

## General Response Protocol Safety Lesson – Safety- Grades Secondary Grades (6-12)

Learning Objective: Students will identify the appropriate action to take for each GRP directive.

Essential Question: What actions should students and teachers take for each of the three GRP directives (lock-down, shelter-in, evacuate)?

Materials: Chart paper, markers, Assembly card, GRP One Page Summary, Reproducible GRP Symbols (Located at the end of the lesson plan)

Procedure:

1. The teacher will ask the students to discuss with their partners ways that we stay safe in school.
2. Students will share what was discussed. During the share, the teacher will chart key words/ phrases on the board based on what the students share.
3. The teacher will explain that the General Response Protocol (GRP) has been designed to provide the direction that schools will take when an emergency incident occurs.

Each directive and action will be explained and the teacher will lead the discussion regarding the actions that students should take upon hearing each directive.

### Critical Content:

Discussion:

- When might our school need to evacuate?
- What is the role of the teachers when evacuating?
- What is the role of the students when evacuating?

**GRP Action: Evacuate!** The fire alarm will be the primary signal for an evacuation. However, there may be times when the PA system is used, and the directions will be specific. There are many reasons why an evacuation may occur. It is critical to listen to all announcements. (Refer to some of the examples offered by the students).

**Students will:**

- **Leave belongings behind.**
- **Form an orderly file line.**
- **Remain silent and listen for additional evacuation instructions.**
- **Go to the stated location with their class as identified on the classroom fire drill poster.**

Discussion:

- When might our school need to Shelter- In?
- What is the role of the teachers when sheltering- in?
- What is the role of the students when sheltering- in?

**Shelter- In!** "Attention, this is a Shelter- In. Secure the exit doors." (Shelter-in is used when the threat is *outside* of the building).

*Students should understand that:*

- They will be secured inside of the building.
- Classes will continue as usual. However, once the exit doors have been secured, no one will be permitted to enter or leave the building until the Shelter- In has ended.
- They must listen to all announcements as directions may change during each incident.
- Some classes may be required to relocate to other rooms within the building.

Discussion:

When might our school need to be put on Lockdown?

What is the role of the teachers when in a Lockdown?

What is the role of the students when in a Lockdown?

**Lockdown!** "Attention, we are in soft/ hard lockdown. Take proper action." (Lockdown is used when the threat is *inside* of the building).

*Students will:*

- Move away from the line of sight through the classroom door.
- Make sure they can't be seen by anyone if someone in the hallway looks through the window of the door.
- Maintain silence.

**Summary activity:**

1. Students will be split up into 3 groups. Each group will be given a different GRP directive and will create an emergency scenario for each GRP action.
2. The teacher will ask students to chart the appropriate action to be taken by both students and teachers for the directive.
3. Students will share aloud what was discussed. Classmates will assist in making corrections as appropriate, as well as indicate if the scenarios can be addressed with multiple actions.
4. The teacher will summarize the class work, the appropriate actions and importance of each directive, and then asks the summary question: How will the GRP help us remain safe in an emergency?

Reproducible GRP Symbols for Instructional Use

