Safe Kids Inc.: H.E.R.O. Curriculum: Grades 9-12

Efficacy Findings in:

Public School District and Charter High School

Pilot Study Report

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EXECUTIVE SUMMARY

The pernicious problem of gun violence has prompted various attempts to mitigate and ameliorate the effects of this increasing problem. A new attempt has been the H.E.R.O. Program, a set of age-appropriate curriculum and training resources developed by Safe Kids Inc. The H.E.R.O. program is unique in that it includes student-facing materials taught in classrooms by teachers ***prior*** to drills. The first phase of the H.E.R.O. Program was originally developed for grades K-5. Based on the demand from various stakeholders (primarily parents), H.E.R.O. expanded to include grades 6-8 as well. The resultant K-8 program was studied, and the findings are reported in the white paper: Safe Kids: H.E.R.O. Curriculum: Grades K-8. Efficacy Findings in: Prominent Afterschool Program, Public School District, and Private School. Pilot Study Report (Coleman, 2018).

A subsequent demand was made to expand the program to include high school students. In response to this demand the creators of H.E.R.O. wrote a high school curriculum (grades 9-12) as they had done with grades K-8. Also, as with the K-8 program, this new high school program was piloted per requests from one charter high school and a public high school district. This white paper reports the findings of the two-phase pilot study comprised of two case studies in disparate contexts. The first case study took place in a charter high school with 3,056 students. The second case study included all 7,293 students in four high schools in a public-school district. The entire two-phase pilot study took place over winter through spring of 2019 (see Appendix A for Data Collection Timetable for Both Cases). A total of 10,349 high school students and 5 schools representing 2 districts participated in the two-phase pilot study (see Appendix B and Tables 1 and 2 for demographic data for every school that participated).

A qualitative, multi-case study, including Survey Monkey questionnaires was used to answer the following question: Would this new curriculum indicate increased efficacy in terms of increased familiarity with best practices in response to violent events without increasing anxiety while simultaneously not triggering or giving information to students who are at risk for being an active shooter?

The following findings emerged as a result of this two-phase case study:

1. Student leaders reported that a program like H.E.R.O. was more important to them than academics.
2. Student-facing lessons taught in a classroom, with opportunities for collaboration and empowerment, as well as instruction in specific safety strategies was deemed important by participants.
3. A program like H.E.R.O. increased a sense of security in addition to awareness according to student response.
4. Students reported that current school wide drills alone are insufficient.
5. Students wanted a program that was real but not too graphic.
6. Teachers did not take it seriously (observed by the research team and reported by the students). The students didn't appreciate this lack of concern for their safety.
7. Students wanted more emphasis in their school on prevention and mental health.
8. Open-ended student testimonials repeatedly expressed sentiments of feeling unsafe at school:
    - "(I) don't feel safe – school shootings happen anywhere. Sits in the back of your mind. It's always a possibility."

- "This is important. (We) students are very supportive of the curriculum. It's more important to learn about HERO than academics because we can't learn if we're not safe."
- "We are the generation of active shooters."

In terms of the questionnaire findings -- when participant responses -- "Strongly Agree" and "Somewhat Agree" -- were collapsed and averaged across the five lessons, the combined participants responded they agreed the lessons Prevention, Hide, Escape, and Run were:

1. Age-appropriate (94.08%)
2. Concepts were easily understood (96.57%)
3. Students were able to attain the objectives (96.47%)
4. The lessons were perceived to be non-threatening (97.11%).

Among the 770 open-ended comments from the teacher/students recurring themes were:

1. Request for more mature approach – grittier, more real
2. Gratitude to the authors for caring
3. Reports of teachers who didn't care
4. Cries for more caring among the students, less bullying, "stop being mean".

Whereas in grades K-8, where teacher participation was more favorable than had been anticipated, these subsequent two case studies in high school found more teacher resistance among the high school teachers, especially in Case One. The teachers in Case Two likewise were reported by a few students to be reluctant to teach this subject, but at far less frequency than in Case One. The difference between the two cases might be attributed to the relationship with the administration and the staff. School culture as influenced by the administration appeared to be a strong influencer in terms of teacher effectiveness and concern for student safety: In Case One,

there was ample evidence of an adverse administration-teacher relationship, which was not apparent in Case Two.

Requests and even demands from administrators and students for caring school cultures can only be accomplished with teacher support and cooperation. Indeed, teacher attitudes, concerns, and cooperation emerged as a phenomenon that the students noticed and were impacted by. The students were not shy about expressing their disappointment in the teachers' lack of concern for their safety. These two case studies found that most teachers rose to the challenge, especially when there was a positive school culture and teacher-administration relationship. The more negative the school culture, the more teacher resistance was observed. These two case studies revealed the need for more studies and attention to the teachers – their needs, their willingness (or lack of), and the role of the administration in cultivating a school culture of caring and support amongst all the stakeholders, especially when it comes to the subject of school safety.

CHAPTER 1

Introduction

Shootings at school and elsewhere are increasing. This is not just a media-induced perception, nor is it merely a result of political rhetoric. Although this issue has been debated through various lens and perspectives, the rise in violence even in schools can be substantiated through statistical data. In addition to the troubling statistics of previous years, the additional data from 2018 alone indicates that there has been no abatement of this pernicious phenomenon.

In 2018 alone, there were 27 incidents of active shootings in the United States (not including gang, drug, or gun-related incidents). Five of these shootings were in schools (second only to places of business in terms of locations). One school shooting alone resulted in the loss of 17 lives and another 17 wounded at the Marjorie Stoneman Douglas High School in Parkland, Florida. In addition to this school shooting and additional school shootings, twelve young adults (many college students) were killed and another 16 were wounded in the Borderline Bar and Grill shooting in Thousand Oaks, California (FBI, 2019). Another 22 people were killed and 24 others were injured in a Walmart in El Paso, Texas. The next day 10 people were killed and 27 were injured in Dayton, Ohio.

While politicians debate policies, students are crying out to feel safe at school again. The students who are attending schools today all started kindergarten post-Columbine. This means they are the "generation of active shooters". Rather than feeling safe at school, students repeatedly expressed in this study a fear of an active shooting at school is always in the back of their mind. Some parents reported anxiety induced by fear of being involved in an active shooting. In communities where active shootings have occurred, symptoms of on-going post-traumatic distress have been identified (Palinkas, et al., 2013). Indeed, as reported in various

newspapers, two high school students who survived the Parkland shooting committed suicide in March of 2019. Although mental health experts caution about "linking" the suicides to the Parkland shooting, the parents of the students expressed ongoing depression, PTSD and survivor guilt they attributed to the Parkland shooting.

One teacher said, "I feel like the safety of children in general in the United States has been on decline. I've seen anxiety in children as young as preschool and kindergarten. They're afraid to come to school. Why? Well, they watch the news. We try to shield them from it, but they know. I feel like it's time to put partisanship aside and focus on our children." (Rynard, 2019).

The effect of school shootings has taken its toll on students throughout America, even for the vast majority who were not directly impacted by a mass, active shooter incident. As far back as 2002, researchers reported in academic literature the effects of gun trauma on children. As Garbana, Bradshaw, & Vorrasi wrote, "Countless children and youth are exposed to gun violence each year – at home, at school, in their communities, or through the media. Gun violence can leave emotional scars on these children" (Garbana, et al., 2002).

A study by the UCLA Trauma Psychiatry Program, (as cited in Garbana, et al., 2002) found that 3rd through 8th grade children who were exposed to gun violence were identified as having significant problems with anger, withdrawal, PTSD, difficulty concentrating in the classroom, declines in academic performance, and lower educational and career aspirations.

What the Stakeholders Say

According to Garbana, et al. (2002), "More than 80% of school board members reported that the fear of school violence negatively affected morale, effectiveness, and academic performance for students, teachers, and administrators in their districts" (p. 78). This article

added that 92% of school board members of larger districts and those located in the Southern or Pacific regions expressed concern about violence in their schools (Garbana, et al., 2002). Although these data are dated, subsequent shootings and media coverage over the years, makes it reasonable to expect that a more current survey would indicate that these concerns have not been lessoned, and probably are heightened.

For high school principals, gun violence is one of their chief concerns (Rogers, 2019). As one principal stated, "It's probably the first thing I think of every morning …. You know, God forbid, [but] *what if*?" (Rogers, 2019). The nationwide survey of high school principals that undergirded this claim also found that principals cited hearing the following from their stakeholders: 86.5% of principals said their students are expressing concern about gun violence at school, 72.5 % of principals said their students reported to them that they lose focus in class or stay home due to worrying about gun violence, and 85.7% of parents and community members have expressed concerns to the parents (Rogers, 2019).

When these data are juxtaposed against the nationwide survey by Pew, taken directly by students and parents, 57% of teens (aged 13-17), and 63% of parents expressed they are worried about a shooting happening at their school (Renda, 2019).

And what about teachers and school paraprofessionals? “Since 1999, 30 school staff members -- including janitors, coaches, security officers and bus drivers -- have been shot and killed in schools across the country, according to the National Memorial to Fallen Educators” (Schmelzer, 2019). These numbers do not include the teachers at hundreds of schools who have experienced a school shooting, nor the impact of the media reports.

A recurring theme in the literature concerning the effect of gun violence on teachers indicates they are scared, frustrated, and divided (Fink, 2018). The National Education

Association (NEA) surveyed members (teachers). This survey learned that 60% of the teachers who participated indicated they worry about a shooting at their school. The fear and anxiety is so pervasive that many are considering leaving the profession. A quote from a teacher in the report stated, “I’m planning to leave the classroom. There is not even basic assurance that children and teachers can go to school and know they will come home” (Fink, 2018, para. 8).

So, what do teachers ask for when they are surveyed about gun violence and school? The most requested support from teachers (93%) was training in how to support at-risk or troubled students. Although this is the most requested support from teachers, they claim such training is “never” provided in a third of all schools and “once or less per year” for 47% of schools. Most teachers (95%) “support” or “strongly support” lockdowns as a gun violence prevention measure and most (92 percent) reported that their schools regularly practice lockdown drills.

Current Interventions

Current active shooter preparedness has consisted of a one-time teacher training (in person or via video) followed up with school wide drills. This effort to prepare staff and students has repeatedly been shown to be inadequate at best and trauma inducing at worst. In terms of training the teachers and student drills, use of guns, cold drills (conducted with no warning nor disclaimer that “This is only a drill”), simulated firearms, blanks, “poppers”, masks, and/or other dramatic props are currently being used with the intent to create a realistic scenario. As recently as March of 2019, during a teacher training, elementary school teachers were told to cower against a wall and without warning were shot by the local sheriff’s office with pellet guns. As a result, the teacher union has since lobbied for legislation to prohibit teachers from being “shot with any sort of ammunition” during safety training (Herron, 2019). A cold drill conducted in a middle school in Virginia prompted a student to text her mother, “I love you.” Her mother was

quoted, “They (the students) thought someone was in their school attacking them. My daughter was traumatized. She literally thought she was going to die” (Miller, 2018).

These methods of a brief teacher training (in preson or via video) followed by cold drills are the new norm for schools. The National Center for Education Statistics reported that 96% of all schools conducted emergency drills specifically centered on active shooting (NCES 2018). Staff and student preparation has become a necessary norm. So, there is a need for preparation for active shootings that incorporates best-practice strategies according to safety experts, *without inducing fear or trauma* and ideally, simultaneously negating the anxiety reported by the majority of stakeholders in schools.

Although the program studied in this white paper is not designed, nor does it purport to take the place of psychological or sociological interventions, it was based and vetted by teams of school psychologists to ascertain the potential of this program to achieve the following goal: teach the best practices of safety in such a manner that anxiety is not increased and perhaps, even ameliorated.

The H.E.R.O. program is unique to all other training for preparation for school shooting. First of all, H.E.R.O. is the only program to date that is built on a curriculum that teachers teach to the students in the classroom, ***after*** teachers have been trained and ***prior*** to any school wide drills. The learning that was begun in the teacher professional development, is reinforced as the teacher teaches the lessons to the students through the student-facing curriculum. This process results in deeper learning of the strategies in the teachers. In addition to the increased teacher proficiency, teaching the strategies to the students in a gentle and age-appropriate manner increases the students’ (as well as the teachers’) chance of survivability while also decreasing

their anxiety through opportunities to talk and practice the strategies in the safe haven of a classroom, taught by a trusted teacher.

The High School (grades 9-12) version of the H.E.R.O. program was written to fill this need in response to numerous demands. The challenges that faced the creators in writing this program for this audience were unique, daunting, and multi-faceted: 1) how to present the material so it would be real enough, adult enough, but not to the point of instilling or increasing fear or anxiety, 2) how to present the material without triggering or giving away valuable information to at risk potential shooters, and finally, 3) eliminating potential obstacles to teacher resistance to participating in such a program. One of the biggest teacher challenges predicted by the creators of the H.E.R.O. program was taking time away from learning as well as scheduling. H.E.R.O. requires five 30 to 45 minute lessons taught in the classroom by teachers. This meant cutting into time teaching academic subject material, which includes preparing high school students for important tests (including SAT and ACT and AP).

Methodology: Multiple, Cross-case Studies

The methodology of the two phase pilot study was multiple, cross-case study: Case One studied the H.E.R.O. program implementation in a single charter school in a large public school district. Case Two studied the H.E.R.O. implementation in four high schools in one public school district after completing Case One and revising the program based on findings in Case One.

Multiple, cross-case study methodology was utilized throughout the pilot studies, enabling a close, detailed, holistic examination of a survivability program implemented in various contexts. The data collected were not IRB approved, but careful considerations for the protection of the participants were adhered to: identities protected, permission from all

authorities (parents, districts, school boards, etc.) were obtained prior to entering the field and collecting the data.

Data were collected through participant-observer observations. Observations were made and recorded by the creators of the program while refraining from participating unless the staff or faculty requested clarification. Detailed field notes were captured on Apple MacBook or HP laptop. Data collected were comprised of observations made in the field, as well as conclusory focus groups comprised of administrators and teachers. Artifacts were gathered, including written and video testimonials. Questionnaire responses were collected through Survey Monkey (see Appendix A and Appendix C for the public-school district sample questionnaire and detailed results).

More detailed discussions of the methodologies are discussed in Chapter 2 and Chapter 3, as the methodology was similar, but different due to unforeseen challenges in the implementation of the program in Case One. That said, both case studies employed field observations. Data were collected by a research team through participant-observer observations in the field as well as conclusory focus groups comprised of students, administrators, and teachers in both. Artifacts were gathered, including written and video testimonials in both. Finally, questionnaire responses were collected through Survey Monkey, but due to corruption of the study in Case One, the responses for Case One were not deemed valid. In full disclosure, the research team was comprised of the creators of the H.E.R.O. program.

After the data was collected, they were analyzed, and the findings and study limitations are included in this report. The findings are presented case by case. Careful considerations were taken to assure there was no slippage of data from one case into another. The conclusion of the

report attempts to present an overview of the findings from both studies as well as limitations and recommendations for further study in the future.

CHAPTER TWO

Case One of the H.E.R.O. High School Pilot Study

The purpose of the pilot study was to study a new student-facing curriculum designed for high school students. The question for this study was: "Would this new curriculum indicate increased efficacy in terms of increased familiarity with best practices in response to violent events without increasing anxiety while simultaneously not triggering or giving information to students who are at risk for being an active shooter?"

Context Demographics of Pilot Study Case One

A charter high school in a large public school district asked the H.E.R.O. team to pilot a high school version of the H.E.R.O. curriculum. The district in this study at the time of the study had 621,414 students. Of those, 399,225 (85.49%) were identified as being on free/reduced meals, English learners, or foster youth. When these data are disaggregated by individual categories, 503,682 (81.1 %) were identified as being on free/reduced meals, 143,196 (23%) were identified as being English learners, and 3,491 were foster youth. Ethnic diversity was 29 (Ed-data.org, 2020).

School "A"

This high school was located in a large public school district, demographics provided in previous paragraph (side-by-side comparisons provided in Table 1). Total enrollment was 3,056. Of those 1,049 (34.3%) were identified being on free/reduced meals, English learners, or foster youth. In addition, 1,043 (34.1%) were identified as English learners, 29 (0.9%) were on free/reduced lunches or foster youth, data was not available for foster youth (Ed-data.org, 2020).

Table 1

Side-by-Side Comparison: District and Charter School located therein (2017-2018)

District/School	District 1	School A
Total enrollment	621,414	3,056
Free/reduced meals, English learners, foster youth (non-duplicated)	399,225 (85.49%)	1,049 (34.3%)
Free/reduced meals	503,682 (81.1 %)	1,043 (34.1%)
English learners	143,196 (23%)	29 (0.9%)
Foster Youth	3,491	NA
Ethnic Diversity Note: The closer to 0, the more evenly distributed are ethnic representation	29	45

Methodology of Case One

Prior to presenting the data gathered in the pilot study it is important to discuss challenges that impacted the pilot study and the influence those challenges had on the data gathered. Although the creators met repeatedly with the administration prior to the pilot study, the implementation began with considerable teacher resistance even prior to the first visit to the field. The school had opted to have all the classrooms teach a H.E.R.O lesson at the same time, one day a week. The entire school schedule had been altered by the administration, shortening the class periods throughout the day, in essence creating an additional period to teach the H.E.R.O. lesson.

When the school received the curriculum, they contacted the authors with technical concerns. Although Safe Kids Inc. repeatedly warned against revising the program, the school

administrators made the decision to ignore that warning, taking the Safe Kids Inc. vetted and prepared lessons, revising them, putting them on student-facing power-points, and deleting the accompanying teacher-facing lesson plans. The result was that the lessons for Case One that were taught and studied were not vetted by Safe Kids Inc. The research team discussed this concern with the school, to no avail. A decision therefore had to be made as to whether or not to complete the pilot study as a result. After much discussion, the decision was made to complete the study with the caveat that what was being studied was not in truth H.E.R.O. as written and vetted by Safe Kids Inc.. (see Appendix A for data collection timeline). The purpose of the study and the research question hence changed to: "How do teachers and students respond to lessons being taught on surviving a violent event? What works well? What doesn't work?" The hope was that the answers to these questions would possibly inform the iteration of the curriculum in Case Two of this two-phase high school pilot study.

Field Observations

On the day of the first scheduled field observation, the research team reported to the school office at the appointed time. The team had been scheduled to meet with a specific administrator to be admitted to the school and walked to their appointed classrooms in order to observe the lesson. After several unsuccessful attempts by the office to reach the administrator, the research team began to wonder if they would miss the lesson that was scheduled to begin in a few minutes. The administrator rushed into the office apologizing profusely, "Sorry, we had an incident that required immediate intervention."

The research team arrived late to the classrooms, but was able to observe most of the H-Hide lesson in grade nine (as modified by the school and not vetted by Safe Kids Inc.). The teacher followed the lesson as it was given to her by the school, but it did not include some

important aspects of the lessons that had been written by Safe Kids Inc.. For example, in the Hide lesson, Safe Kids Inc.. teaches to build an elaborate barricade, as high and elaborate as possible, and to teach the students what to do if they find themselves barricaded outside a classroom. Both of these are significant safety measures that were not taught in the lesson. In a second classroom, also 9th grade, the teacher likewise did not follow the lesson as it was written by Safe Kids Inc.. This lesson, likewise was many missing critical components. For example, Safe Kids Inc.. teaches the students what to do if they are not in the classroom when a lockdown happens and they are outside a barricaded room. This was omitted from the lesson observed.

In a debrief, following the observation, the research team realized that student-facing power-points alone are insufficient. Teacher-facing lesson plans are an integral part of the program when they are followed as written by Safe Kids Inc.. In teaching the H.E.R.O. lessons with the use of teacher-facing lessons, the teacher's learning from the professional development is enhanced. While teaching the lesson to the students, the teacher is simultaneously processing the learning of the professional development, increasing their familiarity and confidence with a subject that is outside their area of mastery. In addition, safety notes which are embedded in the teacher-facing lesson plans that reinforce the professional development.

Subsequent lessons on subsequent weeks were observed with similar results: the lessons provided by Safe Kids Inc.. were rewritten by the school and revised to the point where critical information was deleted. This concern was repeatedly brought to the attention of the administration in follow-up meetings held immediately after the observations. In these meetings, it became increasingly clear from comments made by the administration that there was tension between the staff and the administration. In addition, it became clear that there was racial tension

on the campus. This observation was confirmed with a newspaper clipping posted in the school office.

Although it is not uncommon to find tension amongst various stakeholders on various campuses, the chief concern for the research team was the corruption of the curriculum that they had hoped to study. That said, there were comments made by the students that were captured during the observations. The field observations gave the research team an opportunity to hear the students' opinions, thoughts, and concerns. As one of the most important stakeholders in this program, these comments proved to be valuable and is the reason this case study was completed and reported herein. A recurring theme as recorded in field notes from the students was:

1. "(I) don't feel safe – school shootings happen anywhere. Sits in the back of your mind. It's always a possibility."
2. "This is important. (We) students are very supportive of the curriculum. It's more important to learn about HERO than academics because we can't learn if we're not safe."

Summary of Student Leadership Focus Group Debrief

The most valuable aspect of the pilot study was the opportunity to participate in a follow-up focus group comprised of the student leaders. A faculty representative was present while the research team asked the students their opinions of the program. Even though the program was not the vetted curriculum, the subject was still the same – school safety and preparing students with student-facing lessons. The students were asked three questions, which follow, along with sampling of the student responses.

Question #1: Did it (participating in the H.E.R.O. program) increase or decrease anxiety?

a. "It made me more aware of what could actually happen."
b. "I am more comfortable knowing what to do."

c. “There was some uneasiness, but that’s actually a good thing.”

d. “It can happen here – it’s more real.”

e. “It wasn’t too harsh – it was realistic enough but not too graphic.”

f. “I feel more secured and empowered.”

g. “The acronym is easy to remember. I cannot tell you what (another acronym) stands for.”

Question #2: What did you like about it?

h. “I liked the fact that it happened and it was organized.”

i. “I liked the interaction and collaboration.”

j. “It started conversations between teachers and students.”

k. “It’s more than just a drill.”

l. “I feel prepared and it’s an investment that will last a long time.”

m. “It increased my awareness.”

n. “This was the first time we students were told what we could do and how to do it.”

Question #3: What could we do better?

o. “It felt too immature.”

p. “Make it more realistic”

q. “More time and attention to prevention and mental health”

r. “Do it every week – have a H.E.R.O. week.”

s. “The teachers need to take it more seriously. These are our lives we are concerned about and we felt that the teachers blew it off.”

t. “Let the teachers know this is our generation – we are the generation of active shooters.”

u. “What are the qualifications of the people who wrote it? A video introducing yourself would be helpful. Show that you are working with students – not just police who don’t know or care about us.”

Findings in Case Study 1: Public Charter High School

Although the lessons that were taught in Case Study One were not lessons vetted by Safe Kids Inc.., and salient information was deleted in the school revision, the premise of the H.E.R.O. program that was new to the students and the school was the premise of teaching the safety strategies in the classroom, by a teacher prior to a cold drill. These lessons included student discussion and collaboration. They followed the H.E.R.O. acronym: H—Hide, E—Escape, R—Run, O—Overcome.

Based on the observations and responses from the student leadership focus group, the following findings emerged:

a. A program like H.E.R.O. – lessons taught in a classroom, providing opportunities for collaboration and empowerment, as well as instruction in specific safety strategies was deemed very important – even more important than academics by students (including AP students). A program like H.E.R.O. increased a sense of security in addition to awareness.

b. Students reported that current school wide drills alone are insufficient.

c. Students wanted a program that was real but not too graphic.

d. Teachers did not take it seriously and the students didn’t appreciate this lack of concern.

e. Students wanted more emphasis on prevention and mental health.

Video Artifact

An unexpected outcome of the pilot study, Case One, was a student generated video. After learning the safety strategy of run, students in the media department, recognizing the limitations of practicing this strategy, produced a video of fellow students demonstrating "Danger Running" on their campus. This video was a compelling unintended assessment of their learning and it not only showed comprehension of this safety strategy, it was also a tool that the school was able to use to help teach this to fellow students.

CHAPTER THREE

Case Two of the H.E.R.O. High School Pilot Study

Context of Case Study Two

A public-school district, herein referred to as "District 2" asked the H.E.R.O. team to pilot a high school version of the H.E.R.O. curriculum. All four of the high schools in this district piloted the program, but only one high school, here in referred to as "School B" was visited by the research team for field observations. The decision to conduct field observations and interviews at School B was due to scheduling limitations and distance that required traveling by the research team.

District 2

Of the 23,103 total students (K-12) in District 2, 20,052 (86.8%) were identified as being on free/reduced meals, English learners, or foster youth. When this datum is disaggregated by individual categories, 19,670 (85.14%) were identified as being on free/reduced meals, 7,448 (32.2%) were identified as being English learners, and 95 (4.11%) were foster youth, and Ethnic Diversity score was 25 (Ed-data.org, 2020).

School 4

The H.E.R.O. program was piloted in four high schools (See Table 2 for school by school demographics). All four high schools implemented the program as supplied to them by Safe Kids Inc.. In addition, all four schools participated in the Survey Monkey Questionnaire. However, only one high school in the second phase was included in field observations and in-person interviews due to scheduling limitations. Hence, the demographics of this one school are iterated here in detail. High School 4 had an enrollment of 1,671. Of those, 1,216 (76.5%) were identified were identified being on free/reduced meals, English learners, or foster youth, 1,199

(75.5%) were identified as English learners, 184 (11.6%) were on free/reduced lunches or foster youth, data was not available for foster youth. The ethnic diversity score for this school was 30.

For side-by-side comparisons of District 1 (of Phase 1) and District 2 and High School A (of Phase 1) with District 2 (of Phase 2) and High School 4 (of Phase 2) see Appendix B. That said, High School 4 was not the only high school in District 2 that participated in Phase 2 of the Pilot Study. All four high schools participated and demographics for each of the high schools are provided in Table 3.

Table 2

Public School District – High Schools Listed Alphabetically (2017-2018)

District/School	School 1	School 2	School 3	School 4
Total enrollment	1,756	1,997	1,869	1,671
Free/reduced meals, English learners, foster youth (non-duplicated)	1,426 (81.2%)	1,684 (84.33%)	1,361 (72.82%)	1,216 (72.77%)
Free/reduced meals	1,402 (86.7%)	408 (22.7%)	1,341 (76.4%)	1,199 (75.5%)
English learners	329 (20.3%)	222 (28.4%)	220 (12.5%)	184 (11.6%)
Ethnic Diversity	14	23	42	30

Methodology of Case Two

The methodology of the Case Two field observations mirrored that of the first pilot study as detailed previously in this report (see Methodology in Chapter 1). In addition to field observations and in-person interviews, in Case Two, responses were collected through a Survey

Monkey Questionnaire. The purpose of the questionnaire was not for generalizability but to inform the authors of efficacy of the program – identifying areas that needed to be improved.

Teachers were asked to respond to six questions on Survey Monkey upon completion of each lesson. The same six questions were used for all five lessons. However, it became clear that the teachers did not all understand the instructions for responding to the questionnaire. The Survey Monkey questionnaire was written specifically for teacher responses, but some of the teachers had the students respond as well. This unintended outcome will be discussed further in the analysis of data section.

Findings in Case Two: Public School District – High Schools

Field Observations

Three researchers observed the curriculum being taught in 10 different classrooms for a total of 7.5 hours (see Appendix A for data collection timeline). Excerpts and salient observations were gleaned to provide evidence for efficacy as well as suggestions for needed improvement. The members of the research team sat in on a total of 10 classrooms, observing various teachers, grades, and lessons, enabling a sufficient sampling of various aspects of the H.E.R.O. High School Program (as revised after the first pilot study).

The curriculum observed taught was the curriculum as provided and vetted by Safe Kids Inc.. It was observed that the teachers used the curriculum as it had been designed and vetted. They projected the student facing power-point slides which drew the students into the learning. They also referred to the teacher-facing lessons for clarification as needed. This has been observed to be an important aspect of the curriculum as it contains safety notes throughout, which reinforce the teacher learning from the professional development.

By the time access to the field was scheduled, the students had already completed the first three of the four H.E.R.O. strategies: H—Hide! E—Escape! and R—Run! It was clear the students had no trouble remembering the strategies they had learned in previous lessons. The lessons were designed to be highly interactive so the researchers watched for level of student interaction throughout the lesson, as well as any behaviors and/or comments that would indicate anxiety or nervousness.

In the lesson O—Overcome! the students were all highly engaged, especially after the teacher completed the review of the first 3 strategies. The lessons all begin with a whole class discussion, followed by team activities. During the whole class discussion, most of the students were actively engaged, with one or two exceptions. However, the activity of throwing wadded up paper "objects" at the target drew in all of the students (without exception). There was no apparent anxiety; only confident engagement by the majority of the students. That said, in the interest of full disclosure the following comments were made by the teachers:

a. Teacher: "Some of you guys had anxiety, some of you guys didn't care for it…" (This was not observed, but the teacher did make the comment).
b. After another teacher completed the lesson the students gave a standing ovation.
c. Teacher to authors: "My wife recently completed training (different company and methodology of Safe Kids Inc..) and she came home crying and was traumatized. This was totally different and much better."

Based on the field observations, the authors revised the curriculum to address common myths that we being iterated by students and teachers alike, such as the following student comment: "I watch Criminal Mind and negotiating with an attacker always works." This is a

common myth. Safety experts all agree that negotiating with an attacker does not always work and should be left to trained negotiators. The myth as iterated in this classroom was not corrected by the teacher. Consequently, the H.E.R.O. high school program has subsequently incorporated myth/fact sheets to be employed in small group discussions in the most recent high school iteration.

Observations were also made in a special education class on the high school. The teacher began the lesson in the classroom. He explained the strategy of run and how they should run ("Danger Running" as opposed to "Fun Running") and finding someplace to hide. The students were all engaged and were able to iterate why "Danger Running" could save their life. One student said regarding the benefits of "Danger Running" (zig-zag running), "He's going to miss the shot." The teacher adapted the lesson according to their cognitive ability. For example, he explained they all knew how to play "Hide and Seek" and that just as they would lose if they came out of hiding, so they needed to stay out of sight. Then he took the students outside and let them practice. The students all appeared to enjoy it. They did not demonstrate anxiety or nervousness.

Survey Monkey Results

A Survey Monkey questionnaire was written to be taken by the teachers upon the completion of each lesson. The purpose of these questionnaires was to obtain feedback from the teachers regarding their opinion of the efficacy of the H.E.R.O. curriculum, specifically the lesson plans (see Appendix C for a sample of the questionnaire and detailed results).

As previously mentioned, there was confusion when it came to responding to the Survey Monkey Questionnaire. Based on the open-ended comments sections, it was clear that the

students as well as teachers participated. Spelling, grammar, and topics included in the comments indicated a student-generated response rather than teacher, for example:

"school lunches stink"

"the teacher couldn't get us to listen"

The challenge for analyzing the data was that other than the comments, there was no identifier as to whether or not the responder was a student or teacher and there were several instances where it was not possible to discern the identity of the responder. This means there was no way to disaggregate the data by stakeholder: teacher or student.

Nevertheless, there was still substantial value to the findings. Although the questions were written for teachers, not students, nevertheless there were sufficient instances where it was clear the respondent was a student and many of these responses were informative. The unintended confusion resulted in providing a forum for the opinions of the students, which at this age was deemed important and appropriate by the research team. Also, as will be discussed in the analysis of these data, the data closely mirrored the responses received from the responses received from the K-8 teachers in the K-8 studies (Coleman 2018).

As a result, it was decided to analyze the data as they are: responses from high school students and their teachers. When the responses for "Strongly Agree" and "Somewhat Agree" are collapsed and averaged across the five lessons, the combined participants responded that they agreed the lessons Prevention, Hide, Escape, and Run were age-appropriate (94.08%), concepts were easily understood (96.57%), students were able to attain the objectives (96.47%), and the lessons were perceived to be non-threatening (97.11%). There were no responses for the O-Overcome lesson. As this was the last lesson, this also occurred in the previous K-8 studies.

Included in the Survey Monkey Questionnaire was a place for open-ended comments at the conclusion of each lesson. A total of 770 comments were submitted. Recurrent themes emerged from these comments: 1) a request for a more mature approach, 2) a request for more realism, real stories of real shootings and real heroes, 3) a need for fellow students and teachers to take it more seriously, 5) a call for students to stop being mean and to stop hurting each other, and 4) opportunities to practice the skills.

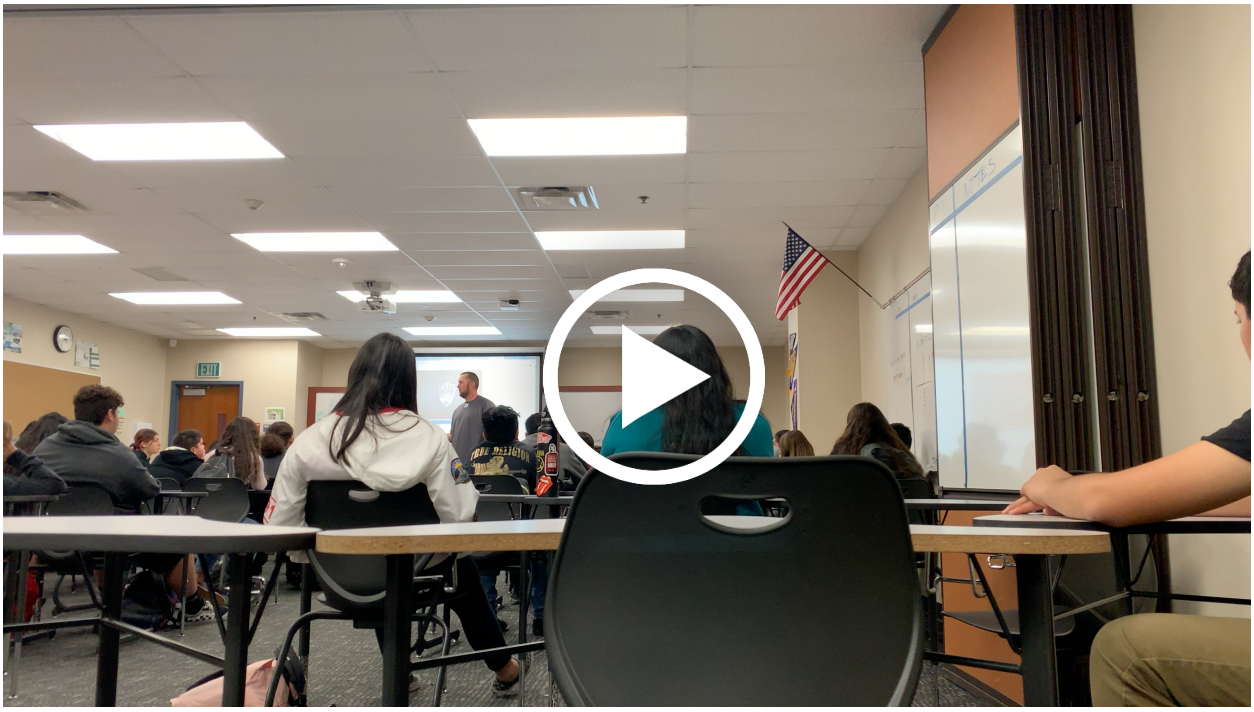
These comments were taken seriously by the creators of H.E.R.O. and the following revisions were made:

1) Graphics were redone to be more mature in appearance.
2) The scenarios were revised and based on real shootings (concealing the identity of the location). The real shootings selected were all scenarios that had a positive outcome, lives that were saved due to the implementation of the particular H.E.R.O. strategy being taught in that lesson.

   These revisions were chosen as a way of addressing their concern for their fellow students and teachers to make it more real and hence taken more seriously, though with positive outcomes so as to increase confidence and knowledge of what can save their life.
3) As far as their request for opportunities to practice the skills, the students made these comments without the knowledge that school wide drills and scenario guides are provided to the school. They will have their opportunity to practice their skills as an entire school when the school implements the drill and scenario guides provided by Safe Kids Inc..

Artifacts

Artifacts were gathered as part of this study including videos and photographs of students engaged in H.E.R.O. lessons, and a reflection written by a teacher to fulfill an assignment for earning continuing education units. The video and photographs are presented here. The reflection is included in full at the conclusion of Chapter Four: Summative Findings and Conclusions of the Two-Phase Pilot Study.



CHAPTER FOUR

Summative Findings and Conclusions of the Two-Phase Pilot Study

Based on the persistent requests for a high school version of the H.E.R.O. Program, the authors decided to meet the demand. As with the K-8 H.E.R.O. Program, the authors decided the high school curriculum needed to be vetted through a pilot study. The question that needed to be answered was: "Would this new curriculum indicate increased efficacy in terms of increased familiarity with best practices in response to violent events without increasing anxiety while simultaneously not triggering or giving information to students who are at risk for being an active shooter?"

The findings of the Case Two pilot study indicated that the program worked as designed: The students learned best practices in response to violent events without any reported or indicated adverse effects. The study also revealed additional findings, especially as reported by the students. An unintended outcome of the study in Case One was the strong voice of the high school students. In fact, their voice emerged as the predominant voice of the study, even though it was not included in the study design. The unintended inclusion of students in the Survey Monkey questionnaire, inadvertently provided a means for capturing open-ended comments, and as a result their voice. Considering the fact that the high school program would include students who are more mature and on the cusp of adulthood than the pilot study of grades K-8, it should come as no surprise that their voice would emerge so emotionally and forcefully. And it is important that what they said is heard:

1. Learning how to be safe is very important to them – even more important than academics.
2. Teachers do not take their safety concerns seriously.
3. Students don't feel safe at school.

What was observed by the research team when watching the H.E.R.O. lessons being taught was active engagement by the students, collaboration in teams, whole class discussion facilitated by teachers, providing a safe place and forum for expressing and discussing together the very real fears and concerns felt by students and teachers alike. Although this collaborative methodology was included in the program for learning purposes, it was observed that relationships, even with the teachers, were enhanced through the process. And even though it was not always easy to talk about this subject, the final data as reported by the teachers and the students indicated that the lessons were age-appropriate (94.08%), easily understood (96.57%), and non-threatening (97.11%).

These findings are important when juxtaposed against the current alternative methods of prevention training in high schools: lock-down drills, usually implemented "cold" without preparation. Meanwhile, stakeholders are expressing the need for a more caring culture in the schools. A Michigan principal interviewed in a UCLA study (Rogers, 2019) requested teaching strategies that "support students' psychological well-being and encourage them to look out for and 'take care or other kids'". Rogers concludes that what is needed beyond drills are caring and relationship-centered schools. This sentiment was echoed by the teachers in the NEA survey (Fink, 2018). A teacher stated in this study, "The strongest weapon we have against gun violence is people caring about people and reaching out to others. … Charity and generosity to those in need heal hearts, offering them hope and consolation. That is the type of solution we need in our schools and families" (Fink, para. 3).

A program like H.E.R.O., which provides guided discussions in a classroom with the facilitation of a teacher, not only teaches strategies that can save lives, but also provides the opportunity for building safe and relationship-centered schools. The value of the discussions

embedded in the lessons, the value of the strategies being taught in the classroom ***prior*** to school wide drills, the resulting sense of empowerment, and strengthened relationships between teachers and students can best be perceived through the following reflection a teacher wrote on her experience teaching the H.E.R.O. Program. This reflection was submitted as a part of a continuing education course at an accredited Southern California University (her name is changed to protect her identity):

Reflection

The 2018 – 2019 school year was my first time teaching the H.E.R.O. training program to students. I have taught high school mathematics for 22 years and believe the time we took out of the day to go through and discuss the H.E.R.O. curriculum was one of the most valuable lessons I have taught. I can tell students all day long that the will "use math in real life", and I am not lying, they will use it, but this was the first time that I said "the lesson today may save your life."

I have often wondered (more so in recent years) how to address the fears my students have regarding school violence. I have always felt nervous in doing so as I did not know how to bring it up and definitely did not want to add to their fear. There is also the worry of telling students an incorrect way to handle an active shooter situation. Up until the H.E.R.O training I have felt unequipped to direct students in the appropriate way to deal with school violence. The training that we received previously seemed weak and inadequate. I never understood the thought in duck, cover and hide being our only option, it seemed to me that we made ourselves easier targets in teaching

this. The H.E.R.O. training definitely changed the way that I look at violence and danger that may affect my students. I feel it gave us valid options in dealing with such a situation and by opening up the discussion it taught the students ways that they could deal with such a situation if it happened to them away from school as well.

My anxiety level went down after the H.E.R.O training. Being given ways to deal with the possibility of an active shooter made me feel like I could be a stronger advocate for myself and my students. Previous training only focused on the hide aspect of safety, and while that is a valid and hopefully the only thing one would have to do to remain safe, it is not a surefire way to guarantee a lifesaving outcome. The fact is, in recent years we saw more and more school shooting situations end in high numbers of deaths as students and teachers "did as they were told" and hid quietly under their desks. Learning the other parts of H.E.R.O. training, evade, run and overcome, gave me a sense of strength and confidence that I had more in my toolbox, so to speak, than creating sitting targets for a sick individual.

As far as the training helping my students, I feel it was a tremendous program. They took it very seriously, had amazing discussions and often times I learned a lot from them and their perspective. People cannot respond well in these situations if they have not played any of the scenarios out in their head. The H.E.R.O program created a strong and safe environment for discussing fears, how to handle them and more importantly what to do in a life threatening situation. I remember one instance in particular with my students

that really drove that point home for them, it was when we balled up paper and practiced yelling and throwing the paper at the "target". At first students were timid and quiet about it, this opened up a good discussion that school rules can and should be broken in a violent situation. The students needed the practice and role play in order to feel comfortable doing this. We also saw how natural leaders rise to situations and discussed the importance of this if a situation got violent.

I was worried before the first H.E.R.O. lesson that it would increase anxiety in my students about active shooter situations, in fact the very opposite occurred. The students were cautious and quiet at first, but once we started asking the questions posed in the curriculum the many ideas, concerns and discussion topics that they wanted to talk about came flowing out. My students seemed more confident as we progressed through each H.E.R.O. lesson and I noticed their fear drift away. I think they grew more comfortable because the program gave them a plan and it instilled the possibility of a way to survive should we ever end up in a violent situation at school. Discussing and becoming more comfortable with an actual plan gave them a sense of confidence that there is an element of control that you can take away from the shooter if need be. I realized that these young people were not satisfied with the previously taught idea to "sit and wait" they had been exposed to throughout elementary and middle school.

The H.E.R.O. program was definitely age appropriate. It did not minimize the severity of what could occur, nor did it pander to students and use silly cartoonish drawings the way many difficult topics are laid out to high school students. The students appreciated the approach the curriculum took. They viewed each lesson seriously, listened to each scenario that started the lesson and analyzed how they would handle each one. When it came time to discuss the topic presented and share ideas, they were ready to talk. We often felt our 55 minutes was barely enough time to cover it all. The students had mature discussions regarding the warning signs you may see in a possible shooter, took care in drawing maps and making plans for handling situations in different locations on campus and how each individual may respond if it came to the horrible situation where we had to "overcome" a shooter.

The most valuable information was the new thought on how to handle an active shooter. Being given the tools to protect my students and allowing them to take control to protect themselves really turned the tide on how we all felt about being possible victims. The ideas and behaviors presented in the curriculum were so opposite "normal school rules" that it was extremely valuable to talk about and practice them. For all of us the idea of being able to fight back and "overcome" if needed was novel. Also, the idea of running and getting away, even if it meant leaving school property was difficult for the students. It was also hard for me to imagine "losing control" of them and not knowing where they may be going during a situation. I thought that the curriculum did an excellent job of reinforcing the idea that control may be lost

during a violent situation but the ultimate goal was safety for all. This was an entirely new idea but makes a lot of common sense.

The only part of the training that was not totally effective actually has nothing to do with the program itself. One of the Mondays that we were to use the curriculum I had actually forgotten about it until class was about to start. Therefor I did not have time to pre-read the slides. I felt that I was not as effective a facilitator because of this. The program does not take more that 5 – 10 minutes to prepare for, but that is a crucial aspect of doing it well. In speaking to other teachers I found that some never prepped and they always seemed surprised by the activities and the slides, thus their students did not take it as seriously as they should have because they saw their teacher giving it little importance. I feel this idea to prep for such a critical topic (and not "wing it") should be reinforced by school administrators.

As compelling as this reflection is, teachers were divided as to their willingness to be pulled into the role of teaching this subject to their students as well as adverse to taking away time from core competencies. As Fink reported, this was not what they were trained originally to teach and it was not what they signed up for (2018). The students in these studies likewise reported that many of the teachers were "checked out", didn't take it seriously, or were outwardly resistant to teaching these. That said, it was also observed that the teacher attitude appeared to be dependent on the school culture and their relationship with the administration.

Recommended Modifications and Implementation of the H.E.R.O. program

A recurring theme in the student comments in Survey Monkey questionnaires was a request for more realism, as well as a more mature presentation. Based on these recurring requests, changes were made to the curriculum accordingly. Another recommendation that emerged concerned scheduling: a challenge for high schools, especially with the academic demands placed on the teachers and the students. When a principal in the Case Two was interviewed, she expressed this was the biggest hurdle for them in the implementation. She expressed teacher concerns about losing time on learning (this finding also emerged in the Case One). However, she reported that they used the system of "waterfall" scheduling: Lesson 1 of the H.E.R.O. Program was taught in period 1 on Monday, lesson 2 in period 2 on Tuesday, lesson 3 in period 3 on Wednesday, and so forth. This method of scheduling was well received by the majority of teachers.

Limitations of the Studies

The size and demographics of the participants of the combined studies was large (7,293) and diverse (see Appendix B). Nevertheless, the generalizability of the study is limited by the lack of IRB approval, and a lack of generalizable statistical data.

There is also limited extant literature for this topic. Very few articles that are peer-reviewed, and/or quantitative (and hence statistically generalizable), are published on this subject. The majority of surveys available and cited in this paper were not scientific surveys with statistical data, but were percent of respondents found in professional journals or news outlets. That is not to say that they lack value, but the generalizability of the current literature is lacking and a limitation.

The pilot studies conducted for this white paper were also both qualitative. The findings are compelling and inform valuable information in terms of addressing the question of this study: "Would this new curriculum indicate increased efficacy in terms of increased familiarity with best practices in response to violent events without increasing anxiety while simultaneously not triggering or giving information to students who are at risk for being an active shooter?" Nevertheless, due to the fact that the methodology of these studies was not quantitative, scientific, and statistical, generalizability is limited. It is recommended that educational leaders who are considering the applicability of the findings of this study use the demographics in Appendix B to compare the demographics of their school(s) to those that participated in this study.

Despite the limitations of generalizability of these studies, it is worth noting that the findings of the Case One and Case Two in this paper mirrored those of the H.E.R.O. K-8 pilot studies. In addition, to date, H.E.R.O. has been implemented over the past 3 years at a total of 79 schools, with 88,568 students (K-12). Also, the findings, regardless of school demographics are consistently similar. There has been minimal difference in questionnaire responses amongst the grades and the schools. In addition, multiple testimonials have been similarly congruous. Based on these findings, the conclusion of the research team is that the H.E.R.O. high school program demonstrated efficacy – students have learned the strategies, it is age-appropriate, it has not had any adverse effects (the school district administration reported no complaints from any of the stakeholders), indeed, a recurring theme from teachers and students was a reduction of anxiety and fear after participating in the H.E.R.O. Program.

Recommendations for Future Research

The subject of school shootings would benefit from IRB approved, generalizable statistical studies suitable for peer-reviewed journals, or dissertations. There are several areas that would benefit from such studies: what are the opinions, feelings, effects on attendance, academic achievement, of the various stakeholders: parents, students, board members, principals, and teachers. The literature that currently exists showed there was a difference between the different stakeholders, particularly the teachers, but this needs to be substantiated and studied to see if the difference is significant or not.

The teachers emerged as important, even essential participants in ameliorating the effects of gun violence on children and youth. The cry from principals for building caring and relationship-centered schools (Rogers, 2019) is echoed by the students in these studies, but the teachers in the high school studies were divided and varied in their attitude and willingness to participate (this was not a finding in the K-8 study).

The opinion of this paper is that there is a need for more empirical research, echoing Astor, Guerra, and Van Acker: “There is growing consensus among school violence researchers that conceptual and empirical work documenting the contexts of school violence is needed….More rigorous studies are needed to find evidence-based programs that have greater external validity.” (Astor, et al, 2010, p. 69).

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Appendix A. Data Collection Timetable for Both Cases

Data Source	Data Collected	Time	Semester
Case 1: Charter High School, "School A"	Field notes, interviews, and discussions	Three researchers observing the curriculum being taught in 11 different classrooms over a five-week span, for a total of 14 hours (includes pre-and post- lesson discussions with staff, and student leader focus group)	October 1 through 29, 2018
Case 2: Public school District, "District 2"	Field notes	Three researchers observing the curriculum being taught in 10 classrooms for a total of 7.5 hours	February 2 through 13, 2019
		Interview with high school principal	February 2 and 13, 2019
	Survey Monkey responses	Total of 770 responses	March through May 2019

Appendix B. Side-by-Side Demographic Data for High School A and B and District 1 and 2 (2017-2018)

District/School	District 1	School A	District 2	School B
Total enrollment	621,414	3,056	23,103	1,589
Free/reduced meals, English learners, foster youth (non-duplicated)	399,225 (85.5 %)	1,049 (34.3%)	19,670 (85.14 %)	1,216 (76.5%)
Free/reduced meals	503,682 (81.1 %)	1,043 (34.1 %)	20,052 (86.8 %)	1,199 (75.5 %)
English learners	143,196 (23%)	29 (0.9 %)	7,448 (32.2 %)	184 (11.6 %)
Foster Youth	3,491	NA	95	NA
Ethnic Diversity Note: The closer to 0, the more evenly distributed are ethnic representation	29	45	25	30

Appendix C. School Survey Monkey Samples and Results

H.E.R.O. Curriculum Questionnaire

Thank you for taking the time to fill out the following questionnaire. Your feedback will help us ensure that this program is as effective as it can be to save kids. Just select your response to each of the following questions. We appreciate any and all suggestions in the space provided at the conclusion.

1. The amount of time the lesson took was:
   a. Too long b. Just right c. Not long enough

2. The curriculum was teacher-friendly and easy to use:
   a. Strongly agree b. Somewhat agree c. Needs improvement

3. The lesson was at an age-appropriate level:
   a. Strongly agree b. Somewhat agree c. Needs improvement

4. Students were able to easily understand the concepts presented in the lesson:
   a. Strongly agree b. Somewhat agree c. Needs improvement

5. The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:
   a. Strongly agree b. Somewhat agree c. Needs improvement.

6. The lesson was perceived as non-threatening by the students:
   a. Strongly agree b. Somewhat agree c. Needs improvement

7. Please provide any questions/concerns/suggestions about the lesson in the space provided:

Thank you! Your feedback is sincerely appreciated as we strive to keep kids safe!

Appendix C. (continued)

Questionnaire Results High School

Lesson 1: PREVENTION

446 responses

Question	Just Right/Strongly Agree	Somewhat Agree/Too Long	Not Long Enough/ Needs Improvement
The amount of time the lesson took was:	77.58%	10.54%	11.88%
The curriculum was teacher-friendly and easy to use:	56.95%	35.20%	7.85%
The lesson was at an age-appropriate level:	68.39%	25.11%	6.50%
Students were able to easily understand the concepts presented in the lesson:	70.85%	24.66%	4.48%
The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:	58.97%	36.32%	4.71%
The lesson was perceived as non-threatening by the students:	60.54%	36.77%	2.69%
Please provide any questions/concerns/suggestions about the lesson in the space provided:	"I think this lesson was pretty good. It covered enough and I have more knowledge on this topic." "People need to stop being mean." A few students stated "we didn't do the lesson."		

Lesson 2: HIDE!

351 responses

Question	Just Right/Strongly Agree	Somewhat Agree/Too Long	Not Long Enough/ Needs Improvement
The amount of time the lesson took was:	81.2%	9.4%	9.4%
The curriculum was teacher-friendly and easy to use:	60.97%	33.05%	5.98%
The lesson was at an age-appropriate level:	70.37%	23.65%	5.98%
Students were able to easily understand the concepts presented in the lesson:	73.50%	21.27%	5.13%
The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:	69.23%	27.07%	3.70%
The lesson was perceived as non-threatening by the students:	62.39%	33.90%	3.70%
Please provide any questions/concerns/suggestions about the lesson in the space provided:	"Stories about real shootings and heros" "Not everyone was listening. It might be the teacher, but if there's something you could do to help that would be good."		

Lesson 3: ESCAPE!

236 responses

Question	Just Right/Strongly Agree	Somewhat Agree/Too Long	Not Long Enough/ Needs Improvement
The amount of time the lesson took was:	83.47%	4.66%	11.86%
The curriculum was teacher-friendly and easy to use:	58.90%	36.86%	4.24%
The lesson was at an age-appropriate level:	73.73%	20.34%	5.93%
Students were able to easily understand the concepts presented in the lesson:	72.46%	25.00%	2.54%
The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:	66.10%	29.24%	4.66%
The lesson was perceived as non-threatening by the students:	68.64%	28.21%	2.54%
Please provide any questions/concerns/suggestions about the lesson in the space provided:	"The grade level part needed a little more improvement because it was meant for like little kids. It explained stuff that was obvious. Needs improvement to match our grade level." "Would have been helpful to actually practice."		

Lesson 4: RUN!

191 responses

Question	Just Right/Strongly Agree	Somewhat Agree/Too Long	Not Long Enough/ Needs Improvement
The amount of time the lesson took was:	77.49%	3.66%	12.04%
The curriculum was teacher-friendly and easy to use:	63.35%	33.51%	3.14%
The lesson was at an age-appropriate level:	77.49%	17.28%	5.24%
Students were able to easily understand the concepts presented in the lesson:	77.49%	20.94%	1.57%
The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:	75.92%	23.04%	1.05%
The lesson was perceived as non-threatening by the students:	64.40%	32.98%	2.62%
Please provide any questions/concerns/suggestions about the lesson in the space provided:	“I think we should practice this.” “A video showing us how to run would be helpful.”		

Lesson 5: OVERCOME!

0 responses

Question	Just Right/Strongly Agree	Somewhat Agree/Too Long	Not Long Enough/ Needs Improvement
The amount of time the lesson took was:	0	0	0
The curriculum was teacher-friendly and easy to use:	0	0	0
The lesson was at an age-appropriate level:	0	0	0
Students were able to easily understand the concepts presented in the lesson:	0	0	0
The students were able to attain the objectives listed at the top of the lesson and in the scope and sequence:	0	0	0
The lesson was perceived as non-threatening by the students:	0	0	0
Please provide any questions/concerns/suggestions about the lesson in the space provided:			