

LOCKDOWN LETTER

Dear Families,

This week we will be teaching students what to do in a Lockdown. Students will practice moving to and staying quiet and out of sight in a safe area of the classroom for up to 45 seconds.

You can read the lesson below. If you have any questions, please contact me or visit mmsd.org/safety.

Sincerely,

[Name]

[Principal, School Name]

Lesson: LOCKDOWN

Lesson concepts:

In the event an active or imminent threat situation exists inside the school building or on school grounds, students may be directed to Lockdown. "Lockdown! Locks, Lights, out of sight." This response does not end until the classroom door is opened by law enforcement.

Key words:

Lockdown
Out of sight
Zone
Self evacuate

Objectives:

Students will understand different events that prompt the need for a Lockdown.
Student will demonstrate the skills to move to the identified safe zone and perform needed positioning to protect themselves (e.g., zero/quiet voice, no cell phone use or lights, self evacuate)
Students will be able to describe and label the steps in a lockdown.

Why this lesson matters:

Teaching students about when an active or imminent threat situation exists inside the school building or on school grounds that a Lockdown response is necessary to protect oneself is important.

Teaching notes:

- Review the Emergency Procedures Flip Chart section on Lockdown.
- Do not open the door for anyone.
- Be prepared to defend yourself.
- If students are outside take them to a safe place – ideally, the evacuation site.
- For students in grades 4K-K, only classroom spaces should be addressed. For 1-2 grades, students address other spaces (bathroom, hallway, or outside)

Materials:

Class rosters, cell phone, pictures of locking a door, turning off lights, hiding in "rabbit hole"

Considerations for individuals with specific needs (e.g., student with a disability):

Do you have any students with specific needs related to accessing different locations/items? Are there concerns if the student(s) would need to wait for a period of time? Do you have any student(s) for whom changes in routine are of concern? What supports or instruction is happening to support the student's growth in this area, especially regarding emergency preparedness?

Introduction: Today we are continuing with our lessons on school safety responses by learning how to respond to a Lockdown. This safety response is used when we need to be safe because something threatening or dangerous is happening at our school.

Story and discussion: When the principal or another adult announces, "Lockdown, Locks, Lights, out of sight," students need to move quietly and quickly to the safe zone in our classroom. A safe zone is a space that is away from the hallway door and windows. Think of it as a small space to keep you out of sight just like a rabbit does in their rabbit hole. Everybody make rabbit ears with one hand. Now take your other hand and cover your rabbit. As you go to cover your hand notice how small you can make your rabbit be. Has anybody seen a rabbit hiding? Have you seen how small they can make themselves? What else do rabbits do to stay safe? (take a few hands) Yes, they are quiet and still. We want to be as quiet and still in our safe zone as rabbits are in their rabbit holes.

Skill practice:

Activity 1: Go around the room and discuss the safe zone spaces (4K teachers show students the safe zone). Give students the three pictures and have them put them in order.

Activity 2: Teacher to announce that we are going to practice a Lockdown. Shut and lock the door, turn off the lights, and silently direct students to designated safe zone. Once students are there, remind them of "0 voice," and wait about 45 seconds to a minute before ending the practice.