Run > Hide > Fight— is a set of responses to an Active Shooter that is endorsed by the Department of Homeland Security and Pennsylvania State Police. Run > Hide > Fight are three actions to help protect students and school personnel.
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You are permitted to make copies of the Parent Letter and Participation Guide handouts.

1. Review content of intermediate workbook.
2. Print copy of parent/guardian letter.
3. Copy Participation Guide for each student.
4. Load Powerpoint presentation.
5. Deliver lesson using the Powerpoint presentation, scripted notes, and student Participation Guide.
6. Utilize Extension Activities to reinforce concepts.
We are going to spend the next 30 minutes talking about school safety. Today our safety topic will focus on discussing options for actions we can take to keep ourselves safe in the event of an active shooter emergency.
This is the definition of safety. Safety is something we all have to work together to achieve so that we are free from, or minimize, danger, risk, or injury. In an emergency situation, it is important that we all work together to keep our school and ourselves safe.
There are many safety procedures in place in our school. First with your partner, and then through whole group sharing, we are going to brainstorm all the safety procedures we have in our school.

STUDENT PARTICIPATION

Have students partner to brainstorm current safety protocols in place in your school. Then create a whole class list by having the partner groups share their brainstorm lists. Use the Participation Guide.
Here are some examples of the ways schools are making safety a priority. Combining the examples on this slide with the list we made as a class, it is obvious that our school has many procedures in place to address safety.
Today we are going to discuss new ways to be safe in a situation that is very dangerous. We are going to learn to be prepared in the event of an active shooter situation.
Today our objective is to learn about actions we can take in the event of an active shooter emergency. While this type of emergency is very rare, we are going to learn safe ways to respond in case it would happen in our school. It is smart to be prepared!
The actions we can take to respond in an active shooter emergency are included in the process of **Run > Hide > Fight**. We will discuss what to do for **Run > Hide > Fight**, so that you will have the information to make choices in the event of such an emergency.
The most important thing to remember in this type of emergency is to listen to teachers and other familiar adults so that we work together to create the safest situation based on the circumstances.
RUN
Our first option is **Run**. The first step is to determine if you can escape from the area in a safe way. Be sure and scan your environment and know your surroundings.
If there is a clear way out, your teacher or other staff member will direct you to that way. Your job is to exit as quickly as possible so that you can RUN to a designated area. You can also help others to exit quickly and safely.

STUDENT PARTICIPATION

In table groups, and using the RUN paper, identify potential escape routes from current classroom and from common areas in the school. Use the Participation Guide.
Your goal is to run to a designated area as quickly as possible, so it is essential that all of your belongings remain behind. Once you are out of the building or area and away from danger, if possible, call 911.
Let’s review our first option: RUN

INTERACTION QUESTIONS:
• What is the reasoning for leaving your belongings behind?
• Why is it important to follow the teacher’s direction?
HIDE
Our second option is **Hide**. If you cannot safely escape, choose HIDE instead of **Run**.
If it is not safe to exit, it is important that you find a hiding place that appears to be safe. First, lock and/or blockade the door. Then, silence your cell phones. It is important that the cell phones are completely silent, so turn off the vibration sound and all alarms.
Your next steps are to turn off lights, hide behind large objects, keep your eyes open while scanning the environment, and remain very quiet.

**STUDENT PARTICIPATION**

Using the Participation Guide, identify potential hiding places in our current classroom and in common areas in the school. Also, identify what items you could use to blockade the door.
Let’s review our second option: **Hide**

**INTERACTION QUESTIONS:**

- What things can we do while we are hiding to keep ourselves calm?
- Why is it important to stay very quiet?
Our third option is **Fight**. Only as a last resort, your teachers may choose to FIGHT.

NOTE: Students should take direction from their teacher. If no teacher is available, students should know their options.
If the options to **Run** or **Hide** are not safe, your teachers and/or you may choose to **Fight**. This will only be used as a last resort and only if lives are in immediate danger. Your goal is to stop or distract the shooter using the items in the classroom or other environments as weapons.

**NOTE**: Students should take direction from their teacher. If no teacher is available, students should know their options.
Let’s review our third option: **Fight**

**INTERACTION QUESTIONS:**
- Why is it okay to fight back?
- Why would “fighting” be the last resort?

**NOTE:** Students should take direction from their teacher. If no teacher is available, students should know their options.
There are three options for actions you can take if there is an active shooter: Run > Hide > Fight. Remember—it is very rare for an emergency like this to happen in a school, but we must be prepared.
REFERENCES

- U.S. Department of Homeland Security
- Pennsylvania Department of Homeland Security
- Pennsylvania State Police
- City of Houston, Texas
- International Chiefs of Police
1. Draw a diagram of the school showing at least two separate routes we could take from our classroom to exit the building.

2. Draw a diagram of the school showing at least two separate routes to take from one common area to exit the building.
   Indicate your common area choice:  
   - gymnasium
   - cafeteria
   - auditorium
   - library
1. Draw our classroom and identify potential safe hiding places.

2. Draw one of the common areas and identify potential safe hiding places.
   Indicate your common area choice: [ ] gymnasium  [ ] cafeteria  [ ] auditorium  [ ] library
Poster or Print Media Projects:
Ask students to create a poster, brochure, or flyer to publicize Run>Hide>Fight or the main ideas of one specific strategy.

Game Show:
Ask students to develop questions and answers for a game show and lead the class in a review of key concepts.

News Article:
Ask students to play the role of a journalist assigned to write a story about the Run>Hide>Fight strategies.

Carousel:
Write key terms on chart paper and post the papers around the room (e.g., Run>Hide>Fight). Have students move around in groups and write key ideas on each paper. Review the ideas with the whole group with a gallery walk. Students may also write down questions that remain for the group to discuss or the administration to consider.

Letter Writing:
Have students compose a letter to their family on the back of the parent handout for Run>Hide>Fight explaining the importance of the protocol.
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Dear Parent/Guardian:

In our continued efforts to maintain safety in our schools, we will be providing lessons to students that involve a protocol for responding during an intruder situation. The instruction the students will be receiving will focus on options (Run > Hide > Fight) the students and teachers have in the event of an active shooter emergency. The Run > Hide > Fight protocol is recommended by the U.S. Department of Homeland Security, the U.S. Department of Justice, the International Chiefs of Police, the Pennsylvania State Police, and others.

Preparing our students for real and present dangers is basic, fundamental education. Different times, different circumstances, and different dangers require that we prepare students in different ways. Nobody wants to contemplate something bad happening in our schools, but through responsible planning and training, we are able to respond to a crisis in order to better protect ourselves and those around us.

Safer classrooms and work environments can only happen if we take action. Safety depends on our ability, our determination, and our commitment to make emergency preparedness our top priority. The Run > Hide > Fight protocol is a life skill that can be applied in any setting. Therefore, we encourage you to engage in discussions with your child about school and community safety in an effort to be prepared to act in the event of an emergency.

Please contact _______________________________ if you have any questions.

Sincerely,