



# *Basic Concepts of ALICE*

7th - 12th Grade 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.

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 7 to 12. 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 acronym of ALICE and term Violent Critical Incident (VCI)
- Know the strategies found within each letter
- 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 three mini-lessons as needed (Intro - L, I - C, and E).

## Quick Guide

Grade Range	Training Concepts	ALICE Strategies	Product/Material
7-12	<ul style="list-style-type: none"> <li>• Introduce vocabulary and the strategies of the Basic ALICE program</li> <li>• Students participate in hands-on training and drills</li> <li>• Students learn to go to rally point</li> <li>• Students will learn control techniques</li> </ul>	Alert Lockdown Inform Counter Evacuate	<p><b>Products:</b></p> <ul style="list-style-type: none"> <li>• Basic Concepts of ALICE video with lesson plan booklet</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Detailed in lesson plan booklet</li> </ul>

## 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: 15



### 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 opens outward
- A device that can be used as a stop watch for keeping time
- Items to Counter with in case the attacker gets into the room

**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.

20



Video Slide: 2



### Video Narration:

Welcome to the Basic Concepts of ALICE video. The purpose of ALICE training is to prepare you to handle the threat of a Violent Critical Incident by participating in your own survival. This video is approximately 20 minutes long.

### My Notes:

7

*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.*

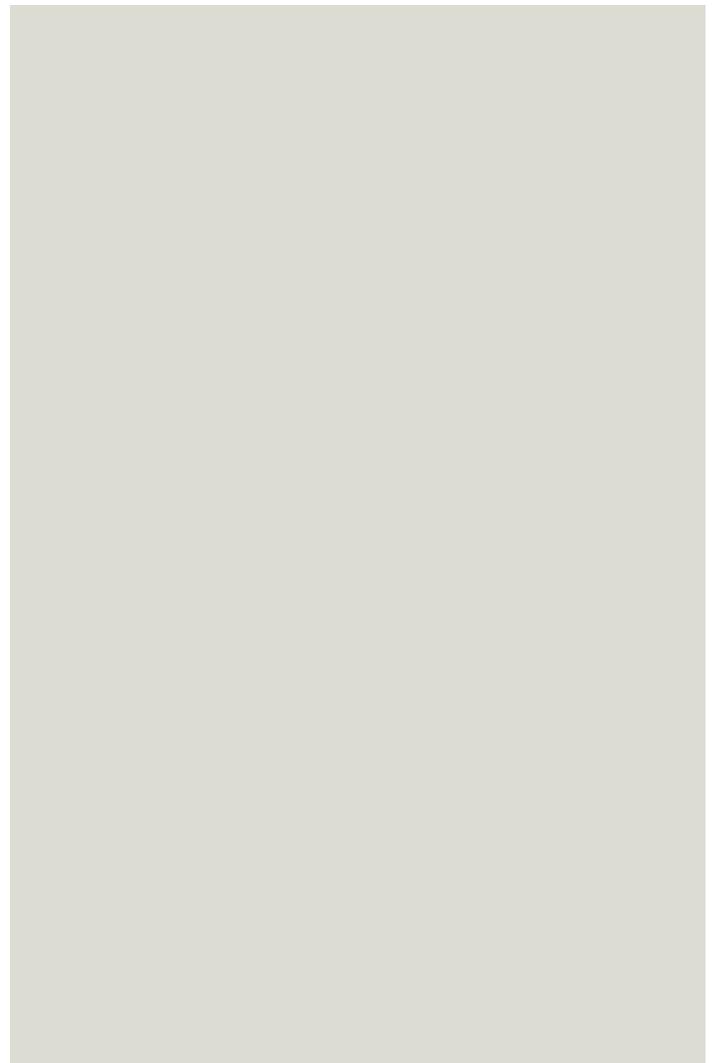
Video Slide: 1



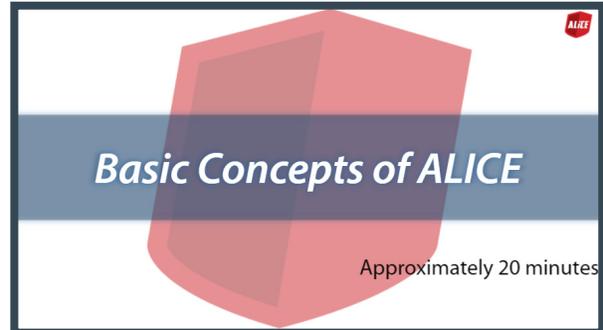
## Video Narration:

## My Notes:

*(Splash page music)*



Video Slide: 2



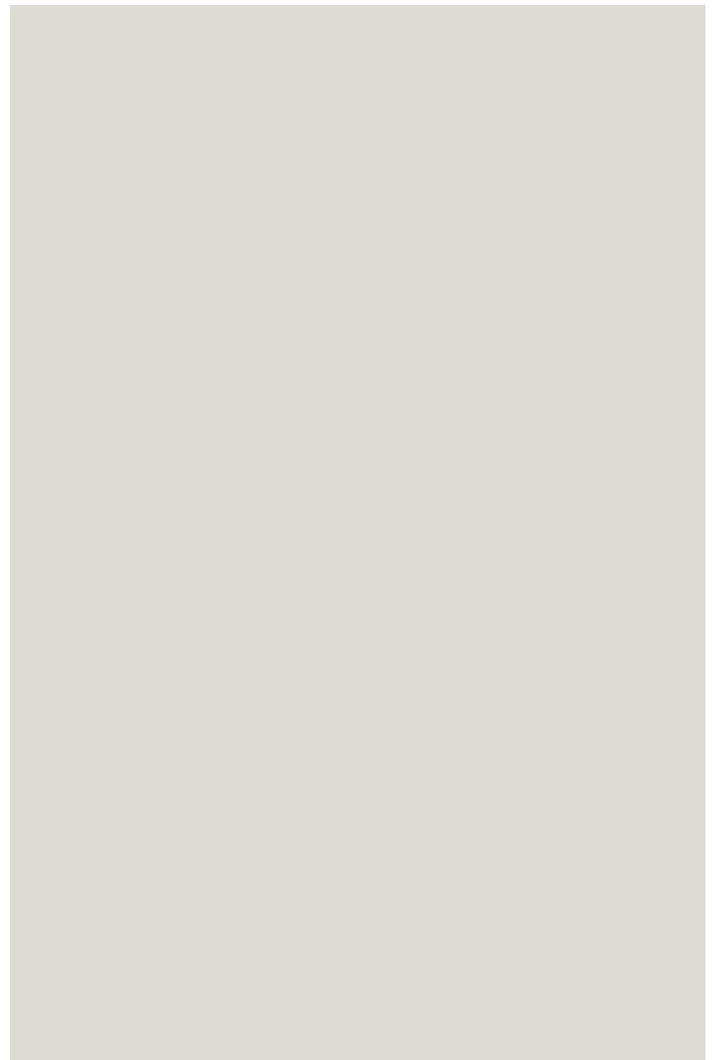
## Video Narration:

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Welcome to the Basic Concepts of ALICE video. The purpose of ALICE training is to prepare you to handle the threat of a Violent Critical Incident by participating in your own survival. This video is approximately 20 minutes long.

## My Notes:

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Video Slide: 3

A video slide with a white background and a black border. On the left, there is a large, semi-transparent red shield graphic. The text on the slide reads: "Upon completion of this video..." followed by "...you will be able to:". Below this, there are three bullet points, each starting with a red square containing a white letter 'A'. The first bullet point says "Define the acronym of ALICE and term Violent Critical Incident (VCI).". The second says "Know the strategies found within each letter.". The third says "Practice the ALICE strategies during hands-on training.". A small ALICE logo is in the top right corner.

Upon completion of this video...

...you will be able to:

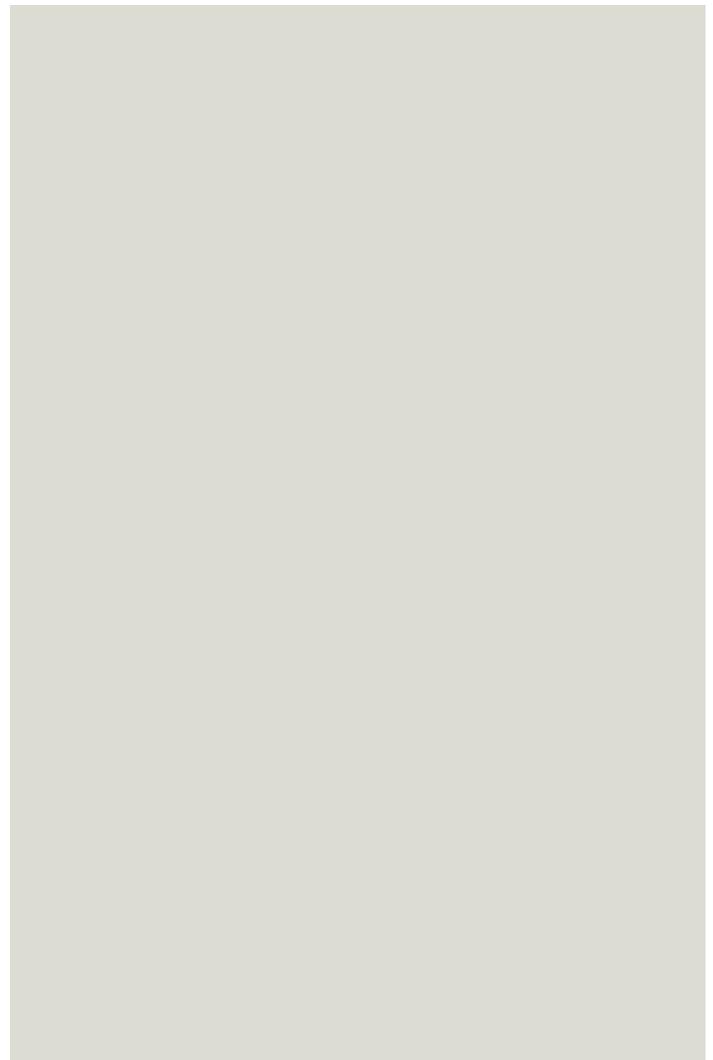
- A** Define the acronym of ALICE and term Violent Critical Incident (VCI).
- A** Know the strategies found within each letter.
- A** Practice the ALICE strategies during hands-on training.

## Video Narration:

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

- Define the acronym of ALICE and the term Violent Critical Incident (VCI).
- You will know the strategies found within each letter, and
- Be able to practice the ALICE strategies of Lockdown, Counter, and Evacuate during hands-on training.

## My Notes:

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

Video Slide: 4

*What is a VCI?* 

**VIOLENT CRITICAL INCIDENT**

*Any event at any location where a person (or persons) attempts to harm innocent people by any means and regardless of motivation.*

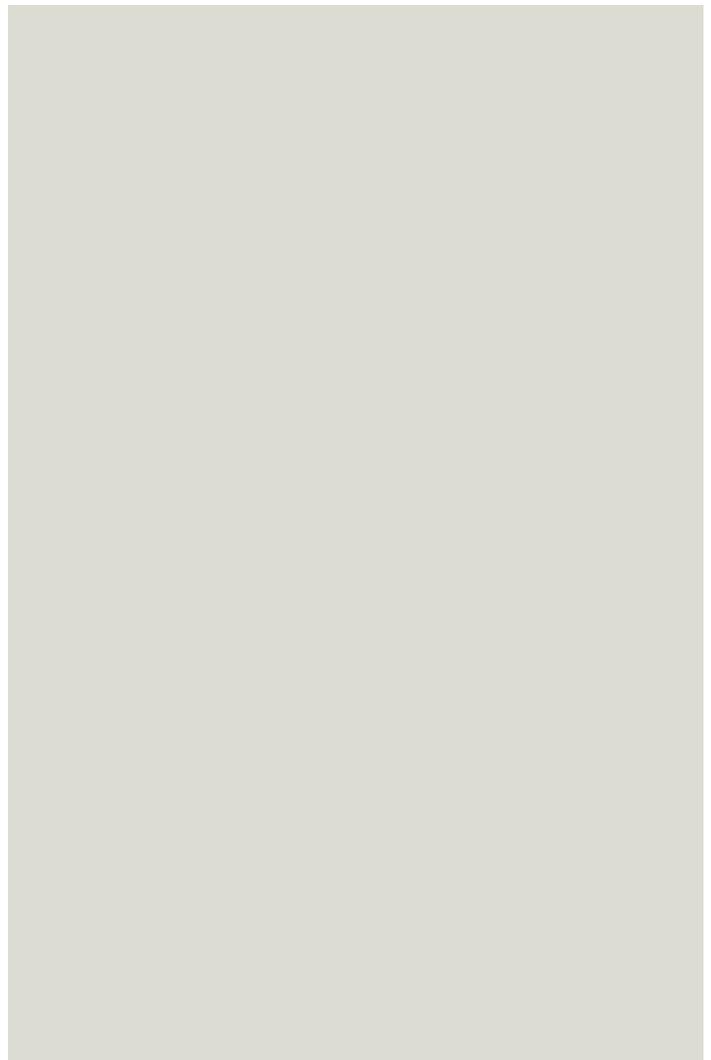
## Video Narration:

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A Violent Critical Incident, or VCI, is any event at any location where a person (or persons) attempts to harm innocent people by any means necessary regardless of motivation.

## My Notes:

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Video Slide: 5

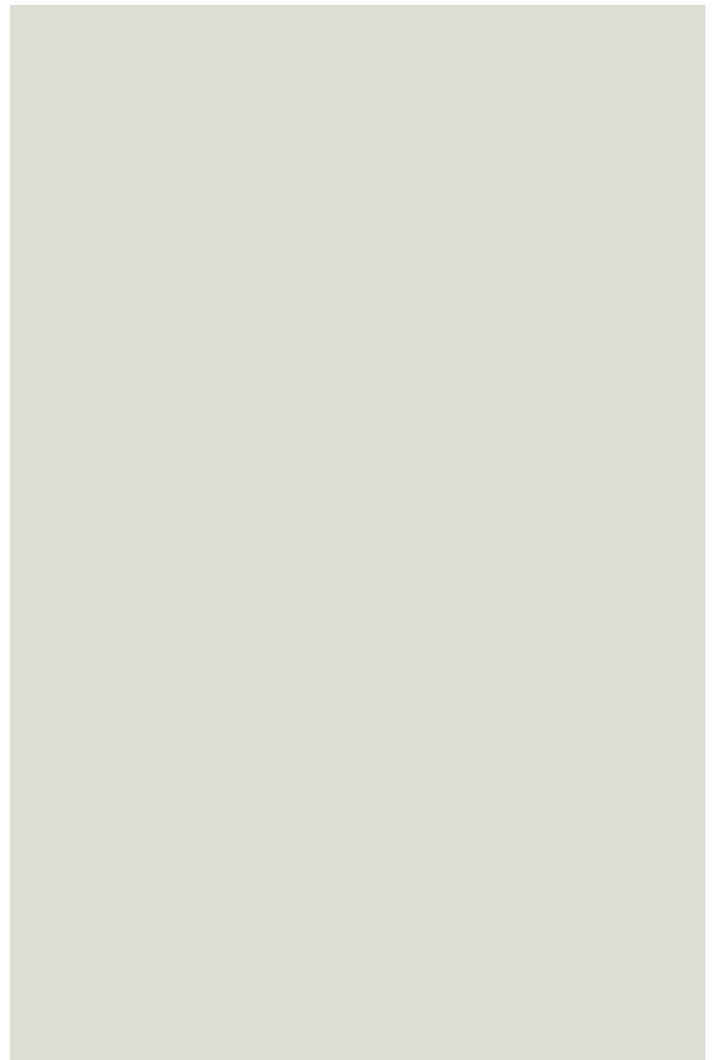


## Video Narration:

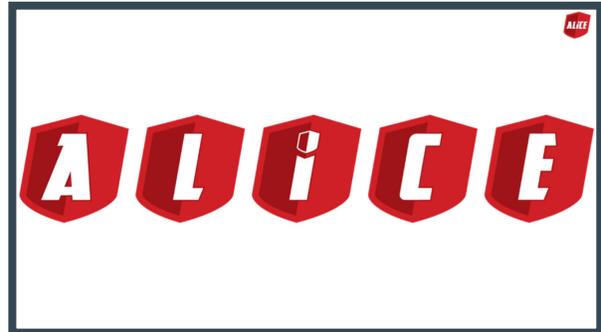
ALICE is an acronym that stands for Alert, Lockdown, Inform, Counter, and Evacuate. Each letter contains a flexible set of strategies you can use to maximize safety during a VCI.

This set of strategies will greatly increase your odds of survival if you should face this form of disaster. Preparation leads to peace of mind, confidence, and more successful outcomes.

## My Notes:



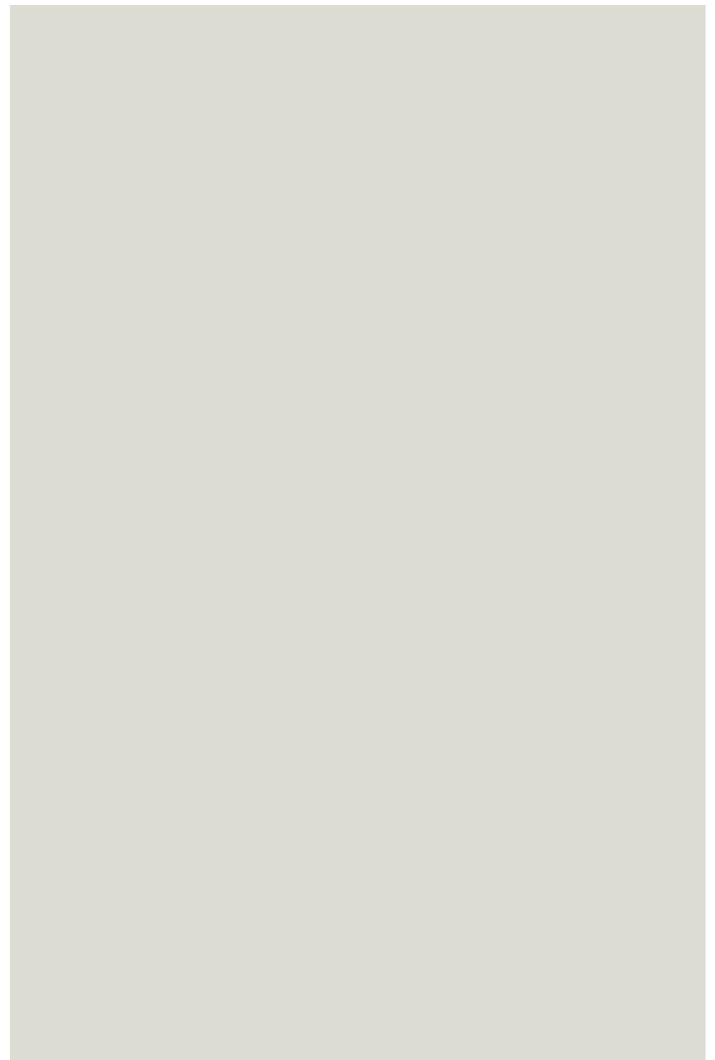
Video Slide: 6



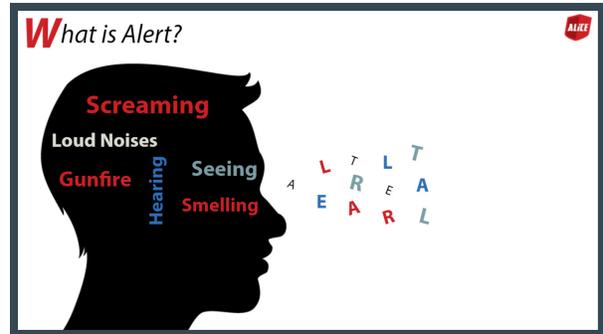
## Video Narration:

The strategies of ALICE are not performed in a sequential manner. Your unique situation and location will determine which strategy you will use. You may also be able to use more than one strategy at a time. Let's discuss the strategies now.

## My Notes:



Video Slide: 7



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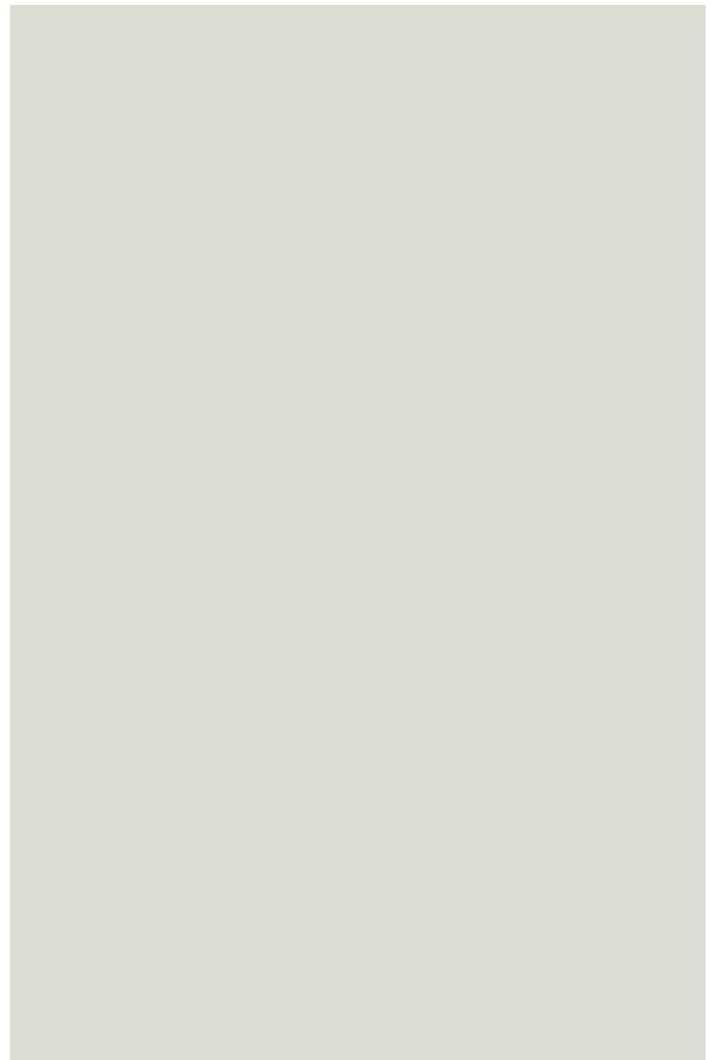
## Video Narration:

The alert is your first notification of danger. You receive an alert using your senses. For example, you could see the attacker, hear gunshots, or see or hear information over communication devices.

You must take all alerts seriously. Many times, people mistake gunshots as everyday sounds because they think "it won't happen to me." Listen to these quotes from people involved in Violent Critical Incidents.

## My Notes:

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Video Slide: 8



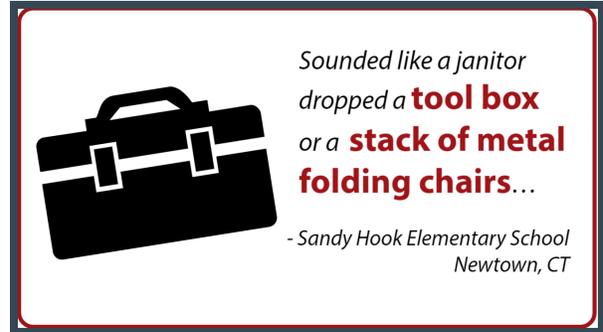
## Video Narration:

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

## My Notes:

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

Video Slide: 9



## 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 folding chairs..."

## My Notes:

Video Slide: 10



## Video Narration:

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

## My Notes:

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

Video Slide: 11

**W**hat is Lockdown?



*Used when you know the attacker is nearby.*

*Much more than locking the door.*

*Control the door by building a barricade.*

## Video Narration:

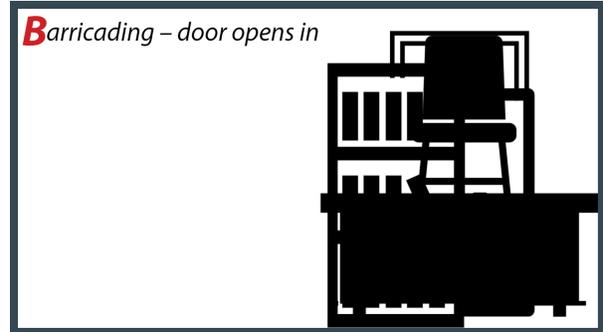
Lockdown can be used when you know the attacker is nearby and you are not able to evacuate safely. You will need to control the door of the room. Start by locking it, but know this is not enough. Door locks alone have been defeated by attackers. You will need to control the door by building a barricade. The type of barricade you will build will depend on the way the door opens. Does it open in or 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: 12



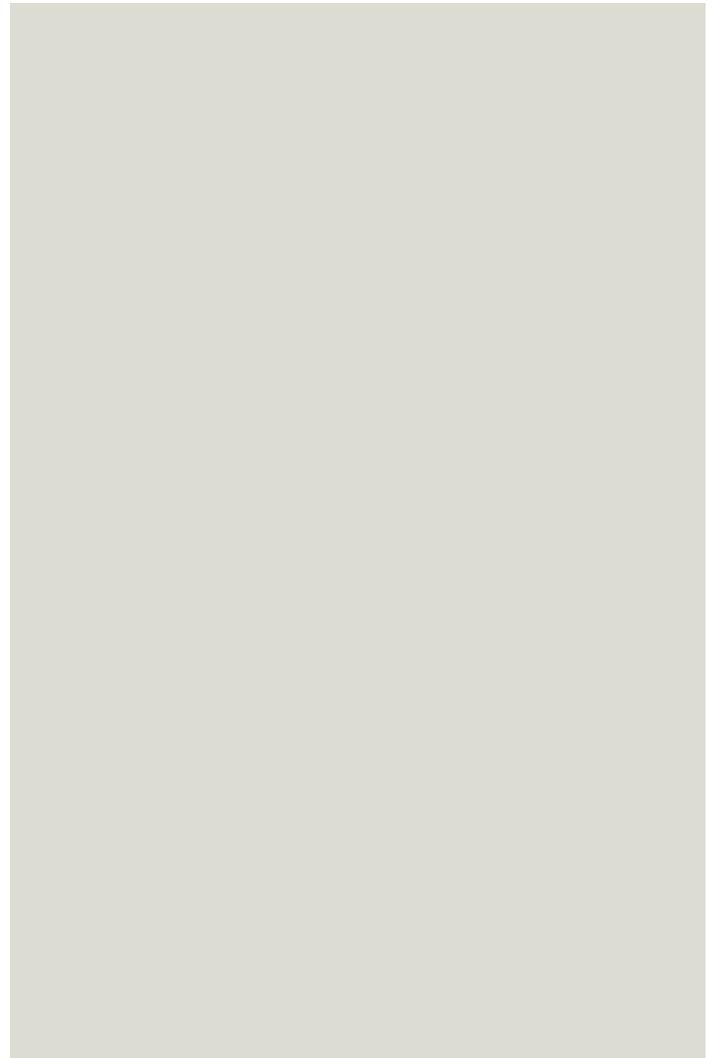
## Video Narration:

The easiest door to barricade is one that opens in. Place something heavy in front of the door and continue to block it with other heavy objects in the room such as desks, chairs, filing cabinets, bookshelves, and more.

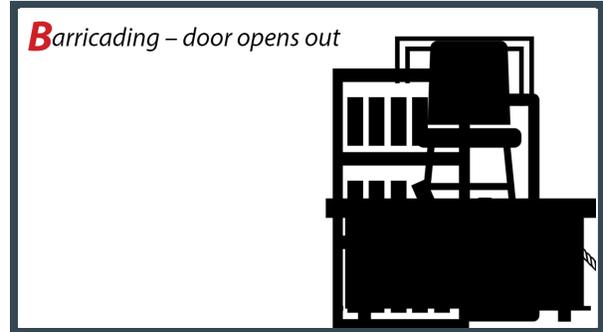
### Critical Thinking Opportunity:

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: 13

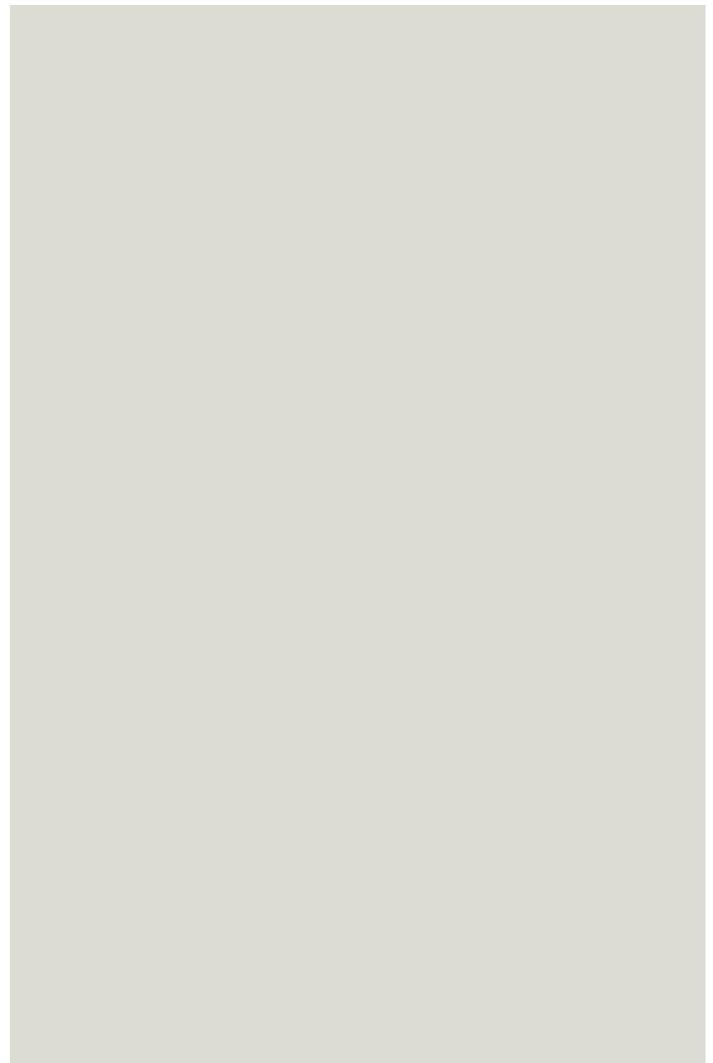


## Video Narration:

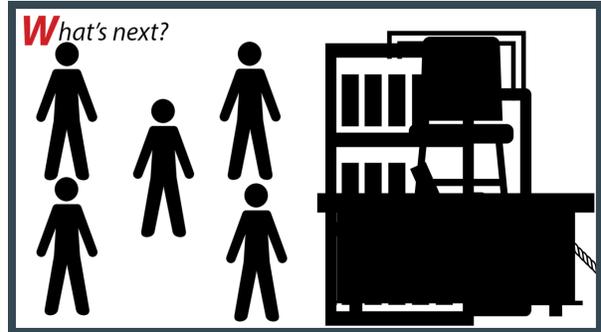
A door that opens out can be just as easy to barricade, but you must control the handle BEFORE barricading with cabinets, desks, chairs, bookshelves, or any other object in your area.

Use something 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:



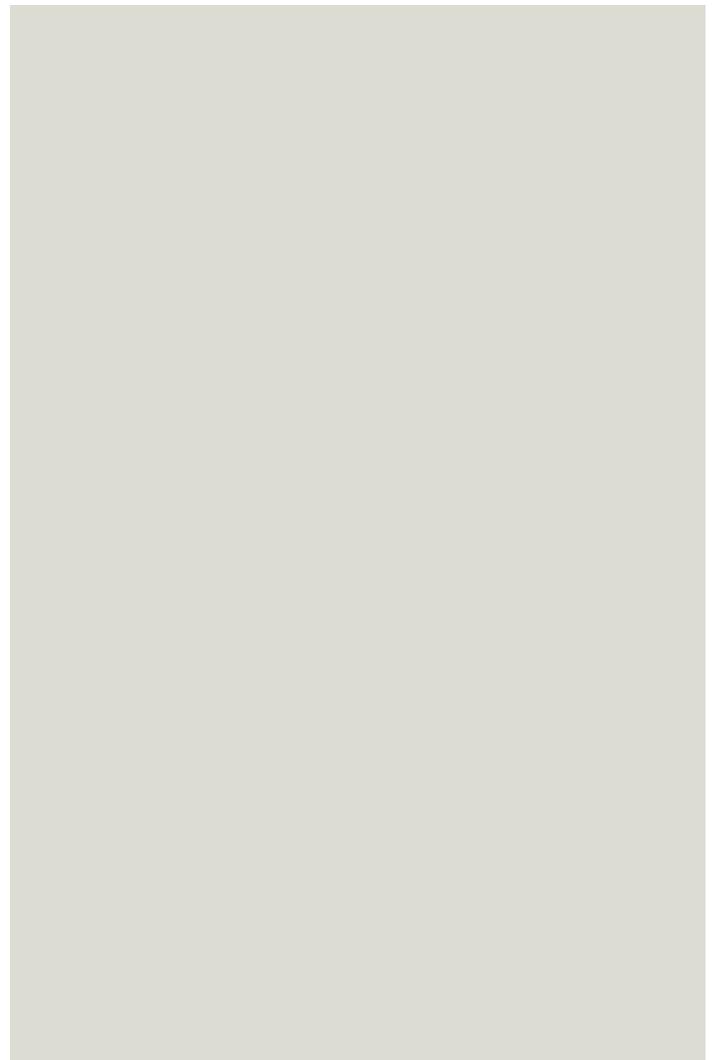
Video Slide: 14



## 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 attacker.

## My Notes:



Video Slide: 15



## Video Narration:

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

### Critical Thinking Opportunity:

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

## My Notes:



Video Slide: 16



## 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 opens outward
- A device that can be used as a stop watch for keeping time
- Items to Counter with in case the attacker gets into the room

### 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 Counter or Evacuate.

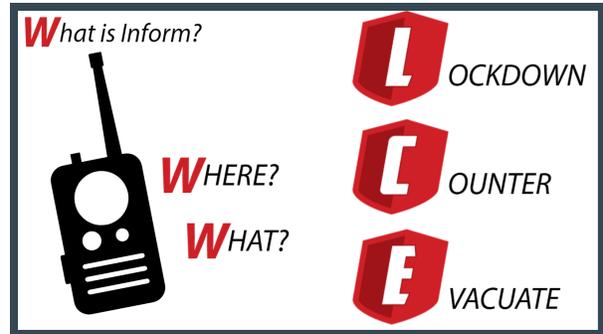


### **Assessment:**

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.

<b>Assessment Sheet for Lockdown Activity</b>		
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: 17

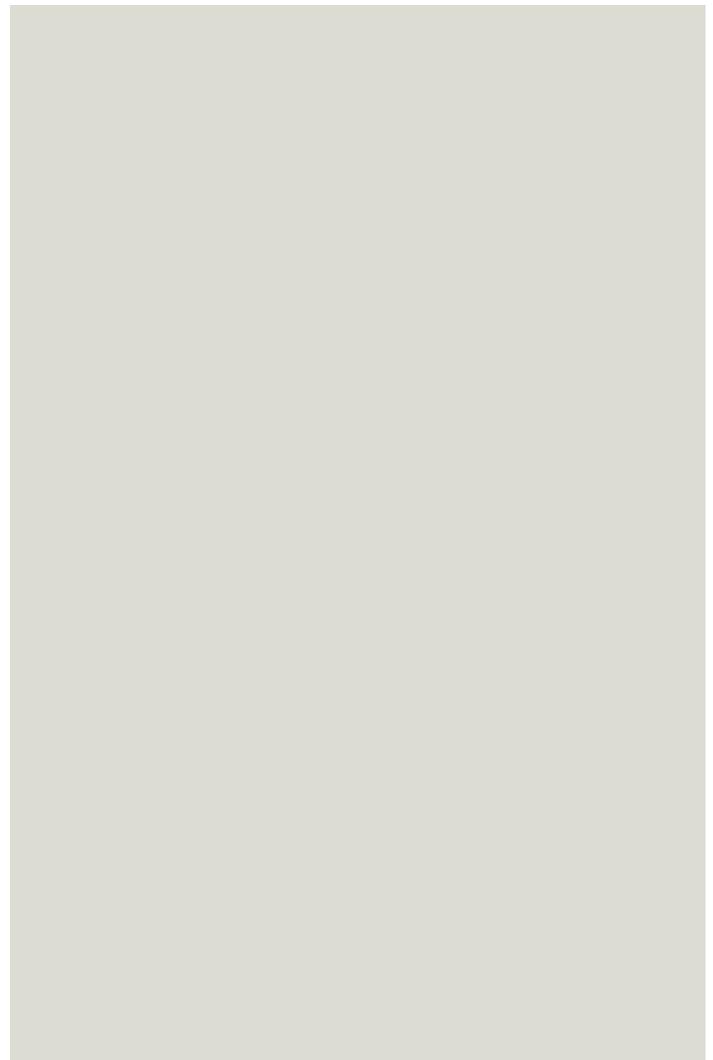


## Video Narration:

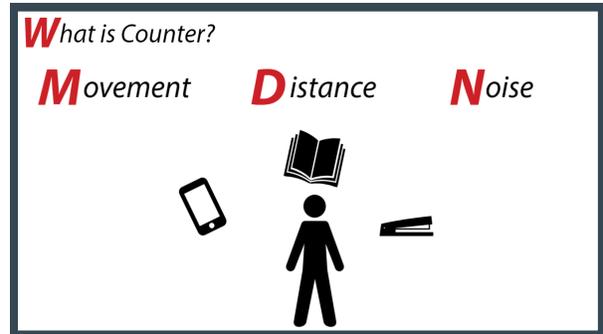
Information empowers others to make decisions based on how to respond to the threat. Use plain language - not code words - to give information such as where the attacker is and what the attacker is doing.

Receiving this information allows you to know what strategy you need to use to enhance your safety.

## My Notes:



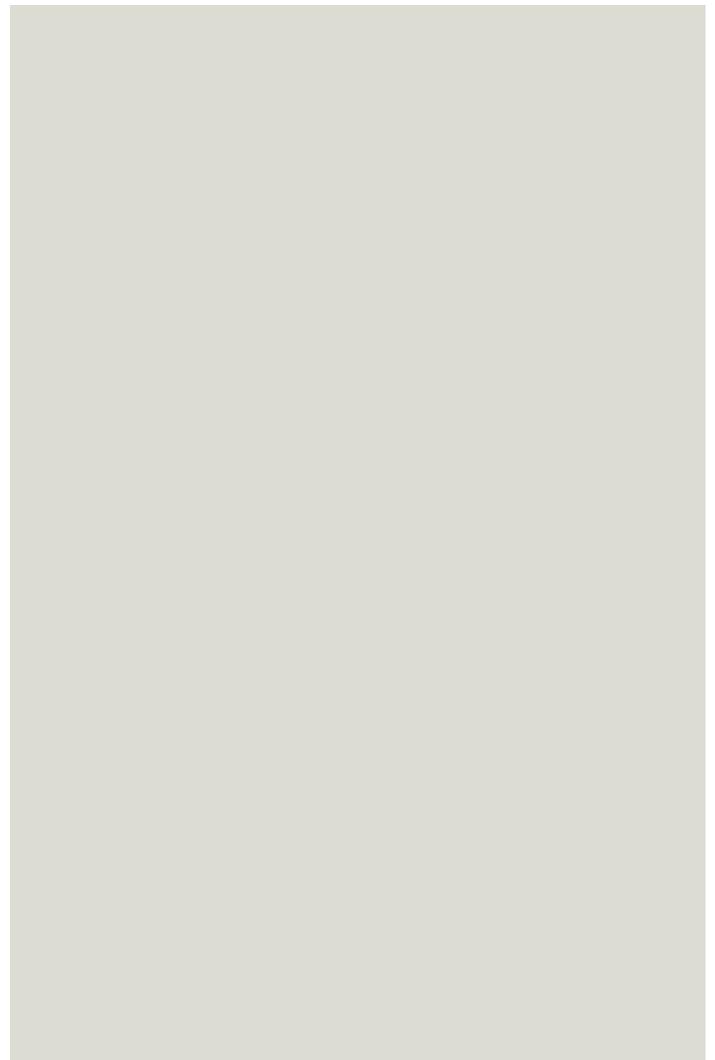
Video Slide: 18



## Video Narration:

Counter is your ability to disrupt the attacker from shooting accurately. Shooting is a mental and physical process. You can disrupt the mental portion of shooting accurately due to over tasking the brain with stimulus. You can over task the attacker's brain by participating in acts that will overwhelm the brain's ability to function accurately. These acts can be movement, distance, noise, or throwing items in the visual pathway of the attacker.

## My Notes:



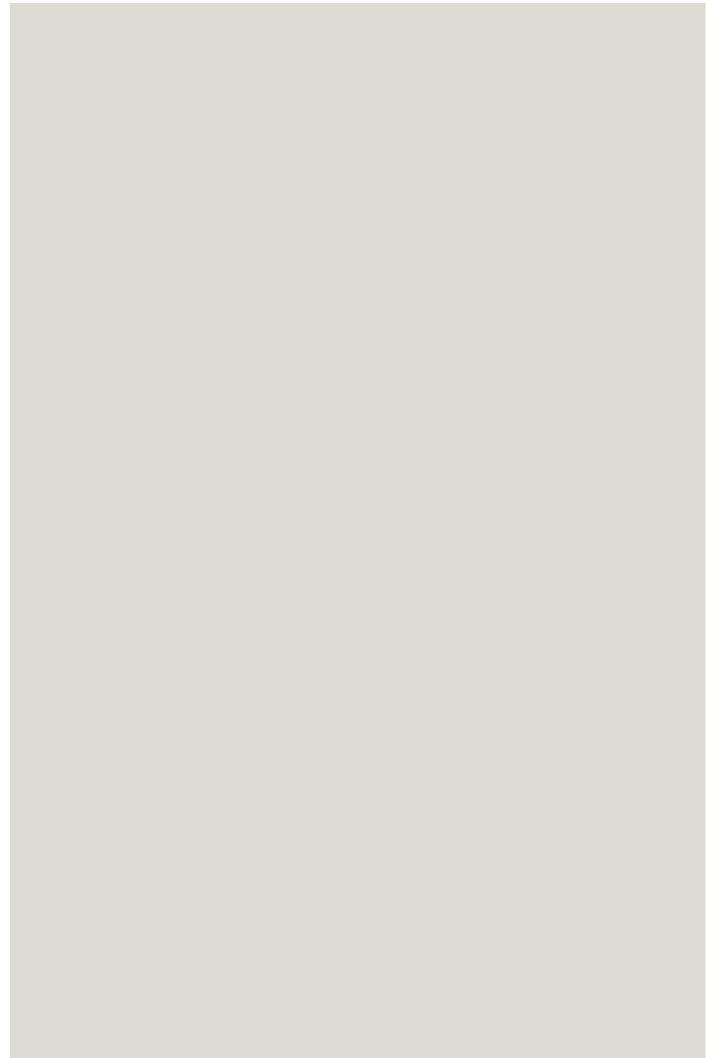
Video Slide: 19



## Video Narration:

Countering gives you time and ability to perform other strategies. You may decide to evacuate away from the attacker or use the SWARM - controlling the body of the attacker by the five appendages (two arms, two legs, and the head). You will need one person per appendage. Please note SWARM is age appropriate.

## My Notes:



Video Slide: 20



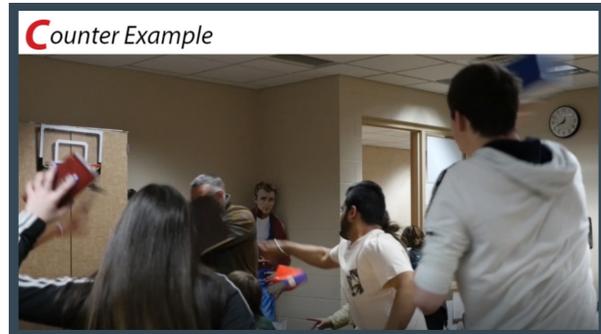
## Video Narration:

If the weapon is dropped by the attacker, do not hold it in your hand. Place it in a trash can or other bag so you are not a threat to responding law enforcement.

## My Notes:

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

Video Slide: 21



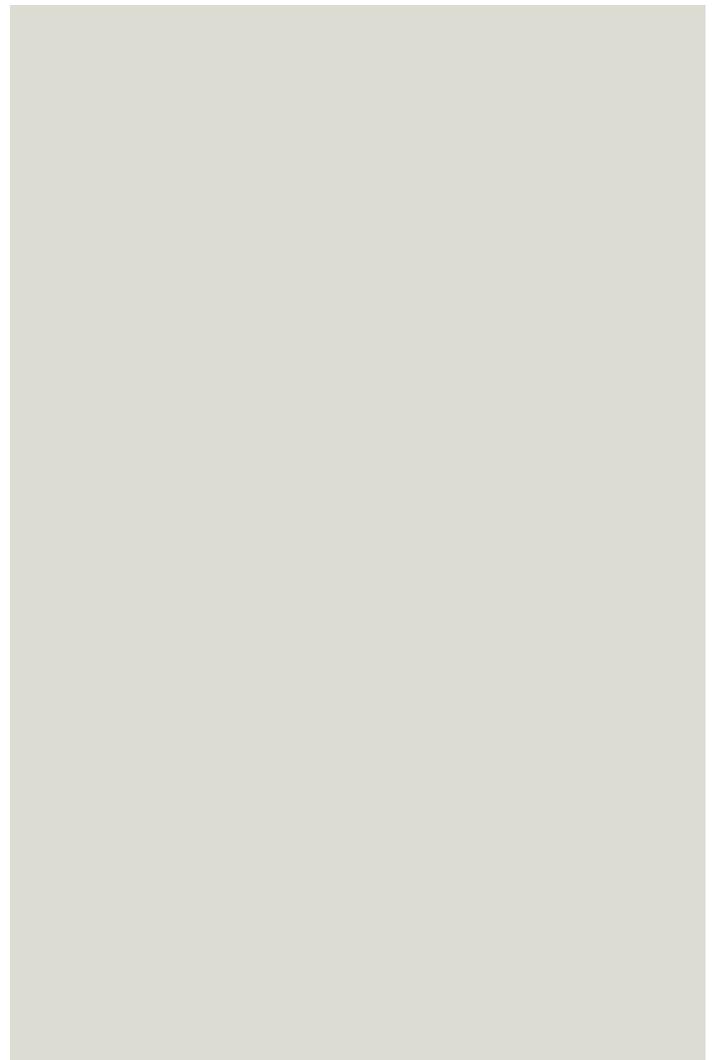
## Video Narration:

Let's watch these students perform a counter strategy.

### Critical Thinking Opportunity:

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

## My Notes:



Video Slide: 22



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## Stop & Do

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### 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 or SWARM (age-appropriate).

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 - Follow the Circle with Distraction**

Repeat the previous activity but add safety goggles or other eye protection. This time be ready to throw soft objects (stress balls, wadded up paper) in the volunteer's visual pathway (head and face).

Click play. A few seconds into the activity, toss 1 item at the volunteer, then toss another, and another.

Outcome: You should see a reaction from the volunteer. They should protect themselves and forget about where the laser is going. The laser will be all over the screen, not following the circle. This shows that when a stimulus is introduced into the visual pathway of the attacker they will not perform accurately.



### **Activity #3 - Control the Body**

*Please note: you will need to contact your ALICE Certified Instructor (ACI) to assist you in this activity.*

The SWARM activity is only practiced with students who are 13 years of age and older (7th - 12th grade). This is to show how to control the appendages of the attacker. You need the ACI to run this activity for you. Your ACI has been certified and trained on how to perform this activity safely.

Video Slide: 23

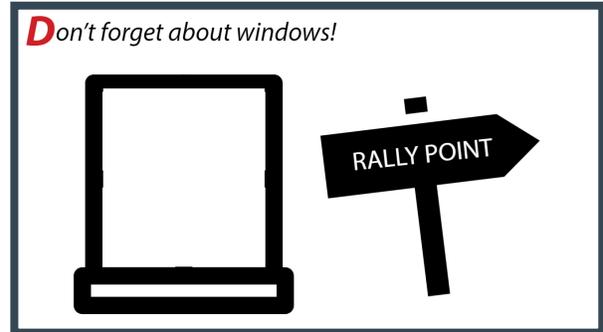


## Video Narration:

Evacuation is the preferred strategy. If you know you can remove yourself from the situation due to the information you are receiving, go. Knowing your exits and where they lead is very important.

## My Notes:

Video Slide: 24

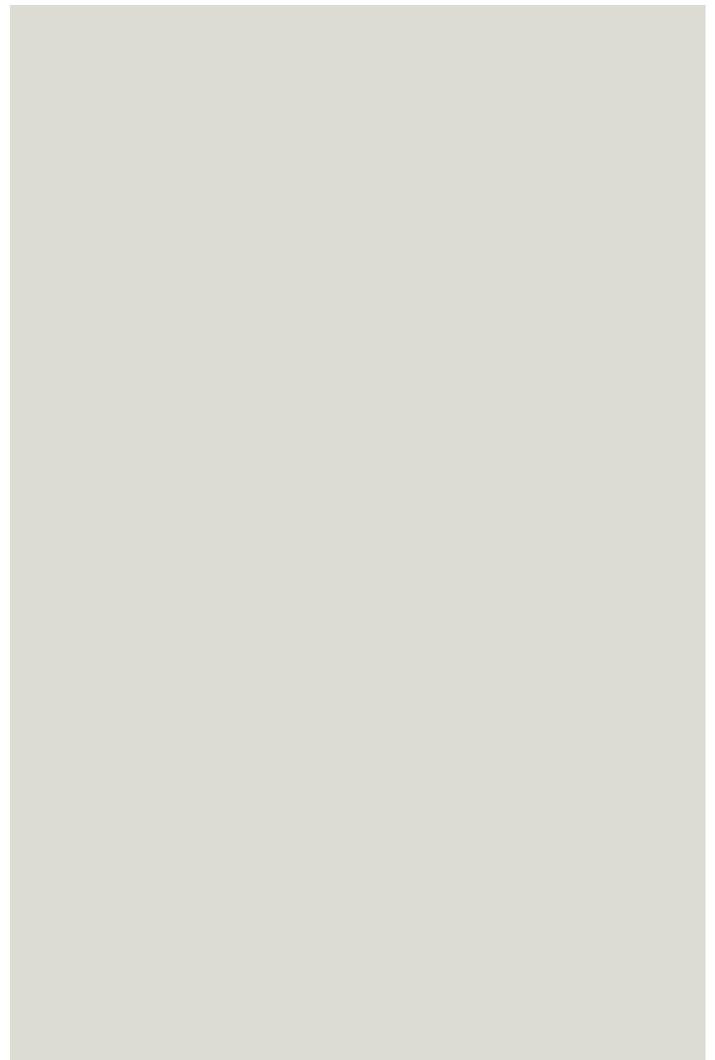


## Video Narration:

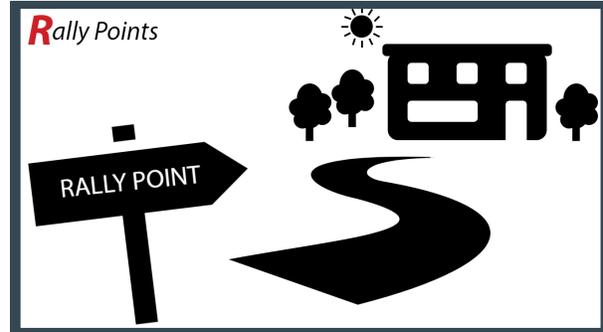
Windows can be used as a way out if available. Know how the windows open. Do they open all the way? If not, know you are empowered to break the windows to remove yourself from the situation. To break a window correctly, strike the window in the upper right-hand corner with a heavy object. Once the window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

If you are on the second floor, don't jump. Turn around and hang from the window and drop yourself down to the ground. Once you get out of the building, move to your pre-designated rally point.

## My Notes:



Video Slide: 25



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## Video Narration:

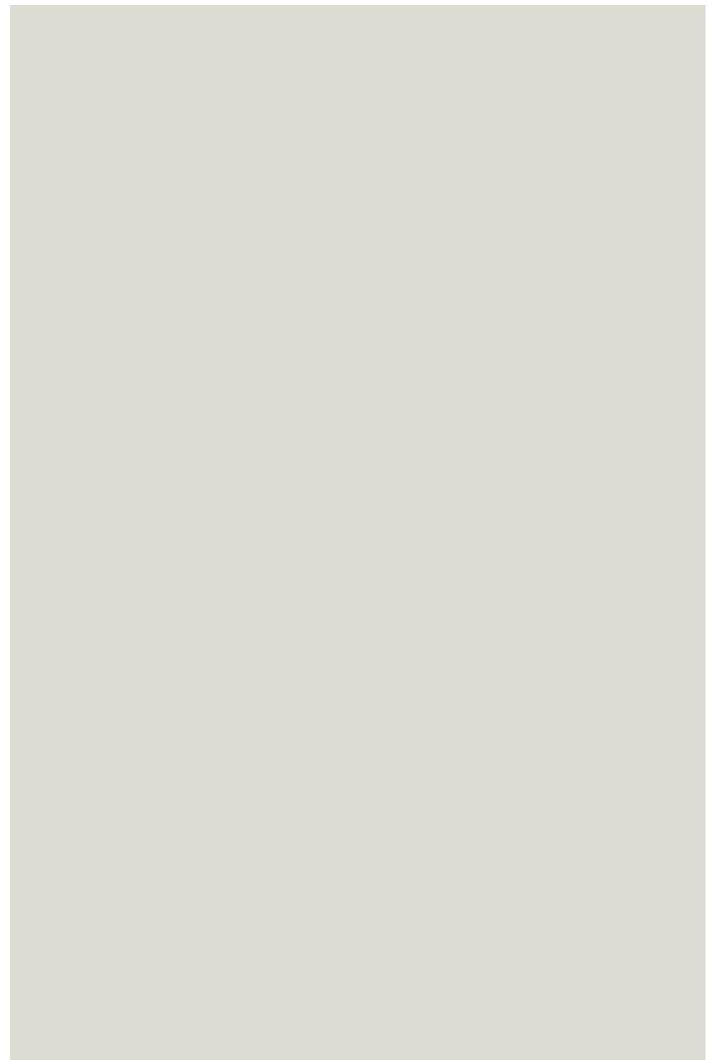
A pre-designated rally point is a location away from your building that is close enough to run to but far enough for safety. Practice moving to this location during drills.

### 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:

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Video Slide: 26



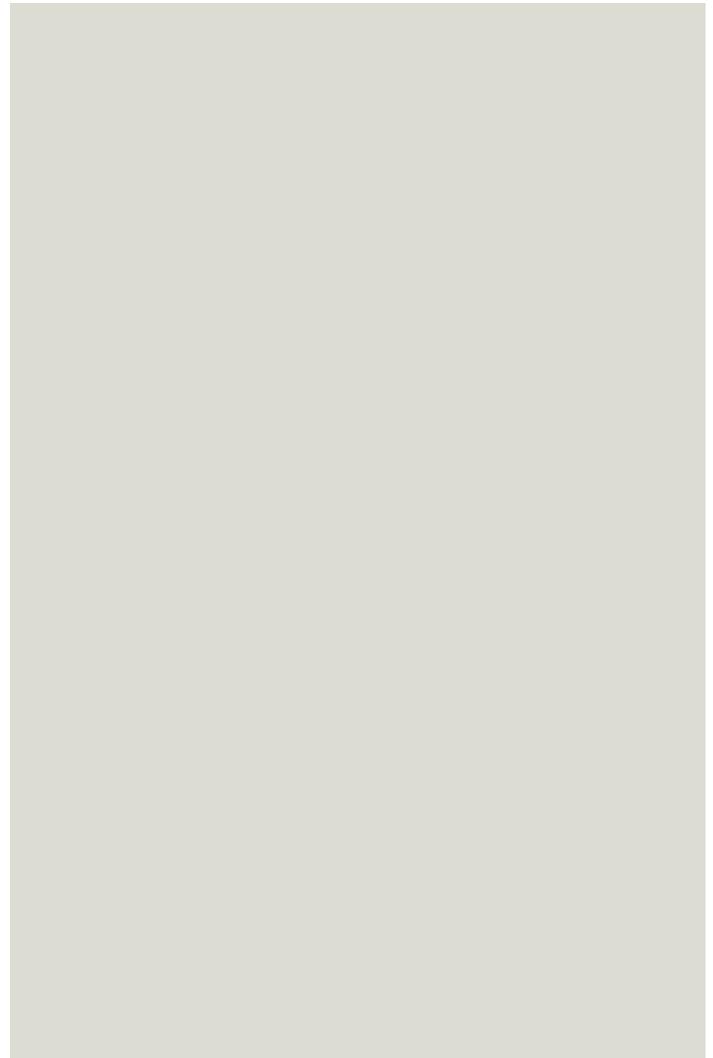
## Video Narration:

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

### Critical Thinking Opportunity:

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

## My Notes:



Video Slide: 27



## 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.

## Stop & Do (continued):

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 ACI or local law enforcement to assist you in this activity.

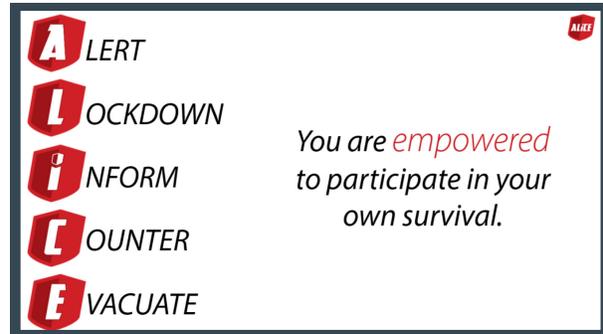
### **Guided Practice:**

- 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.

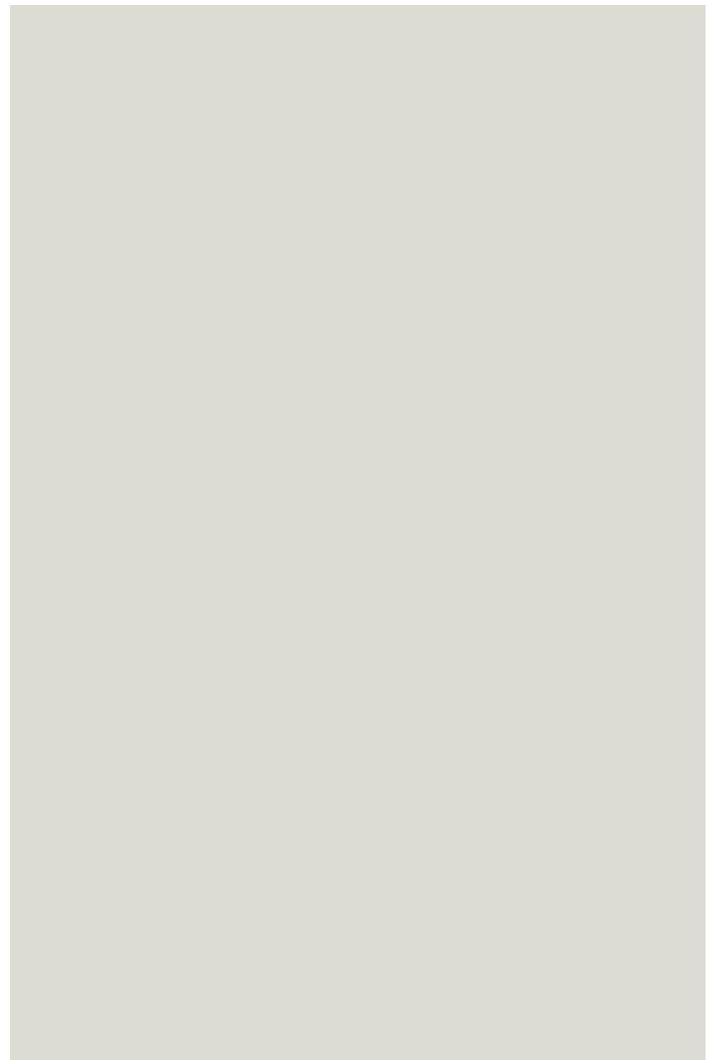
Video Slide: 28



## Video Narration:

The ALICE program is based on five strategies to increase your survivability and mitigate casualties in a Violent Critical Incident. If faced with this situation, choose the best strategy, or strategies, of ALICE that works best for you. Remember, you are empowered to participate in your own survival.

## My Notes:



Video Slide: 29



## Video Narration:

Thank you for watching the Basics Concepts of ALICE video.

## My Notes:

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

# ALICE<sup>®</sup>

## TRAINING INSTITUTE

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*Empowering individuals to participate in their own survival*