

Introduction

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) is a comprehensive program which addresses communication technology, building infrastructure, and citizen training to build survival strategies for a violent intruder event.

The purpose of this book is to enhance the concepts taught in **ALICE Training** and make them applicable to children of all ages in a non-fearful way. By using this book along with Julia Cook's *I'm Not Scared...I'm Prepared!* story book, children can develop a better understanding of what needs to be done if they ever encounter a "dangerous someone." Unfortunately in the world we now live in, we all must ask ourselves the essential question: **What options do I have for survival if I ever find myself in a violent intruder event?**

Activity Book Objectives:

- Define "The Wolf" or a "dangerous someone" as a person who isn't supposed to be in the school building.
- Listen to directions and follow the teacher's safety signal without question.
- Evacuate to a "Special Meeting Place" or "Rally Point."
- Understand that evacuation or getting out of harm's way, if it is safe to do so, is the desired response.
- Demonstrate LOCKDOWN skills including being quiet, staying out of sight (without hiding where movement may be restricted), spreading out around the room, and seeing windows as a possible point of escape.
- Demonstrate or model the skills of barricading a door.
- Demonstrate the use of movement, noise, distance and distractions, which are critical when coming into contact with an intruder or "The Wolf."
- Demonstrate the ability to move safely, quickly, and in a zig-zag pattern without running into one another using body and spatial awareness.
- Demonstrate the use of critical thinking skills to practice responding to a stimulus.
- Demonstrate the differences between an "inside" and "outside" voice and describe when it would be appropriate to use an "outside" voice while inside the building.
- Participate in drills and practices of ALICE for the purposes of skill development and mental preparation.

A NOTE TO THE READER

The information contained in this book is meant to supplement active shooter response protocols that appear in a school's Emergency Operation Plan (EOP) and are therefore provided 'as is' without warranty of any kind, neither implied nor express, including but not limited to implied warranties of suitability for a particular purpose.

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ADDITIONAL RESOURCES

U.S. Department of Education, et al. 2013. *Guide for Developing High-quality School Emergency Operations Plans*. <http://remis.ed.gov>
International Association of Chiefs of Police, 2009. *Guide for Preventing & Responding to School Violence*. <http://www.theiacp.org/Prevention-And-Response-To-School-Violence>
Federal Emergency Management Agency (FEMA) Training. IS-100. *SCA: Introduction to the Incident Command Systems for Schools*. <http://www.fema.gov/national-incident-management-system>

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Summary: A supplementary teacher's guide for *I'm Not Scared...I'm Prepared!* Full of discussion questions and exercises to share with students.

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Concepts of ALICE for Elementary

ALICE

ALICE Training for the elementary aged child is age and ability appropriate. **Navigate360 always leaves the grade level of implementation up to the local school district.**

1. Children should be taught to follow directions, the first time they are given, in an emergency. We don't want teachers to give directions for Evacuate or Lockdown and have students standing around asking, "But why?"
2. Students should be trained to **STOP, LOOK, and LISTEN** to announcements at the time they are given. If the PA system serves as the main information source in a school, students must be trained to **STOP, LOOK, and LISTEN** every time it comes on.
3. In a Lockdown, be quiet, listen to directions, stay out of the line of sight from the door, but **DO NOT** hide in a closet. Be ready to move or evacuate if the intruder comes into the room.
4. Evacuation is the best defense, if the information indicates it is safe to do so. Parents, staff, and students must know where the RALLY/REUNIFICATION point is located. This location is usually away and separate from the school. Students should know how to get to the RALLY/REUNIFICATION point from every part of the school, and how to move quickly **with OR without** the teacher. It should be emphasized to parents that the RALLY/REUNIFICATION point is the place to go in case of an emergency.
5. Upper elementary students have more developed critical thinking and problem solving skills and should take a much more active role in ALICE than children in the lower elementary grades.
6. Special needs students are planned for ahead of time, given their individualized situations. If a student cannot evacuate, plans must be made to fortify his/her location. When students with special needs are included in the general education class, teachers need to decide what is in the child's best interest and plans should be made ahead of time. There is not a *one-size-fits-all* answer to the situations involving a student with special needs. The school must consider each case individually.
7. Education and empowerment are the keys to preparation and relieving fear.
8. Kids are taught in realistic terms what to do in case of danger. ALICE is much like a fire drill or a tornado drill. Its purpose is to prepare students for life inside and out of the classroom. The ALICE concepts are the same at school, home, the mall, the afterschool program, restaurants, church, or any other place the child goes. We are teaching a life-long safety skill.

IMPORTANT!!! MUST READ!!!

- **Navigate360** is sensitive to the age-appropriateness and ability levels of training children at the elementary level. It is recommended that classroom teachers instruct children in a manner that best fits their classroom. We have found if the teacher is very matter of fact in their delivery, the students are not overly worried or scared.
- Never run an unannounced **ALICE** drill.
- The Counter Strategy is **NOT** recommended for elementary-aged children K-5.
- Take care that children barricaded in a room have adequate space to move quickly and/or escape.
- Make sure substitute personnel and parents are also aware of emergency school procedures.
- Keep classroom doors locked at all times.
- If you need to break a window to evacuate, the best place to make the initial break is in one of the upper corners of the window. Hitting it in the middle is not as effective.
- Keep your cell phone accessible at all times with 911 and your local fire and police department numbers programed into your contact list.
- Place GO BUCKETS in each classroom (see page 4).

HOW TO USE THIS BOOK

The activities in this book are divided into two sections. The first section (pages 6 through 17) are considered **ESSENTIAL**. They are important in solidifying ALICE concepts. Please make sure students complete these activities. The second section (pages 18 through 24) are "extracurricular," to support drills throughout the year.

“Go Bucket” Kit

Items to Keep in the Classroom

Items can be stored in a clean and preferably brightly-colored/well-marked five-gallon plastic bucket with handle and lid. The side and top should be stenciled or clearly labeled with classroom number/code for easy visual identification. An alternative would be a brightly colored backpack to allow a teacher to keep hands free during a crisis; it can also be hung on a hook just inside the classroom door (one advantage of the bucket is that it can be emptied, lined with heavy-duty plastic bags such as are used for trash compactors, and used as an emergency toilet).

The “Go-Bucket” may go with the class during all emergency situations. Don’t make it too heavy to carry; for grades K-4, think about splitting the items up by type among smaller containers, but ensure they are all kept in the same known location. Tape closed and “witness-mark” to reduce tampering or pilfering, and ward off “inquisitive little hands.”



“Go Buckets” can be augmented by every child also possessing a small “Go Pack,” with items such as flashlight, disposable poncho, snack bar, and personal medical information.

Please Note

1. Check and replenish the stock at the beginning of every semester or more often if possible.
2. Some items may have limited shelf life. Keep medicines and sharp objects secure in the container for safety.

Materials

- 5-Gallon Bucket
- Toilet Seat Cover (Bucket can double as a portable bathroom for emergency situations)
- Package of Toilet Bags
- Toilet paper
- Small first aid kit (bandages, tampons, gauze pads, iodine solution, sterile latex gloves, antiseptic cream, aspirin, Imodium, Benadryl, eye pads, burn dressings, antiseptic lotion)
- Feminine hygiene paper products that can double as gunshot wound/blood loss suppressors
- Emergency food (bars, pemmican/jerky)
- If the room has no water supply, then you should have bottled water stored in room.
- Hand-cleaning gel or wipes
- Small bottles of bleach and disinfectant
- A hat, vest, armband or other unique identifier for the teacher (and aide, if applicable)
- A whistle
- Space blanket(s)
- Duct tape
- 2 or 3 large trash bags
- Student class list; key medical information
- Age appropriate games/cards to keep children occupied
- Flashlight with spare batteries
- Barricade aids (zip ties, rope, parachute cord, glass punch to break window)
- Current class lists with emergency contact information

Laying Out Your Classroom

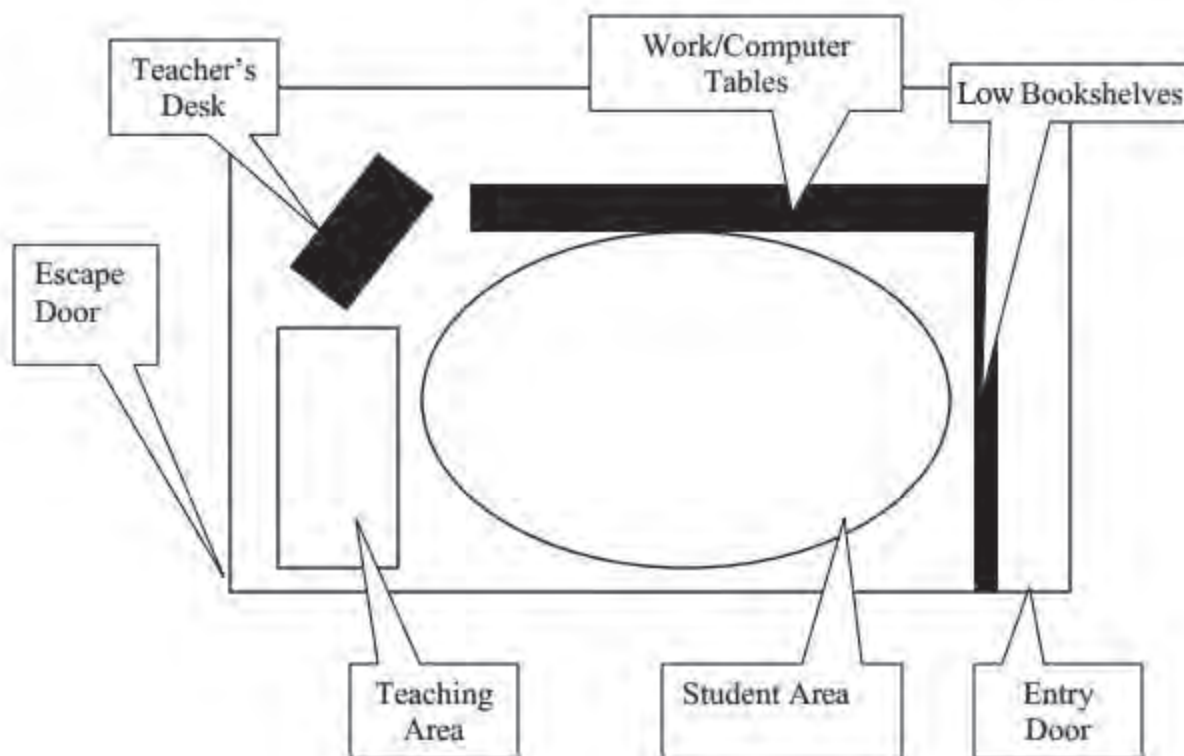
Teachers should be mindful about how they lay out their classrooms to maximize safety. Always keep in mind that an intruder will decide when and where they try to start their mission.

Should your classroom become the first target, the way you have things arranged may assist you in the three-step threat process: Recognize, Assess, and Respond. You need time to do all three. Your classroom layout can provide you some time.

As the leader in the classroom, the teacher is usually the first target of the attacker. It is important to configure your classroom so you are not immediately or easily accessible. Think about where you spend the most time in your classroom. That area should be farthest from the entry point to the room. Remember, the farther away a target is from an intruder, the safer that target is.

Use tables, computer carts, book shelves, etc. to create as long as possible route from the door to your location. This provides time. Remember, the more time we have, the greater our chance to survive. If the intruder has to close the distance through a circuitous route to get to you, the class has a better chance of recognizing, assessing, and responding to the threat. Below is a diagram to give you an idea of this concept.

You should always keep your door locked, as well. While this is obviously not convenient nor a guarantee against being attacked, it does provide a barrier that must be dealt with. A locked door will provide you with more time. It also helps eliminate some of the element of surprise.



I'm Not Scared... I'm Prepared!

Objective

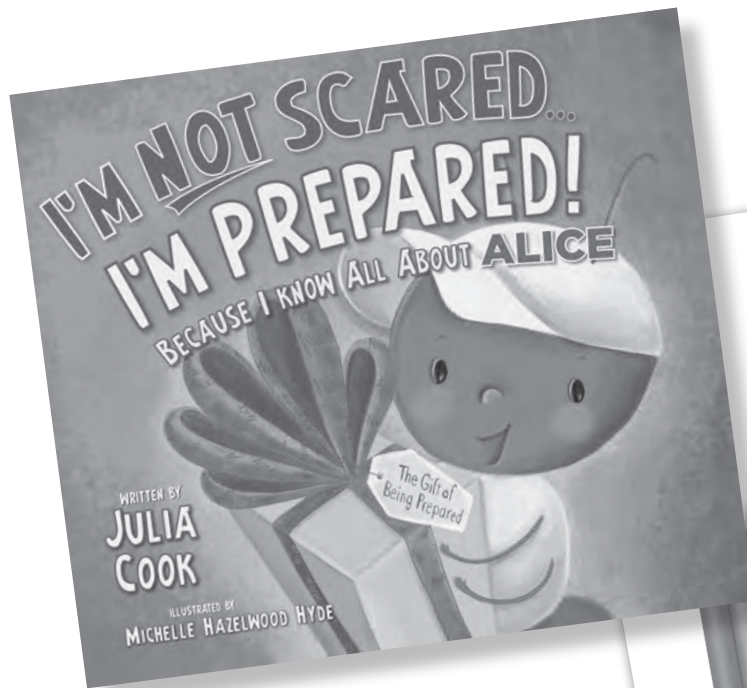
Understand and apply the concepts of ALICE

Directions

1. Read the book aloud to students.
2. Have students take turns sharing their favorite part of the book with the group.
3. Have each child draw a picture of their favorite part of the book.

Materials

- Copy of *I'm Not Scared... I'm Prepared!* by Julia Cook (National Center For Youth Issues).
- White construction paper
- Markers, crayons or colored pencils



Show What You Know and “Stick” With It!

Objective

Understand and apply the concepts of ALICE

Materials

- Question List
- 17 popsicle sticks
- Container to hold sticks

Directions

1. Number popsicle sticks 1-15, leaving two of the sticks blank.
2. Place sticks in container.
3. Divide class into two teams.
4. Have a person from Team 1 draw a stick from the container.
5. Match the number on the stick with the corresponding question on the list (page 8) and ask the question.
6. If the question is answered correctly by that person, Team 1 gets to keep the stick. If the question is answered incorrectly, Team 2 can huddle together, decide on an answer, and attempt to answer that question correctly.
7. The team that gets the answer correct, gets to keep the stick.
8. Have a person from Team 2 draw a stick and repeat.
9. If a blank stick is drawn, the team that draws that stick gets to take a stick from the opposing team (if the opposing team doesn't have any sticks to take, as soon as they earn one, they have to give it to the other team).
10. When all of the sticks are gone, the team with the most sticks wins!



I'm Not Scared...I'm Prepared!

Questions

- 1. What are some things the teacher prepared her ants for at the Ant Hill School?**

ANSWER Tests, fire drills, bad weather drills, crossing the street, no running in the halls, washing hands, no leaning back in the chairs, and watching where you are going.

- 2. What was the name of the new drill the teacher taught them?**

ANSWER The Sheep, Shepherd, and Wolf

- 3. Why did the teacher teach her ants The Sheep, The Shepherd, and the Wolf Drill?**

ANSWER This is an easy way to remember the process, in the event of a violent intruder.

- 4. Who is a "dangerous someone?"**

ANSWER Someone in the school who is not supposed to be there.

- 5. Where was the ant's "Special Meeting Place?"**

ANSWER The big tree, two blocks away

- 6. Where is our "Special Meeting Place" or "Rally Point"?**

ANSWER Answers will vary by school

- 7. What did the teacher mean when she said, "I am your shepherd and you are my sheep, and you need to do what I say"?**

ANSWER Obey what the teacher says

- 8. When announcements come on, what should all students do?**

ANSWER Stop, Look, and Listen to the information

- 9. For what does the ALICE acronym stand for?**

ANSWER Alert, Lockdown, Inform, Counter, Evacuate

- 10. Describe what students should do during Lockdown.**

ANSWER Be quiet, spread out around the room, stay out of sight, avoid hiding in

places that will restrict movement, be ready to move, have something in your hand to throw, or barricade. You may escape out of windows (even break windows), if that is an option.

- 11. How did the teacher tell the ants to move in the hallways?**

ANSWER In a zig-zaggy pattern, move hands, make noise, and watch out for and help each other

- 12. When the ants get outside, should they wait and run with the teacher to the big tree two blocks away?**

ANSWER No, she said to go and she would meet them there.

- 13. Why was the mom ant so surprised when the boy ant told her about ALICE and what they learned?**

ANSWER She couldn't believe he did all he said, because it seemed against the rules.

- 14. Why do you think the ants and our class should practice ALICE?**

ANSWER So students will know what to do and be prepared if there is ever a "Dangerous Someone" inside the building.

