and girls, ready to get started? Once upon a time, there were these people in Europe called pilgrims and they were afraid of being persecuted. So they all got a boat and sailed to the New World where they wouldn’t have to be scared ever again.

“Oh! I’m so relaxed!”

5 “I feel so much safer!”

But as soon as they arrived, they were greeted by savages and they got scared all over again. “Oh! Indians!” So, they killed them all.

Now, you’d think wiping out a whole race of people would calm’em down. But no! Instead they started getting frightened of each other.

10 “Witch! Witch!”

So ooh they burned witches.

In 1775 they started killing the British so they could be free... and it worked! But they still didn’t feel safe. So they passed a second amendment which said every white man could keep his gun.

“I love my gun, loves my gun.”

15 Which brings us to the genius idea of slavery.

You see, boys and girls, the white people back then were also afraid of doing any work, so they went to Africa, kidnapped thousands of Black people, brought them back to America and forced them to work very hard for no money and I don’t mean no money like “I work at Walmart and make no money”, I mean zero dollars, nothing, nada, zip; doing it that way made the USA the richest country in the world. So, did having all that money and free help calm the white people down? No way, they got even more afraid. That’s because after 200 years of slavery, the black people now outnumbered the white people in many parts of the South. Well, you can pretty much guess what came next. The slaves started rebellion. There were hundreds of them running after their masters, their heads got chopped off.

25 When the white people heard this, they were freaking out and going “Oh! No way! I want to live. Don’t kill me, big Black man!”

Well, just in the nick of time came Samuel Colt who in 1836 invented the first weapon ever that could be fired over and over without having to reload. And all of a sudden, whites were like “yee-ah!”. But it was too late, the North had won the Civil War and the slaves were free. Yep, they were free now to go chop all of the masters’ heads off and everybody was like “Oh no! We’re gonna die!” But the freed slaves took no revenge, they just wanted to live in peace, but ya couldn’t convince the white people of this, so they formed the Ku Klux Klan and in 1871, the same year the Klan became an illegal terrorist organization, another group was founded, the National Rifle Association. Soon, politicians passed one of the first gun laws, making it illegal for any black person to own it. It was a great year for America: the KKK and the NRA. Of course they had nothing to do with each other and it was just a coincidence: one group legally promoted responsible gun ownership and the other group shot and lynched black people.

35 That’s the way it was all the way to 1955 when a black woman broke the law by refusing to move to the back of a bus. White people just couldn’t believe it:

“Why won’t she move?”

“What’s going on?”

40 “Man, all hell broke loose”

Black people everywhere started demanding their rights and white people had a major freak and fear downtown and they were all like: “Run away! Run away!”

And they did it, they all ran fleeing to the suburbs where it was all white and safe and clean and they went out and bought a quarter of a billion guns and put locks on doors, alarms in houses, and gates round the neighborhoods. And finally they were all safe and secure and snug as a bug.

45 And everyone lived happily ever after."

## Questions

1-What is the global tone of the video? (give examples)

2-What is the common theme throughout the history of the USA, as it is represented in this video?

3-How are Americans depicted ?

4-Do you think this is the way things really happened? Give elements that seem true or not true, to you !

5-What do you conclude on Michael Moore’s intentions?

# HOW TO WRITE AN ESSAY



*Action!*

Write a 150-word essay on the following topic:  
"Should private citizens be allowed to legally own guns?"

Technical progress is a key to happiness. Nan has made breakthroughs in so many fields, thanks to technical progress that he can be proud of his achievements. Medicine is the case that comes to mind first, yet electricity, mass-production, or computers are also real assets.

However, it is true that technical progress is not without drawbacks. Mad-cow disease is an example of the negative effects of increasing the production of meat. Furthermore, the industrial revolution, which was made possible by the progress of technologies, has resulted in a world full of pollution. On top of that, global warming, which is one of the consequences of this pollution, will probably result in more natural catastrophes.

All things considered, many discoveries can have positive aspects. Yet, past and recent events show that the quality of life is often put at risk by blind technical progress, so, I believe we should encourage it but add a moral dimension to it.



## 1. Observe the essay

### a. Identify the topic:

\_\_\_\_\_

### b. Say what the role of each paragraph is:

- paragraph 1 is \_\_\_\_\_
- paragraph 2 \_\_\_\_\_
- paragraph 3 is \_\_\_\_\_

### c. In each paragraph, identify the following elements:

#### Paragraph 1:

- general argument: \_\_\_\_\_
- development: \_\_\_\_\_
- example: \_\_\_\_\_

#### Paragraph 2:

- linking word: \_\_\_\_\_  
argument 1: \_\_\_\_\_  
example: \_\_\_\_\_
- linking word: \_\_\_\_\_  
argument 2: \_\_\_\_\_
- linking word: \_\_\_\_\_  
argument 3 : \_\_\_\_\_

#### Paragraph 3:

- linking words: \_\_\_\_\_ / \_\_\_\_\_
- opinion: \_\_\_\_\_

### d. Say what the value of each linking word is:

	Valeur en français	LINKING WORDS
Counter-argument		
Extra argument		
Assessment, conclusion		

## 2. Read the topic and prepare your arguments

### a. Write an introduction to present your topic. Respect the 3 stages :

1) Amener le sujet      2) Poser la problématique      3) Diviser (annoncer le plan).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. Think of arguments in favour of and against gun control. Develop each argument with an example or an explanation. Note down these elements in the following chart :

For gun control = PART 1	
§1 = Argument 1:	Example or explanation:
§2 = Argument 2:	Example or explanation:
Against gun control = PART II	
§1 = Argument 1:	Example or explanation:
§2 = Argument 2:	Example or explanation:

c. Use the essay about technical progress to identify the three stages of a conclusion.

1) _____	2) _____	3) _____
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Now write your own conclusion :

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3. Write your essay using your notes; use linking words to make your organisation clear.

## USEFUL LINKING WORDS – MOTS DE LIAISON UTILES

<b>ADDING :</b> <b>Ajouter une idée</b>
And
Also
Too ( <i>en fin de phrase</i> )
As well as (aussi, ainsi que)
Moreover / What's more (de plus)
Furthermore (de plus, en outre)
Besides (de plus, par ailleurs)
In addition / Additionally

<b>CONCLUSION :</b> <b>Pour conclure</b>
To conclude,
In conclusion,
As a conclusion
In brief,
To put it in a nutshell
At last / Finally
Last but not least

<b>ILLUSTRATING:</b> <b>donner des exemples</b>
For example = For instance
Such as / like (comme, tel que)
In the case of...
As revealed by ....
Illustrated by ...

<b>QUALIFYING / CONTRASTING :</b> <b>Nuancer / contraster ses propos</b>
But
However / Nevertheless (cependant)
Although (bien que)
Even if / Even though (même si)
Yet (pourtant, cependant)
In spite of / despite (malgré)
Unless (à moins que)
Whereas (alors que, tandis que)
Instead of + <b>V-ING</b> (au lieu de + verbe)
Contrary to / Unlike (contrairement à)
On the contrary, (au contraire)

## Documents complémentaires

### One question could save your child's life



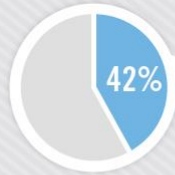
**ASK**  
ASKINGSAVESKIDS

#### The reality:

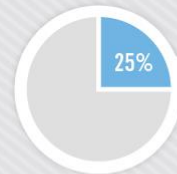
Children often have easy  
access to guns in the home

**1 in 3**

homes with children in  
America have guns, many  
unlocked or loaded.<sup>1</sup>



percent of parents  
with guns keep  
at least one  
unlocked.<sup>2</sup>



percent of parents  
with guns keep at  
least one loaded.<sup>2</sup>

**3 in 4**



children ages 5-14 know where  
firearms are kept in the home.<sup>3</sup>



#### The problem:

Easy access to guns can  
lead to tragic consequences  
for children

**9**

children and teens are shot every  
day in gun accidents. That's over  
3,000 youth every year.<sup>5</sup>



of firearm related  
deaths of children  
under 15 are  
unintentional  
shootings.<sup>4</sup>

**18,000+**

youth are injured or killed each  
year due to gun violence.<sup>4,5</sup>

Guns are the **2nd**  
leading cause of death  
among children and  
teens.<sup>4</sup>



#### The solution:

ASK, "Is there an unlocked gun  
in your house?" before your  
child plays at another home

**93%**

of parents, including parents who choose  
to own guns, would be comfortable with  
being asked about a gun in their home.<sup>2</sup>

**19 Million**

parents have already  
begun ASKING this  
life-saving question!<sup>6</sup>

**Pledge to ASK!**



<sup>1</sup>Johnson R, Coyne-Beasley T, Runyan C. Firearm Ownership and Storage Practices, U.S. Households, 1992-2002: A Systematic Review. *AJPM* 2004; 27:2:173-182.

<sup>2</sup>National Survey commissioned by PAX, Inc. Conducted online Dec 1-7, 2011. Survey size: 1,014 parents with children between the ages of 5-18. Margin of error is +/-3.1%.

<sup>3</sup>Baxley F, Miller M. Parental Misperceptions About Children and Firearms. *APAM* 2006; 160:5:542-547.

<sup>4</sup>Most recent 5 years of data retrieved from CDC, NCI, WISQARS [online]. [cited 2014 Apr 4]. <http://www.cdc.gov/injury/wisqars/fatal.html>.

<sup>5</sup>Most recent 5 years of data retrieved from CDC, NCI, WISQARS [online]. [cited 2014 Apr 4]. <http://www.cdc.gov/injury/wisqars/nonfatal.html>.

<sup>6</sup>National Survey commissioned by PAX, Inc. Conducted Jan 24-Feb 4, 2006. Survey size: 500 parents with children between the ages of 5-14. Margin of error is +/-4.38%.



THE PRESS SHOULDN'T PUBLICIZE  
THESE MURDERS! AND TV AND  
MOVIES SHOULDN'T SHOW  
VIOLENCE! AND NO MORE DEBATING,  
IT'S TIME FOR ACTION!

I SEE, YOU LIKE THE  
SECOND AMMENDMENT,  
BUT NOT THE FIRST.





*The Simpsons, Season 2 Episode 9*



*Bill Owens, Suburbia, 1972*



# Columbine High School Shootings Fast Facts

*CNN Library*

*Updated 1711 GMT (0011 HKT) May 6, 2015*

Here is some background information about the deaths of 13 people at Columbine High School in Littleton, Colorado, on April 20, 1999.

## **Facts:**

Twelve students and one teacher were killed by students Dylan Klebold, 17, and Eric Harris, 18.

The pair made home videos prior to the attack making references to what they were going to do and apologizing to their parents for it.

Harris and Klebold killed themselves with gunshot wounds to the head in the school's library at approximately 12:08pm on the day of the shootings.

SWAT teams entered the school 47 minutes after the shootings started. Five hours passed before law enforcement declared the school under control.

The Columbine shootings rank as one of the worst mass shootings in U.S. history as well as one of the deadliest episodes of school violence.

→ Full article : <http://edition.cnn.com/2013/09/18/us/columbine-high-school-shootings-fast-facts/>

## **How the Columbine Shooting effects us today**

- The Columbine Shooting was shocking to everyone, it showed that any school could go under the same situation and how dangerous it could be.
- The Columbine Shooting wasn't as deadly as expected, if everything would've gone as planned the whole school would've been dead.
- Rachel's Challenge is an organization that is helping kids that are in a bad situation so that events like this never have to happen again.
- Sadly, since the massacre there has been another shooting, which happened in 2007, The Virginia Tech Shooting which killed 32 people.
- Many schools have police officers in the school for protection against terrible events like this.

Read Marilyn Manson's response to the Columbine Shooting : <http://www.deathandtaxesmag.com/192414/read-marilyn-mansons-response-to-the-columbine-shooting/>

YOUTUBE VIDEO : [https://www.youtube.com/watch?v=cYApo2d8o\\_A](https://www.youtube.com/watch?v=cYApo2d8o_A)

US SCHOOL SHOOTINGS interactive MAP : [http://www.cbsnews.com/htdocs/guns\\_in\\_america/html/framesource\\_schoolmap.html](http://www.cbsnews.com/htdocs/guns_in_america/html/framesource_schoolmap.html)



## OBAMA’S PLAN FOR GUN CONTROL (2013)

President Obama has unveiled a plan to address gun violence in the nation. The initiative consists of 23 executive actions and three presidential memoranda, most of which will require congressional approval. Many parts of the plan may have significant effects on states.

The plan:

- Requires background checks for all gun sales and strengthens the background check system. This would include removing barriers under the Health Insurance Portability and Accountability Act so that states may more freely share information about mental health issues involving potential gun purchasers.
- Provides states with monetary incentives—\$20 million in fiscal year FY 2013 and a proposed \$50 million in FY 2014—to share information so that records on criminal history and people prohibited from gun ownership due to mental health reasons are more available.
- Bans military-style assault weapons and limits magazines to a capacity of 10 rounds.
- Provides additional tools to law enforcement. The plan proposes a crackdown on gun trafficking by asking Congress to pass legislation that closes “loopholes” in gun trafficking laws and establishes strict penalties for “straw purchasers” who pass a background check and then pass guns on to prohibited people.
- Urges Congress to pass the administration’s \$4 billion proposal to keep 15,000 state and local police officers on the street to help deter gun crime.
- Maximizes efforts to prevent gun violence and prosecute gun crime. The president calls upon the attorney general to work with U.S. attorneys across the country to determine gaps occurring in this area and where supplemental resources are appropriate.
- Provides training for “active shooter” situations to 14,000 law enforcement, first responders and school officials.
- Directs the secretary of the Department of Health and Human Services to issue a statement to health care providers that they are not prohibited by federal law from reporting threats of violence to the proper authorities.
- Launches a national gun safety campaign to encourage responsible gun ownership and authorizes the Consumer Product Safety Commission to examine issues relating to gun safety locks.
- Helps schools invest in safety. The president’s plan calls for more school resource officers and counselors in all schools through the Community Oriented Policing Services hiring program. The plan also calls for the federal government to assist schools in developing emergency management plans.
- Improves mental health awareness through enhanced teacher training and referrals for treatment. The plan calls for the training of 5,000 additional mental health professionals nationwide. The plan also calls for coverage of mental health treatment under the Patient Protection and Affordable Care Act and the Mental Health Parity and Addiction Equity Act of 2008.