

K-3rd Lesson Plans



Table of Contents

	Page
Information	3
Lesson Plans	4
Assessment	18
English Appendix	20
Spanish Appendix	25

Information

Summary

This lesson plan book is designed to help you teach the ALICE strategies to students in Kindergarten through 3rd grade. Each grade level has a dedicated section with a sample lesson plan on how to teach the ALICE strategies. Many grade levels also have additional resources in the Appendix.

You also have the following resources available in the portal:

- K-12 e-Learning
- Considerations for Students with Disabilities Module

Purpose

These lesson plans will teach age-appropriate ALICE strategies for Kindergarten-3rd grade students and are aligned with English-Language Arts, Social-Emotional and Social Studies Learning Standards where appropriate.

Please note, you know your students best, please adjust to meet your students’ needs and abilities.

Quick Guide

Age Range	Training Concepts	ALICE Strategies	Materials
K-3	<ul style="list-style-type: none"> • Sheep, Shepherd, and Wolf • Reinforce to the students to follow the directions quickly, STOP, LOOK, LISTEN • Use game play the students already know to reinforce the option-based responses • Students participate in hands-on training and drills • Students learn to go to the rally point 	Alert Lockdown Inform Evacuate	<ul style="list-style-type: none"> • Detailed in lesson plan booklet

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

Sheep, Shepherd, Wolf

Subject Area:

Stop
Look
Listen

Standards:

a. Social Studies Standards Standards

i. Government Strand. Civic Participation and Skills

1. Content Statement 9: Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities

ii. Government Strand. Rules and Laws

1. Content Statement 10: The purpose of rules and authority figures is to provide order, security and safety in the home, school and community

a. Social Emotional Standards

iii. A1: Demonstrate an awareness of personal emotions

1. 4.a Recognize that current events can impact emotions

iv. A3: Demonstrate awareness of and willingness to seek help for self or others

1. 3.a Describe situations or locations that feel safe

v. A4: Demonstrate a sense of personal responsibility, confidence and advocacy

1. 1.a Describe the outcomes of both following and breaking rules

vi. C2: Demonstrate consideration for and contribute to the well-being of the school, community and world

1. 1.a Identify the purpose for having school-wide expectations and classroom rules
2. 4.a Identify and participate in activities to improve school or home

vii. E3: Consider the ethical and civic impact of decisions

1. 2.a Recognize safe practices and actions

Objectives:

- Students will be able to identify who the sheep, shepherd, and wolf are.
- Students will be able to follow instructions.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

Methods:

Introduce the game by talking about the Shepherd being responsible for the flock of sheep and that a Wolf is an intruder to the flock. The Shepherd must teach the sheep the safest areas in the classroom by asking selecting a starting point and asking for permission to move. (based on the childhood Mother, May I game)

Have the students stand in various spots around the classroom. The teacher stands in an area. The goal of the game is for the students to listen to the teacher and obey your instructions. When it is each child's turn, each will ask if they can move forward a certain number of steps. Also, each student must begin each request with "Shepherd, may I..." When a request is received, you may either grant it or deny it. (You want to encourage students to move towards a safe place in the classroom – away from the windows and door.)

If you choose to deny it, you must give the student an alternative. For example, you may deny a request to move towards the door but grant them the ability to move towards a side wall. When answering, either say, "Yes, you may," or, "No, you may not. But you may..." After all of the children have made their way to a safer place, discuss the why each placement is safe for the flock.

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

ALICE Strategies

Subject Area:

Alert	Evacuate
Inform	Lockdown

Standards:

- a. Social Studies Standards Social Studies Standards
 - viii. Government Strand. Civic Participation and Skills
 - 1. Content Statement: 8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions
 - ix. Government Strand. Rules and Laws
 - 1. Content Statement 10: Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules
- b. Social Emotional Standards. Social Emotional Learning Standards
 - x. A1: Demonstrate an awareness of personal emotions
 - 1. 4.a Recognize that current events can impact emotions
 - xi. A3: Demonstrate awareness of and willingness to seek help for self or others
 - 1. 3.a Describe situations or locations that feel safe
 - xii. A4: Demonstrate a sense of personal responsibility, confidence and advocacy
 - 1. 1.a Describe the outcomes of both following and breaking rules
 - xiii. C2: Demonstrate consideration for and contribute to the well-being of the school, community and world
 - 1. 1.a Identify the purpose for having school-wide expectations and classroom rules
 - 2. 4.a Identify and participate in activities to improve school or home
 - xiv. E3: Consider the ethical and civic impact of decisions
 - 1. 2.a Recognize safe practices and actions

Objectives:

- The students will demonstrate understanding of what to do if an intruder comes into the building.
- The students will build an effective barricade.
- The students will identify the rally point and/or walk quietly to the rally point.
- The students will run in a zig-zag motion around the room and then out of the room

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

Methods:

The teacher will remind the students of the game Sheep, Shepherd, Wolf that they played in class and now extend the students' knowledge to include the Wolf entering the building. Ask the students to identify safe places in the classroom that they previously identified and discuss how the classroom door could be locked and barricaded. The students will then build the barricade to block the entry point.

The next step is to clear the barricade and identify the Rally Point and walk to it by telling the students the Wolf is in another area of the building and it is safer to leave the room and walk quickly and quietly to the rally point. The teacher can discuss (if appropriate) leaving the building by running in a zig-zag manner.

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

Observation Scavenger Hunt

Subject Area:

Situational Awareness

Standards:

Grades K-2 Social Emotional Standards

C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.a Identify facial and body cues representing feelings in others

Grades 3-6 Social Emotional Standards

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

Objectives:

- To familiarize the students with situational awareness in a classroom environment
- To develop the students' observation skills in the classroom environment

Purpose:

To improve observation and the processing of relevant information about our environment.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

The Game:

Before going on an educational environment visit, instruct the students to just observe and possibly write down anything they want to remember about the area. Once they return to the classroom ask them specific questions (see below) OR create a list of things the players need to find on their visit.

Sample Common School Environments:

- Gymnasium: athletic equipment, identify 3 things that are on the walls, did the PE teacher wear a whistle? How many people were in the gym? Were there floor mats? Rules posted? School banners? If so, what do they read? Is there an exit in the room other than the main doors?
- Art Room: identify art supplies seen, identify 3 things on the walls, did the Art teacher have on a smock to protect clothing? Was the sink faucet on or off? Identify something that doesn't belong. Is there an exit in the room other than the main door?
- Music Room: How many musical instruments did you see? Was there any sheet music? Did you see any speakers? What was on the walls? Is there an exit in the room?
- Cafeteria during lunch or breakfast: What was being served today? How many cafeteria workers did you see? Did you see a person with glasses? Did you see a person with running shoes? Did you see a person in a rush? Did you see a person who's waiting for something? What is on the walls of the cafeteria? Is there a menu posted?
- Main Office: Identify something that was out of place. What is on the walls? How do people get inside the school? Where are the cameras? How many work areas are in the office?
- Playground/Recess: What type of games did you see being played? Equipment (balls, scooters, jump ropes, etc.) What were the playground monitors doing? Did you see a person with glasses? Did you see a person with running shoes? Did you see a person in a rush? Did you see a person who's waiting for something?

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

Memory Quiz

Subject Area:

Situational Awareness

Standards:

Grades K-2 Social Emotional Standards

C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.a Identify facial and body cues representing feelings in others

Grades 3-6 Social Emotional Standards

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

C1. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others

D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

Objectives:

- To familiarize the students with situational awareness in a classroom environment
- To develop the students' observation skills in the classroom environment

Purpose:

Our memory is like a muscle that can be strengthened. With better memory skills, we save time, stand out, and improve our safety.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

The Game:

Classes move repeatedly in the building throughout the day. Before leaving the classroom, let the students know that their observation skills are going to be tested along the way. They should walk and pay attention to their environment. Along the route, stop to ask them questions about their environment, such as: What color car was an individual's shirt (who just walked by)? How many classrooms have we passed? Has anyone seen a fire alarm? Where is the nearest exit? What's the shortest route to the main office? Where's the music room from here? Where are the bathrooms? Tell me what you saw on the bulletin board we just passed, etc.

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

What's Missing

Subject Area:

Situational Awareness

Standards:

Grades K-2 Social Emotional Standards

C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.a Identify facial and body cues representing feelings in others

Grades 3-6 Social Emotional Standards

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

Objectives:

- To familiarize the students with situational awareness in a classroom environment
- To develop the students' observation skills in the classroom environment

Purpose:

Improve your ability to notice differences, and what doesn't belong.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

The Game:

Provide a large tray with a variety of school and home based items for the students to study in small groups (2-3 students).

- Round 1: The group has one minute to observe the tray, noticing as many details as they can. At the end of the minute, the group must write down as many details about the tray as they can remember.
- Round 2: Have a nonplayer add some items, take some away, and move some things around. The players observe the tray again for one minute and at the end they write down what they noticed had changed.
- Round 3: Ask the students to identify what the nonplayer was wearing (as the nonplayer is now out of sight and most students were focused on only the tray).

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

People Awareness

Subject Area:

Situational Awareness

Standards:

Grades K-2 Social Emotional Standards

C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.a Identify facial and body cues representing feelings in others

Grades 3-6 Social Emotional Standards

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

Objectives:

- To familiarize the students with situational awareness in a classroom environment
- To develop the students' observation skills in the classroom environment

Purpose:

Improve students' ability to notice differences, and what doesn't belong.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

The Game:

Show the students a slide deck with photos of random people and ask specific questions once the photo is off the screen:

For example:

- What was the girl wearing?
- Was she wearing a uniform? If so, what is it?
- What color hair did the girl have?
- Was the girl wearing glasses?
- Was the person on the bench outside the bathrooms a boy or girl?
- What did they look like? Describe.
- What were they wearing?
- What was the name on the name badge?

My Notes:

Kindergarten - 3rd Grade Lesson Plan

Lesson Title:

Read the Room via Navigate360 Video Viewing

Subject Area:

Situational Awareness

Standards:

Grades K-2 Social Emotional Standards

C1: Recognize, identify and empathize with the feelings and perspective of others

C1. 1.a Identify facial and body cues representing feelings in others

Grades 3-6 Social Emotional Standards

C1. 1.b Identify verbal and nonverbal cues representing feelings in others

Objectives:

- To familiarize the students with situational awareness in a classroom environment
- To develop the students' observation skills in the classroom environment

Purpose:

Improve students' ability to notice differences, and what doesn't belong.

Prior Knowledge Needed:

- Adult educators should have taken ALICE e-Learning for K-12
- Students - none

The Game:

Show any of the Navigate360 videos and have a discussion with the students based on what they observed. We need to teach student how to READ THE ROOM - have an increased awareness in what is actually happening. This helps us know how to act and what to do. When we read the room, we are figuring out what is going on around us right now and that tells us how we should act.

Watch carefully and think about:

- What is everyone doing?
- What does each person have?
- Where are they?
- What time of day is it?

Discuss with the students their observations as a large group. Regular practice will sharpen the students' observation skills and ultimately their safety by having an increased awareness of what is happening.

My Notes:

Assessment

Please answer each question yes or no. Answers will vary for last five question.

1. This classroom door has a barricade. NO



2. This classroom door has a barricade. YES



3. When a teacher says Lockdown I can go to the principal. NO

4. When we are in lockdown we are to stay in our area with an adult. YES

5. An intruder is someone who is not part of our school community. YES

6. An intruder can cause harm to our school community. YES

7. School is a safe place for students and adults. YES

8. When a teacher says "go to the rally point" I have permission to leave the classroom. YES

9. Evacuate means to leave the classroom quickly. YES

10. Students need to stop, look, and listen to teachers during a lockdown. YES

11. Describe how we barricade the classroom door.

12. Where is our classroom's rally point?

13. When should we evacuate the building?

14. Define lockdown for our classroom.

15. Describe a time when you feel safe.

English Appendix

Game Instructions

Shepherd May I (Mother May I)

Play this game to reinforce listening to the teacher, the Shepherd in the story. To play, have the students line up at the back of the classroom. The teacher will stand at the front of the classroom. The teacher will call on each student when it is their turn to ask "Shepherd may I take X kind of steps?" The teacher responds "yes", "no", or "no, but you may take X." Some example steps include:

- Bunny hops: hopping like a bunny.
- Frog hops: going down on all fours and hopping up like a frog.
- Scissors steps: jump while crossing your feet, then jump while uncrossing them was one step.
- Skip steps: step as though one is skipping.
- Banana step: the child lies down with his or her feet at current spot, noting where the top of his or her head is, and standing up there for the new spot.

Sheep & Wolf (Sharks & Minnows)

Before you Play:

- Explain to players that the wolf will say "sheep, sheep come out and play," and all sheep will begin walking across the play area.
- Be sure all players know sheep will run to the other side when the wolf says, "Wolf attack!"
- Remind all players to be aware of their surroundings so that they do not run into others.
- Remind players that all taggers will use safe, light-touch tags, or butterfly tags.

How to Play:

- Identify who will be the wolf, either a player or the teacher. Everyone else will be sheep.
- The wolf stands in the middle of the play area and says, "Sheep, sheep, come out and play." The sheep slowly walk toward the wolf.
- At any time, the wolf can yell, "Wolf attack!" At which point, the sheep must run to the opposite boundary line without being tagged.
- If a sheep is tagged, they also must sit when they got tagged.
- When there is only one sheep left, they become the wolf in the next round.

Note, this game is best played in a gym or outside.

Activities for P.E. Teachers

Sheep & Wolf (Sharks & Minnows)

Before you Play:

- Explain to players that the wolf will say “sheep, sheep come out and play,” and all sheep will begin walking across the play area.
- Be sure all players know sheep will run to the other side when the wolf says, “Wolf attack!”
- Remind all players to be aware of their surroundings so that they do not run into others.
- Remind players that all taggers will use safe, light-touch tags, or butterfly tags.

How to Play:

- Identify who will be the wolf, either a player or the teacher. Everyone else will be sheep.
- The wolf stands in the middle of the play area and says, “Sheep, sheep, come out and play.” The sheep slowly walk toward the wolf.
- At any time, the wolf can yell, “Wolf attack!” At which point, the sheep must run to the opposite boundary line without being tagged.
- If a sheep is tagged, s/he also must sit when s/he got tagged.
- When there is only one sheep left, s/he becomes the wolf in the next round.

Note, this game is best played in a gym or outside.

Name _____ Date _____

What do you do when you hear the signal?



1. Color

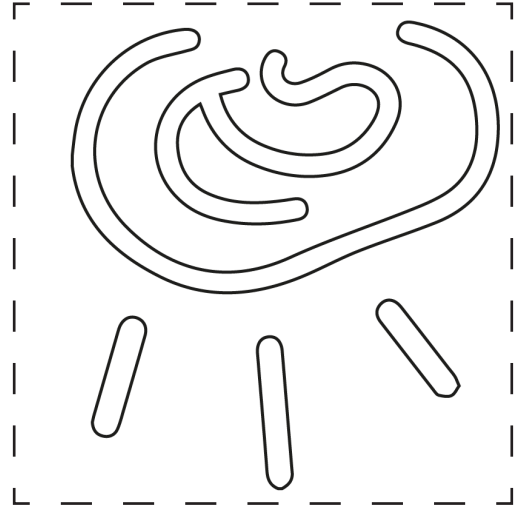
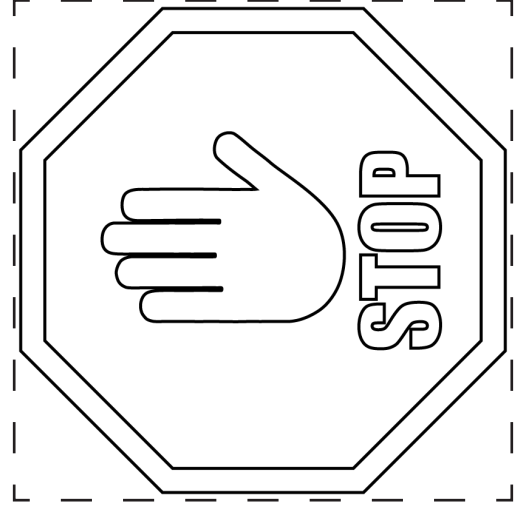
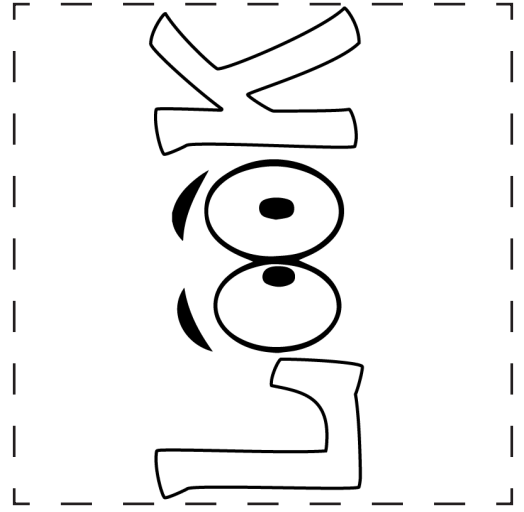


2. Cut



3. Paste

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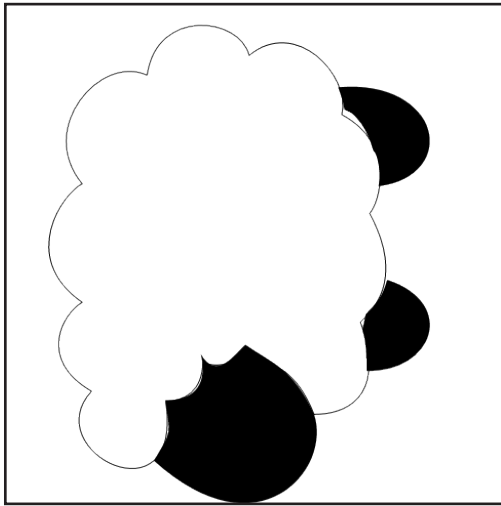


Name _____ Date _____

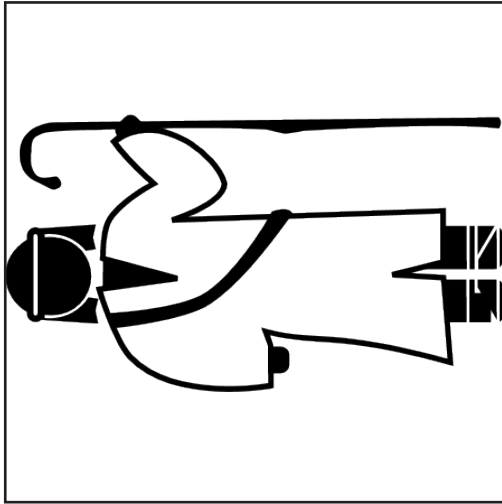
Who is each person?



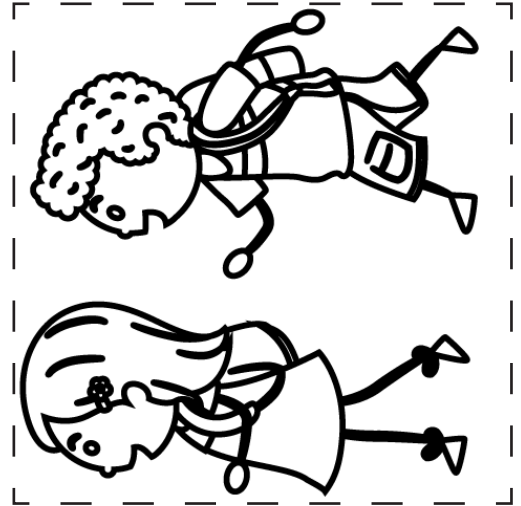
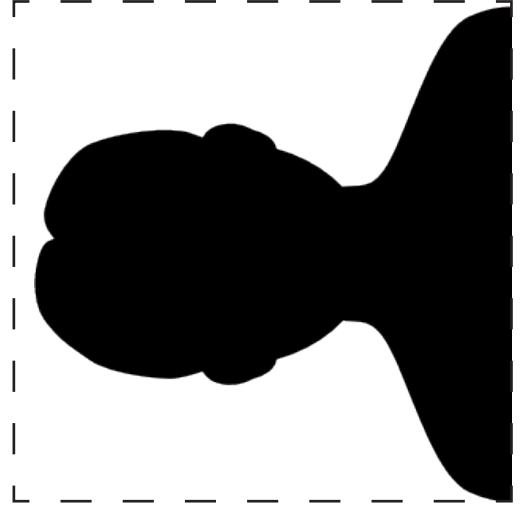
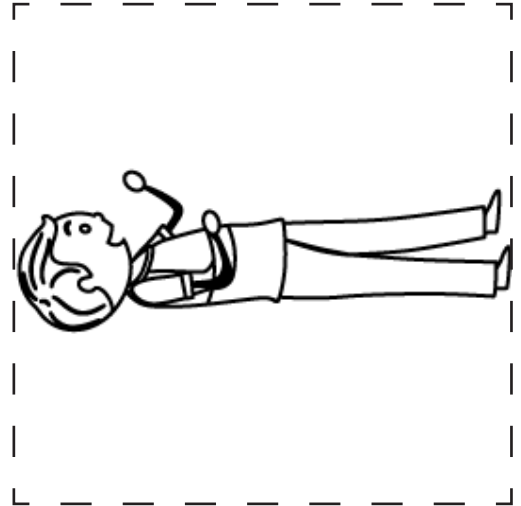
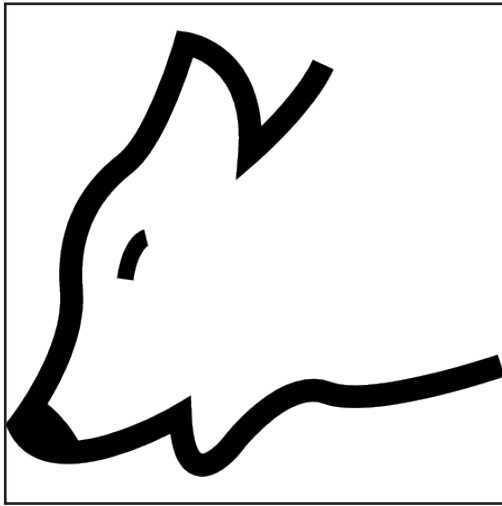
1. Color



2. Cut



3. Paste



Spanish Appendix

¿Qué haces cuando escuchas la señal?



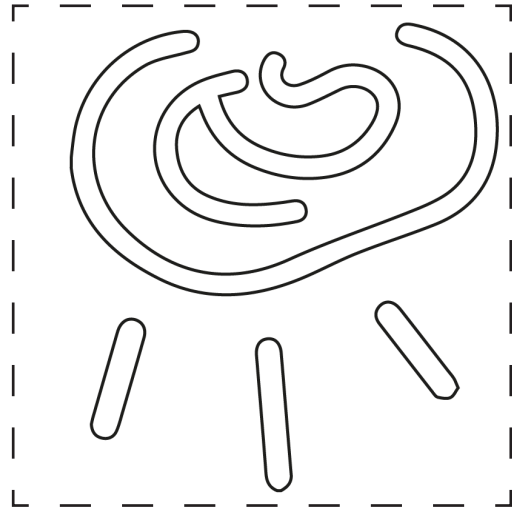
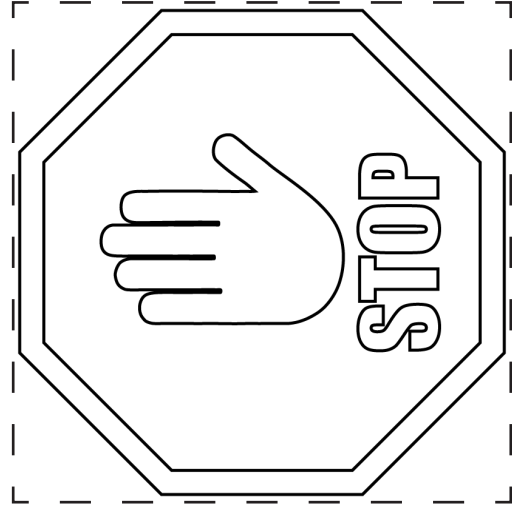
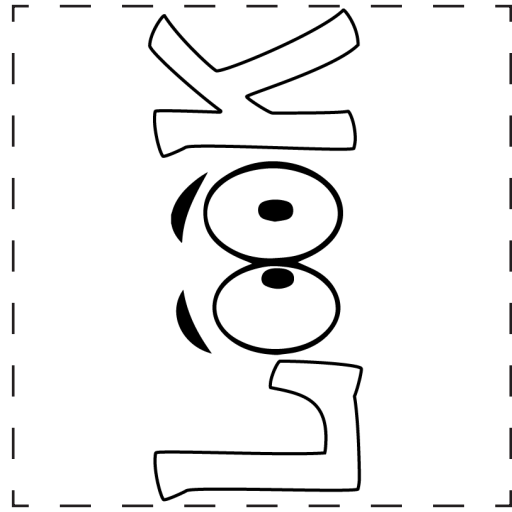
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2. Corta

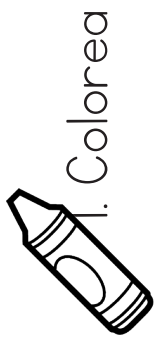


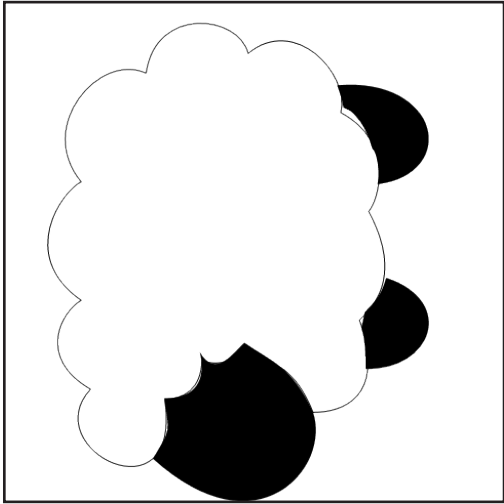
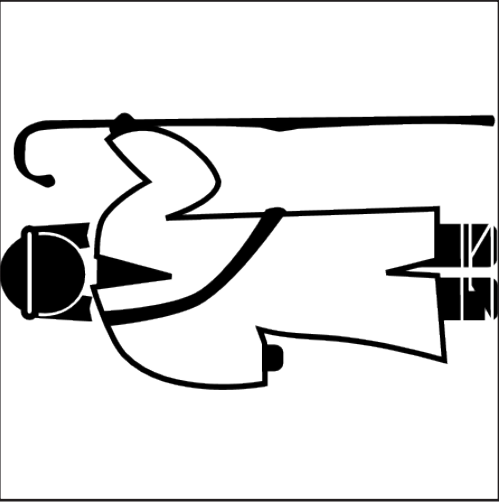
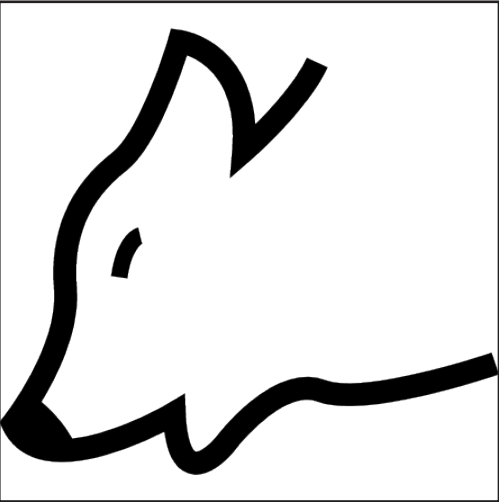
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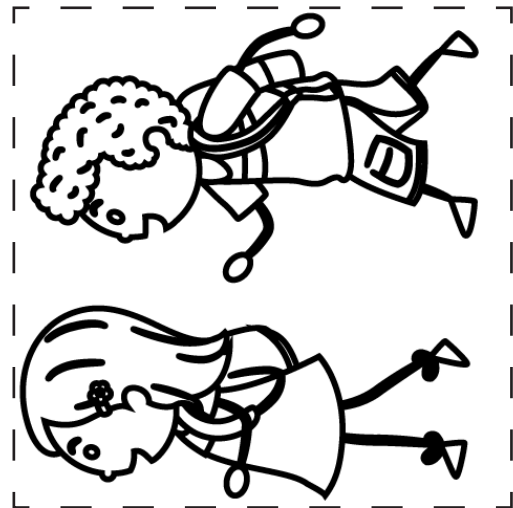
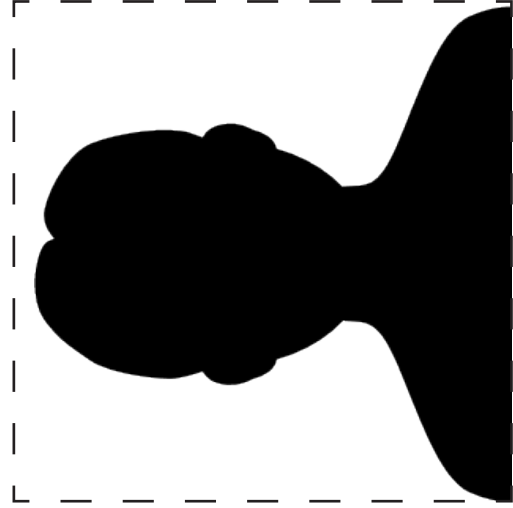
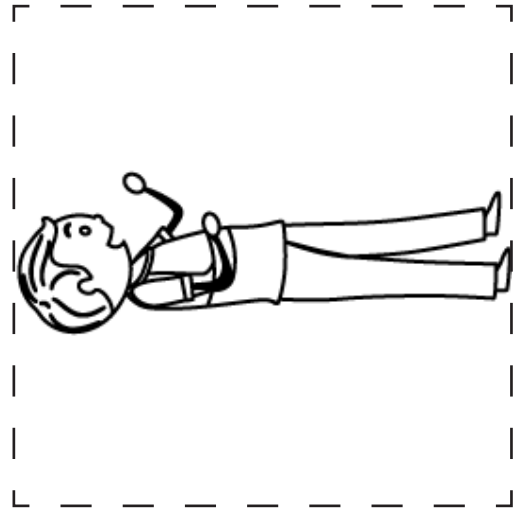


El Nombre _____ La Fecha _____

¿Quién es esta persona?



		
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Empowering individuals to participate in their own survival