

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 Strategy: **Heroes stay calm and quiet when hiding from someone hurtful.**
5. Communication – Respond immediately to the signal to **HIDE**, staying hidden, calm, and quiet until the all-clear signal is given.



SAFETY NOTE!

This lesson is similar to the typical “Lockdown” procedure. 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.



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 | • Seem really angry or nervous |
| • Are climbing over a fence to get in | • Are following us around |
| • Don't have a visitor badge | • 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.



H.E.R.O.[®]
HIDE. ESCAPE. RUN. OVERCOME.



4-5 ACTIVITY 1: HIDE!

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"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!"

Display the H.E.R.O. Visual Aid or write 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!"



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.



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.



SAFETY NOTE!

It is MUCH faster, and hence safer, for a student to find an alternative hiding place rather than un-barricading 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.



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