

# FOIA MARKER

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**Folder Title:**  
[S.A.V.E. - [Students Against Violence Everywhere] [loose]

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National  
Service

March 15, 1993

President William J. Clinton  
Office of the President  
The White House  
Washington, D.C.

20500

Dear Mr. President:

I am writing you on behalf of thousands of young people across this great nation. These young people are members of S.A.V.E. (Students Against Violence Everywhere). This organization was started almost four years ago at West Charlotte High School, Charlotte, North Carolina. The organization is rapidly spreading across this country. I am enclosing a packet of information about S.A.V.E. for your review.

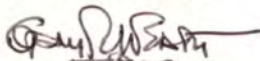
The main purpose of this letter is to mention to you an idea that came to me after your announcement of the formation of the National Service Plan. The members of S.A.V.E. could be utilized to spread their message of non-violence in schools across this land. In fact, college students could perform this as part of their community service to repay tuition loans. Everybody wins.

I am the adviser of S.A.V.E. and I am enclosing a copy of my resume. My young People were very inspired by your recent live broadcast from the White House with Peter Jennings. They too, believe that this is a possible solution to the escalating problem of violence in our society and schools.

In addition, I believe that we must do a better job teaching peace education in our schools. If we expect our students to be non-violent- we must teach them about peace. We must study Gandhi, Dorothy Day, Sojourner Truth, H.L. Mencken, Martin Luther King, and many others. We study war in our schools, not peace.

In closing, I would really like to explore the possibilities of these pro-active solutions to violence with you and your administration. I salute you Mr. President. We've got a lot of work to do. However, I believe in the young people of this country. Let's help them lead the way.

Respectfully,



Gary R. Weart  
S.A.V.E. Adviser

phone: (704)-343-6060 (work)  
563-7710 (home)

Gary R. Weart  
5901 Mallard Drive  
Charlotte, N.C. 28227  
(704) 563-7710

PROFESSIONAL  
EXPERIENCE

1978 to  
Present

Charlotte-Mecklenburg Schools  
West Charlotte H.S., 2219 Senior Drive,  
Charlotte, N.C. 28216  
Social Studies and Athletics  
World History, Current Affairs and Head  
Baseball Coach

1975 to 1978

Cabarrus County Schools  
Central Cabarrus H.S., 505 Hwy. 49 S.,  
Concord, N.C. 28025  
Social Studies and Athletics  
Classroom Teacher and Assistant Baseball Coach

1971 to 1974

US Army Intelligence, Fort Meade, MD  
Counterintelligence  
Special Agent

EDUCATION

Pfeiffer College, Misenheimer, N.C.  
A.B. in Social Studies, 1971  
Minor: Biology  
GPA: 3.52 (cum laude)

Johns Hopkins University, Baltimore, MD  
M.S.Ed. in Administration, 1974  
Minor: Supervision  
GPA: 3.40

Appalachian State University, Boone, N.C.  
Ed.S. in Administration, 1981  
Minor: Supervision  
GPA: 3.50

PROFESSIONAL  
SKILLS

Advisor of S.A.V.E. (Students Against Violence  
Everywhere)  
Organization was recognized as the 875th Daily  
Point of Light, August 28, 1992, by The White  
House.  
Organization received N.C. Governor's Award  
for Excellence in Education, 1992.

Honors and Awards (college)  
Phi Delta Sigma, Academic Honor Society  
Senior Class President

WSPC Radio Scholarship, serving as Disc Jockey,  
Advertising Manager and Business Manager

Military Awards  
American Spirit Honor Medal, Ft. Jackson, S.C.

PROFESSIONAL  
SOCIETIES

1990 to  
Present

N.C. Baseball Coaches Association

1975 to  
Present

N.C. Association of Educators

1975 to  
Present

N.C. Coaches Association

PERSONAL

Hold valid N.C. graduate level Teacher's  
Principal's and Superintendent's certificates.

REFERENCES

Available upon request

THIS IS OUR ORGANIZATION  
DOCUMENT. DESCRIBE OUR  
FOUNDING, HISTORY, OBJECTIVES,  
STRATEGIES, ETC. HAS  
CHART DETAILING  
EVALUATIONS, AND  
RESULTS.

**S.A.V.E.**

**STUDENTS  
AGAINST  
VIOLENCE  
EVERYWHERE**

**WEST CHARLOTTE  
2219 SENIOR DR.  
CHARLOTTE, N.C.  
28216**

**IN MEMORY OF:  
ALEX F. ORANGE**

## INTRODUCTION

Students Against Violence Everywhere (SAVE) is a program at West Charlotte High in Charlotte open to all students who wish to promote a non-violent attitude in the school and the community. It provides education about the effects and consequences of violence and provides safe extracurricular activities for students.

Established in 1989 at West Charlotte High, SAVE is an organization that can be organized at any school to help bring about an end to senseless violence in any community across the nation. More than 30 schools in four states have started SAVE chapters following presentations made by representatives of West Charlotte's founding chapter.

Through SAVE, students learn how violence gets started and how it can get out of control quickly. They learn what to do if they hear about a potential conflict or how to respond if rumors spread about something that could become violent. They learn they won't live forever, and there are consequences to pay for their actions.

Area Assistant Superintendent Sam Haywood said SAVE has given students a way to be directly involved in dealing with anger and violence. "SAVE has had an impact on the awareness of the problem. It has made a lot of people aware that students are interested. That affects other students," he added.

More than 1,000 West Charlotte students have joined since the organization's inception. There are no academic requirements or school participation restrictions. The organization meets every two weeks. Members work with police involving reactions to violent situations, make banners for school activities, practice skills to present at other schools, prepare community awareness materials to display in local parades and exhibits, develop scripts for local television programs, design T-shirts and buttons, train members to start new chapters at other schools, recruit new members, and generate corporate sponsors.

Police and school administrators believe SAVE is a major factor in reducing the number of violent or potentially violent situations on campus. In the first two months of the 1988-89 school year, 11 West Charlotte students had been excluded from school. Five of the students were excluded for bringing weapons to school. In the fall of 1989, only one student out of some 1,700 10th through 12th graders was excluded, but a weapon was not involved. School resource officer Howard Nivens, a Charlotte police officer assigned to the school, said, "The kids deserve all the credit." There was one weapons violation in 1990-91.

"I have buried too many students in the past few years and decided that something needed to be done," said SAVE adviser Gary Weart. "Teens feel they will live forever, and when something bad happens, it becomes all too real," Weart said. "I hope students don't have to have another death to realize something has to be done."

SAVE started on a Monday afternoon following spring break in 1989 after the tragic death of junior Alex Orange. The 18-year-old student was fatally shot at an off-campus party on Friday, April 28. More than 200 mostly high school-aged young people attended the West Charlotte High Debonairs prep club's third annual spring party at a private home. Some members attended West Charlotte, but the club was not school sanctioned.

About 10:20 p.m., a fight broke out. Shots were fired. Alex, who was not armed, tried to intercede between the parties who were arguing. He grabbed for the gun. He struggled with the assailant for control. When Alex lost his grip, the 18-year-old gunman pointed the gun at him and fired. Orange grabbed his chest, said he was shot, took a couple of steps and fell. The man kept shooting. He reloaded three or four times, firing as he walked. Some witnesses counted 11 shots. In front of dozens of friends and fellow members of his football team, Alex died.

Before his family and friends buried him, students called a meeting to comfort each other. The Monday afternoon meeting was one way for the students to grieve and begin the healing process. More than 200 students met in the cafeteria. Although police had arrested and jailed an 18-year-old senior from Charlotte's West Mecklenburg High, students were still afraid. There had been enough violence, they decided. Students began to ask, "What can we do?" and "How do we stop this?" Junior Lori Epps and senior Angie Bynum proposed that students form an organization to promote non-violence so that Alex's death would not be in vain. Students decided to meet again the next week, after the funeral, to elect officers. Lori, who became the group's first president, suggested the name SAVE, which was unanimously accepted.

Again, on Thursday afternoon at Alex's funeral, members of the community sought an end to the violence. Mayor Sue Myrick told students and parents, "We need to get rid of hatred and truly be as one, so that we don't have to gather again in any place in this community like we are today. So that no other family has to share this senseless grief."

The Rev. A.B. Sutton pleaded to about 500 West Charlotte students who attended the funeral. "We need to stop the fighting. Fight about what? Fighting for what? We need to come together," he said. "You are tomorrow's world, you are tomorrow's leaders. Do a good job. Be somebody. Start now. Do it in peace."

Students were shocked by Alex's death. Plus, the memory of another incident earlier in the school year was still fresh in their minds. On Sept. 2, 1988, at a West Charlotte football game at Garinger High, three people were shot when a West Charlotte sophomore fired a .22-caliber pistol in a crowd of people. Assistant football coach John Overcash was shot in the leg, and two other men were wounded. Officials doubled security at football games, installed additional lighting in parking lots, moved kick-off to 6 p.m., and considered using metal detectors.

## NEEDS STATEMENT

Violence, whether related to the school or community, had affected students and staff at West Charlotte High in several ways. A teacher had been shot at a football game; a student had been killed at a party; students had been arrested for bringing weapons to school. Students were looking for answers about what they could do to stop the violence. In the midst of their grief, they banded together to start an organization which would allow them to work toward solutions and find alternatives to violence.

Their new organization would extend beyond their own school to other schools and the community and both educate people about violence and provide a safe atmosphere at extracurricular activities.

West Charlotte High is a 10th through 12th grade school with 1,700 students. Along with other high schools in the Charlotte-Mecklenburg Schools, West Charlotte was seeing an increase in the number of students excluded for violating the school system's student behavior guidelines. These guidelines address violence directed toward staff or students and possession or use of weapons. In 1987-88, CMS excluded 259 students. The following year, the number jumped to 498. The number of weapons violations went from 78 in 1987-88 to 118 in 1988-89.

## PLANNING

At the first meeting of SAVE, immediately after Alex's death, students were there primarily to grieve. But, they also formed the organization and scheduled their next meeting. The following week, students elected officers and formed a committee to write a constitution. They also asked teacher Gary Weart, who had attended the first meeting, to be their adviser. Weart, who teaches world history and current affairs, was Alex's homeroom teacher and his assistant football coach.

Students chose a logo, which is the 1960s peace symbol done in black to symbolize mourning, and selected orange, in memory of Alex, as their group's color.

The process to start the organization is now part of the material presented to other schools interested in forming chapters.

The plan is: (1.) Obtain permission from your principal to form a SAVE chapter. (2.) Contact interclub council president and adviser about desire to form SAVE. (3.) Find an adviser to sponsor SAVE. (4.) Announce initial meeting at a convenient time and place to discuss formation of SAVE. (5.) Plan an agenda including the need for SAVE and its meaning; history of SAVE; and the question, "Who is in favor of a SAVE chapter?" Announce the next meeting with plans to elect officers and write a constitution. (6.) Elect officers: president, vice-president,

secretary, treasurer. The positions of secretary and treasurer may be combined. Campaigns, nominations, etc. may be conducted. (7.) Write a constitution. The document may be written by a committee. It should be approved by the principal, Interclub council and membership. (8.) Plan activities.

Activities suggested include:

- Hold membership drives;
- Increase community awareness (T-shirts, parades, posters, media);
- Create new organizations at other schools (Help get clubs started, assist with guidelines and ideas);
- Prepare programs for other schools (Elementary and secondary; skits, videos, speakers to promote non-violence.);
- Coordinate with law enforcement (Training to include do's and don'ts in violent situations, appropriate responses and behaviors. Officer's attendance at meetings fosters better public relations.);
- Solicit support from corporate sponsors, government programs.

## IMPLEMENTATION AND EVALUATION

SAVE members participate in a variety of activities to promote the organization and its message. Along with building a strong membership, the organization strives to influence other students and people in the community.

To increase the number of students in the club, membership drives are held each Wednesday during the early months of the school year in the school lobby at lunchtime. Dues are limited to \$2 to allow all students to participate and to cover the cost of the organization's minor expenses, including the cost of banners and signs, art supplies and a \$500 scholarship awarded annually.

Since its start two years ago, SAVE has had a consistently high membership and now has about 80 active participants at its meetings. SAVE is the largest of 54 clubs and organizations at West Charlotte High. "There's a sense of positiveness. The students are committed and visible," adviser Gary Weart said. Resource officer Nivens said he's seen a change in attitude on campus. The positive attitude makes incidents less prevalent, he added.

SAVE promotes its message of non-violence at many school functions with signs and banners and with frequent announcements on the school intercom.

Members repeatedly discuss keeping Alex's memory alive. The story about his violent death is part of the history of organization. The organization's color, orange, is another reminder about Alex. The scholarship, presented by Alex's parents at awards day each spring, is one of the most highly regarded honors at West Charlotte. To be eligible, a student must have a 2.5 grade average and be involved in athletics. The scholarship criteria were patterned for Alex, who was an average student and an athlete.

Community awareness is a main focus of the program, and students participate in many events to spread the word. When members promote SAVE, they wear orange T-shirts with the black logo and the message, "It may SAVE a life" or "Silence the Violence."

Activities include the Carolinas' Carrousel Parade on Thanksgiving day; West Charlotte High's homecoming parade through the neighborhood; a Martin Luther King Day parade; a booth at the Southern Christmas Show where students performed skits and distributed literature; and media features, such as a one-hour cablevision presentation and a radio call-in show for students to promote SAVE. When they participate in other school functions, such as football or basketball games, students hang banners or signs to remind spectators of the violence-free school area. Community reaction has been positive. Comments during the radio talk show indicated people were pleased with this positive step being taken by students. When members march in parades, they're met with applause along the entire route as the community shows its appreciation. Another way to keep the organization visible is for SAVE to sponsor dances, rallies and athletic events. The school image has improved, and more students and parents are attending events.

The West Charlotte chapter prepares a newsletter for its own members and for SAVE chapters at other schools. Other members are invited to join West Charlotte to march in parades or participate in other events. The newsletter is also one way to share ideas about activities.

West Charlotte students send information packets to every junior and senior high school in the Charlotte-Mecklenburg Schools to inform them of the chapter. To help other schools establish their own chapters, the West Charlotte chapter has developed a packet, including a letter to administrators, information about how to start a chapter, history of the organization, a generic constitution, and a copy of the club's newsletter. SAVE members visit schools to present skits and talk about their goals to either small groups of students who may be at risk of becoming involved in conflict or violence or entire student bodies. Presentations at elementary schools have alerted SAVE members that even third and fourth graders have questions concerning ice (crystallized cocaine) and guns. Members know that their message is relevant to everyone.

The skits used to introduce students to their topic involve situations that many students may face in their own lives, such as boyfriend-girlfriend conflicts or jealousy. Students also may learn new ways to deal with students who break into the cafeteria line, start a fight on the bus, or accidentally push someone. The SAVE students may act out a situation and then reenact it in an appropriate manner to show how to resolve it without violence.

The enthusiasm of students around Charlotte and in other systems is another sign that SAVE is an important part of the school scene. Thirty schools have followed West Charlotte's example and started their own chapters.

One goal of SAVE is to work with the local police department. Officer Howard Nivens, a Charlotte City police officer assigned to West Charlotte as a resource officer, often speaks to the group at its meetings about how to handle potentially violent situations and how to resolve conflict. Students get to know him and feel comfortable talking to him about school or community situations. "Kids come to me in confidence or to help them solve a problem before it starts," Nivens said. When Nivens heard about a rumored fight planned for a basketball game, he called certain students together and told them not to come. "I contacted their parents who backed us. There was no problem."

SAVE has become an outlet when students and staff need to deal with violent situations in the community. Following a recent fatal stabbing of a West Charlotte graduate, Principal Barbara Ledford asked SAVE to provide support for the student body.

Individuals also have come forward to say their lives have been affected by SAVE. One student told the group he was on the wrong road until Alex's murder made him see reality. He joined SAVE to turn his life around.

Although several factors may contribute to statistics about violent incidents in the school system, the impact of SAVE must be included in the efforts being made to end conflict and violence. When the number of students excluded in the entire school system reached an all-time high in 1988-89, SAVE was started. Since then, the number dropped from 498 to 440 in 1989-90 and 365 in 1990-91.

## **COST EFFECTIVENESS**

SAVE has few expenses and is extremely cost effective. Students pay \$2 for dues, and that money covers expenses such as supplies for signs and banners. No salaries are involved, because the adviser, a teacher at West Charlotte High, volunteers his time. SAVE spent about \$60 on art supplies during its first year. The \$500 scholarship is the primary expense, which could be left to the discretion of each chapter. A chapter could be operated for "next to nothing," the adviser said.

## PROGRAM OBJECTIVES AND STRATEGIES

FORM II

Specific Objective(s)	Strategy(s)/Critical Task(s)	Evaluation Procedure(s)	Results
<ol style="list-style-type: none"> <li>1. To create an organization to promote non-violence.</li> <li>2. To create an awareness of the organization.</li> <li>3. To provide a safe atmosphere in which learning and extracurricular activities can take place.</li> <li>4. To develop a consistently, non-violent environment at all school functions.</li> <li>5. To spread the message by helping other schools start chapters.</li> <li>6. To publicize the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students form an organization to create a positive, safe school atmosphere.</li> <li>2. Students participate in school and community activities; actively work to promote SAVE, recruit new members, and start new chapters.</li> <li>3. Students provide frequent reminders through signs, publications, announcements, T-shirts about the organization and its message.</li> <li>4. Student members are present at most activities to create an awareness of the organization.</li> <li>5. Students respond to schools interested in starting SAVE chapters and receiving information.</li> <li>6. Students send out information packets to every junior and senior high school in the Charlotte-Mecklenburg Schools; contact local media about organization's activities; work with local media on situations related to violence.</li> </ol>	<ol style="list-style-type: none"> <li>1. The opportunity was provided for all students to join the organization.</li> <li>2. Media coverage of SAVE events; membership continues to grow within school; other chapters have been established.</li> <li>3. Verbal feedback from participants who understand the importance of resolving conflict.</li> <li>4. Members are visible at school functions and in the community.</li> <li>5. Members send materials, give presentations about how to start a chapter.</li> <li>6. Students outline what schools need information and how to publicize to the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Membership consistently includes 150-250 students involved in promoting the program's goals.</li> <li>2. School and community have numerous opportunities to learn about SAVE.  Thirty chapters in four states have been started based on West Charlotte's program.</li> <li>3. Conflict-free, non-violent activities are held.</li> <li>4. Number of incidents related to violence has decreased.</li> <li>5. Thirty new chapters started.</li> <li>6. Feature stories aired on three local television stations; one-hour special aired on cable channel; newspaper articles printed and presentations made to more than half of the secondary schools in CMS.</li> </ol>

USE THIS FORMAT FOR EACH OBJECTIVE

## PROGRAM OBJECTIVES AND STRATEGIES

FORM II

Specific Objective(s)	Strategy(s)/Critical Task(s)	Evaluation Procedure(s)	Results
7. To improve the image of West Charlotte High in the community.	7. Students present information through TV programs, school board presentations, local media, community meetings and new chapter presentations.	7. Feedback from students, parents, community shows favorable reaction.	7. Program expanding to other schools. Attendance at functions increasing; public shows confidence and is returning to school functions.
8. To reduce conflict in other schools.	8. Students respond to requests from staff and students who need help in solving problems related to fights.	8. Visit schools and present skits to show alternatives to violence. Skits targeted to student body or to students who have a history of being in trouble.	8. Atmosphere has improved. New students recruited. Junior high and middle school students who have been promoted to West Charlotte High have joined the chapter.
9. To remember Alex Orange.	9. Organization was established in his memory. Schools outside Charlotte have knowledge about Alex Orange.	9. Color representing the organization is orange. History of SAVE includes information about his death. Scholarship fund established in Alex Orange's name. Observance at school is held in his memory.	9. New members who were in Junior high when Alex Orange was a West Charlotte student understand why the chapter was started. The community is reminded about the violence that led to Alex's death.
10. To work closely with Charlotte police and support the school resource officer.	10. The resource officer participates in the organization by making presentations and attending; police have increased visibility at school.	10. Feedback from police who say the involvement has opened lines of communication and assists them with their jobs both on campus and in the community.	10. SAVE activities help establish trust between students and police and help students feel more comfortable going to police with problems or rumors about potentially violent situations.

USE THIS FORMAT FOR EACH OBJECTIVE

## PROGRAM OBJECTIVES AND STRATEGIES

FORM II

Specific Objective(s)	Strategy(s)/Critical Task(s)	Evaluation Procedure(s)	Results
<p>11. To increase membership.</p>	<p>11. Recruit new members weekly through the first quarter.</p>	<p>11. Members make conscious decisions to join the organization and think twice before becoming involved in situations which might lead to conflict.</p>	<p>11. Between 15 and 20 percent of the student body is involved in SAVE. It is the largest of 54 organizations at West Charlotte High.</p> <p>Attendance has doubled to more than 80 members per meeting since November 1989.</p> <p>No active SAVE members at West Charlotte have been involved in incidents leading to exclusion.</p>
<p>12. To provide an outlet for students to "do something" when a crisis occurs.</p>	<p>12. SAVE provides a way to help students find answers to recurring problems of community violence and to help students with the healing process.</p>	<p>12. Students hold special meetings to address what's happened in special situations.</p>	<p>12. Membership increases during times when students are drawn together following a crisis.</p> <p>Interest in SAVE grows because students are looking for ways to prevent further incidents.</p>
<p>13. To save lives.</p>	<p>13. Students learn how to deal with conflict and resolution and find alternatives to violence.</p>	<p>13. Program shows students how to deal with their emotions, frustrations and problems.</p>	<p>13. SAVE is one factor in helping students understand the outcome of violence. Members hope it influences behavior which could save lives.</p>

USE THIS FORMAT FOR EACH OBJECTIVE

# GUN SAFETY EDUCATION PROGRAM

1992-1993

**Time:** 15-20 Minutes

**Target Group:** All 5TH Grade Students

**Presenters:** Students Against Violence Everywhere (S.A.V.E.)  
From West Charlotte High School

**Monitors:** 5TH Grade Teachers  
School Resource Officers  
S.A.V.E. Advisers  
Health Specialist  
School Safety Coordinator

**Goal:** To increase students' awareness about gun safety and to learn what to do when encountering a gun or a bullet.

THIS IS OUR  
OUTREACH PROGRAM  
FOR 1992-93. WE VE  
BEEN TO 25 SCHOOLS  
AND ADDRESS OVER 3,000  
YOUNG PEOPLE.

## Objectives

Following the lesson, students will:

1. Identify reasons for firearm accidents
2. Describe proper behavior when encountering a gun
3. Identify harmful results when handling guns or bullets
4. Discuss ways to overcome peer pressure to play with guns

## Materials

LEARN GUN SAFETY WITH EDDIE EAGLE activity book

## Procedure

1. The Students Against Violence Everywhere (S.A.V.E.) presenter will introduce self and write his/her name on the board. A short explanation of S.A.V.E. will be given.
2. State the goal for the program:  
**TO INCREASE STUDENTS' AWARENESS ABOUT GUN SAFETY AND TO LEARN WHAT TO DO WHEN ENCOUNTERING A GUN OR BULLET**
3. Begin with a general discussion of guns by asking the following discussion questions:
  - A. What is a gun?
  - B. Is a water pistol or cap pistol a gun or a toy?
  - C. Is a BB gun or Pellet gun a toy?

Write the word **GUN** on the board and define gun as:

**A weapon used to fire an object at a high rate of speed**

Write the word **TOY** opposite from the word gun and define it as:

**An object used for playing (such as cap pistol, water pistol, or ball)**

**Emphasize to the students the difference between a gun and a toy!**

4. Ask the students where kids might encounter a gun
  - At home
  - At a friend's house
  - In the neighborhood

**\*Tell the students that the word gun and firearm have the same meaning.**

Let the students know that they could encounter a gun in many different situations. Discuss how often times adults do not lock guns up properly and sometimes they are left loaded where kids can find them.

## 5. RULES AND PROCEDURES WHEN ENCOUNTERING A GUN

A. **NEVER TOUCH A GUN OR PART OF A GUN** even if it looks old and you don't think that it works.

-**EXPLAIN THAT A GUN CAN FIRE WITHOUT PULLING THE TRIGGER IF DROPPED OR IMPROPERLY HANDLED.**  
-**NEVER PLAY WITH BULLETS. EXPLAIN THAT BULLETS COULD EXPLODE IF DROPPED OR ARE MISHANDLED.**

B. **GO TELL AN ADULT** if you find a gun or bullets.

-Ask students for examples of adults they could tell (mom, dad, teacher, or police).

C. If you see someone playing with a gun tell them to **STOP, and to PUT THE GUN DOWN. GO TELL AN ADULT!**

-Never attempt to take a gun from someone.

D. If you are outside and you hear a gunshot, go inside your home, lock the door and get away from any windows.

-If you are not at home find a safe place (school, store).  
- Ask the students to name some safe places where they could go.

-If you are sure that it was a gunshot call **911**.

E. If you hear someone at school bragging about having a gun tell a teacher or another trusted adult. Explain that you could prevent an accident by telling an adult.

F. Write the word **PEER PRESSURE** on the board and define it as: pressure put on you by your friends to do something.

-If you are with friends and they pressure you into playing with a gun suggest an alternative such as playing ball.

-Ask students what harmful results could come from playing with a gun or bullets.

1. Accidental death or injury to you or a friend
2. Permanent injury such as being paralyzed

F. Always treat a gun as if it was a loaded **REAL** gun even if you are not sure if it is a gun or a toy.

**G. BB GUNS AND PELLET GUNS** are not toys. They can cause serious injury, such as the loss of an eye.

**6. ACTIVITY BOOK**

Distribute the EDDIE EAGLE activity book to each student. Ask each student to write his/her name in the upper right corner for identification.

-Explain to the students that this activity book contains several activities which relate to gun safety. Ask the students to take the book home and share it with their parents. There is also an important message to parents on the back of the book.

- Remind students that the purpose of this program is to keep themselves and people they care about safe from injury by guns.

HANDOUT  
FOR 5<sup>TH</sup> GRADERS.  
HAS MESSAGE FOR  
PARENTS ON THE  
BACK.

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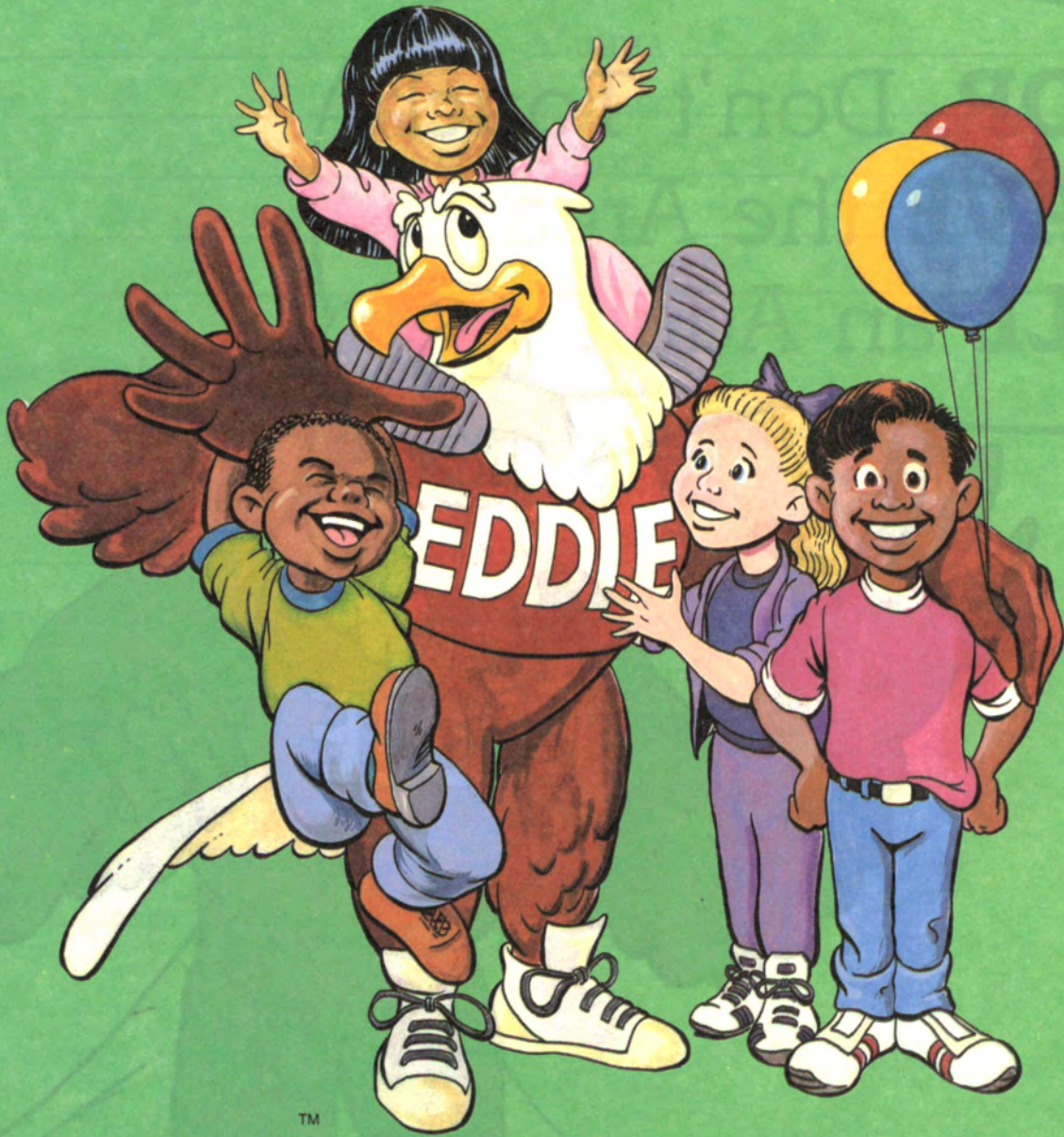
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# Learn Gun Safety



TM

with  
**Eddie Eagle**™

Level 2 Workbook

HANDOUT  
WHICH TELLS ABOUT  
OUR PRO-ACTIVE  
PROGRAMS IN OUR  
CHARLOTTE-MECK.  
SCHOOL SYSTEM.

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# Programs promoting peace

In the Charlotte-Mecklenburg Schools, the 29th largest school system in the nation, students are learning to get along with each other, both at school and in the community.

Three programs stress finding solutions through peer mediation, learning the consequences youthful offenders face, and spreading a message to stop violence everywhere.

Peer mediation

SAVE  
Students  
Against  
Violence  
Everywhere

Learn to Live



## Responding to the problem

The Charlotte-Mecklenburg School System, with its 105 schools and 77,897 students, faces the same problems that make headlines in most metropolitan areas in America. Whether in school hallways or on neighborhood corners, arguments turn to conflicts, which sometimes turn to violence. That violence is directed toward other students or school staff. Students also bring weapons to school in response to threats or fears about what might happen on or off campus.

Arrests and student suspensions aren't part of our plan to build a world-class school system. In Charlotte, we want each student to be successful, and our focus goes beyond academics. It reaches to self-esteem, attitudes and choices.

Through three new programs, we're teaching students to look at alternatives to the conflicts they face. We're letting students turn to their peers to resolve problems. We show a videotape featuring the advice of former students who are now inmates. And SAVE — Students Against Violence Everywhere — helps students prepare to deal with situations before they find themselves in the midst of a crisis.

ARTICLE  
ON PAGES 14-16  
DESCRIBE OUR  
SAVE PROGRAM.  
(MAGAZINE FOR OUR  
SCHOOL SYSTEM)

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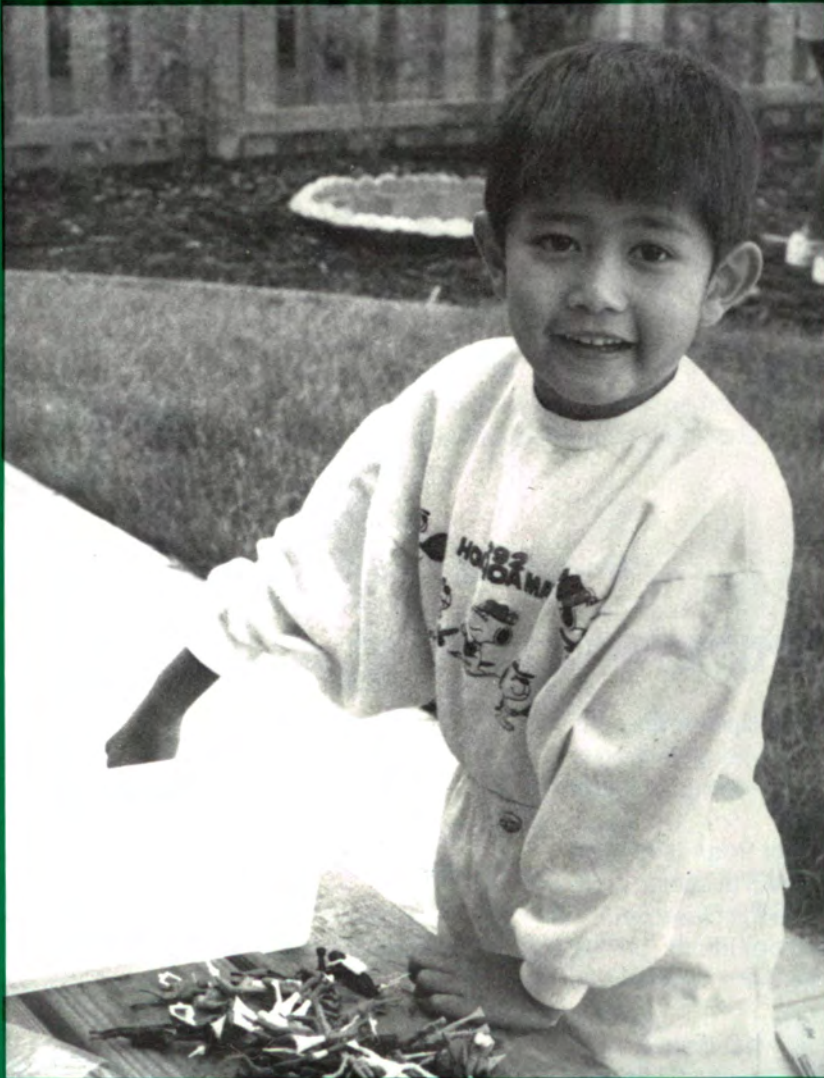
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# Making the Grade

A Magazine for Charlotte-Mecklenburg Schools Employees

Fall-Winter 1991-92



## Classroom cultivates kindergarten growth

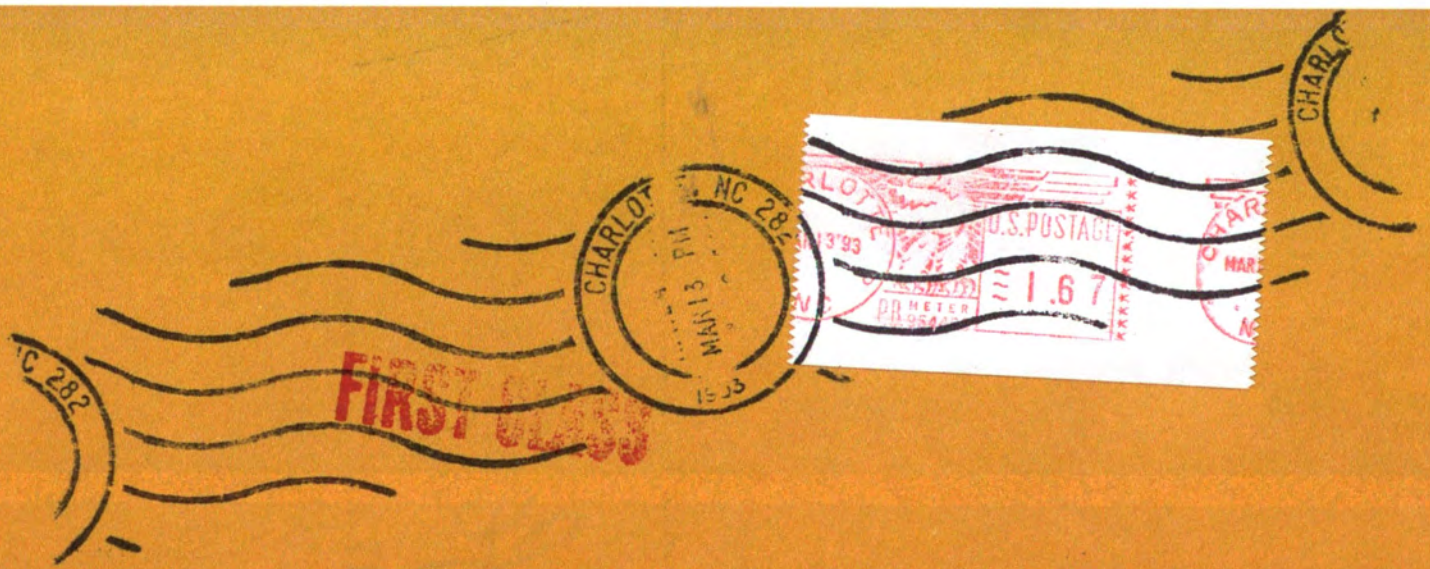
*Garden gives  
new perspective  
to going outdoors*

## *Teaching with technology*

Charlotte's newest elementary school offers students more time to use computers with software geared to individual needs.



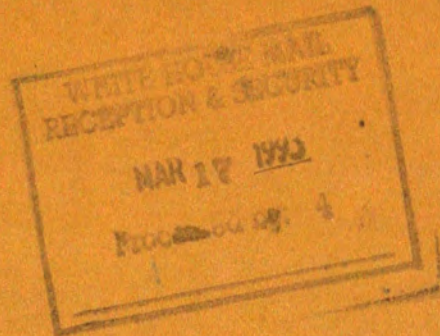
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