

THE STANDARD RESPONSE PROTOCOL PK-2

Pre-K to Second Grade Curriculum Toolkit
The "I Love U Guys" Foundation

PK-2 Version 1.0



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

PEACE

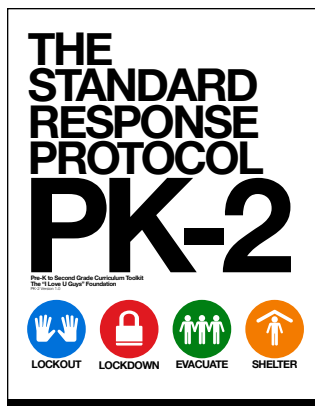
It does not mean to be in a place
where there is no noise, trouble, or
hard work.

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



CHANGE HISTORY VERSION 1.0

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	0.90	01/25/2015	Reformatted to current graphic standards
Janice DeAndrea	1.0	02/01/2015	Edits and age appropriate review



Pre-K to Second Grade Curriculum Toolkit Preschool and Elementary Teacher Workbook

Version 1

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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

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1. Materials are not re-sold.
2. Core actions and directives are not modified.
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 - 2.2. Lockdown - "Locks, Lights, Out of Sight"
 - 2.3. Evacuate - *To the Announced Location**
 - 2.4. Shelter - *Stating hazard and strategy**
3. Notification of use is provided to The "I Love U Guys" Foundation through one of the following:
 - 3.1. Email notice to srp@iloveugays.org
 - 3.2. Notice of Intent
 - 3.3. Memorandum of Understanding
4. The following modifications to the materials (Posters, handouts, cards) are allowable:
 - 4.1. Localization of evacuation events
 - 4.2. Localization of shelter events

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ABOUT THIS BOOK

The "I Love U Guys" Foundation works with schools, districts and organizations across the county. 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.



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*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

Or call us at 610.987.8404

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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 four sections for each of the topic areas Lockout, 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 situation.



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 four 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

Operational Guidance for Schools, Districts, Departments and Agencies
The "I Love U Guys" Foundation
K12 Version 2.2



LOCKOUT



LOCKDOWN



EVACUATE



SHELTER

K12 Version 2.2 - 2015

The Standard Response Protocol for K12

Operational Guidance for Districts, Departments and Agencies

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard
Tornado
Hazmat
Earthquake
Tsunami

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

TEACHER

Lead safety strategy
Take attendance



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K12 Classroom Poster

Should be posted near classroom door.



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions: Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at <http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual
- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students

EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students

SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



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K12 Student/Parent Handout

Sent to parents at the beginning of the school year.

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:



LOCKOUT

SECURE THE PERIMETER

LESSON 1

Objective:

Students will be able to line up and go in the building when the teacher calls “Lockout, secure the perimeter!”

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 perimeter.” 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, “Lockout, Secure the perimeter!” 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 “Lockout” students are to line up within 30 seconds.

LOCKOUT

SECURE THE PERIMETER



Extension Activities

Activity 1:

Practice lockout throughout the year. While on the playground, the teacher calls, "Lockout, secure the perimeter!" and everyone quickly lines up and goes inside.

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 Lockout. 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 14-15).

EVACUATE

TO A LOCATION



Objective:

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

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.

EVACUATE

TO A LOCATION



Extension Activities:

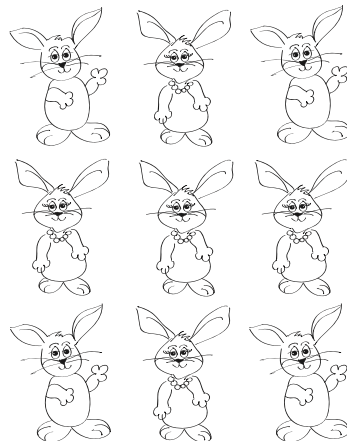
One: The students will create a rabbit by cutting out the template provided, and gluing the pieces together. Students may color and draw on the rabbit as desired.

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.





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

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, 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 26.

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



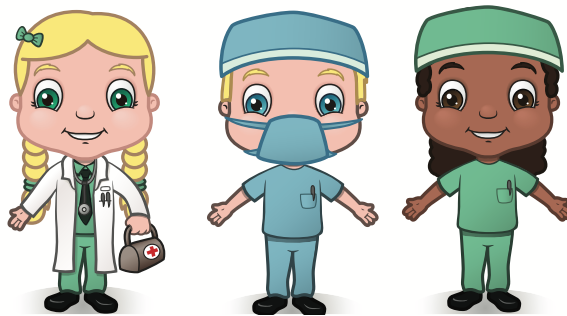
Get down on the floor on your hands and knees. Push your hips back to your heels and place your forehead on the ground. Reach your arms overhead and tuck them around your head. Close your eyes and be very quiet. You are a tiny rabbit and you want to stay warm and hidden in your rabbit hole.

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.)

We do:

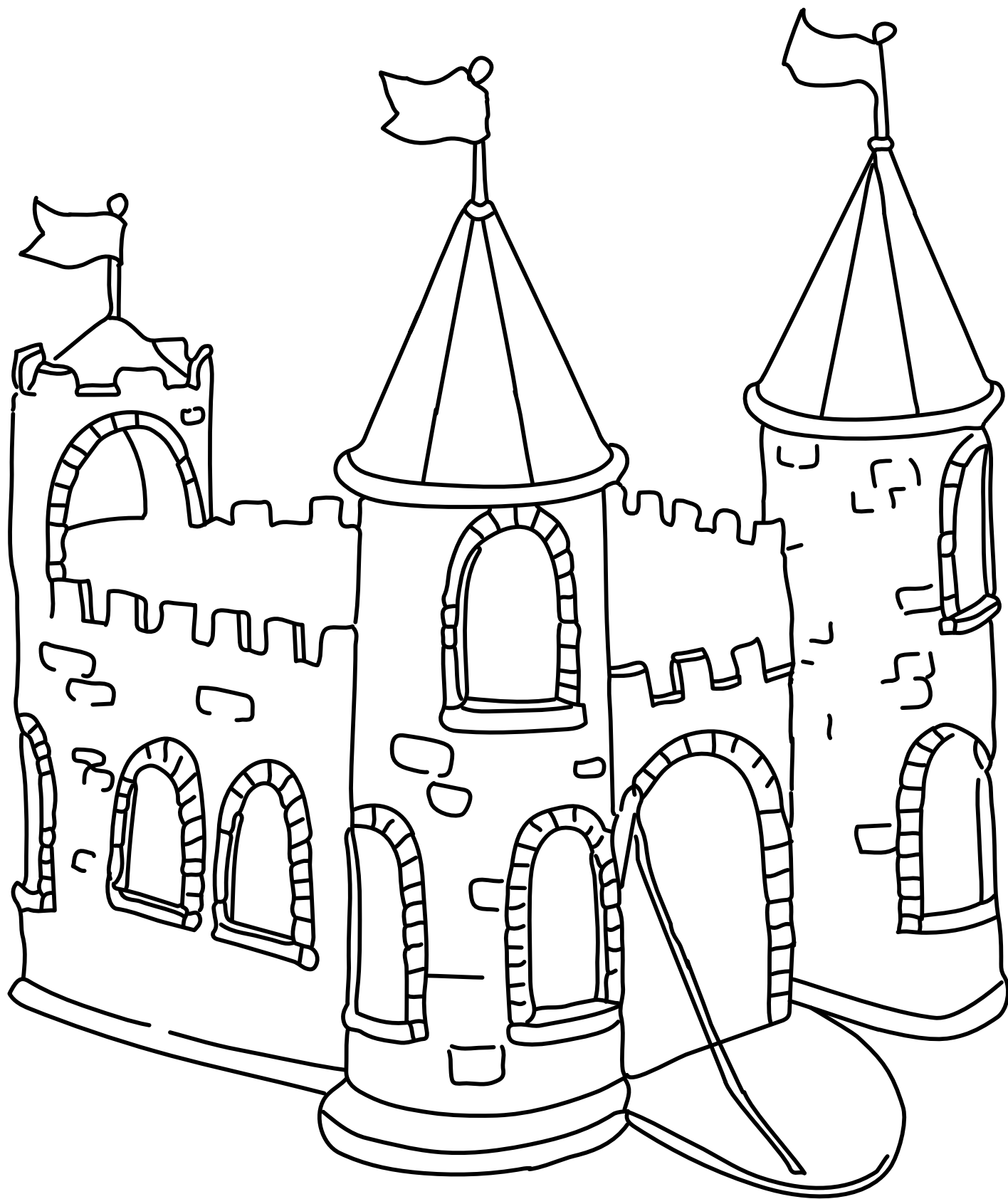
As a class, encourage students to brainstorm a list of people who keep them safe at home and at school and complete a Venn Diagram.

Model/Activity:

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

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APPENDIX A: CASTLE CUT-OUT



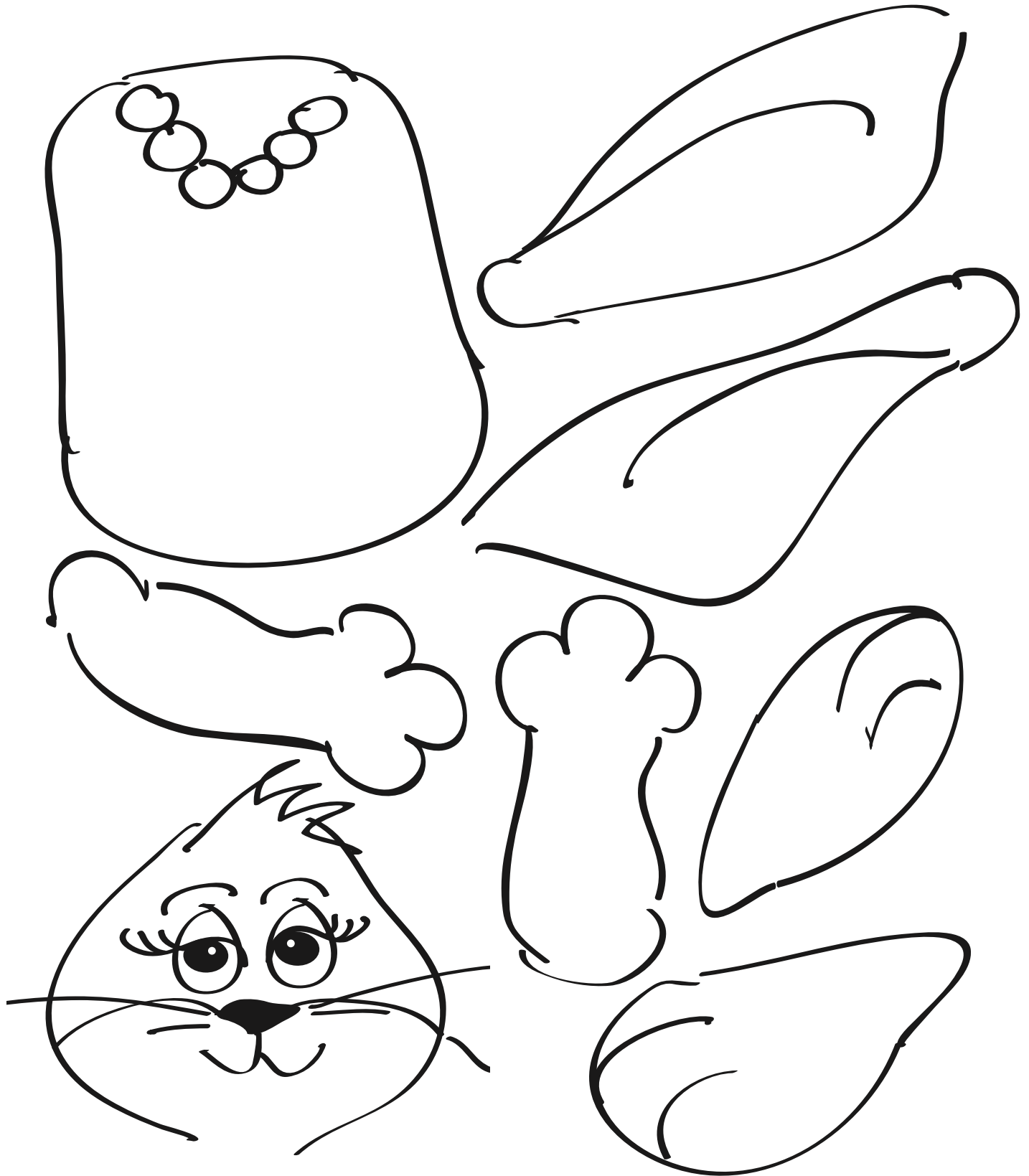
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APPENDIX B: BOY RABBIT CUT-OUT



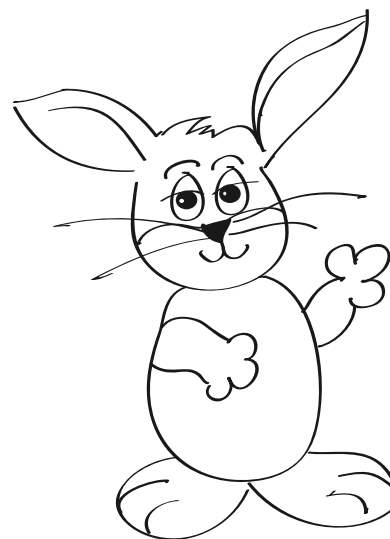
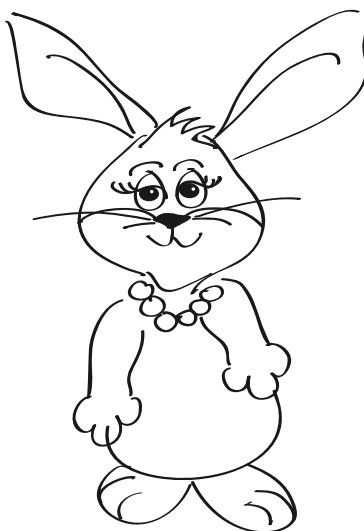
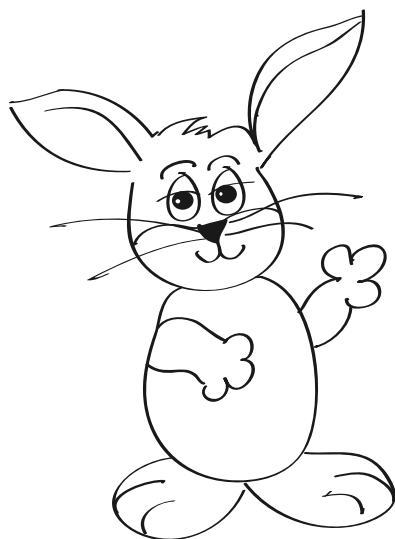
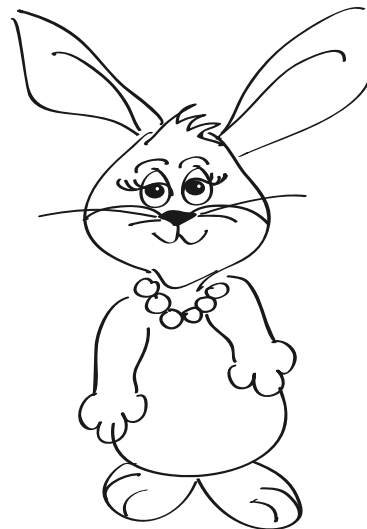
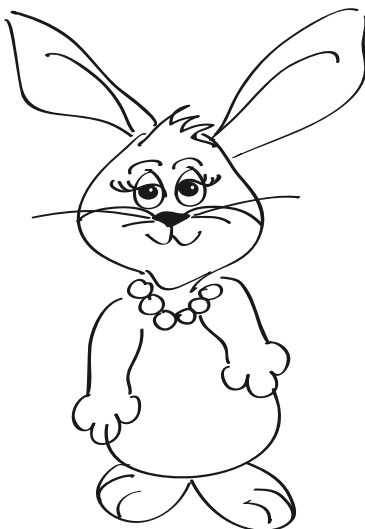
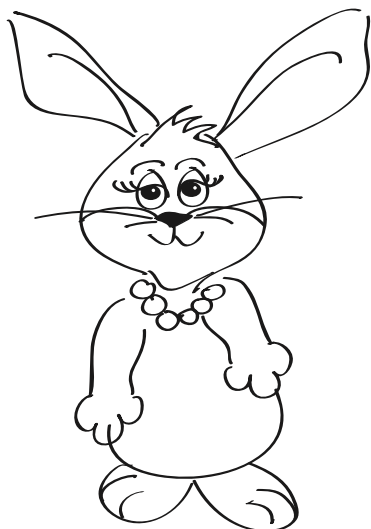
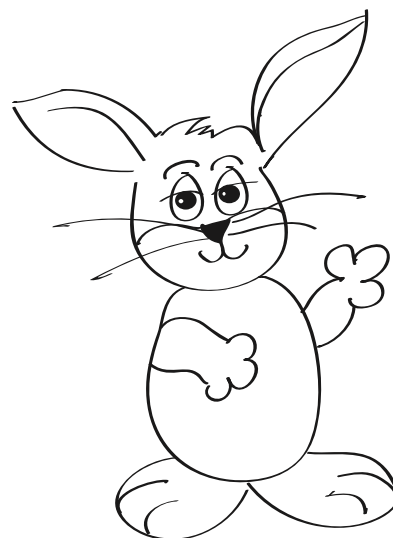
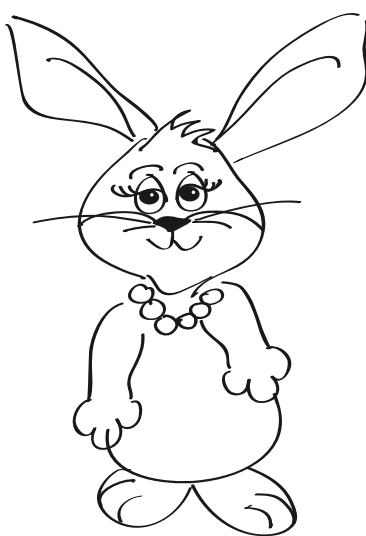
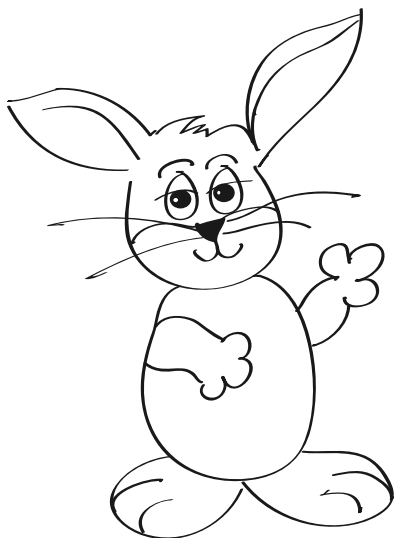
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APPENDIX C: GIRL RABBIT CUT-OUT



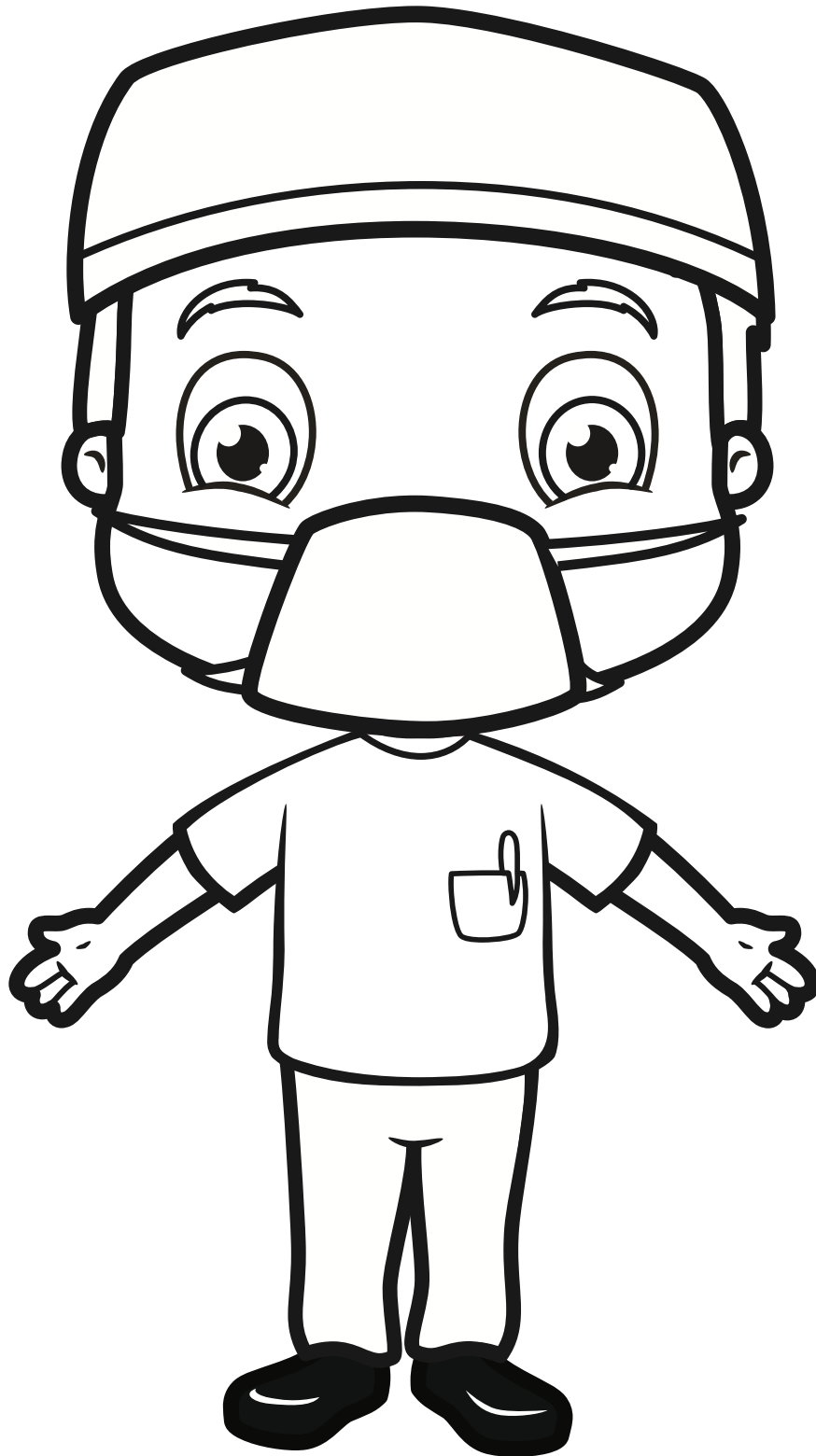
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APPENDIX D: SMALL RABBITS



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APPENDIX E: FIRST RESPONDER SURGEON



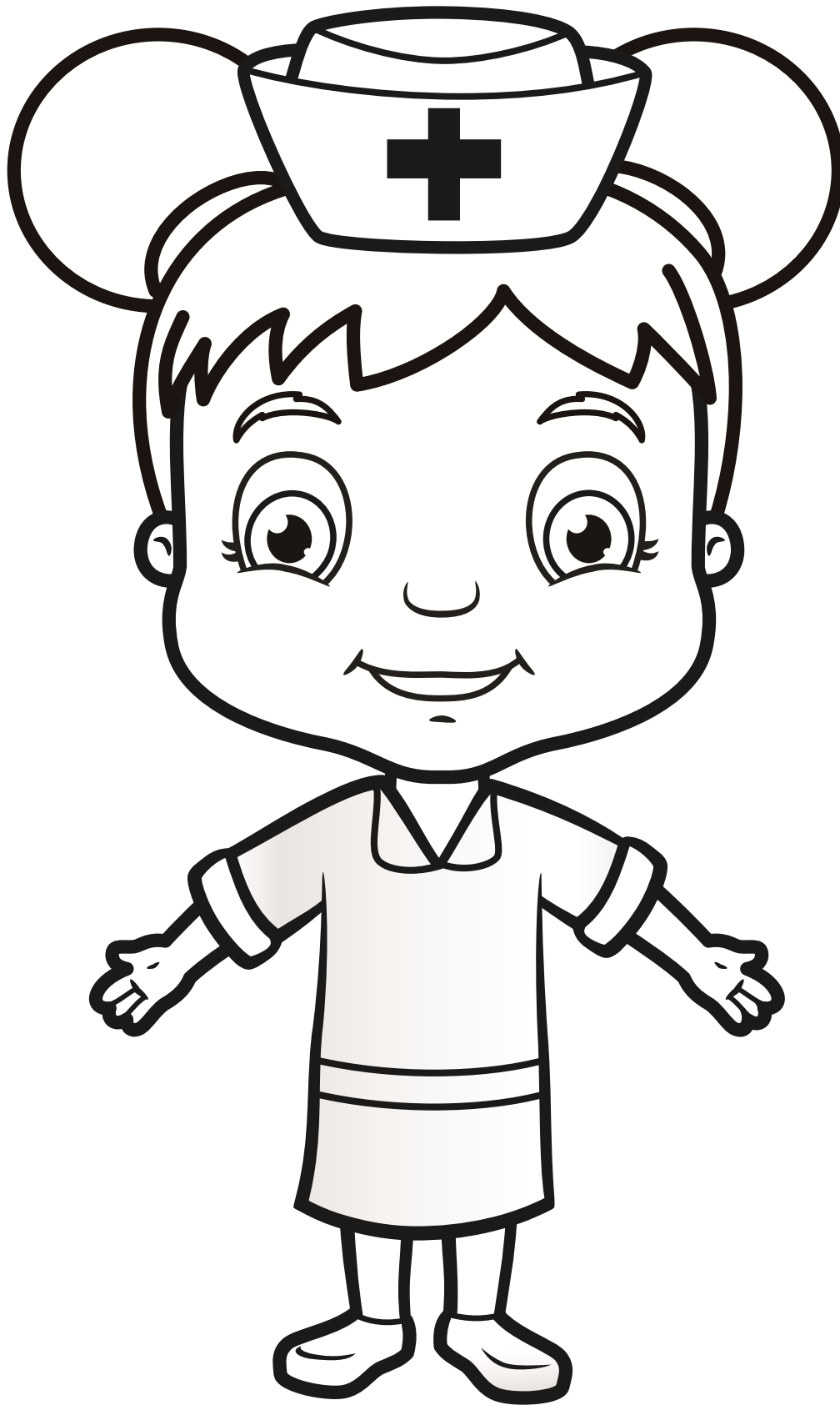
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APPENDIX F: FIRST RESPONDER SWAT



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APPENDIX G: FIRST RESPONDER NURSE



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APPENDIX H: FIRST RESPONDER OFFICER



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APPENDIX I: FIRST RESPONDER DOCTOR



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APPENDIX J: IDENTIFY FIRST RESPONDERS



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