

ALICE Teacher Lesson Plan #1:  
ALICE: What is it?

Safety is our number one priority. In the event of a safety/security threat, students must be prepared to respond appropriately.

**Lesson Duration:**

Approximately 30-45 minutes. Time may vary based on developmental readiness and discussion.

**Outcomes/Objectives:**

I can understand that schools have various drills to keep us safe.  
I can identify the various types of school drills and the basic elements of them.  
I can understand that a drill called ALiCE will be used to help keep us safer.  
I can define the ALiCE acronym.  
I can understand “Stop, Look, & Listen”.  
I can understand that ALiCE is not sequential and is about having options to stay safe.

**Formative Assessment:**

- Consider your students’ developmental level and adjust as needed.
- Consider your students’ social-emotional needs and adjust as needed.
- Using your professional judgement, consult with school counselor/psychologist/special education teacher as needed

**Overview:** Lesson 1 - ALICE: What is it?

- Review current school drills (fire/evacuation, tornado/severe weather, and safety/lockdown)
- What does ALiCE stand for (acronym)?
- Process and elicit feedback from students.
- Importance of communication: Stop, Look, & Listen..
- Introduce A (Alert) and I (Inform).
- Reference future lessons and training.
- Exit Ticket: What does “A” and “I” of ALiCE stand for? How do we do both of them?

**Academic Vocabulary:**

- ALICE
- Acronym (a word with letters that stand for other words)

- Dangerous Someone (term for intruder during lockdown)
- Alert
- Lockdown
- Inform
- Evacuate (Escape)
- Communication
- Sequential (in order), Nonsequential (not in order)

### **Lesson Procedure:**

#### **Lesson Intro:**

- Brainstorm a list of things we currently do to stay safe at school.
- What kind of drills do we do at school? (Fire/evacuation, Tornado/severe weather, and safety/lockdown) - Elicit student response & record as appropriate.

#### **Teacher asks:**

- Why do we do Fire/evacuation drill each month? Elicit student response & record as appropriate.
- We don't expect a fire, but we prepare in case we do. We don't expect to see a tornado, but we prepare in case we do. We don't expect to see a person who may be trying to cause harm to us, but we should prepare in case we do. (example: stranger danger)
- What if we are in a situation where we find out that someone is dangerous and they are trying to hurt us? What do we do?

#### **Main Lesson:**

##### Teacher references the ALiCE drill

- Ask students to describe how we've done school drills (close and lock doors, follow teacher directions)
- Discuss what a "dangerous someone" may possibly look like. Keep in mind students will almost certainly bring up the term active shooter, or person with a gun. Respond with answers like "could be/possibly". We want students to understand that a "dangerous someone" can take many forms and not limited to people with visible weapons.
- Why do we have ALiCE drills: Possible Dangerous Someone wants to hurt our community or we are unsure of his/her intentions.
- Choose language carefully and take cues from students
- ALiCE gives us more options to stay safe from an intruder together.
- If discussion starts to take a turn to the many different scenarios that could define a dangerous someone always bring the discussion back to the idea of safety, and relating ALiCE to other drills we do in the interest of preparedness and safety.

Teacher gives overview of ALiCE acronym.

- Alert
- Lockdown
- Inform
- Counter
- Evacuate
- Review vocabulary as needed

Teacher discusses the “A” and “I” of ALiCE

- How do we Alert others? (using our voice, telephone)
- How will we be Alerted? (loudspeaker, using our senses of hearing/sight)
- We need to STOP, LOOK, and LISTEN!
- Why do we have STOP? (noise makes it difficult to hear)
- Why do we have to LOOK? What are we looking for? (look at the teacher for directions)
- Why do we have to LISTEN? What are we listening for? (Listen to the teacher and what is going on around you for directions and clues)
- How will we “Inform” others? (call office, 911) students, too?

### **Lesson Processing**

Teacher will facilitate student processing, feedback, and questions.

Key messages to incorporate into processing with students:

- Training and practice for ALiCE will occur in stages.
- Importance of communication: Stop, Look, and Listen
- Introduce A (Alert) and I (Inform)
- Review with students procedures already in place for Lockdown.
- One thing to know is how important it is to listen to the teacher’s directions and be silent when someone comes on the loudspeaker so that we can stay informed.
- Staying informed will help us know what actions to take.
- ALiCE is nonsequential (won’t always happen in order); each word is an option that we choose when to use. We may only do one thing or we might do many things. ALiCE is about having options and practicing how to use them. Our school cameras and the people monitoring them will help police find the dangerous someone and help keep us informed so that we can try our best to stay away from him/her.
- When we do get away, we will have Rally Points where we will all go to meet up. We learn more about this later.

### **Closure Message**

Some feel it may be too scary to talk about with kids, but what we’ve found is that people want to be prepared. We all want to be safe at school and there are things we can do better if an intruder threatens us. The ALiCE method of responding will help us learn to do that and we’ll be learning and practicing more this year. We can all support each other to keep safe from the threat until the police arrive.

**Exit Ticket:**

What does “A” and “I” of ALiCE stand for? How do we do both of them?

**Reflections:**

1. Can my students identify what the “A” and “I” of ALiCE stand for?
2. Are there any classroom procedures that I need to develop and/or practice with my students? (silence during announcements, STOP/LOOK/LISTEN)
3. Did any of my students seem particularly uncomfortable with today’s presentation? If so, what action should I take? (talk to student, call parents, contact counselor, notify principal)
4. How comfortable was I with the ALiCE lesson today? Do I need to seek additional support or review resources to prepare for future lessons?

**Differentiation:**

Teachers should work with special education, ELL Staff and other support personnel to make sure that students’ needs are met. Be sure that you have specific answers for how these procedures may need to be adjusted for students with additional needs.

Lessons adapted from: Kenosha Unified School District Elementary ALiCE Lesson Plans