

ALICE Training User Instructor Manual



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Course Info

Summary

This presentation is designed for you to use during the post eLearning hands-on portion of the ALICE training blended model as a review and Q&A prompt.

The presentation resides in the Navigate360 Training Institute and can be downloaded from there.

You also have the following Instructor Resources available in the Training Institute:

- The ALICE Instructor Safe Scenario Guide 2018
- Instructor Led Training (ILT) Demonstrations

Purpose

This course will review the ALICE strategies taught through the eLearning modules prior to hands-on demonstrations.

Objectives

- Recognize the need for options-based response strategies to survive Violent Critical Incidents.
- Identify how ALICE strategies work in your environment.
- Practice the ALICE strategies during hands-on training.

Course Timing

This course will take approximately 1.5 hours to complete. It can be longer if you move your participants to different venues within the building.

Using this Manual

Icons

Use the following icons to guide you throughout this manual and the course.



Click forward to advance within the presentation.



Indicates portion of instructor lecture and discussion.



Pause presentation for hands on group activity.



Pause presentation for discussion questions.

Page Guide

Each slide of the presentation has a page within this manual. Use the diagram below to assist you in navigating this manual.

The top of each page will direct you to the presentation slide number and any additional documents you need to reference.

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Presentation Slide: 01

Teaching Points:

Welcome the participants to the class. Go over any house keeping information within your organization

Welcome to ALICE Training! During this training we will discuss how we can increase survivability by empowering individuals to take stake in their own survival. We are going to look at situational and environmental awareness along with the options we can use to respond to the alert. This training is to prepare us for a violent critical incident. This training has been designed to have trauma informed training in mind.

Click to go to the next slide.

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The top right of each page contains a still image of the slide for quick reference.

The Teaching Points text and icons will provide guidance on leading the course.

Presentation Slide: **01**

Participant Guide: **02**



Teaching Points:

Welcome the participants to class. Go over any housekeeping information within your organization.



Welcome to ALICE Training! During this training we will discuss how we can increase survivability by empowering individuals to participate in their own survival. We are going to look at situational and environmental awareness along with the options we can use to respond to an alert. This training will help us prepare for a Violent Critical Incident (VCI). This course has been designed with trauma informed training in mind.



Click to go to the next slide.

Presentation Slide: **02**

Participant Guide: **02**



Teaching Points:



ALICE is an active shooter response program that consists of Awareness and Communication strategies and Response Options strategies. The Awareness and Communication strategies consist of situational awareness and alerting others. Situational Awareness is your perception of your environment and how you comprehend and respond to that environment. Alert is the information you are providing to others so they can choose the best strategy for their own safety.

The Response strategies are how you respond upon being alerted that there is danger. The strategy options that fall under response are: evacuate (removing yourself from danger), lockdown (barricading your location), and counter (countering the intruder's ability to use their weapon to give yourself and others time to evacuate).

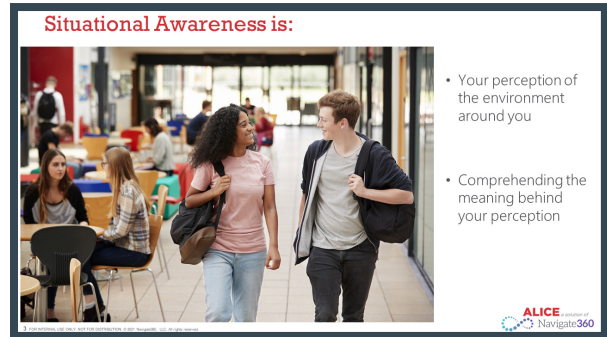
In today's class we are going to dive into so you are prepared in the event of a VCI. Let's start Awareness and Communication with situational awareness.



Click to go to the next slide.

Presentation Slide: **03**

Participant Guide: **03**



Teaching Points:



Observing your surroundings is an important part of being aware of your environment and the people in that environment. Knowing your environment can provide you extra time to perform a strategy in the event a VCI occurs.



Click.



SA is your perception of your environment, how you comprehend the meaning of your perception, and what will happen to your perception in the future based on decisions you make. Your vision needs to look at two areas of that location:

1. Building structure

- Where are your normal exits, doors, hallways etc.? Are they near your final location or is there distance you must travel to get there?
- Non-normal exits - Windows can be used as an exit if you need it. Remember from your eLearning how to break windows to gain an exit point. You want to look outside of windows to see what is below the window and around it. Is there a ledge to scoot over to a sub roof or room? What is below the window? If there is concrete with nothing soft, that may not be a good choice for an exit. If you have grass and small vegetation this choice may be good.

2. People



- How many people are in the area? What are they doing? Do their actions fit the type of location that you are in?
- Is there anyone who is acting differently, not like the others? Take note of details on this person's appearance and behavior to potentially remember later.

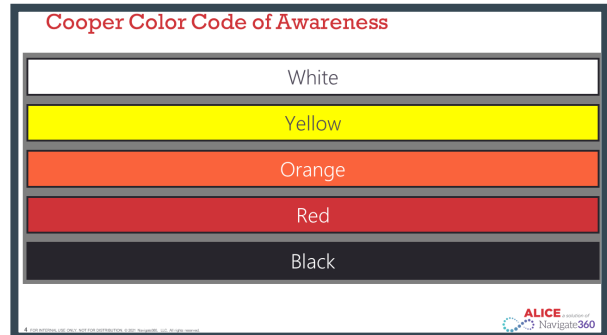
How you comprehend the meaning behind your perception will guide what decisions and outcomes you make in an emergency. Having Situational Awareness is the beginning of your safety.



Click to go to the next slide.

Presentation Slide: **04**

Participant Guide: **03**



Teaching Points:



Go through each color code and provide examples of each color.



White - You are unaware and unprepared. People in white are oblivious to their environment. Someone talking on their phone and not paying attention to their environment. How many times have you seen individuals walking around looking at their phone and not paying attention to what is going on around them?



Yellow - You are relaxed and alert. People in yellow are aware of their environment, including others around them. Walking around with head up and taking in surroundings. Making quick eye contact with others as you pass observing body language. Have you ever been out in public and as you are walking around you had someone either nod or make a notion toward you? This is a natural reaction when individuals see each other. It is the ones who don't respond that should make you wonder.



Orange - You have a sense of danger, and you start to evaluate and formulate a plan on how to respond to that feeling. This could be lockdown or evacuating using ALICE strategies. You hear a noise in the middle of the night and you wake up. You start thinking about what the noise could be. If it's the house pet then you can go back to sleep. If it's one of the children getting up sick maybe you go and assist. What if it is an intruder who wants to take your stuff? You wait and formulate a response to all those thoughts.



Red - You are responding to the threat within your environment. Your training kicks in and you respond accordingly. You are walking down the sidewalk when a big dog comes out and starts growling at you, then lunges at you. You look around and find an avenue of escape. You take the route and run to safety.



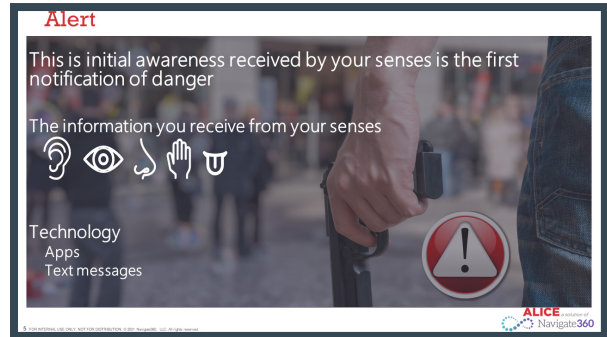
Black - You have not prepared and become overwhelmed with fear. You are not able to formulate a response. Have you ever been in danger and could not move, think, or respond to it? If so, you have been in black. This is where you do not want to be when danger appears. When you receive training and practice you will be able to stay out of the black code.



Click to go to the next slide.

Presentation Slide: **05**

Participant Guide: **04**



Teaching Points:



Alert is your first notification of danger. The alert is stimulus (auditory, visual, etc.) that you are receiving from your senses and environment. This is why it is important to have situational awareness and be in yellow when you are outside of your house. It is important that when you receive an alert, you accept and respond to it. Often people that have not had training or experience will rationalize the alert.



Click



Hearing is a sense you may use to receive an alert:

Q - What are you hearing that would alert you to danger? Wait for answers from the participants.

A - Gunshots, people screaming, etc.



Seeing is another sense you may use:

Q - What are we seeing during this danger? Allow the participants to respond.

A - Maybe you would see the intruder with the weapon walking down the hall, across the parking lot etc. People moving.

Smelling - Gun powder

Touch - May not use

Taste - May not use

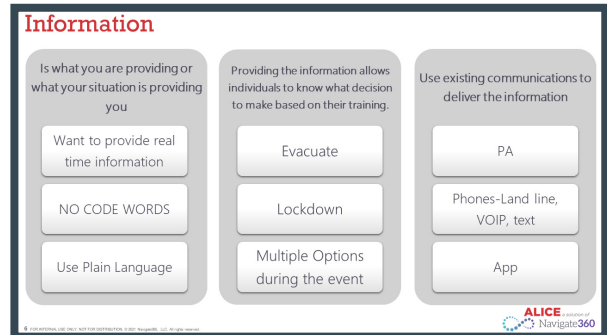
Technology can be part of the alert strategy as well. What information are you receiving from PA systems, text messages, or apps. (Refer to Navigate360's EMS if applicable.)



Click to go to the next slide.

Presentation Slide: **06**

Participant Guide: **04**



Teaching Points:



Information is the continuation of the alert and communication. Information is what you are providing to others. This information may come from the intercom system, app, or other forms of communication equipment. When you are providing information, it is important not to use code words. Code words will not provide enough information to know what response strategy is needed to increase your survivability. Use plain language to provide information to others. Think about your own organization. How are you able to inform others if something were to happen in your building?



Click to go to the next slide.

Presentation Slide: **07**

Participant Guide: **05**

Sending Information

- Plain language that everyone will know
- Provide following information
 - Where is the intruder going?
 - What is the intruder wearing?
 - If you see a weapon, what is it?
 - Pistol or rifle
- In your classroom and providing information to office
 - Your location, who you are
 - What you saw
 - What did they look like



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Teaching Points:



FEMA provides documentation on why you shouldn't use code words. Provide the following information using plain language:

- Where is the intruder going?
- What is the intruder wearing?
- If you see a weapon, what is it? For example, a pistol or rifle.

If you are in a room and have access to communication devices to inform others, provide the following information:

- Your location.
- Who you are.
- What you saw.
- What the intruder looks like.

Now that we have discussed the awareness and communications strategies, let's move into the response strategies of the program. The first response strategy we are going to discuss is the evacuate strategy.



Click to go to the next slide.

(FEMA guidelines NIMS 100)

Presentation Slide: **08**
Participant Guide: **N/A**



Teaching Points:



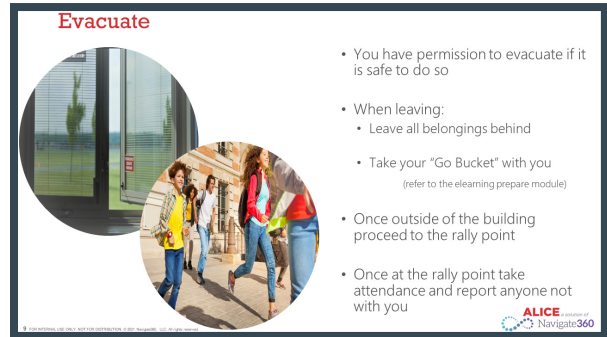
Evacuate is the strategy that permits you to remove yourself from the danger if you have time and distance. Being situationally aware of your environment, you will know where exits such as doors, windows, hallways, etc. are located. Evacuate is a valuable response option if you are involved in a VCI. We will also discuss rally points and reunification locations during this strategy.



Click to go to the next slide.

Presentation Slide: **09**

Participant Guide: **06**



Teaching Points:



If you have the time and distance from the intruder you have permission to evacuate and proceed to the rally point. Our rally point is located _____ (fill in).

If you choose to evacuate leave all belongings behind, like bookbags, purses, etc. If you have a go bucket, grab it on your way out.

When leaving:

- Leave all belongings behind
- Take your "Go Bucket" with you (refer to the Prepare module in the eLearning).
- Once outside of the building proceed to the rally point.
- Once at the rally point take attendance and report anyone not with you.

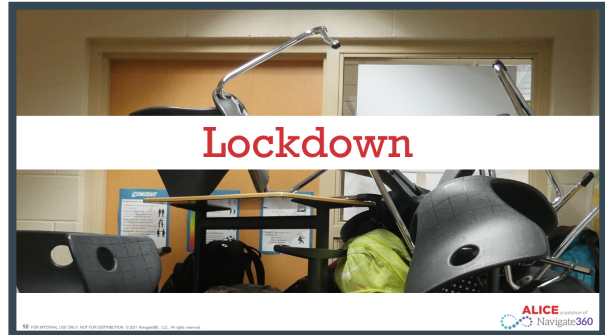
Evacuate is a valuable response option for those in harms way. Historically, violent intruders are not the highly trained tactical operators. Remember movement affects accuracy. The violent intruder can only pay attention to one thing at a time. It takes time to access a target. However, it takes almost double the time to re-access a target once it has moved. Therefore, move in different lines, no straight lines. The human brain does not see movement; we perceive movement. This buys you time during a VCI.

Evacuate is possible in a building with many different levels. Familiarize yourself with all possible exits. If it is necessary to break a window to evacuate, the window should be broken in the top right- or left-hand corner using a heavy object. Then use the heavy object to remove the shards of glass from the window. (Remember the video in your eLearning.) If the window is on the second story of a building, do not simply jump from the window. Be sure to hang from the window, decreasing the height of the drop, and bend knees and roll.



Click to go to the next slide.

Presentation Slide: **10**
Participant Guide: **N/A**



Teaching Points:



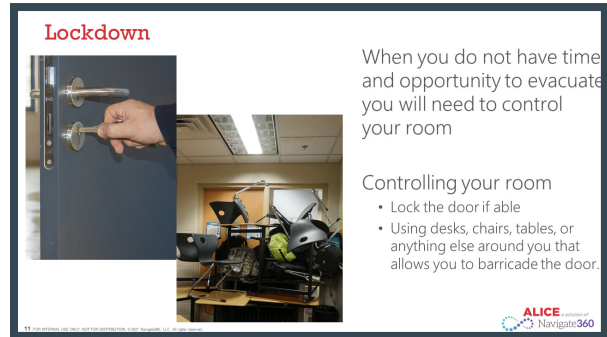
The goal in a ALICE enhanced lockdown is to delay and deny entry into your space. We will discuss and show how to control the door and room.



Click to go to the next slide.

Presentation Slide: **11**

Participant Guide: **06**



Teaching Points:



Barricade with environmental items in your space. (Navigate360, ALICE being a solution thereof, does not recommend any pre-manufactured door locking devices. Reason being, if that tool is the only tool you practice with, what will your response be if you are in a location without that tool? You will more than likely Freeze.)

Barricade with objects such as desks, chairs, heavy tables. Use cords or ropes tied to tied to your objects in order to keep the door from opening outward. Utilize the door frame to assist in creating a barrier.

Barricading an inward opening door can be accomplished in the same manner using chairs, tables, desks, wedges, etc.

Stay away from the front of the door. History shows us past events, such as West Liberty Salem HS, Ohio; Virginia Tech, VA, and Ocala, Florida, the violent intruder shot through or under the door attempting to harm more victims.

Once the barricade is constructed, you should spread out within the room with objects in hand, ready to counter if the barricade is breached. A properly built barricade can also be considered a form of counter, as while a violent intruder may be attempting to breach the barricade, it is very unlikely they remain in the proper shooting form. The human brain can only focus on one thing at a time. You will focus on the immediate task you wish to complete. So, in this situation, getting through the barricade is the focus, not shooting accurately. The lockdown strategy can drastically delay or completely deny entry in the room or space you occupy. Past events have indicated that if the violent intruder cannot easily make entry, they move to the next available target.

Barricading your space gives you time to make your next decision such as looking for alternate means of unconventional evacuation such as breaking through walls, evacuating through

Teaching Points (continued):

windows, or by any means possible.

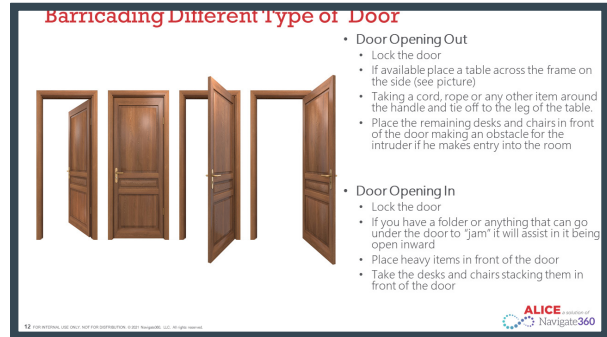
Practice makes perfect. Drills, in a very controlled manner, should be practiced. This will also give you more ideas of the objects you could use to barricade and enhance the speed of your lockdown.



Click to go to the next slide.

Presentation Slide: **12**

Participant Guide: **07**



This is where your environmental awareness comes into place. Knowing and understanding which way the doors open is important. There are two different ways the door will open-inward or outward. I am going to show you how to control and fortify an outward opening door versus an inward opening door.



What environmental tools could/would you use to complete the barricade?



Inward opening door - (You can take the group to a room and demonstrate.) Utilizing the lock will always be a good start. Once that is complete, look around the room and find something heavy, like a desk, filing cabinet, etc. Place this item first then continue to place desks and chairs against it. If there is a side window, make sure the barricade covers the window as well.



Outward opening door - (You can demonstrate this as well.) Start with the locking the door. Then, control the door handle by tying a cord, rope, belt, or anything that will reach to the heavy object you placed in front of the door across the frame. Then use desks, chairs, filing cabinets etc. to construct a barricade against the door and side window, if applicable.



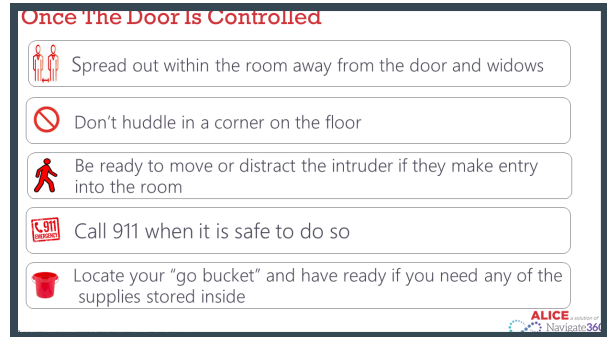
Once you have barricaded and controlled the door, spread out within the room ready to respond to anything that comes in the room.



Click to go to the next slide.

Presentation Slide: **13**

Participant Guide: **07**



Teaching Points:



Click to reveal each point.



Spread out within the room away from doors and windows.



Don't huddle in a corner on the floor.



Be ready to move or distract the intruder if they make entry into the room.

- We will talk about distractions during the counter strategy. Distractions can be accomplished by running around the room causing a sensory overload for the intruder and moving toward the exit to get out.



Call 911 when safe to do so. Once you have controlled the room you may be able to call 911.



If you have a Go Bucket, locate it. Organize your supplies and be ready to move or wait for law enforcement to release you.



Click to go to next slide.

Presentation Slide: **14**
Participant Guide: **N/A**



Teaching Points:



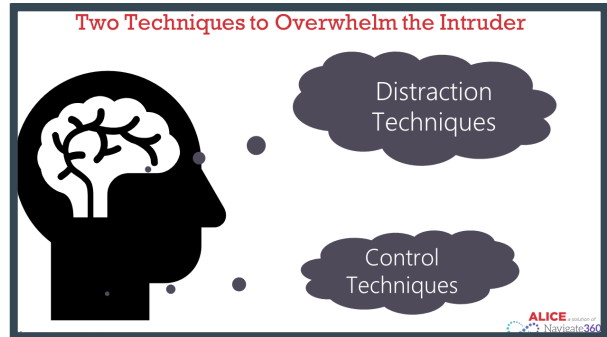
The counter strategy is all about your ability to impact the intruder's brain by dividing their attention from the task they are trying to complete and the new stimulus you are introducing. This requires them to focus on a new stimulus. The human brain can only focus on one thing at a time.



Click to go to the next slide.

Presentation Slide: **15**

Participant Guide: **08**



Teaching Points:



Your ability to overwhelm the thought process of the intruder is accomplished by using one or both of these techniques.

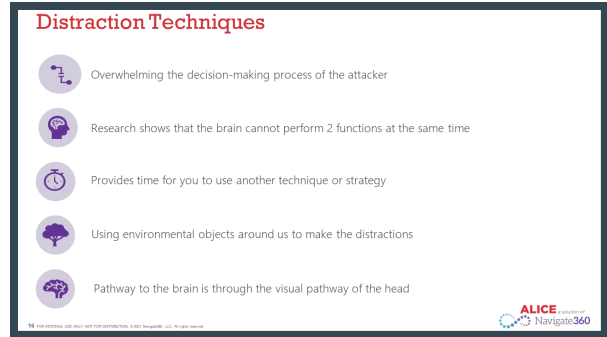
- Distraction Technique
- Control Technique



Click to go to the next slide.

Presentation Slide: **16**

Participant Guide: **08**



Overwhelm the decision-making process of the attacker by dividing their attention through the use of distractions. Doing this will limit to attackers' ability to shoot accurately. This is accomplished by throwing an object at the attacker's face, ensuring you impact their vision.



In our demonstrations you will see Force Science Institute research that the brain cannot perform two functions at the same time. Think of a time you were driving to an unknown location for the first time. You have your favorite song and the directions from the GPS playing at the same time. What do you do the closer you get to the location? (Wait for someone to say turn the radio down.) This is your brain telling you that you cannot multitask when it comes to attention.



Counter provides time for you to use another technique or strategy. Distracting the attacker provides time for you to remove yourself from the dangerous location or render the location no longer dangerous by controlling the attacker.



Use environmental objects around you to make distractions. By using environmental tools/items around you, you will always have something you can use as a tool to cause distraction without having to close your distance to the attacker.



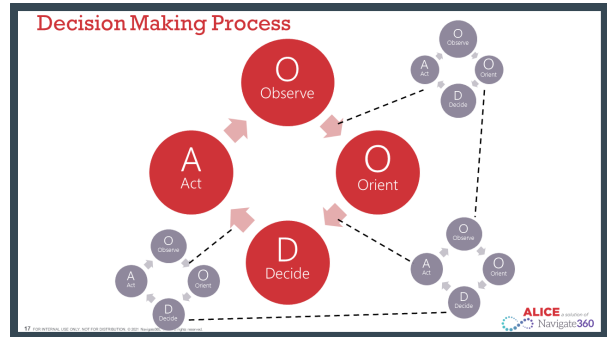
The pathway to the brain is through the visual pathway of the head are the eyes. It is important to impact the intruder's field of vision by throwing your object at the intruder's face. You must get close to the face so that when the intruder is experiencing tunnel vision, and only has one to four degrees of vision, you are able to achieve the distraction.



Click to go to the next slide.

Presentation Slide: **17**

Participant Guide: **09**



Teaching Points:



OODA is an acronym which stands for:



Observe,



Orient,



Decide



Act.



The concept was developed by John Boyd who was a Colonel in the United States Air Force. Boyd entered the United States Army Air Corp early in World War II as a flight mechanic. In 1947 when the USAF was born, he entered the Air Force, attended the University of Iowa, graduated with a BA in economics, and was commissioned as a Second Lieutenant. Prior to his increases in rank, he was a light fighter bomber pilot, flying missions in the Korean war. His ideas and theories saw direct impact on the strategies used during Desert Storm and led to design of the F 16 and the F/A 18 (both of which are still in use today). He has been described as the greatest military strategist that nobody has ever heard of, on par with Sun Tzu and Clausewitz. The Colonel died in 1997 from cancer. On the day of his death he was still refining the OODA concept.

Boyd described OODA as a decision-making cycle. It is usually described very simplistically as a loop. For our purposes, we'll look at how our intruder will use the OODA loop and how we can interrupt the intruder's OODA loop by dividing his attention.

As you see in this diagram, the top "O" is Observation. It is here that we are taking in sensory information starting our loop. This Observation is everything that is happening in our

Teaching Points (continued):



universe, much like the alert in ALICE. From there we move to the second “O” which stands for Orientation. The Orientation phase is the most important aspect of OODA. It is during the Orientation phase that we begin to make sense of the sensory input we received in the Observation phase and during this phase the information is filtered. It is filtered through experience, education, culture, heritage, genetics, etc. Of those, two of the more important are experience and education.



After we have figured out what the information means, we move to the Decision phase. In the decision phase we take what we have learned during the Orientation phase and begin to form strategies to deal with it. We start to form options and we decide on the strategy/option which we believe has the best chance of success. From there we initiate an Action with the strategy/option we chose. That brings us right back to Observation. Because that Action will bring about a new set of Observations. Either our action was successful or it wasn't and that brings about an entirely new OODA Loop.

According to Dr. Bill Lewinski from the Force Science Institute, the time it will take to complete an entire OODA loop will be approximately .75 seconds. To put that time frame into perspective for you, a natural eye blink will take approximately .33 seconds, so in about the same time it takes to blink twice, you can complete an OODA Loop.

We can interrupt the OODA loop anywhere from Observation through Decision.



We do that using distractions: throwing objects into the intruder's field of view affects their sense of sight,



actually hitting them with those objects, affecting his sense of touch, and



yelling/screaming/moving chairs and tables, affecting his sense of hearing.



Click.

Teaching Points (continued):



Each interruption will cause the intruder to stop their initial OODA loop and begin a new one to manage that specific stimulus. The intruder cannot complete their initial OODA loop; they have to deal with the new information first. Keep in mind that human beings CANNOT attend to more than one thing at a time. When it comes to attention we do not multitask. Each time you divide someone's attention it costs them time. Specifically, it will cost .35 seconds if your attention is divided just once. To refocus will cost .53 seconds. This information comes to us from Dr. John Medina and from Dr. Bill Lewinski at the Force Science Institute.



According to the Force Science Institute you will respond to an expected stimulus at about .6 to .8 seconds. It will take double that amount of time to respond to an unexpected stimulus, about 1.4 to 1.6 seconds. Will your intruder be expecting you to distract him? It's possible. However, keep in mind it's one thing to expect someone to throw a book at you, but it is an entirely different experience to actually have someone throw a book at you and possibly hit you with it. It goes to a whole new level if 30 people in a room are throwing things, making noise, and moving.

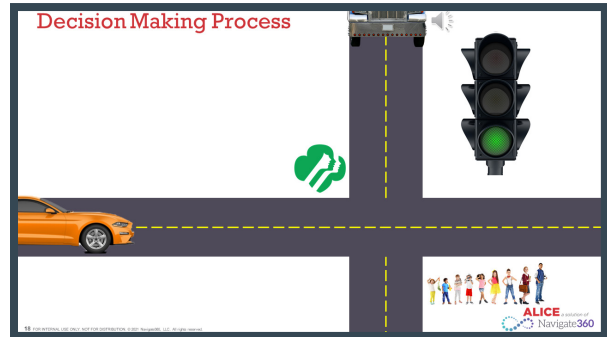


So let's look at how this works in everyday life and the decisions you have to make. We have found over the years that the easiest way to accomplish this is to describe the OODA concept as it related to an activity we all have in common - driving.



Click to go to the next slide.

Presentation Slide: **18**
Participant Guide: **N/a**



Teaching Points:



So, imagine this. You're driving down the road on a beautiful day. It's sunny, there's a clear sky, it's warm, you have the tunes turned up, and there's a clear road ahead. You see an intersection up ahead and that is controlled by an electronic traffic control device (that's cop speak for a traffic light). You see the light is green. You press a little harder on the accelerator, turn the tunes up a little higher, and keep driving.



As you get closer to the intersection you notice the light changes from green to yellow. You begin trying to figure out what that means.

You've seen lights change from green to yellow in the past. In driver's education they said every time a light changes from green to yellow it will next change to red. You've been driving for a while now and every time you've seen a green light change to yellow it's always been followed by a red light. Now you have to figure out what to do. You come up with two strategies you feel will work. You can apply more pressure to the accelerator, make the car go faster, and try to beat the light. Or you can take your foot from the accelerator and place it on the brake pedal and apply pressure to stop before you enter the intersection.



You make a "Decision" on which of those two strategies will work best and you initiate the action and what do you do?

"You press harder on the accelerator and try to beat the light."



That is an OODA loop in a very static environment, but we don't live in a static environment. We live in an ever-changing environment.

Teaching Points (continued):



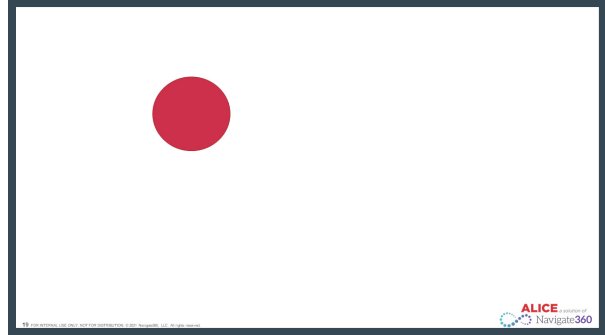
So, you've started to accelerate to beat the light and you hear a horn blast from the left (more incoming stimulus "Observe"). You look left and see a semi barreling down on the intersection, timing the light and assuming you was going to stop. You "Orient" yourself to that "Oh shoot, he's not going to stop" and "Decide" you've got to swerve to the left, but before I can initiate that "Action" you see there's a group of girl scouts on that corner selling cookies. You "Orient" yourself to that and "Decide" you have to change direction to the right, but before you can initiate that "Action" you see ("Observe") a group of children on the corner about to cross the street. As you "Orient" to that new Information.....well at this point it doesn't make a difference because you were just broadsided by the truck. You were receiving too much sensory input to complete the OODA loops.

That is what we want to happen to the intruder. We want the intruder to be faced with sensory information in the form of objects being thrown at him. This includes touch sensory through being hit by those objects and sound sensory from people yelling, running, and moving chairs/tables. This also includes different sight sensory information from seeing people moving, colors of clothing, etc. Sound sensory information from people running, moving chairs and tables. We want the intruder stuck in O - O - D. This means being completely overwhelmed from sensory input so they are never able to get to "Act" before we begin our control technique of SWARM.



Click to go to next slide.

Presentation Slide: **19**
Participant Guide: **N/A**



Teaching Points:



Ask for a participant to volunteer for this demonstration. Have a laser pointer for the participant to use. (Note if your using a TV or monitor for the presentation you will need a green laser. Standard red laser pointers do NOT work on TVs or monitors.)



Put the laser pointer on the red dot. As the dot moves about the screen I want you to follow the dot with the laser. Everyone else, notice how well the volunteer is able to keep the laser on the dot. Are you ready? Here we go!



Click to start the movement.



How successful do you feel you were at keeping the laser on the dot?

- Answer will most likely be not well.

What part was easy and what part was difficult?

- It was easy when the dot was moving slow but difficult when the dot was moving fast.

For everyone watching, where was the laser in relationship to the dot?

- Behind the dot.

Why was the laser behind the dot?

- Because we don't see motion we perceive motion. Our eyes take the picture and send the imagine to the brain. You were placing the laser where your eyes took the picture of the dot not where it is currently.
- When the dot was moving slow it allowed you to run on a single OODA Loop. Once the dot picked up speed you were not able to run on that single OODA Loop.

Teaching Points (continued):



We are going to do this again. This time I want everyone to just follow the dot with your eyes.



Click to play dot again.



How many of you experienced a perceived tail on the dot or the dot looked like it elongated or it became blurry?

- If you experienced any of these its because of the amount of snap shots you are sending from your eyes to your brain. You have over loaded your brain with images that it can not process that fast.

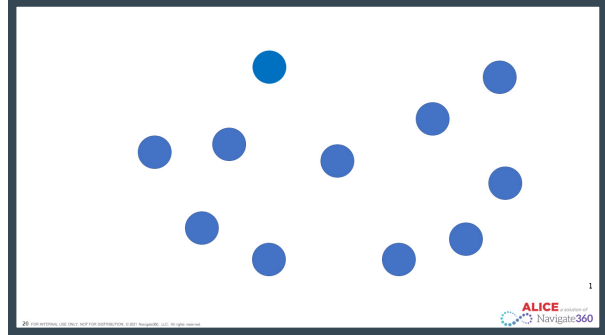


So as you can see in this demonstration, movement requires the intruder's brain to keep up. This is very difficult to do. Think of the dot as moving people during a VCI and you following the dot as the intruder.



Click to go to the next slide.

Presentation Slide: **20**
Participant Guide: **N/A**



In this demonstration we are going to see how OODA works running on one full and complete loop. I want you to count the number of blue dots. This is not one dot moving a number of times. At the end I will ask you to tell me how many blue dots you counted.



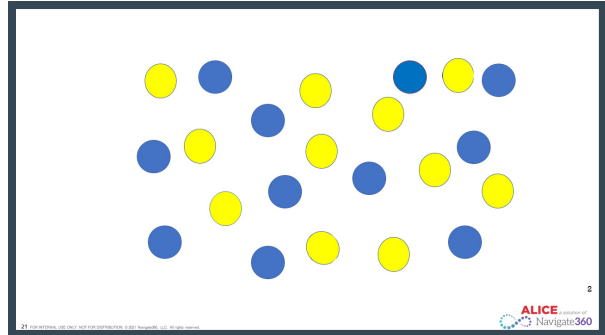
Click to start the demonstration.

Note: DO NOT tell them how many dots until after the next demo of blue & yellow.



When finished, click next to go to the next slide.

Presentation Slide: **21**
Participant Guide: **N/A**



Teaching Points:



In this demonstration I want you to count the number of blue dots and the number of yellow dots. I don't want a total number of dots. This demonstration is going to divide your attention between two different visual stimulus. You will see that the human brain can only attend to one task. At the end I will ask you how many blue dots you counted and how many yellow dots you counted. I want a separate number for both. Are you ready?



Click to start the demonstration.

NOTE: In the brief you can tell them how many dots from both demos (11 blue and 11 yellow).




When finished, click to go to the next slide.

Presentation Slide: **22**

Participant Guide: **09**

Control



- Grabbing and controlling the appendages of the intruder will prevent him from using the weapon appropriately. This is a personal decision and can be accomplished with many people.
- You will control the two arms, two legs and then the head. We will watch a video that will explain further how it works. We will then demonstrate with volunteers that I have chosen.
- This technique can be used by High school students and adults. Not to be used with younger than High School age individuals

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If you have distracted the intruder and provided yourself time but cannot evacuate, you can control the intruder from using the weapon. This is accomplished by grabbing and controlling the appendages of the intruder to prevent them from using the weapon appropriately.

This is a personal decision and can be accomplished with many people. You will control the two arms, two legs and then the head. .

This technique can be used by high school students and adults. It is not to be used with younger than high school aged individuals.

The technique is about wrapping the appendages in a “hugging” fashion and then dropping your body weight. When compressing the head, you need to press directly down around the ears as if you are performing CPR without compressions.



Demonstration can be accomplished with volunteers, slowly in a controlled manner.



Click to go to the next slide.

Presentation Slide: **23**

Participant Guide: **10**

How to secure the weapon



- Don't hold the weapon in your hand
- Control the weapon by placing it in a container and hold the container

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Teaching Points:



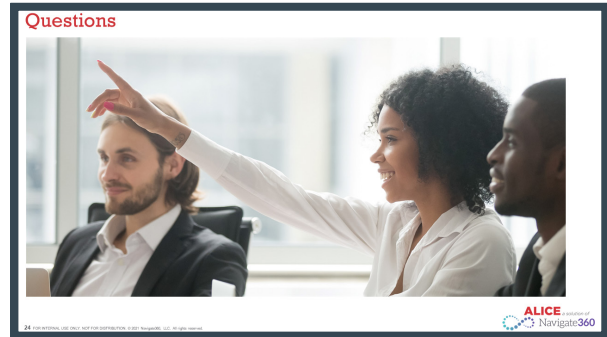
If the weapon is lost by the intruder, do not hold the weapon in your hand. You want to place it in a container and control it. The container can be anything that you can hold and be able to move around and evacuate. By following this process you will not be a threat to responding officers.



Click to go to the next slide.

Presentation Slide: **24**

Participant Guide: **10**



Answer any questions your audience may have.



Click to go to the next slide.

Presentation Slide: **25**
Participant Guide: **N/A**

Scan The QR Code And Follow These Directions

<p>If you do not have eLearning</p> <ol style="list-style-type: none"> 1. Once you reach the log in page for Navigate360Training Institute you will click on Register. 2. Fill out all the information. 3. Use Branch code <i>Knowledge Checks</i> 4. Fill in my name as Instructor 		<p>If you have eLearning already</p> <ol style="list-style-type: none"> 1. Once you reach the log in page for Navigate360Training Institute you will log in with your credentials. 2. Click on "My Profile". 3. Find Trainer (case sensitive) field 4. Fill in my name as Instructor
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Teaching Points:



Have participants use their phones to scan the QR code.

If learners do not have eLearning have them click **Register** on the Navigate360 Training Institute page. Have them fill in the information then use the branch code **Knowledge Checks**. Be sure they use your name as the instructor.

If learners have eLearning have them log in to the Navigate360 Training Institute with their credentials. Have them click on **My Profile** and use the **Find Trainer** field. Be sure they fill in your name as the instructor.



Click to go to the next slide.

Presentation Slide: **26**
Participant Guide: **N/A**



Teaching Points:

End of presentation.