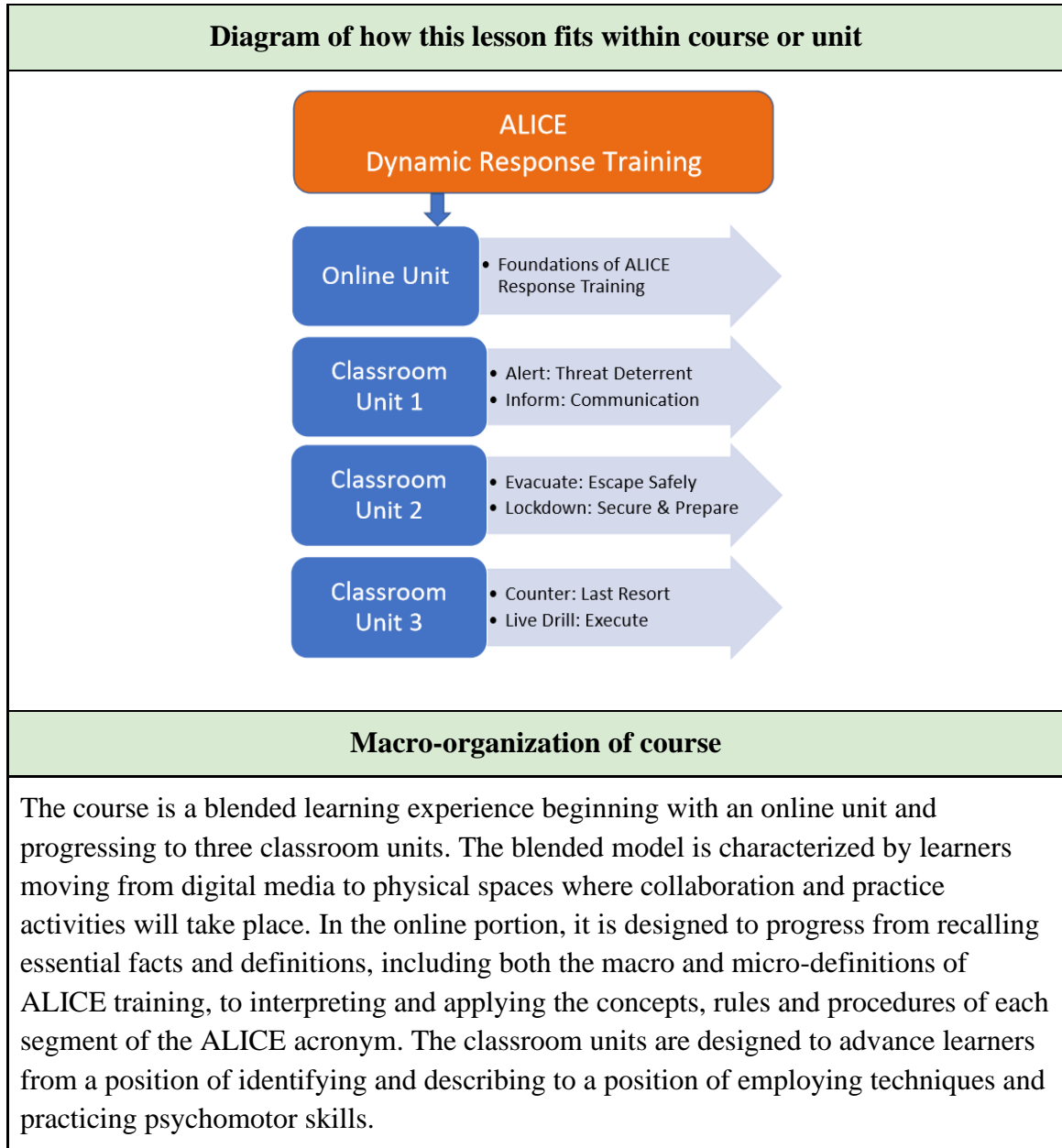


Instructional Strategies

I. Course and Lesson Organization Plan



II. Lesson Organization of Grouping of Lesson Objectives

ONLINE

A. Sequencing and Grouping of Lesson Objectives			
Learning Goal: After completing the online training, middle school instructors and school officials will be able to identify the foundational principles of ALICE response plan, which meets Department of Homeland Security standards.			
B. Introduction Strategy			
	Objective 1	Objective 2	Objective 3
	When given the definitions of what an active threat is and what an active shooter is the learner will be able to compare and contrast the two with 80% accuracy.	When given an overview of the A-L-I-C-E response plan, the learner will be able to identify 2 characteristics for each step.	When given a map of the school campus the learner will Identify 4 out of 5 muster points within and outside of the school with 80% accuracy.
Deploy Attention to Lesson	Photo of active shooter drill displayed on first page.	Photo of ALICE logo displayed on first page.	Photo of official muster point
Establish Instructional Purpose	Objective given with important vocabulary words to know for lesson	Objective given with important vocabulary words to know for lesson	Objective given with important vocabulary words to know for lesson
Arouse Interest and Motivation	Video linked that introduces topic	Video linked that introduces topic	Give brief history of the word, <i>muster</i>
Preview Lesson	After watching the video, ask learners to write down 3 reasons why they think they are required to take this course.	After watching the video, ask open ended opinion question about the learners concerns.	Show picture of real life muster point used in North East.
C. Body			

Recall relevant prior knowledge	Use your own knowledge to recall someone who may be perceived as a threat.	Learners must understand what a threat entails and the meaning of active shooter to answer questions.	Learners know that this information is based off the last concept learned, <i>Evacuate</i> .
Process information and examples	Provide a list of threat examples	Questions are asked after each ALICE terminology that ties video to information provided	Define both muster and muster point
Focus attention	Focus attention by asking, Were any of these examples listed included in what you wrote above?	Attention continues to be focused back to video for real life examples of the information given.	Include map of school with assigned points
Employ learning strategies	Ask open ended questions that requires learner to generate ideas from their own experience.	Learners are asked to correlate knowledge learned with examples provided in video.	Learners are asked to locate their workplace in the school.
Practice	List your own examples	Make sure that at least two details are provided by learner on each page to correspond with objectives.	Learners must choose which muster point is theirs based from their location. Learners are asked to memorize the common area muster points.
Evaluate feedback	Ask learners to recall information provided and compare and contrast	Questions in the lesson will be tied to their assessment.	Learners will be quizzed on their memorization skills of different muster points.
D. Conclusion			
Summarize and Review	Ask final opinion question that requires learner to summarize	Ask final opinion question that requires learner to summarize.	Show final map and make sure learners know what a muster sign looks like and where they are.

Re motivate and Close	Tie information provided into next section. Give preview of next lesson	Tie information provided into next section. Give preview of next lesson	Recap skills taught and give a preview of classroom course objectives.
E. Assessment			
Assess Performance	5 question multiple choice quiz	5 question multiple choice quiz	5 question multiple choice quiz
Evaluate feedback and seek remediation	Students must pass the assessment with 80%. They can take multiple choice quiz until they pass.	Students must pass the assessment with 80%. They can take multiple choice quiz until they pass	Students must pass the assessment with 80%. They can take multiple choice quiz until they pass

CLASSROOM

A. Sequencing and Grouping of Lesson Objectives			
Learning Goal: After completing the classroom instruction, middle school instructors and school officials will be able to execute the proper procedures of ALICE response plan, which meets the Department of Homeland Security Standards when a campus is under threat.			
B. Introduction Strategy			
	Objective 1	Objective 2	Objective 3
	Following instruction, creation of groups, and then given a call tree chart with school personnel contact information, learners will be able to actively conduct an ALICE response driven communication	Given a scenario, the learners will be able to demonstrate appropriate ALICE response options regarding moving students to safe locations when a campus is under threat.	Given a scenario, execute an active shooter drill on school grounds with other personnel (without students), meeting specified conditions of timing, communication, and muster area requirements in order to implement a plan of action according to ALICE procedures when a campus is under threat.

	procedure within five minutes.		
Deploy Attention to Lesson	<p>--Instructor mimics airport script: "Do not leave baggage unattended. If you see unattended baggage, please notify security personnel."</p> <p>--Instructor asks learners: Why do you suppose you hear the same announcement repeated over and over?</p>	-Instructor asks learners: do you think there is only one way to respond to an active shooter situation?	
Establish Instructional Purpose	<p>--Instructor introduces the school superintendent</p> <p>--School superintendent provides his motivation, brief history, and purpose for providing the instruction</p> <p>--Superintendent segues from his personal awareness to a goal of schoolwide awareness</p>	--Instructors leads a discussion of past active shooter cases, sharing some statistics and showing how these past incidents have shaped responses.	
Arouse Interest and Motivation	<p>--Instructor links attention getting device - the concepts of airport security awareness - to school grounds awareness</p> <p>--Instructor asks learners: An airport</p>	-Instructors ask learners to think of various types of safety drills they have trained for e.g. tornado, fire. Ask what are the differences between the various types of	

	looks for unattended baggage to avert a threat. What signs would you look for to prevent a threat here at this campus? Instructor creates a written list of the learner's suggestions	drills to compare each type of emergency to a hypothetical active shooter situation.	
Preview Lesson	--Instructor presents a PowerPoint slide with an overview of the lesson, including bullet points of Alert and Inform from the ALICE acronym, and a brief explanation of the call tree procedure --Instructor hands out a call tree example	--Instructor presents a PowerPoint slide with an overview of the lesson, including bullet points of Lockdown and Evacuate from the ALICE acronym.	
C. Body			
Recall relevant prior knowledge	--Instructor asks learners: What are two characteristics associated with the ALICE Alert concept? --Instructor enhances the written "signs" list generated from the Motivation step with additional items	-Remind learners that despite the acronym, ALICE is not meant to be a <i>sequential</i> list of options.	
Process information and examples	--Instructor plays one-minute audio file published by the FBI "Study of Pre-Attack Behaviors of Active Shooters" --Instructor displays and hands out Quick Reference Guide: Study of Pre-Attack Behaviors of Active Shooters--Instructor	-Instructor uses PowerPoint presentation to give a quick synopsis of the lockdown protocol, which has long been the standard operating procedure for active shooter situations. -Instructor will share <u>ALICE K-12 School Case Study</u>	

	uses PowerPoint presentation to discuss DHS Pathway to Violence		
Focus attention	--Instructor returns to list of warning signs; displays the list, the quick reference guide, and the pre-active shooter indicators list	-Instructor displays short videos showing how the lockdown protocol has evolved to the options-based response.	
Employ learning strategies	--Instructor hands out a call tree diagram with learner contact information per predetermined group --Divide into the predetermined groups --Instructor establishes a scenario for each group to discuss, discussion is timed for 5 minutes	--Instructor conducts lockdown scenario role-play with learners and discusses the outcomes.	
Recall relevant prior knowledge	--Instructor asks learners: What are two characteristics associated with the ALICE Inform concept?	--Instructor asks learners: What are two characteristics associated with the ALICE Lockdown concept?	
Process information and examples	--Instructor uses PowerPoint presentation to describe what to do and what to expect when calling or texting 9-1-1 dispatch --Instructor provides references to additional sources for 9-1-1 calling or texting --Instructor uses PowerPoint to	-Instructor uses PowerPoint presentation to give a quick synopsis of the evacuation protocol	

	describe call tree procedures		
Focus attention	-Instructor returns to a PowerPoint slide with Alert characteristics, Inform characteristics, basic steps of emergency calls, and what to say during a call tree procedure	--Instructor shows a video of an evacuation drill.	
Employ learning strategies	--Instructor establishes a scenario for each group to discuss, discussion is timed for 5 minutes	--Instructor establishes a scenario for each group to discuss, discussion is timed for 5 minutes	
Practice	--Instructor requests each group to state who will begin the communication as well as the order of the subsequent calls from start to finish --Instructor establishes a 2nd scenario and requests each group to make the calls, omitting the actual call to first responders, call procedure is timed from start to finish	--Instructor will conduct an evacuation drill with learners. The goal will be to evade a shooter approaching the classroom and to reach the most appropriate safe location/rally point as soon as possible, while following the proper procedure.	
Evaluate feedback	--Per group, provide feedback based on length of time call procedure took from start to finish, and if the learners communicated the correct information of	--Per group, provide feedback based on length of time call procedure took from start to finish, and if the learners communicated the correct information of	

	who, where, when, any other details suggested by the scenario	who, where, when, any other details suggested by the scenario	
D. Conclusion			
Summarize and Review	--Based on group performance, reiterate the key points of the instruction, and the critical factor of acting with urgency and clarity	--Based on group performance, reiterate the key points of the instruction, and the critical factor of acting with urgency and clarity	
Transfer Learning	--Instructor requests that one group create a scenario, and the remaining groups respond with the relevant call procedure --Repeat, selecting different group to create scenario	--Instructor requests that learns create scenario involving evacuation from a different part of the compound.	
Re motivate and Close	--Instructor repeats the importance of proactively recognizing warning signs and communicating the concern to the appropriate person(s) --Instructor makes preparatory statement about the remaining reference words in the ALICE acronym to set up for remaining lessons	--Instructor repeats the importance of forward planning in order to properly execute an evacuation including knowledge of safe location, appropriate signage, accommodation for the differently-abled, etc.	
E. Assessment			

Assess Performance	<p>--Instructor establishes a scenario, times the group responses, observes for accuracy</p> <p>--Each group must have completed the call procedure in 5 minutes or less</p> <p>--Instructor requests learners to fill out a five-item multiple choice quiz</p>	<p>--Instructor establishes a scenario, times the group responses, observes for adherence to best practice.</p> <p>--Instructor fills out performance-based rubric based on observations.</p>	
Evaluate feedback	<p>--Instructor may adjust group size should it become evident that the five-minute goal isn't feasible</p> <p>--Survey: Five item survey based on continuum</p>	<p>--Instructor will discuss results with learners. Possibly consider whether some adjustments have to be made to adhere to protocols.</p>	
Seek Remediation	<p>--Instructor hands out business card formatted with communication tips and local emergency contact numbers</p> <p>--Instructor hands out ALICE bookmarks formatted with ALICE concepts</p> <p>--Instructor documents future steps and guidance to school stakeholders for future practice and drills</p>	<p>--Instructor documents future steps and guidance to school stakeholders for future practice and drills</p>	

