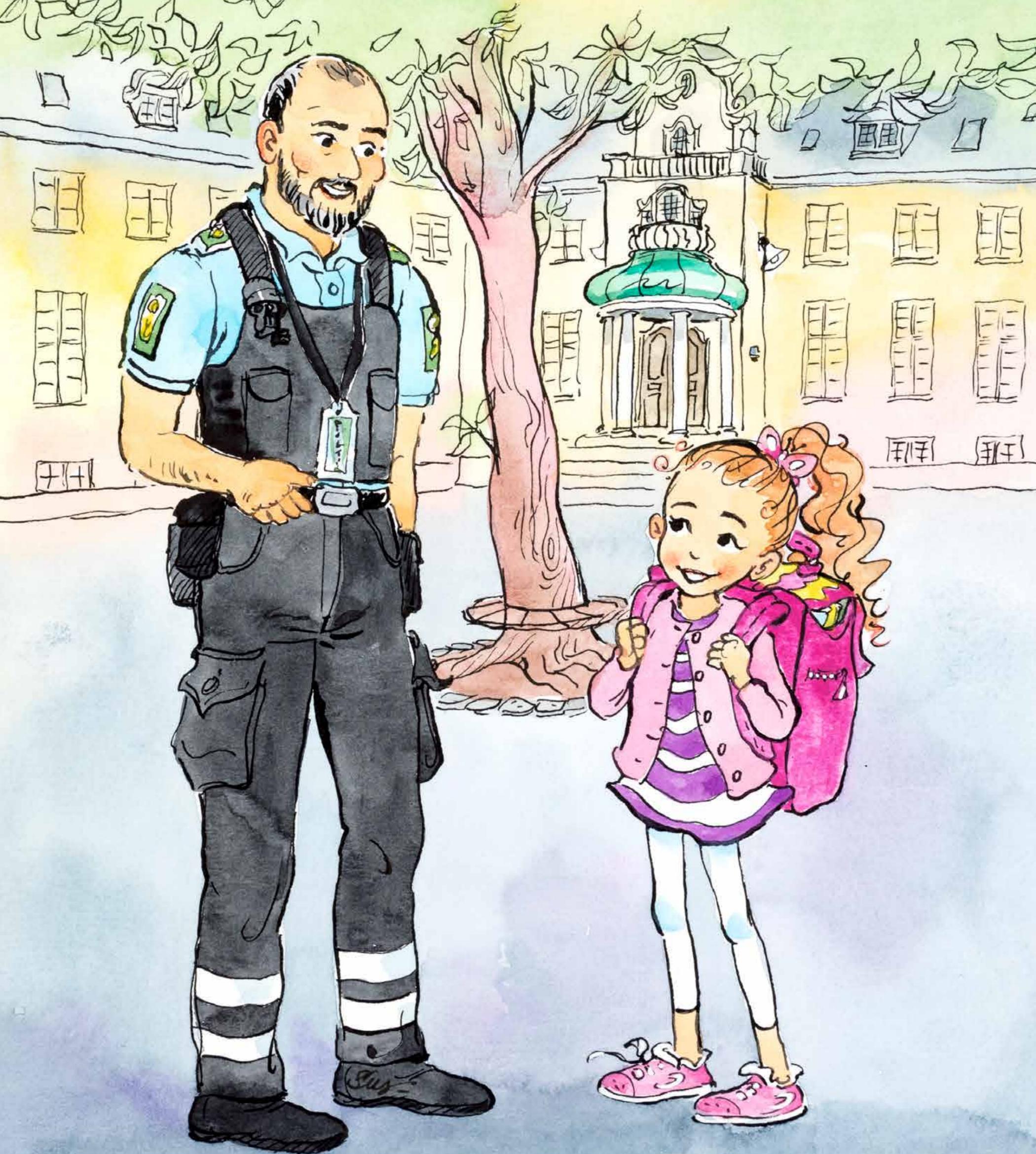


# Alma and the Lockdown Drill





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**Dedicated to all the parents who volunteer as security guards, and all the teachers of our Jewish schools around the world who keep our children safe, and allow them focus on learning and having fun at school.**

**And a special Thank You to Dr. Ruvie Rogel who has taught and inspired us in community resilience.**

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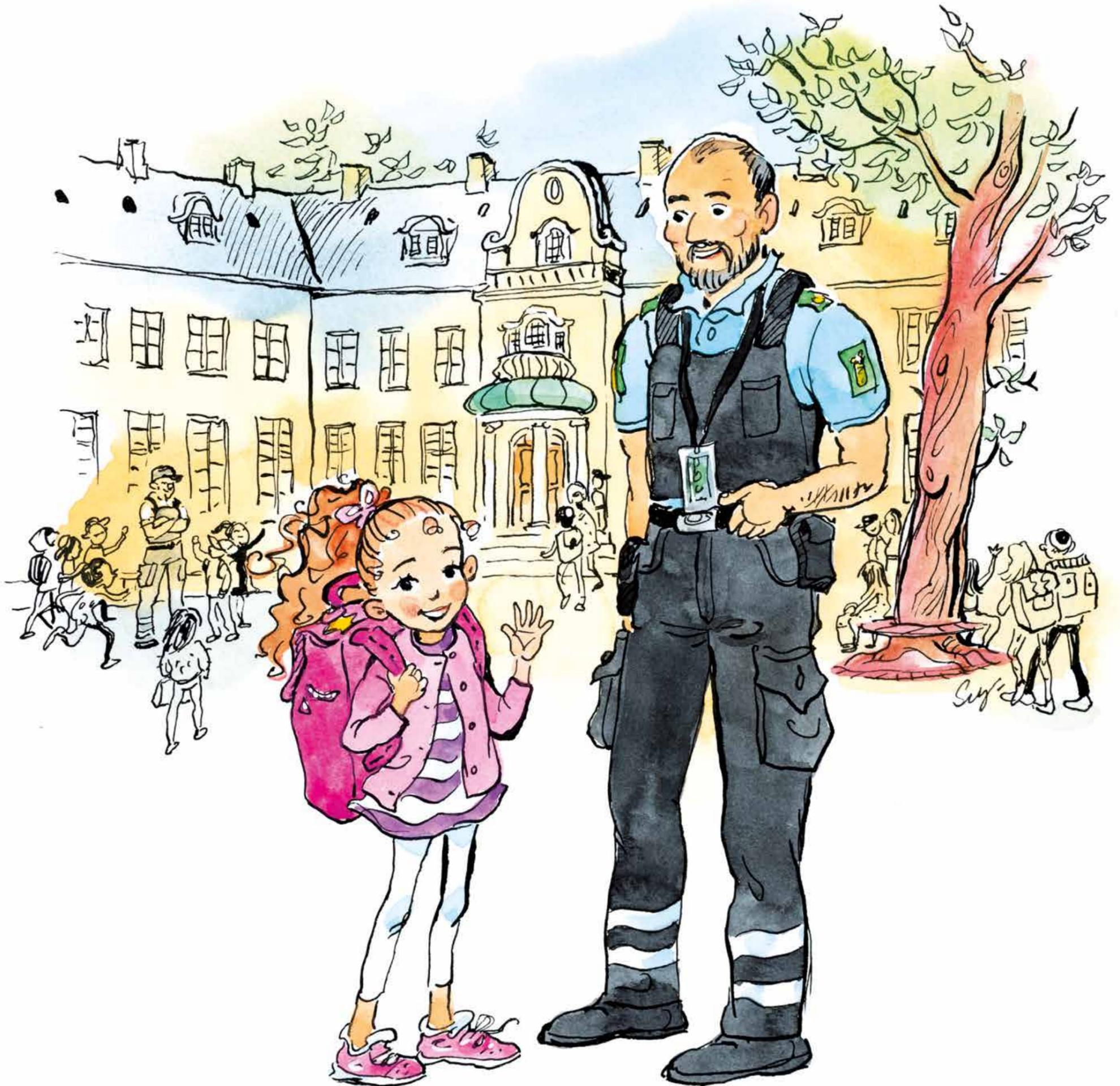
## **FOREWORD**

The purpose of "Alma and the Lockdown Drill" is to explain to young students why we have security at their schools in a simple way, and to explain the procedures of a lockdown. Every school is unique, but the principles of a lockdown are universal. Lockdown drills are designed to allow students and teachers to practice how to barricade themselves inside a classroom. By practicing a lockdown, the students and teachers prepare themselves, so that they would be protected if they were to face an external threat.

A lockdown can be both stressful and scary for students and teachers. Therefore, it is important to implement the procedures gradually so that the students know what to expect.

The book contains work material and questions that help facilitate a discussion about lockdown procedures which are specific to your school. There are guidelines, both to generate discussion with students and to direct the teacher in how to conduct the drills. Before using the book and its materials, it is important that you know the school's lockdown procedures. If your school does not have procedures yet, we recommend that you discuss the topic with management and develop your own approach.

It is our hope that the teachers and students gain security awareness regarding lockdowns and feel more comfortable to run the drills, just as they would a fire drill.



Hi! My name is Alma.

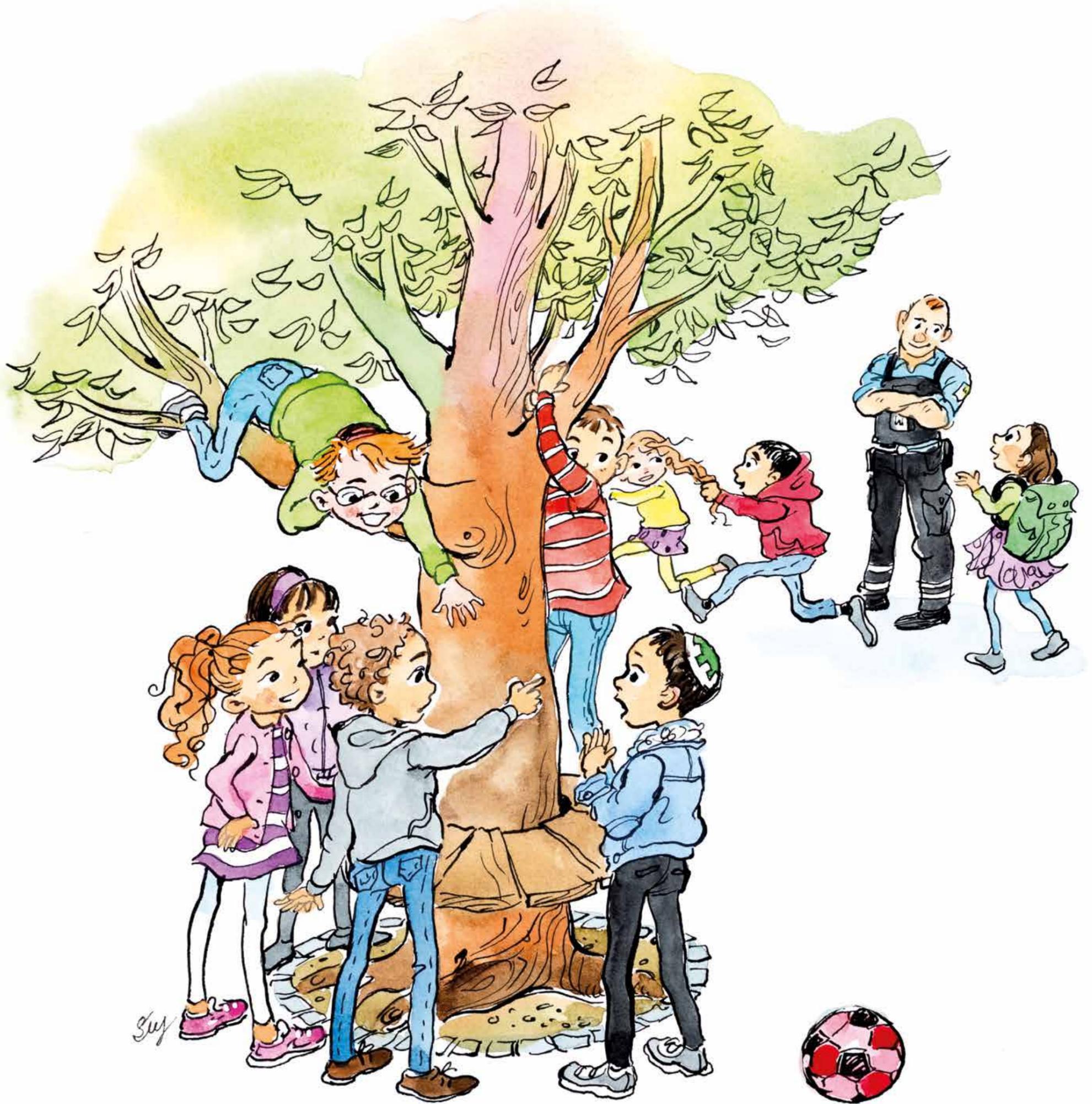
This is my school and my friend Michael. He's a police officer.

I would like to tell you about the day when we had a "lockdown drill" at my school, together with the police officers Michael and Henry.

A lockdown drill is like a fire drill but the other way around! Instead of going out together, we practice on how to keep ourselves safe inside our classroom.

My teacher, Mrs. M, says it is important that we learn how to be safe while we are at school. By practicing, we help to make the school a safer place, where we can learn, play and do all the things we love.

Everyone in the school has important roles. From Principal Danny, to the teachers and the other adults, the security guards and me and my classmates. Together we take care of each other.



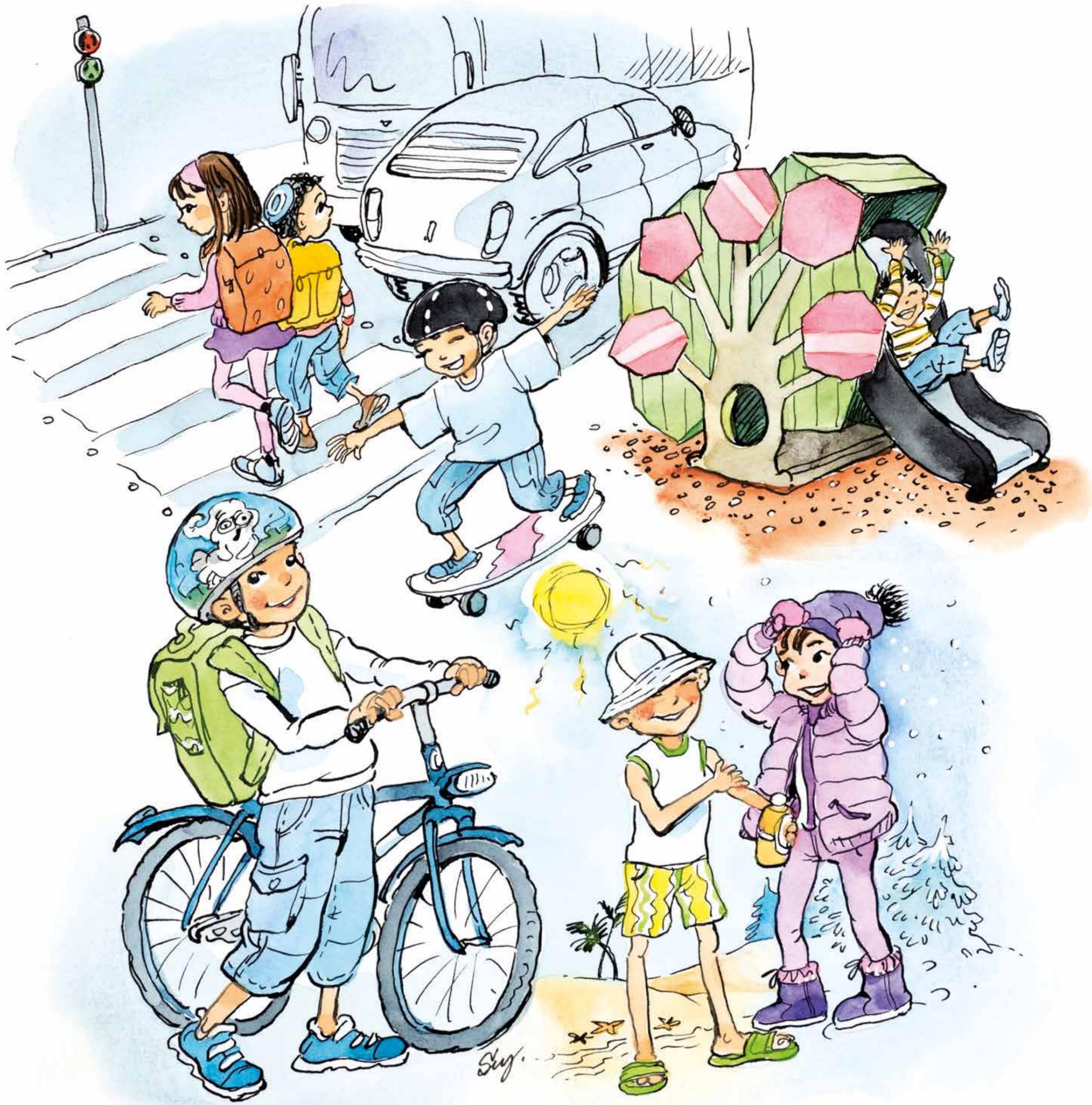
I do not know what it's like at your school, but in mine, we have both security guards and parents who help them. And sometimes we even have police officers who come to visit.

But why are they here?

One day, we were in the playground near the front gate when we saw a police car arrive. My friend Ezra asked Jonathan "why are the police coming to the school? Are they coming to get Simon because he shouted at his mum this morning?"

"No! They are here to make sure nothing happens to us, so we can be safe at school," Jonathan replied.

The adults teach us rules so we can learn to take care of ourselves and not worry. When the police visit us at school it makes me feel safe because they are looking after us.



**You know? Every day, we do things which keeps us safe and makes us feel good:**

**We use helmets when we go on our bikes or skateboards.**

**We look both ways before we cross the street.**

**We use sunscreen in the summer and warm jackets, hats and gloves in the winter.**

**We do all these things and many more to take care of ourselves!**



This is my classroom, my teacher Mrs. M and my friends.



"Ok children, everyone settle down. Today we will have a lockdown drill."

Mrs. M told us that today we will practice a "lockdown drill". She explained to us that it is similar to a fire drill, which we have practiced in case there is a fire.

We do lockdown drills so that we know what to do if something happens outside the school, which makes it dangerous for us to go outside.

In my school we have two types of lockdowns. One is when we stay in the classroom. The other is when the whole school goes to the auditorium.



A "lockdown" is a way to keep me and my classmates safe if something happens in the area outside school or at school itself.

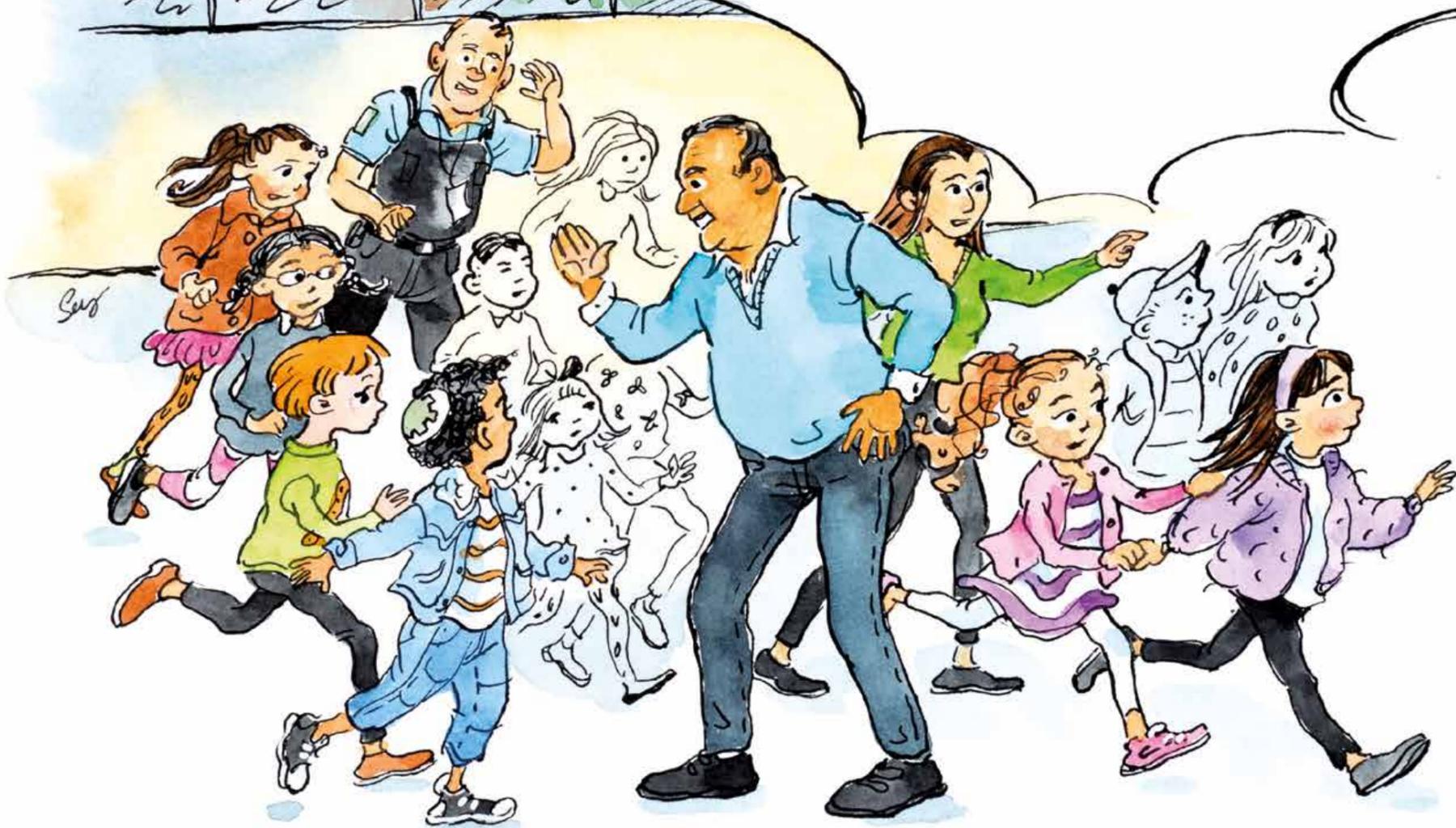
It could be a heavy storm or smoke from a big fire nearby. It could also be a dangerous person, which our security guard needs to find out more about before we can go out again. Or maybe it's a lion that has escaped from the zoo.

Whatever it is, the adults will take care of it. While they do, my friends and I do the lockdown.

# Tuut-tuut tuut-tuut...

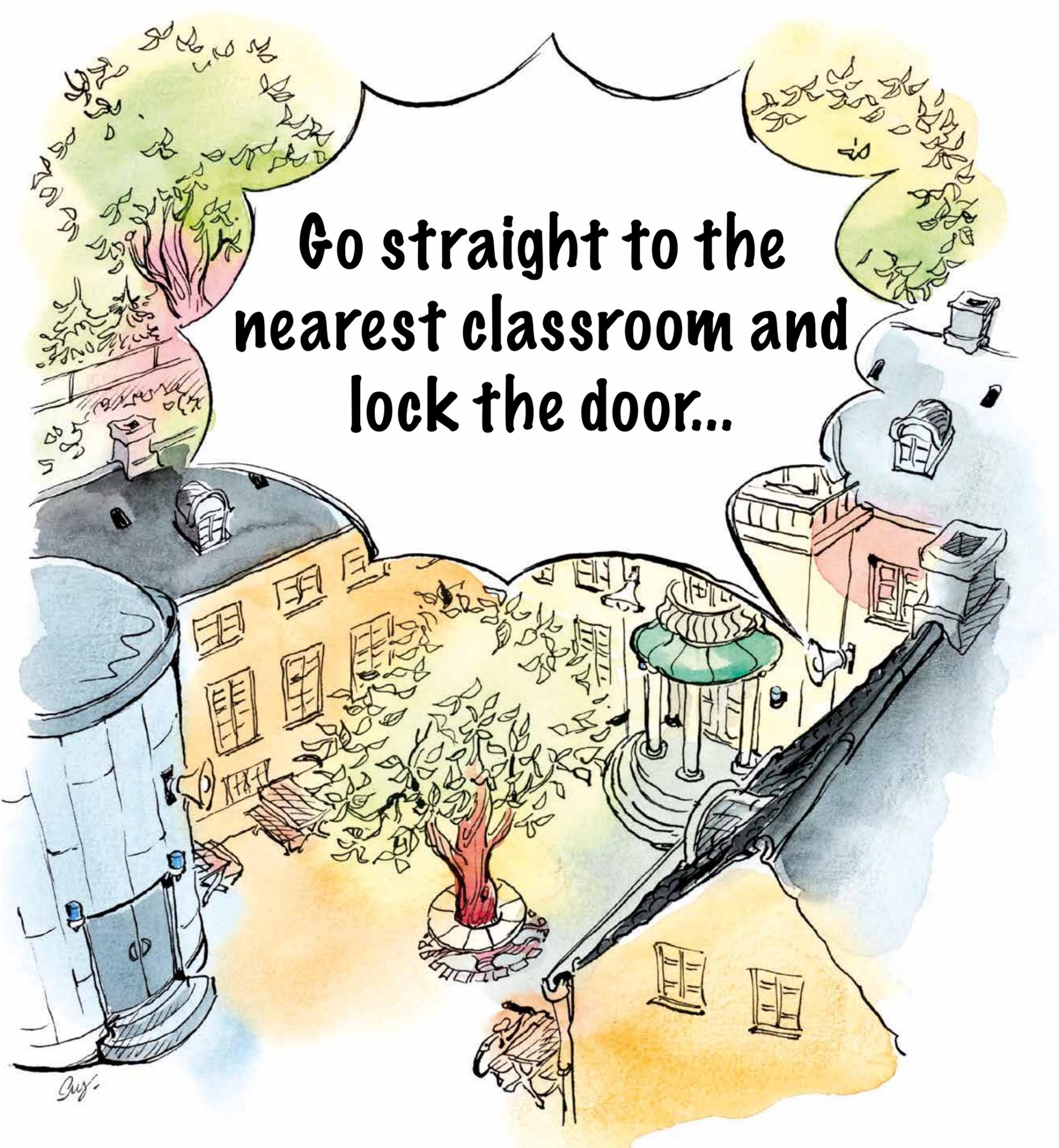


**Lockdown, in your  
classrooms  
immediately...**



When the drill starts, a signal from the speakers is heard around the buildings. The blue lights start to flash. This means we will to lockdown the whole school.

If we are not already indoors in the classrooms, we safely go as fast as we can. It's just like a fire drill but it's all topsy turvey! Rather than getting out of the school we go straight inside!



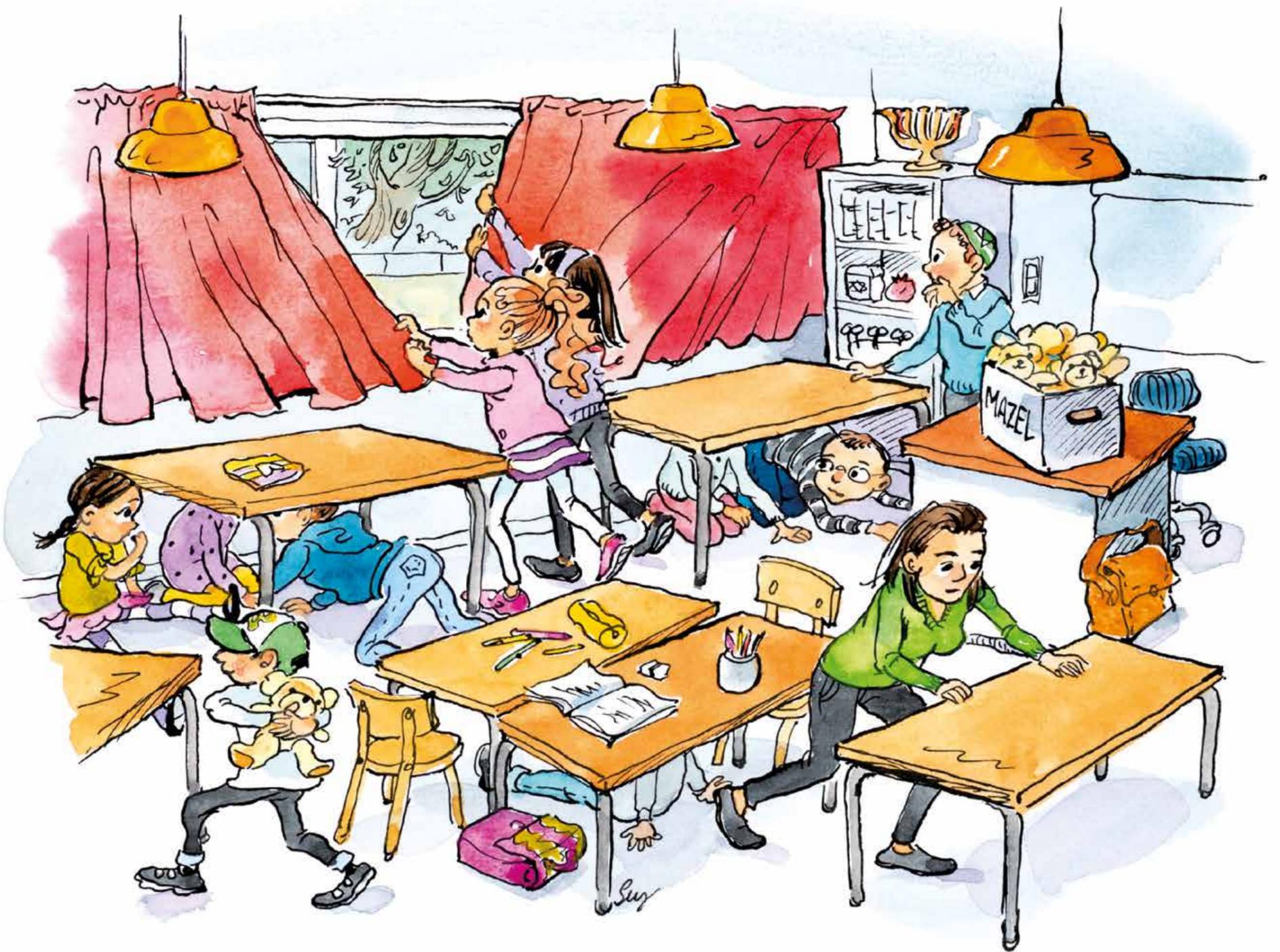
**Go straight to the  
nearest classroom and  
lock the door...**

Mrs. M stays with us during the lockdown. She and the other adults know exactly what to do to keep us safe.

When the school is in lockdown there are some rules that **MUST** be followed. It is like a game but it is **MUCH** more important.

**EVERYONE** needs to learn the rules!

We must be **QUIET**, so we can **LISTEN** to what Mrs. M tells us to do and follow her instructions **EXACTLY**.



The first thing Ms. M did in the drill was to lock the door to our classroom.

Simon then helped her to put a table against the door so nobody could get in. At the same time, Mrs. M asked Emma and me to close the blinds.

Mrs. M gathered us all in front of her. She looked us in the eyes and said calmly: "It is very important that you are quiet and still and listen to my instructions."

Then she asked us to go to our hiding places, under the desks.

You see, the best place to hide is on the floor under the desk or sitting on the floor with our backs against the wall.

While we did this, Mrs. M took the box with our MAZEL teddies and handed them out. When she gave me a MAZEL teddy and smiled at me I felt safe and took my teddy to our hiding place.

Before Mrs. M turned the light off in the classroom, so it would look like there was no one there, she asked us to hold each other's hands and be absolutely quiet that the classroom would appear empty.

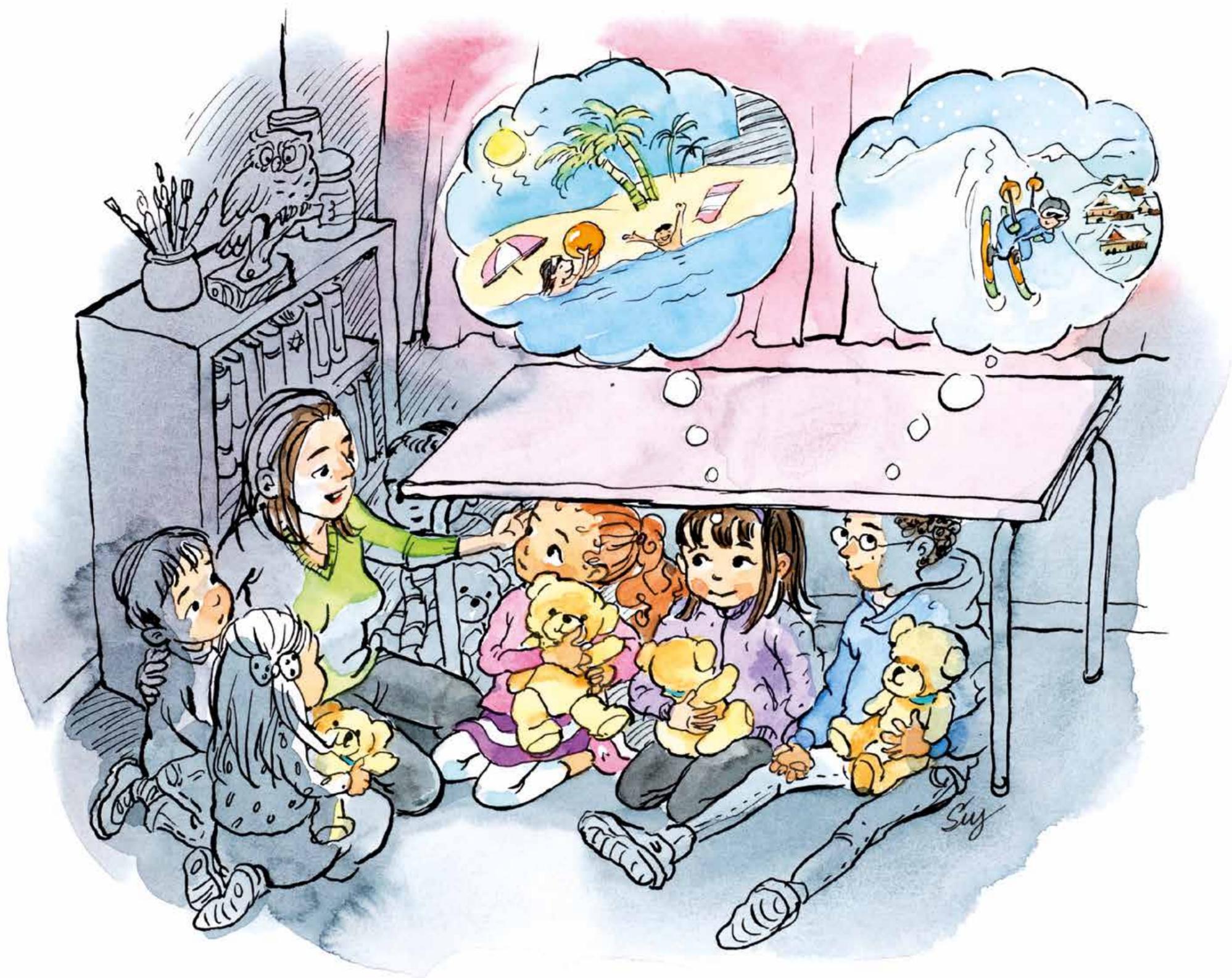


Mrs. M told us that a lockdown can last anywhere from a few minutes to a few hours.

I don't know how long that is, but I really hoped that it would not take that long!

One of the rules of a lockdown is that no-one can leave the classroom before we receive a message that the drill is over.

Mrs. M then took a laminated green card and pushed it under the door. The green card meant that the class was in lockdown and everything was just fine.

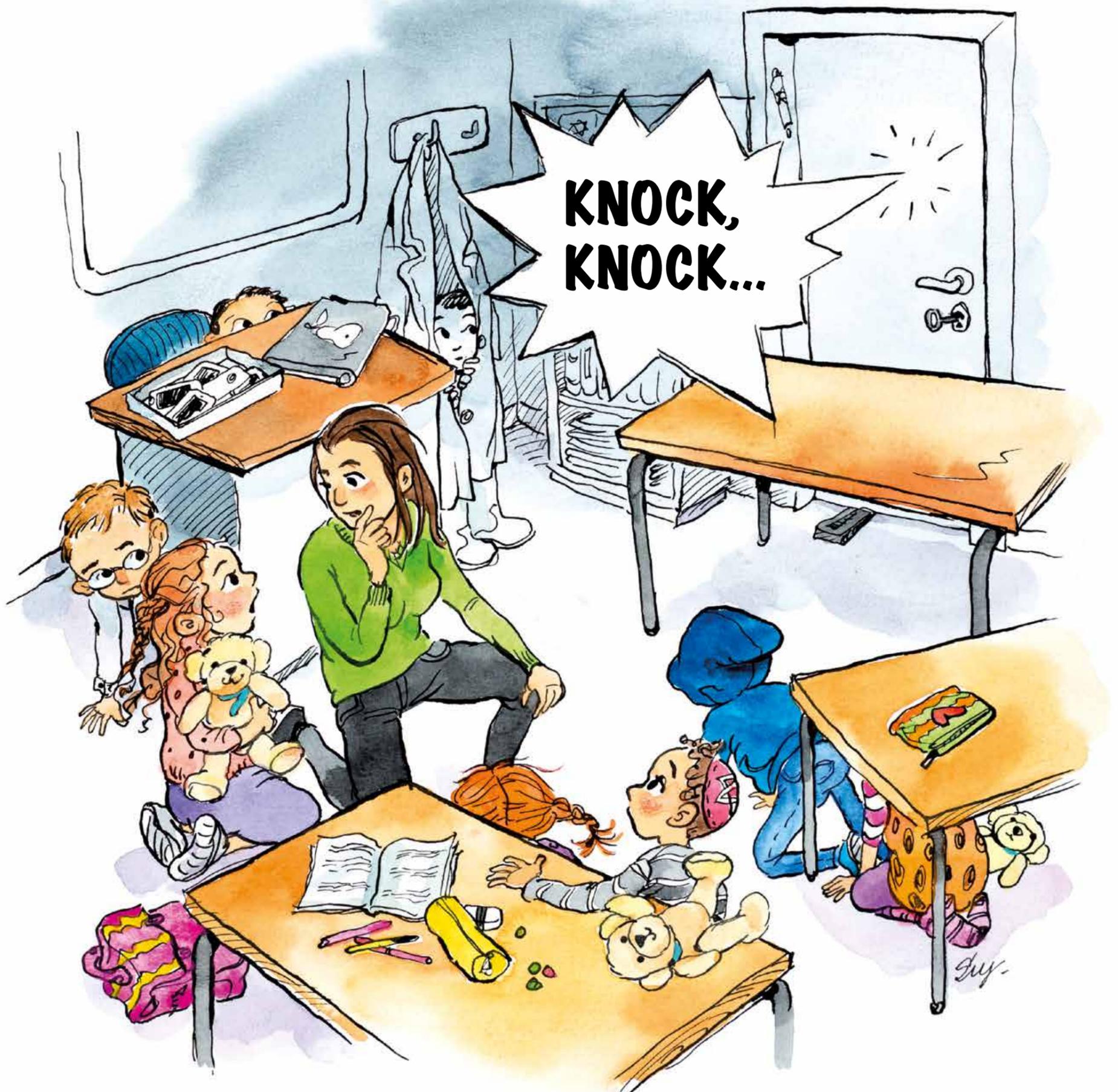


At first I thought the lockdown was quite exciting, like a big game of hide and seek where the whole school is playing. But it was also a little bit scary. I kept thinking that there could be a lion outside that was looking for lunch!

Mrs. M always knows just what to say. She looked at me and the others and said, "I'm here and everything will be fine! Hiding, sitting still and listening is all part of staying safe during a lockdown. And you are all doing a fantastic job!"

After a while, when no one had come to say that the drill was over, things started to get a bit boring. Jonathan complained that his legs were hurting, Leah started coughing, and Rami wanted a drink.

Mrs. M asked them to keep sitting and stay silent. Then she whispered: "Think of a place you love, maybe somewhere where you have been on holiday! You do not have to talk about it, because we are still being quiet, just think about it. Remember everything you love about that place and we will talk about it soon."



Suddenly we heard someone knock on the door. We knew that this is the most important time to be **COMPLETELY** silent!

Luckily, it was Henry the police officer, the world's bravest policeman, who told us that the drill was over.

Mrs. M got up quickly and was just about to open the door when Emma whispered to her: "Wait! He has not said the secret password!"

Mrs. M smiled and nodded at Emma.

Then Henry knocked again and said the secret password and told us that the drill had ended. Now we could come out from our hiding places, and Mrs. M opened the door.



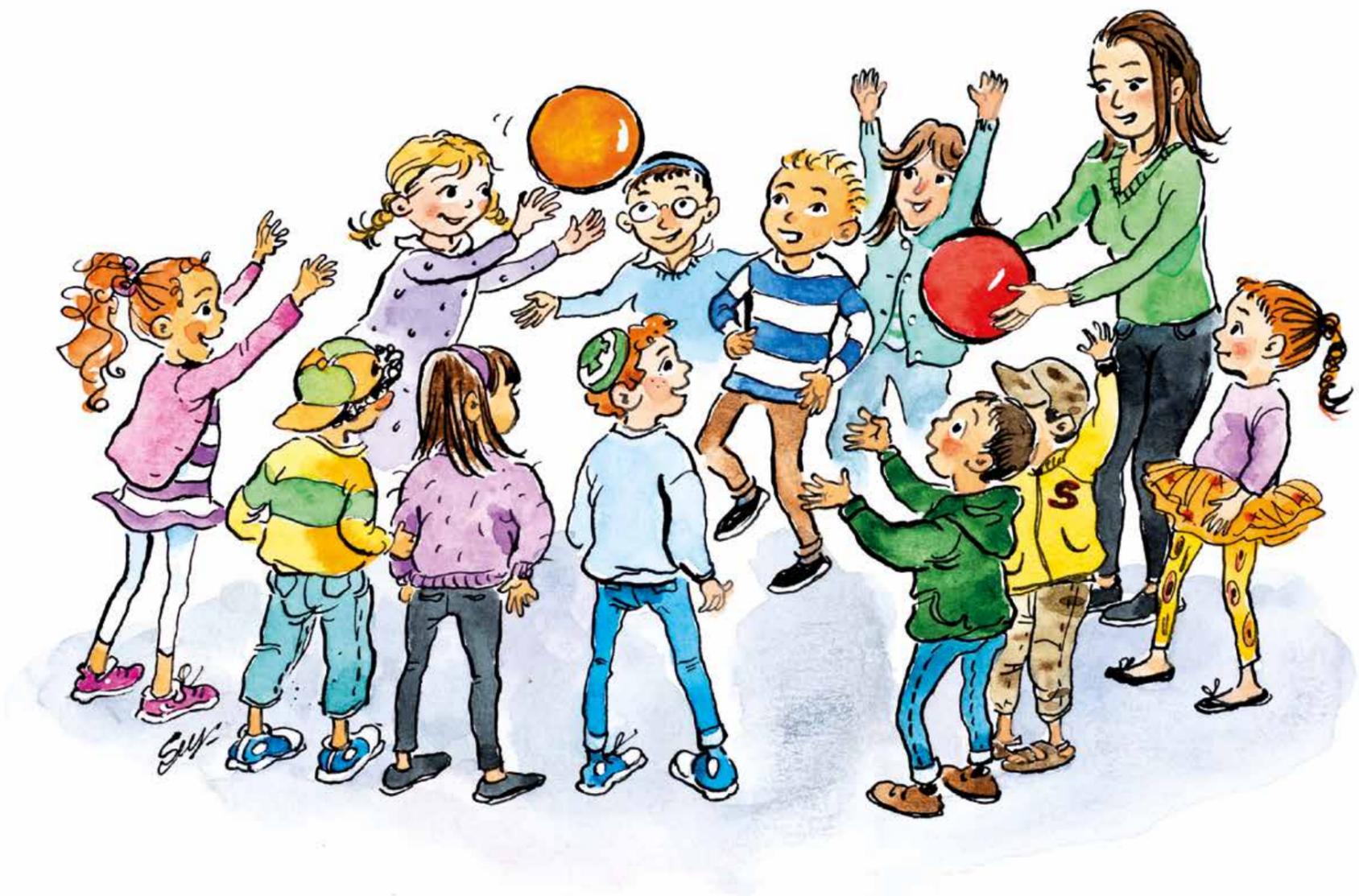
That's right! We have a secret password that we use when we're in lockdown, so we do not open the door by mistake.

We also have our own codes and secret signs between US and our TEACHER when we play in the playground. That's because sometimes there can be so much noise that we cannot hear what the teacher says.

1. If Mrs. M waves her hands over her head, it means we should follow her.
2. When Mrs. M covers her eyes with her hands, it means that we need to go and hide straight away, just like in hide and seek.
3. If she turns the palms of her hands down to the ground and lifts her arms up and down, it means that we have to lay down on the ground.
4. If she pushes the palms of her hands back and forth towards us, it means that we need to freeze and stay completely still.
5. And, if she waves her arms back and forth in front of her, just like a tree bending in the wind, it means we have to move to the side she points to.

We always have a lot of fun when we practice. Once Benjamin had hid himself so well, that none of us could find him!

But remember... our signs are a secret, so don't tell anyone!



After the drill, Mrs. M gathered us in a circle. We played a game where we had to throw a ball between us and each time we threw it we had to say the name of the person we threw it to.

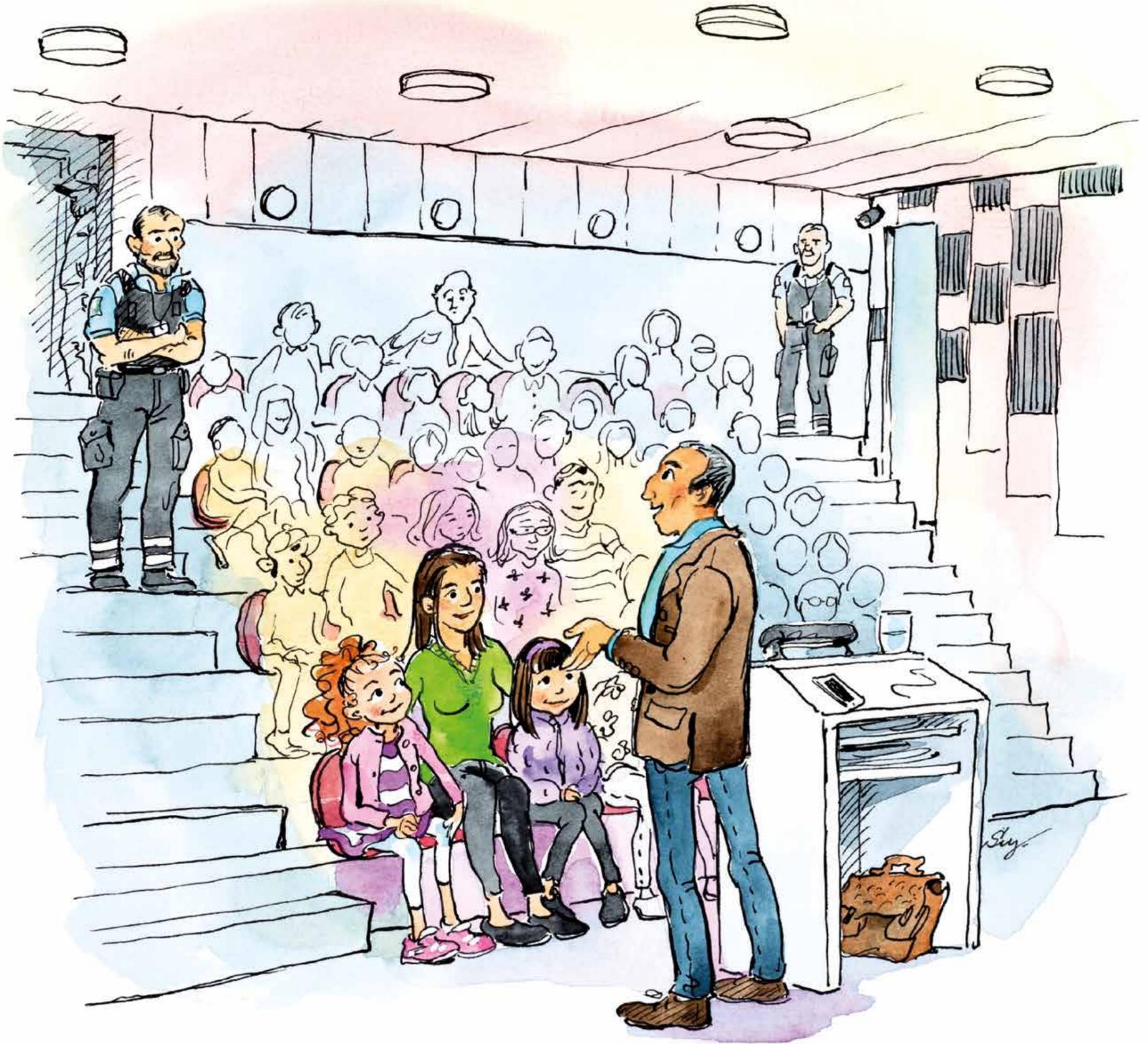
It was good to know that after a lockdown we get to play a fun game.

We understand that we are practicing the lockdown to know what to do if we ever need to do it for real.

The rules we learn make sure that we know exactly what to do.

Even though me and friends were a bit scared in the lockdown drill, now I know exactly what to do and will help them to not feel scared next time.

# You were GREAT!



Later in the afternoon, the whole school was gathered in the auditorium.

Principal Danny, spoke to us: "To begin with, I just want to say how very proud I am of each one of you. You were Real Super Heroes today!"

"We are all here to take care of you. We practice so that we are well prepared and so that everyone knows what to do if something happens. When we know WHAT we will do, we can concentrate on having fun and learning in school instead."



**So that's the story of the lockdown drill at my school.**

And remember, if you and your friends have a lockdown drill at your school: keep calm and listen! Your teacher know what to do.

Now I know these easy rules to do a lockdown:

1. First, the teacher locks the door.
2. Then we close the blinds and turn off the lights.
3. We listen to your teacher and hide under the desks.
4. We wait quietly and always take care of each other.

**Then everything will be fine!**

**We practise so we know what to do...**



# Material For Discussion

Read the book together again and use the following questions to facilitate discussion about your school's lockdown procedures. The questions we consider to be of most importance have been bolded.

## Page 8

**In which ways are Alma's school and classroom like ours? In which ways are they different?**

## Page 5 + 6

Why does Alma's school (and our school) have security guards? Who else plays an important role in increasing safety? (Parents, teachers, students, in fact, everyone at the school)

## Page 7

**Every day we do things to keep ourselves safe. Can you name a few?**

- Wearing a helmet for cycling / skateboarding
- Putting on a seat belt
- Washing your hands before eating
- Wearing warm clothes in winter
- Using sun protection and a hat in summer when the sun shines
- Not climbing high in the trees or playing dangerously in the playground
- Being careful when using sharp objects, such as scissors and knives
- Can you think of other examples?

## Page 9

What kinds of emergency procedures do we have? (fire/evacuation and lockdown)

**Repeat Fire / evacuation (four points):**

### At Fire Alarm

- **STOP**
- **GET INTO A LINE**
- **WALK OUT OF THE BUILDING**

## Page 11

How does Alma and her classmates know that it's time to lockdown? **How do we know at our school when we need to do the same? How do we know that we need to start a lockdown?**

## **Page 12**

**What do we need to think about at a lockdown?**

- Listen to the teacher!
- Be quiet and keep calm

## **Pages 13 + 14**

**What is the first thing we should do during a lockdown?**

- Who is responsible?
- Who would be responsible for locking the door?
- Who should be responsible for closing the blinds and turning off the lights?
- What else do we need to do? (Hide under the desks, remain silent.)
- Teddy bears

## **Page 14**

Where are we safer, inside or outside? Think about what Alma and her classmates did! Where are the best hiding places in our classroom?

What do we do if we are not in the classroom when the message comes about a lockdown?

What should we do? Where are places that you can hide? Try to find 3 places at the school that are super good hiding places! Just as good as the one Benjamin found.

## **Pages 13 + 14 + 15**

**Alma and her classmates had to be quiet during the lockdown. Why is it so important to be quiet during a lockdown?**

- To be able to hear what the teacher says, even if they speak softly.
- In order for the teacher to have the opportunity to hear themselves to understand what they have to do.
- So that it seems that the classroom is empty.

Sometimes it's hard to stay quiet for long time when you're together. What can you do to help you keep quiet?

- Close your eyes
- Lean back or lay down your head
- Think about your favourite story or movie.

**Alma feels a little scared. What can you do if you get scared?**

- **Take a deep, slow breath (Sometimes someone can hyperventilate while being scared.)**
- **Then it's best to do the opposite, try to stop or slow down the breath.)**
- **Hold each other's hands!**
- **If the students have their teddies, pat or hug them!**
- **Students can tap their classmate's hand or arm. If they are sitting themselves, they can even pat their own arms!**
- **Think of a favourite place, which makes you feel happy!**
- **Counting exercises**

Count to 100, or to 1000 (if older) and backwards from 1000 if you can.

As a teacher, you need to pay particular attention to the younger children who have the least self-control. It's about guiding them to a safe, calm and long-term activity, without allowing them to become stubborn (in which case they may become noisy and/or move around) nor scared.

There are words that have a calming effect on a deeper level:

- "I'm here" – tells the child that they do not need to fix everything themselves. Someone else knows what's going on and will take care of it. It is another way of saying "Let your teacher show you what to do and take care of you."
- "Help is on its way" – tells the child that it will be fine and there are other people outside dealing with any issues.
- "Hide, sit still and listen, YOU're doing a good job" – tells the student that their actions make a big difference and they are important to the overall success of the lockdown.
- If the waiting time becomes long: "Let's imagine a place we love to visit... your favourite holiday destination. You do not have to talk about it. Just think about it and everything you enjoyed doing there."
- Let the children hold hands. This technique is sometimes called "borrowed strength".

The children may need an activity to perform when they are supposed to be still and quiet. This is partly because some children have difficulty with quiet activities generally and, partly because there is a greater risk that their fear may lead them to a so-called 'frozen state' if there is real attack. Doing an activity which allows them to support and focus on others, or for example on their teddy bear, can decrease their fear.

## Pages 16 + 17

Only relevant if you have similar procedures at your school.

Why did Alma's teacher, Mrs. M, not open the door to the police at first?

What are the "secret signals" between Mrs. M and the class?

- Waving your hands over your head means you should follow
- Covering your eyes with your hands means that you need to go and hide straight away, just like in hide and seek
- Turning the palms of your hands down to the ground and lifting your arms up and down means that you have to lay down on the ground
- Pushing the palms of your hands back and forth means that freeze and stay completely still
- Waving your arms back and forth in front of you, just like a tree bending in the wind, means you have to move to the correct side

## Page 18

After the exercise you should reassure the class by running games or activities. For instance a ball game, or one of the examples listed on pages 25-26. You may also wish to look at some of the Red Cross exercises for further inspiration.

## Emotions

Alma felt a little scared.

What can we do if we are afraid? What would go through our minds?

Who can we talk to about these fears?

It is very natural to feel a little worried or afraid when you face the unknown.

Sometimes feelings and thoughts only come later, well after the event.

Whenever a child has these feeling it is important to talk about them.

There are many people around us that we can talk to.

- Our teachers
- Our parents
- Our siblings
- Friends
- School nurse

The important thing is that we speak about feelings and do not bury our feelings or thoughts by keeping them to ourselves.

## Page 20

When Alma says farewell to us, she reminds us of the most important things to remember in a lockdown. What were they?

- **Be calm, still and listen! Your teacher knows what to do.**
- **First, the teacher locks the door.**
- **Then we close the blinds and turn off the lights.**
- **We listen to your teacher and hide under the desks.**
- **We wait quietly and always take care of each other.**

# Fun Team Building Games For Children

Games are fun. One of the most effective ways to teach the students something is through play. There are lots of fun games that children can play to enhance teamwork. Here are some suggestions:

## Just Listen

Just Listen is an activity that encourages children to listen without interrupting or judging. This game is best played indoors.

### How it helps:

Encourages listening, comprehending, and accepting another person's view.

### Materials:

- Index cards with different topics
- Space to sit

**Time required:** 30 minutes

### Instructions:

- Divide the children into teams of two.
- One child has to pick a topic blindly and talk about it for two minutes.
- The other child will have to listen and recap what his partner has said at the end. There is no debate, agreement, or criticism in the recap.
- They switch roles and repeat the process.

### Tips to the facilitator:

Pick topics that the children can relate to and talk about without difficulty.



## Picture Pieces

Picture Pieces combines the fun of drawing and working together as a team. This game is best played indoors.

### How it helps:

Teaches children how 'departmental working' and how important teamwork is to achieve the desired result.

### Materials:

- A popular cartoon strip or an image that the children can reproduce on paper. The complexity of the diagram should depend on the age-group of the children.
- Pencils
- Paper



**Time required:** 30 minutes

**Instructions:**

- Cut the picture you have selected into six or eight equal squares. Cut the image in such a way that when you join the pieces, the entire picture is in place.
- Give each child a picture and ask him or her to reproduce a copy of the image.
- After 20 minutes, ask the children to bring their drawings together and join them to see if they are able to recreate the picture.
- They can make changes to their work if needed, for a final reproduction as accurate as the original one.

**Tips To The Facilitator**

Give the children papers with squares of the same sizes to draw on each. Ask the children to draw the piece of their puzzle within the box. This will ensure that the images are consistent in size.

## Tallest Tower

Tallest tower challenges children to build the tallest possible tower they can with whatever is available around them. This game can be played indoors.

**How it helps:**

This game encourages the children to get creative in what they use to make their tower the tallest.

**Materials:**

- Books
- Tins
- Blocks
- Anything else that is unbreakable can be used in building the tower.

**Time required:** 15 minutes

**Instructions:**

- Divide the children into three groups of five each.
- Give them the needed material for building their tower – they could also use other items in the room, with your permission, to complete their tower.
- On 'go', the teams start building a freestanding tower with the material.
- Give them ten minutes to complete the tower.
- The team that finishes the tallest tower first wins.

**Tips to the facilitator:**

Make sure there is ample space for the tower. Also use unbreakable materials for building the tower.



# Circle of Silence

## How it helps:

The activity encourages creative thinking and interpersonal communication without a lot of noise.

## Materials:

- A container – metal or plastic
- Marbles
- Blindfold
- Space to play

**Number of participants:** Eight to ten

**Time required:** 30 minutes

## Instructions:

- Pick one person from the group to be 'It'.
- The other players form a circle facing each other and 'It' stands in the center.
- The players in the circle should slowly pass a tin box around the circle, without letting the marbles make any noise.
- If the object being passed around makes a noise, and It can point out where the noise is coming from, then he or she points in that direction.
- If 'It' gets the answer right, the person who held the tin when it made noise becomes 'It'.
- Each time, children can come up with ways to prevent the object from making noise.
- The activity can be played for as long as the children are having fun.

## Tips to the facilitator:

The best materials for this activity would be a tin cup and a few marbles – enough so they can move freely inside the cup.





# DIPLOMA

THIS CERTIFICATE IS PRESENTED TO

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YOU DID A FANTASTIC JOB TODAY AND WE ARE VERY PROUD OF YOU.  
WE ARE ALL HERE TOGETHER TO KEEP EACH OTHER SAFE.  
WHEN WE PRACTICE WE ARE WELL PREPARED AND TRUST THAT WE KNOW WHAT TO DO.  
AND YOU DO!

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DATE



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SIGNATURE

**Idea:** Alma's father  
**Text:** Kim M. Kimselius & Susanna Hartmann Fischermann  
**Illustrations:** Susanna Hartmann Fischermann  
**Layout:** Conny Bergqvist  
**Psychologists:** Ditte Krogh Shapiro, Emily Klagsbrun Lebenswerd,  
Fredrik Lecerof & Talli Ungar Felding  
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