SAFE AND SOUND SCHOOLS

ESPECIALLY SAFE

An Inclusive Approach to Safety Preparedness in Educational Settings

TEACHING & TRAINING GUIDE

JEFFCO/DEANGELIS™ FOUNDATION

copyright © 2021 Safe and Sound: A Sandy Hook Initiative

All rights reserved.

User Guidelines:
Permission is granted free of charge to download or photocopy all pages of this program manual. Under no circumstances is it permissible to sell or distribute on a commercial basis copies of material reproduced from this publication.

P.O. Box 173
Newtown, CT 06470

www.safeandsoundschools.org

ACKNOWLEDGEMENTS

CO-AUTHORS

- Michele Gay, MEd
- Gina Schultz, EdD

EXPERT CONTRIBUTORS & REVIEWERS

- Amy Alvord, Director of Education, Ivymount School, MD & Maryland Task Force Member
- C.J. Huff, EdD
- Kevin Carroll, Retired Chief Student Success Officer, Jeffco Schools, CO, Former Executive Director, Jeffco DeAngelis Foundation
- Monique Bujold Cevasco, Speech-Language Pathologist, St. Elizabeth School, MD & Maryland Task Force Member
- Ed Clark, Chief Safety Officer, Montgomery County Public Schools, MD
- Lea Ann Combs, Principal, Shawnee Mission School, KS
- Michael Delia, Director of Education, Kennedy Krieger School, MD & Maryland Task Force Member
- Julie Hickey, Education Director, The Benedictine School, MD & Maryland Task Force Member
- Jean Hohrein, Secondary Specialist Designed Instruction Coach/Transition Specialist, Dorchester County Public Schools, MD & Maryland Task Force Member
- Julie Jilek, Assistant Superintendent & Chief School Business Official, Northwest Suburban Special Education Organization, IL
- Lee-Nadine Oppenheim, Director of Finance & Operations, Ivymount School, MD & Maryland Task Force Member
- Lori Scott, Parent, Nurse Consultant, Howard County, MD & Maryland Task Force Member
- Lisa Scherer, Licensed Clinical Social Worker, St. Elizabeth School, MD & Maryland Task Force Member
- Erin Upton, Principal, St. Elizabeth School, MD & Maryland Task Force Member
- Natalie Hammond, Principal, Guilford, CT

PARTNERS

Thank you to our partners at the **Jeffco DeAngelis Foundation** for believing in this work and joining us to see it to completion, and **The Building for God Community Foundation** for its support of our Maryland-based working group. Special thanks to **Lee Oppenheim** for gathering the "**Maryland Task Force**," a statewide group of dedicated professionals and stakeholders that donated their time and expertise to developing this project to ensure the safety of all of our students. The experience, insight, and practical knowledge of this group served as the backbone of this project. And lastly, thank you to the "**St. Elizabeth's Team**," Erin Upton, Monique Bujold Cevasco, and Lisa Scherer, for generously sharing their time and talent in developing and piloting the initial iterations of this curriculum.

INTRODUCTION

On December 14, 2012, my youngest daughter, Josephine Grace, died in the tragedy at Sandy Hook Elementary. Joey was an extraordinary child in so many ways. Her amazing energy, beautiful smile and kind spirit made her loved by all who knew her. She also had many "special needs" as a student with autism, apraxia of speech, gross motor impairment, and other developmental disorders. We like to say that she was "especially special."

Since Joey's death, I've built a legacy in her honor– a mission to improve the safety of our school communities, ensuring that children like Joey grow up to be the amazing people they were meant to be. As the old saying goes, "Hindsight is 20/20." Of course, with hindsight comes foresight. And with foresight comes a responsibility to do better based on lessons from the past. One of the most important lessons we have learned from both manmade and natural disasters is that individuals with "special needs," or "access and functional needs" as defined by the Federal Emergency Management Agency (FEMA), are among the most vulnerable and, tragically, often forgotten in the planning process. In fact, as we began this project, it became clear that many individuals in our schools and educational settings are overlooked in the safety planning process–individuals with trauma experience, minority groups, vulnerable populations, and individuals with temporary mobility challenges like a broken leg, for example.

As an educator, you know the needs of the students in your classroom better than anyone. We created this ***Teaching & Training Guide***, to help educators and parents support and empower our most vulnerable children and students with a baseline of developmentally appropriate activities, language and expectations, and manageable actions, behaviors, and opportunities for practice, so they too can be *safe and sound*.

This curriculum is designed to be a living document to assist educators and parents in their efforts to better serve the unique safety needs of students with special needs. We invite additional contributions, feedback and input from our collective community in order to keep our most vulnerable students especially safe. Through inclusive planning we can create a culture of safety and security our children, students, parents, and staff can count on regardless of the emergency. We can achieve this by working together on behalf of all.

We appreciate your dedication and thank you for your support of our mission to protect every school and every student, every day.

Michele Gay
Founder and Executive Director
Safe and Sound Schools

TABLE OF CONTENTS

Statement of Purpose	1
Developmentally Appropriate Teaching & Training	2
Key Considerations for Teaching & Training Safety Preparedness	9
Unit Introduction: Safe to Be Me	11
Help is All Around Me!	14
I Can Speak Up for Safety!	18
Telling not Tattling	22
Fire Safety	25
Wind and Weather Safety	29
People & Animal Safety	33
Earthquake Safety	38
Appendix	42

STATEMENT OF PURPOSE

This guide consists of instructional frameworks designed to support educators in teaching essential concepts of safety preparedness to students/individuals with special needs, as well as key considerations for conducting subsequent training activities, such as emergency drills and exercises, safely and effectively.

The learning activities are designed to:

- Build student confidence, familiarity and comfort with safety procedures, actions, and supports well in advance of practice and exercises such as drills
- Provide a baseline of the most universally appropriate language and activities that can be easily adapted and/or scaled by educators and parents
- Consider the earliest cognitive and developmental levels, reduction and mitigation of stress, and trauma-informed teaching

The guidance is designed to:

- Support parents and educators in planning and conducting safety drills with students/individuals with special needs
- Build confidence and capability in teaching and training for educators and staff of students with special needs
- Ensure physical and psychological safety of students before, during, and after a crisis

In short, the purpose of this teaching and training guide is to provide a resource for parents and educators to leverage their talents and professional skills to provide customized safety instruction to our most vulnerable students, with consideration to their age, developmental stage, and/or cognitive ability. In doing so educators are doing their part to support students, by empowering them with the tools and knowledge they need to be *safe and sound*.

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTALLY APPROPRIATE TEACHING & TRAINING

Educators are pros when it comes to creating developmentally appropriate lesson plans to meet the diverse needs of the learners in the classroom. As every educator knows, this is no small challenge given the wide range of academic skills and abilities of the students we serve.

The same is true when creating developmentally appropriate teaching and training strategies to meet the safety needs of each of our students. Individual levels vary greatly due to the unique developmental, cultural, educational, and psychological needs of each individual child or student. Equally important are the individual psychological needs of students when designing appropriate education and training lesson plans for students. For example, a child who has had a personal traumatic experience with a tornado may need special consideration when preparing for and conducting severe weather drills. Similarly, cultural backgrounds and personal experiences play important roles in determining appropriate learning activities for individuals. Therefore, collaborating with parents and caregivers about their child's developmental, cognitive abilities and psychological needs is important.

As a part of our mission at Safe and Sound Schools we have collected resources to support educators and community members in developing high quality emergency operations plans, lessons and training materials. We have included several guiding resources from the Safe and Sound Schools Straight-A Safety Toolkits below. We encourage you to use the ***Developmental Levels of Safety Awareness*** and corresponding table (Chart 1, pages 4-5) and ***the Hierarchy of Education and Training Activities*** (See Figure 1 and Chart 2 on pages 6-8) to guide your efforts to create individualized safety lesson plans and activities for your students. Additionally, we encourage you to refer to the Best Practice Considerations for Armed Assailant Drills in Schools guide Safe and Sound Schools developed with the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO). This document provides guidance on the important factors that schools must take into account when considering and conducting armed assailant/ active shooter drills.

©2021 Safe and Sound: A Sandy Hook Initiative

It goes without saying that taking a collaborative approach to meeting the needs of our students is the best approach. It takes a team. In keeping with this philosophy, educators should not feel they have to work in isolation to design lessons and activities to ensure the students in their care are equipped with the knowledge and skills needed to stay safe in crisis situations. In addition to the resources provided in this guide, keep in mind the many local resources available to help you prepare children and students for safety. Local law enforcement, emergency managers, school resource officers, school nurses, counselors, and, of course, other educators can serve as excellent resources. We encourage you to join our community of practice at Safe and Sound Schools to continually share in the collective knowledge and resources of dedicated professionals and parents across the country.

Determining Appropriate Activities and Capabilities of Individuals: Developmental Levels of Safety Awareness and Readiness

The following levels from Safe and Sound Schools' ***Developmental Levels of Safety Awareness*** resource are designed to assist school communities in determining the awareness levels and capabilities of students and staff. These levels are helpful when considering appropriate education and training activities. A corresponding age window (in parentheses) is included solely to provide general guidance; districts, educators, and parents are encouraged to adapt policies and training programs as per specific audiences and settings. Individual levels may vary greatly due to the unique developmental, cultural, educational, and personal profiles within a community or classroom. It is imperative that school communities consider the individual psychological backgrounds, cultures, experiences, and special educational needs of students when determining awareness levels and considering appropriate education and training. It is essential to include parents in consideration of their child's developmental level, education, and training readiness.

©2021 Safe and Sound: A Sandy Hook Initiative

Chart 1. Developmental Levels of Safety Awareness

PROFESSIONAL

(First Responders, Military, Security Professionals)

- Demonstrates the characteristics of Advanced Awareness.
- Capable of high-level decision making during an emergency.
- Trained and equipped to provide tactical response and counter attack measures to protect life in an emergency.

ADVANCED

(Professionally Trained Adults or Staff Members)

- Demonstrates the characteristics of Independent Awareness.
- Capable of leading others in an emergency.
- Capable of decision-making when confronted by an emergency.
- May or may not be capable of counteractive behavior when confronted by an attacker.[1]

INDEPENDENT

(High School and Adults)

- Demonstrates the characteristics of Proficient Awareness.
- Demonstrates automaticity of response in a variety of safety situations.
- Demonstrates the ability to independently apply and adapt safety skills and knowledge in a variety of situations.
- May or may not demonstrate the ability to disrupt or thwart the actions of an attacker.[2]

PROFICIENT

(Intermediate – Middle School)

- Demonstrates the characteristics of Practiced Awareness.
- Capable of performing practiced actions independently in an emergency without adult command or direction.
- May or may not demonstrate the ability to disrupt the actions of an attacker.[3]

PRACTICED

(Upper Elementary)

- Demonstrates the characteristics of Developing Awareness.
- Capable of assisting an adult in emergency actions such as closing a door, moving furniture, helping to barricade an entry, or calling 911 at the command of an adult.

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPING

(Early Elementary)

- Demonstrates the characteristics of Early Awareness.
- Capable of providing basic assistance in an emergency (turning off classroom lights, retrieving the first aid kit, or closing blinds at the command of an adult).

EARLY

(PreK – Kindergarten)

- Demonstrates a general understanding of danger.
- Heavily or completely reliant upon adult direction and management during an emergency.
- Capable of practicing basic safety options such as “Get Out” (Evacuate) and “Hide Out” (stay out of sight, lights off, remain quiet).
- Capable of understanding the concept of “Keep Out” (whereby an adult will lock and barricade classroom entries to “keep out” danger).

[1] *Protocols developed must consider that the response of any individual under attack is unpredictable.*

[2] *The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.*

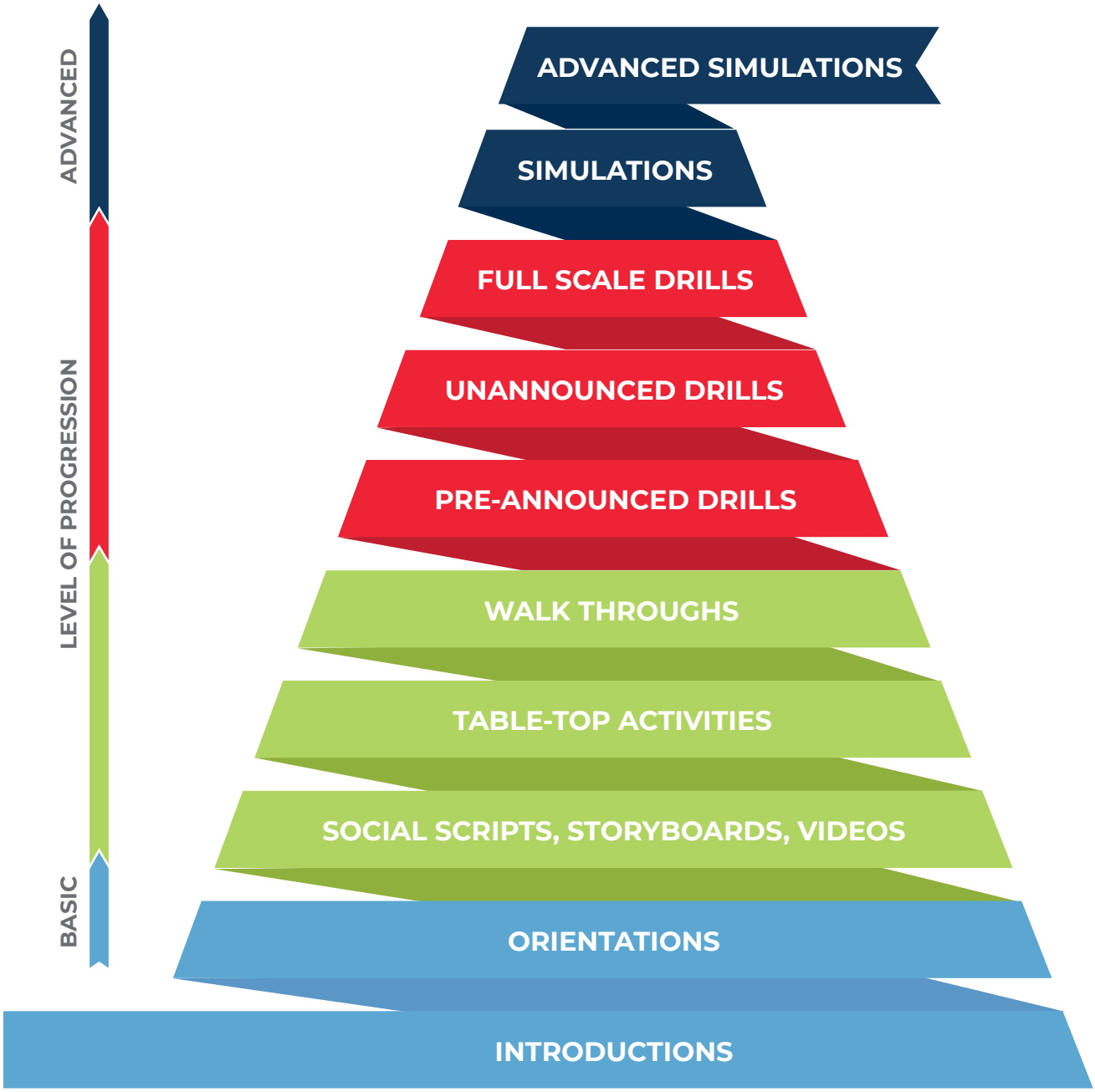
[3] *The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.*

©2021 Safe and Sound: A Sandy Hook Initiative

A Hierarchical Approach to Teaching and Training

There are many forms and methods of educating and training students and staff to respond in an emergency. The following are examples of several types of activities, beginning with the most basic and progressing to the most advanced. We encourage use of this resource to help provide a variety of learning and training opportunities for children and students, as well as to guide an appropriate, safe, and measured progression of activities for learners.

Figure 1. Hierarchy of Education and Training Activities



©2021 Safe and Sound: A Sandy Hook Initiative

Chart 2. Hierarchy of Education & Training Activities

Introductions
Introductions can be used for the youngest and earliest developmental levels. At this level, we simply introduce and familiarize students to the people who can help them, what they might look like, and what kinds of tools they carry as "helpers." Preschool teachers make great use of introductions when they host firefighters in the classroom and allow the children to "dress the firefighter." Other introduction activities include job fairs and field trips involving first responders.
Orientations
Orientations can also be used for the youngest and earliest developmental levels. Early and special education teachers make good use of orientations when they tour the classroom and building with students or hold "scavenger hunts" to familiarize students with possible exits, the location of the telephone, first aid materials, light switches, Go Bags, bathroom passes, and other classroom materials. Similarly, building and campus "field trips" can be used to orient students to the "ins and outs" of the school and campus. It is important for students to be at least basically familiar with areas that are typically off limits during normal school days, such as the staff lounge, behind the front office counter, and other connecting halls and doors that may be needed for evacuation or shelter during an emergency.
Social Scripts, Storyboards, Videos
Each of these media can be utilized in powerful and non-threatening presentations of safety protocols. However, it is critical when developing any material for students or staff that a multi-disciplinary team is involved and in agreement upon the content and appropriateness of the material. It is especially critical to involve the multi-disciplinary team when developing visual materials, representations, or dramatization of emergency scenarios. Further, providing these materials to parents in advance and allowing parents to choose to opt their children out of such presentations is recommended.
Table-Top Activities
"Table-tops" are no-and low-stress opportunities to talk through safety scenarios, including the options and tools available to students and staff in these situations. Teachers and SRO's make use of table-tops when they break classes into small discussion or work groups, assign roles to each group-member, and ask them to cooperatively discuss, problem solve, and report back to the larger group. Table-tops are easily modified for a variety of developmental levels that can span from elementary-aged children through to adult staff members. Young children's table tops can be formatted like a game, such as "What Are Sammy's Stay-Safe Choices?" while young adults can engage in more intensive strategic discussions. A seated discussion format enables participants to brainstorm and problem solve, allowing mental preparation, improved awareness, and readiness for potential emergencies.

©2021 Safe and Sound: A Sandy Hook Initiative

Walk-Throughs

A walk-through is another low-stress way to act out the steps or actions that might occur during an emergency. This is not a timed or rushed activity. Teachers can use a walk through model to rehearse the necessary steps or available options in an emergency. A walk-through can be thought of as a "slow motion drill," one that allows for questions and discussion along the way. Many teachers use walk-throughs to prepare students for fire drills, allowing them to calmly and slowly practice the actions of "stopping" as soon as the alarm is sounded, "looking and listening" to the teacher for directions, "standing up," "pushing in" (their chairs), and silently "walking out" to their designated safe spot.

Pre-Announced Drills

This type of drill is an announced rehearsal of emergency responses and protocols. All participants are notified that it is not a true emergency. Participants are not to use the prior announcement to "gain a head start" on their response, but are encouraged to be sure that all of their emergency materials are in order and at the ready.

Unannounced Drills

*Not recommended for active shooter drills. An unannounced drill simulates real-world conditions in that it is unexpected. Participants are to treat the drill as a possible emergency and respond with appropriate emergency protocols.

Full Scale Drills

This type of drill involves not only school students and personnel, but also includes emergency responders and district-level support. Depending on the size of the drill, it may include the support of neighboring agencies and districts.

Simulations

Simulations are the most advanced type of training for civilians. These involve simulated emergency conditions and stimuli in order to condition participants to the emergency environment, as well as to rehearse emergency response.

Advanced Simulations

Advanced simulations are for highly trained emergency responders and are designed to simulate the emergency conditions and stimuli they may encounter in a real emergency.

©2021 Safe and Sound: A Sandy Hook Initiative

KEY CONSIDERATIONS FOR TEACHING AND TRAINING SAFETY PREPAREDNESS

It Takes a Team

Two heads–or three or four–are better than one. When planning for teaching and training, remember that you are not alone. Involve teammates, parents, and support staff whenever possible in order to generate ideas, pool resources, and maximize student success.

Teaching Before Training

We believe in teaching before training, providing simple, developmentally appropriate learning opportunities to all individuals prior to engaging in practice or drills. For individuals with special needs–and the adults that care for them–teaching before training is critically important in order to reduce anxiety, build confidence, and foster the essential life skills of safety.

No Drama, No Trauma

While highly sensorial and dynamic training is essential for emergency responders and military personnel, this level and type of training is not necessary in order to teach young children, teachers, and other civilians the critical skills of safety. Additionally, exposing these populations to unnecessary stressors and simulation-style activities and drills may increase the risk of trauma, fear, and anxiety among students, parents, and staff. We advocate a focus on the simple behaviors and actions required to stay safe during a crisis, similar to the way students and staff have safely trained for fire safety through decades of simple, behavior-oriented drills–without simulated smoke and fire.

Practice Makes Progress

Once foundational understanding and skills are in place, it's time to practice! Practice is essential to familiarize children and students with emergency routines, expectations, and actions. More importantly, practice helps develop muscle memory for early learners, reducing the likelihood of panic or "freezing" during a time of crisis. The goal of practice should be progress, overall improvement and maintenance of skills. Regularly scheduled opportunities to engage in safety activities and drills, can progressively build confidence, independence, and essential safety skills (see Charts 1 and 2, and Figure 1 above for guidance in following a gradual progression of safety education activities, building toward practice/drills).

Tailor Your Teaching

Parents and teachers of individuals with special needs are masters of modification. They understand that no two individuals–and often no two days–are the same. We've designed these frameworks to be expanded or contracted to meet the unique needs of individual students and student groups. For example, you may stretch one instructional framework into a weeklong unit of mini-lessons and activities; or alternatively, choose to target one concept or activity within the framework as a mini-lesson of its own. Additionally, you may prioritize the topic of one framework over another to build upon prior knowledge or student confidence before introducing a newer or more challenging topic.

©2021 Safe and Sound: A Sandy Hook Initiative

Skills for Life

Special educators have long taken a "life skills approach" to teaching children and students with disabilities, identifying what an individual can do and progressively skill-building toward independence from that point. In this way, the individual learns skills that can be generalized across settings such as home, school, out in the community, and throughout their lives. When it comes to teaching safety, our approach should be no different. The skills for staying safe are life skills that will serve our children and students well beyond the walls of the schoolhouse.

Location, Location, Location

This Teaching & Training guide provides topical instructional frameworks that offer guidance, practical teachings, and tools for essential areas of safety preparedness. In using this guide to plan teaching and training activities, it is imperative that educators and parents consider their own regional and geographic requirements and protocols. For example, high wind and weather drills in Kansas (typically involving moving to storm shelters) vary greatly from those conducted in Maryland (typically Duck and Cover drills). These frameworks were designed to be adapted to meet the specific needs of individual learners and the unique setting of their learning environments, from PreK-high school, urban to rural, and region to region.

As such, we recommend use of these frameworks as templates for teaching and training in other areas prioritized or required by your school, district, or geographic location. Examples could include but are not limited to Tsunami, Flash Flood, Mudslide, Environmental Hazard (chemical spill, gaseous fumes, etc.)

Words Matter

Especially when teaching and training children, and even more so when teaching and training about potentially stressful or frightening circumstances, the words we use can make all the difference. A focus on the positive–"staying safe" as opposed to "being in danger," and "the helpers" as opposed to "a bad guy," helps reframe our purpose from preparing for a crisis to preparing for safety.

Keep it Simple

Regardless of the age or level of the individual, simplifying expectations, actions, and language is key to success when it comes to safety preparedness. Using developmentally appropriate activities and language can make all the difference. A focus on more universally applicable actions and concepts serves children and students best. Choosing actions and words with positive or neutral associations like "go" or "leave," over those that may connote danger or fear, like "escape" or "run" can reduce potential anxiety and trauma impact, and support safe and empowering experiences.

The ***Stay Safe Choices*** resource from Safe and Sound Schools' Straight-A-Safety Toolkits, provides sample language and parent and teacher guidance for familiarizing children and students with developmentally appropriate actions (see Appendix A).

UNIT INTRODUCTION: SAFE TO BE ME!

Instructional Framework

ESTABLISHED GOALS

- Learners will explain/demonstrate what it **means** to be safe
- Learners will explain/demonstrate what it **feels** like to be safe
- Learners will understand that **being safe helps them learn and grow**

DESIRED RESULTS	
Transfer	
Learners will be able to... • describe what it means to be safe • describe what if feels like to be safe	
Meaning	
Understandings Learners will understand that: • some situations can be unsafe • we can stay safe by learning what to do and knowing who can help	**Essential Questions** • What does it mean to be safe? • Why is it important that we are safe? • What are some things we do to be safe here at school? • What are some things/people/actions that make you feel safe?
Acquisition	
Learners will know: • what it means to be safe • why it's important to be safe	Learners will be skilled at: • identifying feelings of safety • recognizing that it is important to be safe

©2021 Safe and Sound: A Sandy Hook Initiative

EVIDENCE	
Evaluate Criteria	**Assessment Evidence**
Authentic Performance: Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will create an art project for a gallery walk/show or share and tell activity. The project should depict what safety means, feels, or looks like to the student.
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as a quiz or pretest.	**Other Evidence:** Using Every Pupil Response (EPR) techniques, learners will indicate yes/no response to safe/unsafe scenarios. Examples include: • Thumbs up/thumbs down-Learners respond yes/no to teacher questions and prompts, utilizing thumbs up/down • Yes/no communication card/tools-Learners respond yes/no to teacher questions and prompts, utilizing thumbs up/down • Clothesline - Learners move to a place in a human line that most closely matches their level of understanding. The line is a continuum, with the beginning of the line indicating no understanding of a concept and the opposite end of the line indicating a high level of understanding. • Four Corners - Learners move to a corner of the room (assigned with a value/answer that most closely matches their answer/level of understanding (i.e., 1-4, "agree," "somewhat agree," etc.) • Fist of Five - Learners respond to a whole class question by showing the number of fingers that corresponds to their level of understanding (one being the lowest, five the highest). For learners with fine motor or gross motor disability, touch cards, buttons, or assistive technology can be used to indicate a response.

SUGGESTED LEARNING ACTIVITES

- **Share a Story** – Explore the concepts of safe and unsafe through a read-aloud or video followed by discussion (see Teacher's Toolbox section).
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Talk it Out** – "When I feel safe at school, I can…" Discuss what we can accomplish when we feel safe at school. Examples include: learn, daydream, play games with my friends, read a book, paint, make friends, draw, play on the playground, practice my numbers, do science experiments, listen to a story, make music…be me!
- **Page by Page** – After discussion: "When I feel safe at school, I can…" create a class/group book or slideshow. Each learner will choose something they can do when they feel safe and create a picture to be shared once assembled.
- **Map it Out** – Make a class anchor chart (a reference/reminder poster) using learner responses to "When I feel safe at school, I can…" Review the chart to establish the "why" for learning about safety - everyone should feel "safe to be me" to learn and grow here.

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Produce It** – Create a video showing safe and unsafe choices (walking in the hallway or classroom, using playground equipment properly, sitting in chairs safely, etc.).
- **Learn Through Play** – Develop a play with speaking parts and/or props depicting what it feels like to be safe. Present the play to parents, other/younger groups, or their school community, reinforcing and sharing learning.
- **Report It** – "Student reporters" develop interview questions to ask others in school or in the community about safety, what safety means to them, what it looks like, and how it feels to be safe. Following their interviews, students can "report" to classmates, other groups, or on school broadcasts.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and videos:

- *What Does It Mean to Be Safe?* Picture book and read aloud video https://youtu.be/rHpi3j61V4Y
- *I Can be Safe: A First Look at Safety* by Pat Thomas https://amzn.to/3jyi4ky
- *Rocket's Sense of Safety and Beyond* – lessons, activities, and resources for teaching safety https://bit.ly/2ZjfIPE

©2021 Safe and Sound: A Sandy Hook Initiative

HELP IS ALL AROUND ME!

Instructional Framework

ESTABLISHED GOALS

- Learners will identify "helpers" in their school and community.
- Learners will learn that helpers have skills and tools to keep them safe.
- Learners will learn that many school and community helpers wear a badge, so they can be easily identified.
- Learners will learn that some people in their community may not wear a badge, but could still be a safe person to go to in an emergency.

DESIRED RESULTS

Transfer

Learners will be able to...
- identify helpers within their school and community.

Meaning

Understandings
Learners will understand that:
- helpers can be found at school and in the community.

Essential Questions
- What do you think a helper looks like?
- How can you identify a helper?
- What helpers do you know in the school and in your community?
- When would you need a helper?

Acquisition

Learners will know:
- helpers are people who live and work in your school and community to keep you safe
- helpers can be a teacher, counselor, staff member, custodian, librarian, etc.
- community helpers consist of police, fire fighters, EMT, doctors, nurses, etc.

Learners will be skilled at:
- identifying school and community helpers.
- identifying which helper can help in different situations.
- identifying people that could be safe helpers.

©2021 Safe and Sound: A Sandy Hook Initiative

Acquisition (Continued)	
• helpers can have tools, equipment, and skills to help if we are hurt or in danger (cell phone, first aid kit, CPR skills, radio, firetruck, fire ax, police car, handcuffs, taser, sidearm, etc.) • many helpers wear a badge, but others like “grandmas and grandpas” or parents with other children may still be able to help us get to safety or call for help.	

EVIDENCE	
Evaluate Criteria	**Assessment Evidence**
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will be able to identify pictures of school and community helpers. • Learners will communicate (written or verbal) which helpers could help in different situations. • Learners will identify skills, tools or equipment which helpers might carry to do their jobs.
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Demonstration of knowledge through a learning game such as **Kahoot** (free to sign up), providing an informal assessment opportunity • Demonstration of knowledge through a project or activity such as a matching game, memory game, worksheet (see suggested learning activities on the next page)

©2021 Safe and Sound: A Sandy Hook Initiative

SUGGESTED LEARNING ACTIVITIES

Summary of Key Learning Events and Instruction

- **Share a Story** – Explore the concept of "helpers" through a read-aloud or video followed by discussion (see Teacher's Toolbox section).
- **Social Script** – Develop a customized social script, using photographs of the school, campus, and its community helpers. Present as a slideshow or with another digital application.
- **Memory Game** – create a memory game with helpers and pictures of their job (a picture of a firefighter and the matching picture of fire, a picture of a store clerk and the matching picture of a cash register, picture of your school librarian and matching picture of books, etc.)
- **Take a Trip** – take students on a field trip to visit different community helpers (firefighters, police, grocery store clerk, doctor/nurse, etc.) or virtually visit with community helpers.
- **Tag!** – give students a "helper badge/sign" that they can give to various adults in the school (teachers, secretary, nurse, counselor, custodian, aides, etc.) Have students explain why they "tagged" that person.
- **Pictionary** – teacher or students draw a community helper, school helper, objects that identify a helper, or situations in which a helper would be present. The other students will guess which helper is being drawn.
- **Talk it Out** – Discuss the different community and school helpers. Be sure to discuss what to do when we are lost–how to look for someone with a badge, a store clerk, someone who looks like a grandparent, or parents with other children.
- **Living Wax Museum** – Invite learners to dress up as different community/school helpers and showcase their community helpers with a brief presentation or demonstration.

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Job "Interviews"** – Learners will choose a school/community helper to research and interview. Suggested research could include the helpers' duties, how they help keep people safe, education/training required to do their job, etc. Learners can then create a presentation to share (written, oral, digital, etc.) with peers, parents, and community members.
- **Badges of Honor** – Learners will choose a badge that a school/community helper wears and draw it. Learners label/define symbols or pictures on the badge. Create a display or host a gallery walk to showcase the artwork.
- **School Safety Hall of Fame** – Organize and host an awards program or event for Safe and Sound Heroes in the community.

©2021 Safe and Sound: A Sandy Hook Initiative

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and videos:

- *Community Helpers Fingerplay* https://youtu.be/s3pvkJOL1bg
- *Sesame Street: Heroes in Your Neighborhood* https://youtu.be/Cfi4EfQSFMU
- *What Does a Police Officer Do in an Emergency?* https://youtu.be/_hSiRCfqFqM
- *How Do Firefighters Help the Community?* https://youtu.be/jI7fJweAPRo
- *Helpers Are in Your School to Keep You Safe* https://youtu.be/OqVyjZb3D3k
- *Community Safety Helpers in Our Community* https://youtu.be/HR345ERATFE
- *Show Me Community Helpers: My First Picture Encyclopedia* by Clint Edwards https://amzn.to/3nmxauj
- *Police Officers on Patrol* by Kersten Hamilton https://amzn.to/3vIkUZ8
- *Busy People Police Officer* by Ando Twin and Lucy George https://amzn.to/3b3uLPx
- *Police in Our School* by Becky Coyle: https://amzn.to/3Ch2aT2

Games and activities:

- Memory Game Maker: https://interacty.me/products/memory-game
- Memory game tutorial: https://youtu.be/DX2crgVxSVs
- Free Community Helpers resources on Teachers Pay Teachers website https://bit.ly/3BaEONs
- *Rocket's Sense of Safety "Find Safe People Lessons"*– Free resources and lessons offered by The Hero In You Foundation: https://rocketrules.org/additional-sos-activities/

©2021 Safe and Sound: A Sandy Hook Initiative

I CAN SPEAK UP FOR SAFETY!

Instructional Framework

ESTABLISHED GOALS

+ Learners will be able to identify safety concerns or unsafe situations.
+ Learners will identify adults or "helpers" to report safety concerns to.

DESIRED RESULTS

Transfer

Learners will be able to...
- describe safe vs. unsafe situations (in the classroom, on the playground, outside weather, in public, or at home).
- Identify a "helper" or "safe" person (teacher, teaching staff, police/EMT, firefighter, store clerk or someone with a badge).

Meaning

Understandings
Learners will understand that:
- sometimes unsafe situations occur (e.g. stormy weather, accidents, stray animals on the playground)
- teachers, school staff, police/EMT, firefighters or people wearing a badge are some of the "helpers" they can go to for help.

Essential Questions
- What are some things that are safe to do? Unsafe?
- What are some things (or rules) that you already know about staying safe?
- Who can help you if you feel unsafe or if you see something that might not be safe?

Acquisition

Learners will know:
- how to identify other safe "helpers."
- how to tell a "helper" about a safety concern or an unsafe situation.

Learners will be skilled at:
- differentiating between safe and unsafe situations.
- identifying other safe "helpers"
- being able to report a dangerous or unsafe situation.

©2021 Safe and Sound: A Sandy Hook Initiative

EVIDENCE

Evaluate Criteria	Assessment Evidence
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will sort picture cards illustrating various safety situations into safe and unsafe categories. • Learners will read or listen to short descriptions of people and will pick the best "helpers."
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Anecdotal observations – Involve learners in a group discussion about stranger safety. Take note of their knowledge of these individuals prior to learning. • Every Pupil Response – Use thumbs up, thumbs down or other EPR strategy to identify safe and unsafe situations. • Written, oral, or digital quizzes – Conduct routine comprehension checks throughout learning activities to assess learner understanding.

SUGGESTED LEARNING ACTIVITIES

- **Share a Story!** – Use picture books or videos to introduce key concepts and activate prior knowledge of safety. Teachers may simply refer to books, videos, activities about safety previously shared/conducted. Examples may include: stranger safety, fire safety, playground safety, etc (See Teacher's Toolbox section).
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Scavenger Hunt** – Hunt for things and people that help us stay safe. Break players into teams and provide each team a different color of post-it notes. Set a timer for a limited period and Invite players to tag people and things that support our safety. Items may include exit signs, exits, door locks, areas of refuge, first aid kit, telephone, PA speaker, fire extinguisher, teacher, aide, school resource officer (SRO), custodian, nurse, sink/handsoap, friend, etc. Following the activity, teams explain why they tagged various people and objects. Teachers can point out additional features that students may not be aware of (fire retardant carpet, emergency lights, 2-way radios, cell phones, etc.)

©2021 Safe and Sound: A Sandy Hook Initiative

SUGGESTED LEARNING ACTIVITIES (continued)

- **Charades** – Display/label various safety situations on cards and place the cards in a bag. Each player (or small group) draws a card from the bag and creates their own demonstration. Players can present their charade to other teachers and peers, allowing them to guess the charade, facilitating conversations and reinforcing concepts of safe and unsafe.
- **Memory Game** – learners match safety scenario card pairs as part of a game of memory (e.g., a stranger approaching/child going to the teacher, severe weather approaching/children going inside, fire in their school or home/students evacuating, etc.)
- **Field Trips/Virtual Field Trips** – Tour various areas with students to discuss safety and nearby helpers
  - outside to the playground around the building/campus
  - inside the building, including "behind the scenes" areas like the office, cafeteria, kitchen, etc. to familiarize learners with the building, available exits, and potential paths to safety. Call attention to exits, intercom system locations, safe rooms/storm shelters (if applicable).
  - to a local store - call attention to store clerks, restroom locations, exits, employee only sections
- **Act it Out** – Practice how to speak up for safety in various scenarios. What would you say? Who would you go to for help?
- **Bingo** – Fill bingo boards (see Teacher's Toolbox section) with various helpers. Describe various helpers or share a short story, asking learners to identify the helper. Players place a chip over each helper described/identified.
- **Sort it Out** – create scenario picture cards and allow students to sort the cards into safe and unsafe piles (See Teacher's Toolbox section). As students sort, discuss why each picture represents "safe" or "unsafe."
- **Talk it Out** – Allow learners to discuss various scenarios in tabletop groups
  - Who could you go to for help (give a situation)?
  - What would you tell that person? (for non-verbal students: How could you show this person you need help?)
  - How might you be feeling?

©2021 Safe and Sound: A Sandy Hook Initiative

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Do and Don't** – In pairs, learners choose a safety situation (playground, classroom, student drop-off/pick-up, tricky person encounter, etc.) One learner will illustrate and describe the situation with the related safe choice or "do" (e.g., returning to the building when thunder is roaring). The other learner will illustrate and describe the same situation with the "don't" (e.g., playing on the playground when there is thunder and lightning). Assemble all illustrations/scenarios as a book to share with others.
- **Post it!** – Create Posters/Handouts with examples of safety situations and ways to "Speak Up for Safety."
- **PSA for Safety** – Learners can create a video message, song or jingle about communicating about safety situations, using their voice, an instrument, sign language, add movement, etc.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books

- *I Can Be Safe: A First Look at Safety* by Pat Thomas https://amzn.to/3jyi4ky
- *No Dragons for Tea* by Jean E. Pendziwol https://amzn.to/3jvkhNz
- *How Do Dinosaurs Stay Safe?* by Jane Yolen https://amzn.to/3psLG6B

Games

- Picture card sort https://bit.ly/2XEuzDg
- Bingo card template https://www.bonus.com/bingo/
- Memory game maker template https://interacty.me/products/memory-game

©2021 Safe and Sound: A Sandy Hook Initiative

TELLING NOT TATTLING

Instructional Framework

ESTABLISHED GOALS

- Learners will recognize the difference between tattling and telling (reporting).
- Learners will understand the importance of reporting safety concerns to a trusted adult.

DESIRED RESULTS

Transfer

Learners will be able to...
- report a BIG problem to an adult.
- find solutions, other than tattling, to solve small problems.

Meaning

Understandings
Learners will understand that:
- reporting a safety concern can keep them and/or others safe, while tattling is "telling on" another person in hopes of getting them in trouble.
- they are able to handle small problems on their own by using their words: "I don't like it when you _____. Please stop!"

Essential Questions
- What does it mean to "tattle"?
- What does it mean to "tell"?
- When is it important to "tell"?
- Why do people tattle?
- How can kids take care of small problems (someone took your pencil without asking) on their own without involving the teacher or adult?

Acquisition

Learners will know:
- the differences between reporting and tattling.
- when it is appropriate to tell a teacher or adult about something other students are doing.
- that they can solve many small problems by communicating with peers.

Learners will be skilled at:
- identifying when it's appropriate to report something to the teacher or an adult.
- identifying when they are tattling.
- being able to figure out a solution other than tattling.

©2021 Safe and Sound: A Sandy Hook Initiative

EVIDENCE

Evaluate Criteria	Assessment Evidence
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will demonstrate understanding of the concepts through post-test activities (paper/pencil, digital, or verbal). • Learners will model how to "use their words" or communicate to handle small problems.
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Every Pupil Response such as thumbs up/ thumbs down or other EPR strategy to identify tattling and telling when presented with various scenarios. • Written, oral, or digital responses throughout the lesson to assess learner understanding. • Anecdotal evidence gathered from group discussion about tattling vs. reporting.

SUGGESTED LEARNING ACTIVITIES

- **Share a Story** – Use picture books or videos to introduce and discuss key concepts of tattling vs. reporting (see Teacher's Toolbox section).
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Post it!** – Create and post classroom Posters/Student Handouts about Tattling vs. Reporting and how to "use your words" or communicate to solve small problems (see Teacher's Toolbox section)
- **Role Play** – have students practice "using their (appropriate not rude) words" or communicate to solve small problems
  - "I don't like it when you take my pencil. Please stop taking my pencil."
  - "I don't like it when you chase me. Please stop chasing me."
  - "I don't like it when you are talking while we are working. I can't concentrate. Please stop talking."
- **Sort it Out** – create scenario picture cards and allow students to sort the cards into telling and tattling piles (See Teacher's Toolbox section). As students sort, discuss why each picture represents "telling" or "tattling."

©2021 Safe and Sound: A Sandy Hook Initiative

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning students through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Showtime** – Invite individuals or groups of students to create a show or play about tattling and reporting or using other solutions other than tattling.
- **Tell a Tale** – Learners can create digital stories about tattling/telling to share with the class or other groups, inviting "audience members" to decide if the story is a "tattle" or a "tell."
- **Jeopardy** – Learners can create a game board or digital game for others using categories such as: Tattling, Reporting, Trusted Adults, Sticky Situations (What would you do?), and True or False.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and Videos:

- *Don't Squeal Unless It's a Big Deal* by Jeanie Franz Ransom https://amzn.to/2Zmz5XX (also available on Youtube https://youtu.be/RT38a51FO64)
- *A Bad Case of Tattle Tongue by* Julia Cook https://amzn.to/3vImoTc
- *Miles McHale, Tattletale* by Christianne Jones https://amzn.to/3CdHtqM (also available on Youtube https://youtu.be/_vCs_E6QLqQ)
- *Tattling vs. Telling* (Youtube Video https://youtu.be/7H21_mkimkM)
- *Am I Tattling or Reporting?* (Youtube video https://youtu.be/iQjQKyrjlys)
- *Miles McHale, Tattletale* (Youtube video https://youtu.be/i3g4-7e2um0)
- *The Legend of Spookley the Square Pumpkin Lesson Plan* by Behavior Saviors on Teachers Pay Teachers website https://bit.ly/3GqZzbA

Classroom Posters

- Tattling vs. Reporting Poster - by Lindsay Flood at TPT https://bit.ly/3pycfXR
- Tattling vs. Reporting Poster and task cards by Kelly Witt at TPT https://bit.ly/2ZlMi32

Games

- *Tattling vs. Reporting Sort* from Savvy School Counselor at TPT https://bit.ly/3b5xDLR
- *Tattling vs. Reporting Puzzles* by Curriculum Castle at TPT https://bit.ly/3GaBEwV
- *Tattling vs. Reporting* Online Game https://www.playfactile.com/tattlingvstelling

FIRE SAFETY

Instructional Framework

ESTABLISHED GOALS

- Learners will recognize the importance of fire safety.
- Learners will participate in routine evacuation protocol.
- Learners will identify multiple evacuation routes/pathways to safety.

DESIRED RESULTS

Transfer

Learners will be able to...
- leave/evacuate safely from their classroom.
- leave/evacuate safely from another location.
- speak up for safety to an adult or community helper.

Meaning

Understandings
Learners will understand that:
- fire alarms are loud but necessary to help everyone get out safely.
- it is not safe to stay in a building where there is a fire.
- it is important to leave the building quickly and calmly when there is a fire.
- a fire evacuation plan can prevent injury and save lives.
- a fire evacuation plan is necessary for school and home.

Essential Questions
- Why is fire safety important for us to know about?
- What are some other reasons we might need to leave/evacuate?
- What makes fire evacuations at school the same as fire evacuations at home?
- What makes them different?
- Why is it important to be calm during an evacuation?
- What are some things you might see, hear, smell, or feel in the event of a fire or fire drill?

Acquisition

Learners will know:
- fire emergency procedures.
- who to tell if they see, hear, or smell signs of a fire.
- key vocabulary associated with a fire evacuation plan.

Learners will be skilled at:
- leaving/evacuating the building.
- communicating to someone else about a fire danger/threat.
- practicing calm behavior during a fire or fire drill.

©2021 Safe and Sound: A Sandy Hook Initiative

EVIDENCE

Evaluate Criteria	Assessment Evidence
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will role play communicating (speaking or hand signals) fire dangers to an adult. • Learners will demonstrate safe evacuation (drill) from their classroom. • Learners will demonstrate safe evacuation (drill) from other locations within the school.
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Learners will complete a vocabulary quiz (digital or paper/pencil) matching the vocabulary word to a corresponding picture. Examples may include: · Fire Truck · Badge · Hydrant · Evacuate · Alarm · Smoke · Flame/Fire · Firefighter • Learners will create a fire evacuation map of their school/classroom and home.

SUGGESTED LEARNING ACTIVITIES

- **Share a Story** – Use picture books or videos to introduce key concepts of Fire Safety (see Teachers' Toolbox section).
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Field Trip** – Visit the fire station, host the mobile "fire house," or watch Visit the Fire Station video https://youtu.be/MDhfKlbkzs4
- **Walk Through** – Practice a fire evacuation drill from the classroom and from other locations within the school. Try it in "slow motion" for the first few practices, "freezing" (pausing) at times to talk through the steps or pose a question or dilemma to the group (e.g., "If the door is hot, what should we do?")
- **Role Play** – have students roleplay different fire safety scenarios, inviting learners to choose the safest course
- **Sound the Alarm** – Familiarize children/students with the sound of the fire alarm and flashing lights (if any), providing support for students with sensory or anxiety issues. If possible, schedule a time for students to activate the alarm themselves.
- **Host a Hero** – invite firefighters to come into the classroom or zoom with students.

©2021 Safe and Sound: A Sandy Hook Initiative

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Field Report** – Visit the local fire department or mobile "fire house" to engage with the firefighters, see their equipment, take a tour, and report back to other classes or groups about their visit. A video or slideshow is a great way to share the experience.
- **Obstacle Course** – Invite learners to create an obstacle course for others to navigate through to safety. Students can include labeled fire hazards (hot door handle, smoke, fire, blocked entrances/exits, etc.), key fire safety vocabulary and rules (hydrant, alarm, walking-don't-run, follow directions, etc.) to help teach others.
- **Spread the Word** – In groups or pairs, create a Fire Safety Pamphlet to share with other classes and community members. Contents may include: what to expect if there is a fire, what to do, who will help- what might they be wearing or tools they might use, and the importance of remaining calm and following directions.
- **Map It Out** – Invite learners to create a map of their classroom evacuation routes (including map elements such as map legend, compass rose, etc). Inspect each room of the building to ensure that an evacuation map is posted. Check that the map is correctly oriented, easy to read, posted at a readable height, and current. Improving upon posted building evacuation maps can be a great service project and learning opportunity.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and Videos:

- *Fire Drill Procedure* https://youtu.be/5MN6MED0vXo
- *Fire Drill Procedure showing Right and Wrong Way* (high school) https://youtu.be/LFzBpiVMAww
- *Firefighter Voice Clip* https://youtu.be/ihzdxtl5mEs
- *Pete the Cat: Firefighter Pete* by James Dean https://amzn.to/3jx4sGa (also found on Youtube https://youtu.be/AvuHfFq6gI4)
- *Arthur's Fire Drill* by Marc Brown https://amzn.to/2XFCgJn (also found on Youtube https://youtu.be/rzbj0jYzRr8)
- *I Can Be a Superhero During a Fire Drill* by Rachel Copeland https://amzn.to/3vEqLys (also found on Youtube https://youtu.be/dQbpqyCKsTM)
- *Arthur's Fire Drill Video Story* https://youtu.be/MS30v2Cz5x8
- *Let's Visit the Fire Station* https://youtu.be/MDhfKlbkzs4

TEACHER'S TOOLBOX: TOOLS & RESOURCES (continued)

Social Scripts:

- *Fire Drill/Social Script Adapted Book* https://bit.ly/3jylgfU
- *Fire Drill Social Script* https://bit.ly/3pwuNrv

Acitivity Sheets:

- *Clever Classroom* - nominal cost through TPT https://bit.ly/3jrv1wr
- Apples4theteacher Fire Safety Week Printables http://www.apples4theteacher.com/holidays/fire-safety/printables/
- *Fire Safe Kids* http://www.firesafekids.org/activities.html

Online Games:

- Sparky Schoolhouse for iPads – videos, cross-curricular activities, vocabulary, crafts, games, and more https://sparkyschoolhouse.org

WIND AND WEATHER SAFETY

Instructional Framework

ESTABLISHED GOALS

- Learners will identify types of severe weather (e.g., tornado, hail, thunder, lightning, etc.)
- Learners will become familiar with emergency actions required to stay safe in case of severe weather/severe weather warnings.

DESIRED RESULTS

Transfer

Learners will be able to...
- identify unsafe weather conditions.
- perform tornado/emergency weather protocols.

Meaning

Understandings
Learners will understand that:
- it is unsafe to be outside in severe weather
- emergency protocols help keep people safe in case of severe weather/tornadoes.

Essential Questions
- What are some types of weather that we see?
- What are some warning signs of severe weather approaching?
- What do you know to do if there is severe weather?
- Where would you go if you were outside when severe weather/tornado approached?
- What safe place would you go if you were inside when severe weather/tornado approached?

Acquisition

Learners will know:
- types of severe weather that occur in their area.

Learners will be skilled at:
- identifying warning signs of severe weather/tornadoes.

©2021 Safe and Sound: A Sandy Hook Initiative

Acquisition (continued)	
• warning signs of severe weather/ tornado. • tornado protocols and where to go in the event of a tornado.	• identifying actions to take to be safe in case of severe weather. • determining safe places to go in the event of severe weather/a tornado.

EVIDENCE

Evaluate Criteria	Assessment Evidence
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will identify pictures of severe weather • Learners will identify types of severe weather in their region/locality. • Learners will identify appropriate actions to stay safe in case of severe weather/tornado. • Learners will demonstrate appropriate actions to stay safe in case of severe weather/tornado.
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Demonstration of knowledge through sequencing severe weather/tornado protocols (see sample Visual Sequence cards in Appendix). • Learners demonstrate knowledge with a quiz such as this one on Kahoot (https://bit.ly/30Mk3Lm). • Demonstration of knowledge through matching the severe weather/tornado vocabulary words with the corresponding pictures.

SUGGESTED LEARNING ACTIVITIES

- **Share a Story** – weather and weather safety.
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Follow the Leader** – Learners follow the leader through the steps of the tornado/ shelter protocol (first with teacher, then with individual learners).

©2021 Safe and Sound: A Sandy Hook Initiative

SUGGESTED LEARNING ACTIVITIES (continued)

- **Sort it Out** – Using Weather Task Cards (https://bit.ly/3m8eYVQ), cut and laminate so each learner has their own task cards to sort into two groups: severe weather and safe weather. Once sorted, discuss types of severe weather and signs of severe weather.
- **Storyboard** – Use the picture board to familiarize the learners with Tornado Safety Vocabulary and Protocols (see Teacher's Toolbox section).
- **Sequence the Steps** – Create sequence cards for the steps of the weather safety protocol. Practice sequencing the cards before practicing the protocol together.

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Field Trip and Interview** – visit the local news station to watch a meteorologist give a live report (Most news studios will allow children/students to have a turn in front of the green screen!). Invite each student to prepare at least one question to ask the meteorologist during Q&A time.
- **Weather Report** – learners compose and present a weather report based on research of a real weather event. The report should advise viewers of what to watch and listen for, as well the appropriate actions to take to stay safe.
- **Diorama** – learners create a diorama depicting severe weather (tornado, high winds, thundersorm, hail, sleet, etc.). and compose a short summary and weather advisory to accompany their diorama display. Invite others to a gallery walk to celebrate completion and share knowledge with others.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books

- *Tornadoes* by Gail Gibbons https://amzn.to/3CdO5p6 (read aloud on youtube https://youtu.be/m2jKHYns7aA)
- *Tornado Safety with Roy* by E. Moore https://amzn.to/3vEIxl3 (read aloud on youtube https://youtu.be/ZuL6H6lZBQY)
- *Tornado Reading Passage and Comprehensions Questions* by Reading Tree 123 on TPT (FREE) https://bit.ly/30X6lpa
- *Rocket's Tornado Safety Activity Book*, The Hero In You Foundation https://bit.ly/3Gez60L
- *Rocket's Flood Safety Activity Book*, The Hero In You Foundation https://bit.ly/2XIP022
- *Rocket's Hurricane Safety Activity Book*, The Hero In You Foundation https://bit.ly/3pwMHdL

©2021 Safe and Sound: A Sandy Hook Initiative

TEACHER'S TOOLBOX: TOOLS & RESOURCES (continued)

Books

- *Lions, Leopards, and Storms, Oh My!* by Heather Beal https://amzn.to/3B8SgS2
- *Franklin and the Thunderstorm* by Paulette Bourgeois https://amzn.to/3pyQQ0S
- *Tornado Wonders* Curriculum Grade 2 https://youtu.be/GuBdjCaqc0g
- *Otis and the Tornado by Loren Long* https://amzn.to/3m8wcT5 (read aloud on youtube https://youtu.be/fKwautnw3vA)
- *Twister on Tuesday* by Mary Pope Osborne https://amzn.to/3BaHKcW (read aloud on youtube https://youtu.be/XIYH49Mys18)
- *Storms* by Miriam Busch Goin https://amzn.to/2ZgOHM4
- *Thunder Cake* by Patricia Polacco https://amzn.to/3b5i0E9 (read aloud by Patricia Poloacco on youtube https://youtu.be/YhhtKGCsAyY) plus here is the recipe for Thundercake to make with your class! https://www.food.com/recipe/patricia-polaccos-thunder-cake-171669
- *Blizzards* by Betsy Rathburn https://amzn.to/3BaIcb8 (read aloud on youtube https://youtu.be/PUyEx_kZ0Vg)
- *Thunder and Lightning* by Wendy Pfeffer https://amzn.to/3vLXIsP (read aloud on youtube https://youtu.be/420xpe0r4XM)

Videos

- *What is a Tornado?* https://youtu.be/-s3UwOq1P1E
- *Tornadoes for Kids* https://youtu.be/-swnFV_3tVc
- *Tornado Facts for Kids* https://youtu.be/hLhwcf-NULk
- *What is a Hailstorm?* https://youtu.be/1701cmpi69g
- *Bottled Tornado* activity (https://bit.ly/3m6i2C3) and video (https://youtu.be/KvtIWNbMP9g)

Social Script

- *Tornado Drill Story* https://bit.ly/3b6KZaM

Activities and Materials

- Weather Task Cards https://bit.ly/3m8eYVQ
- Tornado activities available on Teachers Pay Teachers website https://bit.ly/3jyODi7

PEOPLE AND ANIMALS

Instructional Framework

ESTABLISHED GOALS

- Learners will identify their "Stay Safe Choices" or actions in the event that an unsafe person/people or animal is inside or outside (classroom, hallway, playground, campus, etc.)
- Learners will recognize the importance of listening to their teachers/counselors and other trusted adults for directions.
- Learners will practice the actions of "Get Out/In or Get Away" to be safe from people or animals that don't belong in school/on campus.
- Learners will practice the actions of "Keep Out" to be safe from an unsafe person or animal outside by staying in/getting to a place that is safe and secured if a danger is outside ("Secure the Perimeter") or inside the school ("Lockdown").
- Students will learn "Hide Out" - stay quiet and out of sight from an unsafe person/situation (Lockdown).

DESIRED RESULTS

Transfer

Learners will be able to...

- Identify situations where they need to get out or get away, keep out, or hideout from an animal or person who might not be safe.
- effectively follow the correct protocols (movement/actions) for getting out or getting away, keeping out, or hiding out in an "out of sight spot."

Meaning

Understandings

Learners will understand that:

- different situations require different actions (e.g., strange animal outside versus strange animal in the classroom).
- "listening" to their teacher or trusted adult will help them make the best decision.

Essential Questions

- What is something that makes you feel safe?
- Who are people in your life that help keep you safe?
- What are some things we do in school to keep each other safe?

©2021 Safe and Sound: A Sandy Hook Initiative

Meaning (continued)	
• if the situation changes, it may be necessary to make a different choice (e.g., We may "get inside" to get away from an unsafe person on the playground. We may need to "get out" if that person comes into our classroom). • the safest choice in a fire danger IS ALWAYS "get out." (Hiding out from fire is dangerous and makes it hard for helpers to find us.)	• Where are places you could go if the place where you are (e.g., classroom, home, store, yard) becomes unsafe for any reason? • How does your body tell you that you are safe or unsafe? • Could your response to a situation (i.e. Stay Safe Choice) change? Why or Why not?
Aquisition	
Learners will know... • to follow the directions of their teacher/counselor/trusted adult • procedures for getting out/in or getting away from an unsafe person or animal • procedures for keeping out an unsafe person or animal • procedures for hiding out from an unsafe person or animal	**Learners will be skilled at...** • Identifying situations that require the choice "Get out/In" (or "Get Away"). • Identifying situations that require the choice "Keep Out." • Identifying situations that require the choice "Hide Out." • Identifying where and how to Hide Out. • Identifying "Get Out" as the safest choice for fire.

EVIDENCE	
Evaluate Criteria	**Assessment Evidence**
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will execute procedures of Get Out or Get Away. • Learners will execute procedures of Keep Out. • Students will execute procedures of Hide Out, identifying various "out of sight spots" in various locations. • Learners will be presented with different scenarios of safety situations. They will show which procedure is needed for that situation. • Learners will distinguish body feelings (safe, scared, mad, confused, sad, comfortable) by drawing or identifying picture cards.

©2021 Safe and Sound: A Sandy Hook Initiative

EVIDENCE (continued)

Other Evidence:
Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.

Other Evidence:

- Learners will use thumbs up (safe) or thumbs down (not safe) to signal scenarios as being safe or unsafe.
- Learners will complete a safe/unsafe cut and sort activity (paper or digital).
- Learners will draw a picture of a safe and unsafe situation.
- Learners will match vocabulary words to pictures. Examples may include:
  - classroom
  - door/window
  - emergency
  - evacuate/get out
  - get in
  - helper
  - police
  - quiet
  - safe
  - unsafe/danger
  - listen
  - change in plans
  - get out/get away
  - keep out
  - hide out

SUGGESTED LEARNING ACTIVITES

- **Share a Story** – Use picture books or videos to introduce key concepts of safety with people and animals.
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.
- **Talk it out** – Discuss things we can do to be safe from danger. "Get out" (of danger, of the way), "Keep out," or "Hide out"
  - When would we use these protocols?
  - Share *Get Out, Keep Out, Hide Out* Poster (see Teacher's Toolbox)
- **Memory Game** – Learners match pictorial scenario cards and choice cards labeled Get out, Keep out, Hide out. Optional extensions could include "Get in" (i.e. thunder on the playground) "Get away" (stranger approaching), etc.
- **Safety Scenarios** – Create scenario cards for small groups to read and discuss. Each scenario can describe/depict a safety scenario (i.e. smell of smoke, Lockdown announcement, a dog spotted in the hallway, etc.) requiring learners to pick a Stay Safe Choice: Get Out, Keep Out, Hide Out).
- **Act it Out** – Present learners with Safe Option/Choices (see Teacher's Toolbox) Model each choice and invite learners to act out/practice each choice in a kinesthetic way.

©2021 Safe and Sound: A Sandy Hook Initiative

SUGGESTED LEARNING ACTIVITES (continued)

- **Field Trip** – Visit different areas of the school/campus to discuss, walk through, and practice Stay Safe Choices.
- **Simon Says** – use the vocabulary words and actions related to each Stay Safe Choice.
- **Picture This** – Learners create a picture depicting each Established Goal individually or in groups.

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Host a Hero** – Invite a School Resource Officer or other school safety official to talk with students about the different dangers that could happen while at school involving animals and people.
- **Post It!** – Students can create a poster or pamphlet depicting the scenarios Get Out, Keep Out, and Hide Out.
- **Which One?** – Ask students to develop safety situations with people and animals and summarize on a notecard (or digital card). After reviewing, compile the cards and invite students or groups to pick from the pile, determining the best stay safe choice for each situation: Get Out (Get In/Away), Keep Out, or Hide Out.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and Videos

- *Evacuating a School* video https://youtu.be/7ErfTv731Rs
- *Who Let the Dog In?* by Becky Coyle https://amzn.to/3jwWaxY
- *The Lockdown Drill* by Becky Coyle https://amzn.to/2Zf3042 (read aloud on Youtube https://youtu.be/Y5rFj38AksQ)
- *Social Story for Lockdown and Active Shooter Drills* with students (by way of projector, individual booklets, or whole group) with group discussion to follow) https://bit.ly/3nnM83h

Activities

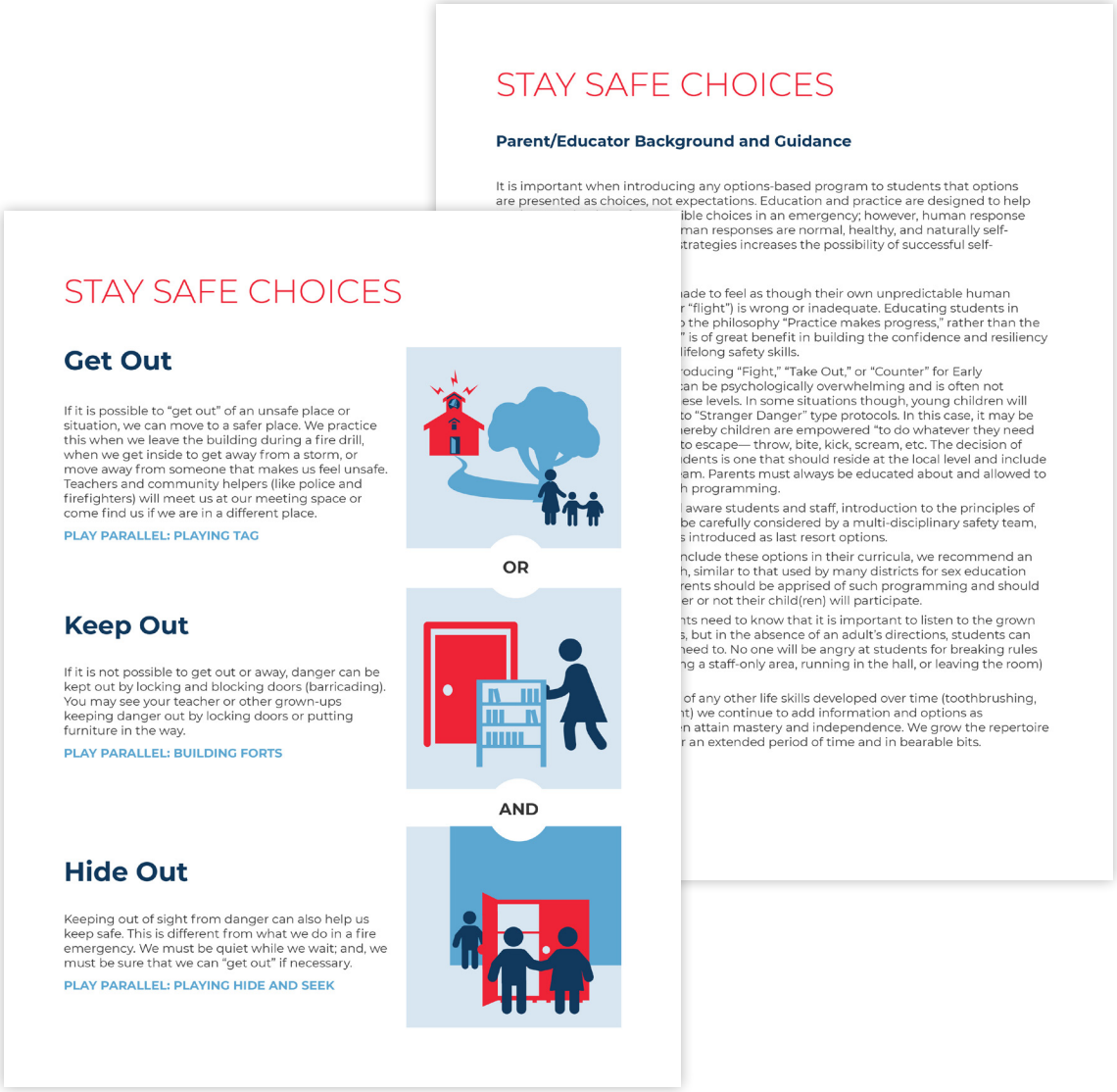
- *Safety Drills* by Pocket of Preschool on Teachers Pay Teachers (Earthquake, Tornado, and Intruder Drills) – includes visual posters and and read-aloud books https://bit.ly/3B7Kyr9
- Kahoot! – Create a Kahoot game with vocabulary words, sequential steps and scenarios of the different protocols https://kahoot.com

©2021 Safe and Sound: A Sandy Hook Initiative

TEACHER'S TOOLBOX: TOOLS & RESOURCES (continued)

- SeeSaw – teachers can create procedural activity to use with each protocol https://web.seesaw.me
- TeachersPayTeachers – Find many free/nominal cost resources. https://www.teacherspayteachers.com
- Memory Game – Create a memory game using Google slides. See video link for tutorial. https://youtu.be/DX2crgVxSVs

Stay Safe Choices Poster and Guidance (see Appendix A)



STAY SAFE CHOICES

Parent/Educator Background and Guidance

It is important when introducing any options-based program to students that options are presented as choices, not expectations. Education and practice are designed to help ible choices in an emergency; however, human response man responses are normal, healthy, and naturally self- trategies increases the possibility of successful self-

ade to feel as though their own unpredictable human r "flight") is wrong or inadequate. Educating students in the philosophy "Practice makes progress," rather than the " is of great benefit in building the confidence and resiliency lifelong safety skills.

oducing "Fight," "Take Out," or "Counter" for Early an be psychologically overwhelming and is often not ese levels. In some situations though, young children will to "Stranger Danger" type protocols. In this case, it may be ereby children are empowered "to do whatever they need to escape— throw, bite, kick, scream, etc. The decision of idents is one that should reside at the local level and include am. Parents must always be educated about and allowed to h programming.

aware students and staff, introduction to the principles of be carefully considered by a multi-disciplinary safety team, s introduced as last resort options.

nclude these options in their curricula, we recommend an h, similar to that used by many districts for sex education rents should be apprised of such programming and should er or not their child(ren) will participate.

nts need to know that it is important to listen to the grown s, but in the absence of an adult's directions, students can need to. No one will be angry at students for breaking rules ng a staff-only area, running in the hall, or leaving the room)

of any other life skills developed over time (toothbrushing, t) we continue to add information and options as n attain mastery and independence. We grow the repertoire r an extended period of time and in bearable bits.

STAY SAFE CHOICES

Get Out

If it is possible to "get out" of an unsafe place or situation, we can move to a safer place. We practice this when we leave the building during a fire drill, when we get inside to get away from a storm, or move away from someone that makes us feel unsafe. Teachers and community helpers (like police and firefighters) will meet us at our meeting space or come find us if we are in a different place.

PLAY PARALLEL: PLAYING TAG

OR

Keep Out

If it is not possible to get out or away, danger can be kept out by locking and blocking doors (barricading). You may see your teacher or other grown-ups keeping danger out by locking doors or putting furniture in the way.

PLAY PARALLEL: BUILDING FORTS

AND

Hide Out

Keeping out of sight from danger can also help us keep safe. This is different from what we do in a fire emergency. We must be quiet while we wait; and, we must be sure that we can "get out" if necessary.

PLAY PARALLEL: PLAYING HIDE AND SEEK

EARTHQUAKE SAFETY

Instructional Framework

ESTABLISHED GOALS

- Learners will understand what an earthquake is and recognize that an earthquake can be a "safety situation" or unsafe situation.
- Learners will recognize the importance of safety preparedness in the event of an earthquake.
- Learners will be able to identify and practice "drop, cover and hold on" procedures.

DESIRED RESULTS

Transfer

Learners will be able to...
- identify earthquake signals.
- effectively perform drop, cover, and hold procedures.
- identify potential classroom hazards during an earthquake.

Meaning

Understandings
Learners will understand that:
- an earthquake is an unexpected, dangerous event caused by nature.
- there are emergency protocols and drills to help keep them safe in the event of an earthquake.

Essential Questions
- What are some warning signs that tell us something is wrong and we would need to drop, cover, and hold?
- Who are our community helpers that we can go to if we see/hear something that makes us scared, worried, or uncomfortable (connections to prior learning)?
- Why should we drop, cover, and hold in the event of an earthquake?
- What can you do if you are physically unable to drop, cover, and hold?

Acquisition

Learners will know:
- signs of an earthquake.
- how to perform drop, cover, and hold procedures.

Learners will be skilled at:
- identifying signs of an earthquake.
- performing drop, cover, and hold procedure.

©2021 Safe and Sound: A Sandy Hook Initiative

Acquisition (continued)	
• community helpers to go to in case of an emergency. • alternative procedures if they are physically unable to perform drop, cover and hold procedure.	• identifying potential classroom hazards during an earthquake.

EVIDENCE	
Evaluate Criteria	**Assessment Evidence**
Authentic Performance: Tasks that require learners to apply what they have learned and/or demonstrate their understanding.	**Performance Task(s):** • Learners will demonstrate the "drop, cover, and hold on" procedure (or alternative). • Learners will go on a Hazards Hunt using their iPad camera to snap photos of potential classroom hazards during an earthquake. • Learners will sort pictures of community helpers (police, firefighters, teachers, staff, clerks – people with badges) from "tricky" people – those without badges, strangers that we are not sure if they can help us or not. • Learners will identify signs of an earthquake on a test (test should consist of pictures of earthquake, thunderstorm, fire, tornado and intruder emergencies).
Other Evidence: Includes pre-assessment, formative assessment, and summative assessment evidence. Can be individual or group based. Can include informal methods such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay.	**Other Evidence:** • Learners will identify pictures on the Earthquake topic board (see Teacher's Toolbox). • Learners will give thumbs up and thumbs down/other response strategy when asked True or False questions about Earthquake Safety. • Learners will correctly sequence the steps of an earthquake drill (see Teacher's Toolbox for template) learners can demonstrate acquired knowledge while playing Kahoot game. https://bit.ly/3pyjTS3

SUGGESTED LEARNING ACTIVITES

- **Share a Story** – Use picture books or videos to introduce key concepts of earthquake safety.
- **Play and Learn!** – Explore simple lessons, activities and games offered by Great Shakeout www.shakeout.org
- **Make a Plan** – Learners can complete an Earthquake Drill Checklist individually or in groups.
- **Practice, Practice, Practice** – Demonstrate the safety steps for an Earthquake. Use the procedure poster as a guide. (see Teacher's Toolbox section).
- **Scavenger Hunt** – Search the classroom and/or other areas of the school (library, gymnasium, cafeteria) to identify potential hazards (windows, shelves, books, ceiling fans, overhead hanging lights, etc.). Discuss these potential earthquake hazards and how to avoid them in the event of an earthquake.
- **Social Script** – Develop a customized social script, using photographs of the school and campus. Present as a slideshow or with another digital application.

ENRICHMENT AND EXTENSION ACTIVITIES

The following activities may serve older/more highly functioning learners through opportunities to teach others, therefore reinforcing their own knowledge and skills:

- **Do Your Research!** – Learners can work together to research the answers to the following questions: What are some signals of an earthquake? Where do most earthquakes happen? What is the procedure if an earthquake happens? Why do earthquakes happen? What do we do to stay safe if there is an earthquake?
- **Put on a (Slide) Show** – Invite learners to create a slideshow presentation about earthquakes and earthquake safety.
- **Explore and Experiment** – have learners work in teams to research earthquake experiments that show how earthquakes happen (usually using wooden blocks and/or legos). Have each team build their experiment, hold a class discussion on their experiment, and how it represents an earthquake.

TEACHER'S TOOLBOX: TOOLS & RESOURCES

Books and Videos

- *Earthquake Drill Safety Book* https://bit.ly/3jQkJX1
- *Rocket Rules Earthquake Safety* – free book (https://rocketrules.org/earthquake-activity-books-videos/), lessons, activities, and printables from The Hero In You Foundation (https://rocketrules.org).
- *Jump into Science: Earthquakes* by Ellen Prager https://amzn.to/3vIKVav

©2021 Safe and Sound: A Sandy Hook Initiative

TEACHER'S TOOLBOX: TOOLS & RESOURCES (continued)

- *Earthquake in the Early Morning (Magic Treehouse #24)* by Mary Pope Osborne https://amzn.to/3jwwl0O
- *Earthquakes* by Franklyn M. Branley https://amzn.to/2ZhrHgD

Videos

- *The Earthquake Plan* (includes "drop, cover, and hold on" procedure) https://youtu.be/VSvB2US5r-4
- *Kids Earthquake Safety* https://youtu.be/d08QUmxzdKU
- *Ten Ways to Survive an Earthquake* (teachers can pick and choose which ways to show their students; there is one specifically for those that are wheelchair bound) https://youtu.be/hWSu4l1RxLg
- *Earthquake Safety Video Series* https://youtu.be/GSDmqLQmMN0
- *Earthquakes* by Franklyn M. Branley read aloud video https://youtu.be/EHbz_BDM3kQ

Activities

- Great Shakeout: Shakeout Educational Resources https://www.shakeout.org/schools/resources/
- Teachers Pay Teachers – Earthquake educational materials https://bit.ly/3jut0PY
- FEMA Earthquake Safety Activities https://www.dodea.edu/Offices/Safety/upload/2010_FEMA.pdf

APPENDIX

©2021 Safe and Sound: A Sandy Hook Initiative

STAY SAFE CHOICES

Get Out

If it is possible to "get out" of an unsafe place or situation, we can move to a safer place. We practice this when we leave the building during a fire drill, when we get inside to get away from a storm, or move away from someone that makes us feel unsafe. Teachers and community helpers (like police and firefighters) will meet us at our meeting space or come find us if we are in a different place.

PLAY PARALLEL: PLAYING TAG

OR

Keep Out

If it is not possible to get out or away, danger can be kept out by locking and blocking doors (barricading). You may see your teacher or other grown-ups keeping danger out by locking doors or putting furniture in the way.

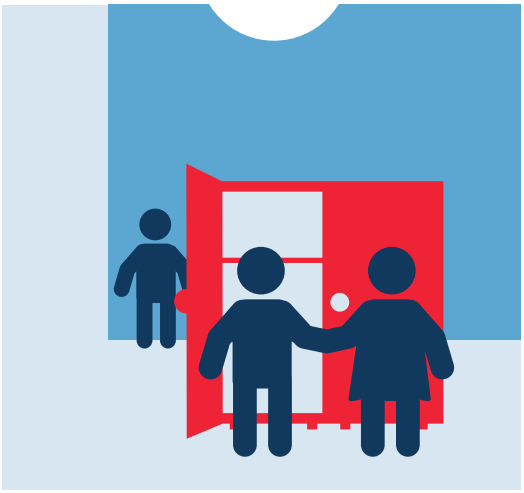
PLAY PARALLEL: BUILDING FORTS

AND

Hide Out

Keeping out of sight from danger can also help us keep safe. This is different from what we do in a fire emergency. We must be quiet while we wait; and, we must be sure that we can "get out" if necessary.

PLAY PARALLEL: PLAYING HIDE AND SEEK



©2021 Safe and Sound: A Sandy Hook Initiative

STAY SAFE CHOICES

APPENDIX A

Parent/Educator Background and Guidance

It is important when introducing any options-based program to students that options are presented as choices, not expectations. Education and practice are designed to help students make the safest possible choices in an emergency; however, human response is unpredictable. Individual human responses are normal, healthy, and naturally self-protective. Practice of certain strategies increases the possibility of successful self-management during a crisis.

- Students should never be made to feel as though their own unpredictable human response (such as "freeze" or "flight") is wrong or inadequate. Educating students in safety practices according to the philosophy "Practice makes progress," rather than the old "Practice makes perfect," is of great benefit in building the confidence and resiliency required for situational and lifelong safety skills.
- We recommend against introducing "Fight," "Take Out," or "Counter" for Early Developmental Levels as it can be psychologically overwhelming and is often not physically manageable at these levels. In some situations though, young children will have already been exposed to "Stranger Danger" type protocols. In this case, it may be helpful to draw a parallel whereby children are empowered "to do whatever they need to" (counter) as a last resort to escape– throw, bite, kick, scream, etc. The decision of teaching these tactics to students is one that should reside at the local level and include a multi-disciplinary safety team. Parents must always be educated about and allowed to opt their children out of such programming.
- Even with more mature and aware students and staff, introduction to the principles of "Fight" and "Counter" must be carefully considered by a multi-disciplinary safety team, never mandated, and always introduced as last resort options.
- For districts that choose to include these options in their curricula, we recommend an "opt-in" or "opt-out" approach, similar to that used by many districts for sex education curricula. In other words, parents should be apprised of such programming and should have the choice as to whether or not their child(ren) will participate.
- As in any emergency, students need to know that it is important to listen to the grown up(s) in charge for directions, but in the absence of an adult's directions, students can make safety choices if they need to. No one will be angry at students for breaking rules (like throwing things, entering a staff-only area, running in the hall, or leaving the room) to be safe.
- Just like the building blocks of any other life skills developed over time (toothbrushing, driving, money management) we continue to add information and options as appropriate until our children attain mastery and independence. We grow the repertoire from simple to complex over an extended period of time and in smaller portions.

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

APPENDIX B

The following levels are designed to assist school communities in determining the awareness levels and capabilities of students and staff. These levels are helpful when considering appropriate education and training activities. A corresponding age window (in parentheses) is included solely to provide general guidance; districts, educators, and parents are encouraged to adapt policies and training programs as per specific audiences and settings. Individual levels may vary greatly due to the unique developmental, cultural, educational, and personal profiles within a community or classroom. It is imperative that school communities consider the individual psychological backgrounds and special educational needs of students when determining awareness levels and considering appropriate education and training. It is essential to include parents in consideration of their child's developmental level, education, and training readiness.

PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

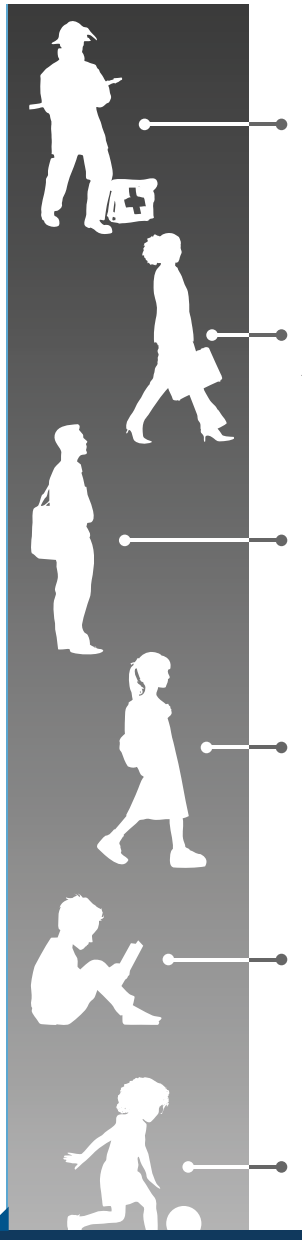
DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

APPENDIX B



PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

- **Demonstrates a general understanding of danger.**
- **Heavily or completely reliant upon adult direction and management during an emergency.**
- **Capable of practicing basic safety options such as "Get Out" (Evacuate) and "Hide Out" (stay out of sight, lights off, remain quiet).**
- **Capable of understanding the concept of "Keep Out" (whereby an adult will lock and barricade classroom entries to "keep out" danger).**

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

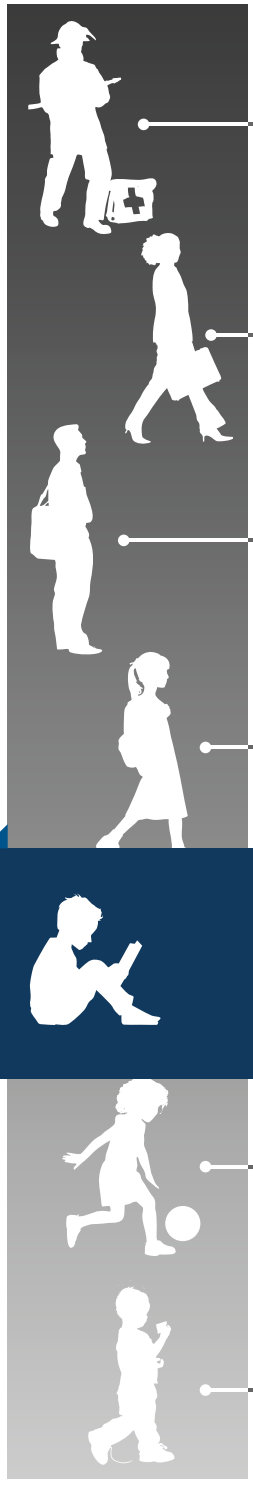
DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

- **Demonstrates the characteristics of Early Awareness.**
- **Capable of providing basic assistance in an emergency (turning off classroom lights, retrieving the first aid kit, or closing blinds at the command of an adult).**

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

- **Demonstrates the characteristics of Developing Awareness.**
- **Capable of assisting an adult in emergency actions such as closing a door, moving furniture, helping to barricade an entry, or calling 911 at the command of an adult.**

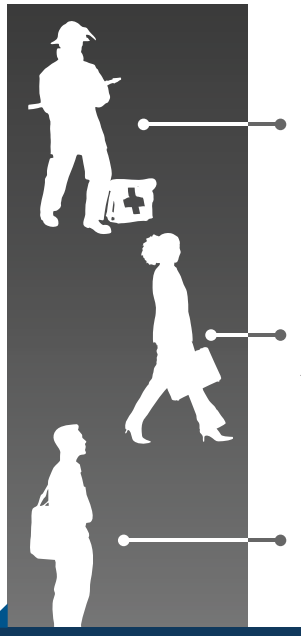
DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

APPENDIX B

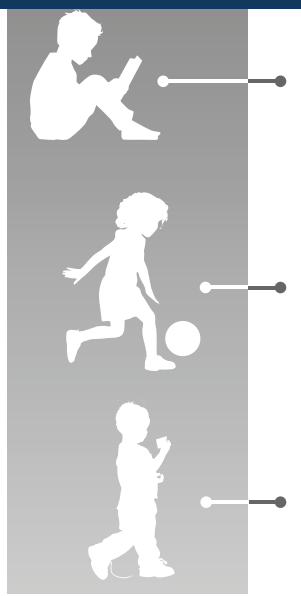


PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School



PRACTICED
Upper Elementary

DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

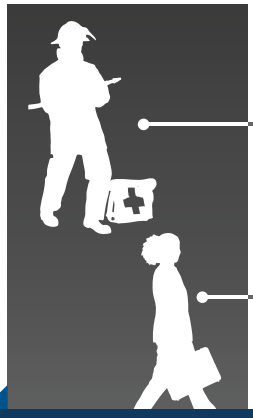
- **Demonstrates the characteristics of Practiced Awareness.**
- **Capable of performing practiced actions independently in an emergency without adult command or direction.**
- **May or may not demonstrate the ability to disrupt the actions of an attacker.***

*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

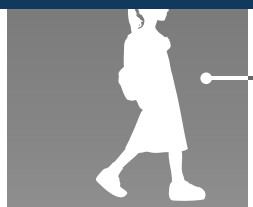
APPENDIX B



PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult



PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

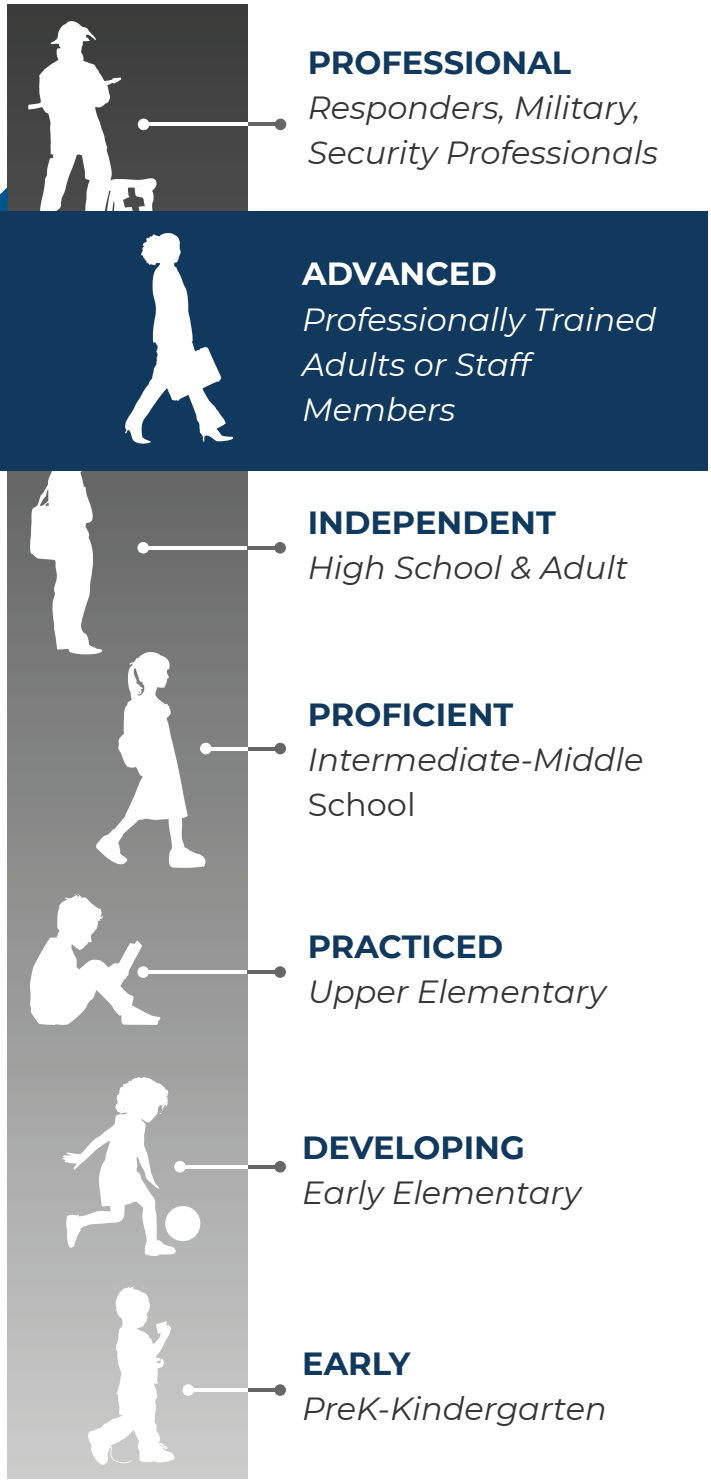
- **Demonstrates the characteristics of Proficient Awareness.**
- **Demonstrates automaticity of response in a variety of safety situations.**
- **Demonstrates the ability to independently apply and adapt safety skills and knowledge in a variety of situations.**
- **May or may not demonstrate the ability to disrupt or thwart the actions of an attacker.***

*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.

©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

APPENDIX B



PROFESSIONAL
Responders, Military, Security Professionals

ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

- **Demonstrates the characteristics of Independent Awareness.**
- **Capable of leading others in an emergency.**
- **Capable of decision-making when confronted by an emergency.**
- **May or may not be capable of counteractive behavior when confronted by an attacker.***

*Protocols developed must consider that the response of any individual under attack is unpredictable.

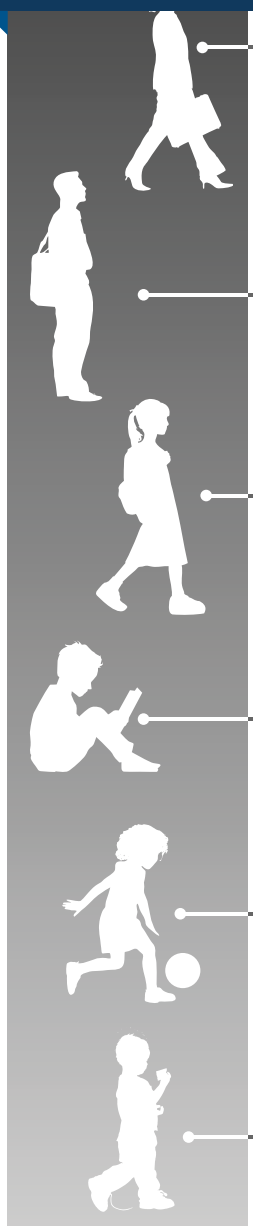
©2021 Safe and Sound: A Sandy Hook Initiative

DEVELOPMENTAL LEVELS OF SAFETY AWARENESS

APPENDIX B

PROFESSIONAL
Responders, Military, Security Professionals

- **Demonstrates the characteristics of Advanced Awareness.**
- **Capable of high-level decision making during an emergency.**
- **Trained and equipped to provide tactical response and counter attack measures to protect life in an emergency.**



ADVANCED
Professionally Trained Adults or Staff Members

INDEPENDENT
High School & Adult

PROFICIENT
Intermediate-Middle School

PRACTICED
Upper Elementary

DEVELOPING
Early Elementary

EARLY
PreK-Kindergarten

©2021 Safe and Sound: A Sandy Hook Initiative

Safe and Sound Schools
www.safeandsoundschools.org