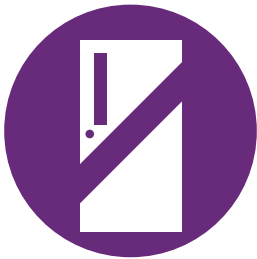


# THE STANDARD RESPONSE PROTOCOL

# PK-2

**Pre-K to Second Grade Curriculum Toolkit**  
PK-2 Version 2.1



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**





## **PEACE**

It does not mean to be in a place where there is no noise, trouble, or hard work.

It means to be in the midst of those things and still be calm in your heart.



# STANDARD™ RESPONSE PROTOCOL

## CHANGE HISTORY VERSION 2.1

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
Dr. Jill Hackman Assistant Executive Director, BCIU Chris Celmer Assistant Director, Business Services, BCIU	Original		Originally developed by Berks County Intermediate Unit, Reading, PA
John-Michael Keyes	0.9	01/25/2015	Reformatted to current graphic standards
Janice DeAndrea	1	02/01/2015	Edits and age appropriate review
Ellen Stoddard-Keyes	2	07/20/2020	Updates
Gina Egenberger	2.1	11/17/2022	Minor edits and updated terminology, LLCHD material added



**Pre-K to Second Grade Curriculum Toolkit**  
 Preschool and Elementary Teacher Workbook  
 Version 2.0  
 ISBN-13: 978-1507832721  
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## ABOUT THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... "I love you guys" and "I love u guys. k?" Emily's kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The "I Love U Guys" Foundation.

## MISSION

The "I Love U Guys" Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

## TERMS OF USE

Schools may use these materials, at no cost, under the following conditions:

1. Materials are not re-sold.
2. Core actions and directives are not modified.
  - 2.1. Hold - "In Your Room or Area. Clear the Halls"
  - 2.2. Secure - "Get Inside, Lock Outside Doors"
  - 2.3. Lockdown - "Locks, Lights, Out of Sight"
  - 2.4. Evacuate - A Location may be specified
  - 2.5. Shelter - followed by the Hazard and the Safety Strategy
3. The Notification of Intent (NOI) is used when the materials are being evaluated. A sample NOI can be downloaded from the website, and is provided to The "I Love U Guys" Foundation through one of the following:
  - 3.1. Complete the NOI and email it to [srp@iloveguys.org](mailto:srp@iloveguys.org)
  - 3.2. Send an email to [srp@iloveguys.org](mailto:srp@iloveguys.org)
4. The Memorandum of Understanding (MOU) is used when it has been determined that the materials will be used. A sample MOU can be downloaded from the website, and is provided to The "I Love U Guys" Foundation by emailing it to [srp@iloveguys.org](mailto:srp@iloveguys.org)
5. The following modifications to the materials are allowable:
  - 5.1. Localization of evacuation events
  - 5.2. Localization of shelter events
  - 5.3. Addition of organization logo

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Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an "as is" basis.

## ABOUT THIS BOOK

The "I Love U Guys" Foundation works with schools, districts and organizations across the country. Berks County Intermediate Unit, Reading, PA developed these materials for Pre-K to second grade students. BCIU has also developed material in discussing the Run-Hide-Fight practice with a Pre-K to 2nd grade audience. Included in that material was instructional guidance about keeping students out of sight. With deep gratitude the Foundation has been offered permission to include this program within the SRP.



1111 Commons Blvd.  
P.O. Box 16050  
Reading, PA 19612-6050  
610-987-2248  
FAX 610-987-8400  
TTY 610-987-8401  
[www.berksiu.org](http://www.berksiu.org)

*providing quality resources,  
innovative programs,  
and responsible leadership  
to meet the educational  
and social service needs  
of our children, schools,  
and communities*

## AUTHOR/CONTRIBUTOR INFORMATION

This workbook was developed by Berks County Intermediate Unit for use in pre-kindergarten through second grade classrooms.

For more information check out IU 14 at:  
[www.berksiu.org/ahp](http://www.berksiu.org/ahp)

Or call us at 610.987.8404

## CONTACT INFORMATION

The "I Love U Guys" Foundation can be reached online at <http://iloveguys.org>.

Email: [srp@iloveguys.org](mailto:srp@iloveguys.org).

The "I Love U Guys" Foundation  
PO Box 908  
Conifer, CO 80433  
303.426.3100

## EXECUTIVE DIRECTOR

John-Michael Keyes  
[johnmichael@iloveguys.org](mailto:johnmichael@iloveguys.org)

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## INTRODUCTION

### DEAR EDUCATOR,

We all share the responsibility of preparing our young people on how to react safely in an emergency. A student's first exposure to these skills will occur in our classrooms. The activities, materials, and resources in this planner are designed to help preschool and elementary teachers guide students through the process of learning how to stay safe by engaging in fun activities.

Each lesson should take approximately 20 to 30 minutes to complete. The planner is designed to include five sections for each of the topic areas Hold, Secure, Lockdown, Evacuate, and Shelter.

Each topic area provides lesson(s) identifying the objective and activity along with the necessary materials, which can be located in the appendices. In addition, each section includes extension activities to provide additional learning experiences beyond the classroom environment. These valuable lessons are the starting points to help students remain safe during an emergency.



**PREREQUISITES**

Your school should already be using, or intending to use the Standard Response Protocol (SRP). A glance through the SRP K12 operational guidance will prepare you for understanding the five actions of the SRP.

Your school should have also provided classroom posters and handouts explaining the program. All of these materials are available for download, at no cost.

<http://iloveguys.org>

THE STANDARD RESPONSE PROTOCOL - K12

# THE STANDARD RESPONSE PROTOCOL

# K12

Operational Guidance for Implementing The Standard Response Protocol In a K12 Environment

## K12 SCHOOLS AND DISTRICTS

2021

HOLD SECURE LOCKDOWN EVACUATE SHELTER

**The Standard Response Protocol for K12**  
Operational Guidance for Districts, Departments and Agencies

# IN AN EMERGENCY TAKE ACTION

	<p><b>HOLD! In your room or area. Clear the halls.</b></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>STUDENTS</b> Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ADULTS</b> Close and lock the door Account for students and adults Do business as usual</p> </td> </tr> </table>	<p><b>STUDENTS</b> Clear the hallways and remain in room or area until the "All Clear" is announced Do business as usual</p>	<p><b>ADULTS</b> Close and lock the door Account for students and adults Do business as usual</p>										
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**K12 Classroom Poster**  
Should be posted near classroom door.

**STANDARD RESPONSE PROTOCOL**

**INFORMATION FOR PARENTS AND GUARDIANS**  
Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

**COMMON LANGUAGE**  
The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol. The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

**LOCKDOWN**  
"Locks, Lights, Out of Sight"

**Students are trained to:**

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff are trained to:**

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

**EVACUATE**  
"To a Location"

**Students are trained to:**

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff are trained to:**

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

**SHELTER**  
"State Hazard and Safety Strategy"

**Hazards might include:**

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies might include:**

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students are trained in:**

- Appropriate Hazards and Safety Strategies

**Adults and staff are trained in:**

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

**K12 Student/Parent Handout**  
Sent to parents at the beginning of the school year.





## Standard Response Protocol (SRP) Overview

### SRP is Action Based

The Standard Response Protocol (SRP) is based on the response to any given situation not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - these five specific actions that can be performed during an incident. When communicating these, the action is labeled with a icon and is then followed by a "Directive." Execution of the action is performed by active participants.



**Hold - in your classroom or area**  
Hold is followed by the Directive: "In Your Room or Area" and is the protocol used when hallways need to be kept clear of occupants.



**Secure - Get Inside. Lock Outside Doors**  
Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard people within the building.



**Lockdown - Locks, Lights, Out of Sight**  
Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep occupants quiet and in place.



**Evacuate - to a designated location**  
Evacuate and may be followed by a location, and is used to move people from one location to a different location in or out of the building.



**Shelter - State the hazard and shelter location**  
Shelter State the Hazard and Safety Strategy for group and self protection.

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### CHILDREN

" Ö^æÁ@Á@, æ•  
 " Ü^æ æ Á[[{ Á} çÁ æ^} Á@Á/Ö^æ+  
 " Ö•ç Á•• Á•• æ

### ADULTS

" Ö|•^æ ç Á| & Á@Á[[|  
 " Ö&~ } Ö|!Áç á^} • Áæ áÁæ~ |  
 " Ö•ç Á•• Á•• æ



## SECURE! Get inside. Lock outside doors.

### CHILDREN

" Ü^ç |} Á| Á•• æ^Á Á~ çää\*  
 " Ö•ç Á•• Á•• æ

### ADULTS

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 " Ö&~ } Ö|!Áç á^} • Áæ áÁæ~ |  
 " Ö•ç Á•• Á•• æ



## LOCKDOWN! Locks, lights, out of sight.

### CHILDREN

" T[ç^Áæ æÁ|{ Áã @  
 " T ææ Á ç^} &  
 " Ö| Á[ Ö| ] ^} Á@Á[[|

### ADULTS

" Ü^æ[ç^!Áç á^} • Á|{ Á@, æ ÁÁ[•• ç|  
 " Š| & Á@Áæ•|[[{ Á[[|  
 " V^|} Á~ Á@Á ç @  
 " Close curtains/blinds  
 " Move away from sight / T ææ Á ç^} &  
 " Ö| Á[ Ö| ] ^} Á@Á[[|  
 " Ü|^} æ^Á| Áçæ^Á| Á^~} á



## EVACUATE! (Specify Location)

### CHILDREN

" Š^æ^Á{ • Á^ ç á  
 " Ö| | | , Á•• ç & ç }•

### ADULTS

" Š^æÁ ç á^} • Á| Áçææ æ} Á| & æ} |  
 " Ö&~ } Ö|!Áç á^} • Áæ áÁæ~ |  
 " B| ç Áá^&ç | Á-Á ç• ç \* Á ç ç æ |  
 ç b|^á&ç| Á| Áæ~ |



## SHELTER! Hazard and safety strategy.

### CHILDREN

Use appropriate strategy for the hazard:

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold

### ADULTS

" Š^æÁ ç á^} • Á| Áçææ æ} Á| & æ} |  
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 " B| ç Áá^&ç | Á-Á ç• ç \* Á ç ç æ |  
 ç b|^á&ç| Á| Áæ~ |



## SAMPLE LETTER TO PARENTS



Date:

Your School

Address

City State/Province Postal Code

Dear Parents/Guardians:

Our class will be learning how to respond during an emergency situation. Prior to learning some of these skills, we will be teaching students about people who are there to help them be safe in the community: first responders. They will also learn to be prepared by knowing their name, phone number, and address.

The students will be able to identify first responders who help to protect them in an emergency situation. The students will be provided with a worksheet, including a matching game and coloring sheets, to allow you and your child to complete the activity in the home environment. This also will allow for ongoing conversation regarding first responders and other people in your child's life who are "helpers."

In addition to learning about first responders, your child will review their own personal information, including their full name, address, and phone number. This information will be needed to connect students with their families in the follow up to a crisis situation.

We encourage you to identify people in your home environment who are first responders and discuss with your child how these people will be of help in an emergency. In addition, we encourage you to have your student practice their phone number and address.

---

Thank you for your continued support.

Please provide the most updated information so we can ensure your student is learning and practicing the correct information.

Child's full name:

---

Child's address where they reside during the school week:

---

Home phone number or phone number used to contact parent:

---



**HOLD**  
IN YOUR ROOM OR AREA.  
CLEAR THE HALLS.

## **LESSON 1**

### **Objective:**

Students will be able to stay out of the halls and in their room or area for a short period of time until the situation has been resolved. The Hold is released by an “All Clear” announcement.

### **Materials & Resources:**

Music

Large space for movement

### **We do:**

Explain to students that something is going on outside the classroom and we need to stay in the room. To practice this, we will play a game to “Hold.”

### **Model/Activity:**

- Have students spread out in a large open space assuring they have room to dance and move without bumping into anything or anyone
- Explain to students that they should dance within their own pace while the music is playing. When the music stops they should “Hold” not moving any parts of their body until the music begins playing again
- At random times the adult should stop the music and verbalize the word “Hold”

Continue several cycles of stopping the music and having students “hold’ until they have an understanding of the “hold” concept.

The adult should then engage in conversation with the students explaining that sometimes they might hear this directive to “Hold” and they can remember what they did for the dance and “hold” activity. Although they can move throughout the classroom they need to “Hold” from going into the hallway until they hear the “All Clear.”

# HOLD

IN YOUR ROOM OR AREA.  
CLEAR THE HALLS.



## Activity 1:

Red Light/Green Light game (Outdoor game requiring large space for children to run)

To Play:

One person is chosen to be the “traffic light” (TL) and he/she stands a good distance away from the other players (approx. 20 feet) with their back to group of players. Group of players stand in a line facing the traffic light person shoulder to shoulder format.

When TL calls ‘Green Light,’ the other players move towards him/her until he/she spins around, calling ‘Red Light.’ When they hear the red light command the other players must freeze on the spot. Any child seen moving must return to the starting line. The children must remain frozen until the next ‘Green Light’ command is given.

Play continues in this manner until someone reaches and tags TL. The tagger becomes the new TL and the game begins again.

## Activity 2:

Freeze Tag (Outdoor game or other large space for children to run).

Freeze Tag is a variation on the classic Tag Game. The main difference is that when a person is tagged, he or she must be “frozen or hold” (not move) until a teammate tags the person to release them.

To Play

To play Freeze Tag, begin by choosing a person to be “It.” The person who is “it” is the player who can “freeze” other players. When the game begins, everyone runs away from the person who is “it.” The one who is “it” chases after other players, trying to tag (touch) them. If a person is successfully tagged, he or she must “freeze” in place (stand still and not move). Frozen people cannot move until another player unfreezes them (touches them to return them to normal). The player who is “it” wins by freezing all players.



# SECURE

GET INSIDE.

LOCK OUTSIDE DOORS

## LESSON 1

### Objective:

Students will be able to line up and go in the building when the teacher calls “Secure. Get inside. Lock outside doors.”

### Materials & Resources:

Chalk, playground

### We do:

Explain to students that if there is a dangerous situation outside the school, we must all go inside to keep ourselves safe. To practice this, we will play a game to “Secure.” The teacher explains the following rules of the game. Students stand in a circle on the chalk line with their hands by their side. A small group of students will walk around the circle (group changes each time to give all students a turn to practice). When the teacher calls, “Secure. Get inside. Lock outside doors,” all students who are outside of the circle must quickly come inside the circle and students who are standing on the circle will hold hands.

### Model/Activity:

When teacher calls “Secure,” students are to line up within 30 seconds.

# SECURE

GET INSIDE.  
LOCK OUTSIDE DOORS



## Extension Activities

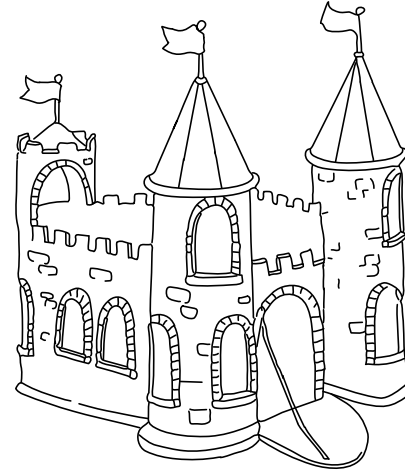
### Activity 1:

Practice Secure throughout the year. While on the playground, the teacher calls "Secure. Get inside. Lock outside doors," and everyone quickly lines up and goes inside.

When teacher calls "Secure," students are to line up within 30 seconds.

### Activity 2:

Castle Activity: Students cut out a castle from Appendix A. Make sure to cut around the drawbridge, keeping it intact. Fold the drawbridge up towards the door. Students will color and decorate their castle. Have the student practice folding and unfolding the drawbridge to symbolize a Secure condition. Note: Younger students may need the castle precut.



#### APPENDIX A

### Materials:

Castle template, string, scissors, hole punch, tape, crayons, and markers.



# LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

## LESSON 1

### Objective:

The students will describe and label the different steps in Lockdown “Locks, Lights, Out of Sight.”

### Materials & Resources:

Picture cards of people performing the 3 steps in a lockdown: locking the door, turning off the lights, and going somewhere out of sight.

### We do:

The teacher initiates a discussion regarding lockdown by showing the students the picture cards portraying the three steps.

### Model/Activity:

As a group, discuss the safest place in the room. Go throughout the room and decide if each place is a good hiding place, staying away from windows and doors.



# LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT



## LESSON 2

### Out of Sight Objective:

The students will practice staying quiet.

### Materials & Resources:

Timer, small hand held mirrors, picture of a child with a quiet mouth or illustration of a rabbit with the mouth covered.

### We do:

The teacher will show the picture of a child or rabbit illustration with mouth closed, and explain what it means to have a Quiet Mouth. The students will take turns looking in a mirror and keeping their mouths quiet.

### Model/Activity:

Teacher will set a timer for 30 seconds, increasing to 5 to 10 minutes over a period of time, and students will maintain a Quiet Mouth for the duration of the game. Teachers may give out incentives/prizes for students who are able to maintain a quiet mouth until the timer goes off.



# LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

## LESSON 3

### Out of Sight Objective:

The students will maintain a protective pose.

### Materials & Resources:

Rabbit yoga pose instructions on these two pages

### We do:

Teacher demonstrates the rabbit yoga pose Hide 'N' Peek, and shows the students the photos on this page of students in the posture.

### Model/Activity:

The students practice getting into, and remaining in, the Hide 'N' Peek rabbit yoga pose, taking time to lift their heads and scan the room.



Rabbit Yoga Pose: Hide 'N' Peek

# LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT



## LESSON 4

### Out of Sight Objective:

The students will be able to determine an appropriate hiding spot within a location and remain quiet during the time they are hiding. They will place themselves in the rabbit yoga pose for added protection.

### Materials & Resources:

Timer, Hide 'N' Peek rabbit yoga pose pictures on these pages, large black circle (rabbit hole)



### Rabbit Yoga Pose: Hide 'N' Peek

Get down on the floor on your hands and knees. Push your hips back to your heels, cross your forearms and rest your head on them. You should lift your head to peek and scan the room. Remember to be very quiet. You are a tiny rabbit and you want to stay warm and hidden in your rabbit hole.

### We do:

The students will practice getting into the rabbit yoga pose in the designated location with a quiet mouth.

### Model/Activity:

At different times, the teacher will tell the students to go to the rabbit hole. All students will go to the designated location and maintain the Hide 'N' Peek rabbit yoga pose with a quiet mouth.



# LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

## Extension Activities:

**One:** The students will play a game to time how long they can stay quiet. Prizes may be given to the child who can stay silent and still the longest.

**Two:** When provided with various art materials, students will design a “rabbit hole” for their classroom. Students may decorate around their rabbit hole. Rabbit holes throughout the building should be uniform so they are easy for the students to locate; however, the decorations around the rabbit holes (plants, animals, etc.) may be personalized for each room.

## Home Connection:

**Activity 1:** Discuss with your child where the best place to hide would be in situations where this may be required (e.g. severe weather, dangerous activity outside or inside the home). Locate this safe spot, or “rabbit hole.” Help your child to practice finding the “rabbit hole” in your home and getting into the Hide 'N' Peek rabbit yoga pose (pages 18-19).

# EVACUATE

TO A LOCATION



## LESSON 1

### Objective:

The students will be able to determine a successful evacuation route from their location.

### Materials & Resources:

Paper and markers

### We do:

As a group, discuss the ways to evacuate from the current location. Look throughout the classroom and determine each way to get out (window, doors). Discuss with the group the best ways to evacuate the area. Have a discussion regarding next steps for each exit.

For example, if a student says they will climb out of the window, talk to the class about the next step. How will they get out the window? What might be needed if the window is not close to the ground.

### Model/Activity:

Provide students with paper and writing/drawing instruments, and encourage students to draw pictures of how they would evacuate from the current location. Students may share with the whole class or with a neighbor.



# EVACUATE

## TO A LOCATION

# LESSON 2

## Objective:

The students will evacuate the area while holding hands with the person behind them.

## Materials & Resources:

CD Player or other audio device, music

## We do:

The teacher will demonstrate how to properly hold hands during an evacuation. The teacher will choose a few students to demonstrate how to hold hands during an evacuation.

## Model/Activity:

As the music plays, students will walk around the classroom holding hands and moving to the music (fast, slow, tip toe, skate, hop, etc.).

# EVACUATE

TO A LOCATION



## LESSON 3

### Objective:

The students will quickly and quietly move from one location to another.

### Materials & Resources:

Large room

### We do:

Facilitate a group discussion regarding how to evacuate a building quietly and safely. Review the correct hand holding procedure with students.

### Model/Activity:

A student or teacher stands in the middle of the room with his/her eyes closed while the rest of the class tries to walk quickly from one side of the room to the other without being heard. After students have practiced walking quickly and quietly across the room, have them practice walking quickly across the room while holding hands.



# EVACUATE

TO A LOCATION

## Extension Activities:

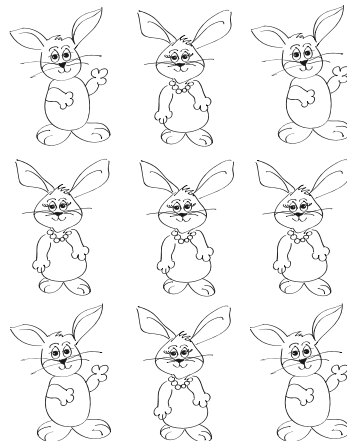
**One:** The students will create a rabbit by cutting out the template provided, and gluing the pieces together. Students may color and draw on the rabbit as desired.

### APPENDIX B and C



**Two:** The students (or teachers) draw an outline of the classroom layout, identifying the location of windows and doors. With teacher assistance as needed, cut a slit where the exits are located (available windows and doors). Have the cutout rabbit (template provided) evacuate the classroom through the available windows and doors.

**APPENDIX D** – Teacher may copy this page for students to cut out their own little bunny.





# EVACUATE

TO A LOCATION



## LESSON 4

### Objective:

The students will correctly evacuate from their current location to the location as determined by the teacher.

### Materials:

Photographs of different locations in and around the school.

### We Do:

The teacher shows photographs of different places to evacuate (e.g. gym, parking lot, playground). Have students label or identify each picture.

### Model/Activity:

The students practice evacuating to different locations as per teacher direction. The entire class starts in one location and the teacher says “EVACUATE TO THE \_\_\_\_\_!” The students line up, hold hands, and walk to playground. After everyone has arrived safely at the location have students line up, do roll call, and review the picture of their location.

### Assessment:

Students can identify that they have safely made it to the evacuation destination.



# SHELTER

## USING A SAFETY STRATEGY

# LESSON 1

### **Objective:**

The students will practice staying quiet.

### **Materials & Resources:**

Timer, small hand held mirrors, picture of a child with a quiet mouth or bunny with his mouth covered

### **We do:**

The teacher will show the picture of a child (or our bunny) with his/her mouth closed, and explain what it means to have a quiet mouth. The students will take turns looking in a mirror and keeping their mouths quiet.

### **Model/Activity:**

The teacher will set a timer for 30 seconds, increasing to 5-10 minutes over a period of time, and students will maintain a quiet mouth for the duration of the game. Teachers may give out incentives/prizes for students who are able to maintain a quiet mouth until the timer goes off.

# SHELTER

USING A SAFETY STRATEGY



## LESSON 2

### **Objective:**

The students will maintain a protective pose.

### **Materials & Resources:**

Rabbit yoga pose photos (page 30)

### **We do:**

The teacher demonstrates the rabbit yoga pose and shows the students the visual of the rabbit yoga pose.

### **Model/Activity:**

Teacher will set a timer for 30 seconds, increasing to 5-10 minutes over a period of time, and students will maintain a quiet mouth for the duration of the game. Teachers may give out incentives/prizes for students who are able to maintain a quiet mouth until the timer goes off.



# SHELTER

## USING A SAFETY STRATEGY

# LESSON 3

### **Objective:**

The students will be able to determine an appropriate hiding spot within a location and remain quiet during the time they are hiding. They will place themselves in the rabbit yoga pose for added protection.

### **Materials:**

Timer, rabbit yoga pose photos (page 30) large black circle.

### **We Do:**

The students will practice crouching in the rabbit yoga pose in the designated location with a quiet mouth.

### **Model/Activity:**

The students practice getting into, and remaining in, the rabbit yoga pose.

# SHELTER

## USING A SAFETY STRATEGY



## LESSON 4

### **Objective:**

The students will maintain the rabbit yoga pose in different locations throughout the building.

### **Materials:**

Rabbit yoga pose photos, Page 30.

### **We Do:**

Explain that we can be rabbits in different places to keep ourselves safe. Sometimes there is severe weather and we need to be rabbits in the hallway, sometimes we need to be rabbits in our rabbit hole, sometimes we can be rabbits in the art room, gym, etc.

### **Model/Activity:**

Practice being a rabbit in the different areas of the school.

### **Assessment:**

Tell the students we will be practicing the rabbit yoga pose throughout the day. Teachers instruct students to be a rabbit while in different locations in the school.



# SHELTER

USING A SAFETY STRATEGY

## Rabbit Yoga Pose



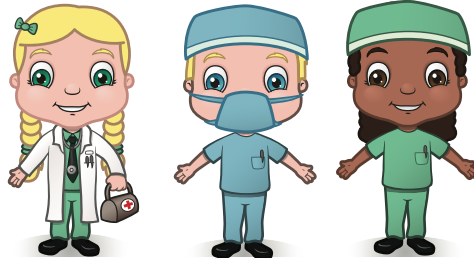
Get down on the floor on your hands and knees. Push your hips back to your heels and place your forehead on the ground. Reach your arms overhead and tuck them around your head. Close your eyes and be very quiet. You are a tiny rabbit and you want to stay warm and hidden in your rabbit hole.

# SAFE PEOPLE

## FIRST RESPONDERS



# LESSON 1



## Objective:

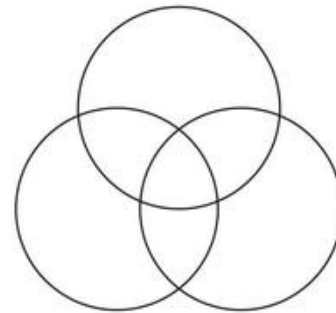
The students will be able to identify people in their home and school who protect their safety.

## Materials & Resources:

Visuals of first responders (police, firefighters, doctors, nurses, paramedics, etc.) and people at home and school who can keep you safe (teachers, parents, principal, neighbors, etc.) Appendices E-H

## We do:

As a class, encourage students to brainstorm a list of people who keep them safe at home and at school and complete a Venn Diagram. (A Venn Diagram uses overlapping circles to illustrate the relationship between two or more sets of items.)



## Model/Activity:

Have students draw a picture of a person who can keep them safe at school or at home.

## Extension Activity:

Print and cut out the First Responder Cards (Appendix I)

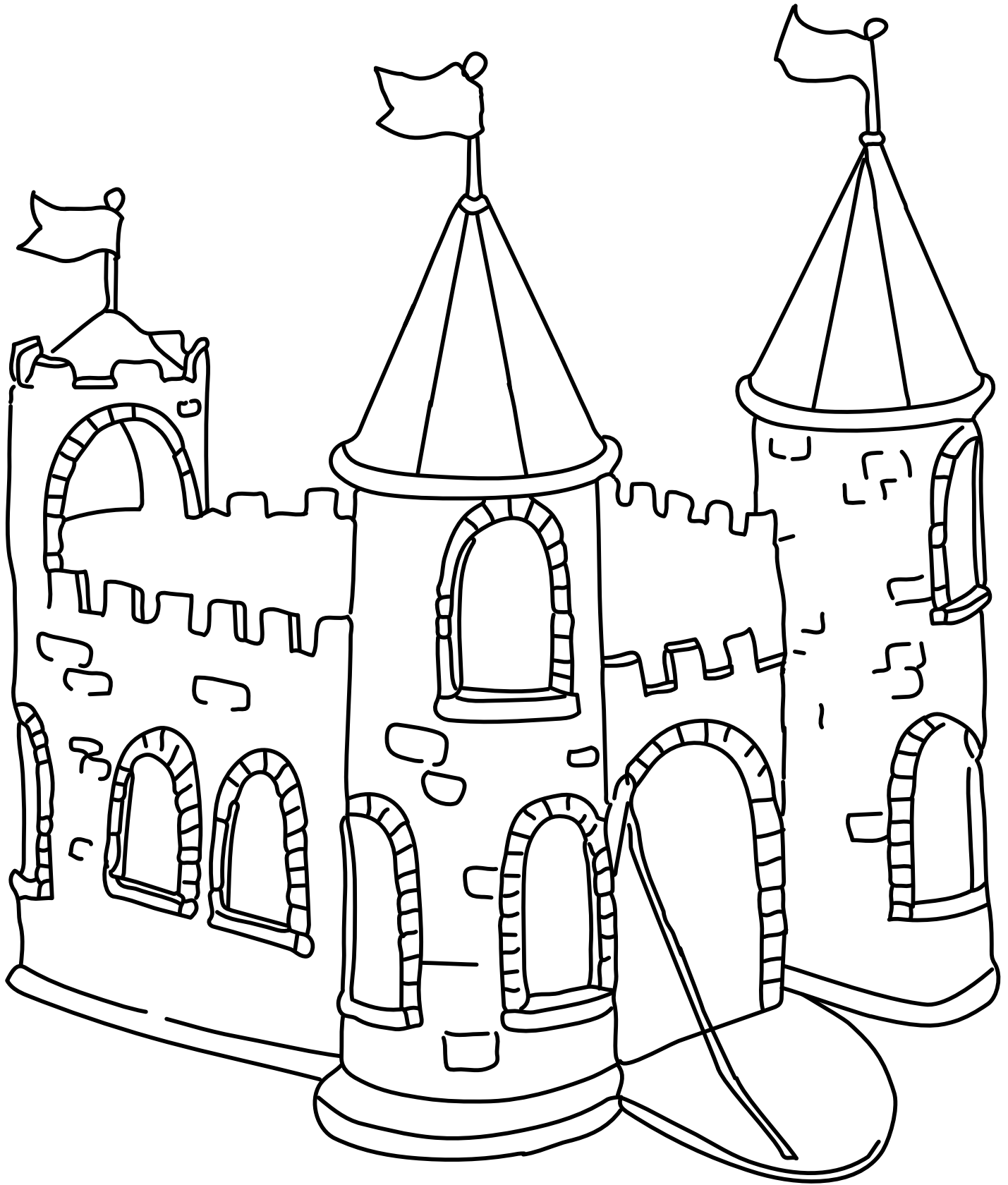
Game Rules:

1. Mix up the cards and place face down on the table.
2. Player 1 turns over 2 cards, one at a time.
3. If the cards match, the player takes the cards and turns over two more cards.
4. If the cards do not match, the player turns the cards face down and the next player turns over 2 cards.
5. Play continues until all the cards have been picked up.

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APPENDIX A: CASTLE CUT-OUT



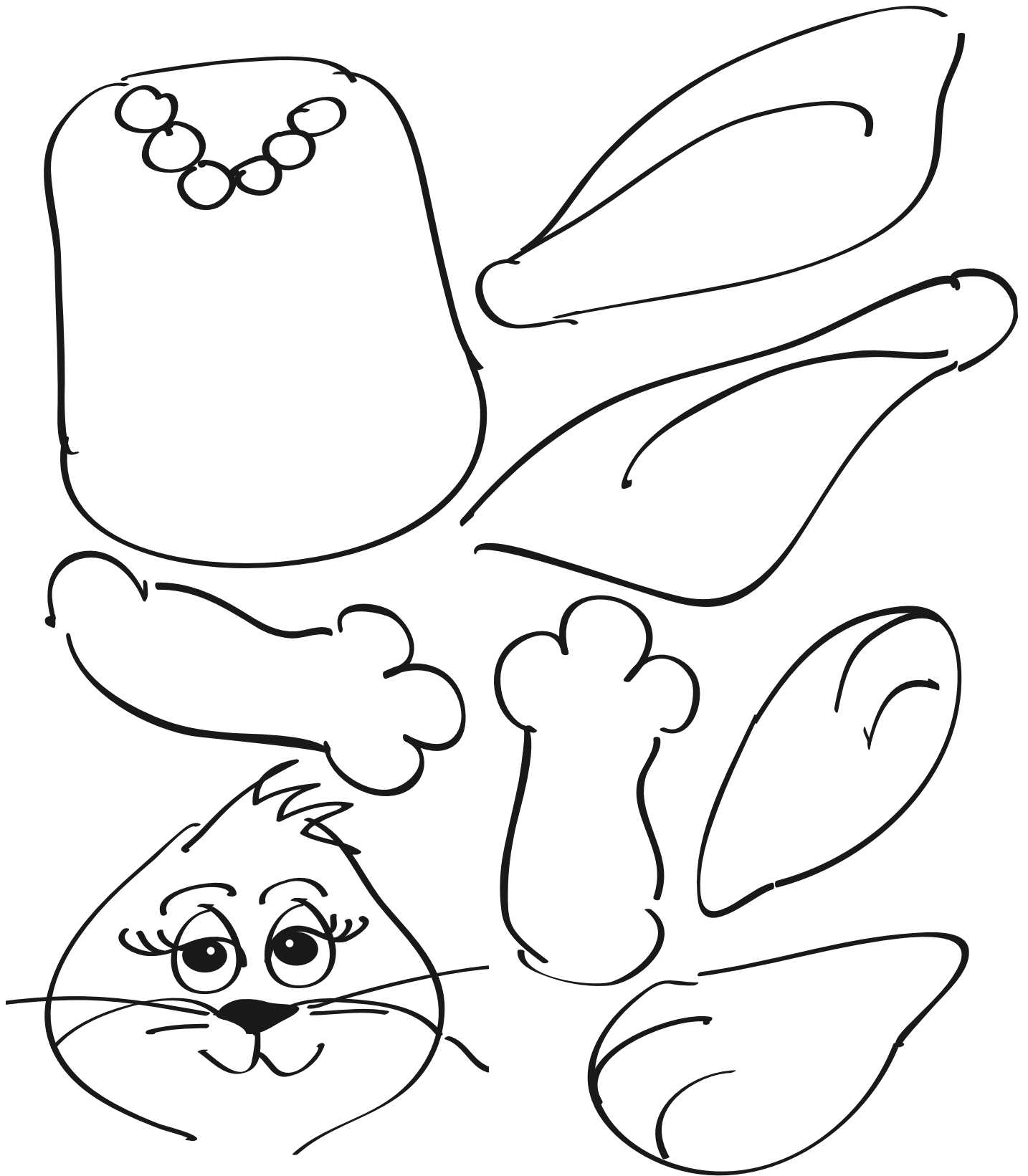
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APPENDIX B: BOY RABBIT CUT-OUT



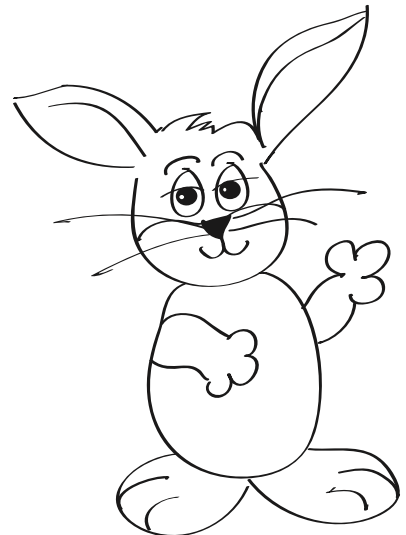
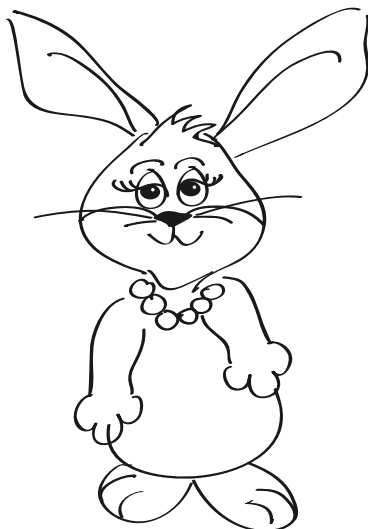
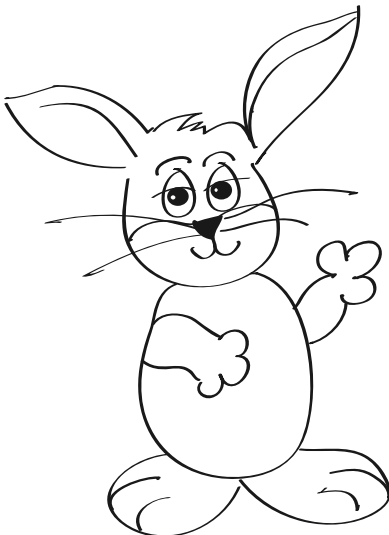
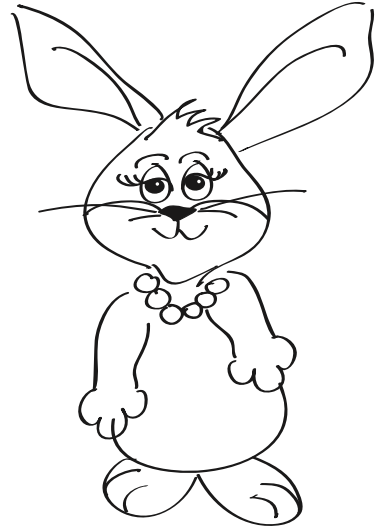
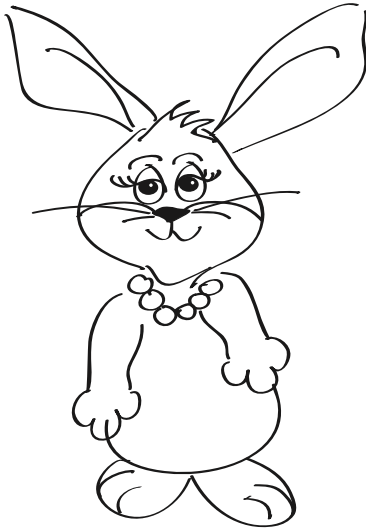
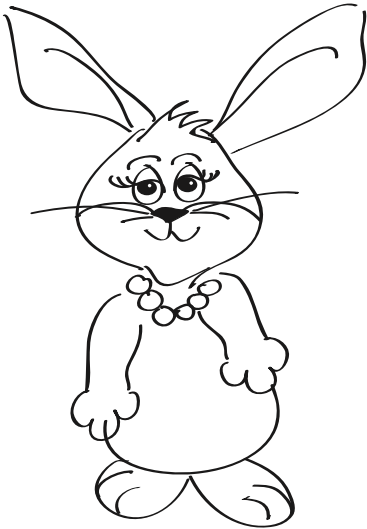
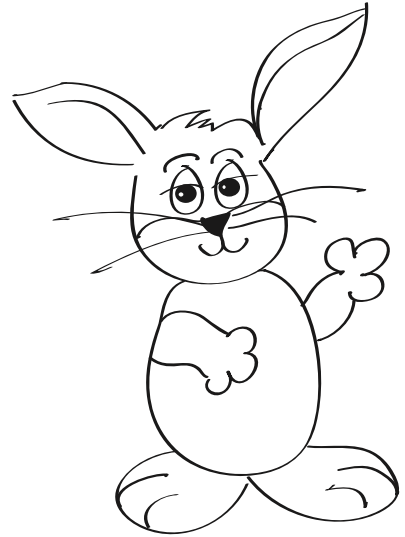
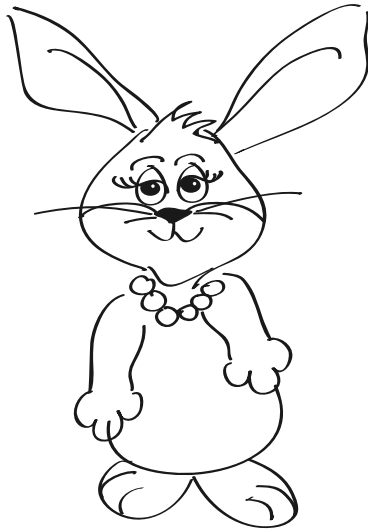
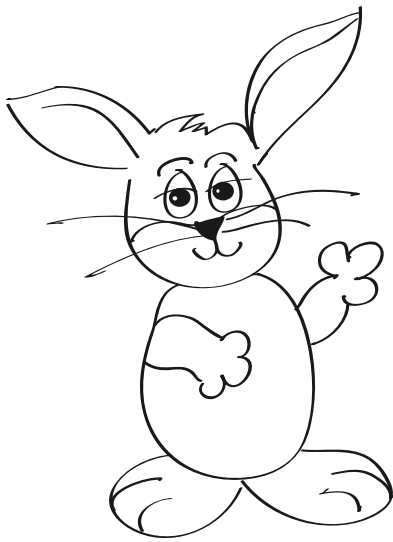
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APPENDIX C: GIRL RABBIT CUT-OUT



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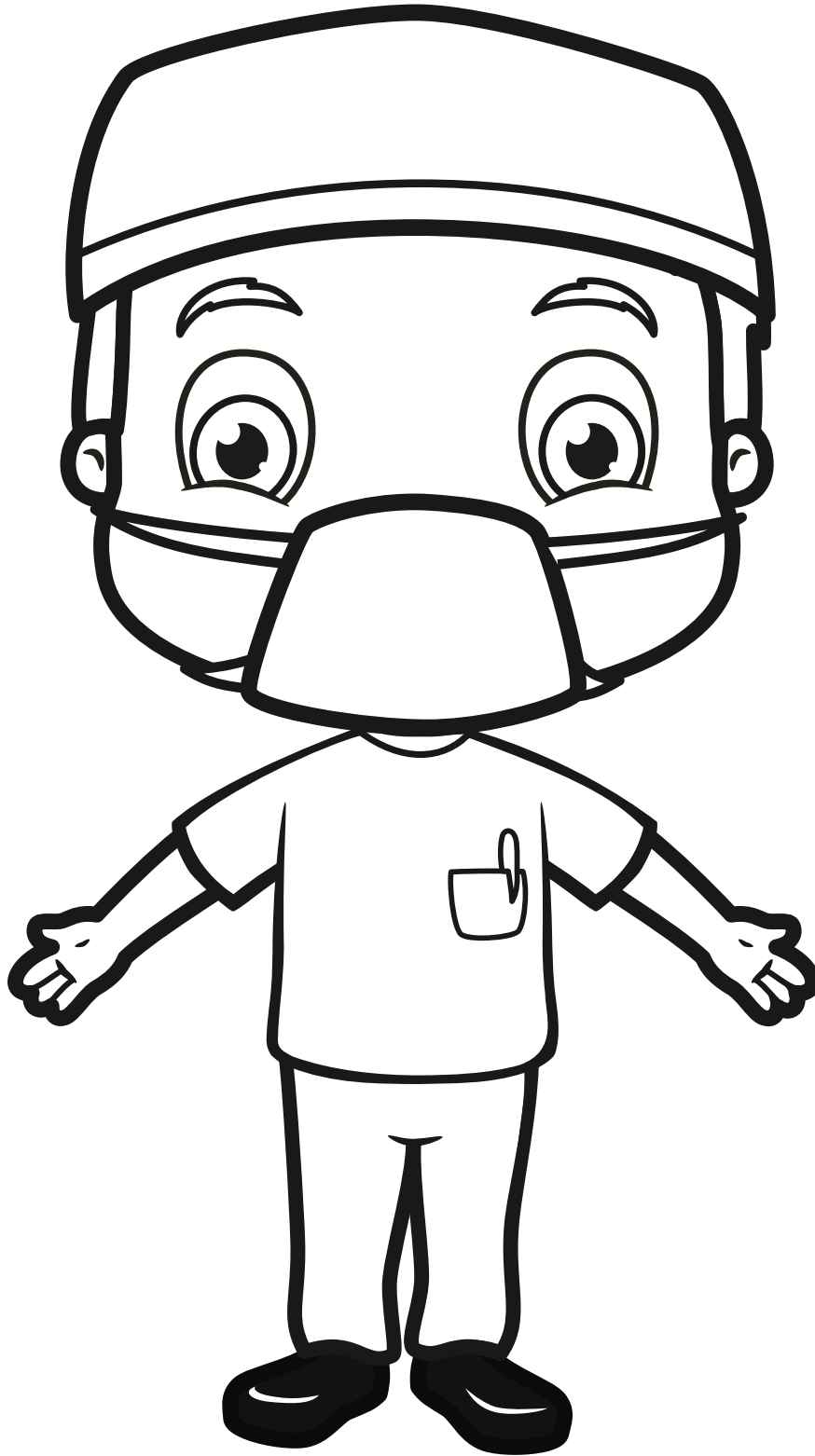
APPENDIX D: SMALL RABBITS



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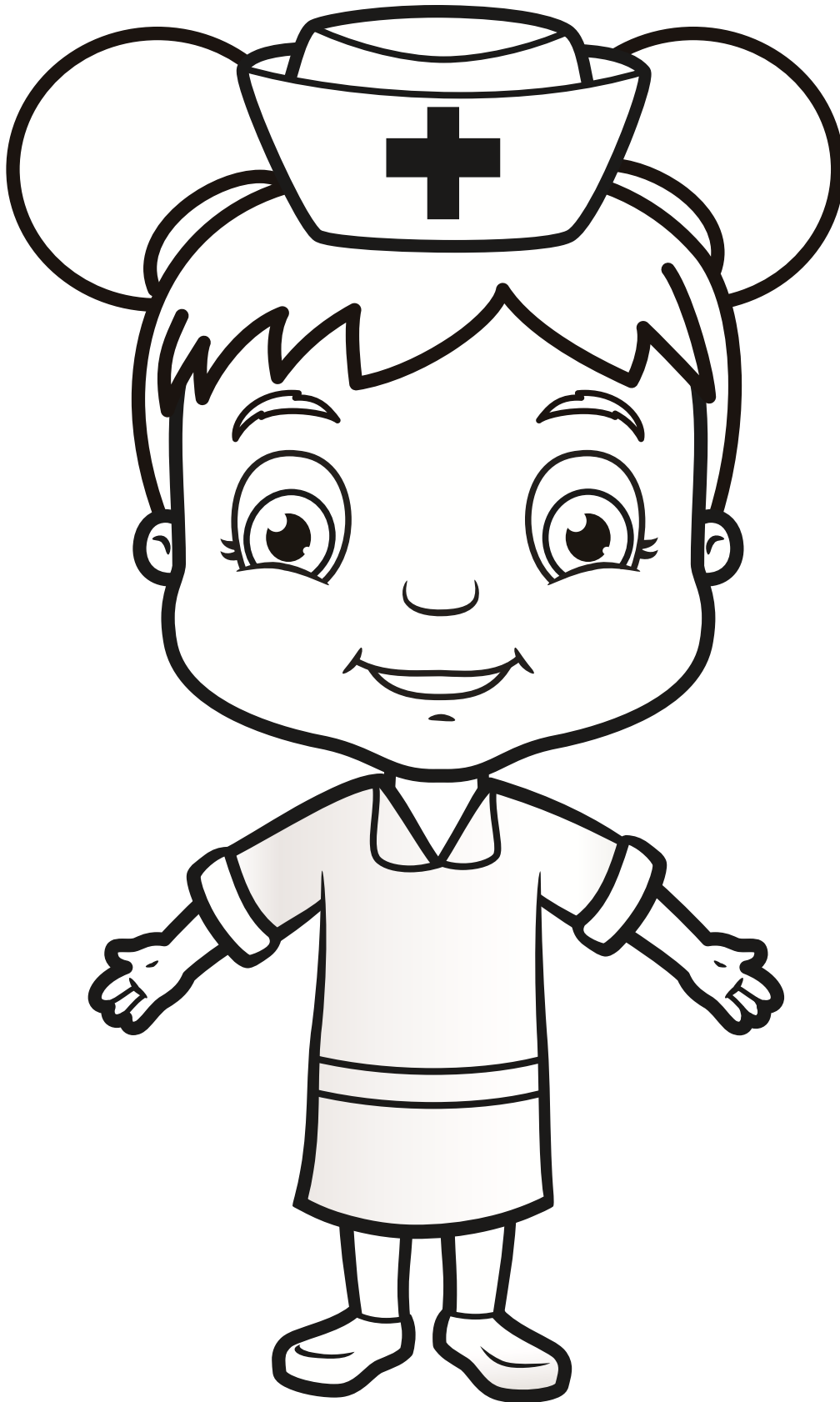


APPENDIX E: FIRST RESPONDER SURGEON



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APPENDIX F: FIRST RESPONDER NURSE



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APPENDIX G: FIRST RESPONDER OFFICER



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APPENDIX H: FIRST RESPONDER DOCTOR



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APPENDIX I: IDENTIFY FIRST RESPONDERS

