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| Lesson Content | Notes to Instructor |
|  | The following supplies are needed to conduct a successful training session:  1.       Instructor’s manual  2.       Participant’s manual (one per trainee, plus one to be used as reference for trainer)  3.       PowerPoint capabilities  4.       Activity handouts (posttests; one per trainee)  5.       Name tags (one per trainee)  6.       Pens and markers  7.       Certificates of completion |
|  | Pass out trainee manuals (one per trainee)  Pass out name tags |
| Hello everyone! We want to welcome you to our Active Shooter Awareness and Response training session for campus settings. We first want to begin with introducing ourselves, \_\_\_\_\_\_\_\_\_\_\_. | Show slide #1  Have trainers each introduce self. |
|  |  |
| Does everyone have a participant booklet and a name tag? |  |
| Please take a moment to review the table of contents. |  |
| I would like to go over the objectives for today’s training session. Please turn to page 2. | Tell trainees to turn to pg. 2 |
| Instructional objective #1 |  |
| To understand and know how to respond in active shooter situations. | Show slide #2 |
| Behavioral objective #1 |  |
| To efficiently respond in active shooter situations. Specifically to be able to recognize the signs of a potential active shooter. |  |
| Instructional objective #2 |  |
| To understand and know how to confront shooter in effective and safe manner. | Show slide #3 |
| Behavioral objective #2 |  |
| To be able to safely and effectively confront the shooter. To be able to recognize the opportunity and to effectively disrupt the shooter. |  |
| Instructional objective #3 |  |
| To understand how to safely and effectively protect and/or evacuate. | Show slide #4 |
| Behavioral objective #3 |  |
| To effectively protect and/or evacuate. This includes how to remove oneself from immediate harm and how to barricade yourself from potential contact. |  |
| Instructional objective #4 | Next presenter |
| To understand and know how to contact authorities in crisis situations. | Show slide #5 |
| Behavioral objective #4 |  |
| To adequately communicate for help and effectively seek assistance in crisis situation. |  |
| Instructional objective #5 |  |
| To understand and know how to react post crisis. | Show slide #6 |
| Behavioral objective #5 |  |
| To be able to communicate with the first responders. |  |
| What’s the difference between a hostage situation and an active shooter? | Ask question to class, allow time for their answers. |
| A Hostage Situation is a Person(s) held by one or more parties against their will for some sort of personal gain. While an active shooter is someone intentionally coming in with the intent to create chaos by attempting to kill. | Show slide #7 |
| According to Homeland Security; the profile of an active shooter is:          “An individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims.” |  |
| Everyone needs to be prepared to respond to an active shooter and to do what is necessary to protect your own life. These are the three methods that will be discussed in this manual; evacuate, hide out, and fight. | Slide show #8  Tell trainees to turn to pg.3 |
|  | Next presenter |
| We will begin with the discussion of evacuation. The key to evacuation is that if there is a clear and presentable path to escaping, you should take it! |  |
| First, evaluate the situation and try to come up with an escape plan. | Show slide #9 |
| Everyone, look around the room, and take a moment to assess where the exits are. Do you know where the building exits are? | Ask question to class, allow time for their answers. |
| So if the opportunity to evacuate arises, do so regardless of others. |  |
| Leave all belongings behind. |  |
| And if possible, use a cell phone to dial 911.  Remain on the line even if the situation prevents speaking. |  |
| When escaping the building, keep your hands visible with your palms open and showing. |  |
| And finally, if others around you are wounded, do not help! |  |
| Please take a moment to fill out the poll questions on page 3. |  |
|  | As a class, answer questions on bottom of pg #3 |
| Does anyone know why it is important to keep your hands visible and your palms open? | Ask question to class, allow time for their answers. |
| Keeping your hands visible allows responders to know that you are not in possession of a weapon, or making an attempt to reach for one. |  |
| Why should you not help others around you who are wounded? | Ask question to class, allow time for their answers. |
| You should not take the personal risk of exposing oneself to the shooter in attempt to help another. | Tell trainees to turn to pg. 4 |
| If escaping is not an option, then hide. Hide where you think the best possible place would be so that the shooter would be less likely find you. | Next presenter |
| Hide in a place that is out of the shooters view. Turn off the lights and steer clear of windows and doors to avoid being seen. | Show slide #10 |
| If at all possible, do not isolate yourself in a confined area, such as a single bathroom. If the need or the availability arises to escape from your spot, do not limit yourself. You want to have the option to move to safety. |  |
| To prevent the shooter from entering the room, lock the doors. If at all possible, barricade the door. |  |
| Also, make sure that all electronic devices are silenced and be sure to remain quiet. If possible dial out to 911, even if speaking is not possible, keep the dispatcher on the line. |  |
| If you would all take a moment, please answer the poll questions on the bottom of page. | Refer participants to poll questions on bottom of pg. #4 |
| What items in this room would you use to barricade the door? | Ask question to class, allow time for their answers. |
| Why is it important to silence your phones? | Ask question to class, allow time for their answers.  Tell trainees to turn to pg.5. |
| If the situation escalates to where you find yourself face to face with the intruder, confrontation may not be avoided. Now the objective is to disrupt the end goal of the shooter. |  |
| Verbally challenging along with maintaining a confident demeanor can distract or disorient the shooter. |  |
| Use any and all available objects as weapons. If the availability arises, take control of weapon and shooter. |  |
| Do not feel obligated to engage shooter. Confrontation is the last resort. But to ensure safety, fully commit to actions if confrontation is encountered. |  |
| Please refer to poll questions on pg. 2 | Refer students to poll questions on pg #5 |
| What items around you can be used as potential distractions? | Ask question to class, allow time for their answers.  Tell trainees to turn to pg. 6 |
| When law enforcement arrives, remain calm.  Remember to keep your hands visible and follow all directions.  Make sure that you avoid screaming and quick movements.  Be advised that initial law enforcement may not be able to assist you. | Next presenter |
| Be prepared that law enforcement or 911 may ask you to identify the location of the shooter, the number of shooters, and to give a physical description of the shooter. |  |
| Now that we have completed the educational portion of the training session, let’s apply your knowledge to a couple case studies. | Tell trainees to turn to pg.7. |
| Case study one reads:   While sitting in class, you hear a faint popping noise coming from outside the classroom and down the hall. Several seconds later you hear students running down the hall screaming and yelling. Your professor goes out to investigate and you hear another popping noise, but the sound is louder and closer. You quickly determine you are in an active shooter scenario and have no avenue of escape. |  |
| What should your first action be? | Ask question to class, allow time for their answers.  Tell trainees to turn to pg. 8. |
| Let’s go over the second case study.  A gentleman enters the classroom and asks for John Doe, the gentleman seems anxious and agitated. The professor answers back saying, “no there is no one by that name”. The gentlemen then walks out of the room and class continues. |  |
| What would you take away from this scenario? | Ask question to class, allow time for their answers. |
| The instructors will act out the two scenarios that are similar to the ones we previously discussed. One scene will be the correct actions and one will be incorrect. As a group, you must decide which scene is correct or incorrect. We will then discuss what was done well and what was not done well in order to best understand how to respond to different events. |  |
|  | Incorrectly act out case study #1 before correctly acting out the scene the second time. |
| Which scene was the correct one and which was the incorrect one? Why? | Hold class discussion. |
|  | Incorrectly act out case study #2 before correctly acting out the scene the second time. |
| Which scene was the correct one and which was the incorrect one? Why? | Hold class discussion. |
| Does anyone have any questions for us? |  |
| Finally, we ask that you please fill out our posttest. | Pass out posttests to each participant |
| Thank you for participating in our Active Shooter Awareness & Response training session.  We have enjoyed your participation today and hope that you have found this material to be informative for your campus setting. | Pass out certificates of completion (one per trainee) |