

I'M NOT SCARED... I'M PREPARED!

BECAUSE I KNOW ALL ABOUT **ALICE**
TRAINING INSTITUTE

Alert
Lockdown
Inform
Counter
Evacuate

Activity & Idea Book

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SUPPLEMENTARY TEACHER'S GUIDE

“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.”



Examples shown. Please follow materials list.

“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

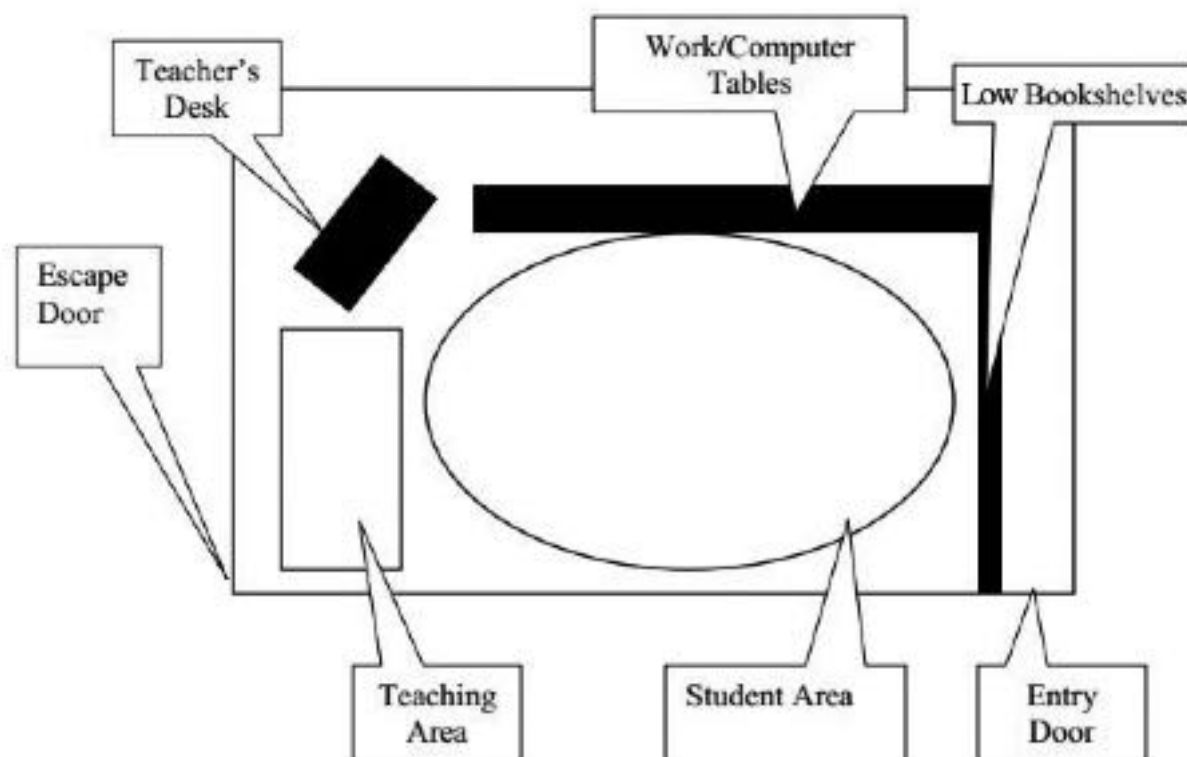
Teachers should be mindful about how they lay out their classrooms to maximize safety. Always keep in mind that an intruder will decide when and where he tries to start his mission.

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

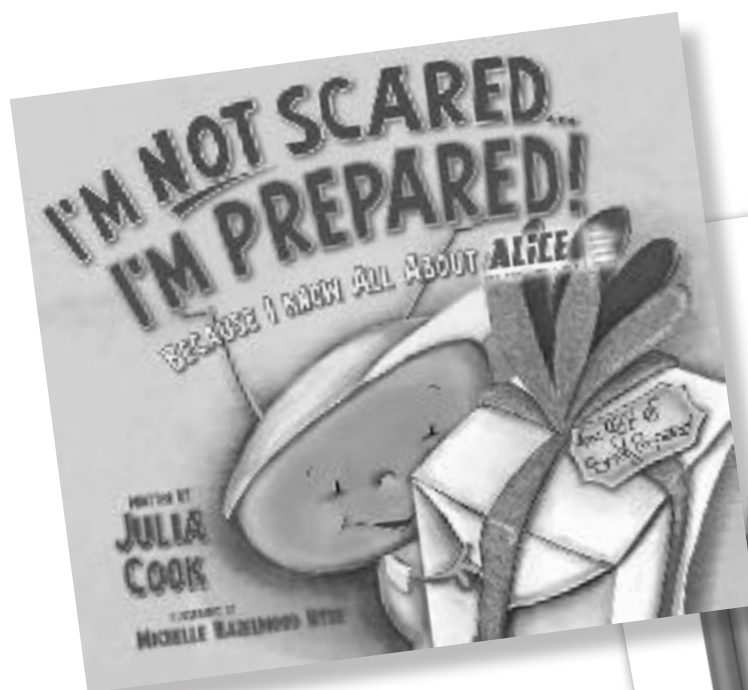
Understand and apply the concepts of ALICE

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 2014).
- White construction paper
- Markers, crayons or colored pencils



Show What You Know and “Stick” With It!

Objective

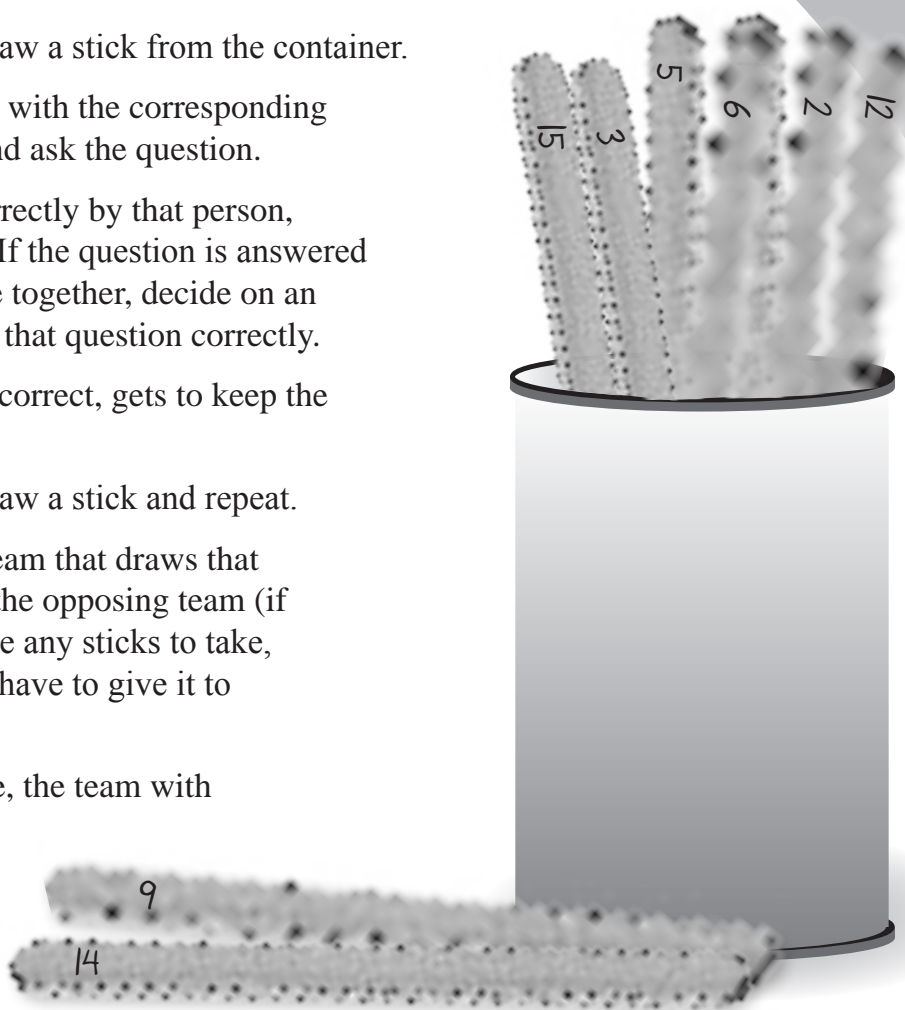
Understand and apply the concepts of ALICE

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!

Materials

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



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, The Shepherd, and The 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 sheep always do what the shepherd says"?

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.** What did the ants throw at Mr. Olson, the custodian, when he was playing The Wolf?

ANSWER Paper wads, so they wouldn't hurt him in the drill

- 14.** 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.

- 15.** 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.

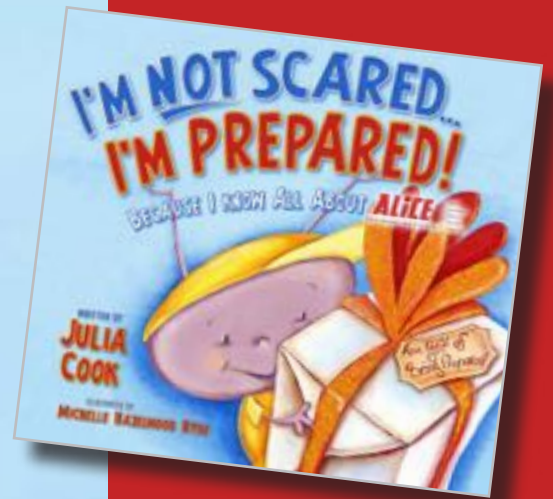


The perfect
companion to

I'M NOT SCARED... I'M PREPARED!

BECAUSE I KNOW ALL ABOUT **ALICE**

Alert
Lockdown
Inform
Converge
Evaluate



FOR USE WITH

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

By Julia Cook

ISBN: 978-1-937870-28-7

The purpose of this book is to enhance the concepts taught in the ALICE Training Institute 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 Cause 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?

Julia Cook, M.S. is a national award winning children's author, counselor and parenting expert. She has presented in thousands of schools across the country and abroad, regularly speaks at national education and counseling conferences, and has published children's books on a wide range of character and social development topics. The goal behind Cook's work is to actively involve young people in fun, memorable stories and teach them to become lifelong problem solvers. Inspiration for her books comes from working with children and carefully listening to counselors, parents, and teachers, in order to stay on top of needs in the classroom and at home. Cook has the innate ability to enter the worldview of a child through storybooks, giving children both the "what to say" and the "how to say it."

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