

THE STANDARD RESPONSE PROTOCOL PreK-2+

A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction.
Version 3.0



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER



PEACE

It does not mean to be in a place where
there is no noise, trouble, or hard work.

It means to be in the midst of those things
and still be calm in your heart.

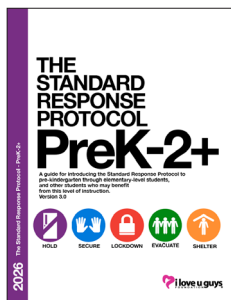




STANDARD RESPONSE PROTOCOL

SRP 2026 PreK-2+ CHANGE HISTORY VERSION 3.0

AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
The I Love U Guys Foundation	Original	2009-03-02	Developed in collaboration with Berks County Intermediate Unit, Reading, PA
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A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction.

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DEDICATION

On September 27th, 2006, a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage, and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation. This book and the work of The Foundation is dedicated to Emily.

PREFACE

The original concept of the Standard Response Protocol came from recognizing that most school safety plans focused on response to individual incidents. Since there is no way to predict every single type of incident, that method leaves gaps in preparedness. After a tragedy, it’s fairly common to hear someone say, “I didn’t think that would happen here,” so the assumption is that there was no response plan for it.

Many safety plans that The “I Love U Guys” Foundation reviewed contained similar response actions being used for a variety of incidents, but they were named different things. The Standard Response Protocol was developed with input from many safety practitioners and is action-based, defining each physical response. When the actions are practiced and understood, they can be used almost universally for any incident. This is a life skill that stretches far beyond the school years.

ACKNOWLEDGMENTS

The Keyes family is grateful to responders A.J. DeAndrea (Jeffco Sheriff’s Office, Ret.) and Mike Denuzzi (Jeffco Sheriff’s Office) for opening the door for discussion and communication in the aftermath of the tragedy, and to former investigative reporter Paula Woodward for making the introduction. (There’s a story there...)

Thanks to Heidi Walts (Broomfield Police Department, Ret.) for being the best sister and sister-in-law to John-Michael and Ellen, and also for giving excellent guidance when they needed it the most.

Additional thanks to Ted Zocco-Hochhalter for introducing us to emergency management for safer schools, to Katherine Zocco-Hochhalter for bringing humanity to the conversation, and to both for sharing their knowledge and friendship.

The Foundation is also appreciative of the many people who helped with the development and ongoing refinement of The Standard Response Protocol.

LEARN FROM THE HELPERS: 5 ACTIONS THAT KEEP US SAFE

Many thanks to the contributors who made this program possible, including all the creativity and planning that went into the companion book *Learn From the Helpers: 5 Actions That Keep Us Safe*.

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“Tactics are intel driven.”

What we plan is based on what we know.

“But the environment dictates tactics.”

What we do is based on where we are.

- Deputy Chief A.J. DeAndrea

– Civilian Translation: John-Michael Keyes

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ABOUT THE “I LOVE U GUYS” FOUNDATION

Mission

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations, and government entities.

Commitment

The “I Love U Guys” Foundation is committed to several guiding principles. Foremost among them is our dedication to continuously review and update all materials to ensure accuracy, clarity, and timeliness.

We are also committed to providing our programs and resources at no cost to schools, districts, departments, agencies, and organizations.

This work is made possible through the generosity of our donors, training hosts, and Mission Partners (see *Partner with Love* at iloveuguy.org). Their support allows us to keep production costs low while extending the reach and impact of every contribution. Every gift, no matter the amount, helps advance our mission. Your support directly impacts students, educators, first responders, and the communities in which we live and work.

TERMS OF USE

Schools, districts, departments, agencies and organizations may use these materials, at no cost, under the following conditions:

1. Materials are not resold
2. Core actions and directives are not modified
 - 2.1 **Hold** - “In Your Room or Area.”
 - 2.2 **Secure** - “Get Inside, Lock Outside Doors.”
 - 2.3 **Lockdown** - “Locks, Lights, Out of Sight.”
 - 2.4 **Evacuate** - A Location may be stated
 - 2.5 **Shelter** - State the Hazard and the Safety Strategy
3. Let us know if you’re using the SRP. For details, read about the options on the facing page. An MOU, NOU, or NOI can be generated at bold.iloveuguy.org after creating an account.
4. The following modifications to the materials are allowable:
 - 4.1 Localization of Evacuation events
 - 4.2 Localization of Shelter events
 - 4.3 Addition of organization logo

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There are some links to resources in this book. In most PDFs they will be clickable, but the Foundation cannot guarantee that the actual source is still available at that site.

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Some schools, districts, departments, and agencies may desire a formalized Memorandum of Understanding (MOU) with The “I Love U Guys” Foundation. To begin this process, create an account at bold.iloveguys.org and complete the MOU submission within the platform.

The purpose of an MOU is to define the responsibilities of each party and provide scope and clarity of expectations. It documents the agreement of schools, districts, departments, and agencies to follow the stated protocols and confirms their authorization to use the Foundation’s materials.

An additional benefit for the Foundation is in seeking funds, as some private grantors view the MOU as a demonstration of program implementation and effectiveness.

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At a minimum, schools, districts, departments, and agencies assessing the SRP and planning to incorporate it into their safety practices are encouraged to create an account and notify the Foundation through the platform.

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INTRODUCTION

This book outlines the Standard Response Protocol (SRP) and offers guidance on incorporating this protocol into a school safety plan for critical incident response within individual schools in a school district.

The intent is to provide basic guidance with respect to local conditions and authorities. The only mandate presented is that districts, departments, and agencies retain the "Terms of Art," which are actions, and "Directives" defined by this protocol.

The SRP is not a replacement for any school safety plan or program. It is simply a classroom response enhancement for critical incidents, designed to provide consistent, clear, shared language and actions among all students, staff, and first responders.

As a standard, SRP is being adopted by emergency managers, law enforcement, school and district administrators, and emergency medical services across the country. Hundreds of agencies have evaluated it and recommended the SRP to thousands of schools across the US and Canada.

New materials and updates can be found online at iloveguys.org.

One Demand

The protocol also carries an obligation. Kids and teens are smart. An implicit part of the SRP is that authorities and school personnel tell students what's going on.

Certainly, temper it at the elementary school level, but middle and high schoolers need accurate information for the greatest survivability, and to minimize panic and assist recovery.

Note: Student training includes preparation for some alternative methods during a tactical response, but reinforces deference to local law enforcement.

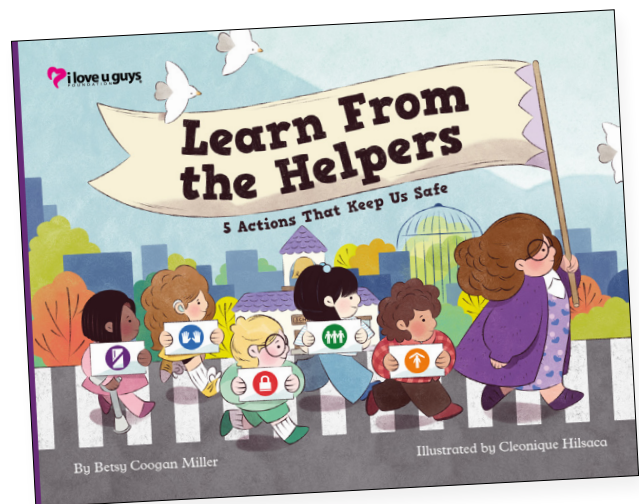
The Standard Response Protocol is a synthesis of common practices in use at a number of districts, departments and agencies. The evolution of SRP has included review, comment, and suggestion from a number of practitioners. With each version, the SRP is subjected to tactical scrutiny by law enforcement agencies, and operational review and adoption by schools. Suggestions for modification can be made via email at srp_rfc@iloveguys.org. Please include contact information, district, department, or agency, including daytime phone.

PRE-KINDERGARTEN THROUGH ELEMENTARY-LEVEL STUDENTS

This book is designed specifically for children in Pre-Kindergarten through 2nd Grade, as well as students who are neurodivergent, have special needs, or may benefit from this level of instruction. The next few pages of this PreK-2+ Instructor Guide will outline the Standard Response Protocol. For in-depth guidance, please read SRP K12 Operational Guidance V4.2, available to download at no cost at iloveguys.org.

This PreK-2+ Instructor Guide is designed for use with the illustrated children's book titled ***Learn From the Helpers: 5 Actions That Keep Us Safe***, which is also available from iloveguys.org. Information on purchasing printed books as well as additional downloadable materials, including activity sheets and classroom resources, can be found at <https://iloveguys.org/The-Standard-Response-Protocol.html#Pre-K-12>

Berks County Intermediate Unit (BCIU), Reading, PA, developed the original materials for Pre-K to second-grade students in 2009. Some of that content remains in this version of the book.



Companion Picture Book
Learn From the Helpers:
5 Actions That Keep Us Safe



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

THE STANDARD RESPONSE PROTOCOL OVERVIEW

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders, and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

Historically, schools have taken a scenario-based approach to respond to hazards and threats. It's not uncommon to find a stapled sheaf of papers or tabbed binder in a teacher's desk that describes a variety of things that might happen, and the specific response to each event.

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), the SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers, and first responders.

- **Hold** is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.
- **Secure** is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight." Communication to local responders would then be "We are in Lockdown."

ACTIONS

Each response has specific student and staff actions. The Evacuate action might be followed by a location: "Evacuate to the Bus Zone." Actions can be chained. For instance, "Evacuate to Hallway. Shelter for Earthquake. Drop, Cover, and Hold."

BENEFITS

The benefits of the SRP become quickly apparent. By standardizing the vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

The protocol also allows for a more predictable series of actions as an event unfolds. An intruder event may start as a Lockdown, but as the intruder is isolated, first responders may direct students in parts of the school to "Evacuate to a different building," and later "Evacuate to the bus zone."

TACTICAL RESPONSES

SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consultation with local law enforcement regarding expectations and actions.



TALKING WITH FAMILIES

When schools use the Standard Response Protocol (SRP), it can feel like a lot for young students and their families to process. Clear communication with parents and guardians helps them understand what the protocol is, why it's used, and how they can support safety conversations at home.

Guidance for Educators

- **Keep language simple and reassuring.** Explain that the SRP is a set of safety actions used in many schools. It helps everyone—students, staff, and first responders—know what to do in different situations.
- **Emphasize that this is an all-hazards response.** People's minds tend to go to the worst possible scenario in these discussions, when the majority of the SRP actions are used during everyday events.
- **Frame it as empowerment, not fear.** Emphasize that the SRP gives children the tools to follow directions quickly and safely, just like fire drills.
- **Connect to familiar routines.** Families already know about practices like buckling seatbelts or crossing the street safely. Comparing SRP actions to these everyday habits can reduce anxiety.
- **Invite questions.** Provide space for families to ask about how the protocol works and why it matters.
- **Talk about the drills.** Since many of the younger students may not have been exposed to drills yet, it's important to help families understand how practice and drills will be conducted.
- **Share materials with parents and families.** For practice and reinforcement at home.
- Share a link to the parent handbook from the school website at least twice a year, or when the students will be practicing the actions;
- Provide printed flyers at parent-teacher conferences;
- Conduct a short SRP overview on Back to School night;
- Include SRP updates at School Accountability Committee or parent advisory meetings when reviewing safety procedures;
- Highlight one SRP action per month, which emphasizes the all-hazards nature of the program;
- Leverage a "captive audience" to review the SRP actions, such as before a concert, play, or athletic event;
- One district publishes a short magazine periodically to send to the parents with school information. They include a 2-page spread on the SRP, along with articles about what's going on at the school.



Companion Picture Book
Learn From the Helpers:
5 Actions That Keep Us Safe



Sample Parent Handout

Date:

Your School

Address

City State/Province Postal Code

Dear Parents/Guardians:

Ensuring the safety of our youngest students is a shared responsibility between school, home, and the community. Part of this involves preparing for emergencies in a calm, age-appropriate way. By using simple language, modeling calm behavior, and giving students opportunities to practice, we can teach them safety actions without causing fear.

Many schools across the country use the Standard Response Protocol (SRP) from The "I Love U Guys" Foundation, which includes five actions: Hold, Secure, Lockdown, Evacuate, and Shelter. These clear, simple steps help children understand and respond to both emergencies and unusual events at school.

Before learning some of these skills, we will be teaching students about people who help them stay safe in the community, at school, and at home. When teaching about helpers in the community, we will talk about the first responders who help us when we need it.

Here is how you can help support your child at home with these discussions:

- Address Questions: Encourage questions and offer honest, comforting answers.
- Practice: Role-play to reinforce what they learned about safety actions.
- Monitor Emotions: Watch for any anxiety or fear and provide support.
- Encourage Communication: Let them know it's okay to talk about their feelings.
- Identify Helpers: People who keep your child safe at home during an emergency
- Personal Information: Teach your child their full name, address, and phone number. Practice it frequently.

By working together and handling these discussions with care, we can help children feel confident and prepared.

Thank you for your continued support in helping us keep our students safe.

Please provide the most updated information so we can ensure your student is learning and practicing the correct information.

Child's full name:

Child's address where they reside during the school week:

Home phone number or phone number used to contact parent/guardian:

Sample Parent Handout

Home/School partnerships are critical to student safety and success. Providing Information and communication regarding safety protocols helps build and develop trust between the school staff and families.

Use this template to communicate Important safety Information to your families. Available in English and Spanish. See *Appendix: Resources*, for more information.



Lesson 1: Helpers and Feelings

Learning Target

- I can name helpers in my home, school, and community.
- I can name feelings.
- I can show how my body is feeling.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 1
- Chart Paper, White Board, etc.
- Optional: Photos/Illustrations of helpers in the community
- Optional: Photos/Illustrations/emojis of feelings, The Feelings Wheel
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Feeling words: happy, sad, mad, scared, calm, safe
- Helpers: people who keep you safe at home, school, and in your community
- Safe: to be protected or free from harm or danger
- Fear: a feeling you get when you think something scary or bad might happen

Lesson Introduction

A Note About Formatting: Suggested script is in italics.

"We all have feelings, and they can change all day long. Whatever we are feeling is ok. Sometimes we are happy, sometimes we are sad, and sometimes we are scared or mad."

Model how you feel today.

"Today I feel happy because I walked my dog before coming to school."

Show how your body looks when you're happy.

"This is how my body looks when I am happy."

Have students identify how they are feeling today (happy, sad, mad, scared, etc.)

"How are you feeling today?"

Have students identify why they are feeling that way.

"What happened to make you feel this way? I feel _____ because _____."

Have students demonstrate how their body looks or feels when they are _____.

"How does your body look when you are _____?"

"This week, we are going to talk about staying safe at school, and how that makes us feel when something different happens during our day."

"Being safe means that we are protected and free from danger. Danger is something that could hurt us. For example, if we fall off the swing or the slide on the playground."

"Today, we're going to read a story about some students at school who learn important safety actions just like we do, and learn to identify who the helpers are that help keep us safe."

"What are some ways that we stay safe?"

Examples: wearing helmets, or not touching the hot stove.

Connecting these activities to something the students have experienced is a great way to strengthen students' understanding of the materials. One suggestion might be to link them back to everyday situations where students are expected to follow instructions - such as lining up, quiet time, or similar routines.

"Staying safe at school means listening to instructions."

Introduction Text from *Learn From the Helpers*, pages 1 and 2

*The world is so full of fun things to do—
The park and the playground, and even the zoo!*

*But no matter the place, home or out and about,
Keeping safe is important, without a doubt!*

*There are steps we can take, most every day,
To stay safer at home, at school, or at play.*

*So put on your helmet when you bike or skate.
And beware of the stove when helping Mom bake.*

*Don't cross the street 'til you've looked left and right,
And buckle your seatbelts, but never too tight.*

◀ Optional Activity

- Chart student responses, hold up or point to "feeling" pictures or The Feelings Wheel.
- Students can do this as individuals or all together to increase the movement and engagement of students.

Text from *Learn From the Helpers*, pages 2 and 3

*If there's a time when you don't know what to do,
Look for the helpers to help see you through.*

*A helper could be a teacher or someone at the store,
A nurse or a firefighter or the neighbor next door.*

*If you're ever in trouble or feeling some fear,
Just look for a helper—there's always one near!*

"Who are the helpers in this story?"

Example: Teacher, nurse, firefighter?

"How do they help us?"

Example: They take care of us if we are hurt or sick, and help us find something we need.

Text from *Learn From the Helpers*, pages 4 and 5

*At school, we have friends, we laugh, and have fun.
We learn reading and math. We skip, hop, and run.*

*Sometimes there are problems, both inside and out.
The adults know what to do; it's all figured out.*

*All the helpers at school have practiced and trained
Five special actions to help you stay safe.*

Hold, Secure, Lockdown, Evacuate, or Shelter

*"Who are the other helpers in this part
of the story? Can anyone think of other
helpers? At home? School? Com-
munity? How do they help us?"*

Hold up pictures of helpers (see *Appendix: Resources*).



Practice or Extension Activities

Activity 1 Chart the Helpers

Chart the helpers at Home, School, and in your Community.

Students will be able to identify people who protect their safety.

Materials & Resources: Visuals of people in the community (police, firefighters, doctors, nurses, paramedics, store employees, etc.) and people at home and school who can keep you safe: teachers, parents, principal, neighbors, etc. (see *Appendix: Resources*).

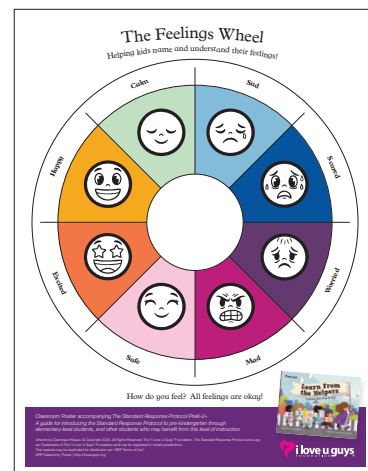
As a class, brainstorm a list of people who keep them safe at home, school, and in the community. Then have students place the helpers in the following columns: Home, School, Community (this can be done using words or helper pictures that can be found in our resource materials). Helpers can be posted in more than one column. For example, a police officer might be a helper in the community, at school or at home.

Activity: Have students draw a picture of a person who can keep them safe at school or at home.

Activity 2 Simon Says Game

Using Feeling Cards or The Feelings Wheel as support (see *Appendix: Resources*), have students stand up and the teacher will call out a variety of "feeling" words for students to show how they feel. The teacher can also include other actions for a brain/body break.

For example: "Simon says, look happy or show me you're happy," "Simon says, show me you're mad". "Simon says, show me how you stay calm and take deep breaths," "Simon says, show me how to be caring and give a friend a hug or high five," "Simon says, jump up and down". "Simon says, touch your toes".





Lesson 2: Hold



Learning Targets

I know what to do in a Hold action.

- Stay in the classroom or area.
- Listen, stay quiet, stay calm.
- Keep learning.

Materials & Resources:

- Companion Book *Learn From the Helpers*, Chapter 2
- SRP Poster or Hold Card
- The Feelings Wheel
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Actions: ways we stay safe at school
- Hold: Action called when students and staff need to remain in their classroom or area, learning can continue
- Problem: Something that needs to be fixed or made better

Lesson Introduction and Review

"This week, we are learning how to stay safe at school. We talked about feelings, and that our feelings can change all day long!"

Ask students:

"Show how your body looks when you are feeling sad, mad, happy, etc."

"Whatever we are feeling is ok. Sometimes we are happy, sometimes we are sad, and sometimes we are scared or mad. We also talked about helpers."

Ask students:

"Who can remember some people that help us at home, school, or in the community?"

or

"Turn to your neighbor and tell them someone who helps us at home, school, or in the community."

Then have students share out.

Instruction

"This week, we are learning many ways to stay safe at school. We call those ways to stay safe Actions, just like superheroes take action to stay safe and keep others safe! Today we are going to talk about one Action to stay safe at school. This Action to stay safe is called Hold."

Hang up or show the students the Hold Card or SRP Poster.

"Hold means we are going to stay in our room or area because there is a problem in the hall or some other area in the school. A problem is something that needs to be fixed or made better."

Ask students:

"Can everyone say Hold? Where are we going to stay?"

(Room or area). Depending on your students, if clarification is needed, follow up with what is considered inside the room and what is outside the room.

"Okay, now let's read the next part of our book and learn more about Hold."

Suggestion: Read through the entire text and then read a second time to clarify specific points or have a discussion.

Optional: Read this section before each action.

The purpose is to emphasize that most days at school are great, but sometimes there are problems we need to take care of using these actions.

Text from *Learn From the Helpers*, pages 4 and 5

At school, we have friends, we laugh, and have fun. We learn reading and math. We skip, hop, and run. Sometimes there are problems, both inside and out. The adults know what to do; it's all figured out. All the helpers at school have practiced and trained Five special actions to help you stay safe. Hold, Secure, Lockdown, Evacuate, or Shelter

Text from *Learn From the Helpers*, page 8

Hold. Hold in your classroom or area, clear the halls. It's time for our class to have storytime, But Benny gets sick—he's not feeling fine! Then, when Zoe sees Benny, she gets sick too! "Don't worry, kids, I know what to do." "This calls for a Hold!" says Principal Mack. "Stay in your room or area. Clear the halls." So we listen, stay calm, and get out of the way. We'll still have storytime at the end of the day!

"Let's read that first part again."

*"Sometimes there are problems at school.
Hmmm, what is a problem? A problem is something that needs to be fixed or made better.
Sometimes we have a problem with our friends - maybe we don't want to share a toy with our friend. That can make them sad, so we need to fix the problem and make it better. To do that, we can take turns playing with the toy."*

"Let's read the next part again."

Read the "Hold" part.

"Oh my goodness - there was a problem on the way to the library for story time!"

Discussion

Ask students:

"Does anyone know the problem?"

Call on students or have them tell a friend, then share out.

"Benny and Zoe got sick in the hall."

"The principal told the teacher and the students to go back to the class so they could take care of Benny and Zoe, and solve the problem."

"Principal Mack was a helper!"

"The sick friends went home from school, and the kids read the story in the classroom. The teacher was a helper too - she took the students back to class."

Ask students:

"Who are the helpers in our school?"

"If there is a problem in the hall or another part of the school we might hear on the loudspeaker."

"Hold, in your room or area. Clear the halls. Hold, in your room or area. Clear the halls. When that happens, we will stay in our classroom and keep learning!"

Or explain how kids will know a Hold in your school.

Considerations: (Consult with school leadership.)

Have a plan if students need to use the bathroom and there isn't one in the classroom.

If you're outside with your students, depending on the situation, it may be ok to remain out there until the problem is cleared. Consult with school leadership or office staff.

Have a plan if a Hold occurs during lunchtime.

Practice or Extension Activities

Activity 1

Just Dance - and Hold

- Have students spread out in a large open space with room to dance and move without bumping into anything or anyone.
- Explain to students that they should dance within their own space while the music is playing. When the music stops, they should "Hold" and return to their desk, table, or carpet spot to continue their learning or assigned task. Remember, with a hold, it is business as usual in the classroom.
- The adult should then state "All Clear" to end the Hold and start the music again.

Continue several cycles of stopping the music and having students "Hold" and return to their seats until they have an understanding of the "Hold" concept. Remember to state "All Clear" when you start the music again.

The adult should then engage in conversation with the students explaining that sometimes they might hear this directive to "Hold" and they can remember what they did for the dance and "Hold" activity. Although they can move throughout the classroom, they need to "Hold" from going into the hallway until they hear the "All Clear".

Activity 2

Hold/All Clear Game: Based on the Red Light/Green Light Game

(Outdoor game requiring a large space for children to run)

To play: One person is chosen to be the Traffic Light, and he/she stands a good distance away from the other players (approx. 20 feet) with their back to the group of players. A group of players stand in a line facing the Traffic Light person shoulder to shoulder.

When the Traffic Light calls 'All Clear,' the other players move towards them until they spin around, calling 'Hold.' When they hear the Hold command, the other players must freeze on the spot. Any child seen moving must return to the starting line. The children must remain frozen until the next 'All Clear' command is given.

Play continues in this manner until someone reaches and tags the Traffic Light. The tagger becomes the new Traffic Light and the game begins again.

Activity 3

Tour the School

Walk the students around the school. In different areas of the school, stop and announce, "Hold in your classroom or area. Clear the halls." Have students return to the classroom. Practice taking attendance and noting the time.

Review: *Can everyone say Hold? Where do we Hold?*



Lesson 3: Secure

Learning Targets

I know what to do in a Secure action.

- Quickly get inside the building.
- Listen, stay quiet, stay calm.
- Keep learning.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 3
- SRP Poster or Secure Card and Hold card
- Photos/Illustrations of helpers in the community
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Secure: Action called when you need to get inside and lock outside doors
- Safe: To be protected or free from harm or danger
- Calm: Quiet, not moving, free from worry

Lesson Introduction & Review

"This week, we are learning lots of ways to stay safe at school."

"We call those ways to stay safe Actions! Just like superheroes take action to stay safe and keep others safe, we take action when there is a problem at school to stay safe."

"Yesterday, we learned about one way to stay safe at school."

Ask students:

"Does anyone remember what action we took to stay safe?"

Display the Hold card for a clue.

"Turn to your neighbor and say Hold. Now turn to your neighbor and say Hold – stay in your classroom."

"We talked about helpers. Who can remember some people who help us at home, school, or in the community? Or turn to your neighbor and tell them someone who helps us at home, school, or in the community."

Then have students share out.

Optional: Hold or point to pictures of helpers.

Instruction

"Today, we are going to talk about another Action to stay safe at school. This Action to stay safe is called Secure."

Hang up or show the students the Secure Card or SRP Poster.

"Secure means we are going to get inside. Lock outside doors! Secure keeps us safe when there is a problem outside."

Repeat the following with students a few times.

"Everyone, say Secure."

"Everyone, say get inside. Lock outside doors!"

"Where are we going to stay? Inside the school. During a Secure, we can keep learning."

"Okay, let's read the next part of our book and learn more about Secure."

Read the text to the students.

Suggestion: Read through the entire text and then read a second time to clarify specific points or have a discussion.

Optional: Read this section before each action.

The purpose is to emphasize that most days at school are great, but sometimes there are problems we need to take care of using these actions.

Text from *Learn From the Helpers*, pages 4 and 5

At school, we have friends, we laugh, and have fun. We learn reading and math. We skip, hop, and run.

Sometimes there are problems, both inside and out. The adults know what to do; it's all figured out.

All the helpers at school have practiced and trained Five special actions to help you stay safe.

Hold, Secure, Lockdown, Evacuate, or Shelter

Text from *Learn From the Helpers*, page 12

*It's time for recess! "Hooray! Hooray!"
We all run outside for the best part of the day!
We slide, climb, and swing underneath the blue sky,
But the whistle blows early-there's a problem nearby!
"It's time to Secure!" says Ms. Mazy.
"Students, get inside. Lock outside doors."
We all line up quietly, and quickly we walk.
Once we're inside, they make sure the door's locked.
The loudspeaker beeps. It's Principal Mack.
"Kids, you're all safe. A hiker got off track."*

*"So if there is a problem outside on
the playground or near the school, we
might hear on the loudspeaker".*

Or explain how kids will know a Secure in your school.

"Secure: Get inside. Lock outside doors!"

*"When that happens, we will quickly get inside
and keep learning! Listen, stay calm and quiet!"*

*"If we are already in the classroom,
we will just keep learning!"*



Practice or Extension Activities

Activity 1

Brain Break

- Take students outside to play.
- Allow them to play for a few minutes and then call out "Secure. Get inside. Lock outside doors. Secure. Get inside. Lock outside doors."
- Have students practice quickly lining up and getting inside.
- Use your own line-up procedures for getting kids into the building (counting, calling your students' names, etc.).
- Teacher models closing the door and locking it. Repeat 3-4 times.

Activity 2

Secure Circle

Explain to students that if there is a safety concern outside the school, we must all go inside to keep ourselves safe. To practice this, we will play a game called "Secure Circle."

- Half of the students form a circle as the "school building," the other half of the students stand outside of the circle.
- The group of students will walk around the circle.
- The teacher calls Secure. Get inside. Lock outside doors.
- Students outside of the circle move inside the circle.
- Students who are forming the circle begin to hold hands with each other to simulate "locking the doors".
- The groups switch roles each time to give all students a turn to practice.



Lesson 4: Lockdown

Learning Targets

PreK-2+:

- I can show the three steps of Lockdown.
 - Lock the door,
 - Turn off the lights,
 - Get out of sight.
- I can do the Rabbit Pose (see Appendix: Resources).

Additional Learning Targets as appropriate for older students:

- I can find a safe spot in my classroom.
- I can listen, stay quiet, and stay calm during a Lockdown.
- I know helpers keep me safe during a Lockdown.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 4
- SRP Poster or Lockdown, Secure and Hold cards
- Lockdown picture cards: students performing the three steps in a lockdown: lock the door, turn off the lights, and get out of sight.
- Rabbit Pose Card
- Photos/Illustrations of helpers in the community
- Photos/Illustrations/emojis of feelings
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Lockdown: Action called when you need to lock the doors, turn out the lights, and get out of sight
- Calm: Quiet, not moving, free from worry

Lesson Introduction & Review

"This week, we are learning lots of ways to stay safe at school."

"We call those ways to stay safe Actions! Just like superheroes take action to stay safe and keep others safe, we take action when there is a problem at school to stay safe."

"Let's review the different Actions we have learned to stay safe."

Hold up or point to Hold and Secure cards as you review. Have students repeat the words out loud or have them turn to their neighbor and repeat the words.

"Hold: Hold in your room or area. Clear the Halls."

"Secure: Get inside, lock outside doors."

Optional Activities

Based on class needs, review helpers at home, school, or community.

"We talked about helpers. Who can remember some people that help us at home, school or in the community?"

Or

"Turn to your neighbor and tell them someone who helps us at home, school, or in the community."

Have students share out.

If a movement break is needed, use a Practice or Extension Activity from Hold or Secure before moving on to teach Lockdown.

Hold or point to pictures of helpers or review any charts you have made about helpers.

Review feelings - happy, mad, sad, scared, safe, calm.

"We talked about feelings and that our feelings can change all day long! Show how your body looks when you are feeling sad, mad, happy, etc"

Ask students how they're feeling today, and have them share out.

"I am feeling sad today because I didn't get to wear the shoes I wanted to. This is how my body looks when I am sad."

"I am feeling calm today because I got lots of sleep last night. This is how my body looks when I am calm."

"Whatever we are feeling is ok. Sometimes we are happy, sometimes we are sad, and sometimes we are scared or mad."

Instruction

"Today, we are going to talk about another Action to stay safe at school. This Action to stay safe is called Lockdown."

Hang up or show the students the Lockdown Card or SRP Poster.

"Lockdown. Locks, lights, out of sight. Lockdown keeps us safe when there is a problem inside the school. Out of sight means we are going to get away from all the windows and doors so no one can see us from the hall."

"Okay, let's read the next part of our book and learn more about Lockdown."

Read the text to the students.

Suggestion: Read through the entire text and then read a second time to clarify specific points or have a discussion.

Optional: Read this section before each action.

The purpose is to emphasize that most days at school are great, but sometimes there are problems we need to take care of using these actions.

Text from *Learn From the Helpers*, pages 4 and 5

*At school, we have friends, we laugh, and have fun.
We learn reading and math. We skip, hop, and run.*

*Sometimes there are problems, both inside and out.
The adults know what to do; it's all figured out.*

*All the helpers at school have practiced and trained
Five special actions to help you stay safe.*

Hold, Secure, Lockdown, Evacuate, or Shelter

Text from *Learn From the Helpers*, page 16

*One afternoon, we're studying math
When all of a sudden, we hear a loud CRASH!*

*Something broke a window. It's inside our school.
But they didn't check in—that's breaking the rule!*

*It's not safe for us kids 'til they see who's around.
Ms. Mazy helps our class stay safe and sound.*

"Lockdown! Locks, lights, out of sight."

*"It's time to stay quiet and get out of sight."
Ms. Mazy locks the door and turns off the light.*

*We dash to the corner, quiet and small.
Here, the outsider can't see us at all.*

*We stay snug and hidden, and don't make a peep.
We all wonder who or what it could be.*

*In a few minutes, we hear Officer Omar say,
"Kids, you're all safe. We had a surprise visitor today.*

*That crash that you heard was caused by a moose!"
We laugh and call out, "A moose on the loose!"*



*"We have been learning about helpers at school
and in our community. One of the helpers in
our story is Police Officer Omar. Officer Omar
was helping keep the students safe at school.*

"Who else was a helper in the story?"

*"Ms. Mazy, their teacher, was a helper in the
story too! She closed and locked the door.*

"Who are the helpers in our school?"

Have students turn to a neighbor and tell them someone who helps us at school. Then have students share out. Hold or point to pictures of helpers.

Add or repeat the helpers in the school as needed: Teachers, principal, paraprofessional/aid in the classroom, custodians, School Resource Officer.

*"Sometimes we also might have community
helpers come help when we are in a Lock-
down just like Police Officer Omar helped in the
story. Some other community helpers that may
come are: firefighters, medical helpers, etc."*

Use picture cards as support for students.

*"If there is a problem inside the school
we might hear on the loudspeaker."*

Or explain how kids will know a Lockdown is called in your school.

*"Lockdown - Locks, lights, out of sight!
Lockdown - Locks, lights, out of sight!
When we hear Lockdown we will quickly lock
the door, shut off the lights, and get to our safe
spot - out of sight! Listen, stay calm, and quiet!"*

*"When animals are in danger, they get out of
sight too. When rabbits get out of sight, they
go to their rabbit hole. We will have safe spots
in our classroom that will be like our rabbit hole,
and we are going to pretend to be rabbits.*

Activity 1

Model and Teach Rabbit Pose

- Get down on the floor on your hands and knees.
- Lean back on your feet, cross your arms, and rest your head on them.
- You should lift your head to peek and look around the room.
- Remember to stay quiet and calm.
- You are a rabbit and want to stay out of sight inside your rabbit hole.



Lesson 4: Lockdown

*"Lockdown. Locks, lights, out of sight!
Let's say that altogether: Lockdown.
Locks, lights, out of sight!"*

Hold up the picture cards for locks, lights, out of sight (see *Appendix: Resources*). Have students shout out the words as you hold them up. Repeat multiple times, having students get quieter and quieter as they say the words.

"Ok, our door will be locked, and we will turn off the lights. We need to find a safe spot out of sight of the doors and windows. We are going on a hunt for a safe spot to stay. We are going to be very quiet and tip-toe around the room. Any time we take action, we have to listen and stay calm."

Have some safe spots pre-planned out where students will be out of sight. If time allows, this is a good time to do the Safety Hunt Game from the Practice or Extension Activities.

Activity 2 Safety Hunt Game

The adult takes students on a hunt around the room. Looking for a safe spot "out of sight".

Teachers start by showing the students safe spots in the room where they can't see the door or the window to the hall.

Have students take some deep breaths to model staying calm.

Then lead the students to other safe spots in the room.

Modeling being quiet and tiptoeing to the next area.

Have students get into Rabbit Pose (see *Appendix: Resources*).

"Remember, when animals are in danger, they get out of sight too. When rabbits get out of sight, they go to their rabbit hole. We just found safe spots in our classroom that will be like our rabbit hole, and we are going to pretend to be rabbits."

"When we get out of sight, we are going to get to our safe spot and do a rabbit pose."

Model the Rabbit Pose. Have students do the Rabbit Pose.

Optional: Cut out a large black circle and place it in your Lockdown safe area as a "Rabbit Hole" for students or tape off the area as the "Rabbit Hole".

Activity 3

Lockdown. Locks, Lights, Out of Sight Matching

Lockdown Picture Cards: students performing the three steps in a Lockdown: locking the door, turning off the lights, and getting out of sight.

The teacher reviews the steps to a Lockdown by showing the students the picture cards portraying the three steps.

Repeat the following with students a few times.

"Everyone say: Lockdown."

"Everyone say: Locks, lights, out of sight."

"Where are we going to stay? Out of sight."

Have the students label or put in order the different steps of Lockdown "Locks, lights, out of sight."

Review

- Lockdown - Locks, lights, out of sight.
- Where is the safe spot in the classroom?
- Show me the Rabbit Pose.



Rabbit Pose

La pose del conejo



Classroom Poster accompanying *The Standard Response Protocol PreK-2+*
*A guide for introducing the Standard Response Protocol to pre-kindergarten through
elementary-level students, and other students who may benefit from this level of instruction.*

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Rabbit Pose Classroom Poster

This classroom poster provides a visual reference
for teaching and practicing the Rabbit Pose.

See *Appendix: Resources*, for more information.



Lesson 5: Evacuate

Learning Targets

I know what to do during an Evacuation.

- Listen, stay quiet, stay calm.
- Line up quickly.
- Stay with my class, hold hands, and walk quietly to the safe area.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 5
- SRP Poster or Evacuate, Lockdown, Secure, and Hold cards
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Evacuate: Action called when you need to move to a safe area
- Lockdown: Action called when you need to lock the doors, turn out the lights, and get out of sight
- Drill: Practice a safety action

Lesson Introduction & Review

"This week, we are learning lots of ways to stay safe at school.

"We call those ways to stay safe Actions! Just like superheroes take action to stay safe and keep others safe, we take action when there is a problem at school to stay safe.

"Let's review the different Actions we have learned to stay safe."

Hold up or point to Lockdown, Hold, and Secure cards as you review. Have students repeat the words out loud or have them turn to their neighbor and repeat the words.

"Hold: Hold in your room or area. Clear the Halls.

"Secure: Get inside, lock outside doors.

"Lockdown: Locks, lights, out of sight."

Instruction

Hang up or show the students the Evacuate Card or SRP Poster.

"Today, the Action we are going to learn is Evacuate.

"Can everyone say Evacuate?"

"If something happens, we may need to move to a different area. When we do that, it's called Evacuate. Let's say that big word again, Evacuate."

Have students repeat the word.

"Okay, let's read the next part of our book and learn more about Evacuate."

Read the text to the students.

Suggestion: Read through the entire text and then read a second time to clarify specific points or have a discussion.

Optional: Read this section before each action. The purpose is to emphasize that most days at school are great, but sometimes there are problems we need to take care of using these actions.

Text from *Learn From the Helpers*, pages 4 and 5

At school, we have friends, we laugh, and have fun. We learn reading and math. We skip, hop, and run.

Sometimes there are problems, both inside and out. The adults know what to do; it's all figured out.

All the helpers at school have practiced and trained Five special actions to help you stay safe.

Hold, Secure, Lockdown, Evacuate, or Shelter

Text from *Learn From the Helpers*, page 22

We're learning patterns, when snap!

The lights go out!

We can't see anything. What's this all about?

It's so dark in the school, we can't stay here long. We know we must listen and try to stay calm.

Ms. Mazy says, "We need to Evacuate.

Let's go to the park."

We quickly and quietly line up by the door.

Ms. Mazy leads us out—we've done this before!

She calls out our names to make sure we are safe.

Then we sing songs and talk while we patiently wait.

Brrrrring! The signal goes off. It is safe to return.

The lights are back on. Let's continue to learn!

"Our friends in the story had to Evacuate out of the classroom because the lights went out.

"Can we learn and do our work in the dark?"

"No, we can't see in the dark, and it's not safe. When a classroom or other area is not safe, we need to Evacuate or move to a safe area. In the story, they moved to the park where it was safe.

"In the story, who were the helpers? Principal Mack helped by telling the students and teachers where to go to be safe. Ms. Mazy, the teacher, led them out to the park.

"How did the friends line up when they evacuated? They lined up quickly and quietly. This is how we line up at the door."

Model walking quickly and quietly to the door.

"Who can show us how to line up quickly - not running - and quietly."

Choose one or two students to model lining up at the door.

"I noticed something else in our story - Ms. Mazy called out the students' names."

"Does anyone know why the teacher would call out their names?"

"Ms. Mazy has to make sure all of the students are staying together to get to the safe area. That's why it is so important that we always listen and follow directions from the teacher. We need to move quickly and quietly!"

"When we Evacuate we will:"

"Line up quickly and quietly at the door,"

"Listen for directions and your name to be called,"

"Hold hands as we quietly walk to the safe area."

At the evacuation area, take attendance again.

"We are going to practice how to Evacuate. When I say Evacuate, you are going to walk quickly and quietly to line up at the door - just like our friends did earlier."

Optional: Use a timer to see how long it takes. Play beat the clock and see if the time can be improved.

Give feedback to students as they are lining up. ____ lined up without talking. ____ walked quickly to the door not touching anyone else.

Begin practicing lining up.

Then extend the practice by calling out names (attendance) demonstrating that you are checking to make sure they're safe. Connect this to your current "line-up" and attendance procedures.

Practice or Extension Activities

Activity 1 Quiet Game

Review with students when we evacuate an area, we do it quickly, quietly, and safely. Review the correct hand holding procedure with students.

A student or teacher stands in the middle of the room with their eyes closed while the rest of the class tries to walk quickly from one side of the room to the other without being heard.

After students have practiced walking quickly and quietly across the room, have them practice walking quickly across the room while holding hands.

Switch leaders to give others a turn.

Variation: Students can also be timed to see how long they can be quiet.

Variation: Have students evacuate to other areas of the school.

Activity 2 Evacuation Game

The students will correctly evacuate from their current location to the location as determined by the teacher.

Have students practice evacuating to different areas of the room.

Variation: Have students practice evacuating to different areas of the school.

Variation: Students can be timed to see how quickly they move to the evacuation area or how long they remain quiet.

During an Evacuation we will:

- Line up quickly and quietly at the door,
- Listen for directions and your name to be called,
- Hold hands as we walk to the safe area,
- At the evacuation area, take attendance again.

The students practice evacuating to different locations as per teacher direction. The entire class starts in one location and the teacher says

"Evacuate to the _____!"

For example,

"Evacuate to the reading corner,"

"Evacuate to the carpet,"

"Evacuate to the cubbie area,"

"Evacuate to the hall."

Optional: The teacher can show photographs of different places to evacuate (e.g., gym, parking lot, playground). Have students label or identify each picture.

If time allows, Evacuate to the playground for a recess.





Lesson 6: Shelter

Learning Targets

I know what to do in a Shelter action.

- Listen, stay quiet, stay calm.
- Move to the shelter area.
- Get into Rabbit Pose.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 6
- SRP Poster or Shelter, Evacuate, Lockdown, Secure and Hold cards
- Photos/Illustrations of helpers in the community
- Photos/Illustrations/emojis of feelings, The Feelings Wheel
- Rabbit Pose Card
- See Appendix: Resources, for the above

Optional Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Shelter: Action called when you need to listen, stay quiet, and move to a safe area
- Evacuate: Action called when you need to move to a safe area

Lesson Introduction & Review

"This week, we are learning lots of ways to stay safe at school."

"We call those ways to stay safe Actions! Just like superheroes take action to stay safe and keep others safe, we take action when there is a problem at school to stay safe."

"Let's review the different Actions we have learned to stay safe."

Hold up or point to Hold, Secure, Lockdown, and Evacuate cards as you review. Go through each of the cards and review the action and directive, then have students repeat the Action.

Once you have reviewed each of the Actions, hold up or point to different cards and have students tell you the Action and what they should do. Hold up the Lockdown icon card. Students should respond with Lockdown: locks, lights, out of sight. Move between the cards like "flash cards".

"Evacuate: Move to a safe area."

"Lockdown: Locks, lights, out of sight."

"Secure: Get inside, lock outside doors."

"Hold: Hold in your room or area. Clear the Halls."

Optional: Based on class needs.

"Let's look at our 'feeling' words."

"Can anyone remember a time when they were happy?"

"What were you doing? How did your body feel?"

Repeat with:

"Can anyone remember a time when they were scared? Calm?"

Instruction

Hang up or show the students the Evacuate Card or SRP Poster.

"Today, the Action we are going to learn is Shelter."

"Can everyone say Shelter?"

"When we Shelter we move from where we are to a safe area. It might be somewhere in our classroom or somewhere else in the school."

"Okay, let's read the next part of our book and learn more about Shelter."

Read the text to the students.

Suggestion: Read through the entire text and then read a second time to clarify specific points or have a discussion.

Optional: Read this section before each action.

The purpose is to emphasize that most days at school are great, but sometimes there are problems we need to take care of using these actions.

Text from *Learn From the Helpers*, pages 4 and 5

At school, we have friends, we laugh, and have fun. We learn reading and math. We skip, hop, and run.

Sometimes there are problems, both inside and out. The adults know what to do; it's all figured out.

All the helpers at school have practiced and trained Five special actions to help you stay safe.

Hold, Secure, Lockdown, Evacuate, or Shelter

Text from *Learn From the Helpers*, page 28

Crash, boom, bang! Thunder and lightning roar. The wind is howling, and rain starts to pour.

Ms. West calls out, "Time to take Shelter!"

She leads us to safety, where we cover and stay. We listen to teachers and do as they say.

The sun starts to shine as the storm quickly passes. We all stayed safe. Let's go back to our classes!

"In the story, Ms. West leads the students to the safe area where they stay. Sometimes there is bad weather, and we need shelter too. When that happens, we will do Rabbit Pose and shelter in the assigned area. Just like rabbits sometimes shelter in their rabbit holes."

Talk with students about an example of when the class would need to Shelter based on things that can happen in your environment. (Tornado or other severe weather, earthquake, flooding, hazmat spill, etc.)

"When we Shelter we will:

"Line up quickly and quietly at the door.

"Listen for directions and your name to be called.

"Hold hands as we walk to the safe area.

"Get into the Rabbit Pose.

"Listen for your name to be called again."

For example:

"We may need to shelter if _____ happens. If that happens, I am here to help keep you safe. So are other helpers like the principal, police, firefighters, etc. It can sometimes be scary when we have to shelter or take any of our safety actions. So when we are feeling scared, we can take deep breaths to help keep us calm."

Include other calming strategies used at your school.

"Let's practice"

(Use this or insert your own example for practice):

"If we have to shelter from stormy weather, we are going to move to a safe area. Our safe area is _____. When I say Shelter for stormy weather we are going to line up quickly and quietly and move to _____."

"What are you going to do when I say Shelter for stormy weather?"

Repeat what students need to do if they are unsure.

"I am going to be looking for students who line up quickly and quietly. Shelter for stormy weather."

(Give feedback to students as they practice, when they are lined up, lead them to the safe area, continuing to give feedback.)

"Now we are in a safe area. Stay quiet and calm and listen for your name."

Take attendance and practice strategies to stay calm - breathing, etc.

Practice or Extension Activities

Activity 1

Rabbit Hole Practice

"When animals are in danger, they get out of sight too. When rabbits get out of sight, they go to their rabbit hole. We are going to find rabbit holes in different parts of the school and practice being in the rabbit pose."

Model and review with students Rabbit Pose:

Get down on the floor on your hands and knees. Lean back on your feet, cross your arms, and rest your head on them. You should lift your head to peek and look around the room. Remember to stay quiet and calm. You are a rabbit and want to stay out of sight inside your rabbit hole. It is okay for students to occasionally lift their heads and scan the room.

Explain to students that we can use the rabbit pose in different places to help keep ourselves safe. Sometimes there may be a problem at school, for example, bad weather. If that happens, we may need to do the rabbit pose in the classroom, hallway, or some other area in the school.

Based on your school/district guidelines:

Shelter for _____. Take students to different areas of the school and practice Rabbit Pose. Shelter for _____. Move students to a different area and practice Rabbit Pose.

Activity 2

Quiet Game

Review with students that when we need to shelter, we do it quickly, quietly, and safely. Review the correct hand holding procedure with students.

A student or teacher stands in the middle of the room with their eyes closed while the rest of the class tries to walk quickly from one side of the room to the other without being heard.

After students have practiced walking quickly and quietly across the room, have them practice walking quickly across the room while holding hands.

Switch leaders to give others a turn.

Variation: Students can also be timed to see how long it takes them to get to the shelter area, or how long they can be quiet.

Variation: Have students move to other areas of the school to shelter and get into Rabbit Pose.



Lesson 7:

Closure to Safety Unit/Review

Learning Targets

- I know five actions to stay safe.
- I know helpers in the community.
- I know it's okay to show different feelings.
- I can get into Rabbit Pose.

Materials & Resources

- Companion Book *Learn From the Helpers*, Chapter 6
- SRP Poster or Hold, Secure, Lockdown, Evacuate, and Shelter cards
- Photos/Illustrations of helpers in the community
- Photos/Illustrations/emojis of feelings, The Feelings Wheel
- Rabbit Pose Card
- See Appendix: Resources, for the above

Lesson Introduction & Review

"This week, we learned many different ways to stay safe at school.

"We call those ways to stay safe Actions! Just like superheroes take action to stay safe and keep others safe, we take action when there is a problem at school to stay safe.

"Let's review Actions we have learned to stay safe by reading the whole book, Learn From the Helpers."

Read the entire story *Learn From the Helpers*.

Instruction

"We learned so much about staying safe at school.

"We learned about helpers. They are the people who help keep us safe at home, school, and in the community. Who are the helpers?"

Use the Helper Illustrations as support. Family, neighbors, teachers, custodians, principals, etc.

"How do they help us?"

"We also learned about feelings. We can have different feelings all day long."

Model how you feel today.

"Today I feel happy because I had a good night's sleep last night."

Show how your body looks when you're happy.

"This is how my body looks when I am happy."

Have students identify how they are feeling today (happy, sad, mad, scared, etc.)

Use the Feelings Wheel or Emotion Cards as support.

"How are you feeling today?"

Have students identify why they are feeling that way.

"What happened to make you feel this way? I feel _____because_____.

"Does anyone remember the five actions that we learned about this week and practiced? Hold, Secure, Lockdown, Evacuate, Shelter. Let's all say them together."

Hold up or point to Hold, Secure, Lockdown, Evacuate, and Shelter cards as you review. Go through each of the cards and review the action and directive, then have students repeat the action. Once you have reviewed each of the actions, hold up or point to different cards and have students tell you the action and what they should do. For example, hold up the Hold icon card. Students should respond with Hold: In your classroom. Move between the cards like "flash cards".

"Hold: Hold in your room or area. Clear the Halls.

"Secure: Get inside, lock outside doors.

"Lockdown: Locks, lights, out of sight.

"Evacuate: Move to a safe area.

"Shelter: Using a Safety Strategy."

Review the five actions with students. This can be done based on the needs of your students. Ask general questions or review one action at a time. Chart student answers.

Sample review questions:

"When we are in a Hold, what do we do?"

Stay in our classroom or area, listen, stay quiet, stay calm, and keep learning. Continue with each of the other actions.

"Who can show the class how to do the Rabbit Pose?"

"Who can show the class how to line up to Evacuate?"

"Who can show the class where the safe spot or Rabbit Hole is in the classroom?"

"Who can tell me something they learned to keep them safe?"

Add additional questions to meet the needs of your students.

Optional: Do a Practice or Extension activity from previous lessons as a review.

5 Minutes - 5 Actions: Remember to continue to practice these actions regularly with your students. You can do one action at a time, while kids are lined up to go to lunch, in your morning routine, or before you dismiss for the day. Create a culture of safety in your classroom.

Appendix

Resources

Introduction

In addition to the lesson plans in the previous sections, this book includes a collection of downloadable activities and teaching aids designed to support classroom instruction and reinforce key safety concepts. These materials are intended to be easy to use, and adaptable to a variety of learning environments, giving educators practical tools to extend lessons, encourage discussion, and help students practice safety actions.

List of Materials

- SRP Poster - English & Spanish - other languages available at iloveguys.org/The-Standard-Response-Protocol.html
- Sample Parent Handout
- Five Action Cards: Hold, Secure, Lockdown, Evacuate, Shelter
- Lockdown Picture Cards: Locks, Lights, Out of Sight
- Helper Illustrations - Coloring Activity
- The Feelings Wheel Poster - Classroom Aid
- Emotions Cards - Classroom Aid
- Rabbit Pose Poster - Classroom Aid
- Learning Time Poster - Classroom Aid
- Social Stories
- Emergency Visual Signals: Hold, Secure, Lockdown, Evacuate, Shelter

Vocabulary

Select what is appropriate for your community and consider posting vocabulary words in the classroom.

- Actions: Ways we stay safe at school
- Calm: Quiet, not moving, free from worry
- Drill: Practice a safety action
- Evacuate: Action called when you need to move to a safe area
- Feeling words: Happy, sad, mad, scared, calm, safe
- Fear: A feeling you get when you think something scary or bad might happen
- Helpers: People who help keep you safe or help solve problems
- Hold: Action called when students and staff need to remain in their classroom or area
- Lockdown: Action called when you need to lock the doors, turn out the lights, and get out of sight
- Problem: Something that needs to be fixed or made better
- Safe: To be protected or free from harm or danger
- Secure: Action called when you need to get inside and lock outside doors
- Shelter: Action called when you need to listen, stay quiet, and move to a safe area

SRP Classroom Poster

This K12 SRP overview wall poster was created to be printed and placed on walls to remind everyone of the different SRP actions and allow teachers to start a conversation about SRP with their students.

Placing posters is an essential step in the full implementation of the SRP. The poster should be displayed in classrooms, near building entries, and at the entrances to the cafeteria, auditorium, and the gym. The Shelter hazards and safety strategies can be modified for local conditions.

The poster is available in letter size (8.5" x 11") and tabloid size (11" x 17") and in multiple languages at iloveguys.org/The-Standard-Response-Protocol.html.

The poster is divided into five sections, each with a large icon and text in both English and Spanish.
 1. **HOLD!** (PERMANENCIA) En el salón o área donde está. / Despegar los papeles y permanecer en el lugar.
 2. **SECURE!** (PROTECCIÓN) Entrar. Cerrar las puertas exteriores con llave. / Cerrar las puertas exteriores con llave.
 3. **LOCKDOWN!** (CIERRE DE EMERGENCIA) Cerrar con llave, apagar las luces, esconderse. / Cerrar con llave, apagar las luces, esconderse.
 4. **EVACUATE!** (EVACUACIÓN) (Se puede especificar una ubicación) / Cerrar las puertas exteriores con llave.
 5. **SHELTER!** (REFUGIO) Se indican los peligros y las estrategias de seguridad. / Se indican los peligros y las estrategias de seguridad.

SRP Poster - English & Spanish - Referenced In Lessons: 2,3,4,5,6,7

Parent Handouts

The Foundation provides informational SRP handouts for schools to send home or email to parents/guardians. These describe the SRP actions and directives, and provide information to parents about student training and how they can support at home. Available in multiple languages at iloveguys.org/SRP-Other-Languages.html.

The handout is titled 'Sample Parent Handout' and 'STANDARD RESPONSE PROTOCOL'. It includes sections for:
 - **INFORMATION FOR PARENTS AND GUARDIANS**: Explains the purpose of the SRP and the role of parents.
 - **COMMON LANGUAGE**: Defines key terms like 'Hold', 'Secure', 'Lockdown', 'Evacuate', and 'Shelter'.
 - **LOCKDOWN**: Details actions like locking doors, turning off lights, and staying hidden.
 - **EVACUATE**: Details actions like following instructions and moving to a safe area.
 - **SHELTER**: Details actions like staying in the room and following instructions.
 - **Form fields**: Includes spaces for parent/guardian contact information and a section for the child's name and address.

Sample Parent Handout - SRP Parent Handout

Appendix

Resources

Five Action Cards

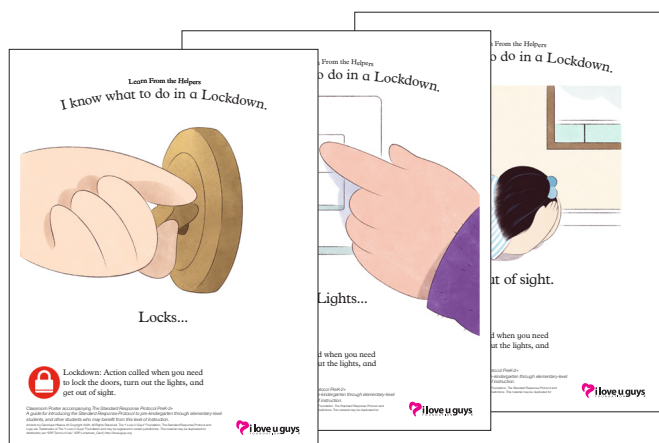
The Five Action Cards are a visual support for students when teaching each of the actions of the SRP. These action cards can be held up or displayed for students when providing instruction for each of the five actions.



5 Action Cards - English & Spanish
Referenced In Lessons: 2, 3, 4, 5, 6, 7

Lockdown Picture Cards

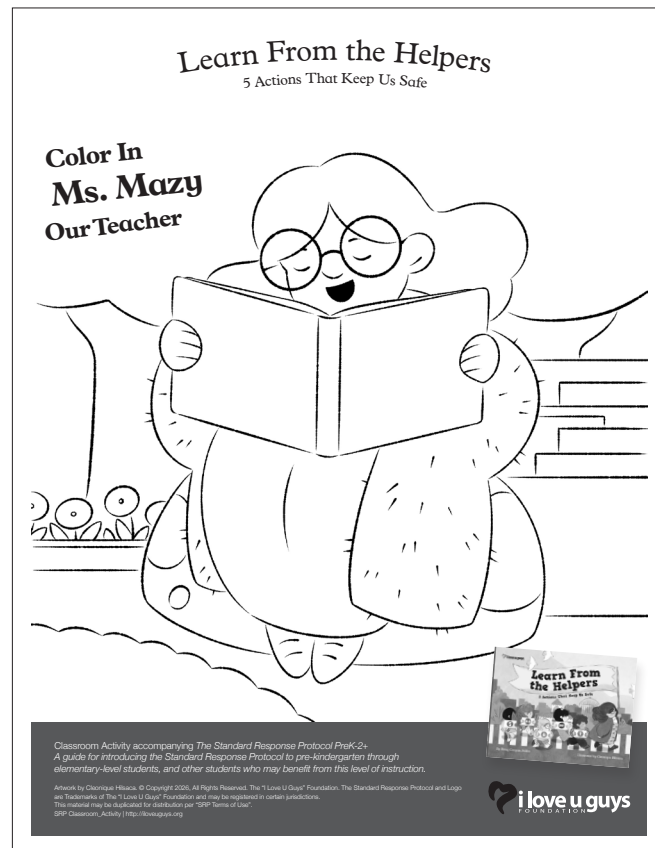
Lockdown picture cards: students performing the three steps in a lockdown: locking the door, turning off the lights, and getting out of sight.



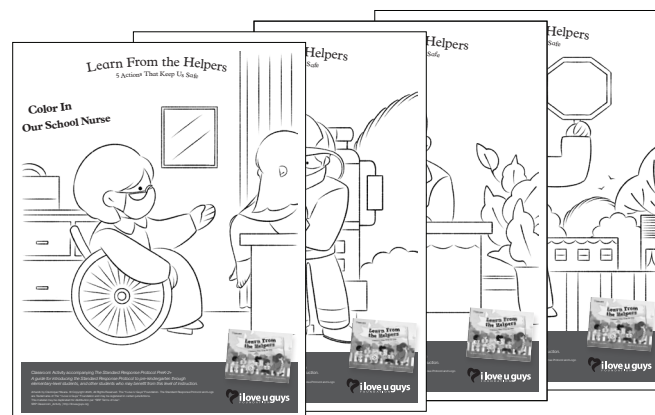
Lockdown Picture Cards - Available in English & Spanish
Referenced In Lesson 4

Helper Illustrations

Included in the related toolkit as a PDF, this coloring activity is designed to accompany Lesson 1: Helpers and Feelings. Print the pages in black and white and use them to help students identify helpers in their community.



Coloring Activity - Helper Illustrations - Available in English & Spanish
Referenced In Lessons: 1, 2, 4, 5, 6, 7

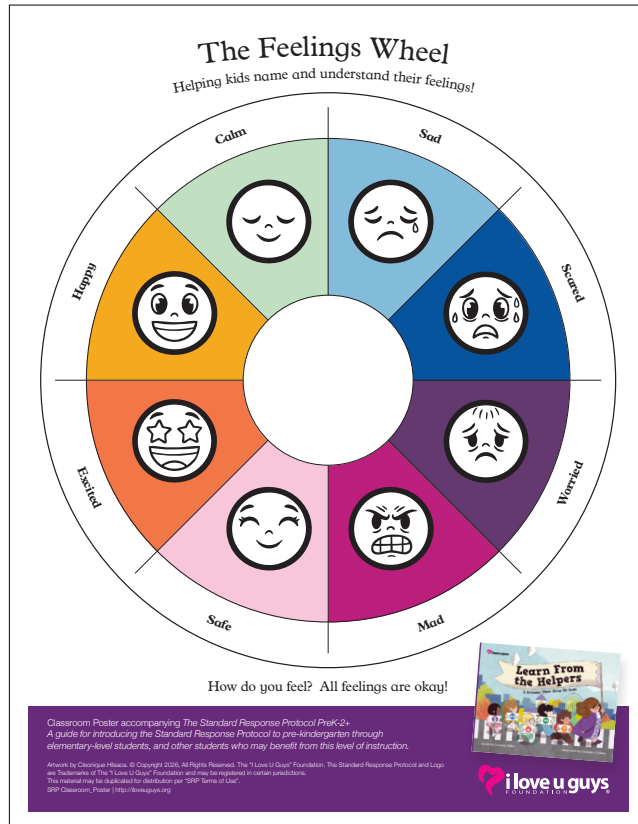


Appendix

Resources

The Feelings Wheel

The Feelings Wheel and Individual Feelings Card can be used as visual support when talking about different emotions throughout the school day. These resources can support students who are nonverbal or minimally speaking, and English language learners to communicate how they are feeling.



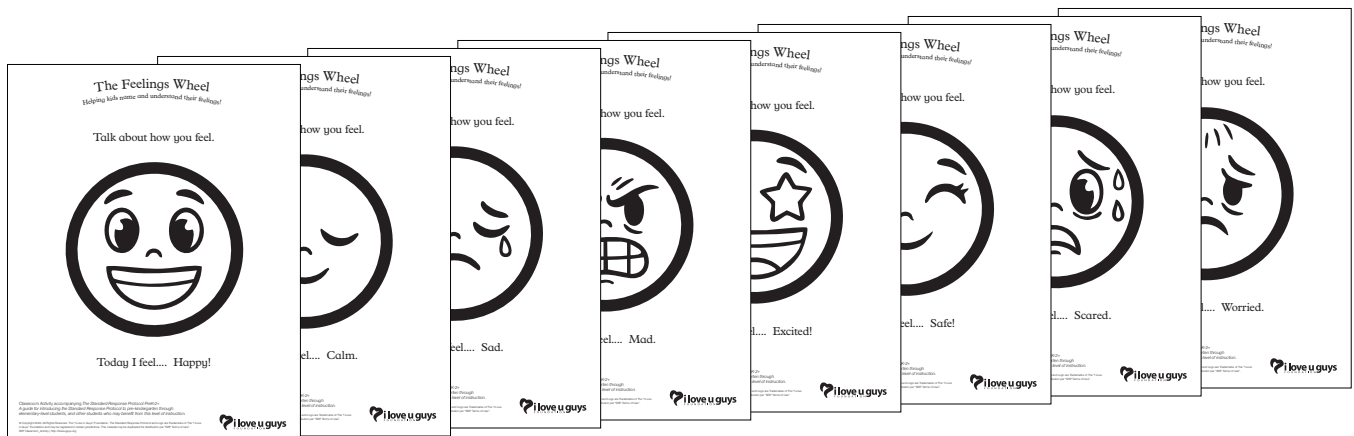
Classroom Poster - The Feelings Wheel
Available in English and Spanish.
Referenced In Lessons: 1, 2, 4, 6, 7

Rabbit Pose Classroom Poster

The Rabbit Pose Poster is a visual support for students as you are teaching how to get into Rabbit Pose for the Lockdown or Shelter actions. This poster can hang in the Lockdown area or Shelter area as a reminder for staff and students.



Classroom Aids - Rabbit Pose
English & Spanish
Referenced In Lessons: 4, 6, 7



Coloring Activity - The Feelings Wheel Emotions Cards
Referenced In Lessons: 1, 2, 4, 6, 7

Appendix

Resources

Learning Time Poster

This poster is designed to remind students that during the Hold and Secure actions, learning can continue. It can also support transitions back to instruction following a drill

or safety activity. It provides a visual reminder of students and teachers calmly returning to their learning routines.

Referenced In Lessons: 2 & 3

Learning Time

Hora de aprender



Classroom Poster accompanying *The Standard Response Protocol PreK-2+*
A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction.

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Appendix

Resources

Social Stories

Social stories were developed to support students with autism and other learning differences. They use simple language and clear, uncluttered illustrations that focus on people, emotions, and predictable actions to help students understand and practice social situations. They can reduce anxiety by supporting communication and promoting self-confidence.

Use these social stories as a supplemental resource to support and reinforce students' learning of the Standard Response Protocol (SRP) and the five actions schools take during an incident or an emergency. When talking with students, remind them that these actions are used to keep them safe. Helpers will also help keep them safe.

These social stories are designed to be printed on 8.5" x 11" paper (horizontal) and folded, making them easy for students to take home and review with caregivers.

How to Use Social Stories

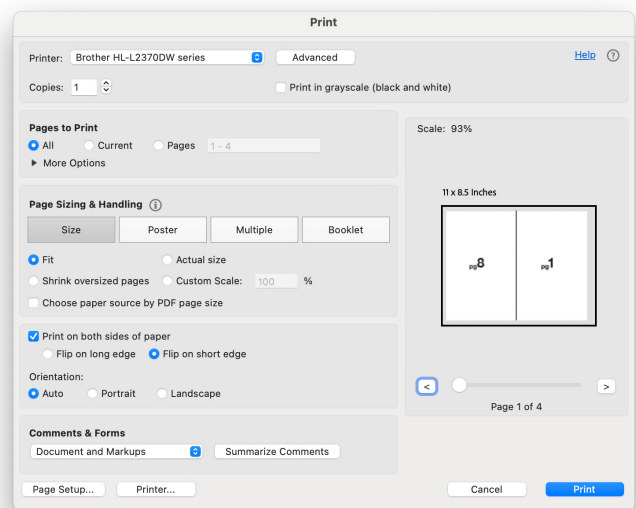
Below are suggestions for using social stories based on students' ages and individual needs.

- Focus on one action at a time.
- Read together as a warm-up during Morning Meeting, whole group reading, or guided reading.
- Allow students to practice reading during independent reading time.
- Send copies home so students can read and practice with caregivers. This supports families in learning about the five actions of the SRP and gives students additional practice.
- Use with older students as needed to support instructional, developmental, and social-emotional goals.

How to Print and Fold Social Stories Using Acrobat or Reader

The PDF files are double-sided for print-and-fold, 8.5x11 horizontal.

1. Open a file in Acrobat. Select **Print this file** from the upper right.
2. In **Pages to Print**, select **All**.
3. Check **Print on both sides of paper**.
4. Select **Flip on short edge**.
5. Select **Print**.
6. Fold the printout along the light gray line.



Appendix

Resources

Hold Social Story

Horizontal PDF. Print double-sided and fold in half.
Available in English and Spanish.

Learn From the Helpers
Social Stories

Hold: Action called when students and staff need to remain in their classroom or area.



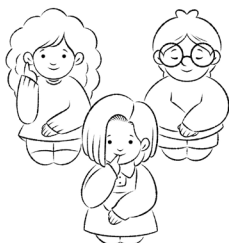
I know what to do in a Hold action.

 Page 1



Stay in the room.

Page 2



Listen, stay quiet, stay calm.

Page 3



Learning time.

Social Story accompanying The Standard Response Protocol PreK-2+
A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction.
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SRP Social Story | <http://www.iloveugays.org>

Page 4

Secure Social Story

Horizontal PDF. Print double-sided and fold in half.
Available in English and Spanish.

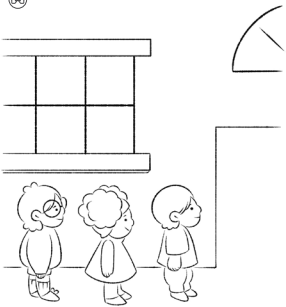
Learn From the Helpers
Social Stories

Secure: Action called when you need to get inside and lock outside doors.



I know what to do in a Secure action.

 Page 1



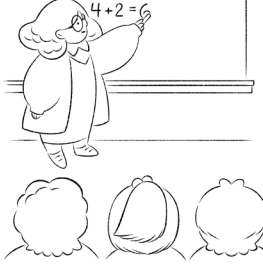
Quickly get inside the building.

Page 2



Listen, stay quiet, stay calm.

Page 3



Learning time.

Social Story accompanying The Standard Response Protocol PreK-2+
A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction.
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SRP Social Story | <http://www.iloveugays.org>

Page 4

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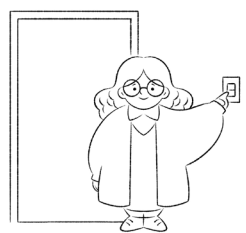
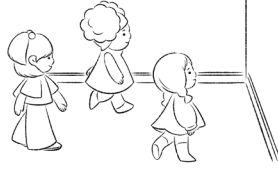
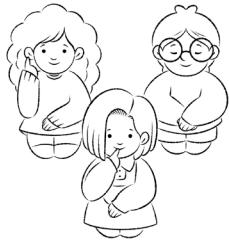
Resources

Lockdown Social Story

Horizontal PDF. Print double-sided on two pages.

Stack sheets and fold in half.

Available in English and Spanish.

Learn From the Helpers Social Stories Lockdown: Action called when you need to lock the doors, turn out the lights, and get out of sight.  I know what to do in a Lockdown.  Page 1	 Locks, lights, out of sight. Page 2	 Go to the safe spot. Page 3	 Get in Rabbit Pose. Page 4
 Listen, stay quiet, stay calm. Page 5	 No learning time. Page 6	 Helpers keep me safe. Page 7	Social Story accompanying The Standard Response Protocol of PreK-2+ A guide for introducing the Standard Response Protocol to pre-kindergarten through elementary-level students, and other students who may benefit from this level of instruction. Adapted by Christine Heise. © Copyright 2008. All Rights Reserved. The "I Love U Guys" Foundation. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This story may be adapted for distribution per "SOP: Story of Us" and "SOP: Story of Us" (http://www.srp.org) Page 8 

Appendix

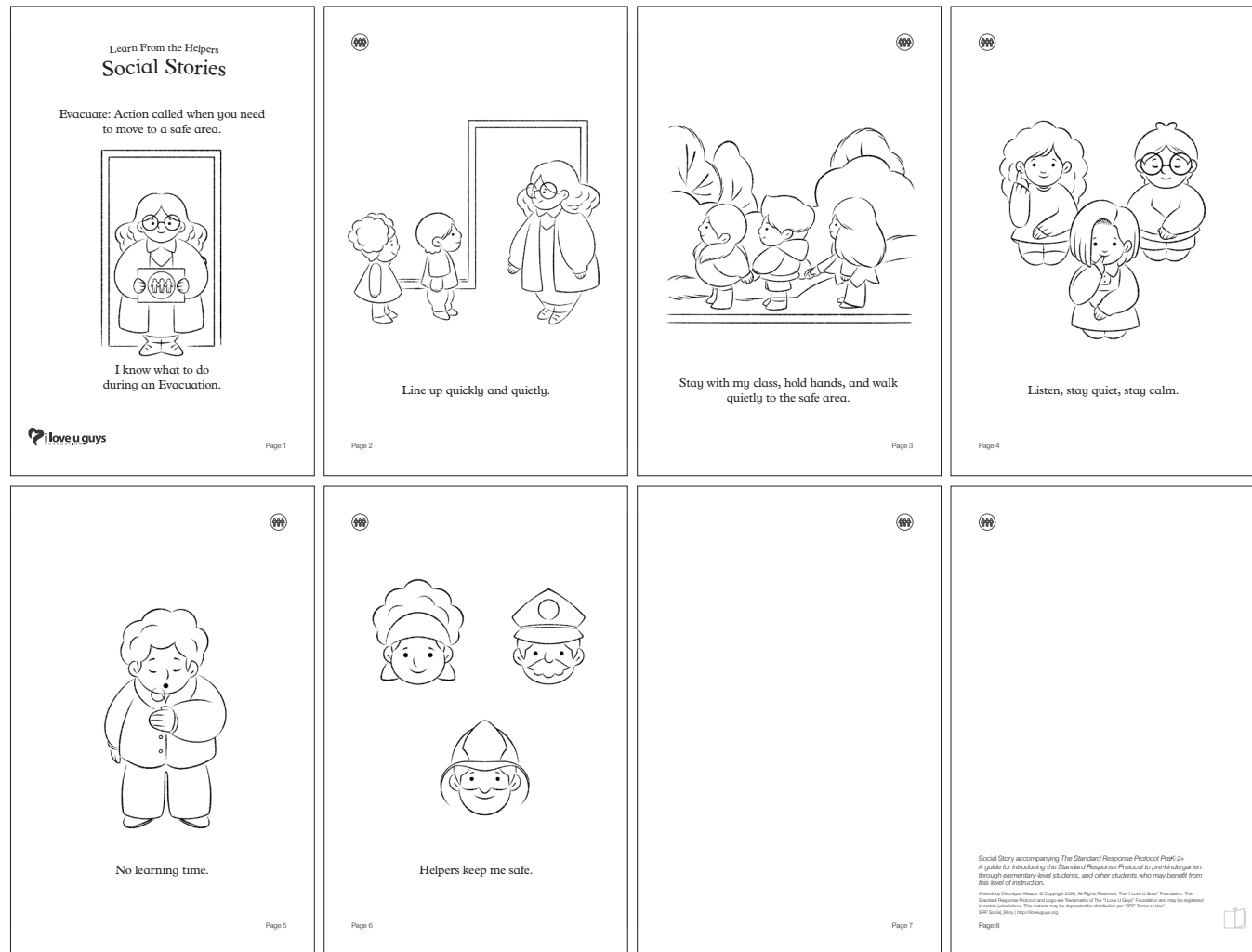
Resources

Evacuate Social Story

Horizontal PDF. Print double-sided on two pages.

Stack sheets and fold in half.

Available in English and Spanish.



Appendix

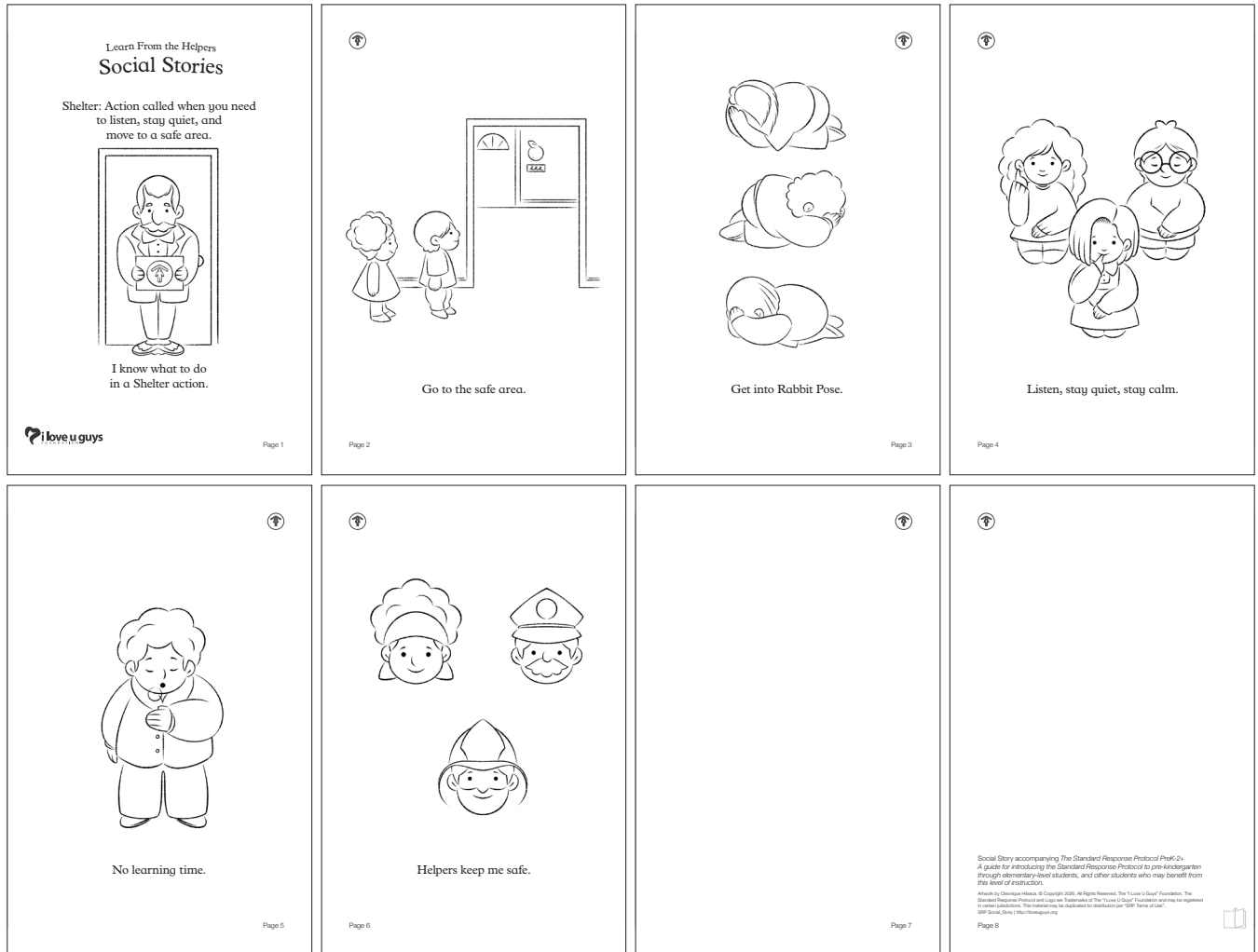
Resources

Shelter Social Story

Horizontal PDF. Print double-sided on two pages.

Stack sheets and fold in half.

Available in English and Spanish.



Appendix

Resources

Emergency Visual Signs Poster

These classroom posters demonstrate hand signs, similar to ASL, that can be used to signal different actions in the classroom. This poster also supports Total Physical Response (TPR), which helps students learn safety actions by connecting words to physical movement. Teach these visual signs while teaching students each action. Students first listen to the safety action (Hold,

Secure, Lockdown, Evacuate, Shelter) and then act it out with their bodies. This strategy reduces stress and helps students remember the actions.

Total Physical Response teaches safety by having students hear it, do it, and remember it through movement.



**STANDARD
RESPONSE PROTOCOL**

Emergency Visual Signs

This classroom poster demonstrates hand signs, similar to ASL, that can be used to signal different emergency actions in the classroom.

  Hold! In your room or area. Clear the halls. A single hand held palm forward out from eye level. Hint: The "stop" sign as if you were a crossing guard.	
  Secure! Get inside. Lock outside doors. Two hands held palms forward out from eye level. Hint: The "stop" sign with both hands.	  Lockdown! Locks, lights, out of sight. Starting with hands up, palms facing you, sweep hands towards each other and flare elbows out horizontally. Hint: Closing double doors or gates.
  Evacuate! Move to a safe area. Bring your fingertips of your right hand to your forehead in a salute. Rotate your wrist outward and extend your hand away, fingertips leading. Hint: Something leaving.	  Shelter! Listen, stay quiet, and move to a safe area. Touch the fingertips of both hands together in front of your chest. Hint: A house or shelter.

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SRP Visual_Signs_Poster_EN | <http://iloveuguyss.org>





STANDARD RESPONSE PROTOCOL

FIVE ACTIONS. FIVE DIRECTIVES. ONE OUTCOME.

In 2009, The “I Love U Guys” Foundation introduced the Standard Response Protocol (SRP) to districts, departments, and agencies. Currently, thousands of organizations in the U.S. and around the world have adopted the program.

The SRP is simple. It’s based on five actions. Each action is followed by a directive. The outcome is shared language and shared expectations between civilians and first responders in a crisis.



HOLD

In your room or area. Clear the halls.

When something is going on in the hallway, Hold in your room or area until it’s resolved.



SECURE

Get inside. Lock outside doors.

When a threat is outside of the building, Secure is used to safeguard the occupants of the building.



LOCKDOWN

Locks, Lights, Out of Sight.

When a threat is inside the building, Lockdown is used to secure individual rooms and keep occupants quiet and in place.



EVACUATE

A location may be stated

Used to move people from one location to a different location inside or outside of the building.



SHELTER

State the hazard and safety strategy

Used for group-and-self-protection.

