Instructional Design Document

Active Attack

Instructional Needs Assessment

Active Attack

Project Resources

ROLE	NAME
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Primary Client	Corporate (Chief of Security)
Trainer	TBD

Organizational Description

Provide a general description of the organization. What are the key organizational goals and objectives?

This is a Family Office serving the needs of a single family. The goal of the organization is to support the philanthropic and aspirations of the family members. The goal of the Learning Office within the organization is to support associate growth and deliver real-time training to associates where they need it most.

Desired Outcomes

What problem(s) are you trying to solve? What are the desired learning outcomes of the training?

The organization has four offices across the country, each presenting a unique challenge to maintaining safety of both the associates and the family members when they are in the office. With the increase in active attacks across the country, the need for training was identified. The CEO has asked that this training be delivered as an ILT. However, this presents challenges when coordinating among the four offices.

Performance Analysis

What skills and competencies are needed to meet the organizational goals? What skills does the organization need to have in the future? What behaviors, skills, and attitudes need to change?

BEHAVIOR ANALYSIS	
Current Behavior	Future Desired Behavior
• Associates are concerned because of the differences in their offices versus other offices	• Associates have the information they need to make decisions that could save their life or the lives of others around them.

(glass walls instead of sheetrock, no locks on doors

- Associates are only exposed to what they hear/see in the media as to how to handle an active attack

- Associates may not understand what feelings they may have and how their body will react in an active attack situation

- Associates walk away from the training with reasonable actions they can take, and actions that are easy to remember

- Associates are prepared for what they can expect during an active attack through discussion and sharing of information around this topic.

SKILLS ANALYSIS	
Current Skills	Future Desired Skills
• Able to absorb information easily	• Discernment • Good judgement • Ability to act quickly

ATTITUDE ANALYSIS	
Current Attitude	Future Desired Attitude
• Ready to learn but unsure of what to do • Afraid • Denial that it won't happen	• Be aware of surroundings and have a questioning mind-set about situations • Have a healthy fear of active attacks but be armed with the knowledge of how to react during one • Understand that they can happen anytime, anywhere. And not necessarily with just a firearm.

Current Training and Resources

What training and performance improvement resources already exist?

Currently having FBI give a 2 hour facilitated course once per year. This however, doesn't address the ongoing needs of newly hired associates.

Recommended Interventions

What training and performance improvement resources are needed to solve the overall problem(s)?

TRAINING RECOMMENDATIONS	
Facilitated Course/Micro Learning Module	Could continue to hold the facilitated course as a refresher. Develop a micro learning that can serve to educate new-hires and give them the information they need until the facilitated course is held.

Instructional Design Document for Active Attack

Audience Analysis and Goals
Active Attack

Training Goals & Objectives

What is the primary purpose of the training? What organizational problems are you trying to solve?

Give each office the information they need (office specific) as to how to handle an active attack and the actions they can take during such an event. Also, give them information about what to expect after an active attack.

Audience Analysis

Describe the primary and secondary audience of those that will receiving the training:

PRIMARY AUDIENCE: All associates across the organization

Description

- New Hires would take the Micro Learning
- All associates would attend the facilitated course when it is offered at their location.

Storyboard Design

Active Attack

Learning Objectives & Outline

What is the course outline, and the associated learning objectives?

LESSON #	LESSON TITLE	LEARNING OBJECTIVES
#1	What is an Active Attack	Define what an Active Attack is and introduce the learner to the profile of an active attacker.
#2	The Attacker	Learners should understand that there is no known profile for an active attacker. They will also learn motivation of attackers and reasons they do what they do.
#3	The Location	Discover where active attacks usually occur and the reasons behind that. Also learn what consistencies are associates with active attacks.
#4	Types of Attacks	Realize that active attacks aren't just committed with firearms. The attacker may use any means necessary to carry out their plot.
#5	Three Stages of Response or Reaction	Learn about the common responses people have to active attack. Be able to understand why they are reacting this way and how to use it to their advantage.
#6	Concealment vs. Cover	Understand the differences between what concealment is and what is cover.
#7	Three Actions in the Decisive Moment	Be able to recall the three actions during the Decisive Moment and how to execute those actions based on current surroundings and the event taking place.
#8	When the Police Arrive	Learn what to expect once the Police arrive on scene. Know the actions to take and what to expect.
#9	Conclusion	Summarize the lessons in the course and be able to recall specifically The Three Stages of Response or Reaction, the difference between concealment and cover, and know the Three Actions in the Decisive Moment.

Storyboard

Outline the course audio narrations, on screen scripts, and learning interactions.

Lesson #1	What is an Active Attack		
Pg.1	Audio Narration	On Screen Text	Learning Interaction
	NA	An active attack event involves one or more persons engaged in killing or attempting to kill multiple people in an area occupied by multiple unrelated individuals.	None

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Active attack events continue to increase across the world. In some cases, attackers appear to have learned from the successes and failures of previous events. Knowing some of the traits of these individuals and bringing awareness to them can go a long way in potentially avoiding the next active attack.

Lesson #2	The Attacker		
Pg.2	Audio Narration	On Screen Text	Learning Interaction
	NA	There is no standard profile of an active attacker. They come from all walks of life. Their motivations for committing such acts range from revenge for being fired from a job to a full-blown act of terror. They may also have political or social agendas. Regardless of their motivation, these behaviors remain consistent.	Click on accordion tabs to reveal characteristics of the following motivations: Deliberate, Focused, Detached, Bullies, Suicidal. (Source images from Getty or Adobe Stock)

Lesson #3	The Location		
Pg.3	Audio Narration	On Screen Text	Learning Interaction
	NA	The attackers' motivation usually dictates where the attack occurs. If it is a workplace attack, the attacker is usually targeting specific people or groups of people. Attacks that happen at larger gatherings are usually motivated against society. The location of an active attack varies from case to case; however, one thing is consistent: the number of victims as it relates to the attacker's motivation. An attacker who commits workplace violence usually targets a specific person or group of persons. While an attacker who targets a large number of people usually has a grievance against society as a whole. The United States Secret Service - National Threat Assessment Center released its Mass Attacks in Public Spaces report. In the report, the attacker's motivation is broken down by these categories.	Animated bar graph showing attacker motivations for 2019. Categories are: Grievances, Mental Health, Ideological, Fame, Political, and Unknown.

Lesson #4	Types of Attacks		
Pg.1	Audio Narration	On Screen Text	Learning Interaction
	NA	When referring to an attack on an individual or group of individuals, the term 'Active Shooter' isn't relevant anymore. While attacks with firearms are the prevalent method, attackers use other methods. This is why the term 'Active Attack' is a more appropriate term. Click or tap the images below to learn more.	Flashcard images with text reveal when clicked

Lesson #5	Three Stages of Response or Reaction		
Pg.1	Audio Narration	On Screen Text	Learning Interaction
	NA	There are three common responses by individuals during an active attack. Those are Denial, Deliberation, and Decisive Action. The faster you can move through these responses, the better your chances for survival. In between those responses, there are things happening inside your brain. Let's look at those three responses and some things you can do to help guide you through them. Click through screens should include titles and text from SME notes during the design session (included in Design Notes folder on the Cobox site).	Animated text requiring a click through to reveal the next stage or step. Include graphic chart with heart rates and the reactions of the body during these times.

Lesson #6	Concealment vs. Cover		
Pg.6	Audio Narration	On Screen Text	Learning Interaction
	NA	Knowing the difference between 'Cover' verses 'Concealment' is critical. 'Cover' is protection from the attacker's weapon. Meaning, the chosen 'Cover' **will** stop a bullet, shield from a bomb blast, or stop a vehicle. 'Concealment' is the protection from observation. Meaning, out of sight from the attacker but the chosen 'Concealment' **won't** stop a bullet, shield from a blast or stop a vehicle. Knowing the difference between the two, knowing your surroundings, and having a plan in the event of an attack will help you find 'Cover' over 'Concealment. Click and drag the items below to the appropriate category.	Drag and drop activity taking the learner through the types of cover and concealment.

Lesson #7	Three Actions in the Decisive Moment		
Pg.7	Audio Narration	On Screen Text	Learning Interaction
	NA	The decisive moment can be summed up in three actions: Avoid, Deny, Defend. **Avoid** Run. Get away. Using your scripting you did while you weren't under stress, visualize the exit and get out. Once you reach a point of safety, call 911. **Deny** **T**here's no exit available, the attacker is blocking any path of exit, your only action is to deny them access. Lock the door, turn out the lights, silence your phones. If possible, block the door with heavy furniture or anything that would slow the attacker down. **Defend** There's no lock on the door of the area you are in, or, you are in the open with no cover or concealment available, and there's no path to an exit. Your only	Text animates as user scrolls

recourse is to defend yourself. Find anything you can use as a weapon. Laptop, vase, hot coffee. Fire extinguishers are excellent weapons as they can be discharged into the attacker's face, discharged for cover to buy time to get away. The extinguisher can be used as a blunt object as well.

 At this time, fear is probably an emotion you'll be feeling.   Turn that fear to anger. This person is intending to kill you. Do everything in your power to channel that fear into anger.   Remember, there are no rules at this point.

Lesson #8	When the Police Arrive		
Pg.6	Audio Narration	On Screen Text	Learning Interaction
	NA	Multiple agencies will respond to an active attack. Uniformed officers, plain-clothes officers, fire department, and local authorities. When they arrive, it's important to understand that they have a protocol to follow. The FIRST protocol is to find and disable the attacker. Once that has been done, Officers will render aid to any victims of the attack. When the officers arrive, comply with any direction, no matter how odd or out of the ordinary it sounds. Above all, show them your hands. Officers approaching a scene don't know who are non-threats and who the attackers are. Showing them your hands immediately identifies you as a non-threat. Be prepared to be handcuffed or escorted away for questioning. Keeping calm and answering their questions is the best thing to do at this time.	Animated text reveals as learner scrolls

Lesson #9	Conclusion		
Pg.6	Audio Narration	On Screen Text	Learning Interaction
NA		While the chances of being involved in an active attack are low, it's important to be ready and to understand what to do before during and after the event. The keys to survival are moving through Denial and Deliberation quickly in order to get to Decisive action. Then knowing how to Avoid, Deny, or Defend. Hopefully, this will never happen, but if it does, you'll be more prepared.	Drag and drop activity taking the learner through the types of cover and concealment.

Learning Strategies and Methods

What is the overall instructional approach and learning methodology?

There is no true instructional approach as this is a self-paced micro-learning. The course is device agnostic.

Presentation Delivery Methods

Select the following methods that you will use to deliver your training content:

- ☐ Lectures
- ☐ Demonstrations
- ☐ Discussions
- ☐ Practice
- ☐ Role Play
- ☐ Group Teaching
- ☐ Practice
- ☐ Case Studies
- ☐ Quizzing

Training Pre-Requisites

*Describe any pre-requisites that are required before taking the training?*

None

Pre-Training

Describe any pre-training activities that will occur before and after the training. This might include pre-assessments, pre-readings, surveys, etc.

PRE-TRAINING ACTIVITIES		
Description of Activity	Objectives	Audience
[Text]	[Text]	[Text]
[Text]	[Text]	[Text]
[Text]	[Text]	[Text]

Post Training

Describe any post-training activities that will occur before and after the training. This might include post-assessments, post-readings, surveys, etc.

PRE-TRAINING ACTIVITIES		
Description of Activity	Objectives	Audience
[Text]	[Text]	[Text]
[Text]	[Text]	[Text]

Rapid Prototype
Below are a few mock ups that demonstrate the overall look and feel, and approach of the course:
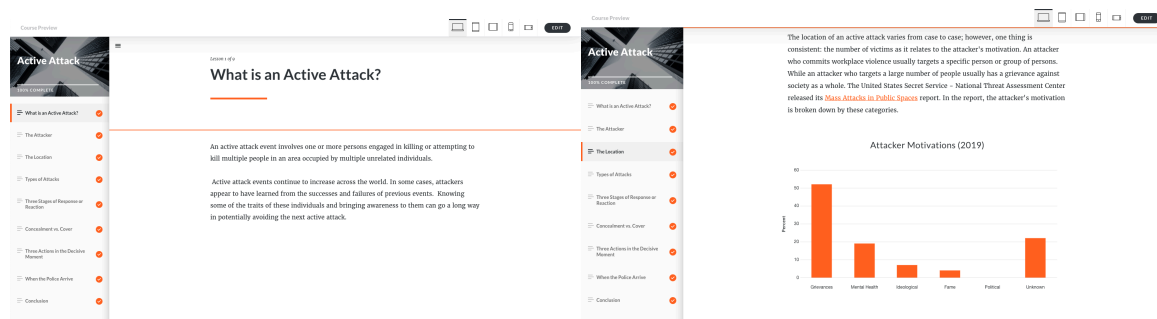
Training Content Plan

Active Attack

General Development Considerations

METHOD	Yes/No	DESCRIPTION
eLearning Development Tool(s)	Yes ☒ No ☐	Micro-learning will be developed in Articulate Rise 360. The learning should be device agnostic across all platforms.
PowerPoint	Yes ☒ No ☐	Use the FBI slide deck to provide content for the course
Audio	Yes ☐ No ☒	Module has no audio as the request was to develop a 'lite' course that is easy to navigate and get through. Module is screen-reader compatible though to align with accessible design principles.
Videos	Yes ☐ No ☒	No video work associated with this course
Quizzes	Yes ☒ No ☐	Interactivity will be scattered throughout the course
Photography	Yes ☐ No ☒	Will source supporting images from Getty or Adobe Stock
Graphics	Yes ☒ No ☐	Two graphic components will need to be completed as discussed in the design notes above.
Social Media	Yes ☐ No ☒	NA
Handouts	Yes ☐ No ☒	NA
Pre-Work Assignments	Yes ☐ No ☒	NA
Translation	Yes ☐ No ☒	NA

Existing Content

What content or training materials already exists that you can leverage for your training?

Slide deck from FBI presentation (can be found in the project Cobox folder).

Internet research

Texas State University Civilian Response Active Shooter Video (found [here](#))

Training Delivery Plan

Active Attack

Training Delivery

What is the primary training delivery method? Select all that apply.

- ☒ Online Learning
- ☐ Classroom
- ☐ Webinar
- ☐ Manual
- ☐ Blended (Classroom & Online)

Communication Plan

Describe how the audience will become informed about the training program. Describe how you will communicate with the audience on an ongoing basis as it relates to changes, updates, etc.

Comms will be launched in the upcoming weekly newsletter and a banner on the company intranet landing page for that week. Changes and updates will be handled through announcements in New Associate Orientation and through posting on the company intranet.

Change Management Plan

How will this training implementation impact new processes or the way that people do their work? How can you help them adapt to these changes?

This will ease the burden of scheduling attendees for the facilitated course and give more time back to the office staff. They can also return to the learning to refresh on any principles taught in the course. Content will be easier to update and changes to the content can be deployed rapidly.

Key Milestones

What are the key milestones that will be needed to be tracked to measure project progress?

Primarily completion tracking through the LMS to ensure newly hired associates have the information they need.

Delivery Date

When will the training product be delivered? Any possible risks or constraints to delivering on time? Priority?

Module will launch in Q3

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Training Curriculum and Schedule
What does your training schedule look like?

SECTION #1				
Lesson #	Lesson Title	Audience	Trainer(s)	Time
#1	[Lesson Title]	[Description]	[Name]	00:00
#2	[Lesson Title]	[Description]	[Name]	00:00
#3	[Lesson Title]	[Description]	[Name]	00:00

SECTION #2				
Lesson #	Lesson Title	Audience	Trainer(s)	Time
#1	[Lesson Title]	[Description]	[Name]	00:00
#2	[Lesson Title]	[Description]	[Name]	00:00
#3	[Lesson Title]	[Description]	[Name]	00:00

SECTION #3				
Lesson #	Lesson Title	Audience	Trainer(s)	Time
#1	[Lesson Title]	[Description]	[Name]	00:00
#2	[Lesson Title]	[Description]	[Name]	00:00
#3	[Lesson Title]	[Description]	[Name]	00:00

Training Logistics
What kinds of logistics are required for the training? This might include specific materials, supplies, etc.
[Description text]

Instructional Evaluation Plan

Active Attack

Measuring Success

How will you measure success? How do these map back to your desired outcomes?

Faster response times during building safety drills, which will now include active attack drills (these are being worked out currently with the Safety Team).

Evaluation Plan

Outline how you will measure the effectiveness of your training using Kirkpatrick's 4 Levels of Evaluation.

LEVEL	DESCRIPTION	PLAN
Completion	Did the learner complete the desired training? This could be measured through LMS completion rates or class attendance.	LMS Tracking
Reactions	How did the learners feel about the training or learning experience? This could be measured through a survey or focus groups.	Pulse survey launched to newly hire associates.
Performance	How well was the training actually applied? This could be measured through observing actual performance after the training.	Will be observed through safety drills
Results	What impact did the training have on the business? This could by looking at organizational metrics or KPI's pre and post training.	TBD