# WE ARE OUT OF EXCUSES.

# WE ARE OUT
# OF EXCUSES.

An Analysis of The Rising Rates Of Child-Related Gun Violence in the United States Since the Mass Shooting at Columbine High School in 1999

Isabela Glass
Graphic Design

GRA 462 Visual
Communication VI

Arizona State
Unitersity Tempe

# DEDICATION.

Before delving into the purpose of this book, I first would like to name the people responsible for my success in this program. Without their love and support, I don't think that I'd be the designer that I am today.

**MARISA DELCI & DANNY GLASS**

Thank you to my mom and dad for quite literally everything. Thank you for the unwavering encouragement and support and for never letting me give up. You guys always know how to pick me up when I'm down and I know I can always count on you. I am forever grateful for how you learned to help me through the long nights and emotional breakdowns at finals and I know that I would not have survived in this program without you. Fafa you <3

**ELKE FAJUT, TAEYA MEIER, CAYLIE GRONWOLD, LUCAS BAKER, & SILVIA KOOINGA**

Thank all of you for being my studio family. I love our quirky little group and seeing you guys every day helped make the long studio hours and tough projects a little easier. Thank you for the stories, the laughs, the tears, and the hugs. I'm extremely proud of the designers we've all become and I wouldn't be the designer I am today if not for the all-nighters we pulled together in studio <3

**ALFRED C SANFT**

Thank you for your encouragement and compassion. You were my Thesis Director and my favorite professor as I'm sure you are to most other students as well. I struggled a lot in my final semester and I'm not sure that I would've accomplished all that I wanted to accomplish if not for your support. I've learned so much from you for which I am extremely grateful.

# THE CLASS OF 2024.

My name is Isa Glass. I'm an Arizona State University 2024 Graduate with a BSD in Visual Communication. My journey as a Graphic Design major at ASU has been a rollercoaster ride to say the least. My class and I had the pleasure of starting our college careers during the height of a once in a lifetime global pandemic. Most college freshmen spend their first year familiarizing themselves with the layout of their campus, making new friends, and learning to balance their new found freedoms with their school workload. My classmates and I were thrust into a world of virtual learning and isolation. We didn't have class on campus or in–person until our sophomore year and that was a rude awakening. I honestly had no idea how hard it was going to be. Keeping up with different professors and learning how to print and prep for class was super stressful. When school returned to in-person learning, I was lucky enough to work with and learn from experienced designers and make wonderful connections

that will last well past my time at ASU. The Graphic Design program wasn't easy. I think it's a common misconception that creative courses are easy or unchallenging because they're project heavy rather than test heavy. That was not my experience. I can assure you that the Visual Communication program at ASU is not for the faint hearted. The professors are tough, the critiques will hurt your feelings sometimes, and the workload is intense. Plus, the syllabi are cryptic and the professors refuse to explain things plainly. The whole program is about figuring things out for yourself. All of the professors know that the best way for us to truly learn, is to throw us into the deep end and hope that we have the drive to learn to swim. Our class started at around 300 students and in the end there were only 60 of us. We learned how to swim. I am extremely proud of my peers and of myself for maintaining the drive and passion we have for our work and I'm excited for us to step out into the professional world as Graphic Designers.

# TABLE OF CONTENTS.

# INTRODUCTION.
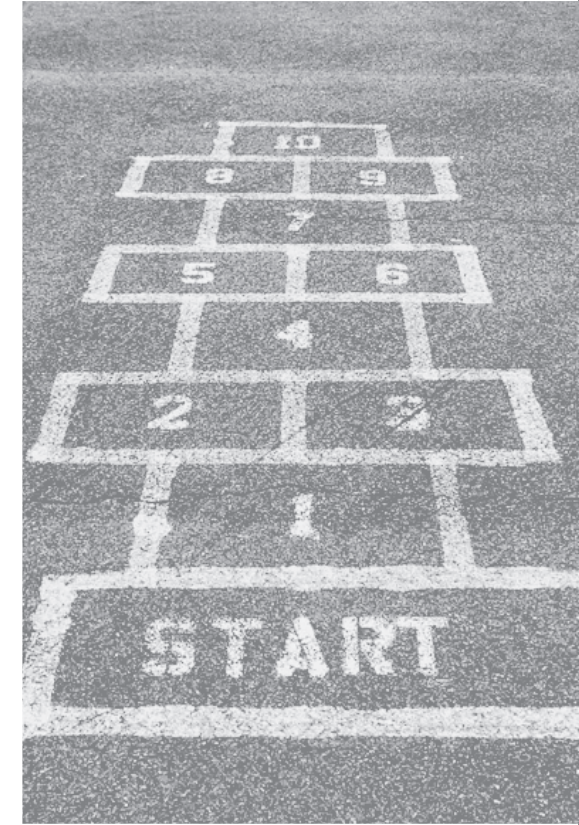
# THE BEGINNING.

Starting sophomore year of the graphic Design Program, students will have one Visual Communication course every semester. The final two semesters are dedicated to the senior capstone. We were all asked to pick a social issue to commit to for the rest of the year. The social issue we chose would determine all of our projects for the next 2 semesters. This is the first brief that we were given at the beginning:

Your final capstone is to be presented next semester in the form of an exhibition and must focus on a Social Issue. Deliverables for end of semester reviews will vary. So what constitutes a "Social Issue"? There is no universal, constant, or absolute definition of what constitutes a social problem. Rather, social problems are defined by a combination of objective and subjective criteria that vary across societies, among individuals and groups within society, and across historical time periods.

Objective and Subjective Elements of Social Problems: Although social problems take many forms, they all share two important elements: an objective social condition and a subjective interpretation of that social condition.

The objective element of a social problem refers to the existence of a social condition. We become aware of social conditions through our own life experiences, through the media, and through education. We see the homeless, hear gunfire in the streets, and see battered women in hospital emergency rooms. We read about employees losing their jobs as businesses downsize and factories close. In news reports we see the anguished faces of parents whose children have been killed by violent youth.

The subjective element of a social problem refers to the belief that a particular social condition is harmful to society, or to a segment of society, and that it should be changed. We all know that racism, crime, drug addiction, poverty, violence, and pollution exist. These social conditions are not considered social problems however, unless at least a segment of society believes these conditions diminish the quality of human life.

By combining these objective and subjective elements, we arrive at the following definition: A social problem is a social condition that a segment of society views as harmful to members of society and is in need of remedy. (Mooney, L. A., Knox, D., & Schacht, C. (2000). Understanding social problems (2nd ed.). Cincinnati, OH: Wadsworth.)

The topic you select must be a topic that has high level research and has some studies/surveys with numbers to support conclusions vs new issues that may be interesting and intriguing, but solely based on opinions more than empirical evidence to support the topic.

**Consider: A topic that interests you / Find out as much background info about the topic as you can. / Who are the current experts on the topic? / Is the topic relevant and significant today? Some topics may be relevant, but there's not sufficient sources at this time.**

**There's no such thing as the perfect topic. What's most important from the list above (assuming it's a viable topic) is your interest and curiosity of the topic. The topics must be approved by the instructor(s) of record. I would caution you on selecting a topic that is too close to home. One, from numerous past experiences it can be extremely hard to remain objective. Two, also from past experiences, it becomes too emotionally charged and affects performance.**

**Hierarchy of Research**

**Top: Clinical extensive research with results**
**Mid: Research, but not extensive, with cursory results**
**Low: Articles, documentaries, case studies, expert opinions, and conclusions extrapolated from research studies**

**Deliverables: Digital presentation of your topic: TBD, 5 min (citing min. 10 overall sources)**

With the brief as my guide, it was time to select a social issue. I didn't take this selection lightly. I actually struggled with the decision for a few days because I couldn't decide what I wanted to do. I started by thinking about all the issues that I hear about frequently: abortion rights, gun control, gender inequality, human trafficking, global warming, the opioid epidemic, the COVID-19 pandemic, etc. The list seemed endless. I wanted to do something that no one in my class was doing that was also important to me. I actually asked ChatGPT to give me a list of 100 social issues hoping that something might inspire me or grab my attention.

That only confused me further. There were too many things that spoke to me; too many issues that don't get the attention that I think they deserve.

Feeling overwhelmed by the decision, I asked one of my professors for advice. He told me to think about something that is specifically important to my life without being too personal that I wouldn't be able to remain unbiased when collecting and presenting my research.
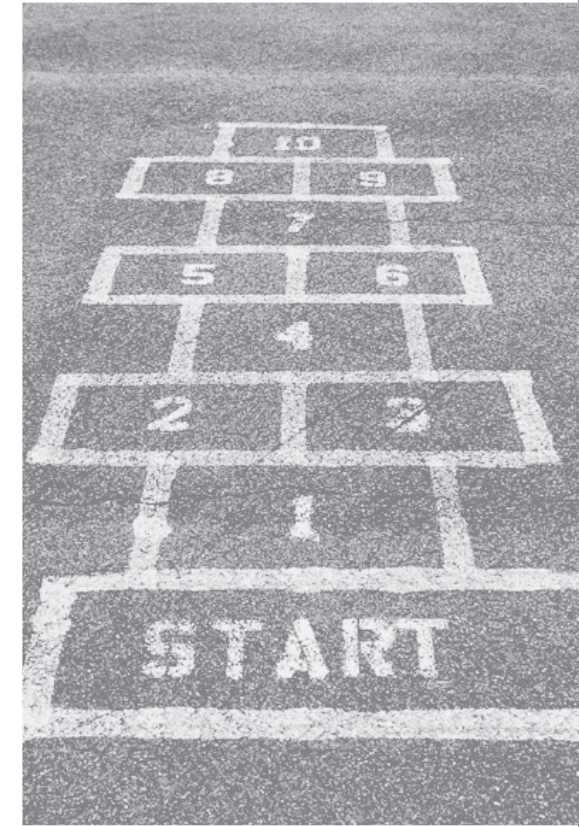
I thought about my mom. She's an elementary school teacher. Since the school shooting in Uvalde Texas in 2022, her school has taken more safety precautions to prevent something like what happened at Robb Elementary, from happening at their school. My mom, along with her fellow colleagues, had to take CPR classes and had to learn how to tie a tourniquet in case a student was shot and losing blood. This is not the job of a teacher. It's not what they signed up for. But the current state of our nation has imposed an impossible task on our educators: preparing for the day that someone walks into their classroom with a gun.

"School Shootings" was my initial selection but I was told it was too broad. I spoke to my professor again about my decision and he said, "school shootings where? High school or elementary? Will the focus be the teachers? The children? The community? The nation? Which nation?" All questions that I hadn't thought about yet. I decided that the subject that deserves the most attention in regards to this topic is the children. And so my social issue was selected and approved: Child-Related Gun Violence in America.

Isabela Glass
GRA 461: Visual Communication V
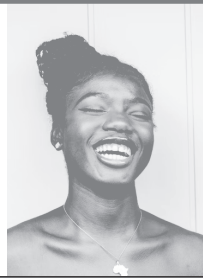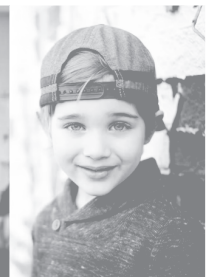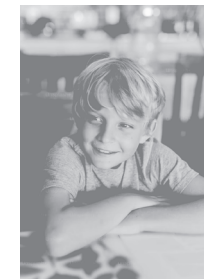Potential Social Issue Topics

Child-related gun violence and school shootings:

Child-related gun violence in the United States is a deeply troubling and pervasive issue that poses a significant threat to the safety and well-being of children and adolescents. Despite being considered one of the most developed nations in the world, the U.S. grapples with alarmingly high rates of gun-related incidents involving minors. These incidents include accidental shootings, youth suicides, and tragic school shootings. The availability of firearms and, more importantly, the absence of comprehensive gun control measures are the main contributors to this crisis.

- Political Elements in Post-Columbine School Shootings in Europe and North America
  - https://www.tandfonline.com/doi/full/10.1080/09546553.2014.849933?casa_token=G6q_csu756AAAAAA%3ASHc4oJDlPf1ZHuAb0sT4Z7mHz8izKV459Vogb3Zxr6ROAiD4Va6U7U-PpQ9nivD2AHZUhvCal_vb
- The Uvalde, Texas school shooting massacre
  - https://www.tandfonline.com/doi/full/10.1080/00131857.2022.2094763
- Effect of Gun Culture and Firearm Laws on Gun Violence and Mass Shootings in the United States: A Multi-Level Quantitative Analysis
  - https://safetennesseeproject.org/wp-content/uploads/2016/12/effect-of-gun-culture-and-firearm-laws-on-gun-violence-and-mass-shootings-in-the-united-states-a-multi-level-quantitative-analysis.pdf
- National Violent Death Reporting System (NVDRS)
  - https://www.cdc.gov/violenceprevention/datasources/nvdrs/index.html
-
  https://www.pewresearch.org/short-reads/2023/04/26/what-the-data-says-about-gun-deaths-in-the-u-s


- Wahington Post
  - ://www.washingtonpost.com/education/interactive/school-shootings-database/

- Weapons used during the columbine shooting
  - http://www.acolumbinesite.com/weapon.html

- Philly CHildrens hospital
  - https://violence.chop.edu/gun-violence-facts-and-statistics

- Violence Policy Center
  - https://vpc.org/revealing-the-impacts-of-gun-violence/self-defense-gun-use/

- K12 school shootings in America
  - https://www.k12academics.com/school-shootings/history-school-shootings-united-states
- department of justice
- https://usafacts.org/articles/what-is-considered-a-mass-shooting/
-

# SOCIAL ISSUE RESEARCH.

# MY INTENTION.

As I began my research, I decided that it was important to establish my intent. All the research I'd be collecting would go towards a presentation at the end of the first semester and then my entire exhibit at the end of the second so I felt that it was important to consider my overall end goal. What was it that I wanted people to walk away with after seeing my work?
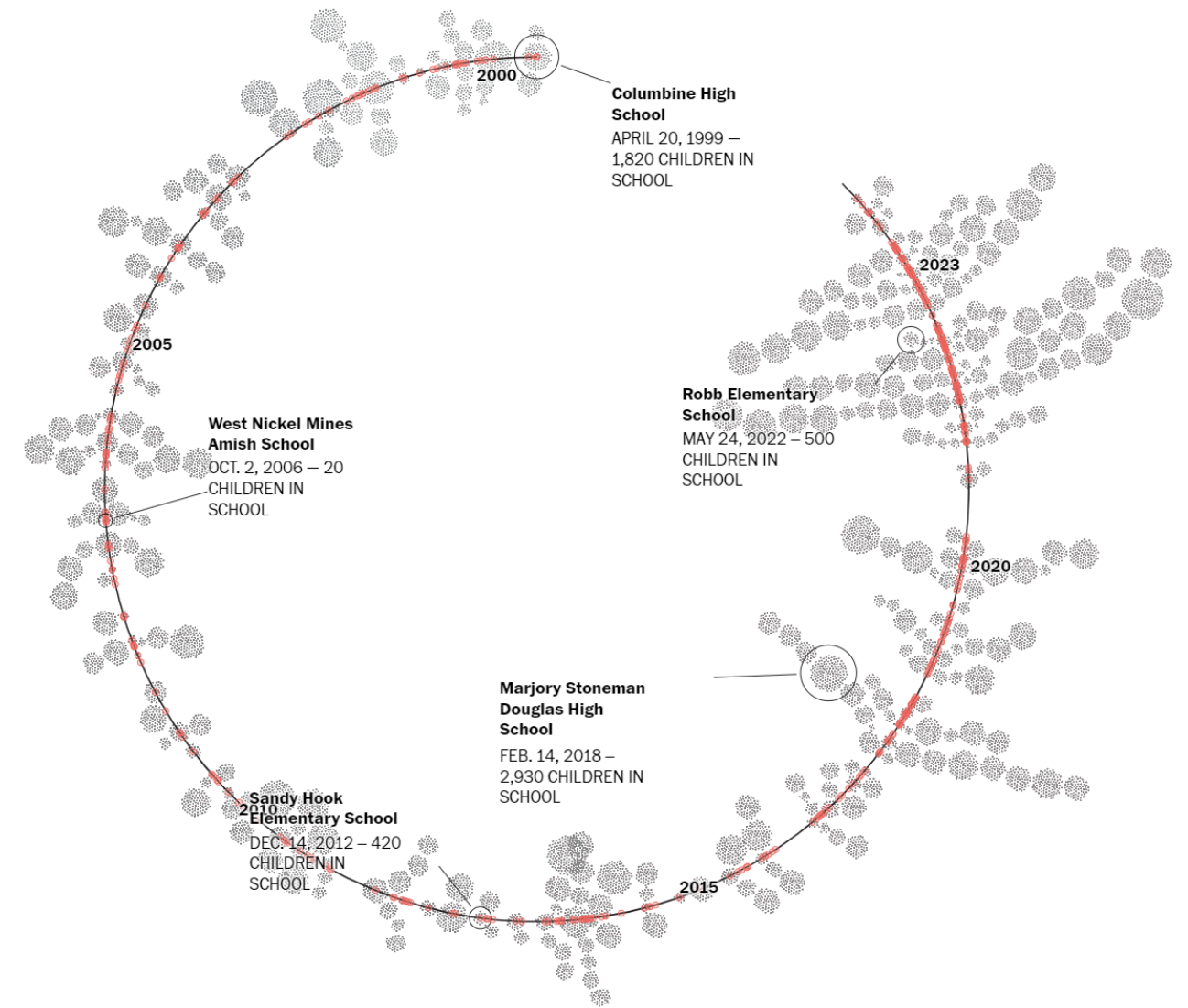
I felt that, despite this being an issue rooted in politics, approaching the issue with a political bias or agenda would turn people off from the data and important information. I decided that I didn't want my political views to influence my research in any way. The data should be about the kids. I figured that if the data was shocking enough, which I knew it would be, the numbers would speak for themselves and people would connect the political dots on their own.

America stands divided on gun control. Some people view gun control as ethical and important to ensure the safety of the general public. Others view gun control as an unethical infringement on their 2nd amendment rights. It is unlikely that in my lifetime, our nation will ever land on a solution for gun control. But one thing that I think everyone can agree on, no matter their political affiliation, is that the children of our nation don't deserve to worry about dying at school.

# THE DATA.

I knew that looking for data would be challenging. I was adamant about wanting the data that I collected to be from reliable and unbiased sources. Before I could really begin, I needed to establish a timeline for my research so that it had a definite starting point. I chose to date my research back to 1999, the year of the shooting at Columbine High School. The shooting at Columbine High School was the largest school shooting in American history at its time. I wanted numbers and statistics about school shootings in America since then, but I had no idea how difficult it was going to be.

Apparently, it's hard to find data about school shootings in America because our Federal Government doesn't classify school shootings as their own category of recorded mass shootings. They get lumped in with all mass shootings that happen in America which was very frustrating becuase there are mass shootings basically everywhere in America all the time. By the time I had finished gathering my research to complete my projects, I had done a lot of reading but only a few sources were able to provide me the quantitative data that I needed.
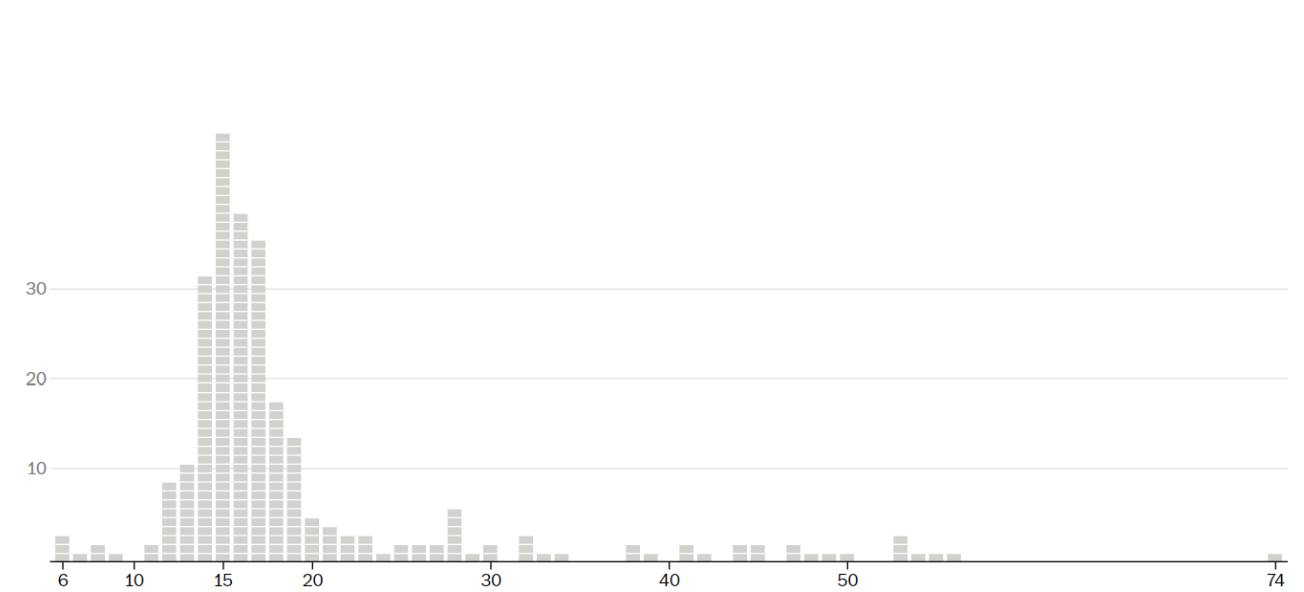


**2000**

**Columbine High School**
APRIL 20, 1999 —
1,820 CHILDREN IN SCHOOL

**2023**

**2005**

**West Nickel Mines Amish School**
OCT. 2, 2006 — 20 CHILDREN IN SCHOOL

**Robb Elementary School**
MAY 24, 2022 — 500 CHILDREN IN SCHOOL

**2020**

**Marjory Stoneman Douglas High School**
FEB. 14, 2018 — 2,930 CHILDREN IN SCHOOL

**Sandy Hook Elementary School**
DEC. 14, 2012 — 420 CHILDREN IN SCHOOL

**2015**

"There have been 394 school shootings since 1999, according to Post data. One dot represents 20 children exposed to gun violence" (Washington Post)

40

30

20

10

2000    2002    2004    2006    2008    2010    2012    2014    2016    2018    2020    2022
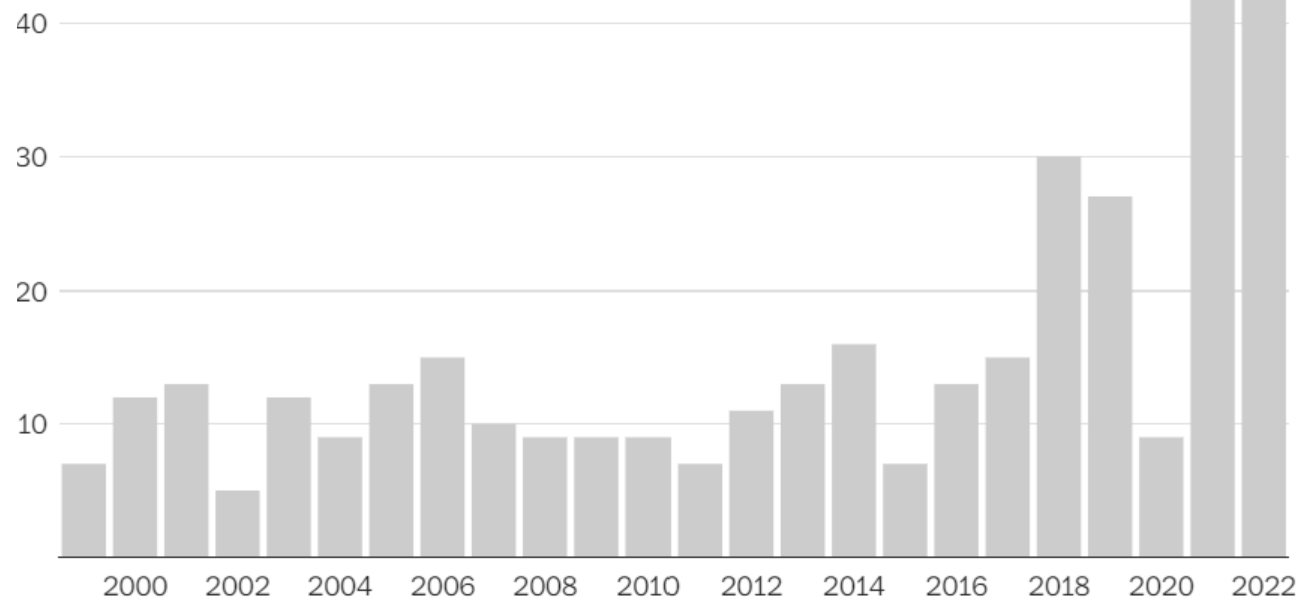
Notes: Data for 1999 begins with Columbine on April 20. Numbers dipped in 2020 largely due to schools not being in session because of the pandemic.



30

20

10

6    10    15    20    30    40    50    74

119 shooters with unknown age not included

"While it remains highly unlikely that any student will experience a school shooting, the number of incidents has risen rapidly in recent years. Through 2017, the country averaged about 11 school shootings a year, never eclipsing 16 in a single year. But starting in 2018, violent incidents started climbing." (Washington Post)

"Children are responsible for more than half the country's school shootings — none of which would be possible if those children didn't have access to firearms.

The ranks of school shooters include a 6-year-old boy, who killed a classmate he shot on purpose, and a 15-year-old girl, who did the same to a friend for rejecting her romantic overtures." (Washington Post)

## In the Home

*In 2019, 4,483 young people ages 10-24 were victims of homicide - an average of 12 each day.*

- According to a 2022 analysis, gun injuries are the leading cause of death among U.S. children and teens ages 1-19.
- There are more than 393 million guns in circulation in the United States — approximately 120.5 guns for every 100 people.
- 1.7 million children live with unlocked, loaded guns ☐ - 1 out of 3 homes with kids have guns.
- Between 2014 and 2018, more than 15,000 children (ages 19 and under) died due to firearms, and at least 13,000 sustained unintentional firearm-related injury or death
- An emergency department visit for non-fatal assault injury places a youth at 40% higher risk for subsequent firearm injury.
- People that die from accidental shooting were more than three times as likely to live in a home with a firearm
- Among younger children (ages 0-12 years) who are killed by a firearm, 85% are killed in their own home
- People who report "firearm access" are at twice the risk of homicide and more than three times the risk of suicide compared to those who do not own or have access to firearms.
- Suicide rates are much higher in states with higher rates of gun ownership, even after controlling for differences among states for poverty, urbanization, unemployment, mental illness, and alcohol or drug abuse.
- Among suicide victims requiring hospital treatment, suicide attempts with a firearm are much more deadly than attempts by jumping or drug poisoning — 90% die compared to 34% and 2% respectively. About 90% of those that survive a suicide attempt do not go on to die by suicide.

- States implementing universal background checks and mandatory waiting periods prior to the purchase of a firearm have lower rates of suicides than states without this legislation. To read more about suicide and firearms, click here.
- In states with increased gun availability ☐ , there were higher rates of child deaths due to firearms.
- The vast majority of accidental firearm deaths among children are related to child access to firearms — either self-inflicted or at the hands of another child.
- Studies have shown that states with Child Access Prevention (CAP) laws have a lower rate of unintentional death than states without CAP laws.
- Domestic violence is more likely to turn deadly with a gun in the home. An abusive partner's access to a firearm increases the risk of homicide eight-fold for women in physically abusive relationships. Read more about the impact of child exposure to domestic violence.

## Assault-style Weapons

- These weapons are responsible for a minority of gun deaths in the US, but have become the weapon of choice for the assailant whose intent is chaos and casualties.
- In a December 2020 review of mass shootings in the U.S. ☐ , 118 mass shootings have occurred since 1982, from which approximately 83 semi-automatic handguns and 94 assault weapons and weapons with high magazine capacity were recovered.
- On May 18, 2018, a teen shooter used a shotgun and a .38-caliber revolver that he took from his father to kill 10 people and wound 10 others at Santa Fe High School in Texas; this marked the 1,686th mass shooting since Sandy Hook Elementary School in December 2012.
- In 2017 alone, 11 mass shootings in the US caused 117 fatalities and 587 injuries occurring in concert, religious, workplace, airport, and shopping venues and in the community.
- At Sandy Hook Elementary School in Newtown, Conn. in 2012, Adam Lanza reportedly fired more than 150 shots in less than five minutes from his assault-style rifle with a high capacity magazine.
- On June 12, 2016 at Pulse Nightclub, a single shooter killed 49 people and injured 53. It was the worst mass shooting in US history until the mass shooting in Las Vegas in October 2017 took 58 lives and left 546 injured.

IN 2019, FOR EVERY **JUSTIFIABLE HOMICIDE** IN THE U.S. INVOLVING A GUN, GUNS WERE USED IN **30 CRIMINAL HOMICIDES**

"In 2019, the FBI reports there were only 316 justifiable homicides involving a private citizen using a firearm. That same year, there were 9,610 criminal gun homicides. Guns were used in 30 criminal homicides for every justifiable homicide." (Violence Policy Center.)

### ERIC HARRIS WEAPONS



Hi-Point model 995 carbine rifle



Sawed-off pump-action Savage-Springfield 67H shotgun

### DYLAN KLEBOLD WEAPONS



TEC-DC9 9-mm semi-automatic handgun



Double-barrel Savage Stevens 311-D sawed-off shotgun

Dylan Klebold --
9mm rounds fired: 55
Shotgun rounds fired: 12
Total rounds fired: 67

Eric Harris --
9mm rounds fired: 96
Shotgun rounds fired: 25
Total rounds fired: 121
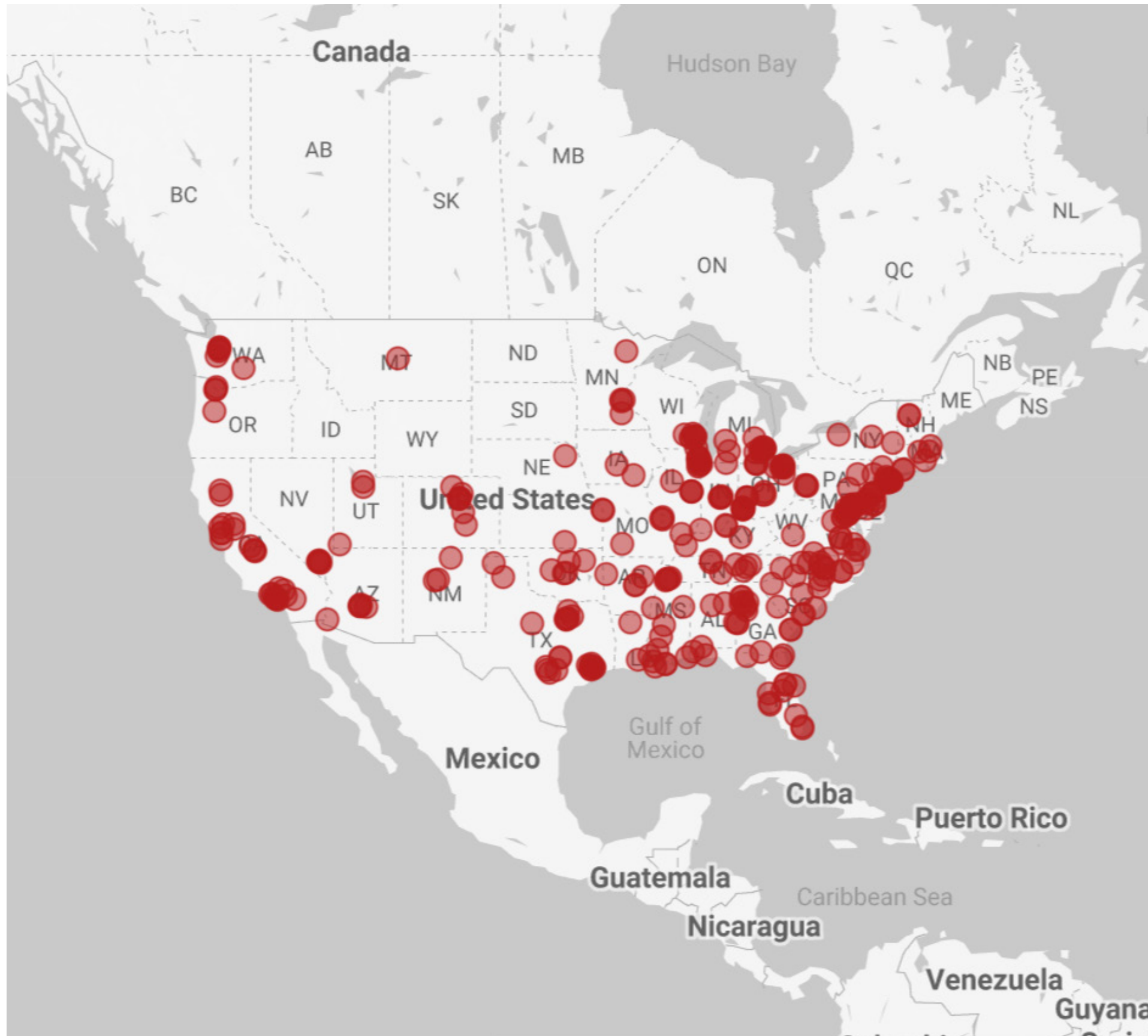
"The K-12 SSDB includes detailed information about every school shooting, a reliability score that quantifies the dependability of the information, and the verified primary source citation(s) (e.g., newspaper article, court records, interviews, police reports) to allow for further academic research. The scope is widely inclusive to allow for a comprehensive analysis of school shooting data.

Through the inclusion, rather than exclusion, of criteria that are cross-referenced, unfiltered, and agnostic, users can conduct more detailed analyses of gun violence in schools within their areas of interest from which to make better informed decisions about school safety." (K-12 School Shooting Database)

## Relation of Shooter to School

- Nonstudent 1.7%
- Nonstudent Using Athle… 6.3%
- Parent 2.9%
- Former Student 3.1%
- Police Officer/SRO 2.3%
- Unknown 12.8%
- No Relation 25.9%
- Student 39.6%
- Other Staff 0.8%
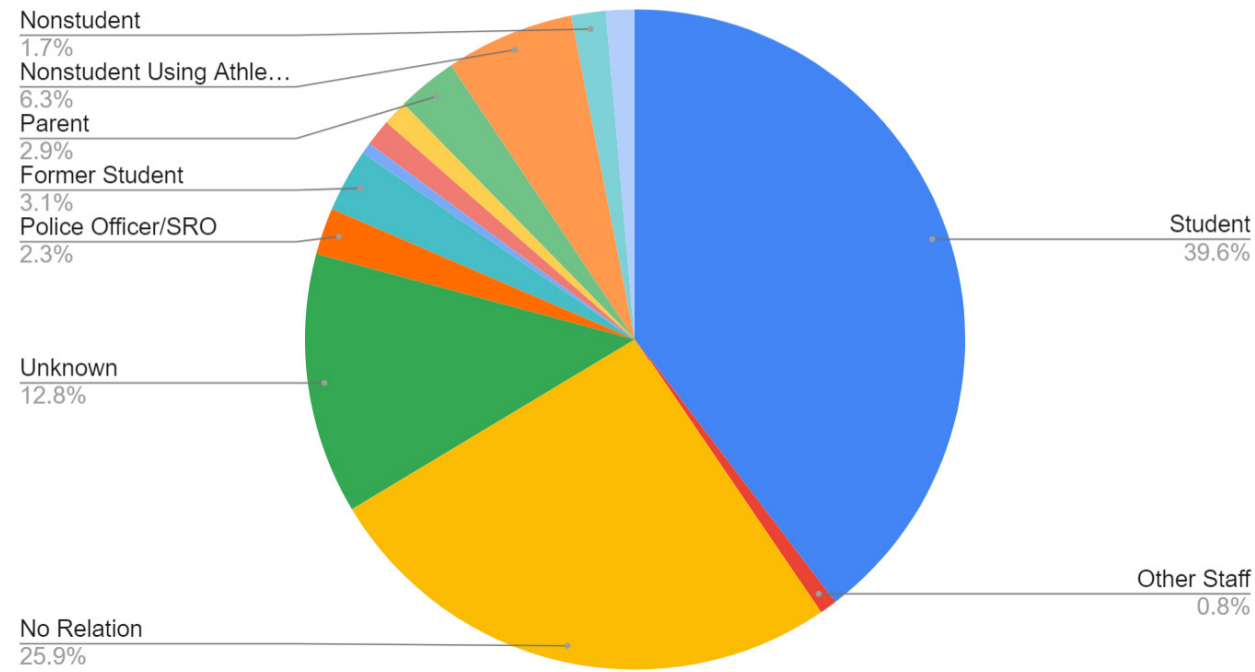
## Location at School where Shooting Occurred

| Location | Value |
|---|---|
| Hallway | 155 |
| Playground | 65 |
| Beside Building | 215 |
| Cafeteria | 58 |
| Outside on School Property | 111 |
| Parking Lot | 641 |
| Bathroom | 78 |
| Classroom | 199 |
| Gym | 58 |
| Office | 43 |
| Field (General) | 66 |
| Football Field/Track | 152 |
| Basketball Court | 55 |
| Front of School | 290 |
| Courtyard | 19 |
| School Bus | 137 |
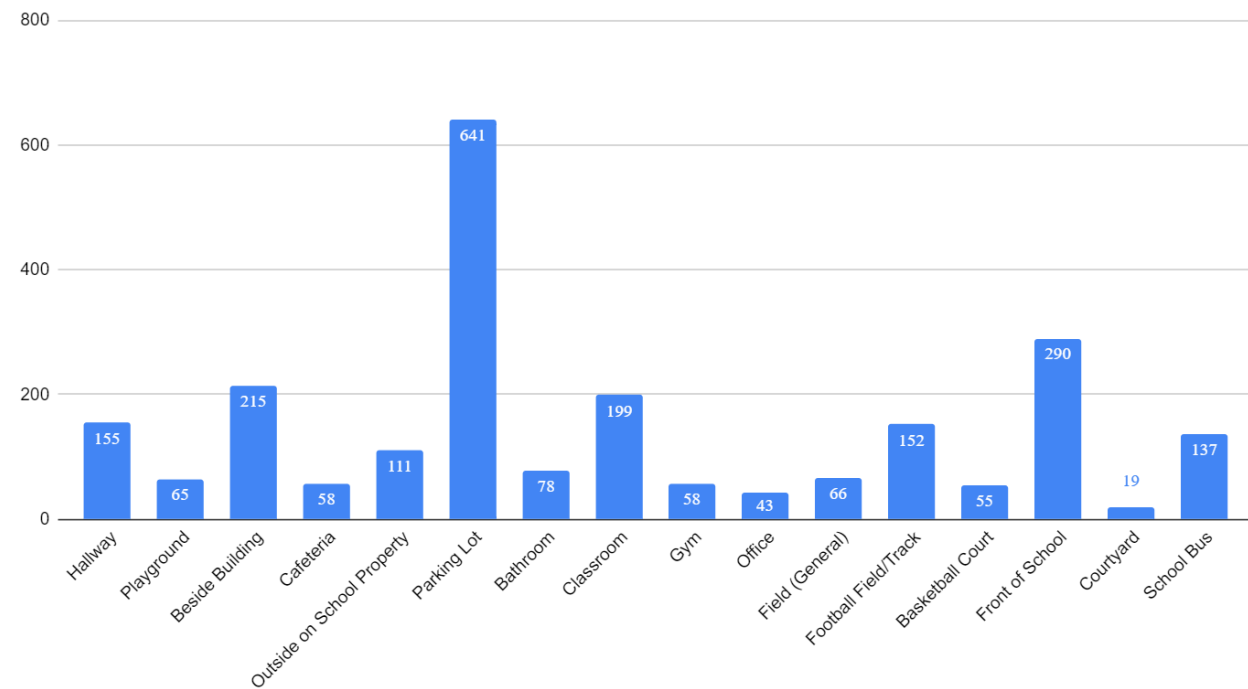
# MY SKETCHBOOK.

**My sketchbook was where I took my notes as I was reading about my social issue. As previously mentioned however, only a few sources were able to provide me with the stats and numbers that I wanted so what I actually bothered to record in my sketchbooks wasn't a lot.**

- more than 357,000 students have experienced gun violence at school since Columbine (Washington Post)

- more shootings in 2022 than there have been every year since 1999

- data (credible) is sparse as the fed. gov. does NOT track school shootings

- children are responsible for more than half the country's school shootings

- from 1999 - 2017 the average # of school shootings was 11/year; never exceeding 1e in a single year

- in 2018, the violence spiked   1 out of 3 homes w kids have guns!

- 42 in 2021 & 46 in 2022

Childrens hospital of Philadelphia
- 2022 gun injuries are the leading cause of death in US kids age 1-19
- 1.7 million kids live w unlocked loaded guns ⟶
- 393 million guns in circulation in the US ⟶ 120.5 for every 100 people

---

- Dylan klebold didn't have guns in his home

violence Policy Center

- The use of guns in self defense by private citizens is extremely rare.

- Violence Policy Center: guns are far more likely to be used in a homicide or suicide than in self defense

- more guns are stolen each year than are used in self defense

- gun lobby's main argument for expanding the carrying of concealed, loaded handguns into public spaces while blocking restrictions on the availability of military style semiautomatic assult weapons is that they are a common & effective tool for self defense. false

- in 2019, 316 justifiable homicides involving a private citizen using a firearm. There were 9,610 criminal gun homicides ⟶ 1 3430

- circulating legislation
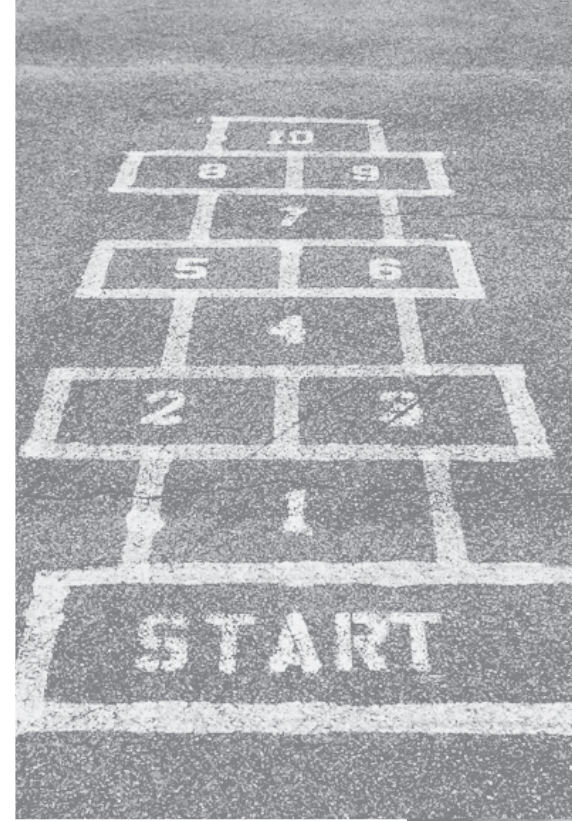
THE CLOCK.
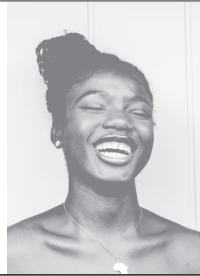
# THE PURPOSE.

The clock was the first practical implementation of all my research. We were all asked to produce, first a 2D version and then a 3D version, of a functioning clock that served to represent our topic in some way. Our data was expected to influence our design choices and be reflected on the faces of our clocks. The way in which we managed to execute this was completely up to us. The only restrictions and expectations were that the clock had to be 12 inches and that we had to connect our social issue to the concept of time in one way or another. The purpose of making a connection between our topics and time, was to exaggerate and emphasize the longevity of these pressing issues that still demand solutions.

On the 11x17 **IDML InDesign** file attached, you'll find two 5 inch circles. The new design style must be identical in both circles, displaying different times in each (example below). All content must be fully contained within the circles. The design must be in black and white only, with values of black permitted. Once you've completed the new design, please upload your design sheet to the Miro Clock Sprint Board.

# CLOCK SPRINT.

Before jumping into designing the clocks for our social issues, we were first asked to design a clock sprint. The purpose of this was to help us deviate from what traditional clocks look like (hands and numbers) and learn to represent time in unique and indexical ways. This was the brief we got on canvas the day that we were assigned the sprint:

Clock Sprint Project:

This project is intended to be completed in 3 hours. Design a clock face that deviates from traditional hands and numbers, creating a new system for keeping time. This design sprint is not focused on construction or engineering; rather, it aims to emphasize creativity and innovation with no practical or physical application. The design should not be related to your selected topic.

**FINAL SPRINT**

– 8:43 am

– 3:16 pm

# SOCIAL ISSUE CLOCK.

Using what I learned from the design sprint, it was time to start mind mapping, sketching, and prototyping for my social issue clock. The design brief for the clock told us how we were expected to get started:

Description:
Design the face of a circular, 12-inch clock, that must tell real time. The content of the clock face must be a visual interpretation of an element of your social issue topic and ideally, how it connects to time. The clock must also have one word that relates to your content. The word must be in the form of a simple logotype, from an existing typeface.

Process:
1 – One-day project: design the face of a clock that departs from the traditional code, creating a new system for keeping time. This phase is not about construction or engineering, it is about creativity, exploration, and visualizing the new code signifying two different times of the same design.

2 – Mind-map Time, and your Social Issue topic individually. Look for connections of time and your topic. Research data that can be added to enhance the communication.

3 – Design 2D static, 12-inch, analog version clock. This step is to discover the best concepts that communicate your topic, and how well you connect the time element into the big idea. This is the low-tech version. Advantages of the analog clock: The hands will be able to communicate time without numbers of any kind or tick marks in the place of numbers. The face could have any communication, and the hands will still keep time. You can delete certain hands, and it will still keep time. The hands can be redesigned to be part of the communication.

4 – Present at least two 2D, 12-inch, analog version clocks. With the visual composed on the clock, add one word to the composition (imagining that it is like the logo for the clock) that enhances the communication of your clock. If your clock's visual communication is more cryptic, your word should aim to help the understanding (but not be too obvious). If your visual communication is obvious, the word can deepen the meaning of the overall communication on the clock. Do not manipulate the word into a logotype at this point. Simply add a word (see step 6).

5 – Beyond 2D and 12-inch limitation, how can other functions and potential materials enhance the concept or big idea of your clock? Typically, this is the 3D phase of the project. Since most of you are not building a clock, what other dimensions does the digital environment offer as possibilities.

6 – Once you've selected the final clock concept and design, can you manipulate the word in the form of a logotype to imply meaning to the big idea.

7 – For exhibition purposes in the Red Square, in no more than 25 - 30 words, write a brief description of your social issue and come up with a compelling title.

8 – Photographs: ? x ? sheet TBD (stiff paper): photograph your clock and display it in three circles. More info later.

Process Circle: ? x ? sheet TBD (stiff paper, same size as above) 10-inch diameter, with 2 B&W sprint clocks from initial intro exercise project. More info later.

9 – Time permitting, package your final clock in a container appropriate to your design and concept. This could be for photography purposes only.

Due date and Deliverables:
TBD in October at the beginning of class.

# MIND MAPPING.

Mind mapping is a skill of mine, if I do say so myself. I often find myself overwhelmed at the start of open ended projects like these because I'm a personal fan of rules. I like knowing what to do, what not to do, what's going to get me the best grade etc. I had way too many ideas for my clock all at once and none of them were well developed or thought out. Hence, mind mapping. It's the quickest way for me to get all of my ideas on paper and organize them.

Two connected mind maps with central bubbles labeled **TIME** and **SCHOOL SHOOTINGS**.

## TIME

- time zones
- memory
- impactful
- 365 days in a year
- slow
- running out
- change
- 24 hours in a day
- ageless
- how we measure life
- today
- clockwise
- hourglass
- fleeting
- fast
- constant
- seasons
- day
- night
- forget
- before
- yesterday
- money
- energy
- past
- now
- present
- future
- numbers 1-12
- timeline
- construct
- then
- human
- schedule
- after
- moments
- intervals
- sleep
- attention
- window
- stress
- media coverage
- Aging
- decade
- century
- hour
- second
- day
- numb
- Linear
- minute
- public
- exponential
- tick-tock
- week
- year
- time-out (break)
- mental health
- clock
- month
- wasted
- management
- calendar

## SCHOOL SHOOTINGS

- since columbine ≈60% have been at high schools
- 6-7 hours in a school day
- 32 kids are shot in the U.S. daily
- 1-10 gun deaths are 19 or younger
- 12 children die from gun violence daily
- Post-incident recovery time
- guns = leading cause of death among American children & teens
- patterns before attacks
- columbine 1999
- Uvalde duration
- more than 338,000 students have experienced gun violence @ school since 1999
- response time
- Children living in poverty are more likely to die from gun violence
- 180 days in a school year
- since columbine there have been 304 Fatal shootings
- school lockdown
- children of color are more likely to experience campus gun violence
- 93% of attackers plan in advance
- more school shootings in 2022 than any year since 1999
- so far in 2023 there have been 198 shooting incidents at K-12 schools
- preventative mental health resources
- in 4-5 school shootings at least 1 other person knew the attacker's plan & failed to report it

**Mind map 1 (RESPONSE TIME):**

emergency alert · First aid · Life-saving · First responder · 911 · communication · medical care · emergency · Situational awareness · reaction time · relief · rescue · media attention & exposure · training teachers · evacuation · plan · attention · efficiency · lockdown · **RESPONSE TIME** · fear · intervention · casualties · Victim Assistance · quick deployment · help · crisis center · Police · control · firemen · critical response team · disaster response plan · trauma · time-sensitive · crisis management · hospital · dispatch · time-critical

**Mind map 2 (SINCE):**

legislation · desentitization · mental health · public uproar · violence · media coverage · trends · responsibility of teachers · Columbine 1999 · fear · memory · 911 · children · starts · need for change · report · Sandyhook elementary · **SINCE** · exponential · public response · death rates · support from public · Robb elementary (Uvalde) · Long-Lasting impact · ANOTHER · Loss of impact · tragedy · gun-control · grief · numbness · patterns

**Mind map 3 (media coverage):**

gun control debate · families · Breaking news · casualties · debrief · Victims · national television · interviews · rhetoric · national response · victim profiles · numb · headlines · live coverage · memorial coverage · **media coverage** · informing the masses · updates · suspect update · grief · press confrence · report · objectivitiy · culprit · guilty party · memory · trending · media ethics · critical-care updates · gun violence · stats · trauma

# SINCE.

My professors told me that I should center my mind maps around the concept of time so, as depicted, I made three different mind maps. Each represents a different connection between my topic and concept of time. Of the three maps I made, I felt that the one that inspired me the most was my map around the word "since". The "Since" map focused on the shooting at Columbine High School in 1999. That shooting was over 20 years ago and according to my research, school shooting rates are still on the rise. I wanted my clock to emphasize the lack of change that has been implemented since that major school shooting over two decades ago.

# THE 2D CLOCK.

The first clock that we were expected to produce was a 2D version. It was pretty self explanatory, the clock's only 3D feature should be the ticking hands of the clock. I decided that I wanted this version of my social issue clock to be a more literal representation of my topic. The way that I planned to achieve this without making my topic too obvious was to make this a typographically based design. According to the brief, we were only allowed one word on our clocks so I needed to find a loophole. I was able to get around this by featuring the names of the people that died at the Columbine shooting on my clock's face. According to my research, the two boys who committed the shooting killed 12 students and 1 teacher before turning their guns on themselves.

The Columbine shooting happened relatively quickly as well which helped add a layer of depth to my representation of time on my clock. According to my research, the two boys began shooting at 11:19 a.m and by 11:35 a.m, the 13 people they had killed were dead. Then, at around 12:07, they turned the guns on themselves. The shooting and mass murder that shocked the nation was effectively over in under an hour. Naturally, while the boys were actively shooting, the whole school went on lock down. The boys had initially planted bombs all around the school and it was only after they failed to detonate that they went on their shooting spree. As a result of this, police and S.W.A.T. teams were unable

to declare the school as "all – clear" until they had made certain that none of the bombs were going to detonate on the campus. This wasn't until around 4 pm. That means that the teachers and students who survived, were stuck, afraid in their classrooms, and in the dark for about 5 hours. That was the timeline that informed my clock.

It also helped me establish the one word that I wanted to feature on my clock. I went back and forth for a long time between "lock-down" and "all-clear". I wanted either the word "lock" or "all" on the minute hand of my clock and I wanted either "down" or "clear" to be lined up with the time at 4pm so that when the hand came around to that time, the words would become one to signify the declared safety of the school and its people.
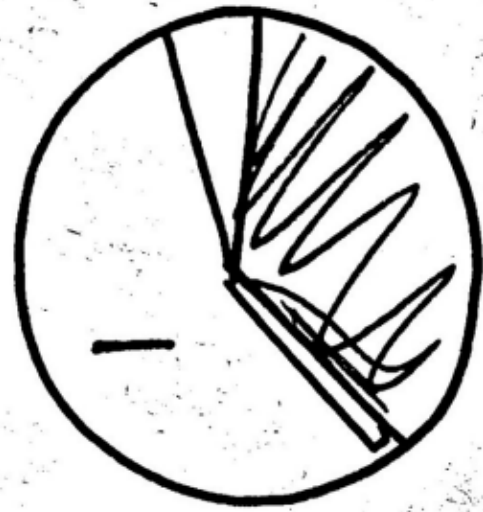
Dylan ~~Klebold~~
~~Eric Harris~~

(Word search ???)

~~Cassie Bernall~~ (17), Steven Curnow (14) ~~Corey~~
~~Depooter~~ (17), ~~Kelly Fleming~~ (16) ~~Mathew Kechter~~
(16), ~~Daniel Mauser~~ (15), ~~Daniel Rohrbough~~ (15)
~~William "Dave" Sanders~~ (47) ~~Rachel Scott~~ (17)
~~Isaiah Shoels~~ (18) ~~John Tomlin~~ (16)
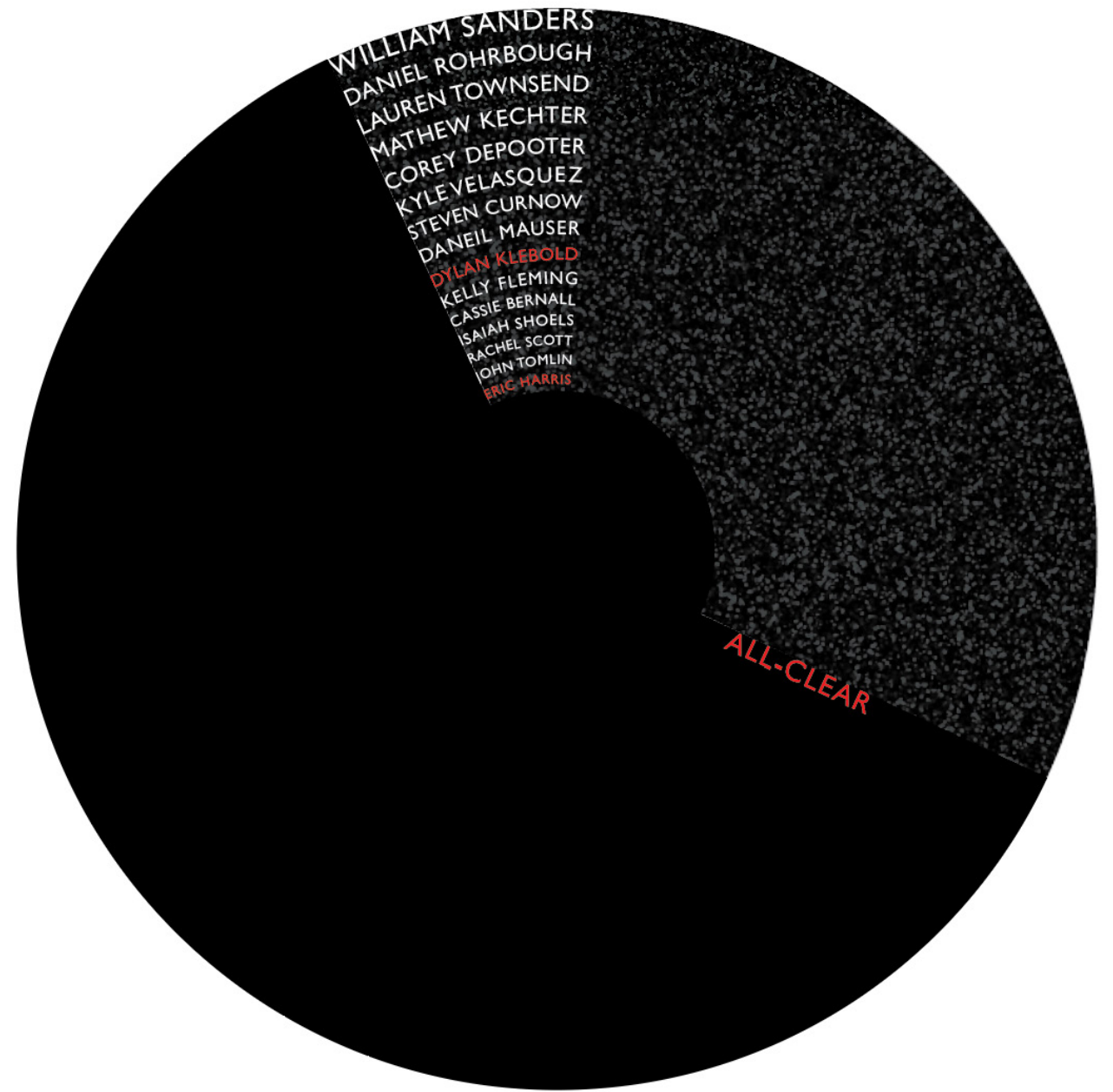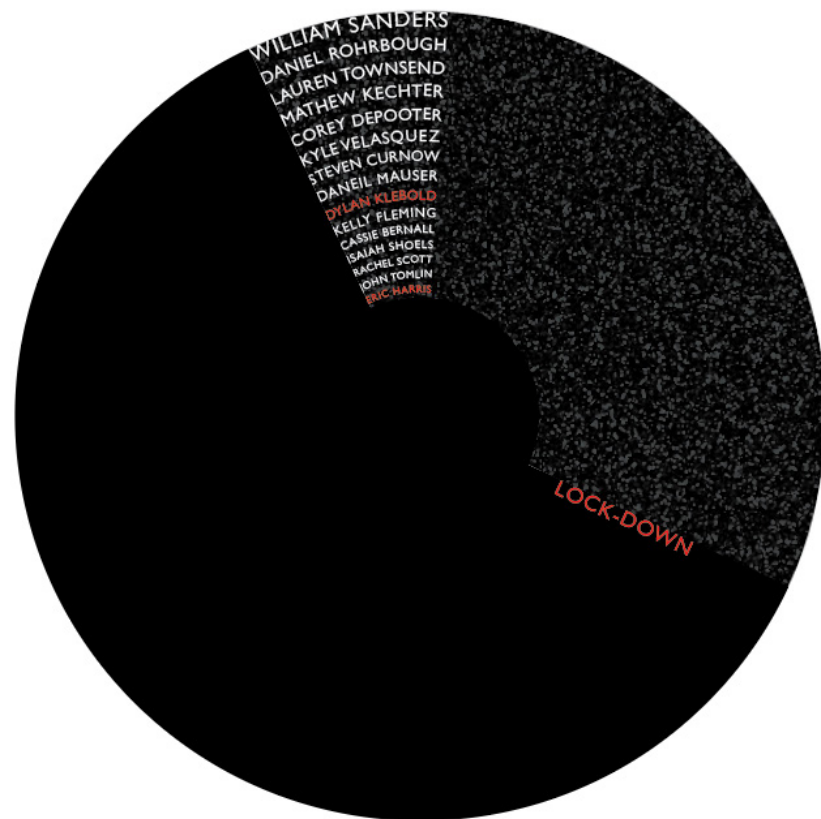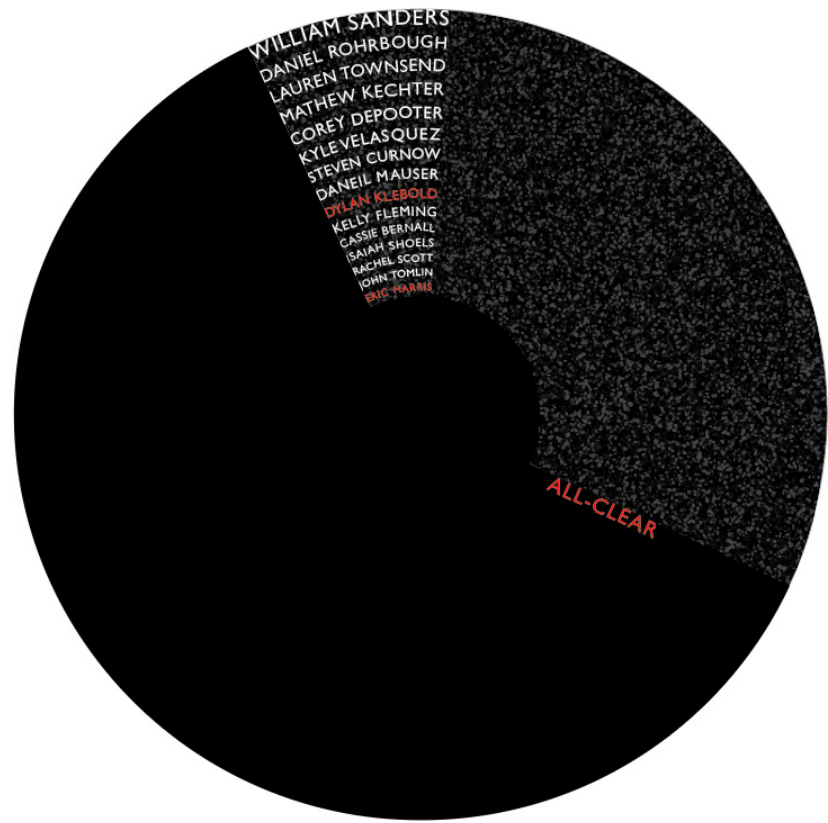~~Lauren Townsend~~ (18) & ~~Kyle Velasquez~~ (16)

Cassie BERNAL (2)
•Corey DEPOOTER (18)
•Daniel Mauser (13)
•Daniel Rohrbough (15)
•Dylan Klebold (12) ☆
Eric Harris (10) ☆
Isaiah Shoels (12)

John Tomlin (10)
Kelly Fleming (12)
•Kyle Velasquez (13)
•Lauren townsend (14)
•Mathew Kechter (13)
Rachel Scott (11)
•Steven Curnow (12)

DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
WILLIAM SANDERS
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANIEL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNAL
ISAISH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

**Top left circle:**

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANIEL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

**Top right circle:**

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANIEL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

ALL CLEAR

**Bottom left circle:**

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANIEL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

COLUMBINE

**Bottom right circle:**

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANIEL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

COLUMBINE

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANEIL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

ALL-CLEAR

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANEIL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

LOCK-DOWN

WILLIAM SANDERS
DANIEL ROHRBOUGH
LAUREN TOWNSEND
MATHEW KECHTER
COREY DEPOOTER
KYLE VELASQUEZ
STEVEN CURNOW
DANEIL MAUSER
DYLAN KLEBOLD
KELLY FLEMING
CASSIE BERNALL
ISAIAH SHOELS
RACHEL SCOTT
JOHN TOMLIN
ERIC HARRIS

ALL-CLEAR

FINAL 2D CLOCK.

# THE 3D CLOCK.

After getting my 2D clock approved, I moved on to the 3D version. Although I was happy with the way that my 2D clock had turned out, I felt that it wasn't as visually interesting as I wanted it to be. I mean it was interesting to me becuase of all the rsearch that I had done and I knew that my design choices were intentional but I felt like the clock itself wouldn't reflect the gravity of the issue to someone who hadn't read about much as I had. I saw the 3D clock as an opportunity to push the morbidity of my topic.

I wanted my 3D clock to be more indexical. By dictionary definition, indexical refers to something whose meaning is dependent on the context in which it is used. I wanted to focus on one element of my topic and use it deliberately to tell the story of the shooting at Columbine High School. The idea for how I was going to achieve this came to me very quickly so I unfortunately do not have sketches of my thought process in my sketchbook. I went straight into working on the computer. I decided that the best way to capture the severity and morbidity of Columbine was to find a way to use bullets as my 3D aspect. Bullets on their own wouldn't be indexical though. If I didn't find a way to add some depth and significance to the bullets, then people would just associate my topic with guns which was not the intended focus of my social issue.

My social issue focuses on the kids in America. The ones who lost their lives but also the ones who walked out of a school shooting alive but traumatized. Therefore, I chose to make each bullet represent a person who was killed or injured at Columbine. Including the boys responsible for the shooting, 15 people were killed that day and around 20 others were seriously injured. So in total I would need 35 bullets. When I decided this, I had no idea how I was going to put the bullets on my clock, what kind of bullets I'd need, or where I was even going to get those bullets from. According to my research, the boys used mostly 9mm bullets throughout the school. But where was I even going to get those? As you can probably already guess, I'm not a fan of guns so the idea of walking into a sporting goods store and buying bullets really grossed me out even though they were just going to be used for a project. I made that my last resort and instead, looked on etsy and got super lucky! I found a person who sold shaved down 9mm bullet casings in sets of 17 for like $30. I ordered 2 packs and they arrived a week later. They were gold but I decided to spray paint them silver so that they better matched my digital sketches. Then to go a step further, I took 15 of them and painted red inside the groves of the type on the bullet casings to represent the 15 people who lost their lives that day.

I collected all the materials I needed when it came time to assemble my clock. I had a 12 inch sheet of ¼ inch thick black acrylic for my base, the 35 bullet buts, the words "all-clear" in red vinyl, and the mechanism for my clock. All that was left was to actually assemble everything.
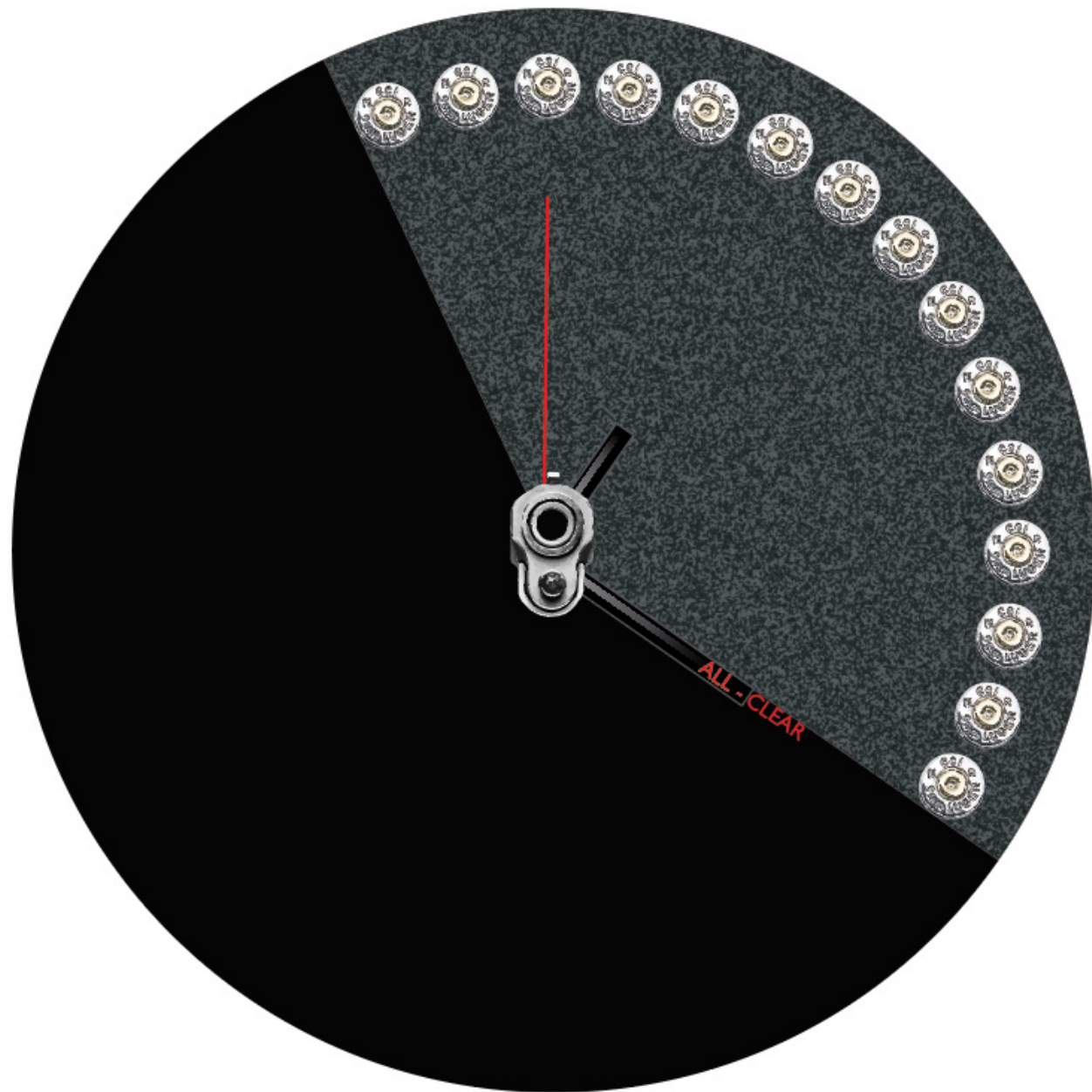
ATTEMPT 1.

Experimenting first with
only 15 bullets. It's pretty
obvious that I had no idea
how big bullets are lol.
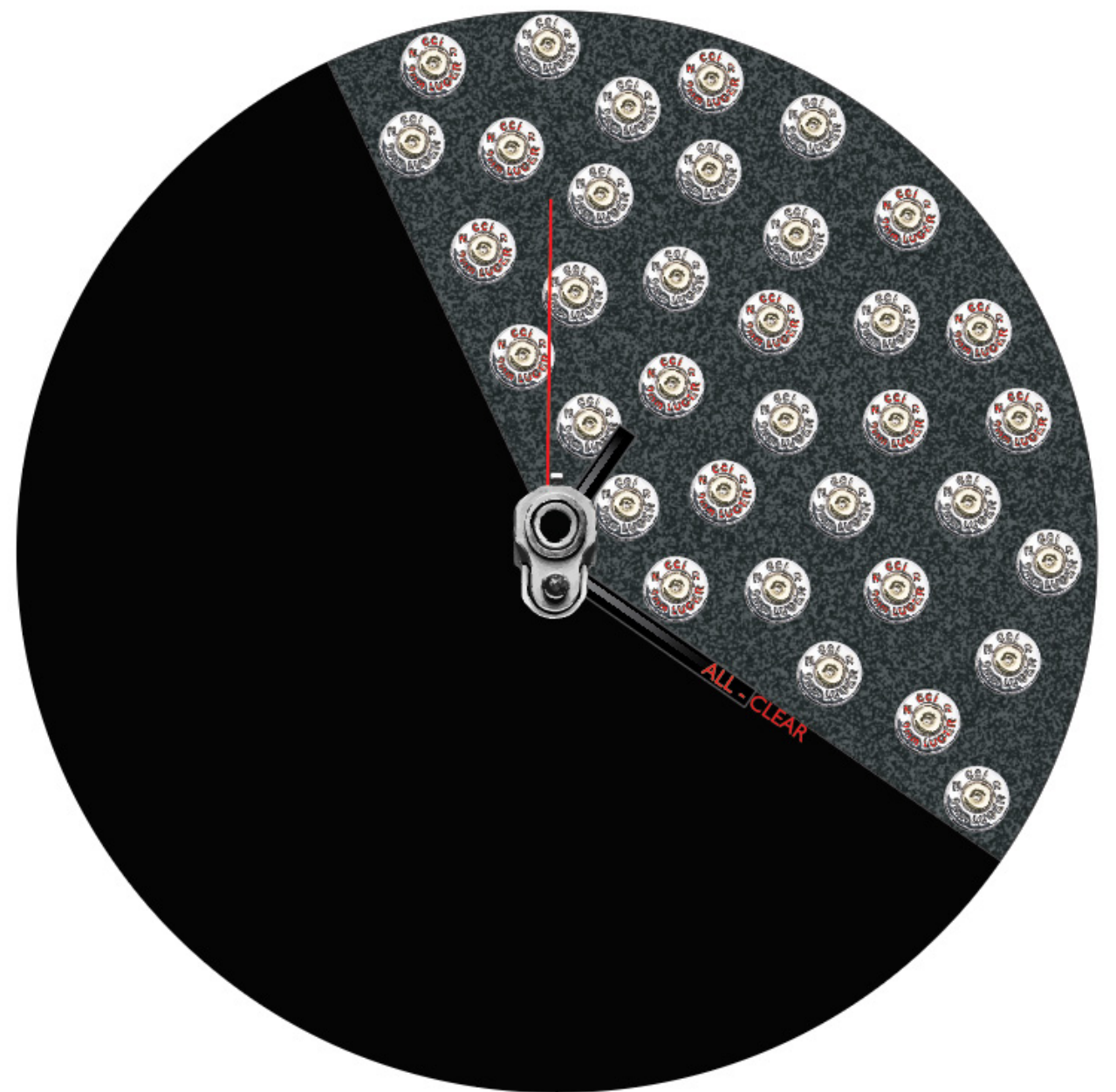
ATTEMPT 2.

Decided to use 35 bullets
to represent those who
died and those who were
injured. Also sketched red
in the grooves to represent
bloodshed.
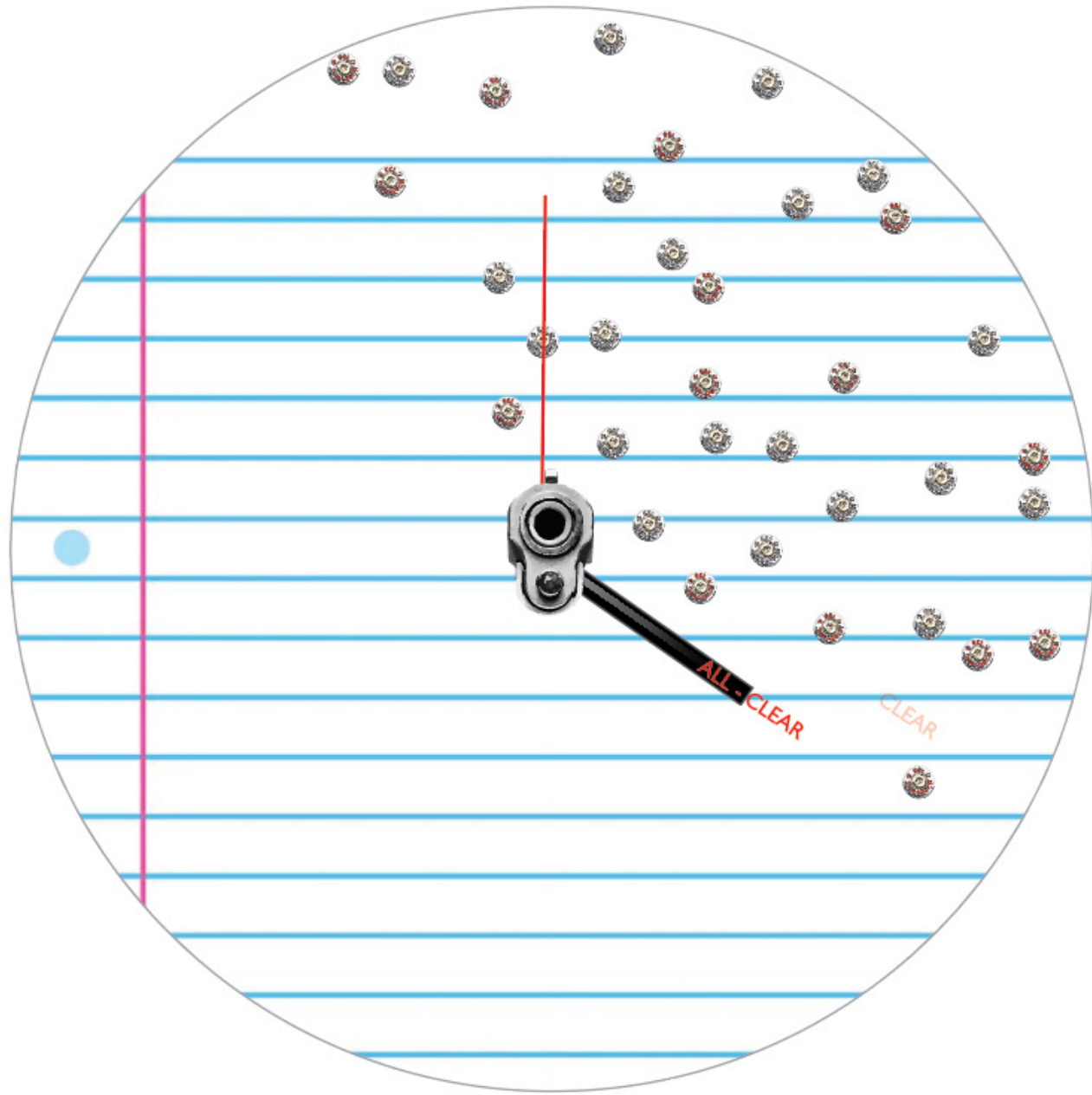
ATTEMPT 3.

Bullets arrived from Etsy
so I adjusted their scale in
my sketches. Experimented
with a more textured base
for my clock's face.
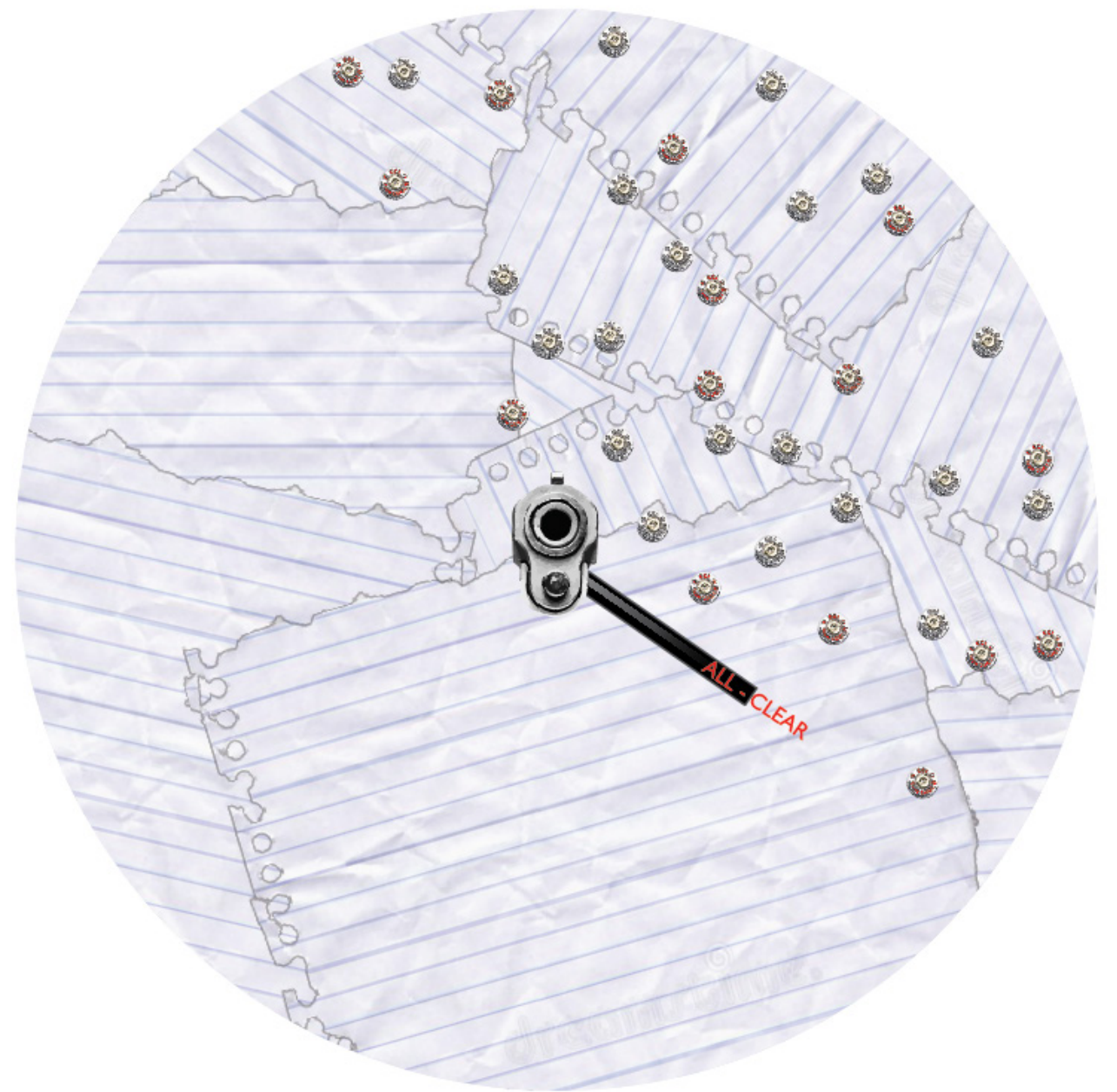
ATTEMPT 4.

Professors told me that
I should pick either the
second hand or the minute
hand and lose the other.
Tried a more realistic paper
texture as well.
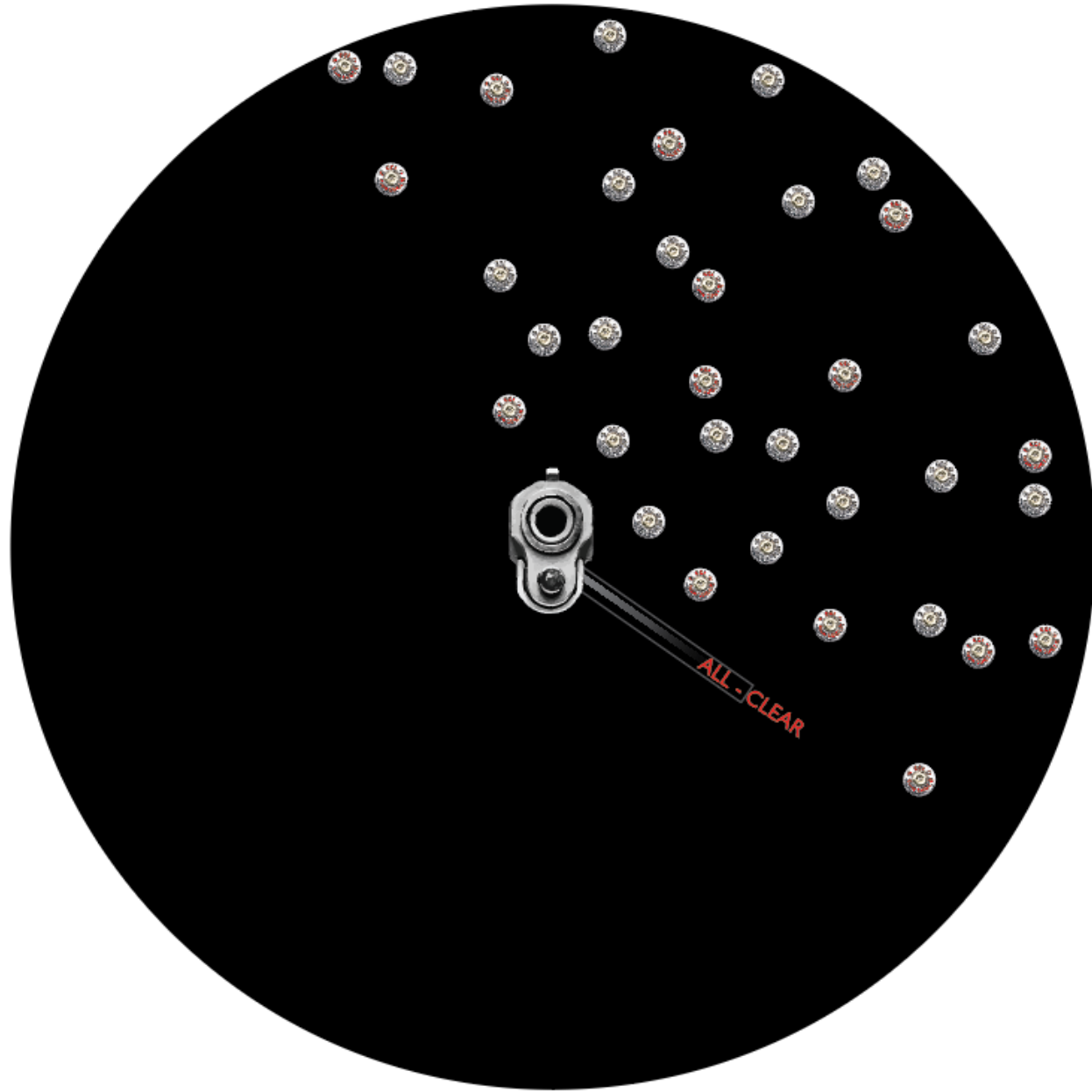
# FINAL 3D CLOCK.

Reverted to black, the paper texture was too obvious. The bullets are scattered to represent the shooting spree throughout the school.
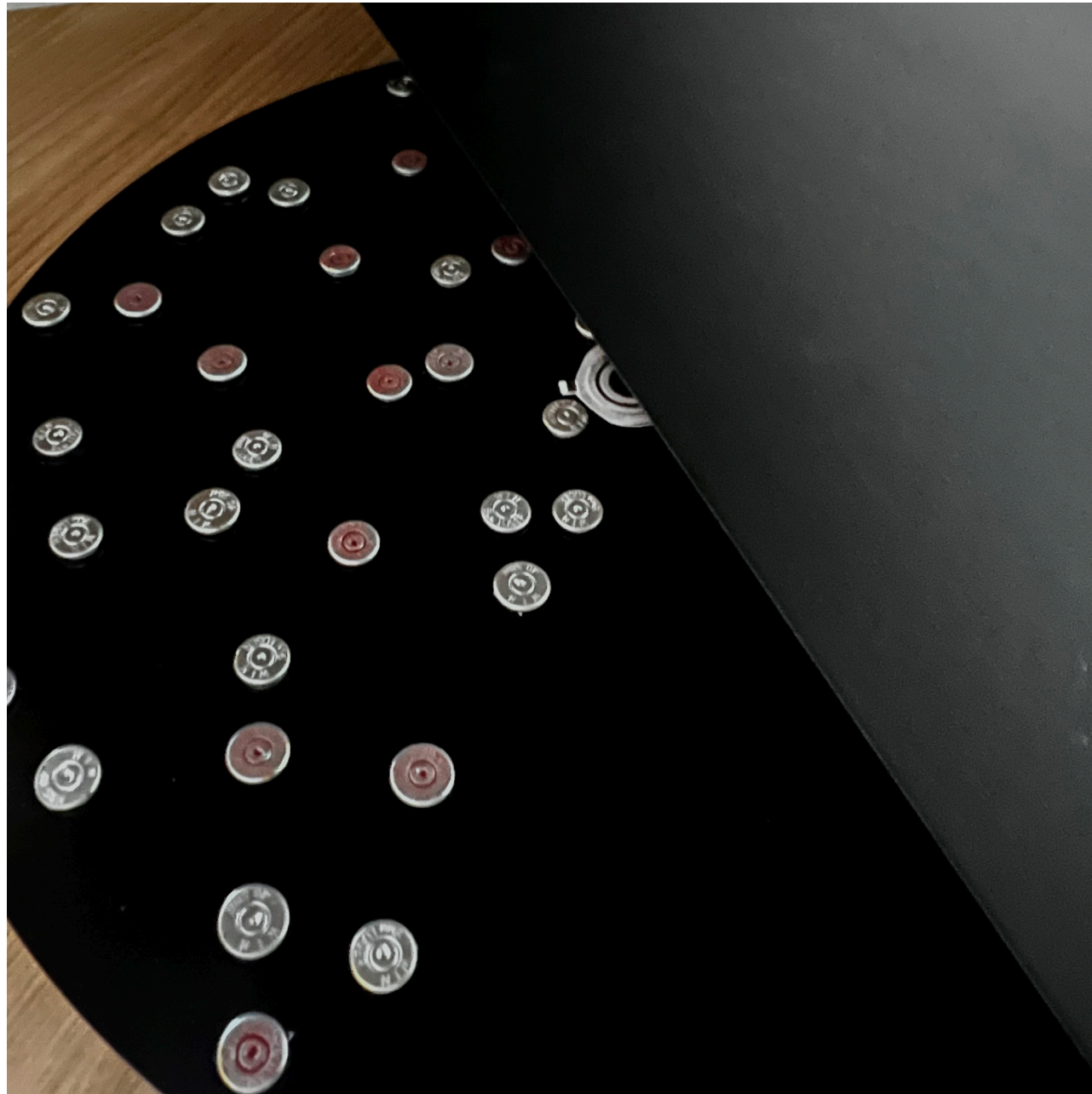
# THE CLOCK SHOW.

On November 1st, 2023 we had our Clock Show. The Clock Show is a small exhibition that the Graphic Design seniors put together every year to show off their final clocks. It's hosted on the lower level of the Design North building on ASU's Tempe campus in an area called the Red Square. It was a one-day installation where we arranged all of our clocks in a giant circle along with 2 sheets of paper representing our design process as well as photos of the finished product. We also got reviewed by our professors the day of the exhibit. We met with one of our 3 professors at a scheduled time to go over the finished piece and talk about how it turned out and what could be tweaked.

Shows the entire process of designing both the 2D and the 3D clocks. Below the Process Clock are the Sprints that we did at the start of this project.
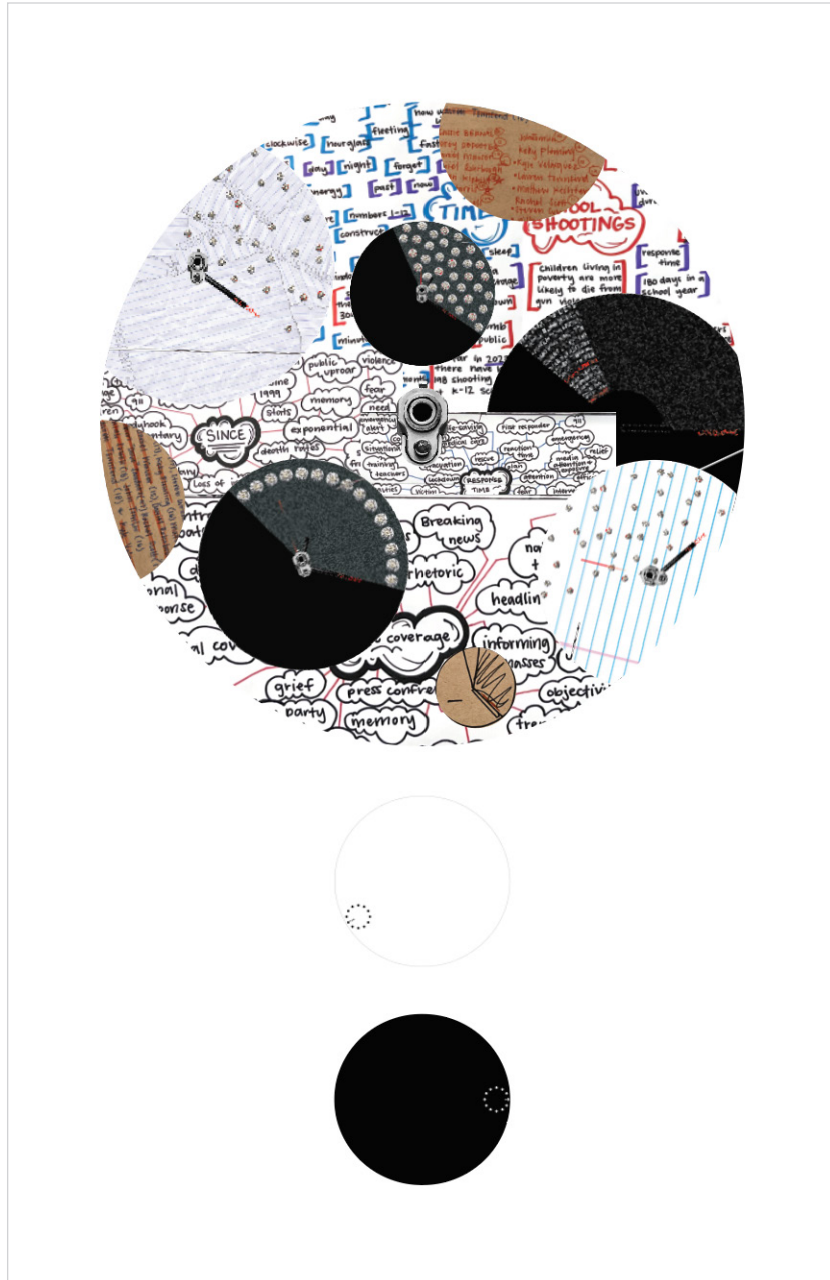
These were displayed below my finished 3D clock. They capture interesting and important angles of the clock's features up close.
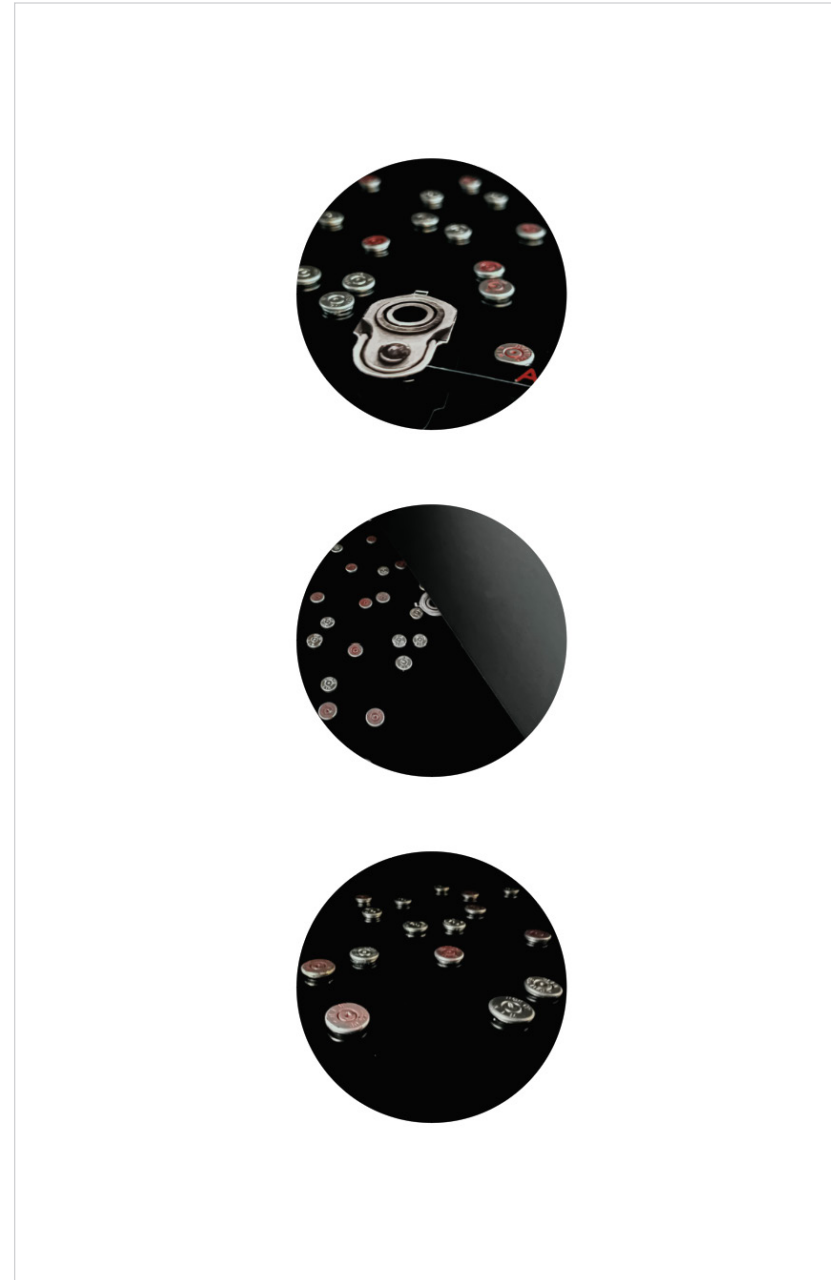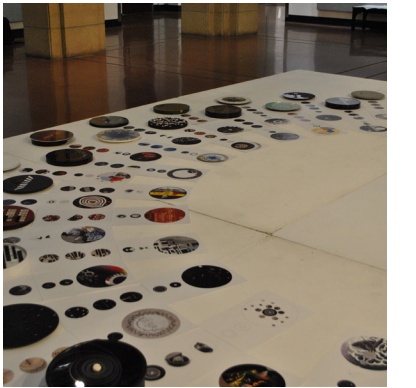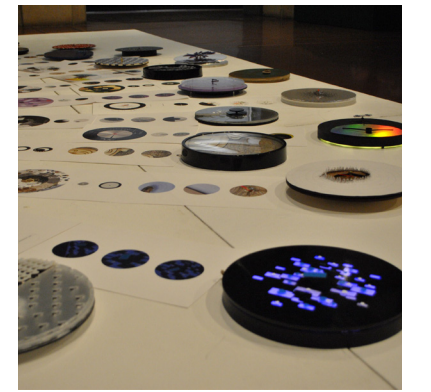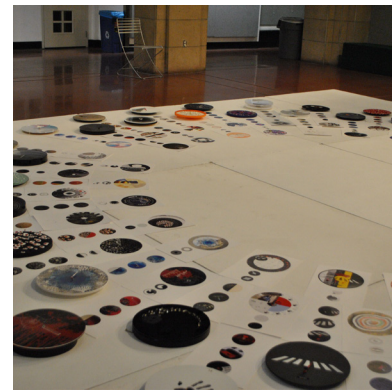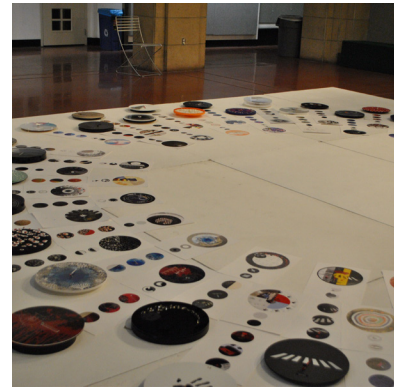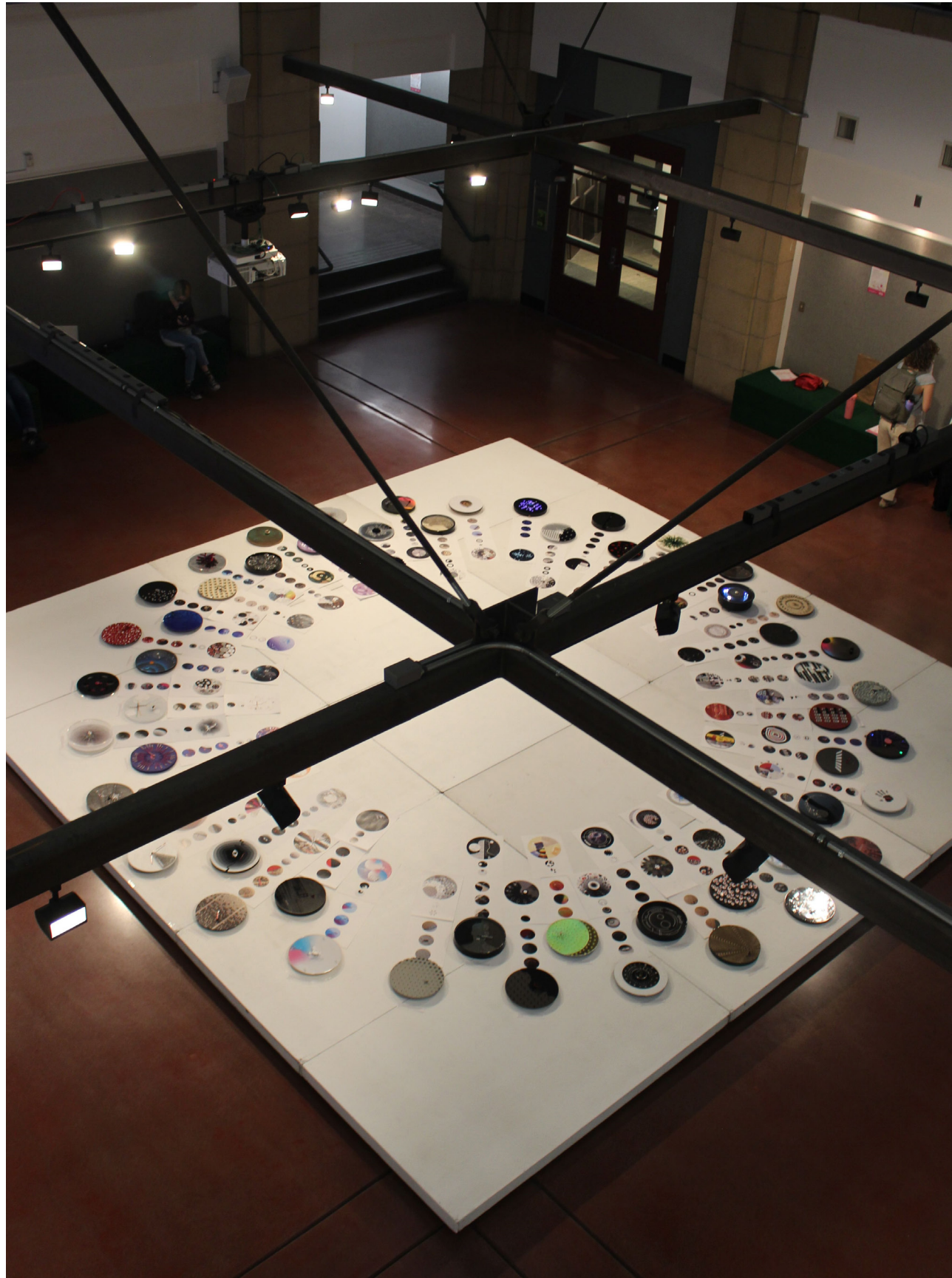
These were during my review with Alfred Sanft.

I got good feedback on my composition as well as my process and photography sheets!



Featuring Silvia Kooinga, Lucas Baker, and Elke Fajut (behind the camera <3)

We all got positive feedback so we were feeling goofy and happy

# THE POSTER SHOW.

# THE PURPOSE.

Every year, the Graphic Design Seniors host a Poster Show. What is a poster show? In as few words as possible, it's a big fundraiser. Basically, we (the senior class) were responsible for reaching out to as many graphic designers as possible and asking them if they would be willing to donate a poster/posters to our poster show so that we could auction them off to raise money for our final exhibit at the end of the year.

So much goes into the poster show besides just reaching out to designers. We were all put into different committees in order to divide and conquer the workload. The committies were Event Management, Event Design, Photo, Web, Media and Marketing, and Print. I was on the Print team. Each committee was responsible for getting certain tasks done each week so that we remained on track for our show. My committee didn't have a ton of work to do until just before the actual poster show when all of the prints needed to be cut out. To give you an idea of how many posters there were, each student was responsible for contacting at least 20 different graphic designers and there were 60 of us. Not all of the designers we reached out to responded back to us or were willing to give out their work for free but a lot of them did. For example, I reached out to 21 graphic designers in total on different platforms including BeHance, LinkedIn, and Instagram. Only 6 responded to me expressing their interest in donating. Of the 6 that I actually managed to get a response from, only 3 ended up actually donating but they donated like 3-5 posters each which I was super grateful for. Our deadline for reaching out to designers and accepting work was October 13th, 2023 because we needed to pass all of the digital files that we had received over to the Event Management committee so that they could sort and arrange all of the posters to get them ready to print.

While we were collecting posters, we were all trying to design a "brand" for our poster show. We needed a theme so that we could create a website, host our auction online, promote the auction on social media, and design merchandise to sell at the auction as well.

We hosted the poster show in early November 2023 in our studio building. It was a big success. Friends and families showed up in support of the program and bought a lot of posters. All of our committees were at work during the show to ensure that everything went smoothly. The auctions for the posters on display were hosted on our website, we had a live auction for certain posters, and we got to display and auction off our final clocks. All in hopes to raise enough money to fund our end of the year exhibit.

A427

| | A | B | C | D | E | F | G | H | I | J |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | Donor Name/Studio | Contact Info (email, #) | Location | Response Status | # of posters donated? | Physical/digital? | File(s) in drive? | Thank you sent | |
| 442 | | | | | | | | | | |
| 443 | Isabela Glass | Dexter Maurer | снmaurer.dexter@gmail.com | Biel/Bienne, Switzerland | | | | | | |
| 444 | | Pai Villamayor | https://www.behance.net/paipitations/in | Manila, Philippines | | | | | | |
| 445 | | Juan Er | 927800376@qq.com | Nanjing China | | | | | | |
| 446 | | Diana Trish | divnv.art@gmail.com | Izmir, Turkey | | | | | | |
| 447 | | Zion W | https://www.behance.net/zzzion/info | Australia | | | | | | |
| 448 | | Joshua Titus | https://www.behance.net/joshuatitusde | India | interested | | | | | |
| 449 | | Frederikke Kofoed | https://www.behance.net/FrederikkeKo | Aarhus, Denmark | interested | | | | | |
| 450 | | Andrei Deleliu | http://instagram.com/drewdzns | Instagra Bucharest, Romania | interested | 10 | digital | yes | yes | |
| 451 | | Julia Sainz | https://www.instagram.com/jsz.png/ | Ins Barcelona, Spain | interested | 5 | digital | yes | yes | |
| 452 | | Darshan Mohekar | https://www.behance.net/darshanmohe | Indore, India | | | | | | |
| 453 | | Maria Vaz | https://www.instagram.com/zavyworld/ | Braga, Portugal | | | | | | |
| 454 | | Alessandro De Vita | https://www.behance.net/alessandevita | Rome, Italy | | | | | | |
| 455 | | Samim Akbar | https://www.behance.net/samimakbar/p | Milan, Italy | | | | | | |
| 456 | | Nicolae Negură | nicolaenegura@gmail.com | Lisbon, Portugal | interested | | | | | |
| 457 | | Anna Ferrari | https://www.behance.net/whittelab/proj | Curitiba, Brazil | | | | | | |
| 458 | | Alberto Seveso | https://www.instagram.com/alberto_se | Italy | | | | | | |
| 459 | | Romain Bonnet | https://www.instagram.com/romainbonn | Montpellier, France | | | | | | |
| 460 | | Agnieszka Wajda | agnieszkawajdaillustrations@gmail.com | Krakow Poland | interested | 1 | digital | yes | yes | |
| 461 | | Nikolett László | laszlonikolett3@gmail.com | Eger, Hungary | | | | | | |
| 462 | | Nick Slater | nickslater.design@gmail.com | | | | | | | |
| 463 | | David Leutert | hi@davidleutert.com | Berlin, Germany | | | | | | |
| 464 | | | | | | | | | | |

This was the giant Google Sheet we shared in order to keep track of who we had reached out to. The purpose of this was to hold all of us accountable for actually reaching out to people as well as to make sure that we didn't reach out to anybody twice.

This was one of my versions of a poster design to submit as a potential brand for the poster show. I wanted to do something really minimal and clean.



Experimenting with center alignment which is usually a big no no for me but I felt like it balanced out the negative space well.



We were asked to find famous posters by graphic designers and use them as inspiration so I found a poster that used balloon letters like this and spelled out "HOPE". I made like 10 variations of this poster experimenting with where to put the information about the show itself. They're subtle changes but they make a difference I swear.



Experimenting with the hierarchy of information. Which works better, seeing the textual information first or seeing the barcode first?

Experimenting with left
alignment, different type
sizes, barcode size, and
leading
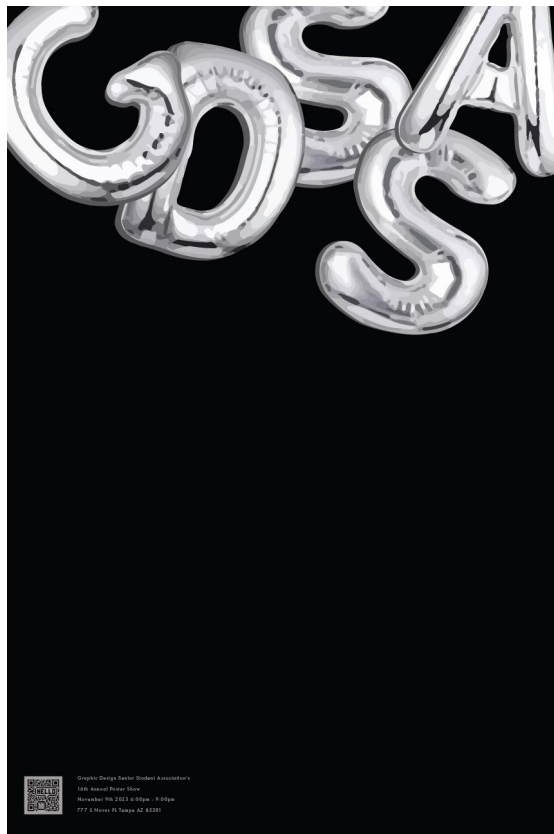
This was version 2.
I wanted to do a more
maximalist version to
contrast the first design. It
features sneak peeks
of actual posters that
would be available for
auction at our show.



Experimented with type in
the negative spaces.



Also experimented with
black and white versions of
the negative space and red
and white versions of type
to test legibility.

The final version
of this poster is what I
actually ended up
submitting to my class
to vote on. It's a
combination of my first
two posters, it's
maximalist but type
based at the same time.
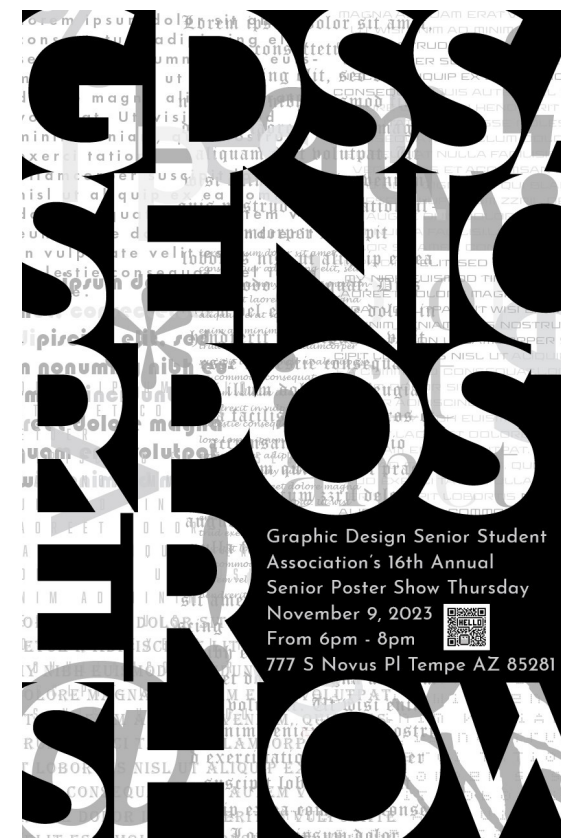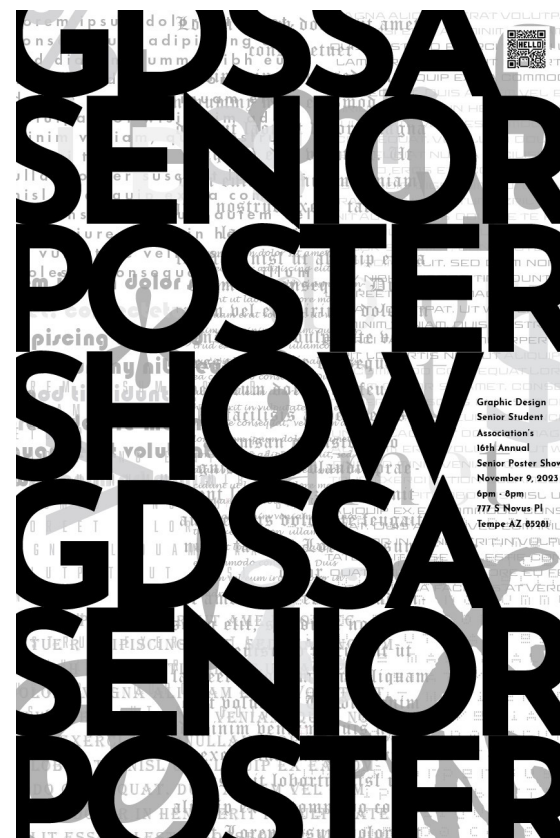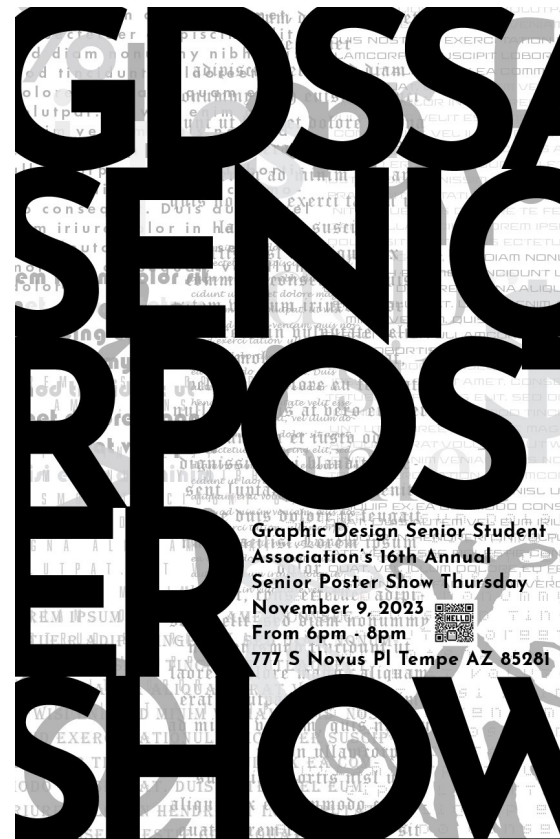
Got the critique that the
GDSSA (Graphic Design
Senior Student Association)
is a separate entity from
the poster show so I had to
alter my text.
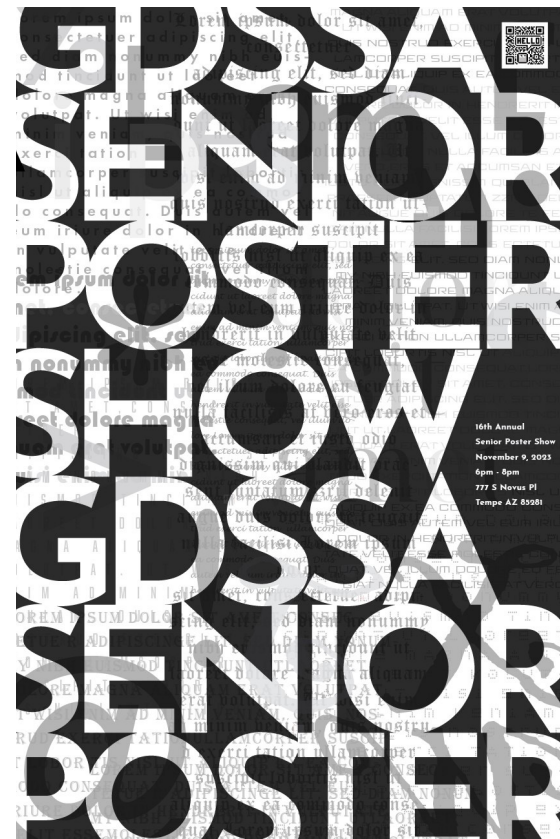
Final Version

Pressed for Paper poster — Visual Communication Design Class of 2024

**Pressed for Paper**

Pressed for time? Take a break and join us in discovering the captivating world of visual art at the upcoming 16th Annual Poster Show, where creativity knows no bounds.

November 9, 2023
6:00–9:00 p.m.

777 S Novus Pl
Tempe, AZ 85281

Visual Communication Design Class of 2024

ASU Herberger Institute for Design and the Arts
Arizona State University

---

**Today!**

Head over to Novus Innovation Corridor from 6:00–9:00 p.m. TONIGHT for our 16th Annual Poster Show, Pressed for Paper! Our seniors have been zealously dedicting their days & nights to produce our most prodigious poster show yet. Come on over and support your next generation of designers!
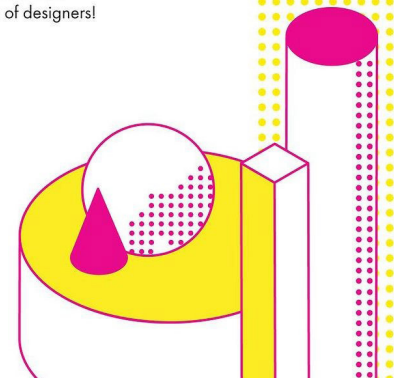
**Percentage Night**

Premium Matcha Cafe Maiko
11.09    12:00–4:00 p.m.
920 E University Dr, Suite 106, Tempe, AZ 85288

Raising Cane's
11.09    4:00–10:00 p.m.
960 E University Dr, Tempe, AZ 85288

Live Event Schedule

Silent Poster Auction

Section 1    6:00 - 6:35pm
Section 2    6:35 - 7:10pm
Section 3    7:10 - 7:45pm
Section 4    7:45 - 8:20pm

Silent Clock Auction    6:00 - 7:45 pm
Live Poster Auction     8:20 - 9:00pm
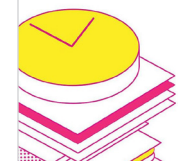
**Pressed for Paper**

Visual Communication Design
16th Annual Poster Show
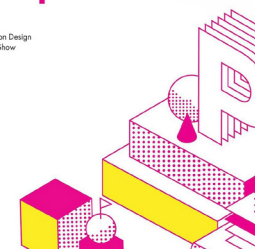
Decompress and join us at the 16th Annual ASU Visual Communication Design Poster Show with silent and live auctions. Come browse our selection of posters, view our senior social issue and NASA Psyche clocks, and get ready to be impressed.

Event Time: 6:00 – 9:00 pm
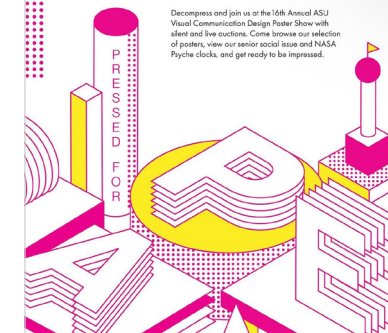
Browse our Instagram for updates about the event and learn more about us and what we're all about.

Event Time: 6:00 – 9:00 pm

**Silent Auction is Live!**

vcdpostershow.com
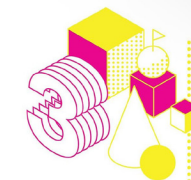
**Our site is live!**

vcdpostershow.com
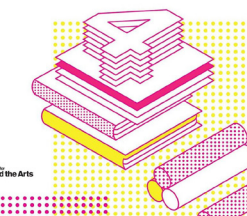
ASU Design and the Arts
Arizona State University

This was the poster that my whole class voted on for the poster show. We turned this design into the theme for our website and our collateral to sell during the poster show.
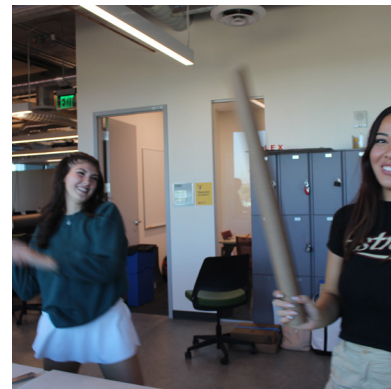
Everyone helped when it came time to cut out all the posters. There were literally hundreds of them! I think I easily cut 100 by myself and it didn't even make a dent. But I love cutting things out so I had a lot of fun :)

The day before the show, we all had to bring our finished clocks back to the studio so that they could be displayed for the auction. We laid them out on long tables and the junior class came over to our side of the studio to see what they'd be facing next year. I remember being a junior and being really intimidated by the clock so it felt kinda nice to see that they were intimidated by our final products too.
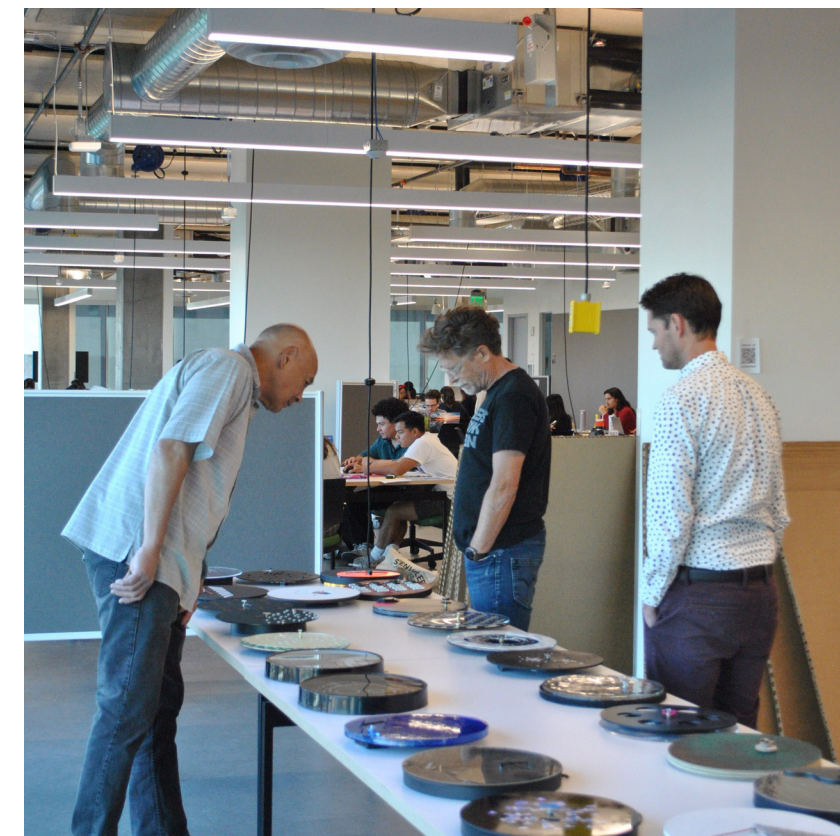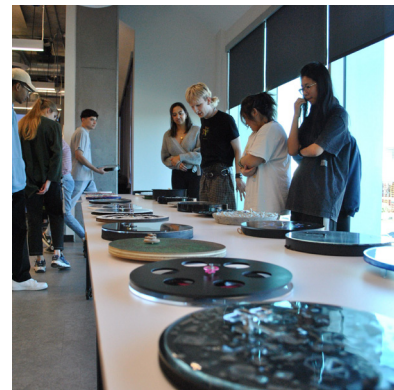
Set up the day of was really hectic. There were still posters to be cut, organized, and numbered.
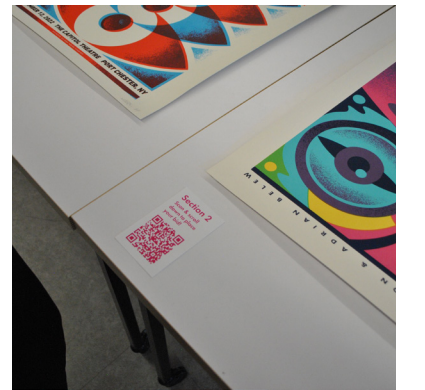
# FRESH OFF THE PRESS

| | |
|---|---|
| Tote Bags . . . . . . . . . . . . . . | $12 |
| Bargain Posters . . . . . . . . | $5 |
| Stickers . . . . . . . . . . . . . . | $2 |
| Blind Grabs . . . . . . . . . . . | $5 |
| Poster & Tote Bundle . . . . . | $15 |
| Sticker & Tote Bundle . . . . . | $13 |

See one of our senior VCD members to purchase!
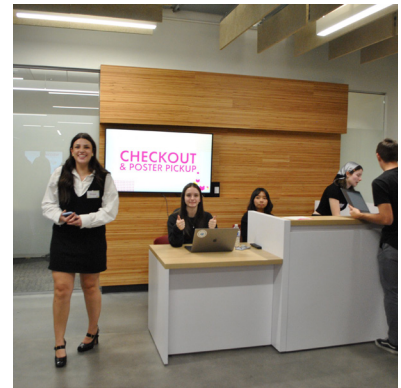
# SOCIAL ISSUE PRESENTATION.
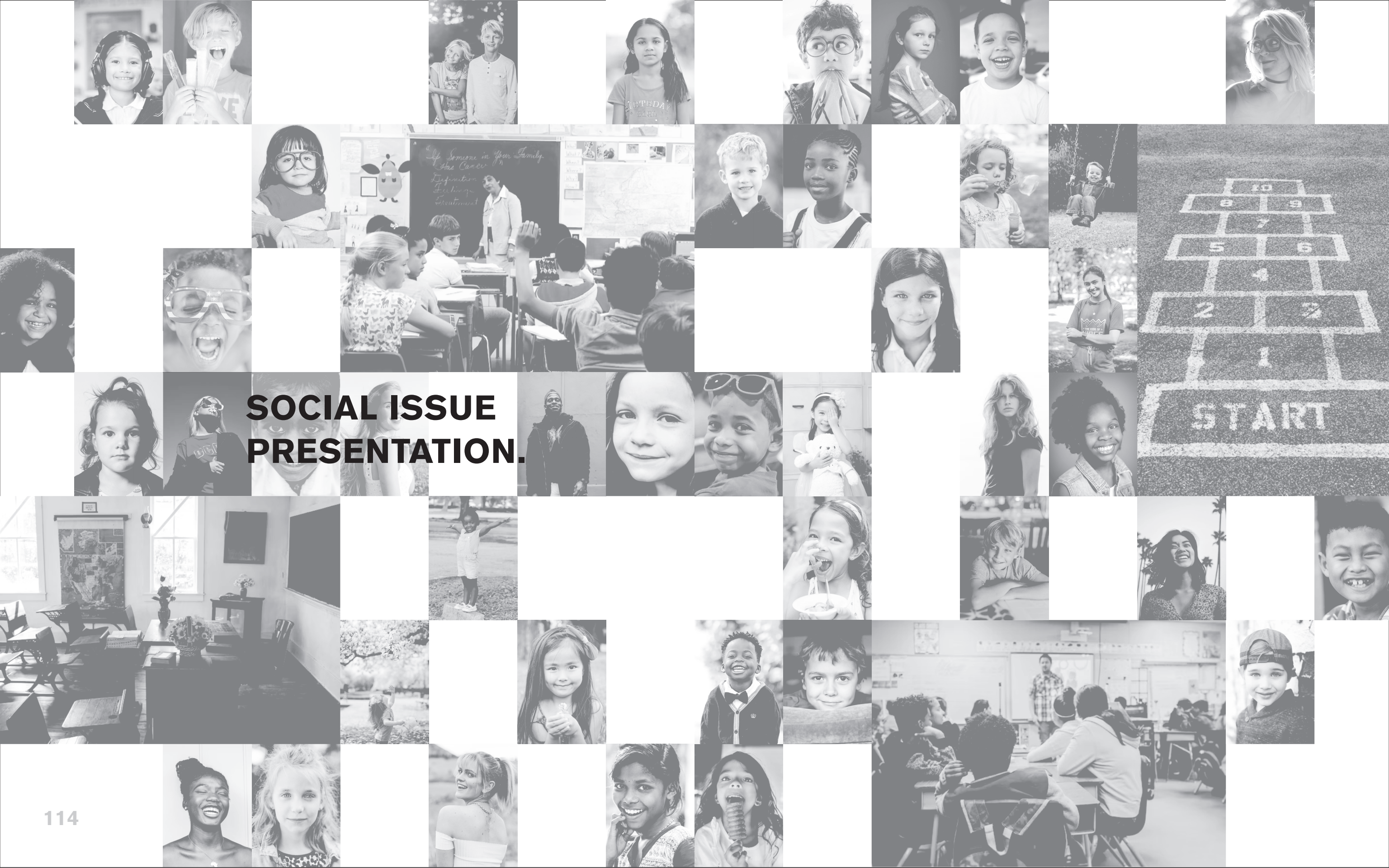
# THE PRESENTATION.

We only had a few weeks left in the first semester by the time the clock show and the poster show had passed. With that time, we had one final project to finish: a presentation. Basically, our entire class split up into groups and each of us had to put together and give a detailed presentation about our topic to our group. This was where we all really got to show off all the research that we had done. This was the brief we got:

Description:
The final review is a digital presentation of your social issue. Graded on the design of presentation, content, and presentation delivery.

5 minute presentation / 5 minute Q&A Select the best software to best present your topic.

Presentation Elements (minimum)

1 - Introduce yourself and the topic

2 - Explain at least 3–5 key aspects that explains the importance of your topic. (this needn't be voiced in your presentation: ask and answer: why should anyone care about my topic?)

3 - Explain who the players are, their credentials, the history

of the issue, and what is currently being done about it. Cite at least 15–20 sources; 30–40% of them should be higher end, journal like sources/studies. Online journal sources are acceptable.

4 - How can visual communication help?

5 - Define potential target audiences for a campaign and explain rationale?

Process and Miscellaneous Tips:

Most of your research may already be completed, however, you may have more to gather for your presentation such as photographs, images, testimonials, anecdotal stories, infographics, and/or videos that assist in communicating the essence of your topic.

Begin to outline different scenarios for your presentation. Consider the introduction, background, importance, key players/history, and explore different sequencing for an interesting flow of information.

Storyboard initial ideas for a rough draft, testing multiple scenarios. Create a slide-by-slide sequence, exploring different flows of information and including titled sections. This initial storyboarding can be done by hand or using a computer.

For the next level of storyboarding, create a first draft in computer form. Include titled sections and supporting elements such as potential images, charts, infographics, videos, etc.

A successful presentation will have a beginning, a middle, and an ending. The first 10–15 seconds are crucial to capture

**your audience, maintaining their attention throughout the middle section and ending as strongly as you started.**

**You have flexibility in determining the sequencing of the presentation elements. The only section that must be at the end is your sources. That section can be cited Sources, References, Bibliography or similar. List all your sources for your topic and not just those referring to your topic. For key slides where you make a bold assertion, it is advisable to cite the source related to that specific topic.**

**For the presentation on the 4th of December, you will sign up in groups of 6-7 students, to present to us, a guest reviewer, and one another.**

I wanted my numbers and my research to be the main focus of my presentation so I went for a very minimalist, high contrast design. I also had very little text on my slides because I had my information memorized. I had to type out my script for my presentation and submit it to my professors as a grade.

Isabela Glass
GRA461: VisCom VI
Social Issue Final Presentation

Slide 1
Does anyone know what this date marks? On Tuesday, the 20th of April 1999, two 17 year old boys committed a massacre that rocked the small town of Littleton Colorado and shocked the world. Eric Harris and Dylan Klebold walked into Columbine High School with 4 guns on their person and shot and killed 13 students and 1 teacher before turning the guns on themselves. The coverage of this shooting, although it was not the first school shooting ever recorded in American History, commanded America's attention and, at the time, was thought to be the deadliest school shooting in US history.

Slide 2
Today I want to talk to you about child related gun violence.  Gun violence is the leading cause of death in children age 1-19 in the United States. You may be wondering, so since that shooting was so horrific, what has been done to enact change? The truth is, not much.

Slide 3
The frequency of school shootings has skyrocketed in recent years. This graph from the Washington post displays the average number of school shootings per year. I want to stress that these numbers are averages and not exact as school shootings aren't recorded or documented as their own separate category of mass shootings by the Federal Government. While school shootings are specific to children, they are lumped in with all mass shootings and according to the department of justice, a shooting is considered a mass shooting if 4 or more people are injured or killed.

## 04.20.1999
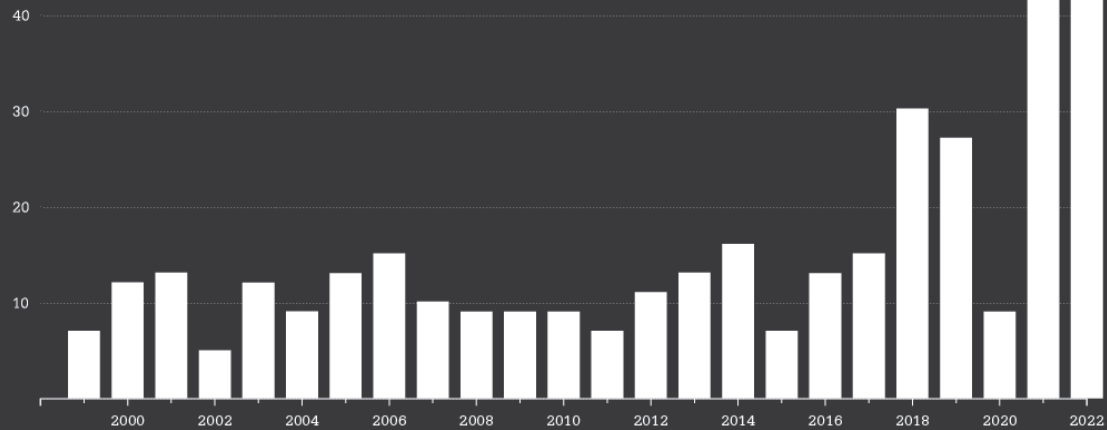
## Child Related
## Gun Violence

**SLIDE 1 –**
On Tuesday, April 20th, 1999, two 17 year old boys committed a massacre that rocked the small town of Littleton Colorado and shocked the nation. Eric Harris and Dylan Klebold walked into Columbine High School with 4 guns on their person and shot and killed 13 students and 1 teacher before turning the guns on themselves. The coverage of this shooting, although it was not the first school shooting ever recorded in American history, commanded America's attention and, at the time, was thought to be the deadliest school shooting in US history.

**SLIDE 2 –**
Today I want to talk to you about child–related gun violence. Gun violence is the leading cause of death in children age 1-19 in the United States. You may be wondering, so since that shooting was so horrific, what has been done to enact change? The truth is, not much.

Average Number of School Shootings Per Year

https://www.washingtonpost.com/education/interactive/school-shootings-database/



Average Number of School Shootings Per Year

https://www.washingtonpost.com/education/interactive/school-shootings-database/

**SLIDE 3 –**

The frequency of school shootings has skyrocketed in recent years. This graph from the Washington Post displays the average number of school shootings per year. I want to stress that these numbers are averages and not exact as school shootings aren't recorded or documented as their own separate category of mass shootings by the Federal Government. While school shootings are specific to children, they are lumped in with all mass shootings. According to the department of justice, a shooting is considered a mass shooting if 3 or more people are injured/killed.
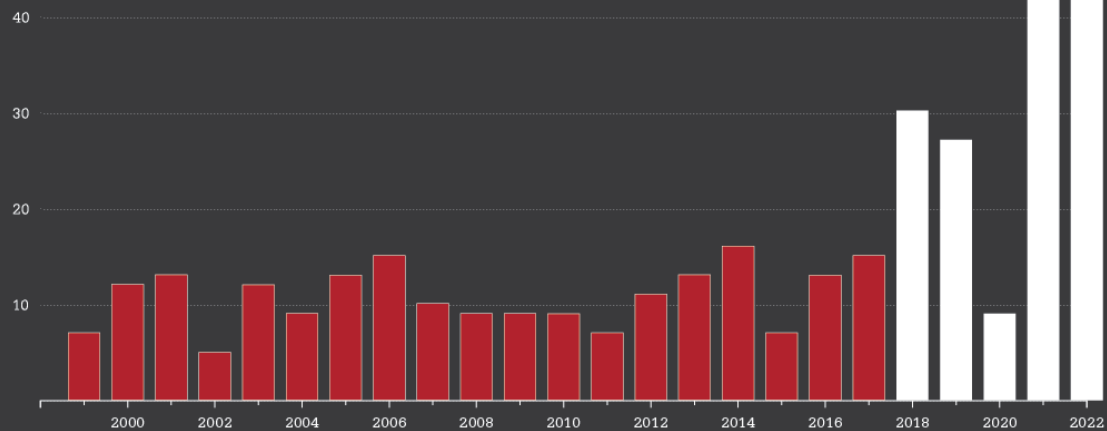
**SLIDE 4 –**

From 1999-2017, the average number of school shootings per year was around 11 and in those years, never rose above 16.

Average Number of School Shootings Per Year

https://www.washingtonpost.com/education/interactive/school-shootings-database/

In 2018 however, there is a noticeable spike that has yet to come back down. In 2022 there were around 47 school shootings making that the highest number in America's recorded history.


Average Number of School Shootings Per Year

https://www.washingtonpost.com/education/interactive/school-shootings-database/
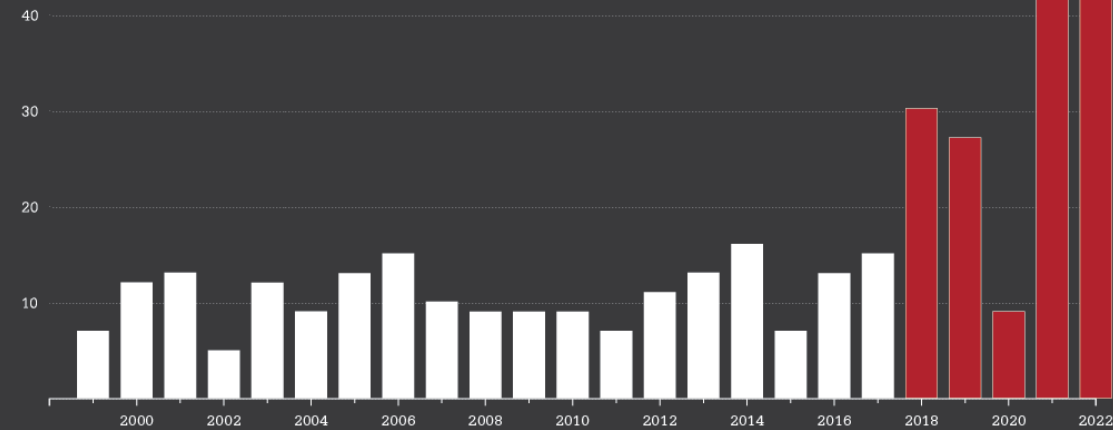
The only year that the record for school shootings wasn't broken, was 2020 when K-12 schooling went remote and still, the number was comparable to previous years. Schools went remote in most states around March or April; meaning that the shootings recorded for 2020 were committed in those few early months.
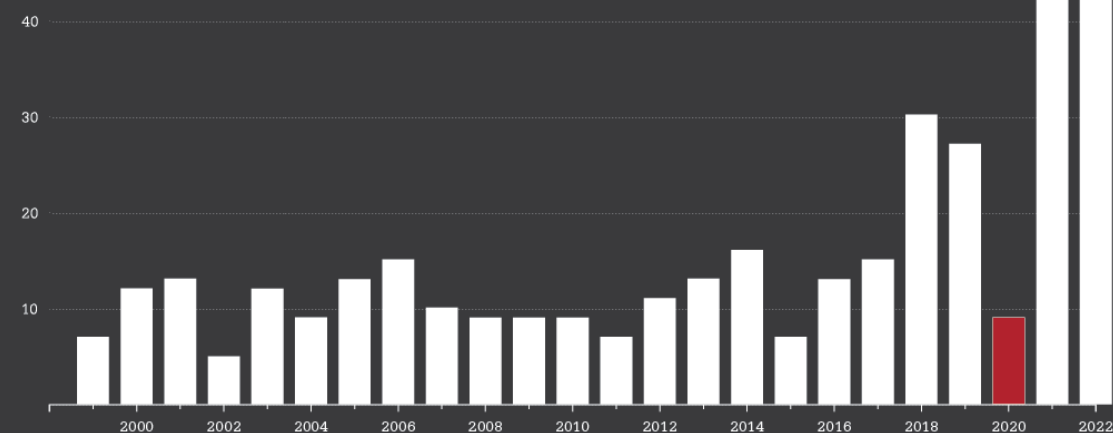
Ages of Documented School Shooters

https://www.washingtonpost.com/education/interactive/school-shootings-database/



Firearms Used at Columbine High School

55

96

67

121

# = rounds fired
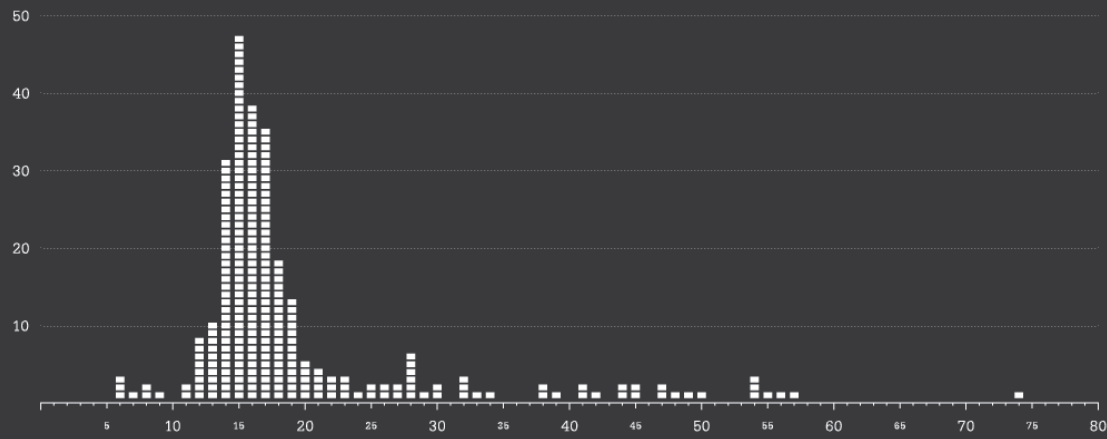
So who is committing these atrocities? The scary truth is children. The average age for a documented school shooter is 16 years old. May I remind you that the legal age to purchase a firearm in most states is 18.
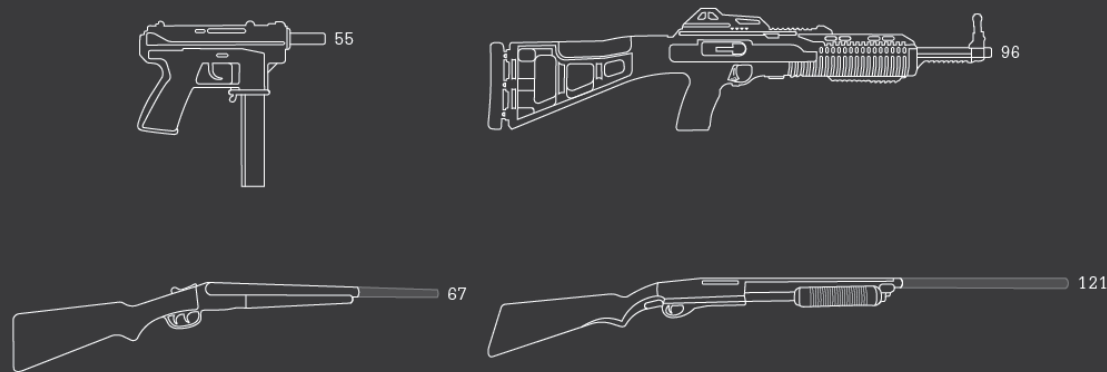
I just want to show you the weapons that Eric and Dylan used at Columbine.

Firearms Used at Columbine High School

55

96

67

121

# = rounds fired



Firearms Used at Columbine High School

55

96

67

121
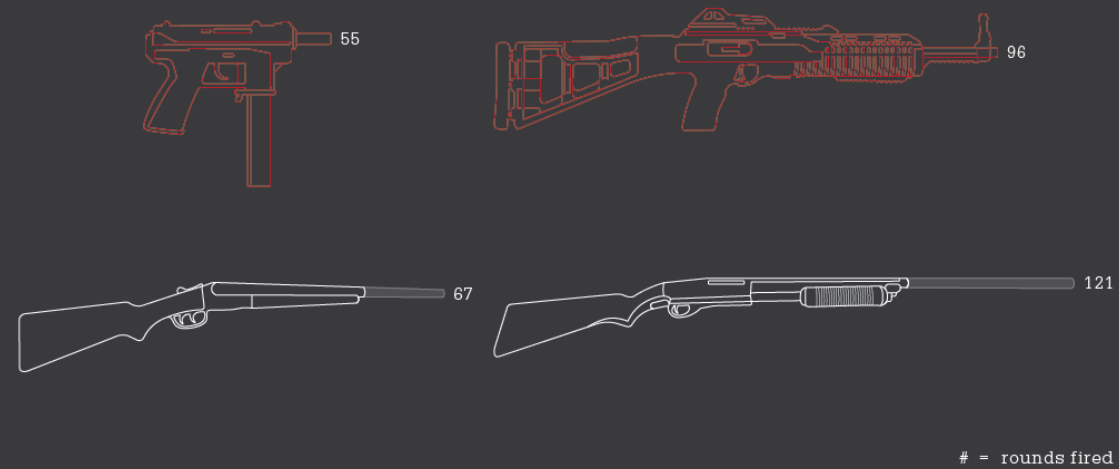
# = rounds fired

**Those boys walked into that school each with 9mm assault weapons strapped to their shoulders...**
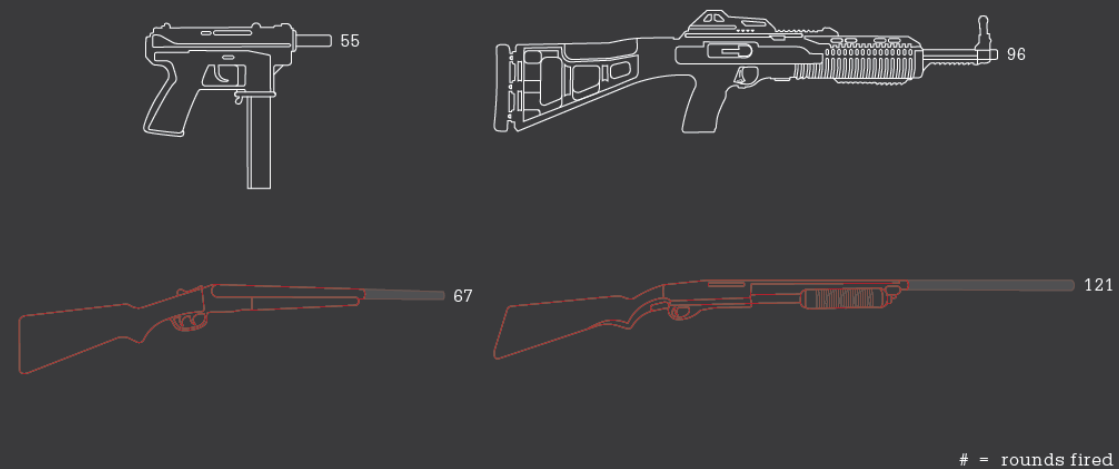
**...and shotguns concealed in their cargo pants.**

Firearms Used at Columbine High School

55

96

67

121

# = rounds fired



393 million

https://www.washingtonpost.com/education/interactive/school-shootings-database/
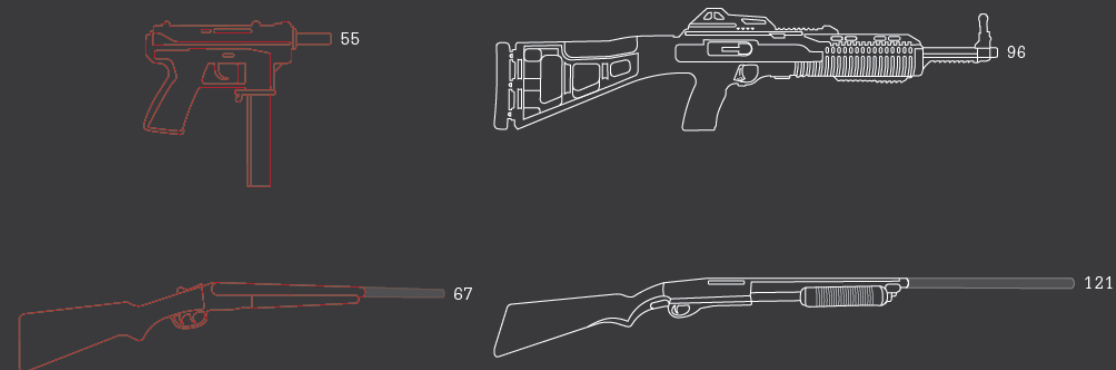
**SLIDE 11 –**
What's crazy is that Dylan's mom did a **TED Talk** where she told the world that their family didn't even own guns. There is no way that a 17 year old child should be able to go out and acquire weapons like these.

**SLIDE 12 –**
According to a stat listed by the Children's Hospital of Philadelphia, there are currently 393 million registered guns in circulation in the US. That's about 121 guns for every 100 people. According to that same source, there is at least 1 gun in the homes of 1 out of every 3 homes with child residents.

1.7 million

https://www.washingtonpost.com/education/interactive/school-shootings-database/



Opposing Argument:
Self Defense

https://vpc.org/revealing-the-impacts-of-gun-violence/self-defense-gun-use/

More alarmingly, 1.7 million kids live with loaded, unlocked guns in their homes.

The data displays that many Americans feel passionate about owning firearms so let's talk about the opposing argument. According to the Violence Policy Center, the gun lobby's main argument for expanding the carrying of concealed, loaded handguns into public spaces while blocking restrictions on the availability of military style semi automatic assault weapons is that they are a "common and effective" tool for self defense. This is false. That same article released the numbers of criminal homicides vs justifiable homicides involving guns in 2019.

9,610

criminal homicides

in 2019

https://vpc.org/revealing-the-impacts-of-gun-violence/self-defense-gun-use/

316

justifiable homicides

in 2019

https://vpc.org/revealing-the-impacts-of-gun-violence/self-defense-gun-use/

There were 9610 criminal gun homicides that year. Anyone want to guess how many justifiable homicides there were in comparison?

316. That ratio is 1:30. Therefore the opposing argument is false.

"Guns are far more likely to be used in a homicide or suicide than in self defense"

Conclusion

Thank You

sources

Effect of Gun Culture and Firearm Laws on Gun Violence and Mass ..., safetennesseeproject.org/wp-content/uploads/2016/12/ef fect-of-gun-culture-and-firearm-laws-on-gun-vio-lence-and-mass-shootings-in-the-united-states-a-multi-level-quantitative-analysis.pdf. Accessed 30 Nov. 2023.

Full Article: The Uvalde, Texas School Shooting Massacre, www.tandfonline.com/doi/full/10.1080/00131857.2022.2094763. Accessed 30 Nov. 2023.

Giavin, Chris. "History of School Shootings in the United States." History of School Shootings in the United States | K12 Academics, 26 July 2018, www.k12academics.com/school-shoot-ings/history-school-shootings-united-states.

Gramlich, John. "What the Data Says about Gun Deaths in the U.S." Pew Research Center, Pew Research Center, 26 Apr. 2023, www.pewre-search.org/short-reads/2023/04/26/what-the-data-says-about-gun-deaths-in-the-u-s.

"Gun Violence: Facts and Statistics." Center for Violence Prevention, 3 June 2022, violence.chop.edu/gun-violence-facts-and-statistics.

"National Violent Death Reporting System|nvdrs|violence Prevention|injury Center|CDC." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 23 May 2023, www.cdc.gov/violenceprevention/datasources/nvdrs/index.html.

Political Elements in Post-Columbine School Shootings in Europe And ..., www.tandfonline.com/doi/full/10.1080/09546553.2014.849933. Accessed 30 Nov. 2023.

Shepard, C. Weapons Used during the Shootings at Columbine High School, www.acolumbinesite.com/weapon.html. Accessed 30 Nov. 2023.
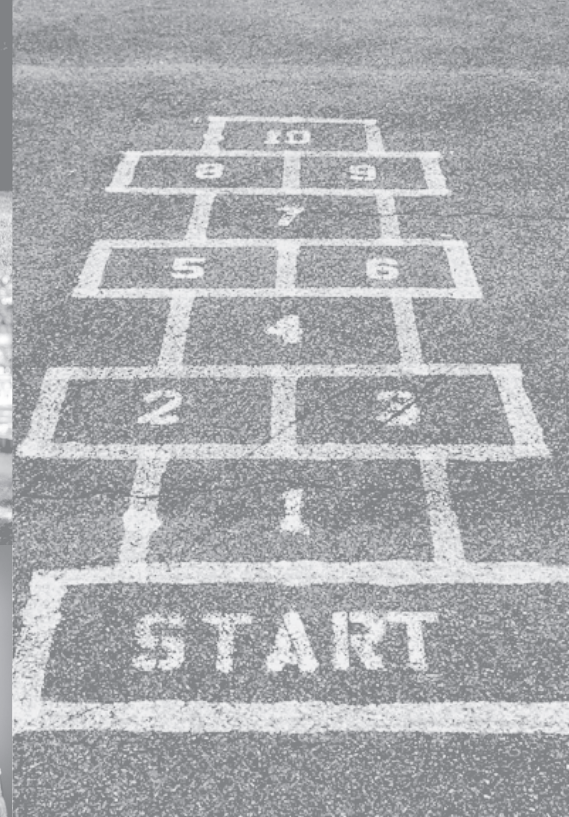
There Have Been 389 School Shootings since Columbine - Washington Post, www.washingtonpost.com/education/interactive/school-shootings-database/. Accessed 30 Nov. 2023.

"What Is Considered a Mass Shooting?" USAFacts, USAFacts, 11 Aug. 2023, usafacts.org/articles/what-is-considered-a-mass-shooting/.

DESIGNING
THE EXHIBIT.

# GETTING STARTED.

We ended our first semester of senior year with the social issue presentation. As soon as second semester started, we were given the brief for our final exhibition:

**Overview:**
**As you consider the design of your exhibit, start with the content of your digital presentation from fall reviews. Consider the most important elements of your topic that could be communicated and how best to engage your audience attending the exhibit. Your book must accompany your exhibit, consider how it will relate, visually, content and organization-wise.**

**Process:**

**Concept Design:**
**Put together a few content briefs that provide an overview of the exhibit: the main message, themes, sub themes, interactive strategies, potential media, and other elements to tell your story.**

**Schematic Design:**
**Contains framework for the exhibit's content. Deliverables include outline, breaking down content into sections and subsections, identifies key objects, images, quotes, and various other elements.**

**Design Development:**
**Creating physical elements of the exhibit. Testing and prototyping all elements, ideally, mounted on the actual materials, to size. The quicker you are testing full-size, the quicker you will be able to judge what is working and what needs refinement.**

Even though the brief was clear, I felt very overwhelmed. I had so much information that I wanted my exhibit to communicate that I didn't know where to start to narrow it down. I decided to take a look at the website for the 2023 seniors to wrap my head around the organization.
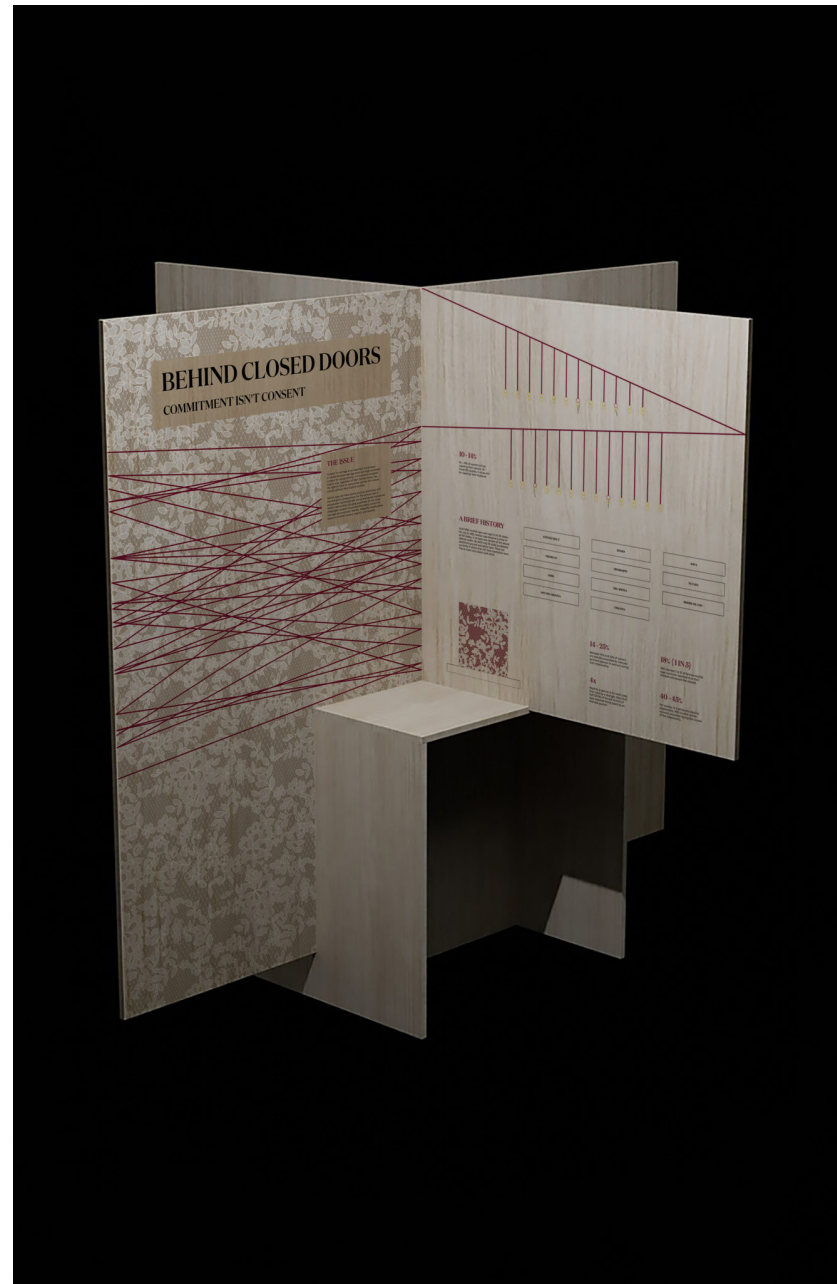
"BEHIND CLOSED DOORS" by
Sidnee Abeyta

"CAUSATIVE COVERAGE" by
Hayden Frazier

# SKETCHING.

Sketching for my exhibit panels proved to be difficult at the start. Our Exhibit Design committee hadn't finalized the dimensions of our exhibit panels by the time we were asked to start sketching so all of my ideas at the start were very loose. We were given a general idea of how big the panels had been in previous years so my sketching started there. I quickly moved on to sketching in Adobe Illustrator just so that I had something to show the professors.
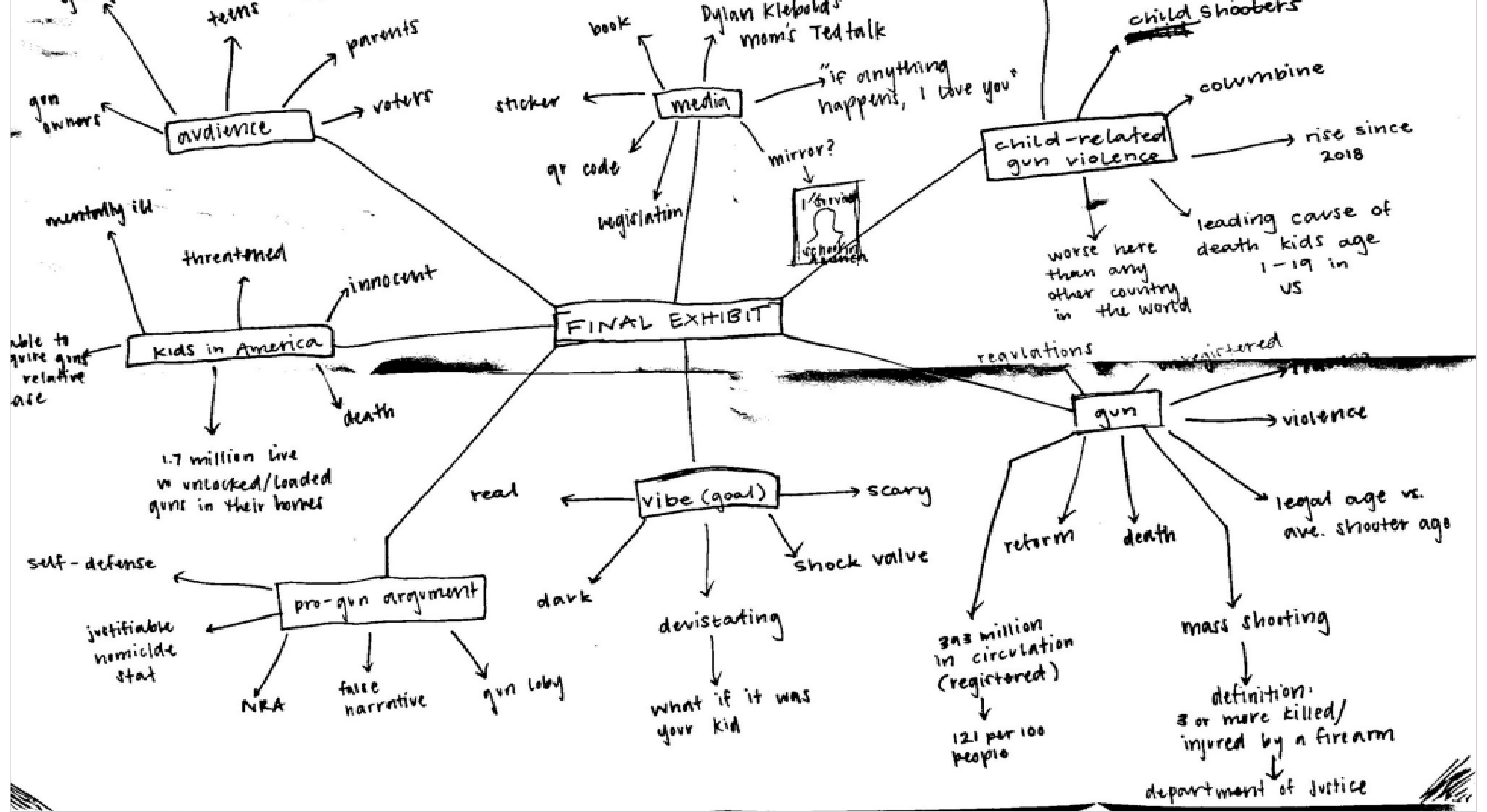
BOOK

BUSINESS
CARDS

QR CODE
STICKERS

BOOK
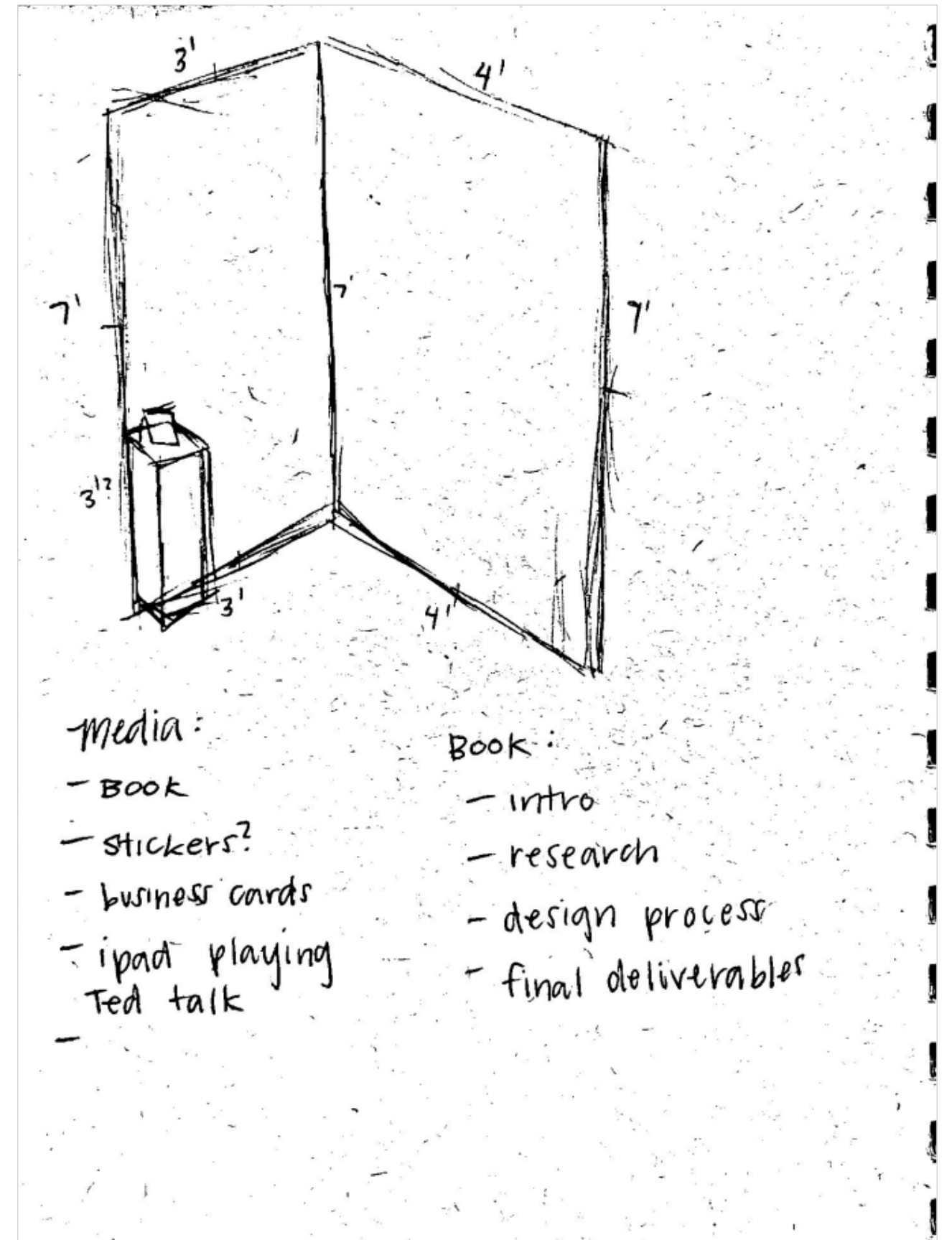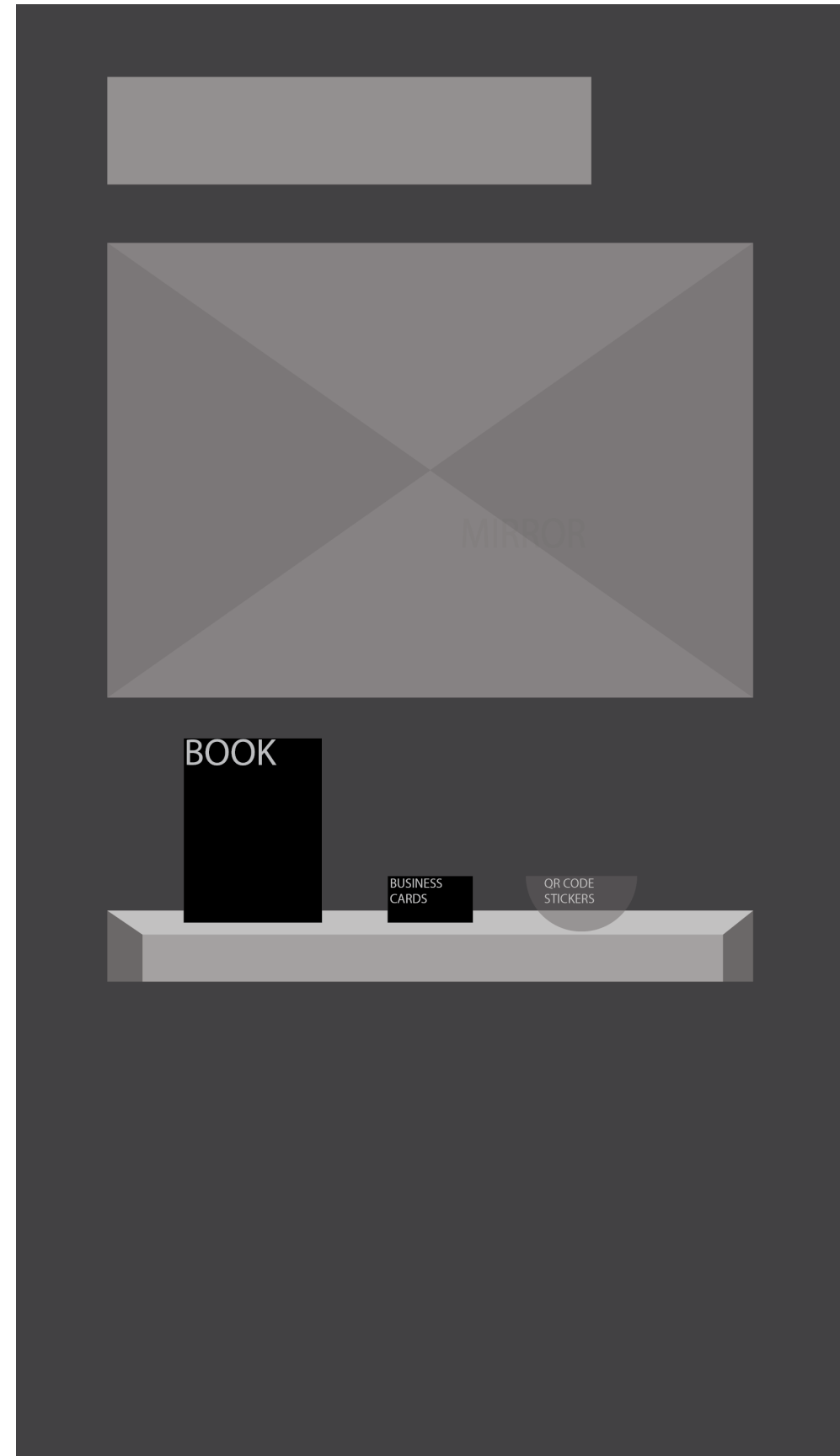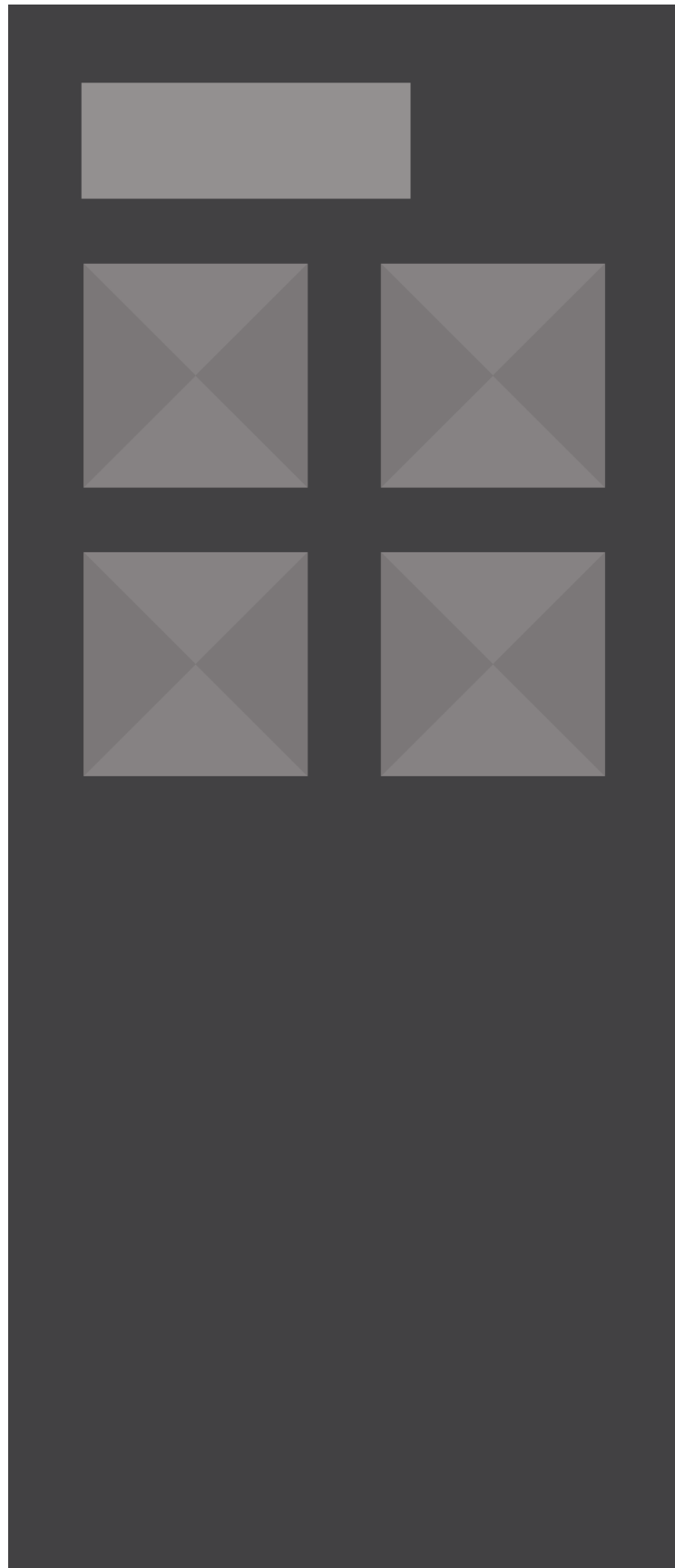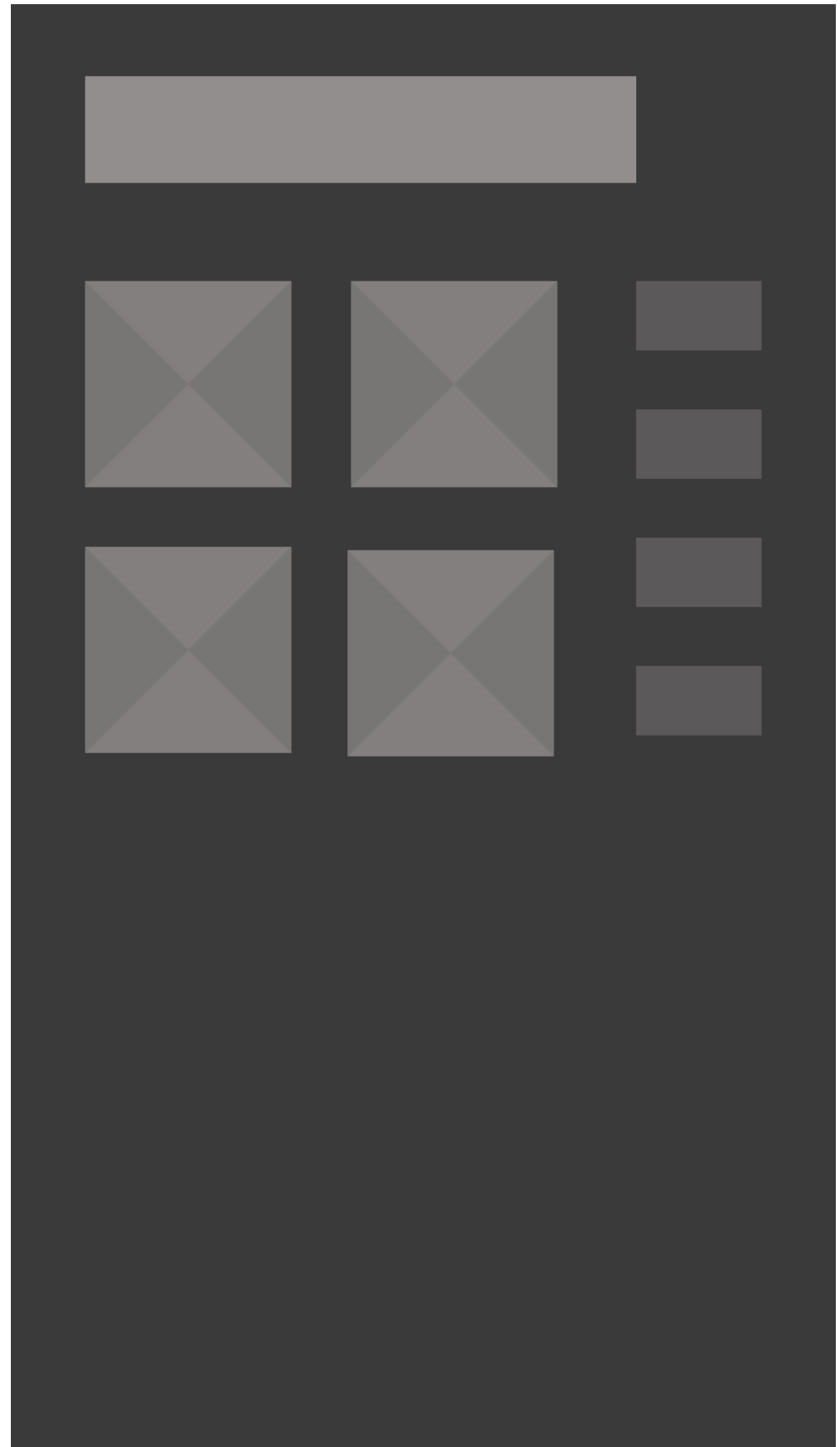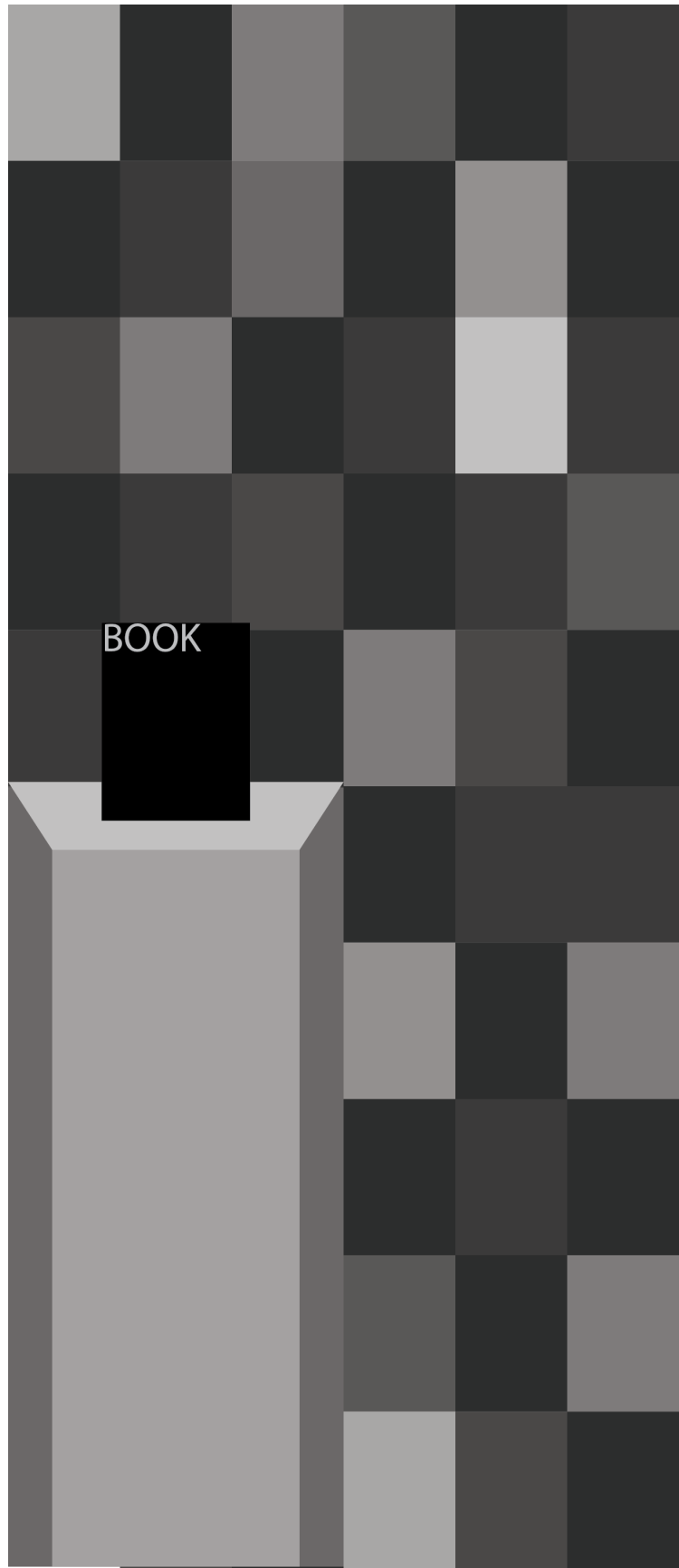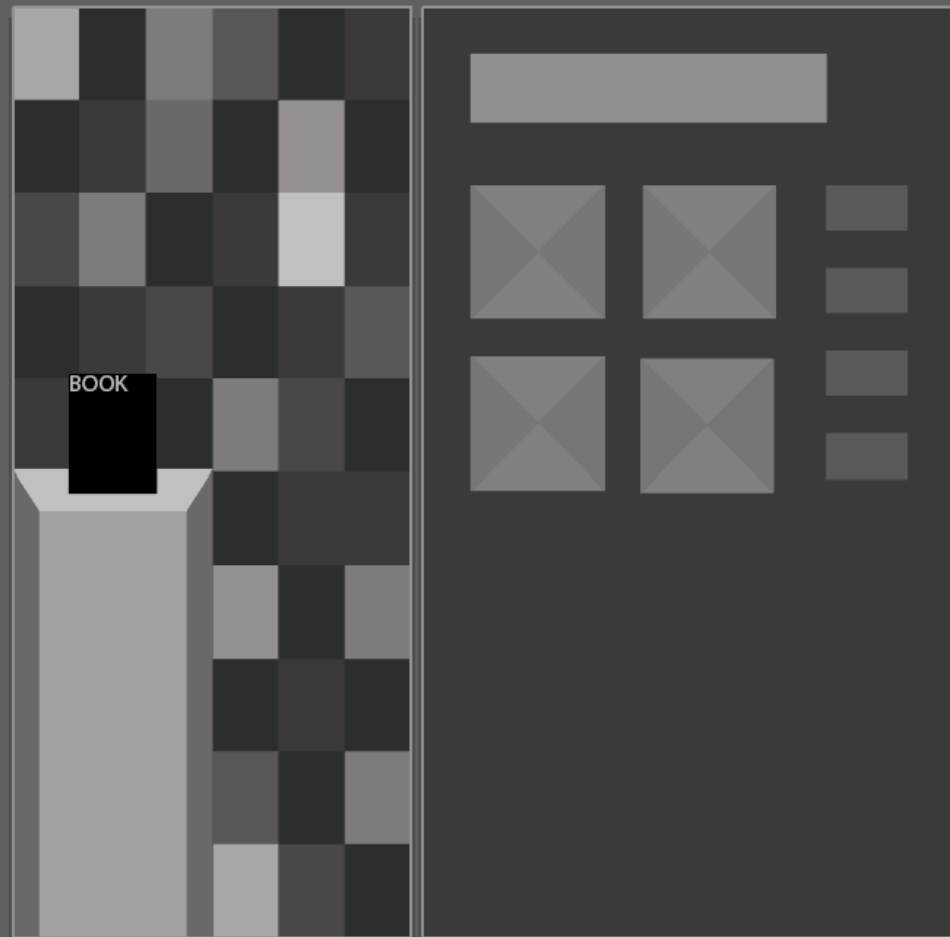
# MIND MAPPING.

After showing my professors rough sketches of my work, they told me that I should mind map again. The purpose of this mind map would be to establish what I wanted my audience to take away from my panel after viewing its content. I needed to think about tone and narrowing my content because I wasn't going to be able to fit all that I described during my presentation on my panels.

WHEN PEOPLE LEAVE MY EXHIBIT I WANT THEM TO KNOW THAT SHOOTING NUMBERS ARE CLIMBING AS ARE DEATH RATES IN CHILDREN AS A RESULT OF THE LACK OF GUN CONTROL IN AMERICA

**FINAL EXHIBIT**

**audience**
- young adults
- teens
- parents
- voters
- gun owners

**media**
- book
- Dylan Klebold's mom's Ted talk
- "if anything happens, I love you"
- sticker
- qr code
- mirror?
- legislation

child shooters

**child-related gun violence**
- columbine
- rise since 2018
- leading cause of death kids age 1-19 in US
- worse here than any other country in the world

I survived school shooting

**kids in America**
- mentally ill
- threatened
- innocent
- able to quire guns relative age
- death

1.7 million live in unlocked/loaded guns in their homes

**vibe (goal)**
- real
- scary
- dark
- shock value
- devistating
- what if it was your kid

**pro-gun argument**
- self-defense
- justifiable homicide stat
- NRA
- false narrative
- gun loby

**gun**
- reavlations
- unregistered
- violence
- legal age vs. ave. shooter age
- reform
- death
- mass shooting

393 million in circulation (registered)
121 per 100 people

mass shooting definition: 3 or more killed/injured by a firearm
department of justice

# DESIGNING.

When the Exhibit Design committee finalized our panels, they decided that one would be 36 by 84 inches and the other would be 48 by 84 inches with an 18 x 32 inch cutout at the bottom. When that was finalized, I was able to truly start organizing my design. After mind mapping, I established that I wanted my takeaway from my exhibit to be the loss of innocent lives as a result of a lack of gun control. More importantly, the loss of children's lives.

I really wanted my exhibit to be similar to my presentation in that the numbers should speak for themselves. I had the idea to divide my exhibit to some extent. I wanted one panel to display my data and the other to show the faces of children who were meant to represent the victims of child-related gun violence. I wanted the images of the kids to be grayscale to emphasize the morbidity of the topic. The challenge of choosing to design one of my panels this way, was that I had to make sure that the other panel wasn't competing for attention.

It took a lot of trial and error, reviewing with professors, and asking peers for advice before I was able to produce something that I was proud of. At one point, I was super frustrated with the left side of my panel (the one with all the faces) because I felt like it was too busy and not communicating the depth that I had envisioned. Just as I was getting ready to scrap the concept entirely, my

professor asked, "Well what's missing? How can you add a layer of depth to this panel that would encourage a viewer to look at it longer and think about it harder?" And that's when it hit me. To make that side of the panel more dramatic and make it feel real, I needed to include the names of the places where those children lost their lives: their schools. I found a database that records every gun related incident on school grounds in America. I was able to filter the data by year so I decided to record all of the incidents that took place on school grounds in 2023 to make the data feel current. That took forever. It was upsetting too because there were so many gun related incidents at schools in 2023 that it took me almost 16 hours to write them all down. But that was just the oomph I needed to make my panel captivating and balanced. All that was left was to do test prints to adjust my scale and get it approved.

We had a major critique just after spring break where we were expected to print out our panels to scale with the designs as they were at that point. This was just to make sure everyone was on track and to hold us accountable for going up to our professors and actually getting feedback and critiques. I was pretty unhappy with my design up until this point. This was were I was then:

# WE ARE OUT OF EXCUSES

**Average Number of School Shootings Per Year**

If you couldn't tell, the printers printed out my prints on the wrong size paper so my panels were not the right cale. This made my review pretty frustrating. It was hard to get reviewed because my professors were really struggling to see past the incorrect scale and give me feedback.

.
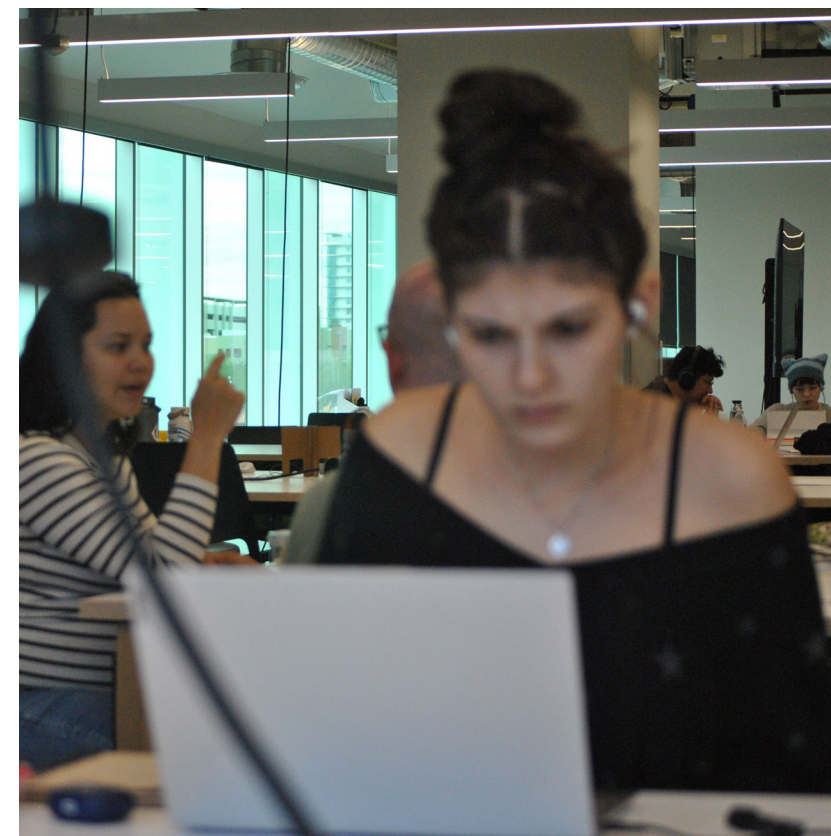
I was obviously not a happy camper after my review. I was feeling a mix of frustration with the printers for printing my stuff wrong, frustrated at my professors for the lack of feedback I got, and frustrated with myself because my design was not what I wanted it to be. I sat scowling at my computer for the rest of studio lol

- Gila Ridge High School Yuma, AZ (2w)
- Innovation + Options Charter School Brighton, CO (1w)
- East High School Denver, CO (2w)
- Emily Griffith High School Denver, CO (2w)
- Rocky Mountain Prep Southwest Denver, CO (1w)
- Legacy Peak Elementary School Colorado Springs (2d)
- Ranchos Elementary School Ranchos De Taos, NM (1d)
- Kennedy Middle School Albequerque, NM (1w)
- Atrisco Heritage Academy Albequerque NM (1d)
- ~~Wyandotte High School Kansas City, KS (~~
- The Plaza Academy Kansas City, MO (1w)
- Choctaw High School Choctaw, OK (1d) (3w)
- Del City High School Del City, OK (1w) Aug 28
- Dalhart Senior High School Dalhart, TX (1d) Feb 12
- Palo Duro High School Amarillo, TX (1w) Mar 6
- Fred Moore High School Denton, TX (1d) (1w) Oct 16
- Thomas Jefferson High School Dallas, TX (1w) Mar 21
- Lamar High School Arlington, TX (1d) (1w) Sep 21
- Carroll Peak Elementary Fort Worth, TX (1w) Jun 1
- Sellars Elementary School Forest Hill, TX (1d) Oct 11
- ~~North East ISD~~ Navarro High School Austin, TX (1w) Oct 19
- Kendall Elementary School Boerne, TX (1w) Sep 20

- Garfield High School Seattle, WA (1 wounded)
- Chief Sealth International High School (1 dead)
- Mount Tahoma High School Tacoma, WA (2w)
- Eisenhower High School Yakima, WA (1w)
- Franklin High School Portland, OR (1w)
- Woodson Elementary School Corning, CA (1w)
- Vallejo High School Vallejo, CA (1w)
- Cesar Chavez High School Stockton, CA (1w) (1d)
- Liberty Ranch High School Galt, CA (2w)
- Castlemont High School Oakland, CA (2w)
- Heaton Elementary School Fresno, CA (1w)
- Greenberg Elementary School Fresno, CA (1w)
- Albert Einstein High School LA, CA (1w)
- Etiwanda High School Rancho Cucamonga, CA (1w)
- Banning High School Banning, CA (1d)
- Manual Arts Sr. High School LA, CA (1w)
- Dr. Maya Angelou Community High School LA, CA (1w)
- ~~King Drew one~~ Gahr High School Cerritos, CA (1d)
- Garfield High School Lewistown, MT (1w)
- Westlake High School Saratoga Springs, UT (1w)
- Von Tobel Middle School Las Vegas, (NV) (1w)
- Las Vegas Academy Las Vegas (1d)
- Ramon S. Mendoza Elementary School Mesa, AZ (1w)
- Desert Sands Middle School Phoenix AZ (1w)

- Convent School Nashville, TN (6d)(1w) Mar 27
- Westwood Elementary School Manchester, TN (1w) Sep 24
- West High School Knoxville, TN (1w) April 28
- Woodlawn High School Birmingham AL (1d)(1w) May 31
- Anniston High School Anniston, AL (1w) Sep 21
- Escambia County High School Atmore, AL (2w) Nov 10
- Workman Middle School Pensacola FL (1w) Sep 22
- Kendrick High School Columbus, GA (1w) Jun 12
- Rothschild Leadership Academy Columbus GA (1w) Sep 29
- North Cobb High School Kennesaw, GA (1w) Aug 19
- Benjamin E Mays High School Atlanta GA (1d)(1w) Feb 14
- Jonesboro High School Jonesboro, GA (1w) Aug 19
- Lovejoy High School Hampton, GA (1d) Aug 14
- Griffin High School Griffin GA (1d) Oct 10
- Lincoln High School Tallahassee, FL (1w) Oct 20
- Lake Park Elementary School Albany, GA (1w) Sep 14
- North Florida Educational Institute Jacksonville Florida (1w) Oct 26
- Wekiva High School Apopka, FL (1w) Jan 11
- ~~Miami~~ G Miami Norland Senior High School Miami Florida (1w) Feb 8
- Miami Edison Highschool Miami FL (1d) Oct 11
- Savannah High School Savannah, GA (1w) Oct 4

- Cypress Lakes High School Katy, TX (1d) Dec 19
- Louie Welch Middle School Houston, TX (1w) April 12
- Northside High School Houston, TX (1w) Nov 28
- Galena Park High School Galena Park, TX (1d) Feb 20
- Ridgemont Elementary School Houston, TX (1d)(1w) April
- Washington Technology Magnet School Saint Paul MN (1w) Jan 20
- Starts Right Here Charter School Des Moines IA (2d 1w) Jan 23
- Normandy High School St Louis, MO (1w) Dec 15
- Glendale High School Springfield, MO (1w) Nov 16
- Freedom Prep Academy Westwood Memphis, TN (1w) Jul 25
- G.N. Smith Elementary School Jackson MS (2w) Mar 31
- St Helena College & Career Academy Helena, LA (1d)(2w) Sep 12
- Port Allen High School Port Allen, LA (1d)(1w) Sep 1
- Donaldsonville High School Donaldsonville, LA (1d)(1w) Oct 27
- Booker T. Washington New Orleans, LA (1w) Jan 10
- Pascagoula High School Pascagoula MS (1w) Aug 19
- Volta Elementary School Chicago, IL (1w) Sep 21
- Catalyst Circle Rock Charter School Chicago, IL (1w) Feb 17
- Sawyer Elementary School Chicago, IL (1d) Mar 2
- Mount Carmel High School Chicago, IL (2w) Sep 2
- Hillcrest High School Country Club Hills, IL (1d) Sep 16
- Urbana High School Urbana, IL (1w) Nov 20
- Paducah Tilghman High School Paducah KY (4w) Aug 29

- Ketcham Elementary School Wash DC May 12
- KIPP DC College Preparatory School Wash DC Dec 1
- Cardozo Education Campus Wash DC Mar 31
- Marie Reed Elementary School Wash DC July 26
- Lincoln Middle School Wash DC Sep 13
- Theodore Roosevelt High School Wash DC May 17
- DuVal High School Lanham DC Sep 11
- Benjamin Franklin High School Baltimore MD Jan 6
- Edmondson Heights Elementary School Woodlawn MD Oct 24
- James McHenry Elementary School Baltimore MD Sep 15
- Dunbar High School Baltimore MD Sep 25
- Patterson High School Baltimore MD Mar 6
- Sandalwood Elementary School Essex MD Jun 2
- Gilmor Elementary School Baltimore MD Sep 25
- Carver Vocational-Technical High School Oct 27
- Walter P. Carter Elem/Middle School Feb 15
- Pikesville High School Pikesville MD Jul 27
- Towson High School Towson MD Aug 23
- Rieck Avenue Elementary School Millville NJ Jun 12
- Heston Elementary School Philadelphia PA Mar 8
- Julia De Burgos Elementary School Jun 13
- Father Judge High School Apr 3
- John Harris High School Harrisburg PA Jul 24
- Westinghouse Academy Pittsburgh PA Feb 14

- T.W Josey High School Augusta, GA (1w) Aug 21
- College Park Middle School Ladson SC (1w) May 7
- Darlington-Lee Adult Education Campus Darlington SC (1d) Oct 30
- Julius Chambers High School Charlotte NC (1w) Jul 25
- Forsyth technical community College Winston-Salem NC (1w) Mar 30
- Dudley High School Greensboro, NC (1d) (1w) Nov 17
- Raleigh School Bus Raleigh NC (2w) Nov 3
- South Central High School Winterville, NC (1w) Apr 3
- JH Rose High School Greenville, NC (1w) 05.24.23
- Kempsville High School Virginia beach VA Aug, 24,
- Richneck Elementary School Newport News, VA Jan 6 2023
- Walnut Hill Elementary School Petersburg Va Aug 24, 23
- George Wythe High School Richmond VA Apr 27
- Huguenot High School Richmond VA Jun 6
- Woodbridge Senior High School Woodbridge VA Dec 8
- North Forestville Elementary School Forestville MD May 11
- Prince George County Alternative Middle School Suitland MD May 1
- Turner Elementary School Washington DC Jan 9

- Oliver Citywide Academy Pittsburgh PA May 24
- P.S.78 Staten Island NY May 19
- Franklin Delano Roosevelt High School Brooklyn NY Jul 18
- KIPP Life Academy Newark NJ Dec 20
- Central High School Newark NJ May 21
- Eagle Academy Charter Brooklyn NY Jan 19
- P.S 015 Jackie ~~Roosevelt~~ Robinson Elementary Queens NY May 10
- Q442 Campus Magnet High School Queens NY Jan 18
- Williamsburg Charter High School Brooklyn NY Feb 8
- Park West High School New York NY Mar 6
- Martin Luther King Jr Educational Campus Mar 14
- Harlem Renaissance High School New York NY Mar 14
- P.S. 49 Willis Avenue School Bronx NY Mar 16
- Emma G Whiteknact Elementary School East Providence RI Dec 26
- Proctor High School Utica NY Sep 9
- Worcester Technical High School Worcester MA Jun 2
- Spaulding High School Barre VT Jan 11
- International Academy of Flint Flint MI May 1
- Oak Park High School Detroit MI Jan 6
- Steeland Elementary School Roseville MI Mar 6
- Denby High School Detroit MI Oct 26
- Lincoln School Evansville IN May 5

- trix Academy Detroit MI Jan 4
- KIPP Indy Legacy High School Indianapolis IN
- Thomas Carr Howe High School Mar 7
- Edwin Joel Brown Middle School Dayton OH Nov
- Fairview PreK-6 School Dayton OH Oct 21
- Eakin Elementary School Columbus OH May 16
- Berwick Alternative Elementary School May 25
- Maple Heights High School Maple Heights OH Mar
- John Adams High School Cleveland OH Jan 10
- Cleveland Central Catholic High School Oct 13
- East Tech High School Cleveland OH Sep 16
- St Francis Catholic School Nov 16
-
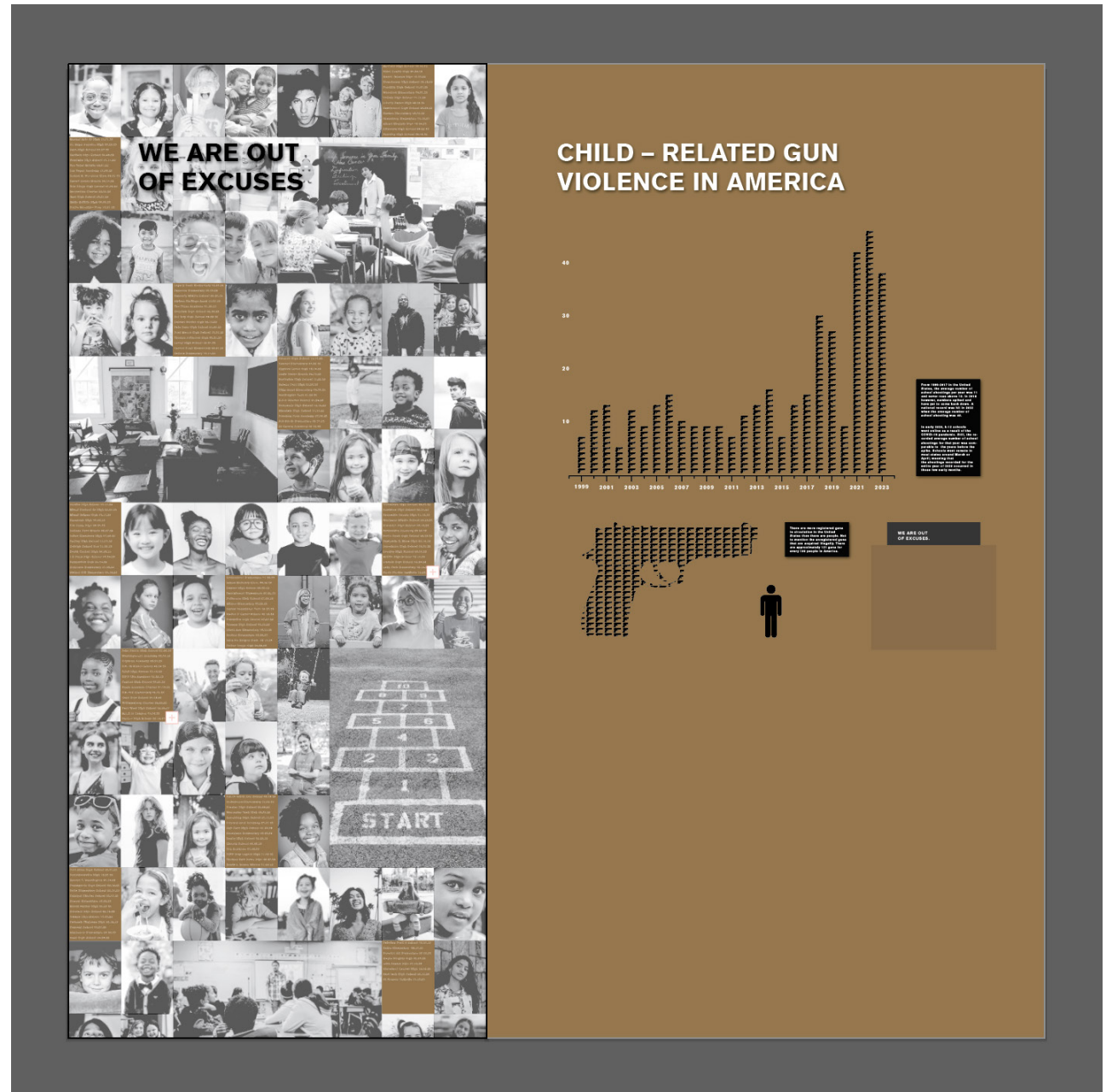
I printed to scale for my final review and it went really well. I got everything approved but decided to make a couple changes to make my life a little easier when it came time to actually assemble my panels. I decided to have the background of my right panel the actual cardboard of the panel because it was going to be a pain in the butt to get the dark gray background that I had initially planned on. I also decided to do the same on the left panel where the schools were listed to add a bit of texture. My professors agreed with the changes and my final exhibit was approved and ready to go.
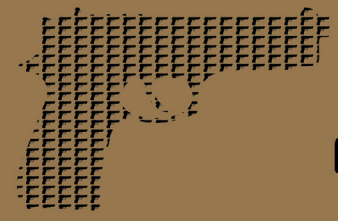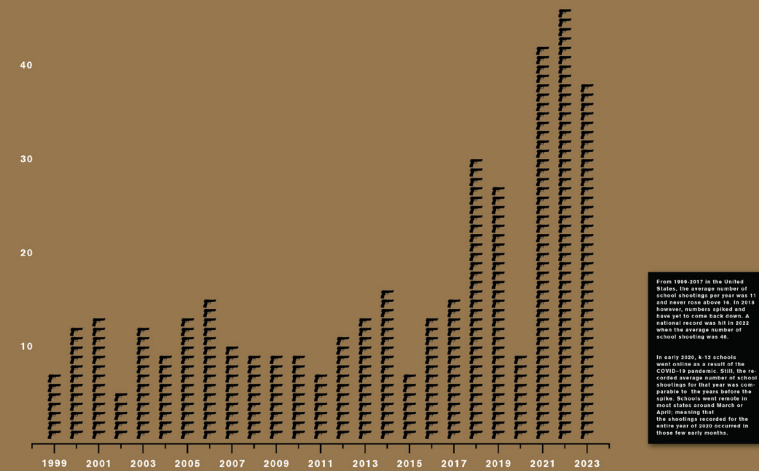
**WE ARE OUT
OF EXCUSES**

**CHILD – RELATED GUN
VIOLENCE IN AMERICA**



WE ARE OUT
OF EXCUSES.

**1999  2001  2003  2005  2007  2009**
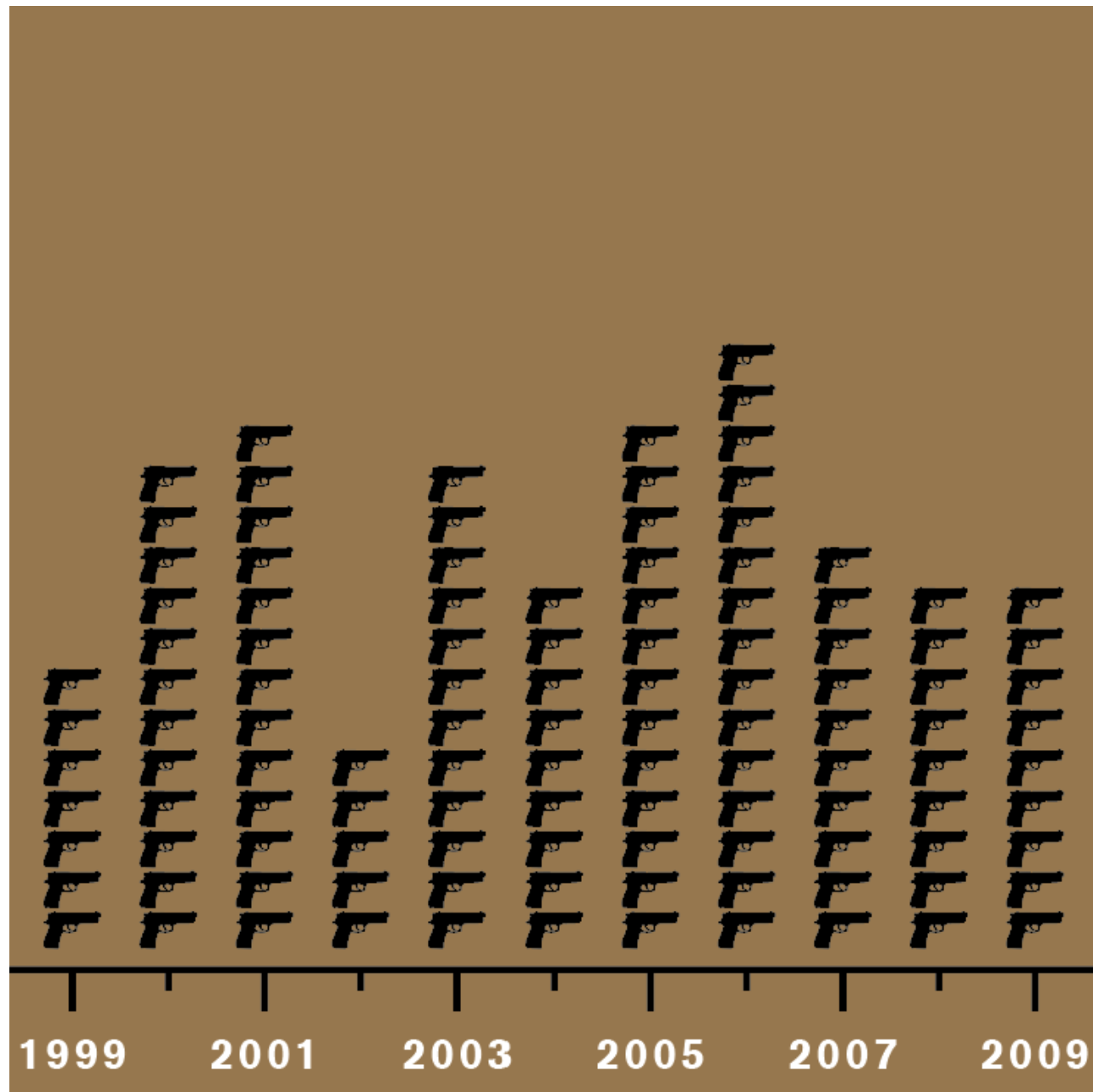
Close up of the guns used
to make up my bar graph.

Legacy Peak Elementary 12.02.23
Ranchos Elementary 08.26.23
Kennedy Middle School 06.28.23
Atrisco Heritage Acad 12.09.23
The Plaza Academy 01.29.23
Choctaw High School 08.30.23
Del City High School 08.28.23
Dalhart Senior High 02.12.23
Palo Duro High School 03.06.23
Fred Moore High School 10.16.23
Thomas Jefferson High 03.21.23
Lamar High School 09.21.23
Carroll Peak Elementary 06.01.23
Sellars Elementary 10.11.23

Close up of the schools
listed on the left panel with
all the kids' faces.

THE SENIOR
SHOW.

176

MEET THE
2024 SENIORS.
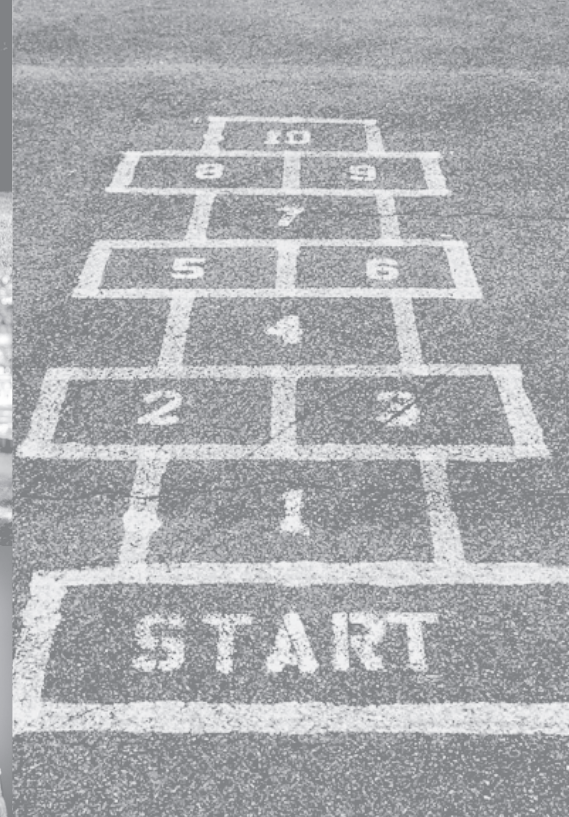
LUCAS BAKER.

ANNA BELDING.

LUIS BLANCO.

ABBY BOWSER.

TAM BUI.

KEELEY CAHILL

ALYN CHEN.

RUIJIE CHEN.

CLARA CHRISTENSEN.

ISABELLE CLEM.

EDWARDO CRUZ.

JOSIE DONDA.

DAHLIA DUENAS.

ELKE FAJUT.
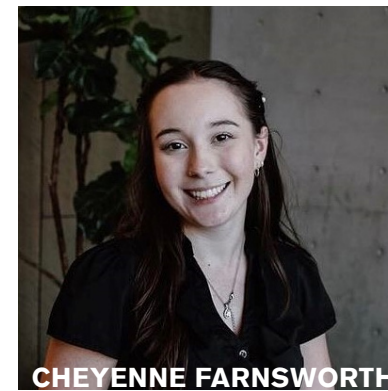
CHEYENNE FARNSWORTH.
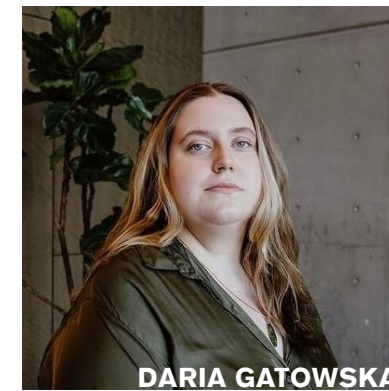
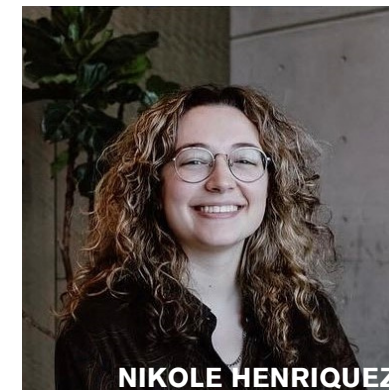DARIA GATOWSKA.
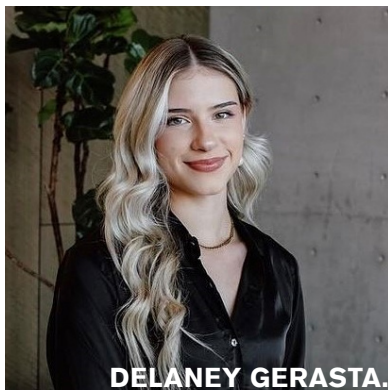
DELANEY GERASTA.
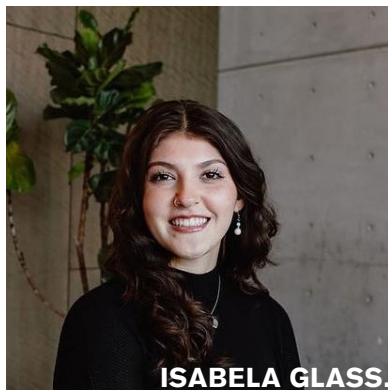
ISABELA GLASS.

CAYLIE GRONWOLD.

KYLIE HALLIBURTON.
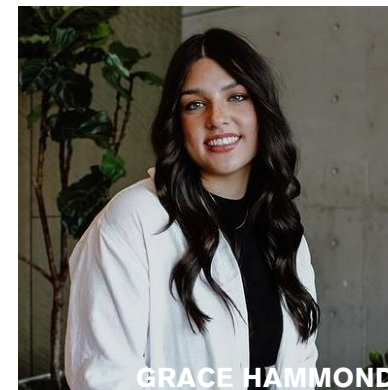
GRACE HAMMOND.

NIKOLE HENRIQUEZ.

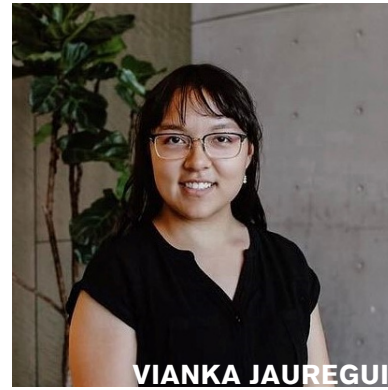MARIO HERNANDEZ.

ALYSSA HERRERA.

VIANKA JAUREGUI.

ISABELLE JOHNSON.

SILVIA KOOINGA.

MEGAN MACDONALD.

SHEA MCCROHAN.

TAEYA MEIER.

DENICE MELITANTE.

MAYA MILETI.

BELIAL MIRAMONTES.
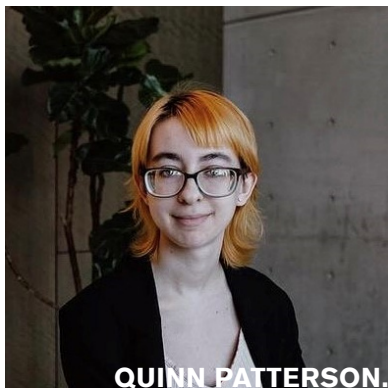
BLAKE MORATALLA.
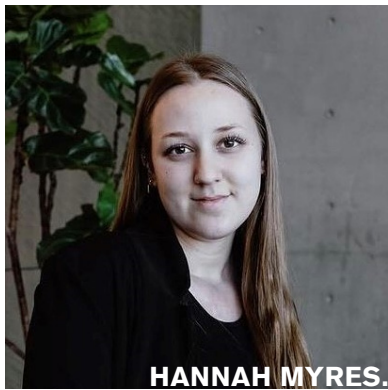
HANNAH MYRES.

JAYKE PACK.

LUKE PADWE.

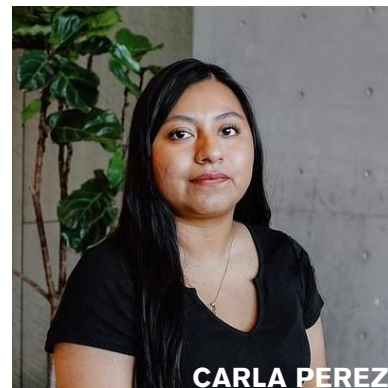HALEY PALOMA.
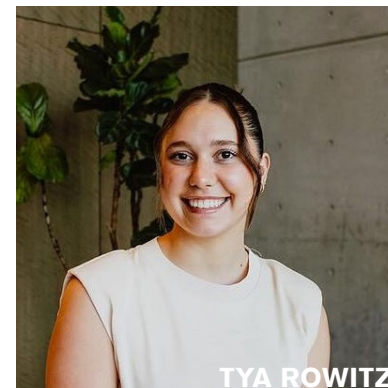
DEMITRIUS PARIS.

MORGAN PARK.
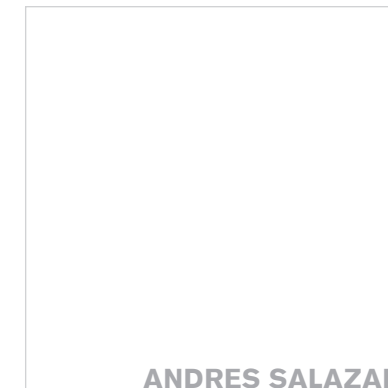
QUINN PATTERSON.

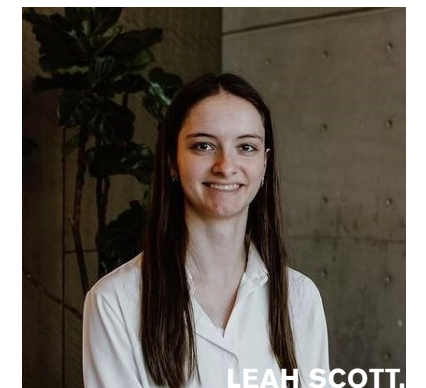RILEY PERDUE.

CARLA PEREZ.

TYA ROWITZ.

ANDRES SALAZAR.

LEAH SCOTT.

TARYN STORY.


EUNICE SUN.
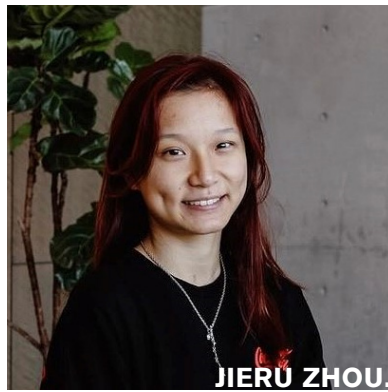

SHAYE TOMPSETT.


JOSE VILLALOBOS.


TYLER WAGNER.


YIXIAO WANG.


ZIJIN XU.


JIERU ZHOU.

# CHANGE DIRECTIONS.

The brand for the 2024 Senior Exhibition was designed
by our very own Clara Christensen. Similarly to how
we determined our theme and brand for the poster show,
we all submitted a poster to be voted on for the Senior
Exhibit. Clara won for our class and we all really love how
her poster has translated across our whole exhibition.
Our senior book, website, and collateral all reflect her
work and it all turned out amazing!

**SENIOR SHOW
CONTENT IS IN
THE ADDENDUM.**

SOURCES.

# SOURCES.

Effect of Gun Culture and Firearm Laws on Gun Violence and Mass ..., safetennesseeproject.org/wp-content/uploads/2016/12/effect-of-gun-culture-and-firearm-laws-on-gun-violence-and-mass-shootings-in-the-united-states-a-multi-level-quantitative-analysis.pdf. Accessed 30 Nov. 2023.

Full Article: The Uvalde, Texas School Shooting Massacre, www.tandfonline.com/doi/full/10.1080/00131857.2022.2094763. Accessed 30 Nov. 2023.

Database, K-12 School Shooting. "12 School Shooting Database." K, k12ssdb.org/. Accessed 07 Apr. 2024.

Glavin, Chris. "History of School Shootings in the United States." History of School Shootings in the United States | K12 Academics, 26 July 2018, www.k12academics.com/school-shootings/history-school-shootings-united-states.

Gramlich, John. "What the Data Says about Gun Deaths in the U.S." Pew Research Center, Pew Research Center, 26 Apr. 2023, www.pewresearch.org/short-reads/2023/04/26/what-the-data-says-about-gun-deaths-in-the-u-s.

"Gun Violence: Facts and Statistics." Center for Violence Prevention, 3 June 2022, violence.chop.edu/gun-violence-facts-and-statistics.

"National Violent Death Reporting System|nvdrs|violence Prevention|injury Center|CDC." Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 23 May 2023, www.cdc.gov/violenceprevention/datasources/nvdrs/index.html.

Political Elements in Post-Columbine School Shootings in Europe And ..., www.tandfonline.com/doi/full/10.1080/09546553.2014.849933. Accessed 30 Nov. 2023.

"Self-Defense Gun Use." Violence Policy Center, 22 Mar. 2023, vpc.org/revealing-the-impacts-of-gun-violence/self-defense-gun-use/.

Shepard, C. Weapons Used during the Shootings at Columbine High School, www.acolumbinesite.com/weapon.html. Accessed 30 Nov. 2023.

There Have Been 389 School Shootings since Columbine - Washington Post, www.washingtonpost.com/education/interactive/school-shootings-database/. Accessed 30 Nov. 2023.

"What Is Considered a Mass Shooting?" USAFacts, USAFacts, 11 Aug. 2023, usafacts.org/articles/what-is-considered-a-mass-shooting/.

VCD, ASU. "Shifting Perspectives." ASU VCD Senior Show, asudesignshow.com/. Accessed 07 Apr. 2024.

# COLOPHON.

| | | | |
|---|---|---|---|
| **Professors:** | Alfred Sanft | **Hardware:** | Lenovo Slim 7 |
| | Eric Montgomery | | (12 inch, 2023)/OS Edition |
| | Garren Lofgreen | | Windows 11 Home/System |
| | | | type 82SX/RAM 16GB |
| **Courses:** | Visual Communication V | | |
| | Visual Communication VI | | iPhone 13 Pro Max |
| | | | iOS 17.3.1 |

**Typefaces:** Akzidenz Grotesk Regular

10/18/25
17/25/25
28/36/25

**Software:**

Adobe InDesign 2022
– Version 28.4.1
Adobe Illustrator 2022
– Version 19.3
Slack
Notion
Google Drive
Unsplash