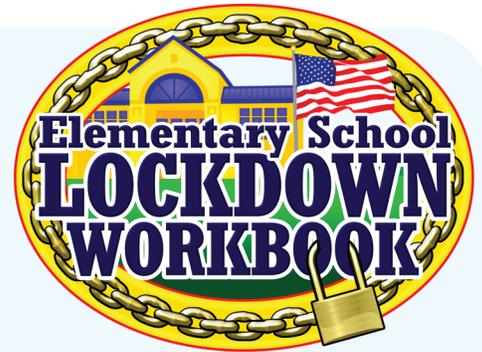


**SUGGESTIONS AND IDEAS WHEN TEACHING  
LOCKDOWN PRACTICES TO  
ELEMENTARY SCHOOL STUDENTS**



**KENTUCKY CENTER  
*for* SCHOOL SAFETY**

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## INTRODUCTION

Lockdowns and other safety drills are part of a comprehensive emergency preparedness plan. Each school engages in actions designed to mitigate loss in response to a safety threat.

Lockdowns are designed to protect and secure students and staff from a variety of dangers in and around school. Once the school is secure the purpose is to keep the threat out or contained.

Lockdowns can save lives and are considered best practice when responding to specific threats.

Lockdowns can be associated with the presence of law enforcement and create perceived danger even during drills. Being aware that lockdowns may produce anxiety, stress, or trauma for students or staff, careful planning is critical.

In an elementary school setting, lessening fears, stress or trauma associated with lockdowns/drills is the goal of planning lessons, discussions, parent communication and practice.

Each class is unique and the considerations that should be planned for are: age, disabilities, English language learners and those who have experienced trauma. The classroom teacher is best suited to develop specific lessons/instructions for his/her class. This workbook provides ideas and samples to assist in preparing that specific classroom plan.

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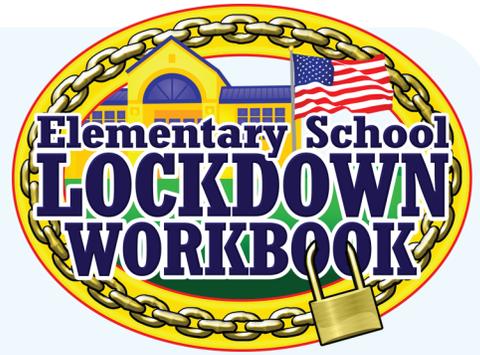
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# Communication with Parents/Guardians

## SAMPLE LETTER



### Partnering with Parents:

Communication is key to a great partnership when working with parents/guardians on practicing emergency response procedures.

Ideas for avenues of communication:

- Information can be printed in agenda books or planners to introduce parents and other partners to emergency drills and practice procedures.
- It is essential to inform parents before the first lockdown drill is conducted (with a letter or newsletter, etc.). Remember to alert parents on subsequent lockdowns.
- Your school website can include an explanation of the law. Mention the considerations made when preparing for lockdown practice such as age, disability, English language learners and those who have experienced trauma.
- Social media can also be used to make the community aware that your school practices safety. Don't post specific information about lockdowns or procedural information.

Find this on:

[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

Letterhead

Date

Dear Parents/Guardians,

Our school's highest priority is the safety of our students and staff. In order to maintain a safe environment, it is necessary that we practice our emergency and crisis response plans which includes lockdown drills. We are required by state statute to conduct a minimum of two lockdown drills per school year to ensure that our students know their role during a potential threat.

These lockdown drills are designed to protect students from danger in and around a school. Lockdowns are intended to secure a school and to keep out a threat. They also require students to sit quietly and out of sight (away from windows and doors). The types of emergencies that could require a school to lockdown are: the possible presence of an intruder; a dangerous situation taking place in the vicinity of the school; a hazardous spill or other type of accident that could pose a threat to the safety of staff and students.

We will be conducting this year's first lockdown drill on (enter either week of/or date), and another drill in the second half of the year.

A few notes about the drill:

- Before the drill, teachers will use age-appropriate lessons with their classes and walk the students through the procedures. This review and practice will help to alleviate unnecessary stress or anxiety.
- On the day of the drill, we will announce reminders prior to the actual drill to ensure that all students/staff feel prepared.
- During the drill, no one will be permitted in or out of our school. This closure may last for 10-15 minutes.
- The lockdown drill is meant to be practice only, and not stressful or scary in nature.
- Teachers will reflect upon the drill with students after it has been completed.
- Members of the (Your School Safety Team) and (Sheriff's Office or Police) will be observing the drill and debriefing with staff.

When talking with your children at home about lockdown drills and safety procedures, you don't have to be specific about the types of emergencies that require a lockdown; you can just explain to your child that this is one of the safety drills all schools practice. When we partner with you to protect our children, these drills become a smooth, uneventful practice that develops into a habit, supporting fast, efficient procedures in case of a threat or emergency.

We hope that we will never have to utilize this procedure in a real situation, but it is important for us all to walk through the process of staying safe at school.

If you have any questions, please feel free to call (  Name  ) at (  phone number  ).

Sincerely,

The (Name) Safety Committee  
(Principal)

**This letter is only a guide and it is the responsibility of each school to revise/create a letter to meet the needs of your school and situation.**



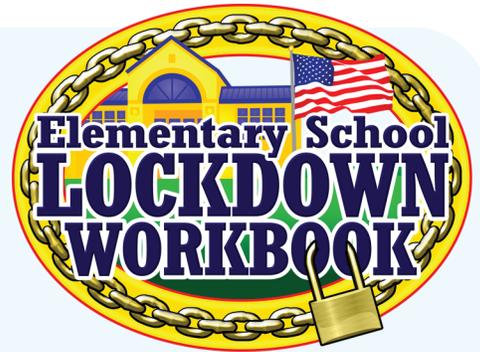
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## Overview

# KEY ELEMENTS FOR LOCKDOWN LESSONS



Prior to the first lockdown drill, to lessen anxiety and stress for elementary school students, use lessons, activities, review and/or discussion about school lockdown drills with your class. Below are some key elements that can be incorporated into these “lessons” to ensure that the steps to completing the drill are efficient and effective with a minimal amount of trauma.

- **START WITH QUESTIONS ABOUT FAMILIAR SAFETY AND DISCUSS**

These questions can be about walking with parents across the street and wearing a helmet when they ride a bicycle. Ask why they wear seat belts or any other safety practice used at home, to start a lesson.

- **CHUNK DRILL INTO SMALLER PIECES**

Walking quietly, sitting still and listening for announcements are just a few of the skills students need to have during a drill. Introduce each part of the drill and practice independently making them habitual. Emphasize the use of self-regulation.

- **USE AUTHENTIC PRAISE FREQUENTLY TO REINFORCE SKILLS**

Praise students as they perform each step of the practice/drill. Authentic praise includes praising the skill the student performed well (for example, “quietness” and “still hands” etc.).

- **PRACTICE UNTIL COMFORTABLE**

Practice is key and especially prior to the practice/drill. In room walk-throughs help students feel comfortable with the procedure and their role in it. Make it a safety habit.

- **GROUNDING TECHNIQUES**

As students finish practicing the lockdown drill, use grounding exercises to help redirect their thoughts from safety issues back to the present. Something as simple as saying the alphabet, counting to ten on their fingers or hugging themselves will work.

- **DEBRIEF AND ENCOURAGE**

Ask questions about how they feel after the lockdown drill. Relate how you feel and remember that students take cues from the adults around them. If you show confidence they will be more calm. Encourage them with rewards, stickers or authentic praise as you wrap up the lesson.

- **WATCH FOR SIGNS OF STRESS OR ANXIETY**

Some students/staff who have experienced trauma or who often display signs of high anxiety may need more assistance. Watch for signs of stress and consult with the counseling department in your school to get the additional help needed.

### *Just Remember...*

Students take their “cues” from the adults in the classroom. Remaining calm and relaxed while lockdowns are discussed and practiced will reassure students. Their focus will be on the task and not the “scary” possibilities associated with lockdown drills/practices.



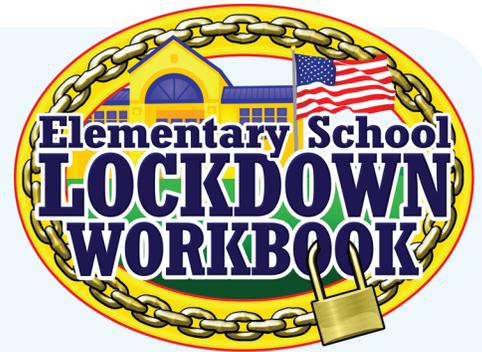
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## Sample Lesson K-2

# SAFETY STAR



### QUESTIONS ABOUT FAMILIAR SAFETY:

Before the first drill, talk with your students about places they feel safe, e.g. at home with mommy, at the store with daddy and at school with teachers, etc. Ask your students, “What makes you feel safe?” “Could it be a caring adult or (parent/guardian, teacher, principal, grandma) watching out for you and making things fun and exciting?”

### CHUNK DRILL INTO SMALLER PIECES:

Sometimes our teacher or mom may want us to be in a straight line. “What does that look like (have students make a line)?” “Very good!” “Sometimes our teacher or mom may want us to be quiet or still” “What does that look like?”

### AUTHENTIC PRAISE TO REINFORCE SKILLS:

Frequently reinforce skill through authentic praise for example, “Yes Keisha, you are being very still and quiet.” Then say, “Sometimes it might be good for us to turn the lights off and be quiet. Can we do that? I bet we can!” Interject praise, “Oh, Jamel you are so quiet You are a good example of a very quiet student!” Next you could say, “And sometimes our principal may say something over the loudspeaker like [This is a lockdown drill/practice, repeat... this is a lockdown drill/practice] a drill/practice is like play acting.” Continue with, “The message you have just heard tells us to do things to practice safety. You have already shown me how you can be quiet and still, even with the lights off! Wow, you are such good listeners!” Continue discussion, “As your teacher, I will check to make sure the door is locked and the windows are shut and covered. Now can we walk slowly back to our safe spot in the classroom (Appendix B: Safety Star Large) and have a seat, be quiet and still? Can we be like “quiet mouse” when we hear these words on the loudspeaker? [This is a lockdown drill/practice, repeat... This is a lockdown drill/practice!]”

### PRACTICE UNTIL COMFORTABLE:

Practice this safety procedure until it becomes a habit and students feel comfortable. You can say, “Sue Linn, you have done a great job being quiet and still do you want to pretend to be the principal on the loudspeaker and say the words. [This is a lockdown drill/practice, repeat... this is a lockdown drill/practice]?” Use a microphone or paper cone for the child to use to simulate a loudspeaker.

Now say, “Is everyone ready?” (Practice a few times using different students as mock principals.)

**GROUNDING TECHNIQUES:** As the students go back to their seats engage in grounding techniques. Try deep breathing, counting to ten, stretching, hugging themselves, etc. for a job well done!

**DEBRIEF AND ENCOURAGE:** Don't forget to debrief before moving on to the next activity, because this is one of the most important parts of the practice. Say, “I feel good about practicing safety at school today, and I hope you do too. Lockdowns are not always easy and everyone reacts in a different way. What are some of the feelings you are having about our lockdown practice?” Allow for discussion...

After the discussion, praise students and say, “Today you will all get stickers to wear home that show you are a safety star and that we practiced safety at school”. (Appendix A: Safety Star Stickers)



Continue, “I feel good about practicing safety at school, do you?” Allow for questions... End with this chant, “Hip, Hip Hooray, Hip, Hip, Hooray - We practiced safety today!!!”

**WATCH FOR SIGNS OF STRESS OR ANXIETY:** When or if you see changes in a child, consult the school counselors.

Appendix D: Lockdown Poster Coloring Page



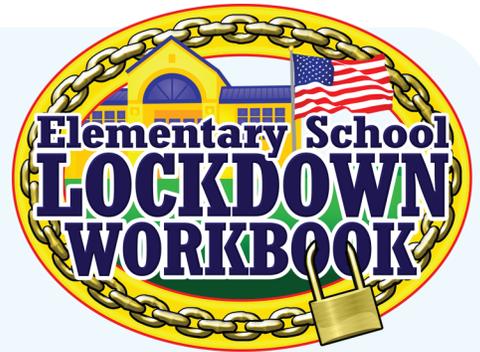
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## Sample Lesson 3-5

# SAFETY DETECTIVES



**DISCUSS FAMILIAR SAFETY:** This lesson starts with an engaging activity focusing on the students locating safety items at school. After the lesson introduction make sure you emphasize the lockdown steps and student procedural practice.

Start the “Safety Detectives” lesson with, “Today we are going to be safety detectives! What is safety? (Answer to encourage... Being free from harm or danger) We will be looking for things to keep us from harm or danger and safe at school.”

“Can anyone tell me what a detective does? (Answer to encourage ...Look for clues!) “Yes, that’s right a detective ... detects ... and looks for clues. Many detectives use a magnifying glass. This helps them see the small details or clues.” (Appendix E: Magnifying Glass)

Make one for each student and laminate to resemble a real magnifying glass. Next, run copies of Appendix F: Safety Detectives Handout to be used with the class. Read the directions from the Safety Detectives Handout “Directions: Draw a star or place a star sticker over the safety items you find in each of the four pictures, also list these safety items under each picture. Another option is to let the students use gold stars to find other safety items in the classroom or in the hall, etc.. (“Pink Panther” music could be added while detecting.) Or you could say (using the magnifying glass) “I SPY safety \_\_\_\_ in the class.”

**CHUNK DRILL INTO SMALLER PIECES:** When introducing safety drills say, “Sometimes safety takes the form of being prepared! One of the procedures we practice here at school are safety drills. This is a way to stay safe and be prepared. We have been putting stars on safety items today and we are going to look at the “Appendix C: Lockdown Poster”. Go over the poster and discuss each step.

**AUTHENTIC PRAISE TO REINFORCE SKILLS:** Frequently praise individual students by name for doing each specific step of the practice well. Tell the students, “For safety reasons we might turn off the lights and be quiet. Can we do that? I bet we can! Oh, Jeremy, you are listening so well, good job! And sometimes our principal may say something over the loudspeaker like [*This is a lockdown drill/practice, repeat... This is a lockdown drill/practice!*]”

Say, “Now, we need to set into motion the steps of lockdown safety. We have practiced being quiet and still even with the lights off! Wow, outstanding job on the steps so far! As your teacher, I need to cover the windows and make sure I have already locked the door. Now, let’s walk slowly back to the safe spot in the room designated by the large star (Appendix B: Safety Star Large) and have a seat, be quiet and still! We remain “quiet as a mouse” and watch me (or the teacher) until we hear these words on the loudspeaker [*All clear, lockdown is over.*]”

**PRACTICE UNTIL COMFORTABLE:** Continue to use authentic praise. “Chloe, you have done a great job being quiet and still. Do you want to pretend to be the principal on the loudspeaker and say the words loudspeaker like [*This is a lockdown drill/practice, repeat... This is a lockdown drill/practice!*]” Use a microphone or paper cone for the child to use to simulate a loudspeaker.

Now say, “Is everyone ready?” (Practice a few times using different students as mock principals.)

**GROUNDING TECHNIQUES:** As the students go back to their seats engage in grounding techniques. Try deep breathing, counting to ten, stretching, hugging themselves, for a job well done!

**DEBRIEF AND ENCOURAGE:** Don’t forget to debrief before moving on to the next activity, because this is one of the most important parts of the practice. Say, “I feel good about practicing safety at school today, and I hope you do too. Lockdowns are not always easy and everyone reacts in a different way. What are some of the feelings you are having about our lockdown practice?” Allow for discussion...

After the discussion, praise students and say, “Today you will all get stickers to wear home that show you are a safety star and that we practiced safety at school”. (Appendix A: Safety Star Stickers)

End with this chant: “*Hip, Hip Hooray, Hip, Hip, Hooray - We practiced safety today!!!*”

**WATCH FOR SIGNS OF STRESS OR ANXIETY:** When or if you see changes in a child consult the school counselors.

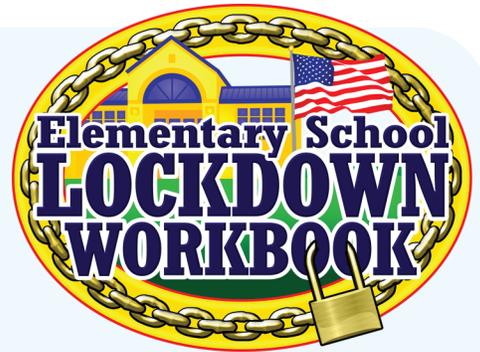


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# LESSON STARTERS AND SUGGESTIONS



## **FOLLOW-UP LESSON ON TEACHING/REVIEWING THE S.T.A.R. POSTER**

could be a great next step while also walking the students through what is happening at each step.

S.T.A.R. – what is the responsibility of the students and staff at each level? What do the kids need to do when the lights go out? How will we walk to the designated Safe Spot? What is all-clear?

## **USE A SENSES CHECK**

What do I SEE during a lockdown? HEAR, FEEL, TASTE, TOUCH, and we always added PILOT PRIDE (use your mascot to fit your school).

## **MAGIC MINTS**

My kids loved doing this because I always kept “Magic Mints” (the soft peppermints) and they knew if they followed the procedures that they would get a “Magic Mint” when we finished.

## **WISHING WELL IDEA**

1. Hands over your heart.
2. Take a deep breath.
3. Pause and picture something that is precious to you.
4. Continue to breathe.

Have a Wishing Well Leader in your preschool classroom. This student needs a baton with a STAR on the end. They could go around the room and wish the other students well before or after many different activities.

## **OLDER ELEMENTARY STUDENTS**

For older elementary students a story starter or lesson might be for them to think if they were on a Safety Committee for the school and have them write down the steps that their classroom/school would need to go through to stay safe.

(Submitted by Julie Jackson)

**FOR PRESCHOOL OR “LITTLES”** during lockdown drills, play a game of silent Simon Says

(Submitted by Jennifer Beyer)

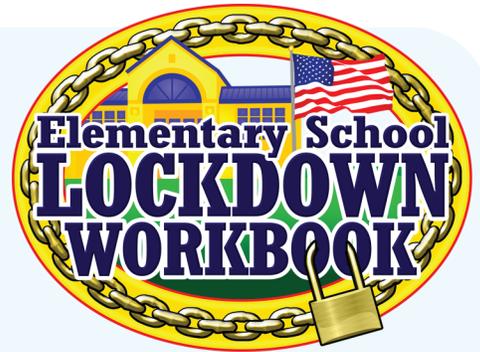


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# LESSON STARTERS AND SUGGESTIONS (Continued)



## LOCKDOWN DRILL SCENARIO

A lockdown drill is when teachers and students need to make a change inside the classroom to stay safe.

## STUDENT'S PERSPECTIVE IN A LOCKDOWN DRILL/PRACTICE

- I will hear an announcement on the loudspeaker and my teacher will ask us to go to our safe spots.
- I have two very important jobs during this practice. I will listen to all of my teacher's directions and I will be silent while going to and in my spot.
- Silent means I don't make a sound, not even a whisper.
- My teacher will help keep me safe.
- When I stay still and silent, I can be proud that I helped keep everyone safe.
- When my teacher tells me we are finished practicing, I can come back to my seat. (Holly Cain)

## PRIMARY LESSON STARTERS

Tell students they will be practicing ways to stay safe. Ask where students feel safe (ex. at home with mom and dad, at school, etc.).

We learn many rules to keep us safe. Several of these rules we practice everyday. Discuss how students practice walking in lines,

playground safety, etc. and praise good efforts. There are things we do to help stay safe. Discuss wearing seatbelts, washing hands, etc.

Can you think of other things we do that help keep us safe?

We have drills at school that help us practice what to do if there is an emergency.

One of those drills is called a lockdown drill.

Pass out a social story and read with students. Discuss the importance of student jobs during the drill and assign safe spots.

Grown-ups want to make sure that you are safe all the time! We need your help. What are your two most important jobs during a lockdown drill?

Discuss and allow time for student questions.

## POST DRILL GROUNDING SUGGESTIONS

[www.gonoodle.com](http://www.gonoodle.com)

"Mindfulness" activities for calming

Deep breathing

Counting backwards

Stretching

Positive praise (ex. "I feel really good about practicing safety today. Well done!")

Allow time for any other questions or concerns.

(Submitted by Holly Cain)



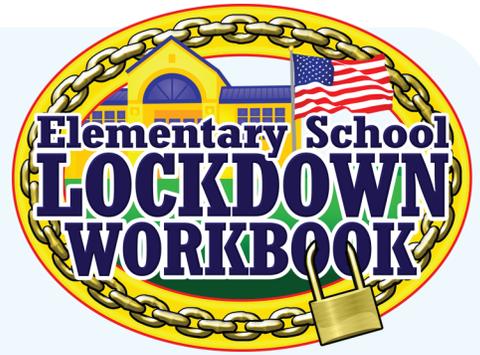
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Sample Lessons K-5

# LESSON STARTERS AND SUGGESTIONS (Continued)



From the desk of Stephanie Ives, second grade teacher

## PRACTICE LESSON

First, I love the idea of calling it safety practice! Much less intimidating!

When we first start our talk, I'm going to ask students to think of something they couldn't do at first but after they practiced, they could. Examples might include riding a bike, turning a cartwheel, cutting with scissors, and so on. We will make a chart or poster and let each child share an idea.

I will use this to explain why we practice safety. We practice so we will know what to do and so it won't be scary to us when we practice as a whole group with the school.

Also, we can come up with a class cheer or chant about safety. For example, safety

safety is our cheer, we will practice and have no fear!

## READ A BOOK

I plan to ask our librarian to order the books "What Should Danny Do?" and "The Lockdown Drill" about safety and share with our students. (Info on these books in Suggested Book Section on page 14)

## SCHOOL COUNSELOR OR SRO

Again, these are just a few ideas that I plan to use. I also like the idea of our school counselor/SRO coming in to discuss safety with our students! The more folks that share, the better!!

(Submitted by Stephanie Ives)

## Just Remember...

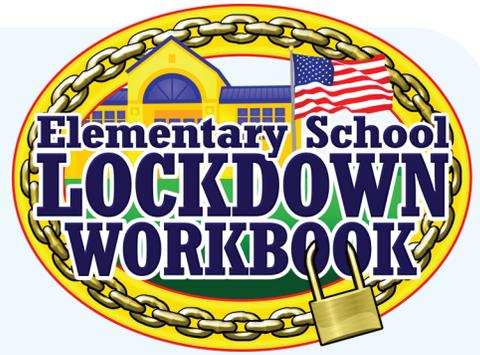
When practicing lockdown procedures, wording is key. If your students respond better to the announcement "lockdown practice" instead of "lockdown drill," it is a school/district decision which statement is used. The lockdown practice needs to be done until it is habitual and then if a lockdown is necessary the school will be ready to respond appropriately.



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## Focusing on **STUDENTS WITH DISABILITIES**

Safety drills, such as lockdowns are challenging for students with disabilities. For each step of the drill, students need to be taught expected behaviors that align with the student's developmental level. Below are suggestions and ideas to assist teachers as they create that specific plan for each individual child.

- During a practice/drill adults assigned to students should be trained in coping strategies. Adults and students should know one another, they should practice the coping strategies at other times, and the coping strategies should be ones the school knows are comfortable for and work well for this student.
- Add modification requirements to each student's education plan. Each student is unique and accommodations need to align with that student's physical ability, level of understanding and coping skills.
- Create goals for maintaining quiet or other necessary skills and celebrate accomplishments.

### **FOR EXAMPLE**

- Some students may:
  - Receive special seating (next to an aid or teacher) during the lockdown.
  - Need a stress ball or fidget spinner to hold.
  - Use special breathing techniques.
- ***In special cases:***
  - *Headphones may be used for students that are sensitive to loud sounds.*
  - *Also, a visually impaired student may need a "safety buddy."*

Source: Clarke, Laura S. et al. "Supporting Students with Disabilities During School Crises: A Teacher's Guide" Teaching Exceptional Children, vol.46, no.2, July/August 2014, pp. 169 – 178. (Resource Chart: Table 4. What a Child with a Disability Might Need in a Crisis Disability)

## Focusing on **ENGLISH LANGUAGE LEARNERS**

When a new student whose first language is not English enrolls in a school, many issues need to be identified during orientation to the school and classroom, one of which is "explaining safety drills."

Here are simple guidelines to consider:

- Be friendly and welcoming.
- Speak clearly and simply.
- Assign buddies. Students like to help each other.
- Use Visuals (Lockdown Poster).
- Practice until comfortable.
- Answer questions as they arise (no question is too trivial).
- Connect with parents in their first language.



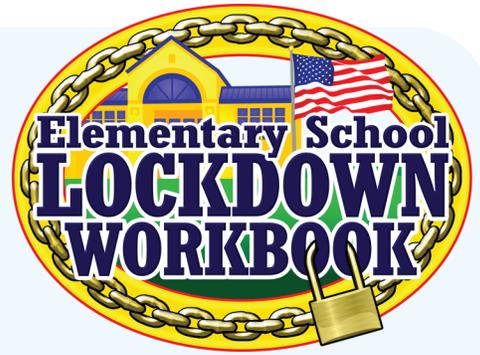
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Focusing on

# STUDENTS WHO HAVE EXPERIENCED TRAUMA OR DISPLAY ANXIETY



(This section submitted by Jennifer Beyer, Amy Bevil, Miriam Silman, and Holly Cain)

## ADDRESSING NEEDS OF STUDENTS WHO HAVE HAD TRAUMA EXPOSURE

- Always give the students advance notice of a drill – at least a few days in advance.
- Identify any trauma reminders that may trigger the student during the drill e.g. sirens, police officers or other persons in uniform, having to be quiet, having to be still, being confined to a small space. Prepare the student for those triggers, practice calming strategies ([Appendix H: Calming Strategies](#)) to use when confronted with the triggers, and develop a code word to remind the student to use the calming strategies. Avoid yelling at or shaming the student if they become dysregulated during the drill – talk about it after and problem-solve to find better calming strategies for the next time.
- Give students/families an opt-out option with another way for the student to learn the lockdown drill process.
- Create a Buddy System for students during drills; pair students who are likely to remain calm and follow adult instructions with those who may be more dysregulated and have a harder time. You may want to create additional opportunities to promote connection between buddies in other situations besides just drills. Buddies can practice calming techniques with the student before and during the drill.
- Identify calming tools for the student to have access to during the drill: stress balls, something to draw or write with, book to read, stuffed animal, etc. Make sure the student has access to that calming tool during the drill.
- Check in with students after the drill and give them an opportunity to process their emotions. Help them find words to express what they are feeling. Normalize that whatever they are feeling is okay, let them know there is nothing wrong with them. Acknowledge and normalize fear and anxiety.
- Provide positive feedback to the student about something that happened when preparing for or during the drill: “I like the way you listened to what I was saying,” “I was very impressed with how well you followed directions,” “I was proud of you for helping Johnny remember where to go”, etc.
- Develop a strong positive relationship with students prior to the drill; show them and tell them that keeping them safe is part of your job. Their ability to stay calm will in large part depend on their trust in you to keep them safe – that should be well-established before the drill happens.

## PRE-DRILL CLASSROOM PREPARATION

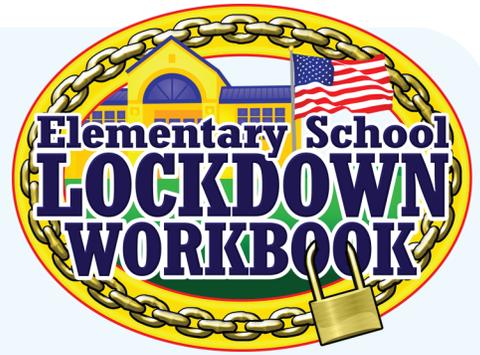
- Set up “Safe Spot” for lockdown drills by putting calm down tools such as soft toys, silly putty, soft books, etc. in this location of your classroom.



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Focusing on

# STUDENTS WHO HAVE EXPERIENCED TRAUMA OR DISPLAY ANXIETY Continued

- Practice and walk-through the motions of the drill in advance, to familiarize students with what is expected and where to go.

## CALMING STRATEGIES INCLUDE

Calming strategies for students should be used with lockdown drills/practices. It is recommended that they are taught in advance and practiced regularly during and outside of drills.

- Deep breathing (try five finger breathing, box breathing for older students, counting for inhale and exhale).
- Tense-release muscle relaxation: can move through the body in a particular order (e.g. start with feet and move up). Squeeze muscle tight, take a deep breath, release muscle on exhale. This is great for students who become physically tense and lash out physically. Older students may be able to learn a full progressive muscle relaxation that moves through the entire body.
- Grounding exercises: saying your name, age and where you are in repetition; planting feet on the floor or body in a seat or on the floor and feeling it sink in; silently naming things you see, hear, touch, smell and taste; etc.
- Repeating a positive mantra in your head, repeating a certain number of times.
- Drawing or journaling quietly.
- For ideas and links see [Appendix H: Calming Strategies](#), [Appendix I: Strategies After Safety Practice](#)

## MINDFULNESS

- Mindfulness activities, such as mindful breathing, can also help. Remember, to be effective, mindfulness activities must be practiced regularly in advance of the lockdown drill. They will not work if students are not already familiar with what to do and how they work; you cannot teach mindfulness to students in the moment during the lockdown drill.
- Resources for mindful breathing include:  
[www.youtube.com/watch?v=O29e4rRMrv4](http://www.youtube.com/watch?v=O29e4rRMrv4)  
[www.youtube.com/watch?v=fTzXFPh6CPI](http://www.youtube.com/watch?v=fTzXFPh6CPI)
- Mindful breathing for young children:  
Belly Breathing with Elmo: [www.youtube.com/watch?v=\\_mZbzDOpylA](http://www.youtube.com/watch?v=_mZbzDOpylA)



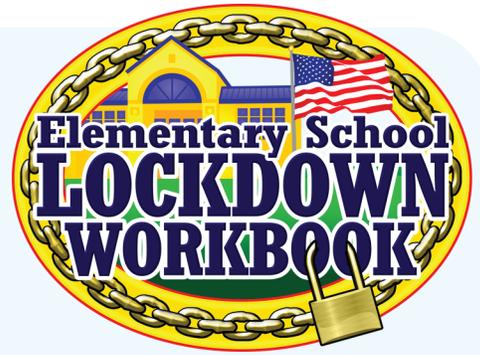
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Focusing on

# STUDENTS WHO HAVE EXPERIENCED TRAUMA OR DISPLAY ANXIETY Continued



## FOLLOW-UP CLASSROOM ACTIVITIES

- Drawing/Writing: Don't forget to ask students for feedback after the drill is over. Even young students can contribute through drawings. Ask students about what went well, what ideas they have to improve the drill, and allow them to voice concerns, let out tension, and brainstorm new ideas. Drawing and writing are power learning tools, and you can make the input anonymous.  
[www.youtube.com/watch?v=hntHGr8JR7o&feature=youtu.be](http://www.youtube.com/watch?v=hntHGr8JR7o&feature=youtu.be)
- Wiggle break: Young students may benefit from some kind of wiggle or dance break following the drill to release any built-up tension. Wiggle Break:  
[www.youtube.com/watch?v=\\_NWYeVyZz9I](http://www.youtube.com/watch?v=_NWYeVyZz9I)   [www.youtube.com/watch?v=Y9LLfv7yauM](http://www.youtube.com/watch?v=Y9LLfv7yauM)
- Debriefing after the drill: [www.scholastic.com/teachers/articles/17-18/teacher-lockdown-strategies/](http://www.scholastic.com/teachers/articles/17-18/teacher-lockdown-strategies/)

## SUGGESTIONS FOR TEACHERS TO HANDLE DIFFICULT QUESTIONS FROM STUDENTS

Even if you do a wonderful job of explaining lockdown drills as part of a larger set of safety drills (including fire drills, tornado drills, etc.), and even if you never mention the idea of violence in schools, you may have a student who asks about this. Here are some suggestions for how to respond:

- Don't dismiss the student's concern as not being important – that may increase anxiety for them or other students.
- Acknowledge that there are lots of reasons why you may need to be in lockdown and the important thing is to know what to do if that signal happens.
- Address the student's concerns one-on-one at a later time, away from others in the classroom. If the student's initial inquiry is one-on-one, address it then.
- To respond to a student's concerns about a school shooter in an individual conversation:
  - Keep it as simple and developmentally-appropriate as possible.
  - Ask the student what they are worried about; tailor your response to what the students say – don't answer or address something the student doesn't actually bring up first.
  - Once you hear their concerns, help them see how the lockdown drill gives them strategies to manage their worries.
  - Stress that your job is to keep kids safe in a variety of circumstances—place the lockdown drill in the context of all safety drills.



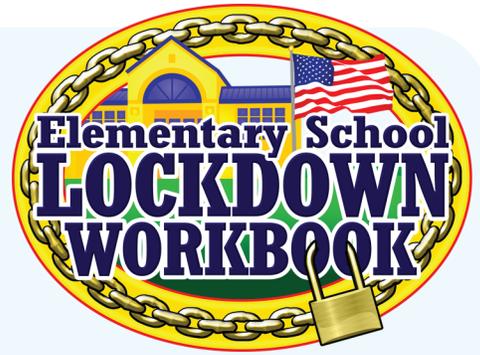
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Focusing on

# STUDENTS WHO HAVE EXPERIENCED TRAUMA OR DISPLAY ANXIETY Continued



- Normalize their concern and tell them you appreciate them asking you about it – leave the door open for them to ask questions in the future.
- Suggest that the best way for them to talk to you about it is one-on-one. Don't make this seem like it should be a secret, but explain that not all kids have as much knowledge as they do, and this may make them more worried.
- If appropriate, remind the student that most of the time we never need to use these strategies – but we always like to be prepared. This is not appropriate if your community has had, or is close to a community that has suffered a school shooting, or if you know this student or their family has a connection to other school shootings or community or family gun violence.
- Process with the student how they feel during the drills, and identify helpful calming or coping strategies to practice and use.
- Practice a calming strategy with the class to help calm anyone who may have been activated by the question.
- Always be as matter-of-fact and reassuring as possible. Students look to you for their cues about how to respond and act in these situations – if you can remain calm, it is much more likely they will remain calm.

## OTHER IDEAS AND RESOURCES

- Mr. Rogers explains to look for the helpers...maybe not for students but as a reminder for teachers as how to address tough questions or situations... [www.youtube.com/watch?v=-LGHtc\\_D328](http://www.youtube.com/watch?v=-LGHtc_D328)
- Edutopia video on student outbursts. It's not about lockdown drills especially but it shows good de-escalation information. [www.edutopia.org/video/how-respond-when-student-acts-out](http://www.edutopia.org/video/how-respond-when-student-acts-out)
- Pom-Pom Jar video: This video shows how the pom pom are used to reinforce kindness in the classroom, but the kindness pom poms are also a soft, sensory, inexpensive object that kids could hold during lockdown to relieve tension. <https://www.youtube.com/watch?v=B8MAAd3P8Hw&feature=youtu.be>

## SUGGESTED BOOKS

- *The Lockdown Drill* by Becky Coyle
- *What Should Danny Do?* by Adir Levy and Ganit Levy
- *The Ant Hill Disaster* by Julia Cook -- This isn't about lockdown but it seems like it would be good for students who have been through a disaster
- *Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere* by Kira Willey



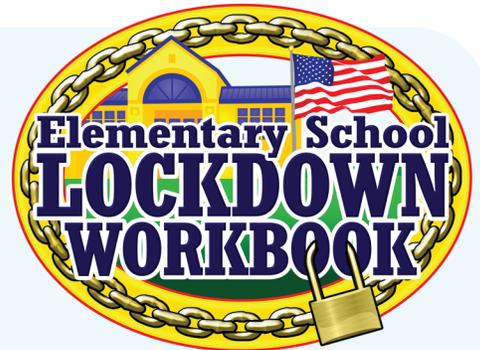
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Appendices

# APPENDIX A: SAFETY STAR STICKERS



## Debrief and Encourage:

Say... "I feel good about practicing safety at school, do you?"  
Allow for questions...  
and discuss answers.

Next "Excellent you are all safety stars. Today, you get stickers to wear home that say you are a SAFETY STAR- "We practiced Safety at School".

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)



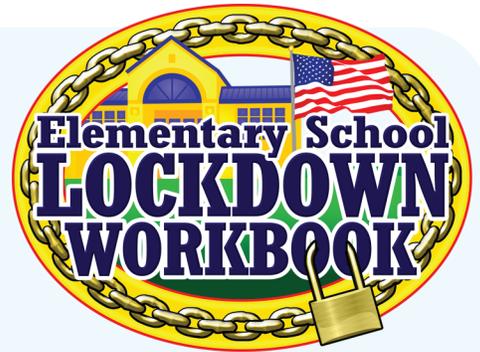
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## Appendices

# APPENDIX B: SAFETY STAR LARGE



### Designated Spot:

The area in your classroom that is farthest from the windows and door will be your designated spot. You can use this star to mark where the students should assemble during a lockdown drill. It can be left up all the time or used only when a drill is scheduled. Students will remember the visual and this will help them find the spot quickly. This coordinates with the "Safety Star" lesson.

Find this on:

[kycss.org/lockdown.php](http://kycss.org/lockdown.php)



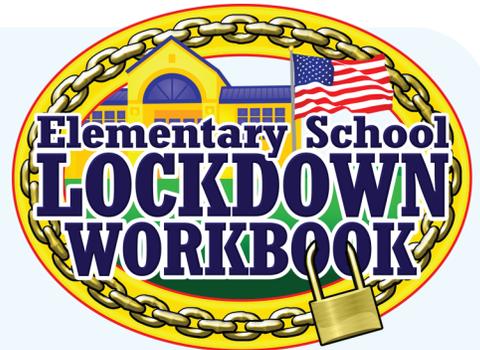
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## Appendices

# APPENDIX C: LOCKDOWN POSTER



### Be a Lockdown S.T.A.R.:

Use this poster as a visual reminder of the lockdown procedure. It can be a stand-alone lesson or it can follow the "Safety Star" lesson. Post it prominently in your classroom and review it frequently.

Visual reminders are a great teaching tool and can lessen stress because it shows the order and routine of a lockdown practice/drill.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

A poster with a blue background and a yellow chain-link border. The text "LOCKDOWN S.T.A.R." is written in large, bold, blue letters. Below it, the acronym is expanded: "Shut and cover windows" (with a window icon), "Turn off lights" (with a light switch icon), "Act quietly and walk to the safe spot" (with a star icon and three children), and "Reach the spot, sit still, and wait for 'all clear'" (with a megaphone icon and three children). At the bottom, there's a "KCSS KENTUCKY CENTER for SCHOOL SAFETY" logo, a "SLOW SCHOOL ZONE" sign, and the website "WWW.KYSAFESCHOOLS.ORG". A door with a sign that says "INSTRUCTION TIME DOOR IS LOCKED" is shown in the top right corner.



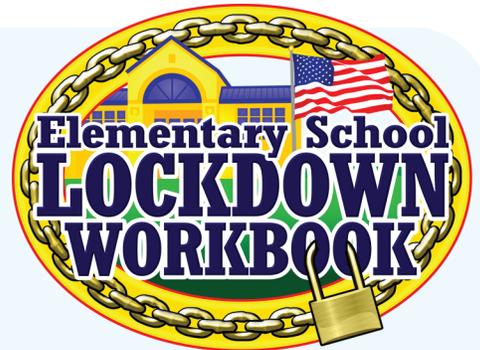
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# APPENDIX D: LOCKDOWN POSTER COLORING PAGE



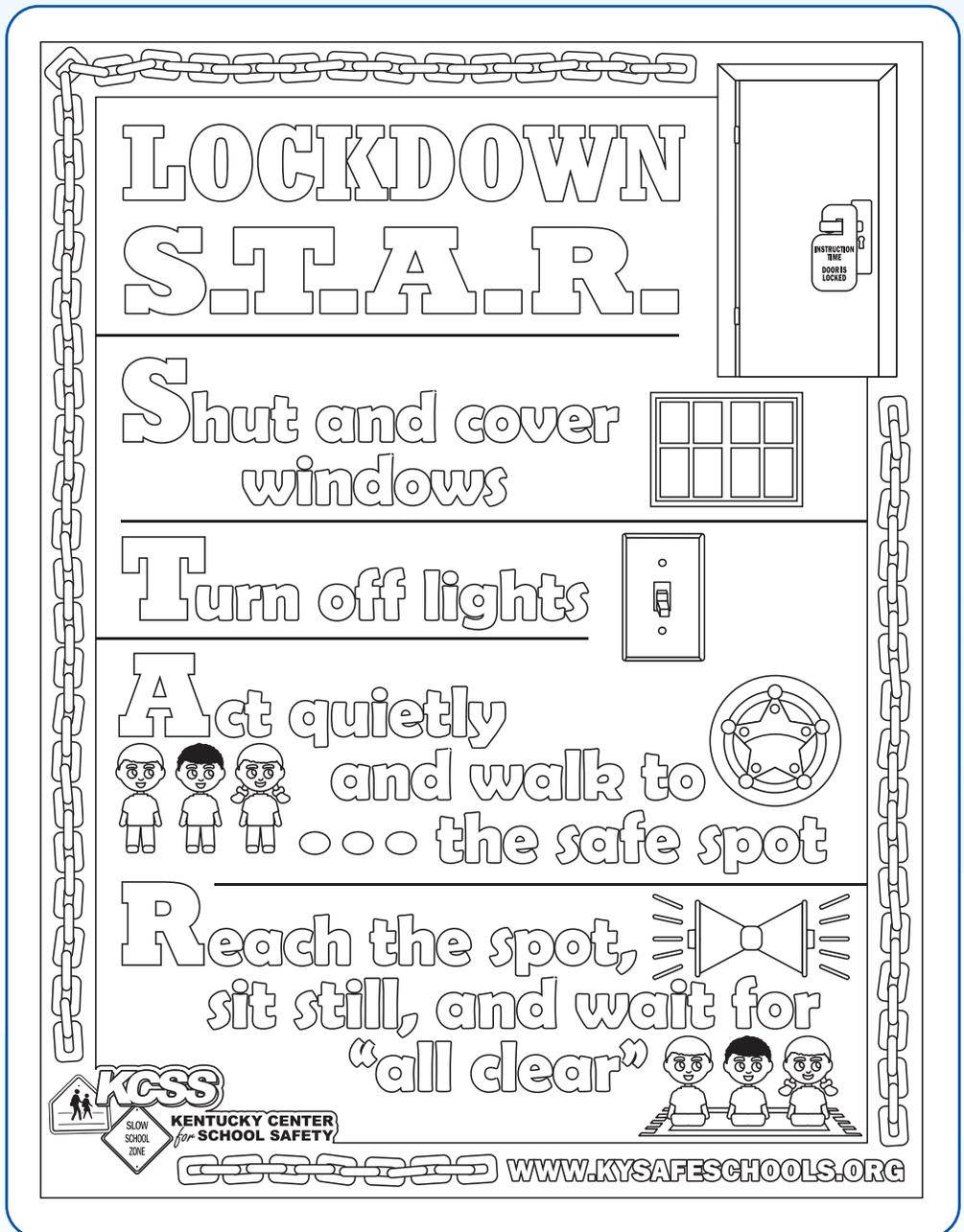
## Activity Sheet:

As you review the lockdown poster share this coloring page with your students.

Have them color and then turn on the back and make their own poster to explain a lockdown drill.

This is a school-home connection piece. As it goes home with the students, parents can review the steps and discuss the procedure with their child.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)



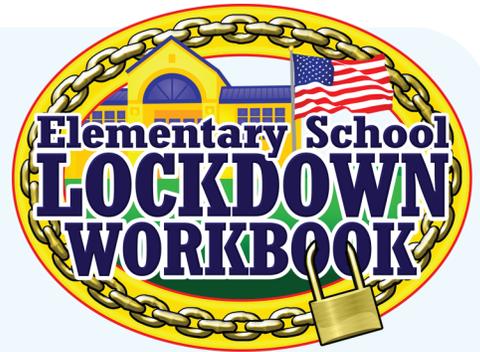
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## Appendices

# APPENDIX E: MAGNIFYING GLASS



### Teaching Tool:

To use this teaching tool with your students:

- Cut pattern out of paper (card stock is preferred). If card stock is available, that will make the magnifying glass stronger.
- Popsicle sticks or tongue depressors taped to the back of the handle will also give the magnifying glass structure.

Students enjoy hands-on teaching tools and this sparks their memory and imagination.

Find this on:

[kycss.org/lockdown.php](http://kycss.org/lockdown.php)



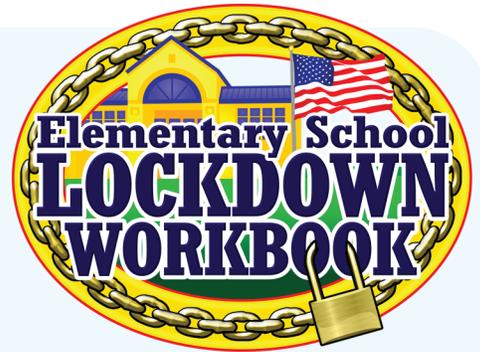
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# APPENDIX F: SAFETY DETECTIVES HANDOUT



## Activity Handout:

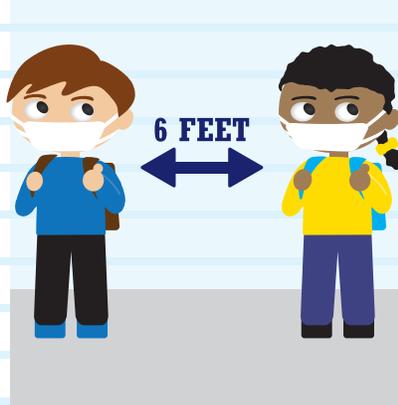


This handout can be used as a group activity as the teacher talks to the students about each of the four pictures. This will allow them to work as a class, discussing the topic or use as an assignment at their desk. Gold stars are fun and recommended for covering the safety items but drawing a star will also do nicely. On the back the students can draw other safety items they see at school.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

## SAFETY DETECTIVES

Directions: Draw a star or place a star sticker over the safety items you find in each of the four pictures, also list these safety items under each picture.



1.



2.



3.



4.



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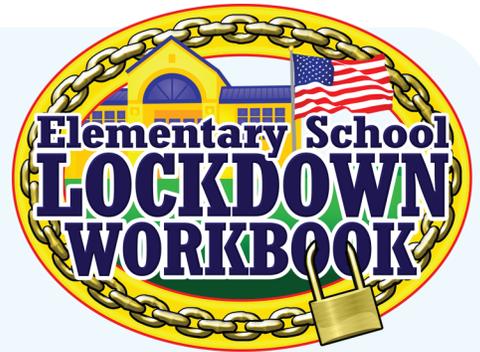
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## Appendices

# APPENDIX G: DOOR HANGER



### Safety Tool:

This door hanger print-out sheet is available to use on classroom doors during instruction. If schools/teachers choose to use them, it reminds students/staff that the reason the door is locked is that classroom instruction is taking place. The door hanger makes it less stressful for a student who tries to enter a room and a locked door hinders their entrance.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)



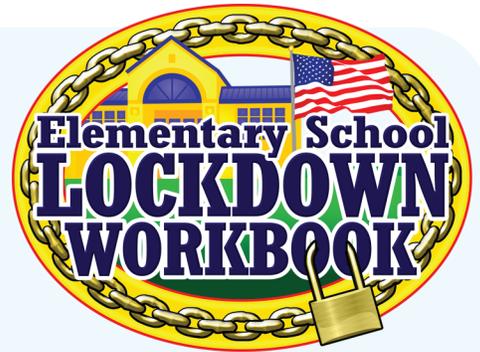
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## Appendices

# APPENDIX H: CALMING STRATEGIES



## Calming Classroom Ideas:

This page offers various links and ideas to be used as calming strategies in your classrooms. Calming strategies for students should be used with lockdown drills/practices. It is recommended that they are taught in advance and practiced regularly during and outside of drills.

Find this on:

[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

## Calming Strategy Links and Ideas for All Classes

- Yoga <https://www.youtube.com/watch?v=vYQy8-7Ut1E&app=desktop>  
More yoga <https://www.youtube.com/watch?v=Td6zFtZPkj4&feature=youtu.be>
- Yoga with Adrienne (and her dog Benji)  
[www.youtube.com/user/yogawithadriene](http://www.youtube.com/user/yogawithadriene)
- Cosmic Kids Yoga Adventures  
[www.youtube.com/watch?v=pn65ltyntp4](http://www.youtube.com/watch?v=pn65ltyntp4)
- 5-minute cardio video  
<https://m.youtube.com/watch?v=R0mMyV5OtcM>
- Relaxing music for primary  
<https://www.youtube.com/watch?v=5HrkXT5Bc9E&feature=youtu.be>
- Spend some time relaxing in Yellowstone National Park  
<https://www.youtube.com/watch?v=1VyhG3ypG5s&feature=youtu.be>
- Online jigsaw puzzle  
[www.jigsawplanet.com](http://www.jigsawplanet.com)
- Digital coloring  
[www.coloring.com/pictures/geo-portrait](http://www.coloring.com/pictures/geo-portrait)
- Preschool and Kindergarten:
  - Breathe, Think, Do with Sesame Street (This is a great app to help young kids with calming strategies.)
- Things to do without technology:
  - \*Writing/drawing: Ask students to write or draw a picture showing how they felt during the drill. This can be done while listening to calming music.
  - \*Play-doh
  - \*For students who may need their own space, a calming corner is a great place for them to “get away” for a few minutes. See [Appendix I: Calm Down Strategies after Safety Practice](#) for print-outs to hang in your calming corner.
  - “\*Write your own calming song as a class to the tune of a familiar song. This one is to the tune of Row, Row, Row Your Boat.”
  - Let’s sing our calming song and get back to our place.  
Practice, practice, practice, practice. This helps keep us safe.



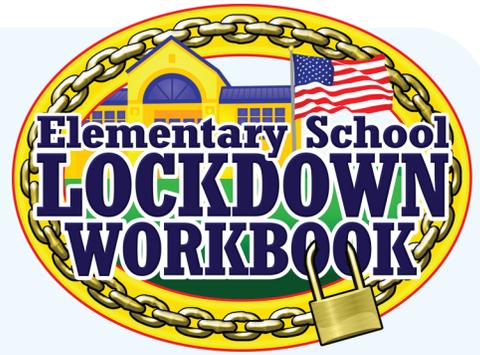
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## Appendices

# APPENDIX I: CALM DOWN STRATEGIES AFTER SAFETY PRACTICE



### Calm Down Handout:

After a safety practice or as a stand alone activity, a teacher can discuss calming activities and the fact that each student has a choice of which one works best for them. After the students use the calming strategy the handout can be turned over and the child can draw other ideas of how they calm down in other stressful situations. This gives students and parents (when it goes home) ideas for calming strategies during high anxiety. This handout can also be used as a poster.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

## CALM DOWN STRATEGIES I can choose after a safety practice

The infographic is a circular diagram with a central illustration of two children, a boy and a girl, standing together. Surrounding them are eight cloud-shaped callouts, each containing a strategy name and a small illustration. The strategies are: 'Deep Breath' with a mug of coffee; 'Ask a Teacher for Help' with a boy's head and hand; 'Stretch' with a boy stretching; 'Think Good Thoughts' with a dog and a cat; 'Hug Yourself' with a boy hugging himself; 'Count in Your Head' with the numbers 1,2,3,4; 'Color or Draw' with a drawing board and crayons; and 'Read a Poem' with a poem about roses and violets.



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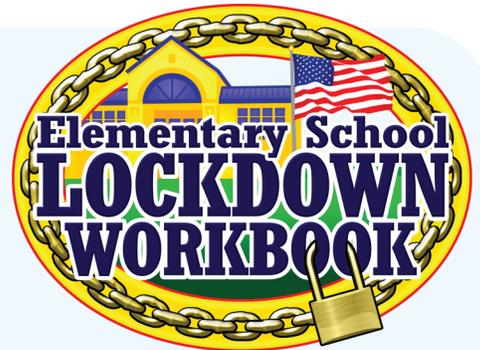
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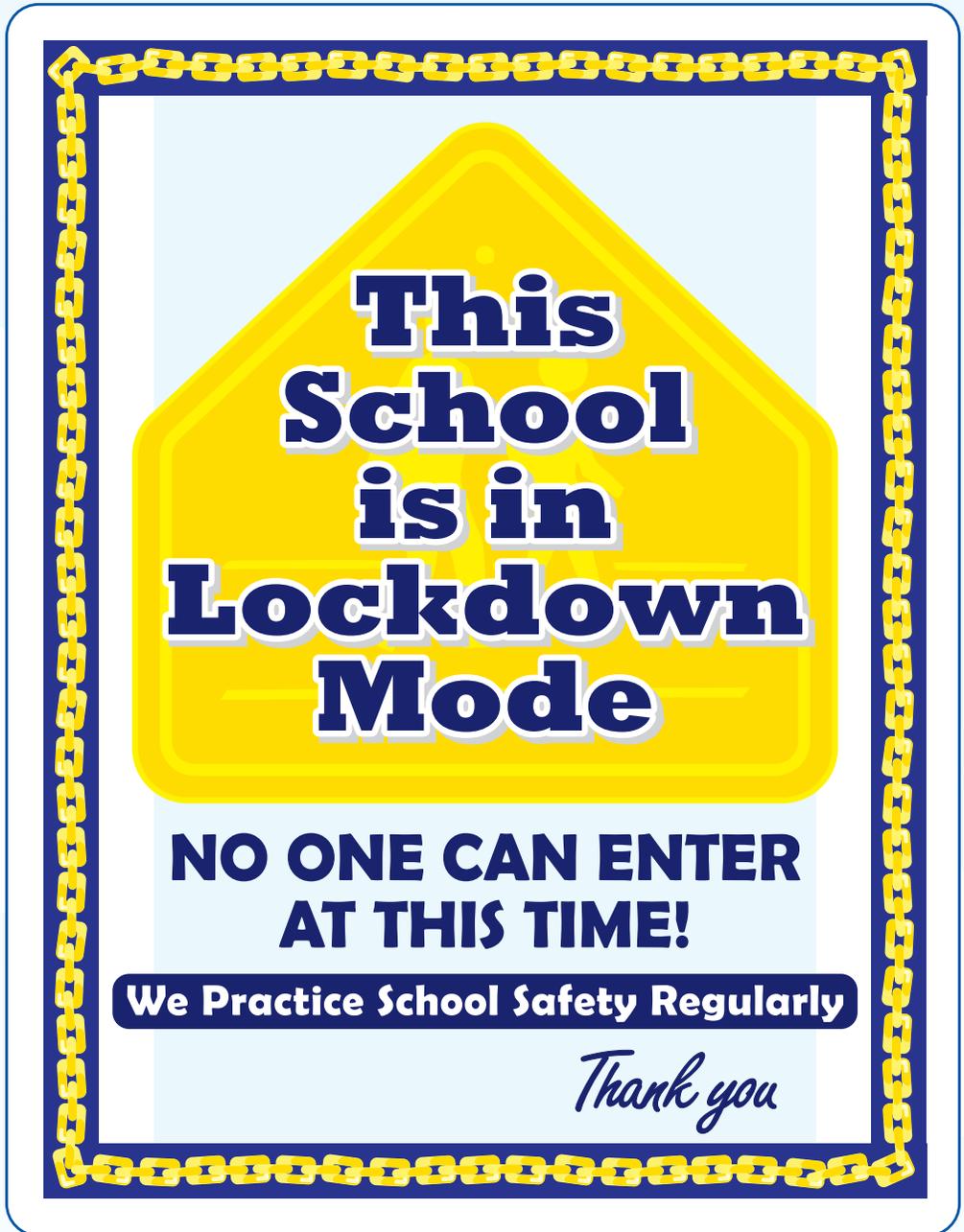
# APPENDIX J: LOCKDOWN SIGN FOR SCHOOL DOOR



## Lockdown Sign:

This sign can be used on access doors to the school during a lockdown practice or an actual lockdown. When this sign is used consistently, visitors are given a visual prompt about safety procedures.

Find this on:  
[kycss.org/lockdown.php](http://kycss.org/lockdown.php)

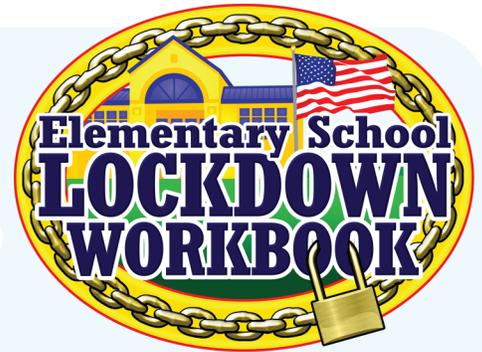


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# ELEMENTARY SCHOOL LOCKDOWN FOCUS GROUP



## MISSION

As concerns surfaced about the stress and anxiety caused by active shooter/intruder drills in elementary schools, Jon Akers, Executive Director of Kentucky Center for School Safety, felt the need to research and address this issue. He delegated that task to the KCSS Resource Center at Murray State University under the direction of Karen McCuiston, Resource Center Director.

Working with seven western Kentucky school districts the Resource Center organized a focus group of highly skilled educators, school administrators and other safety personnel to devise lessons, suggestions

and resources to lessen anxiety and stress in elementary students/staff during lockdown drills.

The Resource Center staff compiled resources and created lessons to share with the focus group. The focus group met in Zoom meetings (work was done during COVID-19) to add suggestions, ideas and resources to the “Elementary School Lockdown Workbook”.

This workbook is to be used to supplement the lessons and lockdown practice already in place in your school. It is brought to you by Kentucky Center for School Safety. For more information, visit our website at [www.kysafeschools.org](http://www.kysafeschools.org).

Last Name	First Name	Title, School	District/Organization
McCuiston	Karen	Resource Center Director (Lead)	Kentucky Center for School Safety
Bevil	Amy	Counselor, Sharpe Elementary School	Marshall County School District
Beyer	Jennifer	Teacher, McNabb Elementary School	Paducah Independent School District
Brock	Troy	Director of Pupil Personnel	Paducah Independent School District
Cain	Holly	Kindergarten Teacher, North Elementary School	Calloway County School District
Chambers	PaTrice	Interim Superintendent, Director of Pupil Personnel	Fulton County School District
Davis	Danny	Safe Schools Coordinator	Marshall County School District
Dodson	Rachel	Teacher, Heath Elementary School	McCracken County School District
Ives	Stephanie	Teacher, Benton Elementary School	Marshall County School District
Jackson	Julie	Director of Operations, Fulton County Board Office	Fulton County School District
Lasley	Amanda	Teacher, East Calloway Elementary School	Calloway County School District
Nadeau	Crystal	School Resource Officer, Mayfield Police Department	Mayfield Independent School District
Payne	Josh	Assistant Principal, McNabb Elementary School	Paducah Independent School District
Sauders	Erin	Assistant Principal, Morgan Elementary School	Paducah Independent School District
Shadowen	Lorrie	Principal, Benton Elementary School	Marshall County School District
Silman	Miriam	Project AWARE, Trauma Informed Care Program Administrator	Kentucky Cabinet for Health and Family Services
Spann	Teresa	Principal, McNabb Elementary School	Paducah Independent School District
Thompson	Jennifer	Teacher, Clark Elementary School	Paducah Independent School District
Whitaker	Denise	Principal, Murray Elementary School	Murray Independent School District
Wilcox	Ben	State School Security Marshal	Department of Criminal Justice Training
Workman	Kelly	Assistant Principal, Clark Elementary School	Paducah Independent School District

Thank you to Dr. Susana Bloomdahl, Dr. Barbara Washington and Dr. Lynn Patterson of Murray State University, College of Education and Human Services for reviewing the final draft of this workbook.

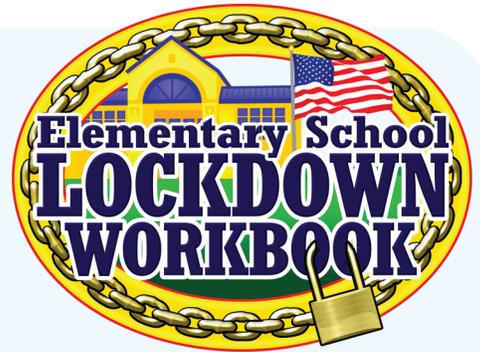


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# REFERENCES AND RESOURCES



## REFERENCES

- **Lockdown Anxiety: Teachers Talk About How to Explain Drills and Calm Kids' Fears (Scholastic):**  
<https://www.scholastic.com/teachers/articles/17-18/teacher-lockdown-strategies/>
- **Mitigating Psychological Effects of Lockdowns (National Association of School Psychologists):**  
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/mitigating-psychological-effects-of-lockdowns>
- **Kentucky Law Concerning Lockdown Drills (KY Department of Education):**  
<https://education.ky.gov/school/sdfs/Documents/Emergency%20Management%20Plan%20FAQ.pdf>
- **School Lockdown Discussion Points (KCSS):**  
<https://www.kycss.org/pdfs-docs/Lockdown%20Basic%20Discussion%20Principles%205%2020%2013-revised.pdf>
- **Supporting Students with Disabilities During School Crises: A Teacher's Guide (TEACHING Exceptional Children):**  
<https://crcog.org/wp-content/uploads/2017/12/Supporting-Students-with-Disabilities-During-School-Crisis.pdf>
- **Talking to Children About Tragedies & Other News Events- English and Spanish- (American Association of Pediatrics)**  
<https://www.healthychildren.org/English/family-life/Media/Pages/Talking-To-Children-About-Tragedies-and-Other-News-Events.aspx>
- **What is a Trauma Informed School (Treatment and Services Adaptation Center):**  
<https://traumaawareschools.org/traumaInSchools>

## RESOURCES

- **“Belly Breathe” with Elmo (Sesame Street):**  
[https://www.youtube.com/watch?v=\\_mZbzDOpylA](https://www.youtube.com/watch?v=_mZbzDOpylA)
- **Fred Rogers: Look for the Helpers (YouTube):**  
[https://www.youtube.com/watch?v=-LGHtc\\_D328](https://www.youtube.com/watch?v=-LGHtc_D328)
- **GoNoodle:**  
[www.gonoodle.com](http://www.gonoodle.com)
- **How to Respond When a Student Acts Out (Edutopia):**  
<https://www.edutopia.org/video/how-respond-when-student-acts-out>
- **Melting - Flow (GoNoodle):**  
<https://www.youtube.com/watch?v=fTzXFPh6CPI>
- **The Powerful Effects of Drawing on Learning (Edutopia):**  
<https://www.youtube.com/watch?v=hntHG8JR7o#action=share>
- **Rainbow Breath - Flow (GoNoodle):**  
<https://www.youtube.com/watch?v=O29e4rRMrV4>
- **Wiggle Break: Purple Stew - Moose Tube (GoNoodle):**  
[https://www.youtube.com/watch?v=\\_NWYeVyZz9I](https://www.youtube.com/watch?v=_NWYeVyZz9I)
- **Wiggle Break: Koo Koo Kanga Roo - Milkshake (Steve Steve):**  
<https://www.youtube.com/watch?v=Y9LLfv7yauM>
- **Wish Well Ritual (Shubert's Classroom):**  
<https://consciousdiscipline.com/free-resources/shubert/shuberts-classroom/wish-well-ritual/>
- **60-Second Strategy: Pom-Pom Jar (Edutopia):**  
<https://www.youtube.com/watch?v=B8MAAd3P8Hw#action=share>



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