

## Educator Guide: What Kind of Active Shooter Drills Are Most Beneficial to Students? (w/ [classroom viewing guide](#))

This guide is designed to support you and your students with these learning objectives:

- 1) Students will analyze information about school shooting drills..
- 2) Students will evaluate and present arguments in favor or against specific drill types.
- 3) Students will create an audio/video interview piece on the topic



<b>Step 1</b>	<b>2</b>	<b>3</b>
<b>Watch video</b>	<b>Join this Discussion</b>	<b>Dive Deeper with a Make &amp; Share</b>
<p>Use this <a href="#">classroom viewing guide</a> with:</p> <ul style="list-style-type: none"> <li>● Quick-write prompt</li> <li>● Comprehension questions about the video</li> <li>● Student note catcher</li> </ul> <p>More student supports the Discussion page:</p> <ul style="list-style-type: none"> <li>● Glossary with vocabulary used in the video</li> <li>● Annotated source list</li> <li>● Video transcripts in English and Spanish</li> </ul>	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p>Responses should be supported by evidence from the Above the Noise video or other research on the topic.</p> <p>Supports for joining the discussion KQED Learn:</p> <ul style="list-style-type: none"> <li>● <a href="#">Sentence frames</a></li> <li>● <a href="#">Discussions rubric</a></li> <li>● <a href="#">Response analysis activity</a></li> </ul> <p>Please refer to our <a href="#">Code of Conduct</a> as well as your school’s behavioral expectations before joining.</p>	<p>Find sources for Make &amp; Shares</p> <p>Interview someone from your school about how they feel about your school's lock down drills. Audio or video.</p> <p>Upload your audio or video YouTube, Soundcloud or Vimeo link into the Learn discussion using the Make and Share tab.</p>

**Standards**

<a href="#">CCSS.ELA-Literacy.CCR A.R.1</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">CCSS.ELA-Literacy.CCR A.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">CCSS.ELA-Literacy.W1</a>	Write arguments to support claims with clear reasons and relevant evidence.
<a href="#">CCSS.ELA-LITERACY.CCR A.W.2</a>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<a href="#">NGSS.SEP.7</a>	Engaging in argument from evidence
<a href="#">NGSS.SEP.8</a>	Obtaining, evaluating and communicating information
<a href="#">ISTE Digital Citizen</a>	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
<a href="#">ISTE Knowledge Constructor</a>	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**\*KQED’s Media Tool Policy:** In KQED Education’s media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual’s specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.