

Weekly Tabletop Exercises

Date:

Facilitator:

Participants:

Which part of your Emergency Plan are you reviewing:

Scenario: Teachers in the breakroom are discussing how they have heard that some students have been plotting a silent protest if a certain political candidate wins the upcoming election. By silent protest - they mean that students will come to school, but they will not talk the entire day after the election. The staff is on the fence with regard to the potential silent protest. Some teachers believe that students should be able to express their political opinions, while others are concerned about the disruption it could lead to in the classroom or further down the road. What other events in the future could lead to students deciding that they would not participate verbally in school?

It is the day after the election, and it did not go in the students favor. They are silently protesting, but now they want to stage a walkout later this week. The staff has not been able to pinpoint the exact date and time of the walkout but they know it is fast approaching. There is also word that students who are in favor of the new politician plan to retaliate against the opposing students if they go through with a walkout.

It is Friday, at 11:40am, when the first lunch block begins - and about 25 kids have started walking out of the school through various exits in the school. Some have walked out during period change, while others waited until after the second bell rang, and made a point to walk out of class. The problem with students walking out through various exits is that it is hard for staff to determine who is leaving and where they are going. Teachers who had previously supported the silent protest, are also walking out in support of the students. As the principal steps out to observe the situation, he notices that some parents are outside standing with their children. As more parents arrive, the principal notices they are carrying signs supporting the newly elected official.



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BEFORE	DESCRIBE MAJOR DETAILS ABOUT THE INCIDENT
What are the initial actions?	
Who is involved?	
Who is affected?	
Who is responsible for responding to the situation?	

DURING	DESCRIBE MAJOR DETAILS ABOUT THE INCIDENT
What additional problems does this cause?	
Is the situation escalating or de-escalating?	
What information do you need?	
Who else needs to know? How will you deliver this information?	



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AFTER-ACTION	DISCUSS IMPORTANT DETAILS ABOUT THE INCIDENT
What was the plan?	
What were the strengths? Weaknesses?	
What was learned?	
How do you improve?	

RESOURCES



Visit SchoolSafety.maryland.gov, go to "Resources", then "Training



CONTACT INFO



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