Emergency Procedure Lesson Plan: Lockdown Drill

Procedure and Rationale: Every teacher is required to cover all emergency procedures at the beginning of each year and all procedures are tested periodically throughout the year. The Lockdown procedure has become a more realistic emergency procedure to know with cases such as the Virginia Tech shooting and Columbine. Teaching this procedure at the beginning of the year isn’t just a requirement but is a true safety concern for the children. Being able to effectively and efficiently respond to an intruder is a clear safety concern.

Objectives:

1) When the emergency alert is announced over the intercom, the students will respond with the appropriate procedure of closing blinds and doors and lining up along the cubbies immediately.

2) Students will remain quiet and calm along the cubbies (cubby 3 and back) until the “all clear” signal is given.

Steps:

1) Teach

   A) Set context
       Explain to students that lockdown procedures are in response to an intruder in the building. Though we hope this would never happen events like the VT shootings are the reason we must be prepared and know how to respond to help ensure everyone safety.

   B) Provide Instruction
       Read the announcement that will be made to announce a lockdown will be put into effect. Blinds and doors are to be immediately closed. The door windows should be covered and the green or red sign to signify any injuries should be put on the door. Students are to immediately move to the wall lined with cubbies out of sight of the door. Students should be no closer to the door than the third cubby. They are to remain quiet and still along this wall until an administrator comes to the door and an all clear announcement is made. The teacher should also take role and be ready with a note listing any missing or extra children in the room. If children are out of the room at the time of the announcement they should report to the closest room. Explain who is responsible for each job and if students or teachers will complete tasks. Reinforce that students should not open the door for anyone and that until an administrator comes to the door with the all clear and an announcement is made, the class is to stay in lockdown mode.

   C) Model
       Model for children where to line up, how to close blinds, where covers are located, and which sign to place on the door. Children should also be shown how to do teacher responsibilities in case he teacher is unable to complete tasks.

2) Rehearse

   Guide the class in the procedure. Make a fake announcement and have
students go through the procedure. Do it once with teacher guidance and once with the students completely it without step by step guidance. Provide reinforcement both during and after each practice.

3) Feedback

Discuss with students how the rehearsals went and provide feedback and reminders for when the next drill occurs. Remember to use the Sandwich technique and to use nonverbal feedback during the rehearsals.

Resources: Classroom Emergency Procedure notebook

Evaluation: Practice the procedure twice upon initial introduction and then have school wide drills throughout the school year.

Lesson Reflection

Overall the procedure went quite well. The students were all familiar with the Lockdown procedure and quickly mastered the skills. We had not been able to cover this emergency procedure earlier in the year and had a scheduled drill early this morning. This caused the explanation to be rushed and the children’s first practice with the procedure to be an actual drill. We were able to put the drill into context and the children as well as myself provided personal experiences with the Lockdown procedure. During the drill, children all followed directions excellently. I was especially impressed when none of the children squealed when someone rattled the door. In the future I would go over the procedure the day before the drill and have children practice it once that day, which would allow the drill to be a second, less planned practice. For this particular procedure, I felt the author’s steps were too detailed. Though I modeled where to stand there was very little modeling and guided practice required.

Extension: 1<sup>st</sup> and 5<sup>th</sup> Grade Classrooms

1) I observed a first grade classroom during the early morning to look at the similarities and differences between morning procedures, bathroom procedures, and minor differences such as the role of classroom jobs in transitions and classroom responsibilities. Upon arriving in the morning, both grades had students unpack their backpacks, store them in their cubbies, and turn in any papers from home. The major differences between the grades was that the first graders just turned in a folder that the teacher then went through to pull office notes, signed forms, and homework. Whereas in 5<sup>th</sup> grade the children know the procedure needed to turn in each type of these papers. After unpacking 5<sup>th</sup> graders unstack their chairs and start a morning paper and pencil skill. This was different in 1<sup>st</sup> grade because the teacher unpacked the chairs for students and the students were more free to talk, stand, and move while they did an art activity involving gluing.

During morning announcements, 5<sup>th</sup> graders stop their work and watch the morning announcements. In the first grade students kept working and in some cases talking. They also had a classroom leader for the Pledge. Bathroom procedure was also different. The first grade classroom had a bathroom within the room and students could use it as needed. The 5<sup>th</sup> grade class uses a hall bathroom
during a designated time and students are given specific permission to go out. After each class finished work they both read. However, 5th graders read personal books whereas the 1st graders read teacher provided books from a basket in the center of their table. Their personal books are stored in bins with their names on them and are only used during reading. The 1st graders also had jobs to help with transitions. In the 5th grade class the students don’t have jobs because they hold more personal responsibility and overall classroom setup is different.

2) Reflection on similarities and differences
   a. The students’ ages definitely played a major role in the differences in procedures. The 1st graders have fewer personal monitoring skills and are developing important social skills. They are also smaller so tasks such as unstacking chairs can be difficult. Each teacher took the classes overall monitoring behavior into account when establishing expectations. Both classes had visual aids outlining the morning routines but these too reflected the students age. The 1st grade chart was a flow chart with pictures, whereas the 5th grade chart is number sentences.
   b. The teachers’ personal styles were also apparent in the procedures. The 1st grade teacher was more ok with minor distractions and talking. Mrs. Harper likes a calm, quiet classroom, which is apparent in the students not talking during the morning routine. Mrs. Smethurst was also ok with the students moving as needed to do things such as the bathroom.
   c. Both teachers took the possibility of late buses and breakfast into account with morning routines because they didn’t assigned required assignments first thing in the morning.