

# Lockdown Drill – Teacher Script

## 4<sup>th</sup> Grade to High School

*To be used after discussing the importance of safety drills (see Safety Drills – Pre-Drill Teacher Script 4<sup>th</sup> Grade to High School)*

**Teacher:** Remember how we discussed the importance of safety drills? To refresh our memories, why do we practice drills?

**Possible student responses:** We need to know what to do in different emergency situations. We practice so we feel more prepared.

**Teacher:** Exactly – and what are my expectations when we practice drills?

**Possible student responses:** Be quiet, listen, follow directions (*examples that NEED to be pointed out: listen, follow directions, voices off, pay attention*).

**Teacher:** Today we are going to talk about lockdown. What does lockdown mean?

**Possible student responses:** There is a situation inside or outside of the building that requires us to stay behind lock doors.

**Teacher:** That's right. Can you give me examples of when we might have to go into lockdown?

*(Make two headings across the top of the chalk/marker board: Emergency Lockdown and Soft Lockdown. Under Soft Lockdown, make two columns: External Reasons and Internal Reasons. Place student responses under the appropriate heading).*

**Possible student responses:**

### **EMERGENCY LOCKDOWN:**

Intruder, active shooter, person with a weapon, or any similar responses where a dangerous intruder is threatening the school.

### **SOFT LOCKDOWN:**

#### **External Reasons:**

- Police are chasing a bad guy.
- A house across the street from the playground is on fire.
- There are toxic fumes in the air because of a chemical accident nearby.

#### **Internal Reasons:**

- A neighborhood dog may have gotten into the school and it is not safe for students to be in the hallway until the animal is safely removed.
- A piece of construction equipment may have to come inside the building and the workers need the hallway to be clear.
- A student may be having an allergic reaction or a medical situation that requires an ambulance and we would want the hallways cleared so that the people coming to help could get to the student as quickly as possible.

**Teacher:** Those are good examples. During a Soft Lockdown, if the situation is outside the building (*refer to their examples*), the principal will lock the exterior doors, and will tell us about the problem. We will not be allowed to go outside the building until we are told that it is safe again. We will continue to have school inside the building just like before.

During a Soft Lockdown when the situation is inside the building (*refer to their examples*) the principal will tell us to stay in our classrooms and will have the teachers shut and lock the classroom doors. If you are not in your classroom (restroom or library, etc.) you will be told to return to your classroom. We will continue to have class, but will not be able to leave the classroom until the principal says it is safe to do so.

**Teacher:** Let's spend a few minutes talking about the emergency lockdown. We may have to go into a lockdown because there is someone in our building that does not belong here (*refer to student's correct examples*). We call that person an intruder. Just like fires, tornados and earthquakes, it is extremely unlikely that an intruder will come to our school, but we do want you to feel prepared, so let's talk about what to do.

How do you think you would recognize someone who does not belong in our building?

**Possible student responses:** They are not wearing a badge; no one else seems to know who they are; someone who has a weapon; someone who looks like a "bad guy"

**Teacher:** It's tough to think about, but an intruder could be anyone. Trust yourself and trust your tummy/gut. If you get that uncomfortable feeling that something doesn't seem right, please tell an adult right away.

Let's talk about the best way to let an adult know about an intruder. First of all, is it okay to interrupt an adult to let them know this information? (YES) What do you think you could say? (THERE IS AN INTRUDER IN THE HALLWAY) How do you think you should say it? (CLEAR, FIRM, SERIOUS VOICE)

**Teacher:** Whenever we are required to go into lockdown because of a dangerous intruder, either I will tell you, or you will here an announcement on the intercom telling teachers to LOCKDOWN. Be calm and quiet, and listen for my instructions.

Depending on what is happening, we will do one of three things, called the 3-Outs: Lock-Out, Get-Out and Take-Out.

Lock-Out means we will lock the intruder out.

Get-Out means we will run away.

Take-Out means we will do whatever is necessary to protect ourselves.

**Teacher:** Let's say, when the lockdown announcement is made, I feel that the safest thing for us to do is to Lock-Out the intruder. What can we do to make it harder for that person to get into our room?

**Possible student responses:** Put things in front of the door.

**Teacher:** Exactly- that is what we call "barricading" the door. Based off the information I have for the situation, if I feel it's safest for us to stay in our classroom and block the door, then that is what we would do. I will need you to listen to my instructions and do

exactly as I say. I will have some of you help barricade the door, and others to turn off the lights and close the blinds. Then we will gather away from the door and remain very quiet.

So, that is Lock-Out; we lock ourselves in a room, barricade the door and remain very quiet. But what do you think we should do if it is not safe to stay in our room, or if we are in the cafeteria or library when the intruder comes in?

**Possible student responses:** Get out, leave, run

**Teacher:** That's right. If the intruder comes into the cafeteria, or library, we will Get-Out, in other words, run. Listen closely to my instructions. We may go to a classroom, or run out of the building.

If you are by yourself when the announcement is made to go into lockdown, go to the closest classroom and stay with that teacher. If you cannot get into a classroom or the office, run out of the building and go to a neighbor's house and tell them what is happening.

If we are in our classroom and I decide that it is not safe for us to stay here, then I will tell you how we are going to get out of the room and where we are going to go. We may go out the door, but if we can't, then we may have to crawl out of the window. We may go to another room, or we may leave the building and go somewhere away from the building. Again, if we decide to Get-Out, I will need you to listen to my instructions and do exactly as I say. It will be important for everyone to stay together and to be very quiet.

**Teacher:** Now let's talk about Take-Out. In the extremely unlikely event an intruder got into our classroom and we could not run away, we would need to protect ourselves. The best way to do that would be to distract the intruder so that we could get away. We could do that by throwing things at the intruder. Everyone take a look around the room and find one thing that you think you could throw at the intruder that might distract him so that you can run out the door. Just like with Lock-Out and Get-Out, I will need you to listen to my instructions and do exactly as I tell you.

Again, I want to remind all of you that each of these situations are extremely unlikely, but just like fire drills and tornado drills, we want you to feel prepared and safe.