
IS-907 – ACTIVE SHOOTER: WHAT YOU CAN DO

This course has been developed by the National Protection and Programs Directorate/Office of Infrastructure Protection, U.S. Department of Homeland Security, and is being hosted by the Emergency Management Institute (EMI).

For more information or to address questions or comments about this course, please contact IP_Education@HQ.dhs.gov

Course Objectives

At the end of this course, the participants should be able to:

- Describe actions to take when confronted with an active shooter and responding law enforcement officials.
 - Recognize potential workplace violence indicators.
 - Describe actions to take to prevent and prepare for potential active shooter incidents.
 - Describe how to manage the consequences of an active shooter incident.
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Scope

- Course Introduction
 - Respond
 - Activity: What Would You Do?
 - Prepare
 - Activity: Indicators of Workplace Violence
 - Activity: Self-Assessment
 - Follow Up
 - Activity: Post-Event Actions
 - Course Summary
-

Methodology

The instructors will introduce themselves, and begin the course by emphasizing that active shooter situations are unpredictable and evolve quickly. Then, the instructors will cover the following sections of the course:

1. Respond (includes three discussion questions and one activity)
2. Prepare (includes one discussion question and two activities)
3. Follow Up (includes one activity)

Finally, the instructors will summarize the key points of the course, and administer the final exam and course evaluation.

Time Plan

A suggested time plan for this course is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Course Introduction	40 minutes
Respond	1 hour 25 minutes
Prepare	1 hour 15 minutes
Follow Up	30 minutes
Course Summary	10 minutes
Total Time	4 hours

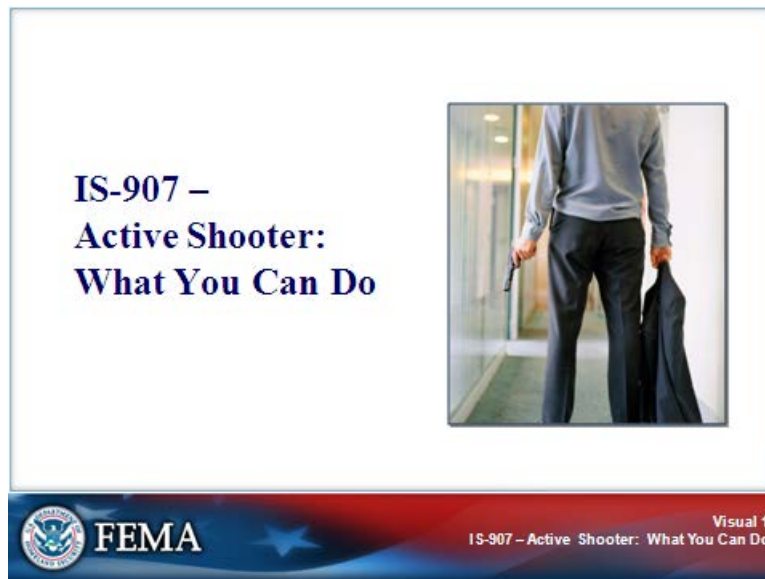
Materials

- PowerPoint visuals 1–47
- Student Manual
- Easels and markers

Note: Assemble copies of any applicable materials, such as the organization’s Emergency Action Plan, for display or distribution to participants.

COURSE INTRODUCTION

Visual 1



Instructor Notes: Present the following key points.

Welcome the participants to the Active Shooter course. This course provides guidance to individuals, including managers and employees, so that they can prepare to respond to an active shooter situation.

At this time, the lead instructor should:


- Introduce him or herself, emphasizing any experience related to active shooter situations.
- Ask the other instructors to introduce themselves.


COURSE INTRODUCTION

Visual 2

Course Administration

- Sign-in sheet
- Course evaluation forms
- Site logistics
 - Emergency procedures
 - Breaks
 - Restrooms
 - Cell phones



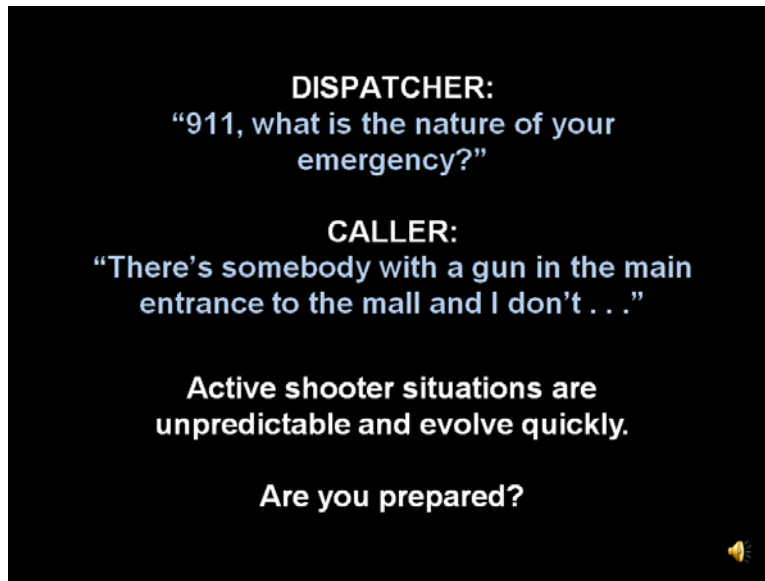
 **FEMA** Visual 2
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Make sure to complete all administrative matters and cover the ground rules on breaks and cell phones.

COURSE INTRODUCTION

Visual 3



Instructor Notes: Present the following key points.

Note: There is an embedded sound file in this visual which will play automatically. The text is animated to appear in two parts, with a delay to match the audio recording:

Dispatcher: “911, what is the nature of your emergency?”

Caller: “There’s somebody with a gun in the main entrance to the mall and I don’t . . .”

Ask the participants: Are you prepared?


Acknowledge the participants’ responses. Tell the participants that this course is designed to help them become better prepared for an active shooter situation. Use the discussion to transition into the next visual, which describes the course objectives.

COURSE INTRODUCTION

Visual 4

Course Objectives

- Describe actions to take when confronted with:
 - An active shooter.
 - Law enforcement officers who are responding to the situation.
- Recognize potential workplace violence indicators.
- Describe actions to take to prevent and prepare for potential active shooter incidents.
- Describe how to manage the consequences of an active shooter incident.

 **FEMA** Visual 4
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

By the end of this course, participants will be able to:

- Describe actions to take when confronted with an active shooter and with law enforcement officials who are responding to the situation.
- Recognize potential workplace violence indicators.
- Describe actions to take to prevent and prepare for potential active shooter incidents.
- Describe how to manage the consequences of an active shooter incident.

Not all recommendations provided here will be applicable at every facility. This course is intended to provide guidance to enhance facility-specific plans and procedures.

COURSE INTRODUCTION

Visual 5

Active Shooter Incidents

- Where we:
 - Shop
 - Exercise free speech
 - Learn
 - Work

The slide features a collage of four images: a man and woman walking in a store, a woman in a dark suit (Gabrielle Giffords), a man in a green jacket looking at a screen, and a group of people in a public space.

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Visual 5
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

During the past several years, there have been many active shooter incidents:

- **Where we shop.** In 2007 a gunman killed 5 and injured multiple others at a Utah mall.
- **Where we exercise our free speech.** In 2011 U.S. Representative Gabrielle (Gabby) Giffords was critically shot while meeting with constituents at a market, with 6 people killed and 3 others injured.
- **Where we learn.**
 - In 1999 at Columbine High School 12 students and 1 teacher were killed.
 - In 2007 at Virginia Tech 32 were killed and many others wounded.
 - In 2008 at Northern Illinois University 5 students were killed.
- **Where we work.** In 2010 a gunman opened fire at a beer distributor, killing 8 people.

Most active shooter situations are unpredictable and evolve quickly. Because most incidents are over within minutes, we must be prepared to deal with the situation until law enforcement personnel arrive.

Preparedness and awareness are the keys to helping protect our employees, our customers, and ourselves.


COURSE INTRODUCTION



Visual 6

About Active Shooter Incidents

- More frequent.
- Anger, revenge, ideology, untreated mental illness.

Employees can help prevent and prepare.



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Visual 6
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Active shooter incidents are becoming more frequent.


Common motives include anger, revenge, ideology, and untreated mental illness.

All employees can help prevent and prepare for potential active shooter situations.



COURSE INTRODUCTION

Visual 7

Active Shooter Situations



- Unpredictable.
- Evolve quickly.
- Continue until stopped by law enforcement, suicide, or intervention.

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Visual 7
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined space or other populated area. In most cases, active shooters use firearms and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly.

Active shooters usually will continue to move throughout a building or area until stopped by law enforcement, suicide, or other intervention. Typically, the deployment of law enforcement is required to stop the shooting and to prevent further harm to victims.

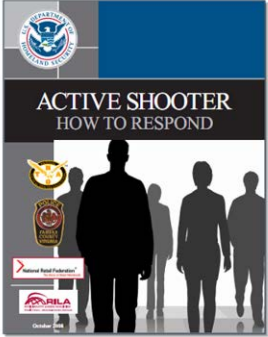
COURSE INTRODUCTION


Visual 8

Active Shooter Booklet

Guidance for:

- Individuals
- Managers
- Employees



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Visual 8
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

The information presented in this course is summarized in the booklet titled **“Active Shooter: How To Respond”** (http://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf), published by the U.S. Department of Homeland Security.

This booklet provides guidance to individuals, including managers and employees, who may become involved in an active shooter situation, and discusses how to react when law enforcement responds.

The booklet can also be downloaded from the **course Web site** (<http://training.fema.gov/EMIWeb/IS/IS907.asp>), which participants will access to take the final exam.

RESPOND

Visual 9



Instructor Notes: Present the following key points.

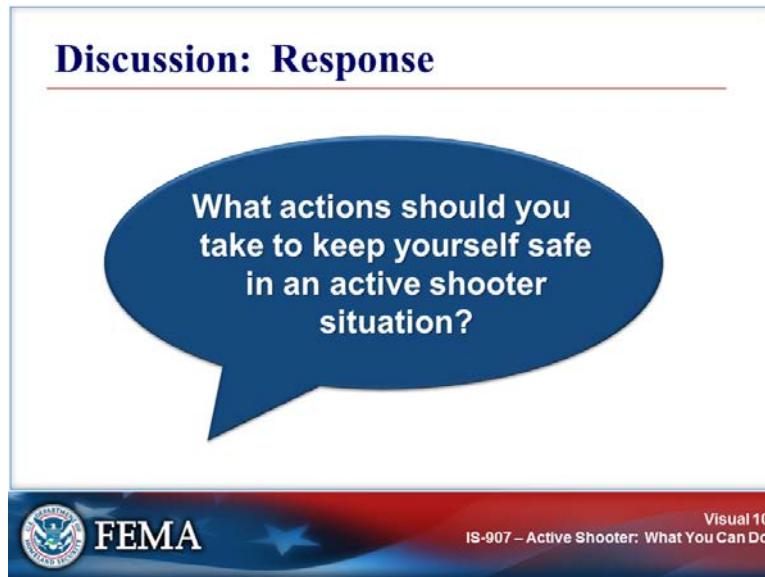
The remainder of this course is divided into the following sections:

- Respond
- Prepare
- Follow Up

This section of the course covers response actions, including how to respond when law enforcement arrives.

RESPOND

Visual 10



Instructor Notes: Present the following key points.

Ask the participants: What response actions should you take to keep yourself safe in an active shooter situation?

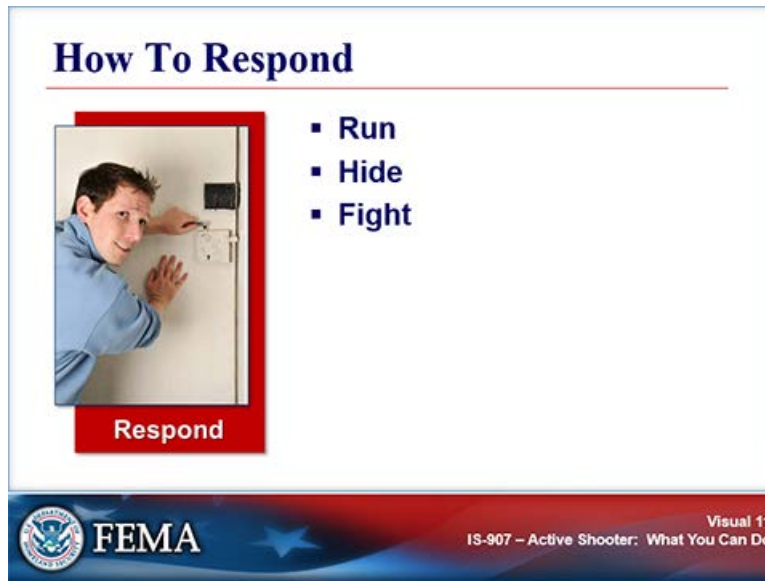
Acknowledge the participants' responses. Note that recommended response actions will be covered in the next segment of this course.

Responses may include (it is not necessary to mention all possible responses at this point):

- Being aware of the environment and any possible dangers.
- Taking note of the nearest exits.
- If in an office, staying there and securing the door.
- If in a hallway, going into a room and securing the door.
- Calling 911 when it is safe to do so.
- As an absolute last resort, fight.

RESPOND

Visual 11



Instructor Notes: Present the following key points.

In an active shooter situation, all involved persons should quickly determine the most reasonable way to protect their own lives.

Recommended actions, in order, are:

- **Run:** If there is an accessible escape path, attempt to evacuate the premises.
- **Hide:** If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- **Fight:** As a last resort, and if your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.



It is important for employees to be trained so that they can react appropriately if confronted with an active shooter situation. As these situations evolve quickly, quick decisions could mean the difference between life and death. If employees are in harm's way, they will need to decide rapidly what the safest course of action is based on the scenario that is unfolding.



RESPOND

Visual 12

Run (1 of 2)

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Help others escape, if possible.
- Evacuate regardless of others.
- Warn/prevent individuals from entering.



 **FEMA**  Visual 12
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

The first recommended action is to run. If there is an accessible escape path, attempt to evacuate the premises.

When running:

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Help others escape, if possible.
- Evacuate regardless of whether others agree to follow.
- Warn individuals not to enter an area where the active shooter may be.
- Prevent individuals from entering an area where the active shooter may be.

(Continued on the following page.)

RESPOND

Visual 13

Run (2 of 2)

- Do not attempt to move wounded people.
- Keep your hands visible.
- Follow police instructions.
- Call 911 when safe.

Why do police need to see your hands?

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Visual 13
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

When running (continued):

- Do not attempt to move wounded people.
- Keep your hands visible.
- Follow the instructions of any police officers.
- Call 911 when it is safe to do so.

Ask the participants: Why do police officers need to see your hands when you exit the premises in an active shooter situation?

Acknowledge the participants' responses. If not mentioned by the group, include the following:

- The police only know that there is a person with a weapon inside; they do not know whether or not you are that person.
- Showing your hands is necessary to demonstrate that you are not a threat to them.


RESPOND



Visual 14

Hide

Your hiding spot should:

- **Be out of the active shooter's view.**
- **Provide protection if shots are fired.**
- **Not restrict options for movement.**



 **FEMA**  Visual 14
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

The next recommended action is to hide out. If safe evacuation is not possible, find a place to hide from the active shooter.

The hiding place should:

- Be out of the active shooter's view.
- Provide protection if shots are fired (for example, an office with a closed and locked door).
- Not restrict options for movement.

To prevent an active shooter from entering a hiding place:

- Lock the door.
- Blockade the door with heavy furniture. This also provides additional protection.
- Close, cover, and move away from any windows.

RESPOND

Visual 15

Keeping Yourself Safe While Hiding



If the shooter is nearby:

- Lock the door.
- Hide behind large item (e.g., cabinet, desk).
- Silence cell phone/pager.
- Remain quiet.

 **FEMA**  Visual 15
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

If the active shooter is nearby, take the following actions:

- Lock the door.
- Hide behind a large item (for example, a cabinet or desk).
- Silence your cell phone and/or pager. (Even the vibrate setting can give away a hiding position.)
- Remain quiet.

Consider the difference between cover and concealment. Cover might protect a person from gunfire, while concealment will merely hide a person from the view of the shooter.

Persons in an active shooter situation should quickly choose the best space that is available. Finding cover is preferable, but if cover is not available you should find a position of concealment.


RESPOND



Visual 16

Important Information

Provide law enforcement or 911 operators with:

- Location,
- Number, and
- Physical description of shooters.
- Number and types of weapons.
- Number of potential victims.



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Visual 16
IS-907 – Active Shooter: What You Can Do

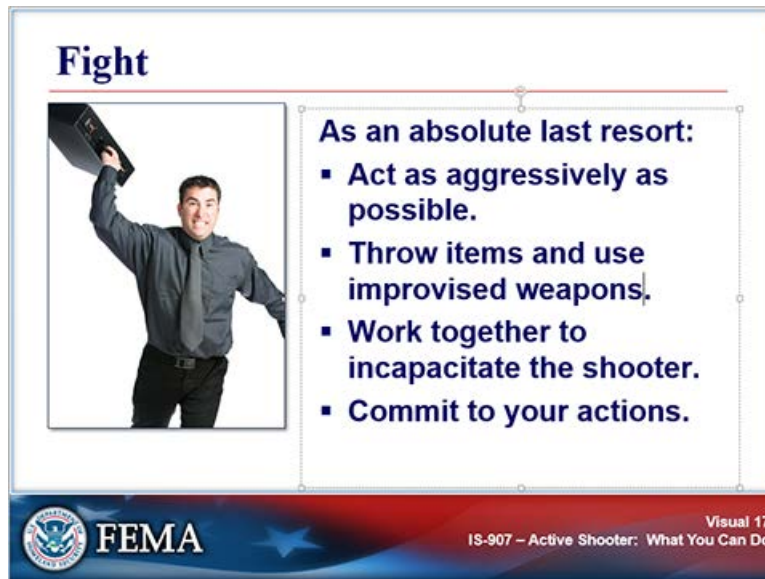
Instructor Notes: Present the following key points.

When possible, provide the following information to law enforcement officers or 911 operators:

- Location of the active shooter.
- Number of shooters, if more than one.
- Physical description of the shooter(s).
- Number and type of weapons held by the shooter(s).
- Number of potential victims at the location.

RESPOND

Visual 17



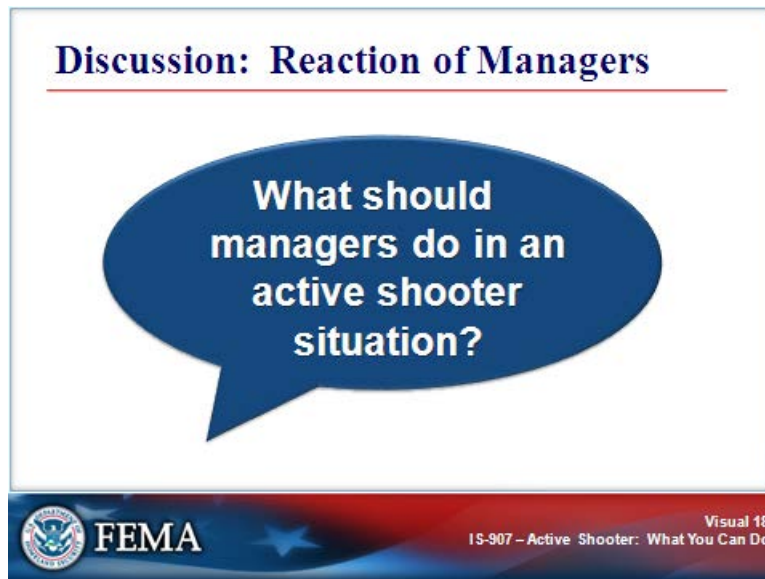
Instructor Notes: Present the following key points.

Finally, as an absolute last resort, and only if in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

- Act as aggressively as possible.
- Throw items and use improvised weapons..
- Work together to incapacitate the shooter.
- Commit to your actions.

RESPOND

Visual 18



Instructor Notes: Present the following key points.

Ask the participants: What should managers do in an active shooter situation?

Acknowledge the participants' responses.

Responses may include the following (it is not necessary to mention all possible responses at this point):

- When an emergency occurs, customers and visitors will look to managers or employees to direct them to safety. Employees are familiar with the building or workspace and with evaluation routes.
- Employees and customers are likely to follow the lead of managers or uniformed officials during an emergency situation.
- During an emergency, managers should be prepared to:
 - Take immediate action.
 - Remain calm, professional, and prepared to lead.
 - Lock and barricade doors.
 - Evacuate employees and customers via a viable, preplanned evacuation route to a safe area.
- When preselecting shelter-in-place locations, consider any safe areas within the facility.

ACTIVITY: WHAT WOULD YOU DO?

Visual 19

Activity: What Would You Do?

Instructions: Working as a team:

1. Look around the room. Consider what you would do in an active shooter situation and whether it would be better to run or hide.
2. Come up with a list of actions you would take to protect yourself and those around you.
3. Record the list on chart paper.
4. Select a spokesperson and be prepared to present the list in 5 minutes.

FEMA Visual 19
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Activity Purpose: To reinforce the participants' understanding of how best to prepare for and respond to an active shooter situation.

Review the activity instructions with the participants.

Instructions: Working as a team:

1. Look around the room you are in. Consider what you would do in an active shooter situation and whether it would be better to run or hide.
2. Come up with a list of the actions you would take to protect yourself and those around you.
3. Record the list on chart paper.
4. Select a spokesperson and be prepared to present the list in 5 minutes.

Time: 20 minutes (10 minutes preparation, 10 minutes report out)

Instructor Debrief Instructions:

1. Monitor the time. Notify the participants when 2 minutes remain.
2. Ask each group to present its answers. Use chart paper to create a class list.
3. If not mentioned by the participants, include the actions listed on the following page.

ACTIVITY: WHAT WOULD YOU DO?

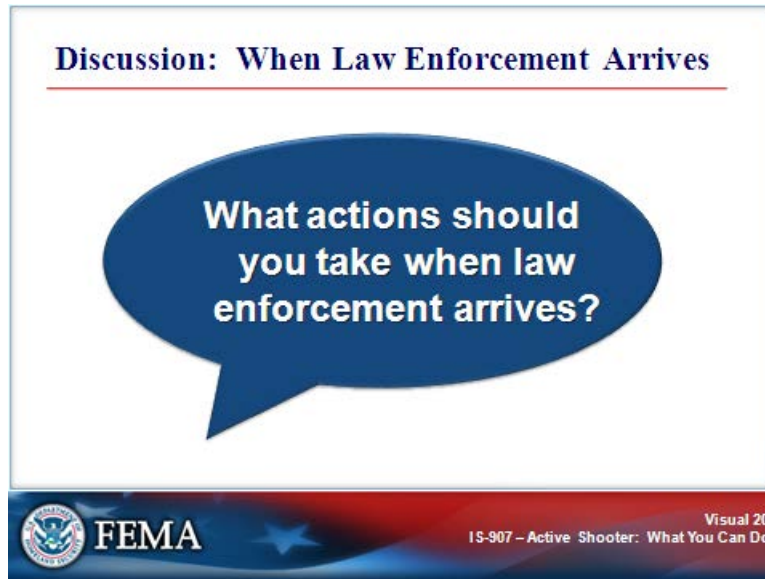
Visual 19 (Continued)

Participants in an active shooter situation should remember to:

- Locate a safe, viable evacuation route or routes.
- Figure out how to lock and/or blockade the door if planning to hide.
- Consider the options for concealment and cover using large items.
- Close, cover, and move away from windows.
- Take into account sources of noise, such as cell phones, that should be silenced to avoid drawing attention to the hiding spot.
- Identify an escape route from the hiding place if possible.
- Plan to call 911 when it is safe to do so.
- Fight the active shooter only as a last resort.

RESPOND

Visual 20



Instructor Notes: Present the following key points.

Ask the participants: What actions should you take when law enforcement arrives?

Acknowledge the participants' responses.

Responses may include (it is not necessary to mention all possible responses at this point):

- Remain calm and follow instructions.
- Slowly put down any items in your hands (e.g., bags, jackets).
- Raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid quick movements toward officers, avoid physical contact.
- Avoid pointing, screaming, or yelling.
- Do not stop to ask officers for help or direction when evacuating, as they will be focused on finding and incapacitating the shooter.

RESPOND

Visual 21

Law Enforcement's Role

Immediate purpose:

- **Stop the active shooter.**
- **Proceed to area where last shots heard.**
- **First priority is to eliminate the threat.**



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Visual 21
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

When law enforcement officers arrive at an active shooter scene:

- Their immediate purpose is to stop the active shooter as soon as possible.
- Officers will proceed directly to the area in which the last shots were heard.
- The first officers to arrive at the scene will not stop to help injured persons because their first priority is to eliminate the threat. They will need to secure the scene first.

When there is an emergency such as an active shooter incident, it is important to remember that officers arriving on scene may be coming from many different duty assignments and will likely be in various types of uniforms and even in street clothes. Do not be surprised by the variations in appearance, as law enforcement personnel are trained to react quickly and work together.


RESPOND



Visual 22

Additional Officers and Rescue Teams

Teams may:

- Wear bulletproof vests, helmets, and other equipment.
- Be armed with rifles, shotguns, and/or handguns.
- Use pepper spray.
- Shout commands.
- Push individuals to the ground for their safety.



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Visual 22
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Additional officers may arrive in teams, such as a SWAT (special weapons and tactics) team.

These teams may:

- Wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment. Some officers may be in plain clothes.
- Be armed with rifles, shotguns, or handguns.
- Use pepper spray or tear gas to control the situation.
- Shout commands, and push individuals to the ground for their safety.

Emergency medical personnel will also arrive at the scene. Rescue teams will treat and remove any injured persons. These teams may request able-bodied individuals to assist in removing the wounded from the premises.

RESPOND

Visual 23

Reacting to Law Enforcement

- Remain calm.
- Put down any items.
- Raise hands and spread fingers.
- Avoid quick movements.
- Avoid pointing, screaming, or yelling.
- Proceed in direction from which officers are entering.



 **FEMA** Visual 23
IS-907 – Active Shooter: What You Can Do


Instructor Notes: Present the following key points.

Recommended actions to take when law enforcement officers arrive are listed on the visual.

RESPOND



Visual 24

Safe Location



Area controlled by law enforcement until:

- The situation is under control.
- All witnesses are identified and questioned.

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Visual 24
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

After reaching a safe location or assembly point, all persons involved in the situation likely will be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned.

No one should leave the safe location or assembly point until law enforcement authorities indicate it is safe and their questioning has been completed.

PREPARE

Visual 25

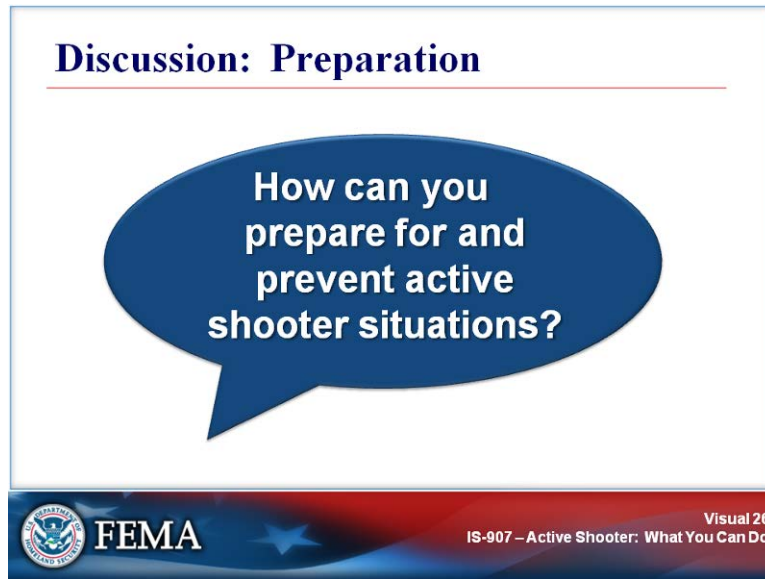
The slide titled "Course Topics" features three images in a row. The first image shows a man in a grey shirt looking back over his shoulder with a concerned expression, labeled "Respond". The second image shows a group of people in a meeting room, with one person standing and speaking, labeled "Prepare". The third image shows a woman in a white shirt sitting at a desk, writing in a notebook, labeled "Follow Up". Below the images is a red and blue banner with the FEMA logo on the left and the text "Visual 25" and "IS-907 – Active Shooter: What You Can Do" on the right.

Instructor Notes: Present the following key points.

This section of the course covers actions to take to prepare for and prevent potential active shooter incidents.

PREPARE

Visual 26



Instructor Notes: Present the following key points.

Ask the participants: What are some ways to prepare in advance for or prevent active shooter situations?

Acknowledge the participants' responses. Emphasize that a lack of preparedness can have disastrous effects.


Responses may include (it is not necessary to mention all possible preparation and prevention steps at this point):

- Develop an Emergency Action Plan.
- Conduct practice or exercises.
- Recognize indicators of potential workplace violence.


PREPARE

Visual 27

How To Prepare



- Develop an **Emergency Action Plan**.
- Conduct training.
- Recognize indicators of potential workplace violence.

 **FEMA** Visual 27
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Actions to take to prepare for and prevent potential active shooter incidents include:

- Developing an Emergency Action Plan.
- Conducting training.
- Recognizing indicators of potential workplace violence.

PREPARE


Visual 28

Developing an Emergency Action Plan

Get input from:

- Human resources department.
- Training department.
- Facility owners/operators.
- Property manager.
- Local law enforcement and emergency responders.



 **FEMA** Visual 28
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

The first step to prepare employees for an active shooter situation is to develop an Emergency Action Plan.

The Emergency Action Plan should include input from several stakeholders, including as applicable:

- The human resources department.
- The training department.
- The facility owners and/or operators.
- The property manager.
- Local law enforcement and emergency responders.

Conduct drills and exercise your Emergency Action Plan at least once a year. Ensure that your Emergency Action Plan includes actions for persons with disabilities and access and functional needs; guests and visitors; contains bi-lingual language; needs for all populations. The Emergency Action Plan will identify measures that prepare employees to respond effectively and help minimize loss of life.

PREPARE

Visual 29

Components of an Effective Plan

- A preferred method for reporting different types of emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments
- Contact information for individuals to be contacted under the Emergency Action Plan
- Information concerning local area hospitals
- An emergency notification system to alert various parties of an emergency

FEMA Visual 29
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

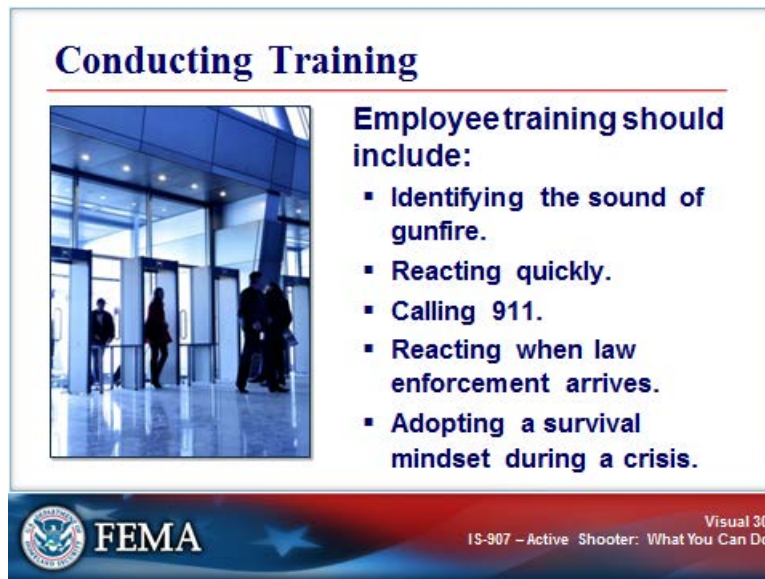
Note: If the organization already has an Emergency Action Plan, distribute copies to the participants if possible and review relevant procedures with them.

An effective Emergency Action Plan includes the following:

- A preferred method for reporting different types of emergencies.
- An evacuation policy and procedure.
- Emergency escape procedures and route assignments (with floor plans and identification of designated safe areas).
- Contact information for—and responsibilities of—individuals to be contacted under the Emergency Action Plan.
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location).
- An emergency notification system to alert various parties of an emergency, including:
 - Individuals at remote locations within premises.
 - Local law enforcement.
 - Local area emergency responders and hospitals.

PREPARE

Visual 30



Conducting Training

Employee training should include:

- Identifying the sound of gunfire.
- Reacting quickly.
- Calling 911.
- Reacting when law enforcement arrives.
- Adopting a survival mindset during a crisis.

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Visual 30
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Another important aspect of preparedness is training. The most effective way to train your employees to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement organizations are an excellent resource in designing training exercises.

Employees should be trained in:

- Identifying the sound of gunfire.
- Reacting quickly when gunshots are heard or when a shooting is witnessed.
 - Run.
 - Hide.
 - Fight as a last resort.
- Calling 911.
- Reacting when law enforcement arrives.
- Adopting a survival mindset during times of crisis.

Note: If the organization offers training, opportunities for additional training should be reviewed with the participants.

For more information on training exercises, refer to [IS-120.a: An Introduction to Exercises](http://training.fema.gov/EMIWeb/IS/IS120A.asp) (<http://training.fema.gov/EMIWeb/IS/IS120A.asp>) and [IS-130: Exercise Evaluation and Planning](http://training.fema.gov/EMIWeb/IS/IS130.asp) (<http://training.fema.gov/EMIWeb/IS/IS130.asp>).

PREPARE

Visual 31

Meet Everyone's Needs

Ensure that plans assess and provide for functional needs:

- Hearing or sight
- Mobility
- Limited or no English proficiency



The image shows a man in a wheelchair being assisted by a woman. The man is wearing a suit and tie, and the woman is wearing a business suit. They are outdoors, possibly in a public area. The woman is standing behind the wheelchair, and the man is looking towards the camera.

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Visual 31
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

In addition to developing an Emergency Action Plan and conducting training, managers should ensure that:

- Plans, evacuation instructions, and any other relevant information include provisions for individuals with functional or other needs. For example, emergency signals should include both lights and sound and emergency exits should be accessible for persons with limited mobility.
- The facility is accessible for individuals with disabilities, in compliance with the requirements of the Americans with Disabilities Act (ADA).

PREPARE

Visual 32

Facility Manager Responsibilities (1 of 2)

- Institute access controls.
- Distribute critical items.
- Assemble crisis kits.
- Activate the emergency notification system.
- Ensure two evacuation routes.
- Coordinate with the facility's security department.



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Visual 32
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Facility managers should:

- Institute access controls (e.g., keys, security system passcodes).
- Distribute critical items to appropriate managers and employees, including:
 - Floor plans.
 - Keys and other access-control measures.
 - Facility personnel lists and telephone numbers.
 - Daily schedule.
- Assemble crisis kits containing:
 - Radios.
 - Floor plans.
 - Employee roster and emergency contact numbers.
 - First aid kits.
 - Flashlights.
- Activate the emergency notification system when an emergency situation occurs.
- Ensure that the facility has at least two evacuation routes.
- Coordinate with the facility's security department to ensure the physical security of the location.


(Continued on the following page.)


PREPARE

Visual 33

Facility Manager Responsibilities (2 of 2)

- Post evacuation routes.
- Place removable floor plans near entrances and exits.
- Include law enforcement and first responders in training.
- Encourage active shooter training.
- Foster a respectful workplace.
- Be aware of workplace violence indicators.



 **FEMA** Visual 33
IS-907 – Active Shooter: What You Can Do

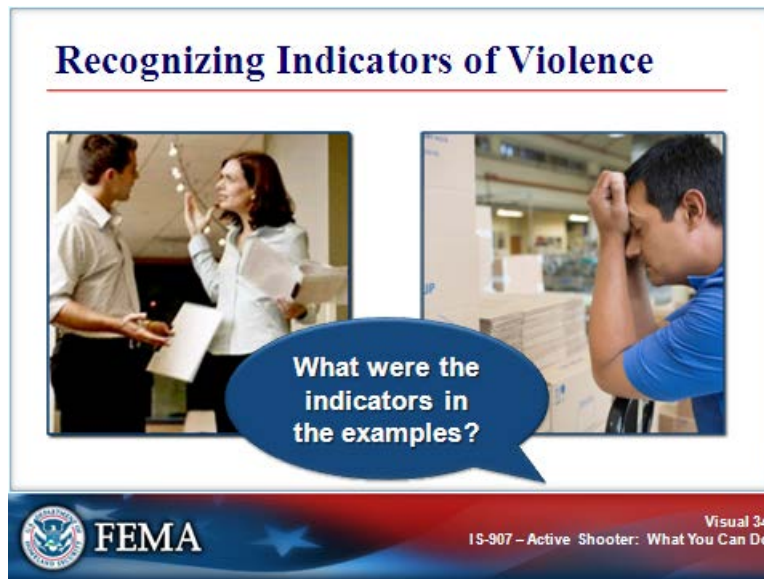
Instructor Notes: Present the following key points.

Facility managers should also:

- Clearly post evacuation routes in conspicuous locations throughout the facility.
- Place removable floor plans near entrances and exits for emergency responders.
- Include local law enforcement and first responders during training exercises.
- Encourage law enforcement, emergency responders, SWAT teams, canine teams, and bomb squads to train for an active shooter scenario at their location.
- Foster a respectful workplace.
- Be aware of indicators of workplace violence and take remedial actions accordingly.

PREPARE

Visual 34



Instructor Notes: Present the following key points.

Review the following two actual examples of workplace violence. The visual contains five animated images. Click the mouse to show each of the five images in turn while explaining the events.

Explain that current or former employees typically do not become violent unexpectedly. Instead, they display indicators of potential violent behavior over time.

Example 1:

- Image 1. Days before an office shooting at a software company, the shooter angrily confronted management over personal financial issues.
- Image 2. One member of payroll told her family that his behavior frightened her.
- Image 3. A few days later, the shooter asked two of his coworkers to witness the signing of his will.

Example 2:

- Image 4. The shooter at a warehouse incident was fired 6 months earlier for poor performance.
- Image 5. It was reported that he showed up late or missed entire days and was argumentative.

Ask the participants: What indicators of potential violence did you note in the two examples?

Acknowledge the participants' responses. Explain that indicators of potential workplace violence will be covered in this segment of the course.

PREPARE

Visual 35

Workplace Violence Indicators

- May be current or former employee.
- May display characteristics of potentially violent behavior.



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Visual 35
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

An active shooter in your workplace may be a current or former employee, or an acquaintance of a current or former employee.

Intuitive managers and coworkers may notice characteristics of potentially violent behavior in an employee. Alert your supervisor or human resources department if you believe an employee or coworker exhibits potentially violent behavior.

PREPARE

Visual 36



Human Resources Responsibilities

- Conduct effective background checks.
- Create system for reporting violent behavior.
- Make counseling available.
- Develop plan dealing with an active shooter situation.



FEMA

Visual 36
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Your human resources department should engage in planning for emergency situations, including an active shooter scenario.

Planning for emergency situations can help to mitigate the likelihood of an incident by resulting in processes such as:

- Conducting effective employee screening and background checks.
- Creating a system for reporting signs of potentially violent behavior.
- Making counseling services available to employees.
- Developing an Emergency Action Plan that includes policies and procedures for dealing with an active shooter situation, as well as after-action planning.


ACTIVITY: INDICATORS OF WORKPLACE VIOLENCE

Visual 37

Activity: Indicators of Workplace Violence

Instructions: Working as a team:

1. Create a list of 10 indicators of potentially violent behavior.
2. Record the list on chart paper.
3. Select a spokesperson and be prepared to present your list in 5 minutes.



The image shows a slide with a blue and red background. On the left is the FEMA logo. On the right, it says "Visual 37" and "IS-907 – Active Shooter: What You Can Do".

Instructor Notes: Present the following key points.

Activity Purpose: To help participants understand the indicators of potentially violent behavior.

Review the instructions for the activity.

Instructions: Working as a team:

1. Create a list of 10 indicators of potentially violent behavior.
2. Record the list on chart paper.
3. Select a spokesperson and be prepared to present your list in 5 minutes.

Time: 10 minutes (5 minutes preparation, 5 minutes report out)

(Continued on the following page.)

ACTIVITY: INDICATORS OF WORKPLACE VIOLENCE**Visual 37 (Continued)**

Instructor Debrief Instructions:

1. Monitor the time. Notify the participants when 2 minutes remain.
2. Ask each group to present their indicators. Post or display the group responses at the front of the room.
3. If not mentioned by the participants, include the following behavioral indicators:
 - Increased use of alcohol and/or illegal drugs
 - Unexplained increase in absenteeism; vague physical complaints
 - Noticeable decrease in attention to appearance and hygiene
 - Depression and/or withdrawal
 - Resistance and overreaction to changes in policy and procedures
 - Repeated violations of organizational policies
 - Increased severe mood swings
 - Noticeably unstable, emotional responses
 - Explosive outbursts of anger or rage without provocation
 - Suicidal indications; comments about “putting things in order”
 - Behavior that might indicate paranoia (“everybody is against me”)
 - Increasing discussion of problems at home
 - Escalation of domestic problems into the workplace
 - Talk of severe financial problems
 - Talk of previous incidents of violence
 - Empathy with individuals who commit violence
 - Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Violent acts or threats of violence should be reported to an immediate supervisor, security, or human resources. Regardless of the type of workplace violence, the chances for prevention improve with increased awareness of potential warning signs and rapid response to a problem.

The IS-106 – Workplace Violence Awareness Training course (<http://training.fema.gov/is/courseoverview.aspx?code=IS-106.15>) offers more information about violence in the workplace, how to recognize the warning signs, and what actions to take to prevent or minimize violence. While this course is designed specifically for FEMA personnel, it is applicable in all work environments.

ACTIVITY: SELF-ASSESSMENT

Visual 38

Activity: Self-Assessment

Instructions: Working individually:

1. Take 5 minutes to complete the self-assessment in your Student Manual.
2. Jot down action steps you can take for areas needing improvement.
3. Remember, this is a self-assessment, so be honest!

FEMA

Visual 38
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Activity Purpose: To help participants assess the extent to which their organization has prepared for and worked to prevent active shooter situations, to identify where improvement is needed, and to identify steps for improvement that participants can take following the training.

Review the instructions for the activity.

Instructions: Working individually:

1. Take 5 minutes to complete the self-assessment in your Student Manual.
2. Jot down action steps you can take for areas needing improvement.
3. Remember, this is a self-assessment, so be honest!

Time: 5 minutes

Instructor Debrief Instructions:

1. Monitor the time. Notify the participants when 2 minutes remain.
2. Ask several volunteers to identify an area where their organization can improve and what action step they plan to take to improve this area.

Acknowledge the participants' responses. Emphasize that taking action on their responses may help to save lives during an incident.

(Continued on the following page.)

ACTIVITY: SELF-ASSESSMENT

Visual 38 (Continued)

Has your organization . . .	Yes	No
Created a comprehensive Emergency Action Plan? Remember, the Emergency Action Plan should include:		
• A preferred method for reporting fires and other emergencies.	<input type="checkbox"/>	<input type="checkbox"/>
• An evacuation policy and procedure.	<input type="checkbox"/>	<input type="checkbox"/>
• Emergency escape procedures and route assignments (e.g., floor plans, safe areas).	<input type="checkbox"/>	<input type="checkbox"/>
• Contact information for—and responsibilities of—individuals to be contacted under the Emergency Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>
• Information concerning local area hospitals (e.g., name, telephone number, and distance from your location).	<input type="checkbox"/>	<input type="checkbox"/>
• An emergency notification system to alert various parties of an emergency.	<input type="checkbox"/>	<input type="checkbox"/>
Ensured the presence of two emergency evacuation routes, and posted them in conspicuous locations?	<input type="checkbox"/>	<input type="checkbox"/>
Placed removable floor plans near entrances and exits for emergency responders?	<input type="checkbox"/>	<input type="checkbox"/>
Ensured that Emergency Action Plans and evacuation instructions address individuals with special needs and/or disabilities?	<input type="checkbox"/>	<input type="checkbox"/>
Ensured that your building is accessible for individuals with disabilities, and in compliance with the requirements of the Americans with Disabilities Act (ADA)?	<input type="checkbox"/>	<input type="checkbox"/>
Trained employees how to react to an active shooter scenario and other emergencies?	<input type="checkbox"/>	<input type="checkbox"/>
Conducted active shooter training exercises?	<input type="checkbox"/>	<input type="checkbox"/>
Coordinated with local law enforcement, emergency responders, SWAT teams, canine teams, and bomb squads in conducting exercises?	<input type="checkbox"/>	<input type="checkbox"/>
Conducted effective background checks for new employees?	<input type="checkbox"/>	<input type="checkbox"/>
Created a system for reporting potentially violent behavior?	<input type="checkbox"/>	<input type="checkbox"/>
Made counseling services available to employees?	<input type="checkbox"/>	<input type="checkbox"/>

FOLLOW UP

Visual 39



Instructor Notes: Present the following key points.

This section covers followup actions to take after an active shooter incident.

FOLLOW UP

Visual 40



How To Follow Up



Important to:

- Manage consequences
- Capture lessons learned

Results:

- Promotes well-being of those involved
- Facilitates preparedness for future emergencies



 **FEMA** 

Visual 40
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Follow up actions after an actual incident include:

- Managing the consequences.
- Capturing lessons learned.

The results of taking follow up actions are:


- It promotes the well-being of those involved.
- It facilitates preparedness for future emergencies.



FOLLOW UP

Visual 41

Managing the Consequences

- Determine who is missing or injured.
- Determine a method for notifying families.
- Assess psychological state of individuals.
- Identify and fill critical personnel or operational gaps.



 **FEMA**  Visual 41
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

After the active shooter has been incapacitated and is no longer a threat, human resources or management personnel should engage in post-event assessments and activities, including:

- An accounting of all individuals at a designated assembly point to determine if anyone is missing and potentially injured.
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties.
- Assessing the psychological state of individuals who were present at the scene, and referring them to health care specialists accordingly.
- Identifying and filling any critical personnel or operational gaps left in the organization as a result of the incident.

FOLLOW UP

Visual 42

Lessons Learned

- Document response activities.
- Identify successes and failures.
- Provide analysis of existing plan effectiveness.
- Describe plans for improvements.



 **FEMA**  Visual 42
IS-907 – Active Shooter: What You Can Do

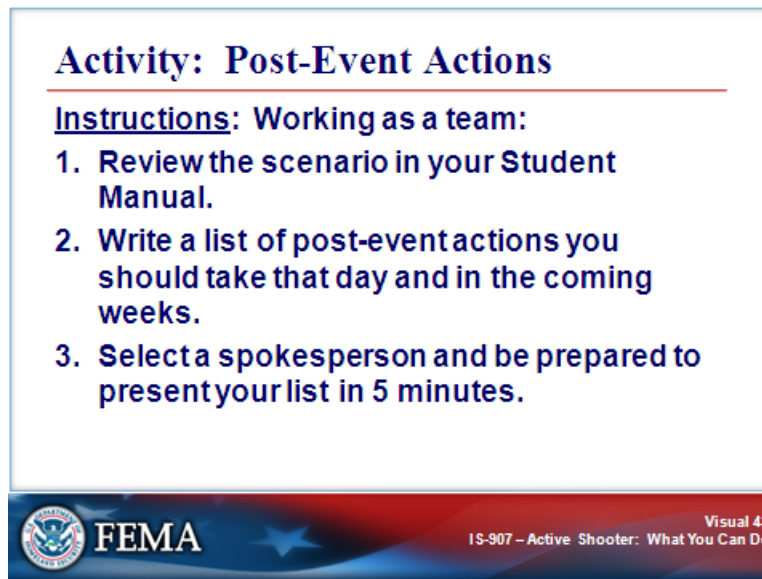
Instructor Notes: Present the following key points.

To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after-action report. The analysis and recommendations contained in this report are useful for:

- Serving as documentation for response activities.
- Identifying successes and failures that occurred during the event.
- Providing an analysis of the effectiveness of the existing Emergency Action Plan.
- Describing and defining a plan for making improvements to the Emergency Action Plan.

ACTIVITY: POST-EVENT ACTIONS

Visual 43

A presentation slide titled "Activity: Post-Event Actions" with a red underline. Below the title, it says "Instructions: Working as a team:" followed by a numbered list of three steps. The slide features the FEMA logo and a red and blue decorative footer with the text "Visual 43" and "IS-907 – Active Shooter: What You Can Do".

Activity: Post-Event Actions

Instructions: Working as a team:

1. Review the scenario in your Student Manual.
2. Write a list of post-event actions you should take that day and in the coming weeks.
3. Select a spokesperson and be prepared to present your list in 5 minutes.

FEMA

Visual 43
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

Activity Purpose: To help participants understand how best to follow up after an active shooter incident occurs.

Review the activity instructions.

Instructions: Working as a team:

1. Review the scenario in the Student Manual.
2. Write a list of post-event actions you should take the day of an active shooter incident and in the coming weeks.
3. Select a spokesperson and be prepared to present your list in 5 minutes.

Time: 10 minutes (5 minutes preparation, 5 minutes report out)

(Continued on the following page.)

ACTIVITY: POST-EVENT ACTIONS

Visual 43 (Continued)

Scenario:

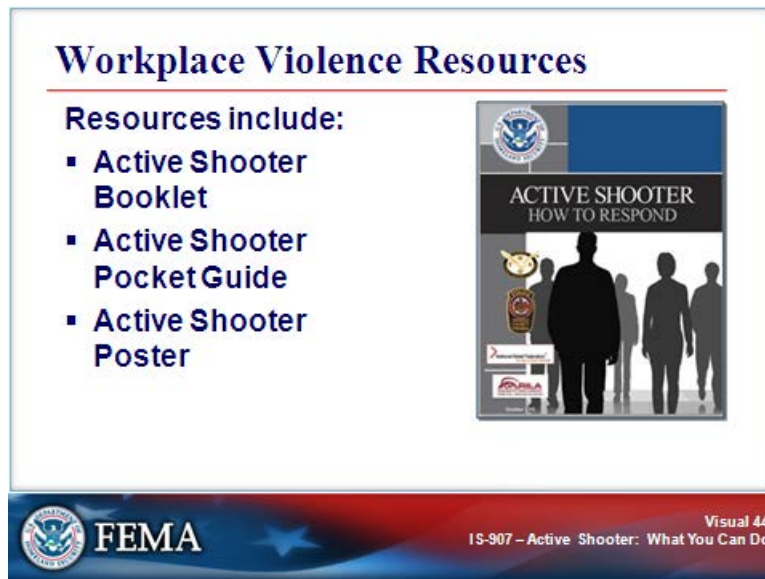
On a quiet morning, a former employee comes in through the front entrance of your office building and immediately opens fire. The manager guides employees to a preplanned evacuation route while others who are stuck in the room hide. Hearing sirens, the former employee runs back out to the parking lot, where he is arrested in a matter of minutes. Two shots were fired, and two people were injured, but law enforcement has informed you that there is no longer a threat.

Instructor Debrief Instructions:

1. Monitor the time. Notify the participants when 2 minutes remain.
2. Ask each group to present its list. Post or display the group lists in the front of the room
3. If not mentioned by the participants, note the following suggested actions:
 - Determine if any other individuals are injured or missing.
 - Determine a method for notifying the families of individuals affected by the active shooter.
 - Assess the psychological state of individuals at the scene, and refer them to health care specialists accordingly.
 - Identify and fill any critical personnel or operational gaps left in the organization as a result of the incident.
 - Develop an after-action report, identifying successes and failures of the incident.
 - Analyze the effectiveness of the current Emergency Action Plan.
 - Begin to develop improvements on the current Emergency Action Plan, including the addition of a second emergency evacuation route.

FOLLOW UP

Visual 44



Instructor Notes: Present the following key points.

Participants may find the following resources helpful in preparing for and preventing active shooter incidents:

- **Active Shooter Desk Reference Guide** (<http://www.dhs.gov/sites/default/files/publications/active-shooter-how-to-respond-508.pdf>): This booklet provides guidance to individuals, including managers and employees, who become involved in an active shooter situation, and discusses how to react when law enforcement responds.
- **Active Shooter Pocket-Sized Reference Card** (http://www.dhs.gov/sites/default/files/publications/active_shooter_pocket_card_508.pdf): This guide provides a brief overview of how best to respond to an active shooter situation.
- **Active Shooter Poster** (http://www.dhs.gov/sites/default/files/publications/active_shooter_poster_508.pdf): This poster describes how to respond to an active shooter, as well as how to recognize signs of potential workplace violence.

Active shooter materials help managers, employees, training staff, and human resources personnel mitigate the risk of, and take appropriate action in response to, an active shooter situation.

These and other retail training resources can be found at the:

- **Department of Homeland Security Commercial Facilities Web site** (http://www.dhs.gov/files/programs/gc_1259859901230.shtm).
- **FEMA Emergency Management Institute (EMI) Independent Study Program Web site** (<http://training.fema.gov/is/crslist.asp>).

The following page lists additional resources.

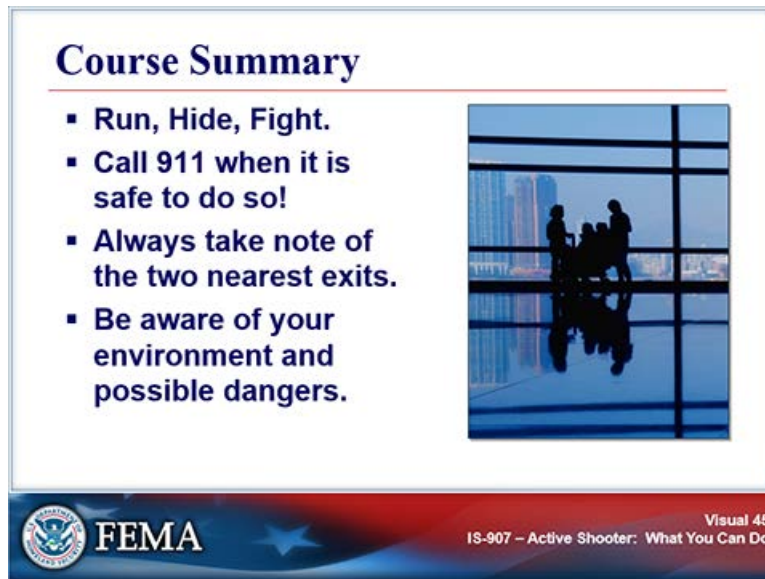
FOLLOW UP

Visual 44 (Continued)

- **Commercial Facilities Sector Training and Resources** (http://www.dhs.gov/files/programs/gc_1259859901230.shtm): This Web site provides various resources for the Commercial Facilities Sector, including three courses, links to subsector tools and webinars, and informational videos.
 - **IS-120.a An Introduction to Exercises** (<http://training.fema.gov/EMIWeb/IS/IS120A.asp>): This course introduces the basics of emergency management exercises and builds a foundation for subsequent exercise courses, which provide the specifics of the Homeland Security Exercise and Evaluation Program (HSEEP).
 - **IS-130 Exercise Evaluation and Design** (<http://training.fema.gov/EMIWeb/IS/IS130.asp>): This course introduces the basics of emergency management exercise evaluation and improvement planning.
 - **Lessons Learned Information Sharing** (<http://www.fema.gov/lessons-learned-information-sharing-program>): This information and collaboration resource serves as the national, online network of lessons learned, best practices, and innovative ideas for the emergency management and homeland security communities.
-
- **Safety Tips and Guidelines Regarding Potential “Active Shooter” Incidents Occurring on Campus, University of California Police** (<http://www.emergency.ucla.edu/departments>): This document defines an active shooter and provides tips and guidelines for responding to active shooter scenarios.
 - **Shots Fired, When Lightning Strikes (DVD), Center for Personal Protection and Safety (2007)** (<http://www.shotsfiredvd.com/>): This DVD provides strategies to prevent and survive active shooter situations.
 - **How to Plan for Workplace Emergencies and Evacuations, U.S. Department of Labor, Occupational Health and Safety Administration, OSHA 3088 (2001)** (<http://www.osha.gov/Publications/osha3088.pdf>): This booklet provides a general overview of dealing with emergency situations, including developing an evacuation plan, training employees, and utilizing resources.

COURSE SUMMARY

Visual 45



Course Summary

- Run, Hide, Fight.
- Call 911 when it is safe to do so!
- Always take note of the two nearest exits.
- Be aware of your environment and possible dangers.

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Visual 45
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

In the event of an active shooter situation:

- Run
 - Attempt to evacuate
 - Have an escape route and plan
 - Leave your belongings
 - Keep your hands visible
- Hide
 - Find a place to hide
 - Block entry and lock doors
 - Remain quiet and silence your cell phone or pager
- Fight
 - As a last resort, try to incapacitate the shooter
 - Act with physical aggression

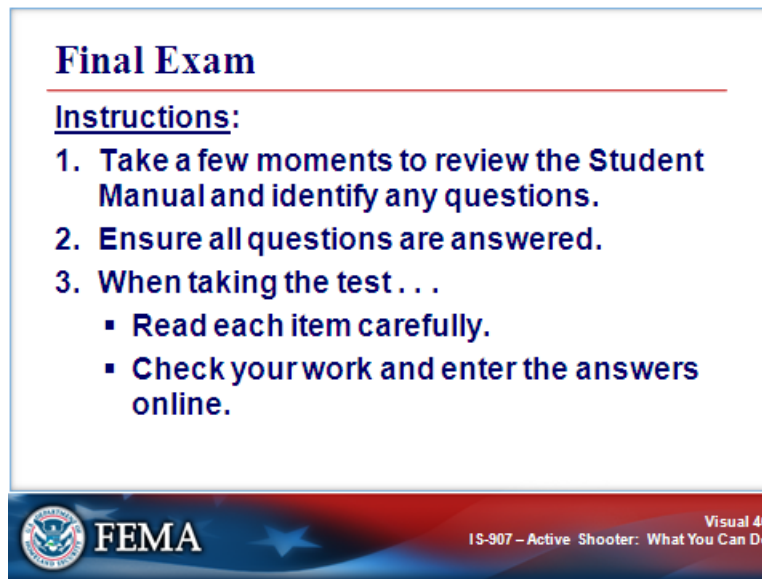
CALL 911 WHEN IT IS SAFE TO DO SO!

Remember to always:

- Take note of the two nearest exits in any facility you visit.
- Be aware of your environment and any possible dangers.

COURSE SUMMARY


Visual 46



Final Exam

Instructions:

1. Take a few moments to review the Student Manual and identify any questions.
2. Ensure all questions are answered.
3. When taking the test . . .
 - Read each item carefully.
 - Check your work and enter the answers online.

 **FEMA** Visual 46
IS-907 – Active Shooter: What You Can Do

Instructor Notes: Present the following key points.

1. Take a few moments to review your Student Manual and identify any questions.
2. Ensure that all questions are answered.
3. When taking the test . . .
 - Read each item carefully.
 - Enter the answers online.

Participants may refer to the Student Manual when completing the test.

Important Instructor Note: It is important that you allow the participants enough time to review the course materials prior to taking the exam. If time permits, you can facilitate a structured review of the materials using either of the following techniques:

- Assign each team one section of this course and have them summarize and present the key points to remember.
- Select the three most critical points from each section. Present a brief review of these points. Ask questions to ensure that the participants remember the most important information.

(Continued on the following page.)

COURSE SUMMARY

Visual 46 (Continued)

To receive a certificate of completion, students must take the 12-question multiple-choice exam and achieve a score of 75%.

If desired, participants may download and print the course exam and circle their responses on the paper copy before entering them online. The online exam questions and responses, however, are randomly generated and may not match the order presented in the printable copy.

Participants must complete their tests online. Certificates will be sent electronically to the email address entered during registration.

To complete the course exam:

- Go to the **IS-907 – Active Shooter: What You Can Do** course (<http://training.fema.gov/EMIWeb/IS/IS907.asp>).
- Click on “Take Final Exam.”

COURSE SUMMARY

Visual 47



Instructor Notes: Present the following key points.

Distribute the course evaluation forms, using the forms that the sponsoring organization normally uses.

Emphasize that completing the course evaluation form is important.

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