

## 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.



### 21<sup>st</sup> Century Skills

Safe Thinking Skill: **ESCAPE WITHOUT DELAY!**

1. Problem Solving – Identify effective **ESCAPE** routes
2. Communication – Respond immediately to the instruction to **ESCAPE!**
3. Critical Thinking – Evaluating **ESCAPE** routes for maximum viability
4. Collaboration - Discuss the Empowerment Strategy: **When it's no longer safe to stay, it's time to get away!**



### Materials Needed

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



### The Lesson

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!**

*“Last time we learned how we can **HIDE** from people who try to hurt us at school or other places. Today we are going to learn how we can **ESCAPE** like heroes!”*

Put students into teams. Assign each team a captain. Their task is to identify as many escape routes as they can. The team that identifies the most routes wins.

*“Look around this room and try to find as many **ESCAPE** routes as we can (e.g., a back door, windows).”*

Have each team share the escape routes they found.

*“Now, let’s go to \_\_\_\_\_ (an alternative location such as the cafeteria, playground, or gymnasium) and find as many escape routes as you can. Each team will share what they found. The team to identify the most routes wins.”*

Have each team share the escape routes they found in the second location. Safe areas can include other rooms away from the invader (office, storage closet, etc.), behind dumpsters, between cars in a parking lot, or off-campus in an adjoining neighborhood, backyard, or business.

*“Everyone must get out of the room or area we’re in as quickly and as quietly as possible. It is important we move as fast as we can. It is important that everyone is completely quiet!”*

*“When looking for a safe hiding spot, remember you don’t have to be inside a room to **HIDE!** You can **HIDE** behind trees or between cars and even in a backyard or nearby store!”*



**H.E.R.O.®**  
HIDE. ESCAPE. RUN. OVERCOME.



**4-5 ACTIVITY 2: ESCAPE!**

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*"If you have escaped and are trying to find a new place to **HIDE**, remember that other rooms might be locked. If you do try to **HIDE** in another room, check to see if the room door is locked. If the door is locked, **RUN** and find another place to **HIDE**!"*



### SAFETY NOTE!

It is important to be aware of the **ESCAPE** routes in your room and area. Check to ensure **ESCAPE** routes are not locked or blocked, preventing evacuation. Prior to teaching this lesson, take the time to locate different **ESCAPE** routes in your room and determine whether or not these **ESCAPE** routes are suitable for the following activities and drills. Student safety should NEVER be jeopardized for the sake of practicing H.E.R.O. concepts. For instance, if your classroom isn't located on the ground floor or if the windows open to a street or public area, you should not practice **ESCAPE** through your classroom windows. Likewise, if your room, location, or layout poses any other significant physical dangers to practicing **ESCAPE**, we DO NOT recommend your students practice **ESCAPE**. However, it is CRITICAL you show your students these **ESCAPE** routes and stress these routes should ONLY be used during an EMERGENCY. By showing your students HOW they can **ESCAPE** during an emergency, you will develop their safe-thinking skills and empower them to **ESCAPE** during a true emergency.



### Practice

*"Today we're going to learn how to **ESCAPE** like a hero!"*

*"When I give you the signal, you need to **ESCAPE**!"*

*"This is your signal to **ESCAPE**: **ESCAPE! ESCAPE! ESCAPE!**"*

*"No pushing or shoving. **ESCAPE** quietly and quickly when you hear the signal. When you **ESCAPE**, you are to **RUN** as fast as you can to a safe hiding place and wait there quietly until the all-clear signal is given."*

Tell the children what safe area you want them to **ESCAPE** to on campus. It may be one of the areas identified from the previous activity, or another area based on campus use and/or safety considerations.

There will likely be more than one **ESCAPE** route from a room. In the case of a real emergency, the route selected will depend on information as to where the danger zones are.

Q: "Are you ready to practice? Any questions?"

Give the signal. Have them practice **ESCAPE**!

**NOTE:** For optimum safety results, you will want to repeat this exercise a second or third time, using a different **ESCAPE** route each time, in a different location altogether, or safely block the route with empty boxes or other storage items as this can happen in real life scenarios.



### Assessment/Closing Discussion

*"Today we identified many different **ESCAPE** routes from different locations. Now let's look at how we did when we were escaping."*

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

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



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