

A.L.I.C.E. HIGH SCHOOL
STUDENT LESSONS





The A.L.I.C.E. Age Appropriate Student Lessons for Washtenaw County were developed in collaboration with educators, mental health professionals and law enforcement personnel throughout the county.

Special thanks and acknowledgement is given to:

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National A.L.I.C.E. Training Institute

alicetraining.com

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Dear Washtenaw County Educator,

The Washtenaw Intermediate School District, in conjunction with our local law enforcement, would like to thank you for teaching the age-appropriate student lessons. The process for the development of the student lessons included:

- Grade level teacher team meetings (April and May)
- Review of the first iteration of the A.L.I.C.E. age-appropriate lessons with recommendations and feedback provided by the countywide Train the Trainers-a group of over 100 representatives from all districts and law enforcement (May 13)
- Grade level teachers recommending amendments to the A.L.I.C.E. lessons (May)
- Grade level teachers finalizing A.L.I.C.E. lessons (August)
- Lesson reviews by law enforcement teams with final recommendations (September)
- Pilot of student lessons in school classrooms throughout the county (September)

Included in this packet you will find the following:

- Letter from Washtenaw County Sheriff, Jerry Clayton
- Parent letter to be sent home prior to beginning lessons
- Age appropriate lesson plans

A day or two prior to teaching the lesson(s) please do the following:

1. Carefully read the entire lesson
2. Determine when you will teach the lesson
3. Download all of the lessons, links, and activities (if applicable)
4. Ensure you have the proper technology
5. Discuss the upcoming lesson with students (read through teacher tips about the sensitivity of the topic and how to approach them with students)
6. Send home the parent letter

It is our goal to have the A.L.I.C.E. Student Lessons taught throughout the entire county prior to winter break. Please help us reach this goal. Should you have any questions, concerns or would like to dialogue with lesson developers, please email: alicestudentlessons@gmail.com

Thank you,
Washtenaw County A.L.I.C.E. Initiative Training Team

Date

Dear High School Students and Families,

The Washtenaw Intermediate School District is working in conjunction with the police departments of Ann Arbor, Chelsea, Milan, Saline, Ypsilanti, Eastern Michigan University, Northfield Township, Pittsfield Township, the University of Michigan Public Safety Department and the Washtenaw County Sheriff's Office to develop a countywide initiative to help educate and prepare students and staff in the event of an active threat. This countywide coalition is developing, educating and training high school students and staff on how to respond and prepare for an active shooter or active threat event that, even though unlikely, may occur in the school setting.

The training is called **Alert, Lockdown, Inform, Counter and Evacuate**, commonly referred to as **A.L.I.C.E.** This program offers appropriate actions for students and staff to take in order to stay safe in the event of an active shooter or active threat in the school building or on campus.

The main objective of this program is to provide students and staff with **OPTIONS** to increase their chance of survival during an active shooter or active threat emergency. The **A.L.I.C.E.** initiative is being recognized across the country as an additional component to the traditional "lockdown" response, in case an active shooter or active threat situation arises in the school setting.

A.L.I.C.E. training is underway in Washtenaw County school districts. School administrators, teachers and staff began training in the fall of 2013. It is time to educate and train our students with engaging, age-appropriate lessons and practicing age-appropriate scenarios, which will lead to a practical understanding of the safety options provided by **A.L.I.C.E.**

A.L.I.C.E. Training for _____ will begin on _____

Please be advised: This could be an emotional day of learning for some students. This will provide our students with the necessary skills to save their own lives and the lives of others!

On the day of A.L.I.C.E. Training, you should expect:

- Overview of A.L.I.C.E. basics
- Videos
- Scenarios
- Participation and interaction
- Hands on experiences

If you have any questions, please contact your building principal at _____.

Sincerely,

Washtenaw County A.L.I.C.E. Initiative Training Team

Please Cut and Return Bottom Portion with Signature

I understand my son/daughter will participate in the upcoming A.L.I.C.E. Training

Parent/Guardian Signature: _____

Parent/Guardian Printed Name: _____

Student Signature: _____

Student Printed Name: _____

High School Lesson Plans: A.L.I.C.E.

Day 1

**** Preliminary Note: Prior to lesson, send out A.L.I.C.E. PARENT LETTER in order to prepare families for the active shooter/active threat training that will be occurring in the school/ district on this date _____ ****

******Each day is designed as an outline. Any combination of activities will cover concepts in-depth.**

I. ATTENTION GRABBER

- TEACHER - “Today, we are going to begin discussing the possibility of a threat in our building. Please take out a sheet of paper and a pencil/pen. Record your initial reactions to the sound clip I am about to play.” (while the clip is playing the teacher may throw rock pops on the ground to give the scent of gun smoke--make sure this is okayed by your principal)
 - Play recording of gun shots and people screaming. Here is a link <http://youtu.be/x19uoVfJnrM>
 - This part of the lesson is meant to evoke a great deal of emotion--some of the students have and some have not heard a gunshot. Combining gunshots and screaming, frantic people together is meant to evoke a strong emotional response. Please pay attention to how your students react to this. This can be adapted to reduce the level of emotional response.
- “Please silently write down your thoughts. How did this make you feel, what was your reaction, what did you think about immediately?”
- Share with students, " You could be anywhere when you hear that sound. At a sporting event, in the mall, at a movie theater...do you know what to do? Do you know what your reaction will be?"
- “Take 60-90 seconds and share your thoughts/reactions with your neighbor.”
- “Would anybody like to volunteer their reactions to the class?”
 - Take about 2 minutes to share and discuss responses as a class. It is recommended that you only have 3-5 students share. This could take an entire class session if you are not cautious.

Transition: “Our warm up was pretty heavy with emotion--feeling our feelings--now we know that a scenario like this has a low probability of happening, but we still need to be prepared. This is where A.L.I.C.E. training comes in.”

I. Introduction to A.L.I.C.E. (Power Point)

- Show Washtenaw County Sherriff’s Office: Active Shooter Survival Power Point to entire class—Pace yourself and take no more than 20 minutes with the video. Some slides are just meant to be briefly touched upon.

- Please note the Zero Day Columbine video is not an active link and not meant to be shown to students, however, the slide is left in the PPT to discuss the following with students:

1. Lessons learned from Columbine
2. Warning signs prior to the event and ways students should notify authorities if they expect violence to occur.

This is a great place to make sure students know about the new tip line designed just for them. OK-2-SAY was signed into law by Governor Snyder in 2013. Pass out a copy of the news article enclosed.

3. Teachers at Columbine thought it was a rehearsal for a play
4. Students did not go out of several exits in the room/building because that was not how they had previously practiced drills. They had only practiced going into LOCKDOWN.

Throughout the Power Point:

- Talk through the slides with students
- Ask students if they remember any of these shootings. If they do, ask what they remember and how did it make them feel? Focus on the fact that these shootings are happening, but they are not making the news--why aren't they making the news? Maybe because no one died. So why weren't there any deaths? People were prepared to deal with the situation--so lets get prepared!

II. Group Work: A.L.I.C.E. (This can be moved to Day 2 if time does not allow Day 1)

- Split class up into 5 groups (whole process should take around 20-25 minutes) Groups may be assigned randomly--Triptico is a great, free resource for random group selection--or you may assign groups
 - Each group gets one of the letter's that forms A.L.I.C.E.
 - Each group receives poster board, markers, crayons, colored pencils
 - Directions:
 1. Write the letter on the poster board
 2. Write what the letter stands for
 3. Write words that describe this situation: what can you do, what thoughts come to mind, what would the situation look like
 - Each group presents their poster board and discusses pictures/descriptions

Alternate assignment: If your class has access to computers, instead of creating these on poster board, they could create them on a virtual poster board through Glogster. Videos can also be added to demonstrate or explain the meaning of each letter.

III. End class with:

- Exit Slip/Discussion/ - What does A.L.I.C.E. stand for? Why is it important for us to learn about this process?
- Possible Homework Assignment – Go home and talk to your parents about what you learned today. Explain the meaning of the A.L.I.C.E. acronym.

Day 2

- I. Take out a sheet of paper and write down what each letter stands for in the acronym **A.L.I.C.E.**
- II. Review what **A.L.I.C.E.** stands for (point to posters and ask for students to volunteer answers)
 - a. Make a point to remind students about their senses--what might they hear, see, or smell when in a situation where they would need to use A.L.I.C.E.?
 - b. Discuss the importance of decision making--A.L.I.C.E. requires you to make several decisions in a short amount of time, each with different consequences and a different path--possible break this off into another lesson where you have a tree situation--if this, than what?
- III. Show the following video: Beyond the Badge – A.L.I.C.E. – Beyond the Badge, Episode 5, Protection (13 minutes)
 - <http://www.youtube.com/watch?v=5s1VaEr3rPE&authuser=0>
- Reactions to video? Could we do this here?
- IV. Show the following video from Oak Hills High School and hand out **A.L.I.C.E. In Action** worksheet. The worksheet should be completed by the students while they are watching the 7 minute video clip created by Oak Hills High School in Cincinnati, Ohio

VERY IMPORTANT: This is a very good video, but some of the students in this video are joking and laughing inappropriately. We chose to still use the video because we believe this is a teachable moment and can springboard great discussion around having the appropriate affect while dealing with such a sensitive topic.

 - a. <https://vimeo.com/83796609>
 - b. **A.L.I.C.E. In Action** Worksheet
 - c. After video, give students a few minutes to finish filling out the worksheet
 - d. Have students get into groups of 3-4 to share ideas. Ask students to write down any additional ideas they learn during this session
 - e. Come back together as a whole group and share ideas with the class
- V. Go over exits (You will need updated building maps for this activity)
 - a. Download an updated map of the high school, and go over possible exits and safe places for students

- Scenarios could arise where students are in the hallway, the bathroom, or the locker room. Where should they go? These questions will come up during this discussion.

**- As a building, discuss the answers ahead of time. BE CONSISTENT!
All teachers and school staff should be delivering the same answers!**

Day 3

I. Review A.L.I.C.E. and the map of your building

II. Today you will present 5 scenarios to your students, asking them, “What are you supposed to do?”

- a. There is an active shooter in your hallway
 - Go through the A.L.I.C.E. terms. What order would you use?
 - Alert: Who would you call? Who will call the authorities?
 - Lockdown: Who handles the doors, the lights? What items will you push in front of the door? Who hides where?
 - Inform: Information provided through PA (what does the shooter look like, what is he/she wearing, what kind of weapons, where is he/she in the school, how many people are there?)
 - Counter: Do we have anything to throw at or confuse the active shooter? Should we swarm?
 - Evacuate: Is there a possibility of an evacuation? Or are we in a room that has windows? More than one door?
- b. There is an active shooter in another hallway
 - Go through the A.L.I.C.E. terms again. Is your order going to be the same? Why or why not? How would it be different?
 - We know the shooter is not near us, so we should still lockdown, but perhaps look for a way to evacuate?
- c. There is an active shooter at your door
 - Go through A.L.I.C.E. terms again. What should be a primary focus (counter)?
 - What can you counter with?
 - SWARM
 - Confuse
 - Flick lights
 - Anything that can be used to distract or stop the active shooter
- d. You're in the cafeteria at lunch
 - Go through the A.L.I.C.E. terms again.

- Is your order going to be the same? Why or why not?
- How would it be different?
- **As a school, you will need to decide on the best course of action for students in the cafeteria during lunch hour**

e. You're in the hallway--it's passing time

- Go to and enter the nearest classroom IMMEDIATELY!
- Teachers need to check the hallways before shutting their doors!
- Go through A.L.I.C.E. steps again. What order should we do this time? Does it depend on the location of the shooter? Evacuate? Lockdown? Counter?

Alternate Assignment: Students are in groups and assigned a scenario--have them come up with a script and role-play their scenario to the class. Have a Q&A after each presentation--what worked/didn't work? Why? Also, have the groups compose notes to provide their classmates as they present their scenario.

Day 4

(Important: This day must be scheduled in advance with your district SRO, local police or Sheriff's Office)

I. Q&A session with representative from the Sheriff's Office

- Depending on the size of your school, determine the length of time and the group size for the Q&A session

II. After Q&A, teachers debrief in classrooms with their students. Discuss reactions, thoughts, suggestions

Other possible Lessons:

- Talk to the Text article--see additional resources
- Prompts: You have 10 seconds, how do you barricade a door?
 - We can't exit through the classroom door, what do we do?
 - Think of other scenarios that you could provide here.
- Run-Hide-Fight: <http://youtu.be/IfHCosq0SMg>
- What Would You Do Scenario:
 - As a class, have the students watch a pre-made video--you may be able to find these on the A.L.I.C.E. website. If not, you might have to create one or borrow a video from another school that has an existing one.
 - The video plays a scenario: Kids are in the cafeteria eating their lunch--happy and joking around. All of a sudden someone with a gun walks in...
 - Pause the video and pose questions to the students in a, "what would you do scenario?" What is your first instinct?
 - Play the video--there's maybe 3 alternate endings. What happens with each decision that's made? Are there more casualties/injuries in one

decision over the other? Maybe assign names to casualties/injuries--make it real and personal to them. Make it hit home.

A.L.I.C.E. in Action!

Oak Hills High School Active Shooter Training Video

Directions: For each letter in A.L.I.C.E., write down examples of what students did in this video.

A

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E

Talking to the Text Activity

Talking to the Text

- Strategy used to help you comprehend (learn and understand) readings
- Good readers “talk to the text” in their heads
- Practicing it by writing it out teaches us to do it in our heads

Follow these steps:

1. Begin reading the passage
2. Highlight or circle words or phrases you can identify with
3. In the margins, make notes, ask questions, make comments, and make predictions
4. Think about these things:
 - Connections you can make to what you know
 - What you wonder about as you read
 - Words, phrases, or sentences that you find interesting
 - Questions about or wanting additional information

Using the T4 strategy helps you understand and remember your readings

To Survive A Shooting, Students Learn To Fight Back

by Dan Carsen

October 11, 2012 5:23 PM ET

Listen to the Story

[All Things Considered](#)

4 min 56 sec



Many schools advise students and staff to lock doors and stay in place during a shooting threat. But others are adopting an approach that includes fighting back if escape is impossible.

The names Columbine and Virginia Tech have both become tragic shorthand for school shootings in America. In the wake of those shootings, schools have developed a fairly typical lockdown procedure when there's a threat: sound the alarm, call police, lock doors and stay put.

The standard school-lockdown plan is intended to minimize chaos so police arriving on the scene don't shoot the wrong people. Students practice following directions, getting into classrooms and essentially, waiting.

But some security experts think that response plan is inadequate and may actually be dangerous. A growing number of schools are now adopting controversial training that offers a different type of response — including how to fight back against a gunman.

Beyond Lockdown And Wait

Greg Crane, a former teacher and SWAT officer, notes that even trained police officers miss roughly three-quarters of their shots fired in the line of duty. In contrast, he says, school shooters "don't miss at that high a rate. In fact, they almost hit at that high a rate.

"[Gunman Seung-Hui] Cho at Virginia Tech, he was over a 100-to-1 numerical disadvantage," Crane says. "One person should not be able to do what these single shooters are able to do."

They are able to hit so many people, he says, in part because the staff and students are just too easy to shoot. "We've conditioned them to go sit in a corner, go sit under a table."

So Crane developed a training program that teaches potential victims to make themselves harder to target — and that includes ways to fight back. He dubbed the program "A.L.i.C.E. training": alert, lockdown, inform, counter, evacuate.

"We don't tell [students and staff] what to do. We tell them what they can do," Crane says. "Ultimately, they're going to be the ones experiencing this danger, and we want them to be the ones to decide, 'What is it that I can do that will increase my chance of survival?'"

Crane and other A.L.i.C.E. proponents want to empower the people in a shooting situation — even children — to make those life-and-death decisions. At least 1.6 million students in almost 300 school systems, from elementary schools to colleges and universities, have had A.L.i.C.E. training. Crane says he's even taught it to kindergarteners.

'Throwing, Screaming, Yelling'

Auburn University in Alabama is a more typical setting for A.L.i.C.E. training. On a recent afternoon, emergency manager Chance Corbett is analyzing school shootings for about 30 staff and students.

Corbett points out huge differences in room-to-room survival rates based on what occupants did. At Virginia Tech, a professor was killed, but not before he saved students' lives by getting them to jump out windows.

"When it gets to the point that [the shooters] are there to do the harm, do you really want your kid just to hide under the desk?"

- Chance Corbett, emergency manager, Auburn University

In one school building, Corbett says, 12 students were killed in one room and eight in another. But in a classroom where students barricaded the door, "it was zero," he says. "They made a decision that day, it saved their lives. How many of you want to be in that classroom?"

ALICE teaches potential victims "how to barricade, how to lock down, how to run," Corbett says. And while he says escape is always best, "when it gets to the point that [the shooters] are there to do the harm, do you really want your kid just to hide under the desk?"

Corbett says "countering," or fighting back, is a last resort, but he feels strongly that people should know how.

He illustrates one "counter" technique with a drill using tennis balls. Shooters can't help but look at flying objects, he says. That can buy students time to flee or charge.

Corbett also stresses the need to work together.

"Teamwork. Strength in numbers, guys. You don't want two things going at his head, you want 34 things going at his head," Corbett says. "You're gonna be fighting, throwing, screaming, yelling and swarming, getting out of the way, moving."

A Controversial Approach

ALICE supporters often quote examples of unarmed people stopping shooters. Even so, not everyone thinks it's a good approach.

"Most middle-school kids can't decide between chicken nuggets and pizza for lunch," says school security consultant and writer Ken Trump. "To think that we're gonna put that liability and responsibility in the hands of a seventh-grader is insane."

Pro-Gun Group Plans Demonstration At Virginia Tech

Many parents feel the same way. Greg Crane's hometown of Burleson, Texas, was the first school district in the country to try A.L.i.C.E.. Some parents supported it, but others revolted and the superintendent pulled the plug. An Alabama district recently started A.L.i.C.E. and is in the middle of a similar controversy.

Trump says the issue forces parents to confront a troubling question: Would you want your child leading the charge against an armed attacker?

The number of schools using A.L.i.C.E. training "may continue to grow," Trump says, "until the first child who jumps up at an armed intruder gets killed, and a school official has to explain. I would not want my child to be the first one dead on the classroom floor."

But school policy analyst Trisha Powell Crain sees A.L.i.C.E. training as part of a shift toward more active resistance in crime situations. Before Sept. 11, 2001, Crain says, passengers were advised to comply with hijackers. Self-defense instructors used to tell women to go limp to survive a rape. Today, she says, experts have changed their thinking about how potential victims should respond.

And Crain, a mother of two college students and one high school student, says some parents are willing to accept the risk the A.L.i.C.E. method may pose to students — and that she's one of them.

"I would be proud of them if they stepped up and tried to end the shooting," Crain says. "It's just tragic. It's tough to think about. But if your child helped save lives in the process, then yes, that's acceptable."

Additional Resources—High School

A.L.I.C.E. information

<http://www.alicetraining.com/what-we-do/alice-componets/k-12/>

<http://www.ewashtenaw.org/government/sheriff/community/a.l.i.c.e.-system>

<https://www.wpsk12.com//site/default.aspx?PageID=315>

Evacuation Plans:

<http://www.wilmington.k12.ma.us/Evacuation%20Plan.pdf>

Schools Using A.L.I.C.E.

<https://vimeo.com/83796609>

Article about A.L.I.C.E.

<http://www.npr.org/2012/10/11/162712905/to-survive-a-shooting-students-learn-to-fight-back>

Lessons and Activities:

<http://www.cvs.k12.mi.us/mdimitrie/Documents/10->

<11%20School%20Year/Talking%20to%20the%20Text%20overview.pdf>

<http://www.npr.org/2012/10/11/162712905/to-survive-a-shooting-students-learn-to-fight-back>