IMPORTANT NOTE

This program is designed to teach survival skills as well as empowerment and safe-thinking strategies simultaneously. The instructor can feel free to modify the guidelines with the exception of the lesson and safety portion of the activity. These portions have been carefully crafted with the input of safety and survival experts. It is important to teach this part of the program as scripted.

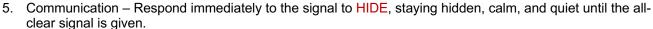
AT NO TIME should anyone be placed in an area or practice skills where injuries could occur. For instance, hiding in a place near sharp objects or where objects may fall, running through wet grass or mud, throwing real objects, etc.



21st Century Skills

Safe Thinking Skill: HIDE WITHOUT DELAY!

- 1. Compare/contrast People who help/People who hurt
- 2. Define What is a hero? Who can be a hero? How can anyone be a hero?
- 3. Identify Effective hiding spots (Safety Triangles, Barriers)
- 4. Collaboration Discuss the Empowerment





SAFETY NOTE!

Regardless of how your door(s) lock (automatically or

manually), it is CRITICAL the door gets locked as soon as

possible. IF your door(s) can only be locked from the

outside, assess the situation before opening the door(s).

After you lock the door(s), make sure to turn out the

lights, lock any windows and block the view into the room. Strategy: Heroes stay calm and quiet when hiding from someone hurtful.



Materials Needed

- Print out or project H.E.R.O. Visual Aid (Provided)
- Print out HIDE! Worksheet (Provided)
- Pens/pencils



The Lesson

Think-Pair-Share on the following question: "What is a hero?"

Defined: Heroes help themselves FIRST, and then help others.

Q: "Can anyone tell me why it is important to help yourself first?"

For elementary-aged students, it is important they understand helping themselves first is safer than being a traditional/stereotypical "hero." H.E.R.O. concepts are designed as a defensive (self-protection) response, not an offensive response.

- Q: "What kind of people hurt you?"
- Q: "What kind of people help you?"
- Q: "Are there people who are sometimes helpful and also sometimes hurtful?"

This is a good place to address the reality some people hurt at times and the same people help at other times. It also is the place to teach them to be situationally aware. For example: We could be suspicious that an invader was someone who was hurtful if they:

- Wear a big overcoat on a warm day
- Are climbing over a fence to get in
- Don't have a visitor badge
- Seem really angry or nervous
- Are following us around
- Trying to get close to us without our permission

Feel free to add examples of previous incidents where a stranger or unauthorized adult came onto the campus.





"Today you are going to learn how to protect yourself from people who are hurtful. You are also going to learn how to be a hero!"

<u>Display</u> the H.E.R.O. Visual Aid or <u>write</u> the following on a board or poster so they can see:

H - A hero HIDES!

E – A hero ESCAPES!

R – A hero RUNS!

O – A hero OVERCOMES!

H.E.R.O. Hiding Skill #1: Lock the door and build a barrier!

"The first thing a hero does when they are hiding is build a barrier!" Q: "What can we use to build a barrier in this room?"

"We would use everything we could to pile them in a knot as high as we can – even as high as the door! Who is seated closest to the door(s)? Whoever is seated closest to the door(s) are our H.E.R.O. Builders. You will be the ones who will build the barrier!"

H.E.R.O. Hiding Skill #2: HIDE! in a Safety Triangle

Q: "Can you find a place where you can hide and can't be seen from the windows or doors?"

"These areas are called Safety Triangles. This is where we want to HIDE from someone who is hurtful. Anyone can HIDE in a Safety Triangle!"



SAFETY NOTE!

SAFETY NOTE!

If you have interior doors into work

rooms or other classrooms, these do not need to be barricaded. Interior

doors may be used as an ESCAPE

route into adjoining classrooms or other safe places to HIDE. Barriers are intended for doors that open to

the exterior, such as a hallway or

outside area.

Windows do not need to be

barricaded since they may be a good

ESCAPE route. However, windows at eye-level and below should be

covered with shades, curtains, or

artwork to keep an intruder from seeing into a room. Windows above

eye level do not need to be covered.

It is MUCH faster, and hence safer, for a student to find an alternative hiding place rather than unbarricading and re-barricading a classroom. Bathrooms are usually NOT the safest place to hide unless there is an interior lock on the bathroom door(s).

Although your door may open outward, you still need to build a barrier against the door! Remember, barriers aren't meant to keep the door closed, they're meant to keep an intruder out.

Activity

"Now we are going to actually build a barrier and HIDE. HIDE quickly! HIDE quietly! Stay hidden until the all-clear signal is given!" If in a classroom being used for the program, check for permission before moving or using items to build a barricade. If permission is not given, discuss the concept and what items would be used.

"When I give you the signal, you are to HIDE in a Safety Triangle and the builders are to build the barrier (if given permission) and then HIDE! This is your signal to HIDE: HIDE! HIDE! HIDE! Ready? Here we go: HIDE! HIDE! HIDE!"

Instructor: Observe where they're hiding. Give them feedback. Give them the all-clear signal.



Assessment/Closing Discussion

Q: "What if you are not in a room when the barricade is built, and you find yourself locked out?"

A: "RUN! Find another hiding place as close as possible."

Q: "Where could that be?"

A: "Another classroom, library, office, or even off campus. Anyplace that is away from an invader."

"Now let's look at how we did when we were hiding:"

- "Give me a thumbs up if you thought we were: Quiet?"
- "Give me a thumbs up if you thought we were: Quick?"

Concluding Activity: HIDE! Worksheet. Compare children's answers to the Answer Key.



