

A.L.I.C.E. ELEMENTARY
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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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 send email to: alicestudentlessons@gmail.com

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

Date _____

Dear Elementary Students and Families,

The Washtenaw Intermediate School District is working in conjunction with Ann Arbor, Chelsea, Eastern Michigan University, Milan, Northfield Township, Pittsfield Township, Saline and Ypsilanti Police Departments, the University of Michigan Public Safety Department and the Washtenaw County Sheriff's Office. This countywide coalition is developing, educating and training staff and all students, in age appropriate fashion, on how to respond and prepare for the unlikely occurrence of an active shooter or active threat during school. Please know that schools are taking into account developmental appropriateness and levels of learning abilities to accommodate all drill situations.

The active shooter/threat program is called **Alert, Lockdown, Inform, Counter and Evacuate**, commonly referred to as **A.L.I.C.E.** This process provides appropriate action steps 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 recognized across the country as an additional component to the traditional "lockdown" response.

Washtenaw County school administrators, teachers and staff began A.L.I.C.E. training in the fall of 2013. It is time to educate and train our students by engaging in 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 – PowerPoint presentation, activity book, children's book read aloud
- Learning chants and songs to help retain the meaning of the A.L.I.C.E. acronym
- Participation and interaction – large group and small group discussions
- Hands on experiences

If you have any questions, please contact your building principal at _____ Please fill out and sign below the dotted line and return to your student's classroom teacher by _____.



_____ Yes, I understand my child will participate in the upcoming A.L.I.C.E. lessons

Student Name _____

Parent Signature _____

Teacher's Name _____ Grade _____ Date _____

Elementary A.L.I.C.E.

Lesson Plan

Objective: To introduce elementary aged students to A.L.I.C.E. procedures. The goal is to repeat this lesson throughout the entire school year.

Materials Needed:

- Parent letter
- Copy of Abbot Elementary Knows About A.L.I.C.E.
- Follow up questions for discussion pertaining to book
- Activity book that correlates with story about, Abbot Elementary
- PowerPoint Presentation
- Teacher script for PowerPoint
- Copy of A.L.I.C.E. chant (class copies optional)
 - Preschool-2nd grade chant
 - Elementary 3rd-5th grade chant
- Chart paper

Timeline for Lessons School-wide (if possible)

- Staff introduces the program—first few weeks/months of school
- Have class discussion about badges and visitor stickers—ideally the first few weeks of school
- Within the month of September—follow Procedures: Day 1 (below)
- Within 5 days of completing Procedures: Day 1 complete Procedures: Day 2
- Complete all of the above by the end of September (if applicable)

Procedures: Day 1

1. Send home parent letter 2-3 days before Day 1 lesson is taught.
2. Read **Abbot Elementary Knows About A.L.I.C.E.** as a class read aloud.
3. Complete provided follow-up questions as a whole group (revisit badges/sign-in procedures).
4. Read chant (preschool or elementary).

Follow up questions AFTER reading “Abbot Elementary” story

1. How do you know a building visitor belongs here?
2. How do you know the difference between a helpful visitor and a stranger?
3. What is your responsibility (job) if you see a stranger in the building?
4. How will we protect our school environment (not opening doors for strangers, etc.)?

Procedures: Day 2 (MUST be within 5 days of Day 1)

1. Start by reminding students of the story they read about “**Abbot Elementary**” and sing **The A.L.I.C.E. Chant.**
2. View A.L.I.C.E. PowerPoint presentation *THERE IS A TEACHER SCRIPT INCLUDED.*
3. Conduct large group discussions with each slide (ex.: Slide 1 – What is A.L.I.C.E.?).

Procedures: Day 3 (within 1-2 days of Day 2)

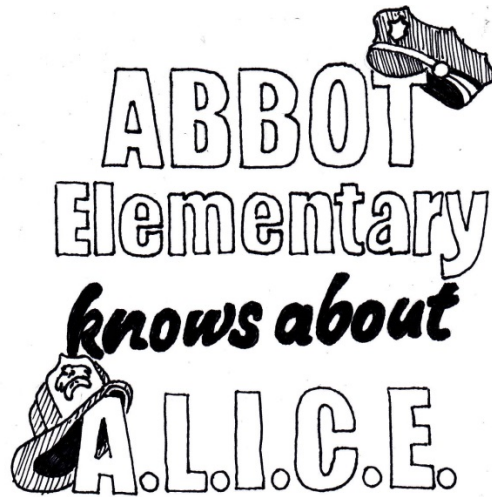
1. Whole class should participate in making “A.L.I.C.E. Response Chart” (as a school you should decide on what the chart will look like, and should be somewhat consistent in ALL classrooms).
2. Chart should be posted throughout the entire school year, and used when any type of emergency drill is conducted.
3. Start the K-2 or 3-5 A.L.I.C.E. activity book and continue completion within a month of delivering lessons. Keep completed books in the classroom for future use.

Suggestions for A.L.I.C.E. Lesson(s)

1. Grades 3-5 can either follow Step 3 (from Day 1), or conduct break-out small groups and allow each group to report back to the whole class. Upon reporting back, the class could make an “A.L.I.C.E. Response Chart.”
2. The A.L.I.C.E. activity book has been formatted to fit a K-2 grade and grades 3-5 may select from two different books.
3. Use the chant throughout the year; when children line up during lunch, recess, special classes, or in the classroom.
4. Teachers may want to use PowerPoint as a reference when creating the A.L.I.C.E. Response Chart.
5. Activity books were designed as a tool for teachers and students to revisit throughout the year. We suggest leaving them in the classroom (example: Create book boxes).

Suggestions for Making a Safer School Community

1. A school-wide assembly should take place within the first week of school to include introductions of ALL school staff (custodians, kitchen, paraprofessionals, administrators, teachers, secretaries, maintenance workers).
2. Schools should scaffold their assembly dates for all appropriate personnel to attend each assembly (example: superintendent, building principals, maintenance).
 - a. Pictures should be displayed if personnel cannot attend.
3. All staff must wear identifiable badges in all buildings at all times. Even contractors and consultants should be required to wear identifiable badges (visitor stickers).
4. Maintenance staff must wear identifiable badges in all buildings.



**BEFORE YOU READ THE STORY TO YOUR
STUDENTS READ AND SHARE THE
FOLLOWING:**

Just like we practice fire and tornado drills, we're learning to practice A.L.I.C.E. Sometimes people that don't belong here come into the school. Maybe you've heard stories of this in the news. Fires and tornadoes are rare, but we still practice. An intruder who plans to hurt people almost never comes into a school. In fact, it is A LOT less likely than a tornado and a fire put together. But we practice for all of these situations so we know what to do in an emergency.

It is normal to feel afraid in an emergency. Some people run without thinking. Some people freeze. These reactions are human instincts. By practicing regularly, we are able to automatically do the safest things possible.

THE A.L.I.C.E. Preschool-2nd Grade Chant

Here's a little chant to help us remember all the steps in A.L.I.C.E. You can sing it if you want. It goes to the tune of "The Farmer in the Dell." <https://www.youtube.com/watch?v=kP9PHArRM3E>

The A stands for Alert. The A stands for Alert.
Tell someone if we see an intruder.
The A stands for Alert.

The L stands for Lockdown. The L stands for Lockdown.
Lights out. Doors locked, we hide hide hide.
The L stands for Lockdown.

The I stands for inform. The I stands for Inform.
The P.A. system will update us.
The I stands for Inform.

The C stands for Counter.
The C stands for Counter.
Adults do things to interfere.
The C stands for Counter.

The E stands for Evacuate. The E stands for Evacuate.
Follow the teacher, run away.
The E stands for Evacuate.

The End

The A.L.I.C.E. Elementary Grades 3rd-5th Responsive Chant

Directions: This is a responsive chant. Teacher reads unbolded words/phrases. Students follow along and read bold, uppercase words (Because this is written as a chant, bold texts are words to be emphasized.).

When we **practice** for a fire we line UP UP UP.
Together with our teacher we get OUT OUT OUT.
We don't need our books.
We don't need our coats.
We just need to get OUT OUT OUT.

To **prepare** for a tornado we line UP UP UP.
We move into a shelter and we WAIT WAIT WAIT.
We don't open the door.
We don't take a peek
Til our teacher says that it's SAFE SAFE SAFE.

When there is a **lockdown** we must HIDE HIDE HIDE.
Lights off. Doors locked. HUSH HUSH HUSH.
We don't stand up.
We don't take a peek
Till our teacher says that it's SAFE SAFE SAFE.

A.L.I.C.E. is a practice that is NEW NEW NEW.
Five safety steps that we can DO DO DO.
A is for alert. "Someone shouldn't be here."
L is for lockdown. Huddle and hush.
Every kid gets out of the WAY WAY WAY.

I is for Information. We must LISTEN LISTEN LISTEN.
The school staff will tell us what to DO DO DO.
C is for counter.
The teacher does this part:
Disrupting the intruder's WAY WAY WAY.

E stands for evacuate (or escape).
Through a door or a window, we may GO GO GO.
School staff or officers
Announce what's going on.
Doing all these steps keeps us SAFE SAFE SAFE.

The End