

6th-8th Lesson Plan



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Lesson Plan Info

Summary

This video is designed for you to use with your class to teach the ALICE strategies. This video includes “Stop & Do’s.” At each Stop & Do, pause the video to complete a training activity with your class. Please note that in some districts, 6th grade is on the elementary campus and in others it is part of the middle school campus. It is the administration’s discretion as to which set of materials are appropriate to use with students in the 6th grade.

You also have the following resources available in the portal:

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

Purpose

This video will teach age-appropriate ALICE strategies to students in grades 4 to 5. Please note, you know your students best. Feel free to adjust up or down a grade level to meet your students’ needs.

Objectives

- Define the ALICE strategies.
- Know when to use the strategies.
- Practice the ALICE strategies during hands-on training.

Course Timing

This course will take approximately 45 minutes to complete (with activities). Feel free to split the training into mini-lessons as needed.

Quick Guide

Grade Range	Training Concepts	ALICE Strategies	Product/Material
4-6	<ul style="list-style-type: none"> • Introduce the vocabulary and the strategies of the ALICE program. • Students participate in hands-on training and drills. • Students learn to go to rally point. 	Alert Lockdown Inform Counter Evacuate	Products: <ul style="list-style-type: none"> • Basic Concepts of ALICE video with lesson plan booklet Materials: <ul style="list-style-type: none"> • Detailed in lesson plan booklet <div>3</div>

Standards

a. English Language Arts Standards English Language Arts Standards

i. Grade 6

1. SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
2. SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

ii. Grade 7

1. SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

iii. Grade 8

1. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

b. Social Emotional Standards Social Emotional Learning Standards

i. Grade 6

1. A1: Demonstrate an awareness of personal emotions
 - a. 4.b Describe how current events trigger emotions
2. A4: Demonstrate a sense of personal responsibility, confidence and advocacy
 - a. 1.b Identify and describe how personal choices and behavior impacts self and others
3. C2: Recognize, identify and empathize with the feelings and perspective of others
 - a. 1.b Identify verbal and nonverbal cues representing feelings in others
 - b. 1.c Determine if verbal and nonverbal cues correspond to the feelings expressed by others
4. C2: Demonstrate consideration for and contribute to the well-being of the school, community and world
 - a. 2.b Demonstrate citizenship in the classroom and school community
5. D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups

ii. Grades 7 – 8

1. A3: Demonstrate awareness of and willingness to seek help for self or others
 - a. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support
2. C2: Demonstrate consideration for and contribute to the well-being of the school, community and world
 - a. 4.d Evaluate the impact of personal involvement in an activity to improve school, home, community and world

Using this Lesson Plan

Icons

Use the following icons to guide you throughout this manual and the course.



Indicates portion of instructor lecture and discussion.



Pause presentation for hands-on group activity.



Pause presentation for discussion questions.

Page Guide

Each slide of the video has a page within this manual. There are two types of pages. Use the diagram below to assist you in navigating this manual.

Video Slide: 16

Evacuate Activities

Stop & Do

Objectives:

- The students will show where the exits are in their classroom.
- The students will discuss the correct way to break a window and exit.
- The students will demonstrate how to evacuate out of the building to the rally point.

Materials:

- Classroom - normal set-up
- Rally point location

Activity Outline:

Introduction:
Explain to the students that the portion of the video you just watched spoke about knowing where your exits are and how to evacuate from the classroom. Tell them you are now going to discuss where exits are and how to get to the rally point.

Instruction:

Activity #1 - Where are our exits?
Ask the students to look around the room and tell you where the exits in the room are. If you have windows, ensure the students understand they can be exits as well (if on the first or second floor). What floor are you on? Are the windows a good choice?

Where do the exits go? Does it go back to the main hallway or connected rooms? It is important the students know where the exits take them, especially if you have more than one.

Activity #2 - Show how to open/break the window (if applicable)
Have the students show you how the windows open. If windows do not open, have the students point at the area to strike and break the window. Note - this activity is discussion only.

22

Video Slide: 3

You will be able to...

Define the strategies of ALICE.
Know when to use the strategies.
Practice the ALICE strategies during hands-on training.

Video Narration: My Notes:

Upon completion of this video, you will be able to:

- Define the strategies of ALICE.
- Know when to use the strategies.
- Practice the strategies during hands-on training.

9

Stop & Do pages will instruct you when to stop the video and perform the lesson.

Video Narration pages will show you what the narration is that goes with the portion of the video being played. There is also a section for you to put your own notes.

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, they also must sit when they got tagged.
- When there is only one sheep left, they become the wolf in the next round.

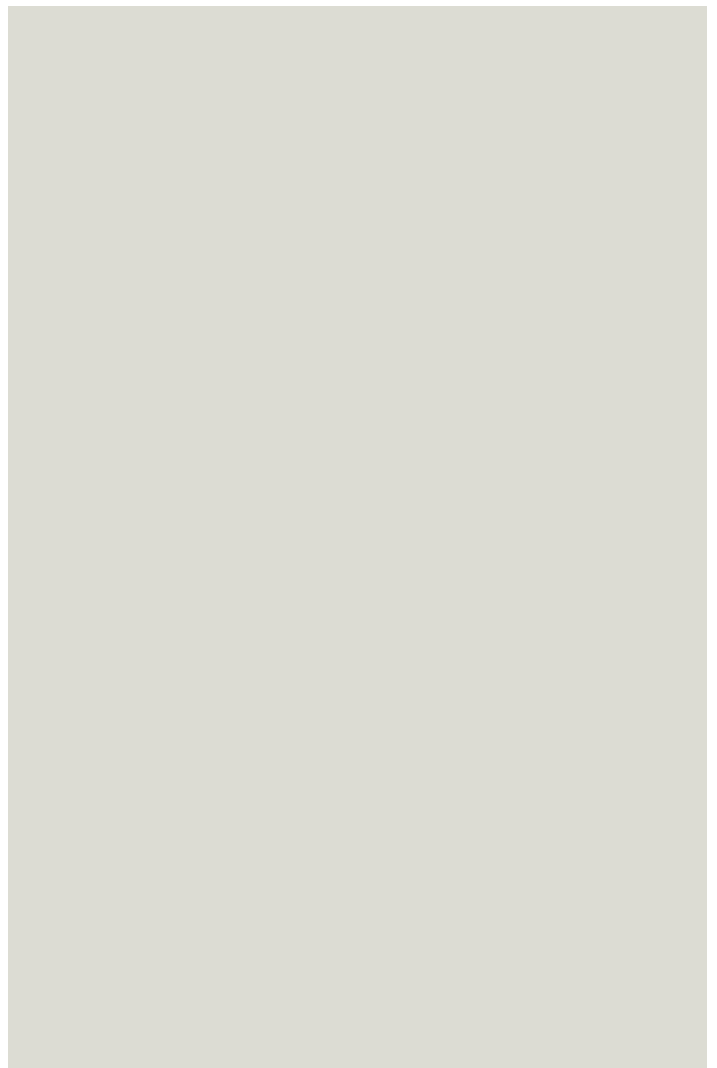
Video Slide: 1



Video Narration:

My Notes:

(Splash page music)



Video Slide: 2



Video Narration:

Welcome to the Basic Concepts of ALICE video. The purpose of ALICE training is to enhance your safety in the event of an intruder.

My Notes:

A large, empty rectangular area with a light beige background, intended for the user to take notes during the video narration.

Video Slide: 3

You will be able to...

Define the strategies of ALICE.

Know when to use the strategies.

Practice the ALICE strategies
during hands-on training.

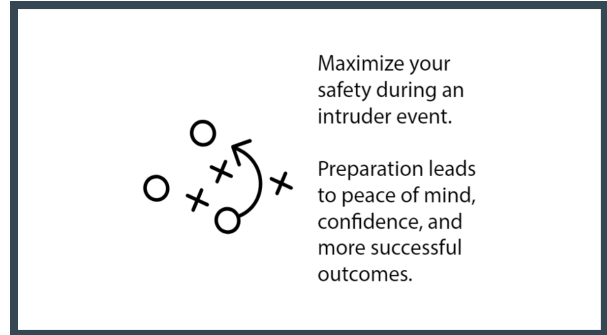
Video Narration:

Upon completion of this video, you will be able to:

- Define the strategies of ALICE.
- Know when to use the strategies.
- Practice the strategies during hands-on training.

My Notes:

Video Slide: 4



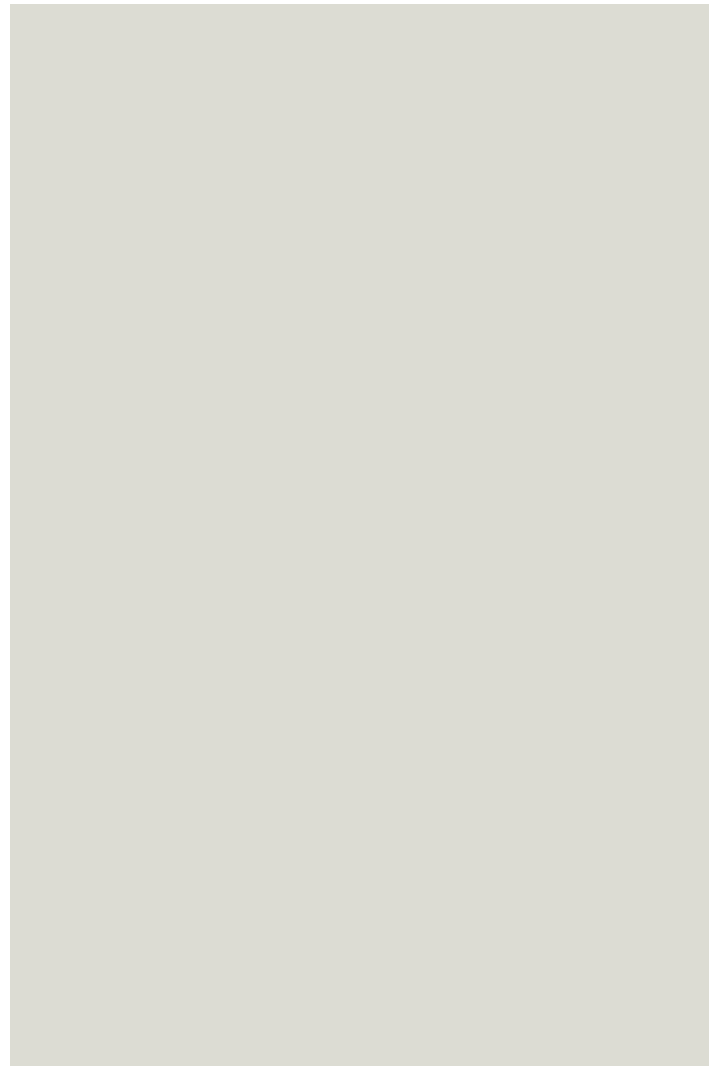
Video Narration:

The ALICE strategies are broken into two categories: Awareness and Communication strategies and Response Options strategies. Awareness and Communication strategies include situational awareness, alert, and inform. The Response Options strategies include evacuate, lockdown, and counter.

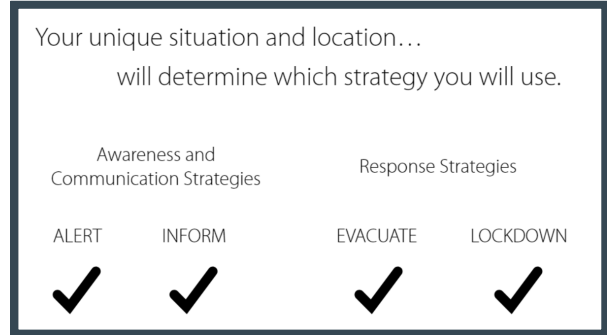
You can use these strategies to maximize your safety during an intruder event.

Preparation leads to peace of mind, confidence, and more successful outcomes. Let's learn how we can prepare ourselves using the ALICE strategies.

My Notes:



Video Slide: 5

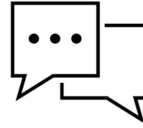


My Notes:

Your unique situation and location will determine which strategy you use. Let's discuss each strategy and how to use it.

Video Slide: 6

What is Situational Awareness?



If you feel uncomfortable, tell a trusted adult.

Video Narration:

Situational awareness is being aware of what is going on around you. This means that you are paying attention to where you are and who is there with you. If you ever feel uncomfortable with your location or a person at your location tell a trusted adult why you feel this way.

My Notes:

Video Slide: 7



Stop & Do

Objectives:

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

Materials:

- Paper/pencil
- Tray with various home and school items
- Slide deck with photos of people
- Navigate360 video

Activity Outline:

Introduction:



Explain to the students that the portion of the video you just watched spoke about being aware of your surroundings. Tell them you are now going to practice increasing awareness of you surroundings.

Instruction:



Activity #1 - Observation Scavenger Hunt

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

Stop & Do (continued):

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?



Activity #2 - Memory Quiz

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.



Activity #3 - What's Missing

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).



Activity #4 - People Awareness

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

Stop & Do (continued):

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?



Activity #5 - Read the Room via Navigate360 Video Viewing

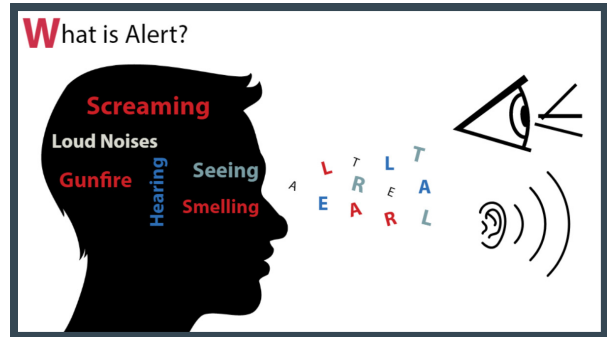
Show any of the Navigate360 videos and have a discussion with the students based on what they observed. We need to teach student how to READ THE ROOM - have an increased awareness in what is actually happening. This helps us know how to act and what to do. When we read the room, we are figuring out what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

Video Slide: 8

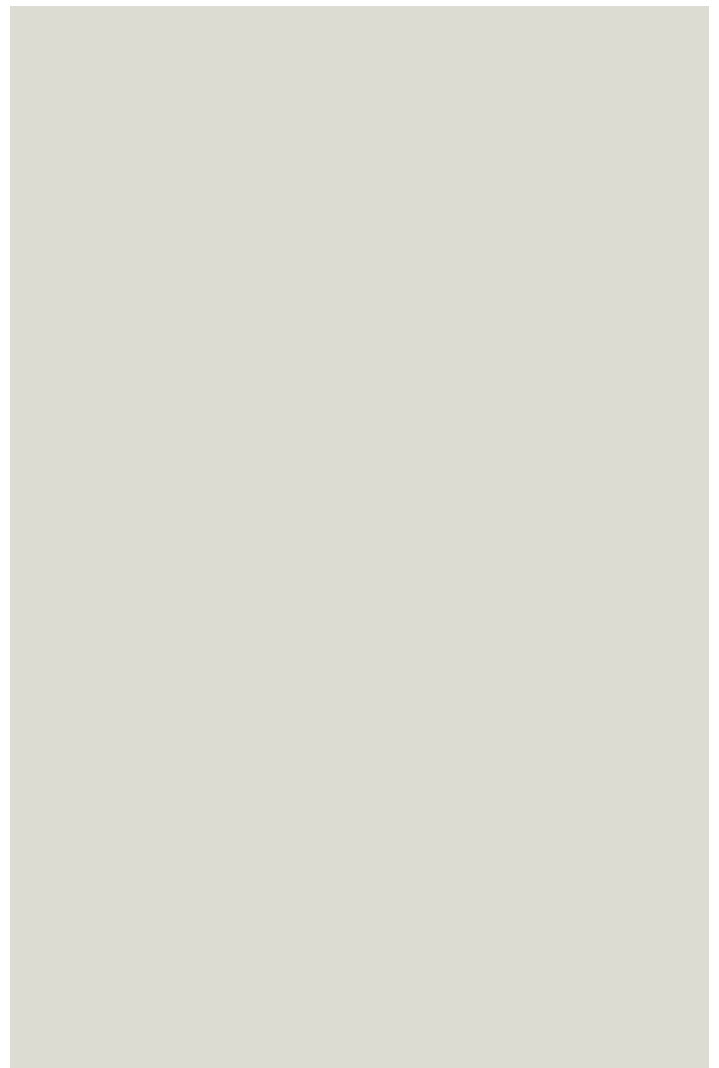


Video Narration:

The alert is your first notification of danger. You receive an alert using your senses. For example, you could see the intruder, hear strange sounds, or see or hear information over the PA, phone, or other forms of communication.

Listen to these quotes from people involved in intruder events.

My Notes:



Video Slide: 9



My Notes:

"At first I thought it was a car backfiring. The next thing you know I hear all this pop, pop sound..."



Video Slide: 10



Video Narration:

"I think approximately four minutes passed when I heard a very loud noise and I thought it had come from the hallway where the main office is located. I could not tell what the noise was, it sounded like a janitor dropped a tool box or a stack of metal folding chairs..."

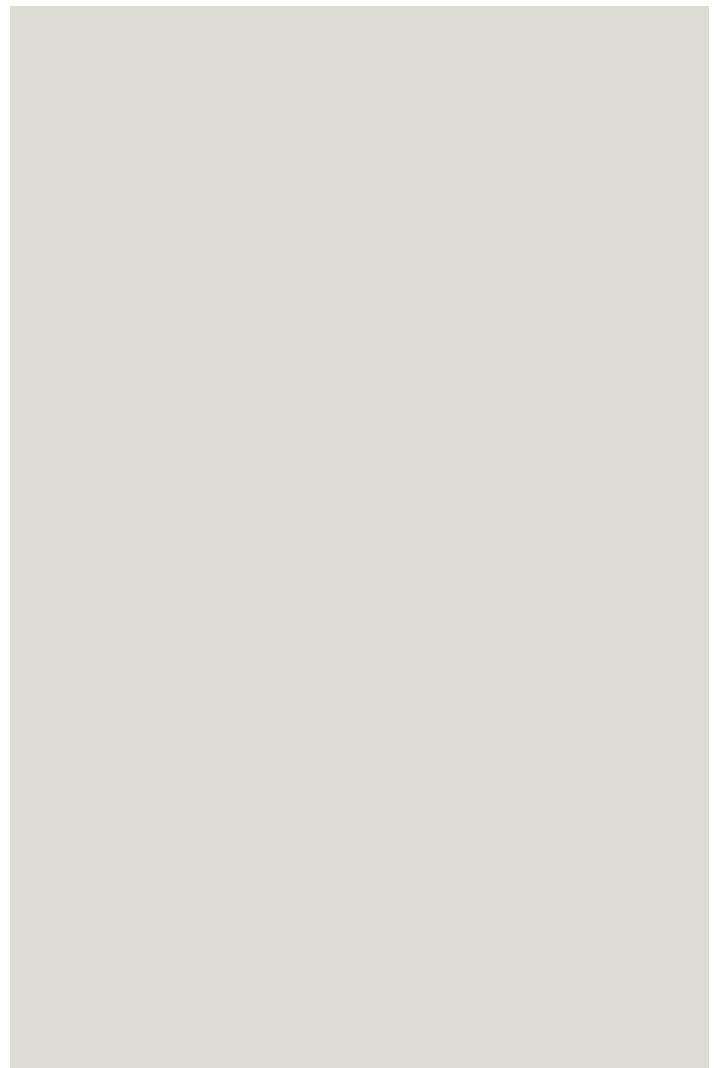
My Notes:

Video Slide: 11

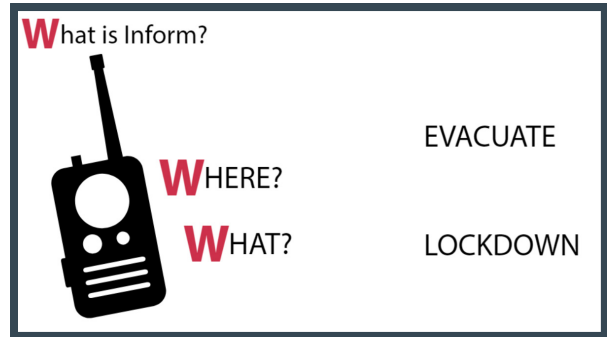


My Notes:

"The first time when I heard it, I thought it was just fireworks, or just joking..."



Video Slide: 12

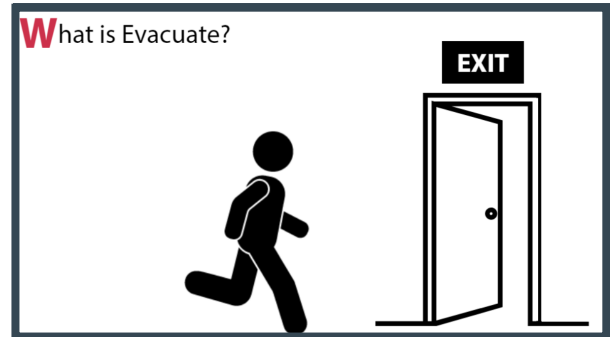


Video Narration:

Information empowers others to make decisions based on how to respond to what is happening. You will hear someone telling you where the intruder is and what the intruder is doing. Getting this information helps you decide what to do next.

My Notes:

Video Slide: 13

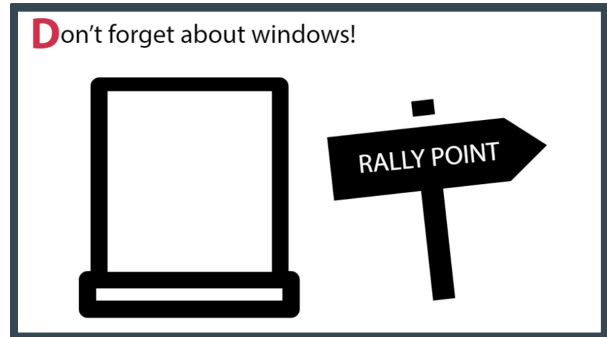


Video Narration:

Evacuation is the preferred strategy. If you know you can get out because of the information you have, go. Knowing where the exits are and practicing how to get to them is very important. Look for exits everywhere you go.

My Notes:

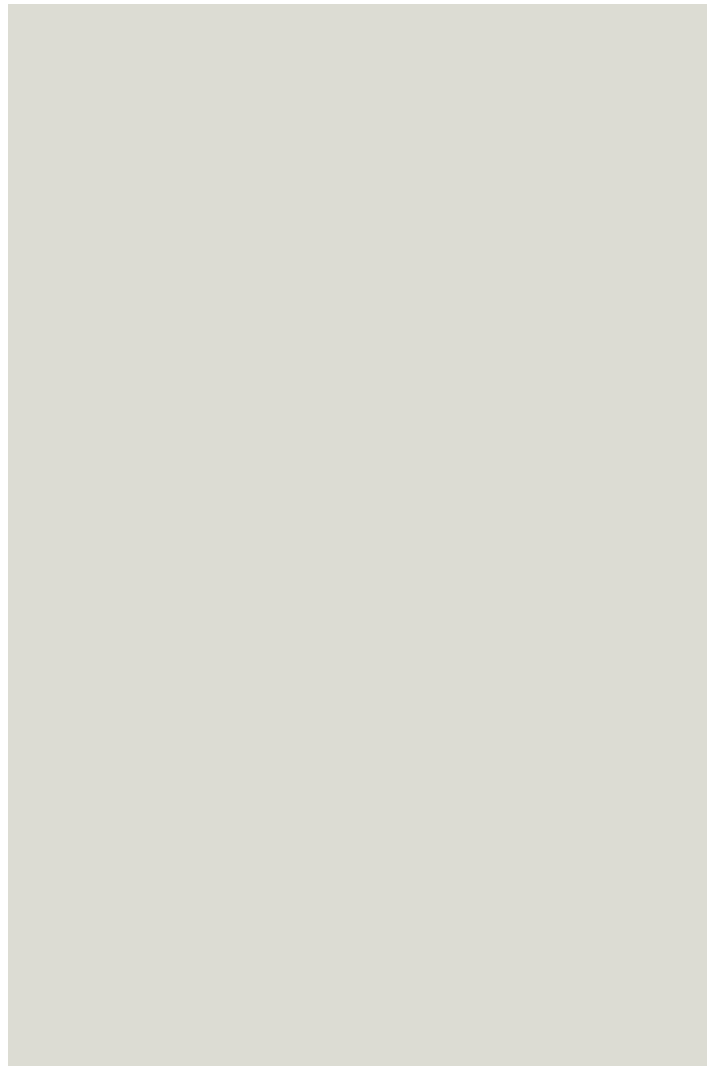
Video Slide: 14



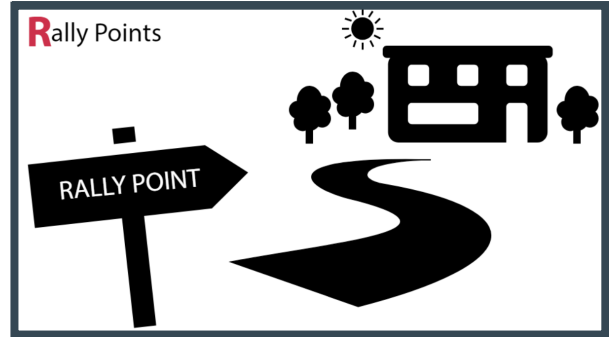
Video Narration:

Windows can be used as a way out if available. Know if your windows open, and if they do, how they open. Do they open all the way? If not, know you are empowered to break the windows to remove yourself from the situation. To break a window correctly, strike the window in the upper right-hand corner with a heavy object. Once the window is broken, clean out broken glass from the frame so you can get out safely. Once you get out of the building, move to your rally point.

My Notes:



Video Slide: 15



Video Narration:

A rally point is a location away from your building that is close enough to run to but far enough for safety. Practice moving to this location with your teacher and classmates during drills.

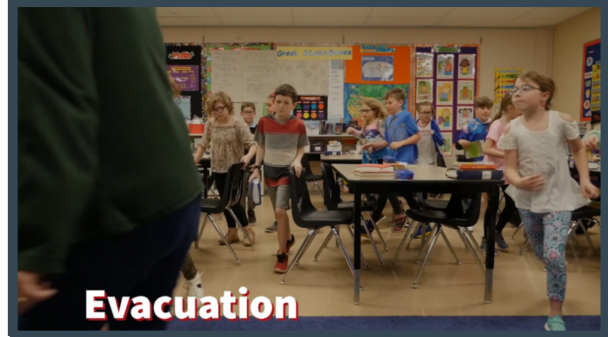
Critical Thinking Opportunity:

Where is your rally point? Can your students explain how to get there? Engage students in a discussion about the rally point and how to get there.

My Notes:

A large, empty rectangular box with a light beige background, intended for students to take notes during the video presentation.

Video Slide: 16



Video Narration:

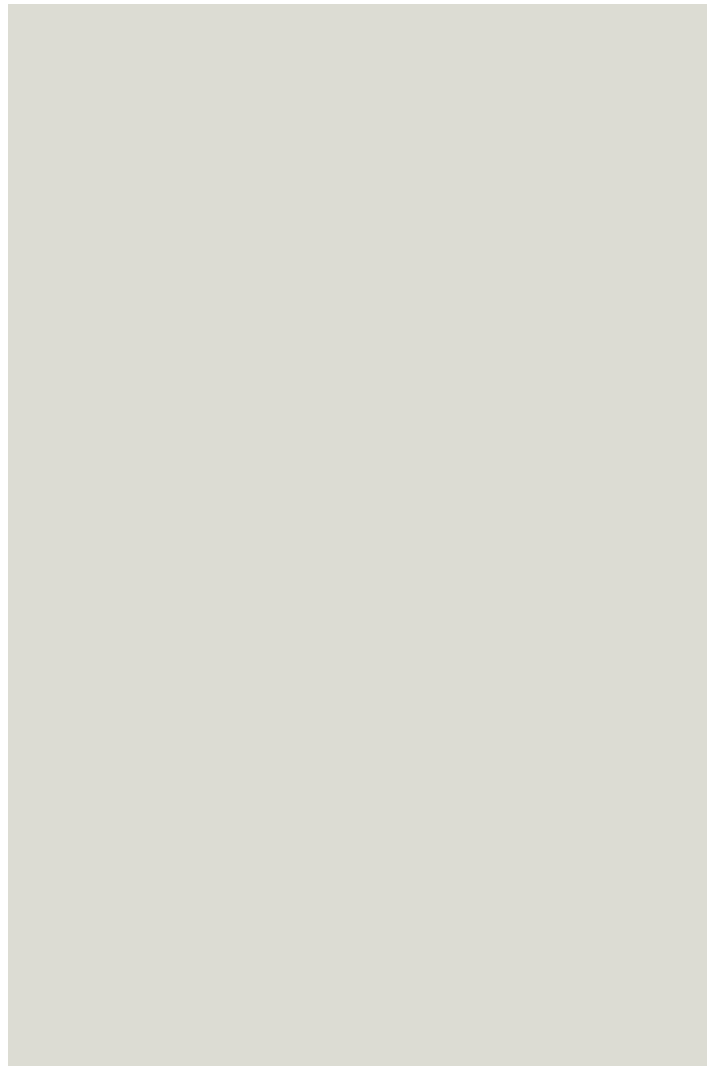
Let's watch as these students evacuate out of their classroom and the building.

How did they do?

Critical Thinking Opportunity:

Discuss how the students in the video did as they were evacuating.

My Notes:



Video Slide: 17



Stop & Do

Objectives:

- The students will show where the exits are in their classroom.
- The students will discuss the correct way to break a window and exit.
- The students will demonstrate how to evacuate out of the building to the rally point.

Materials:

- Classroom - normal set-up
- Rally point location

Activity Outline:

Introduction:



Explain to the students that the portion of the video you just watched spoke about knowing where your exits are and how to evacuate from the classroom. Tell them you are now going to discuss where exits are and how to get to the rally point.

Instruction:



Activity #1 - Where are our exits?

Where are our exits? Ask the students to look around the room and tell you where the exits in the room are. If you have windows, ensure the students understand they can be exits as well (if on the first or second floor).

What floor are you on?

Are the windows a good choice?

Where do the exits go?

Does it go back to the main hallway or connected rooms?

It is important the students know where the exits take them, especially if you have more than one.

Stop & Do (continued):



Activity #2 - Show how to open/break the window (if applicable) This is discussion only.

Show how to open/break the window (if applicable) Have the students show you how the windows open. If windows do not open, have the students point at the area to strike and break the window.

DO NOT break any windows. Discuss how they would get out of the window. If you are on a second floor, how would you get down?



Activity #3 - Going to the rally point

Have the students exit the classroom, then out of the building, and to the rally point. Ensure they are taking this activity seriously and there is no horseplay. Remember, the rally point needs to be far enough away for safety.

You can use your ALICE Certified Instructor or local law enforcement to assist you in this activity.

Guided Practice:

- Students discuss activity #1
- Students perform activity #2
- Students perform activity #3

Assessment:

- Students arrive at the rally point in a timely manner and without incident.
- Discuss how the activities went for the students, address any concerns.

Video Slide: 18

What is Lockdown?



Used when you know the intruder is nearby.

Much more than locking the door.

Control the door by building a barricade.

Video Narration:

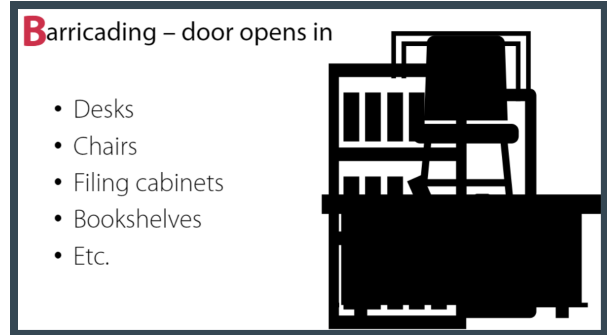
Lockdown can be used when you know the intruder is nearby and you are not able to evacuate safely. You will need to control the door of the room. Start by locking it, but know this is not enough. Door locks alone have been defeated by intruders. Control the door by building a barricade. The type of barricade you build will depend on the way the door opens. Does it open in or does it open out?

Critical Thinking Opportunity:

Ask the students which way your classroom door opens. You will need this information when building your own barricade.

My Notes:

Video Slide: 19



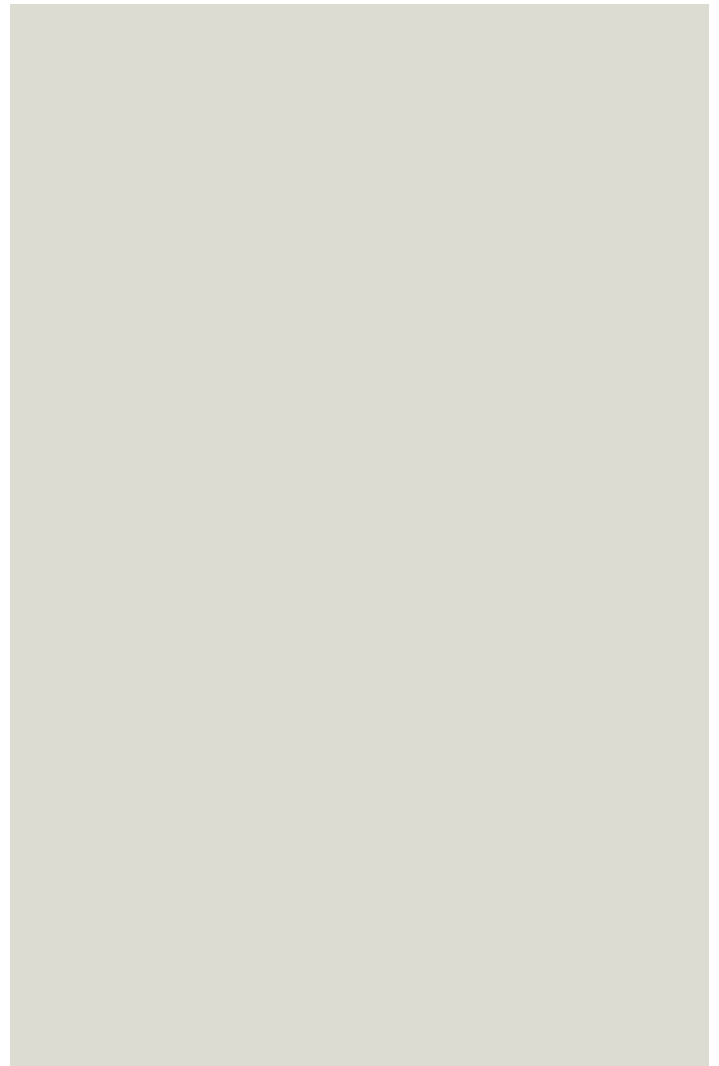
Video Narration:

Doors that open in are the easiest to barricade. Move heavy objects in front of the door to block it. Use objects like desks, chairs, filing cabinets, or bookshelves. Look around your classroom and find other objects you can use to block the door.

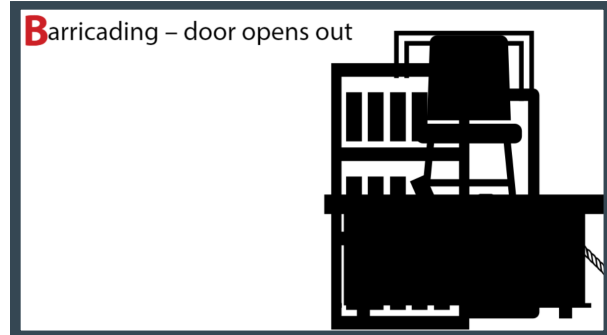
Critical Thinking Opportunity:

Ask the students to look around the classroom and say what they would use to barricade. Have a discussion on why the items they choose may or may not be useful in a barricade.

My Notes:



Video Slide: 20



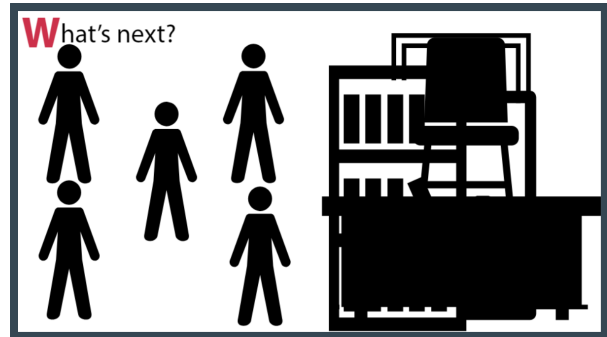
Video Narration:

Doors that open out can be just as easy to barricade but you must control the door handle before barricading with the cabinets, desks, chairs, and bookshelves.

Use an item like a belt or rope to tie around the handle of the door, then tie the belt or rope to a piece of furniture you placed along the frame of the door.

My Notes:

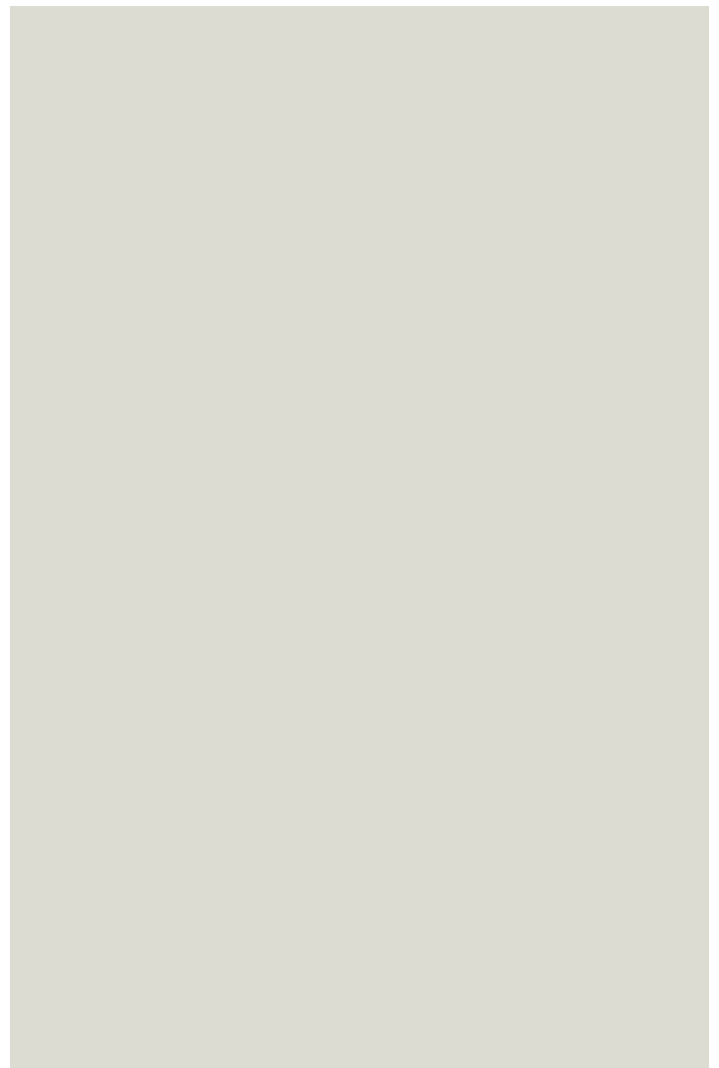
Video Slide: 21



Video Narration:

Once you have controlled the door and barricaded, spread out - stand around the room away from doors and windows holding objects in your hand that can be used to distract the intruder.

My Notes:



Video Slide: 22



Video Narration:

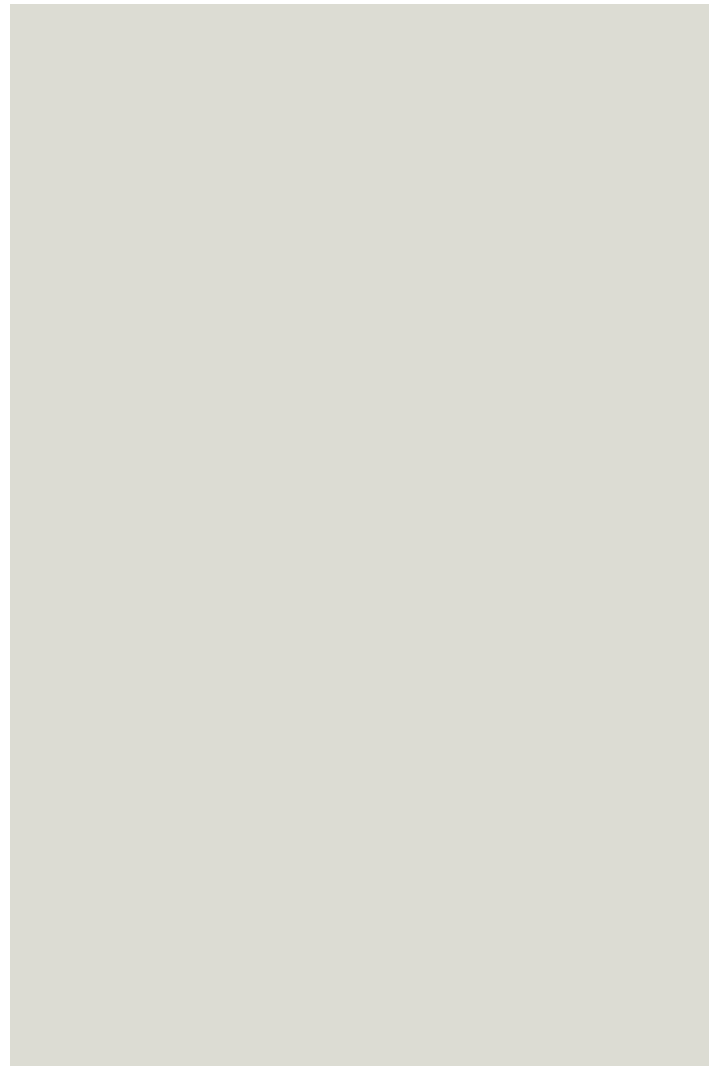
Let's look at these students barricading the classroom door.

How did they do?

Critical Thinking Opportunity:

Have a discussion on the video of the students barricading the classroom door.

My Notes:



Video Slide: 23



Stop & Do

Objectives:

- The students will demonstrate how to barricade a door.
- The students will demonstrate how to spread out inside of the room prepared to counter or evacuate.

Materials:

- Classroom items to barricade (chairs, desks, book shelves, etc.)
- Belt or rope to control the door if it opens outward
- A device that can be used as a stopwatch for keeping time

Activity Outline:

Introduction:



Explain to the students that this will be a practice barricade so they will need to move at a controlled pace. Tell the students you are looking for quality, not speed, and there is nothing to prove to anyone.



Ask the students:

- What do we have in our room that can be used to barricade our door?
- How long should it take to barricade a door?
- What should we do after the door is barricaded?



Instruction

Tell the students that when you say “barricade” or “lockdown” (your choice), they will get out of their chairs and start to barricade - placing chairs, desks, and any other heavy items over to the door.

The first person to get to the door should ensure it is locked to start controlling the door.

Stop & Do (continued):

If the door opens out, place the belt or rope over the handle of the door to control it shut. Place a table, teacher desk, or student desk that is wider than the door frame on its side against the door frame. Tie the belt or rope hanging from the handle onto the leg of the table or desk good and tight. Stack more chairs and classroom items against the door.

If the door opens inward, start stacking desks, chairs, and anything heavy in the room against it.

Once the door is controlled, have the students spread out standing around the room away from doors and windows. Students will have items in their hands that can be used to disrupt the thoughts and actions of the attacker.



Guided Practice:

- Make the announcement “barricade” or “lockdown.”
- Have the students perform the actions needed to barricade the door.
- Have the students spread out and be prepared to or evacuate.

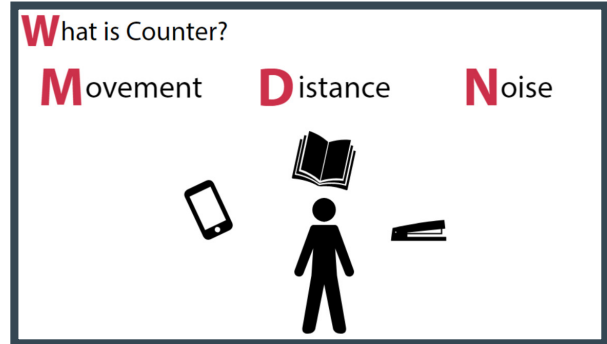


Assessment:

Have the students repeat the activity. This time, use a stop watch to record how much time it takes to control the door. Tell the students they need to be careful while barricading even though they are being timed. Start the time when you give the announcement and end it when they feel they have accomplished controlling the door. Use the following assessment checklist to ensure students followed directions. Circle Acceptable or Unacceptable for each question.

Assessment Sheet for Lockdown Activity		
Do students lock the door first?	Acceptable	Unacceptable
Did the students spread out and show preparedness?	Acceptable	Unacceptable
Did the students follow directions?	Acceptable	Unacceptable
Are the items in front of the door effective?	Acceptable	Unacceptable
What was the total time to control the door? _____	Acceptable	Unacceptable

Video Slide: 24

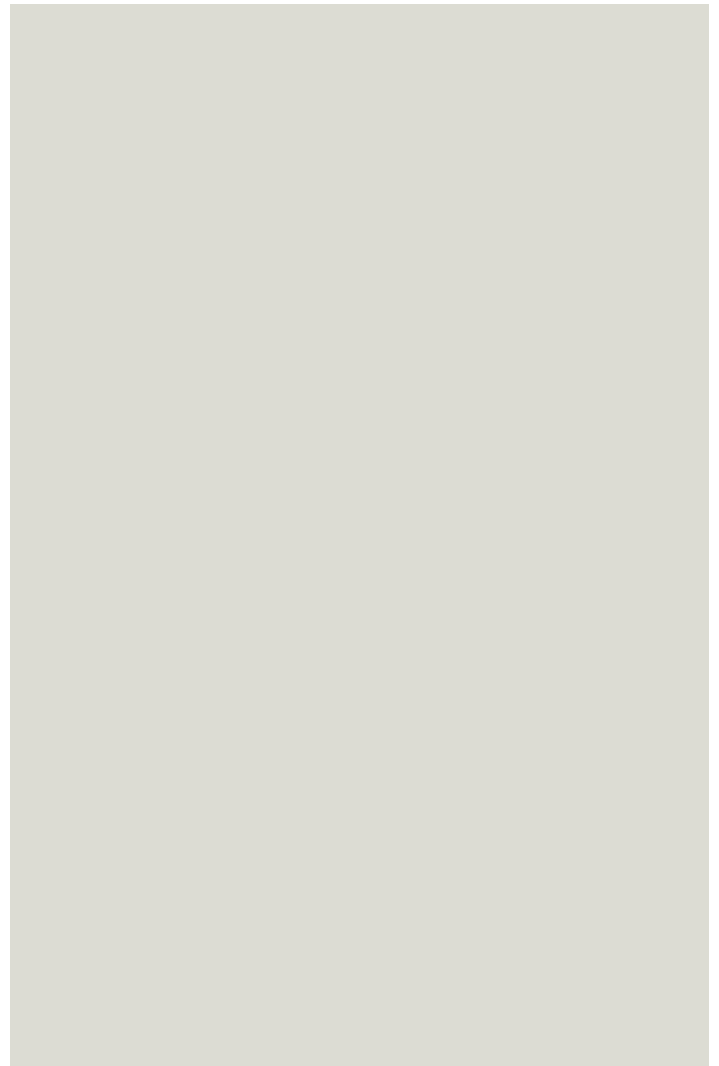


Video Narration:

Counter is your ability to disrupt the intruder through movement, distance, and noise, or throwing stuff in the face of the intruder.

Performing these tasks can overwhelm the intruder's abilities and provide you time to evacuate.

My Notes:



Video Slide: 25



Video Narration:

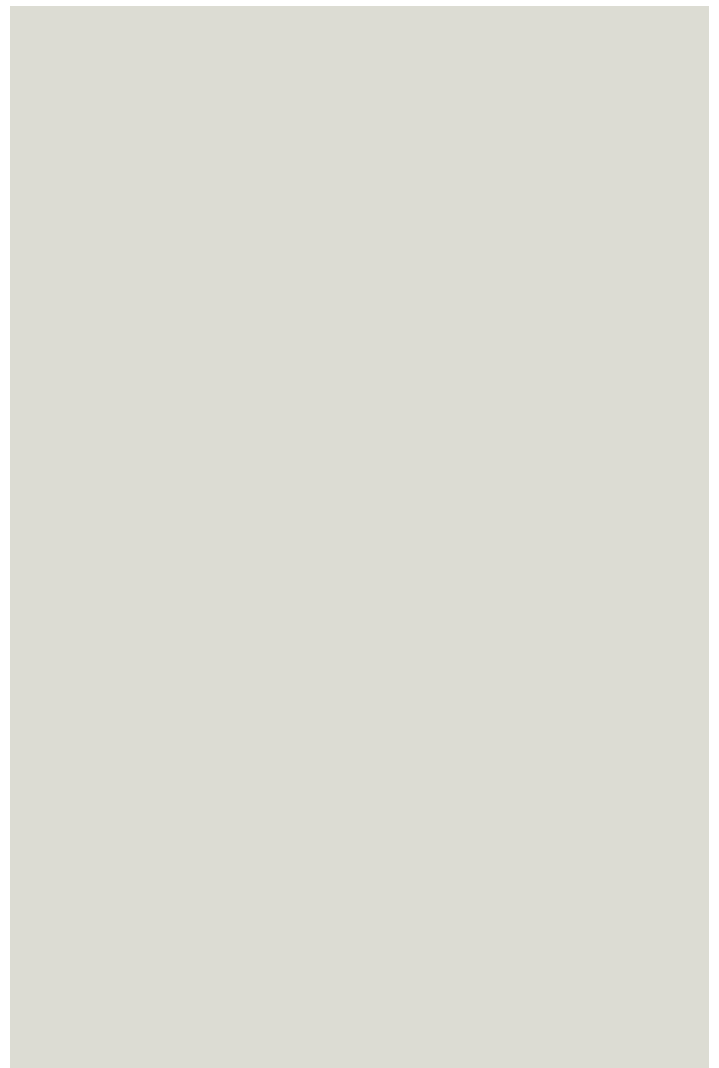
Let's watch these students perform a counter strategy.

How did they do?

Critical Thinking Opportunity:

Discuss how the students in the video did while performing a counter strategy.

My Notes:



Video Slide: 26



Stop & Do

Objectives:

- The students will demonstrate how stimulus delivered at the attacker can over task his brain.
- The students will demonstrate how to control the attacker (13 years of age and older).

Materials:

- Classroom - normal set-up
- Eye protection
- Your organization's ALICE Certified Instructor
- Soft materials to use as distraction devices (stress balls, foam books, wadded up paper, etc.)
- Presentation mouse with laser or a laser pointer
- "Moving dot" PowerPoint slide

Activity Outline:

Introduction:



Explain to the students that the counter strategy is not about fighting and not about being a last resort. This strategy is to be used if the attacker is in the same room as yourself and there is no other strategy available at the time. The Counter strategy can provide an opening to use another strategy like evacuation.

Remind the students that you just watched a segment of the video that discussed what should be done in order to disrupt the attacker's mental and physical actions. Tell them we are now going to practice how to disrupt the mental and physical actions of an attacker.



Activity #1 - Follow the Circle

Using a presentation mouse or laser pointer and the moving circle slide from the resources, have a student volunteer to do the demonstration. Give the student the laser pointer and have him/her

Stop & Do (continued):

point the laser pointer at the circle on the screen. The other students should be able to see the dot on the circle.

Tell the volunteer you would like him/her to follow the circle when it starts to move by keeping the laser on the circle. The rest of the class should follow the circle with their fingers.

Ask if the volunteer is ready, then click the play button on the screen.

The students will notice the volunteer's laser is always behind the circle. This is because action is faster than reaction. The volunteer is reacting to the movements of the circle. According to Force Science, reacting to an unexpected stimulus takes about 1.5 to 1.6 seconds. This is twice as long for a person reacting to an expected stimulus. (0.7 to 0.8 seconds).

Outcome: The volunteer's laser will be slow and behind the circle, showing that trying to be accurate with a moving object is difficult.



Activity #2 - Discussion

Discuss how you would counter an intruder in the classroom.

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ALERT

LOCKDOWN

INFORM

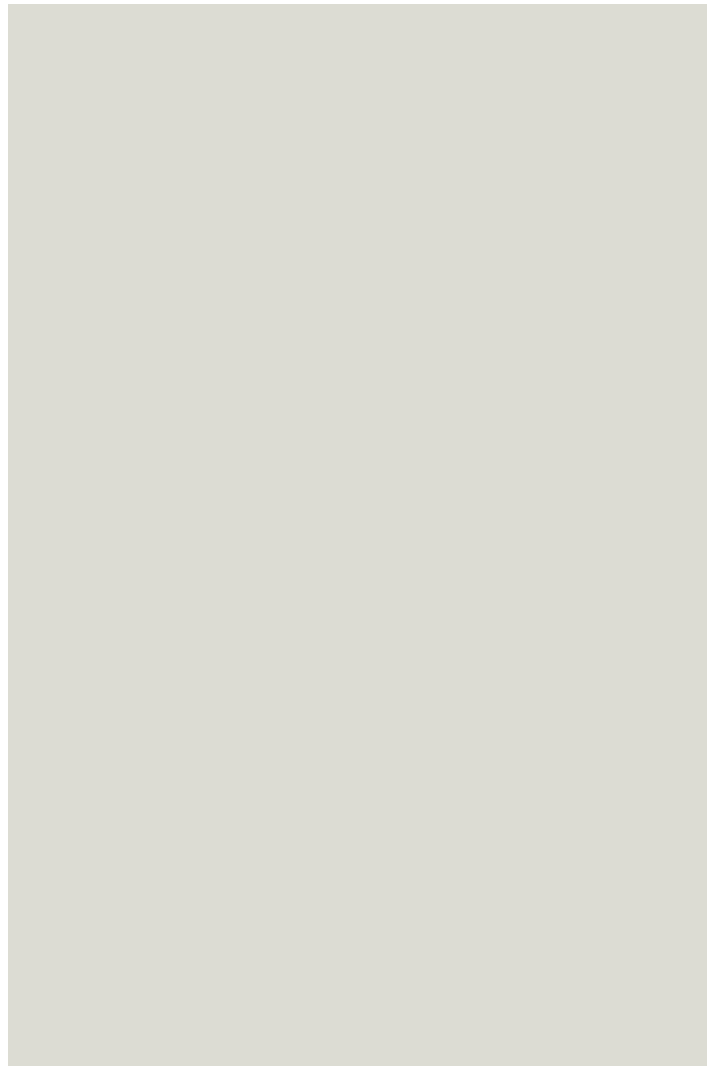
EVACUATE

Use the new skills
you learned if
faced with an
intruder situation.

Video Narration:

Remember, the ALICE program is based on strategies to enhance your safety in an intruder situation. Use the new skills you learned if faced with this type of situation.

My Notes:



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Video Narration:

Thank you for watching the Basic Concepts of ALICE video.

My Notes:

A large, empty rectangular area for taking notes, with a light beige background.

Vocabulary Words

Barricade – block entry to area

Counter – to oppose the intruder; your ability to disrupt the attacker’s actions, this provides time and ability to perform another strategy

Dangerous – likely to cause harm

Evacuate – leave the area

Intruder – someone who enters the school environment who does not belong

Lockdown – no one can enter or leave their current location/area

Rally Point – our meeting area outside the school building

Safe – free from harm

Assessment

Matching of the vocabulary words with definitions.

Define lockdown for our classroom.

How can the classroom door be controlled, more than locked?

Describe how we barricade the classroom door.

Identify three classroom items that can be used to counter an intruder.

What is the main goal of countering the intruder.

Where is our classroom’s rally point?

When should we evacuate the building?

Describe a time when you feel safe.

If we need to break a window to evacuate the classroom where’s the window’s weak spot?



Contact Information

ALICE Training Institute
p: 330.661.0106
e: support@alicetraining.com

alicetraining.com



facebook.com/ALICEtraining



linkedin.com/in/alice-training-institute-8a3066155/

Empowering individuals to participate in their own survival