



Be Disaster Safe 6–8

At School



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters

LESSON PLAN 7

Emergency Procedures and Drills

Young people can help themselves feel safer when they know and practice the right things to do in case of an emergency.

Key Terms and Concepts

drop drill	safe	tornado drill
evacuation drill	seal-a-room	unsafe
practice	security issues	
reverse evacuation drill	shelter-in-place	

Purpose

To help the students practice and update emergency safety drills at school

Objectives

The students will—

- Create a class list of safe or unsafe situations and decide where school fits in the list.
- Determine their roles in keeping school safe.
- Practice safety drills—evacuation, reverse evacuation, drop and tornado drills.
- After each drill, use How Did We Do? to rate class performance and determine areas of improvement or updates.
- Communicate with families to make sure everyone is aware of school policy in case of emergency and the reasoning behind the policy. (Home Connection)
- Determine and assign leadership roles for school preparedness. (Linking Across the Curriculum)
- Match the emergency to the correct safe actions using What Do We Do When...?
- Work in groups to write emergency scenarios, including possible problems, to challenge the class's understanding of correct procedures.
- Determine and implement a class disaster education project. (Linking Across the Curriculum)

Activities

“I Know What to Do”

“When to Do It”



Be Disaster Safe 6–8

LESSON PLAN 7

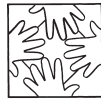
Emergency Procedures and Drills

Materials

- Chart paper and markers
- *How Did We Do?*, 1 copy per student
- *How Are We Doing?*, 1 copy per student group



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters



"I Know What to Do"

SET UP 5 minutes **CONDUCT** 20 minutes, plus 30 minutes per drill and evaluation

Social Studies: Personal Responsibility and Civics; **Science:** Health

TEACHING NOTE Safety drills may be practiced by one class, all classes on the same floor or by the whole school. If you are conducting the drills with only your class or other classes on your floor, be sure to notify the principal ahead of time. Follow your school's procedures.

1. As a class, create a list of places or situations where students feel safe. Does "school" appear on the list? Based on its position, is the school doing everything necessary to make students feel safe? If not, have the students discuss—
 - What could be done to make students feel safer?
 - Is the school ready to handle emergencies? Why or why not?
 - How could the students help to improve school safety?
2. Have the students discuss the school emergency drills they have practiced. List these on the chalkboard. Add the new ones that you will help them learn about and practice. Challenge the students to describe the type of emergency each drill would help them prepare for.

TEACHING NOTE Based on your school's policies and the types of emergency situations and disasters your area may encounter, choose the proper drills to practice. You may designate a week or one day a week for several weeks as "Practice Safety" days, practicing the procedures for one or more of the following drills. (Sample procedures for each of these drills can be found in the Background. Combining drills when possible helps keep procedures less complicated for students.) Students should know three main procedures: how to get outside (evacuate), get inside (reverse evacuation) and drop – either under their desks or in the tornado shelter area. They should also know that they may need to stay in one place for an extended period of time.

- **Evacuation Drill:** This is a practice to get everyone out of the school building in case of a fire or a gas leak or after an earthquake or other natural disaster in which the building may have been damaged. Many schools call this drill a "Fire Drill."

Note: **Bus emergency evacuation drills** must also be practiced regularly. Moreover, if you are in a tsunami-prone area, moving to the designated tsunami evacuation area at high ground would be added to evacuation drills following earthquakes.



Be Disaster Safe

6-8

LESSON PLAN 7

Emergency Procedures and Drills



Visit the American Red Cross Web site at www.redcross.org/disaster/masters

- **Reverse Evacuation Drill:** This drill is a practice for taking shelter within the school building in case of sudden, dangerous weather; thunder; or an outside danger, such as bees or an escaped criminal.

Note: Lockdown is a reverse evacuation followed by locking the doors to prevent a dangerous situation from spreading into the school building. Some schools refer to a reverse evacuation as a lockdown.

Shelter-in-place may also follow reverse evacuation to keep students indoors for emergencies and may be necessary for an extended period of time, such as during a winter storm, a landslide or a flash flood.

Seal-a-room procedures are added to shelter-in-place drills in cases of chemical releases, when the outdoors is unsafe. Plastic sheeting is used with duct tape to seal windows and doors.

- **Drop Drill:** “Drop, Cover and Hold On” are steps to take in case of an earthquake. Also take the drop position in a designated safe place in the building in case of a tornado warning. If your area is prone to tsunamis, practice moving to the tsunami evacuation area at high ground after dropping during an earthquake.
 - **Tornado Drill:** Many schools in locations where tornadoes are a top priority practice drills that begin with a reverse evacuation, if anyone is outside. Then everyone moves to the tornado-safe area to wait, taking the drop position if a tornado is nearby. Schools should identify tornado-safe areas in the school to which students will move during a tornado WATCH or WARNING or when observers warn that a tornado might be nearby.
3. Have the students discuss their role in keeping the school safe. Points for discussion may include:
- Tell a teacher or authority if they feel threatened or unsafe.
 - Follow directions during an emergency.
 - Make sure that their emergency cards are on file at school and kept up to date, including the name of the adult designated to pick them up in case of emergency.
 - Stay at school and in their assigned place until they have been officially released.



Wrap-Up

No matter which drills you practice, use *How Did We Do?* to guide students to evaluate their performance.



Have the students work individually or in small groups to complete the activity sheets. Then, discuss students’ perceptions .

- What student behavior needs improvement during the next drill?
- How could the plan be modified to be more effective?



Be Disaster Safe 6-8

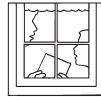
LESSON PLAN 7 Emergency Procedures and Drills



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters

Finally, guide a class evaluation of the school's practice of emergency procedures using *How Are We Doing?* Working in small groups, ask the students to answer the questions to the best of their knowledge and experience. Then, invite school administrators and emergency management personnel to come to the class to participate in a roundtable discussion on school preparedness.

TEACHING NOTE Make sure your emergency plan is ready for a substitute teacher. Keep a class roll, the emergency contact information and evacuation and safety information where substitutes can easily grab them in case of emergency.



Home Connection

School emergency procedures vary. It is most important to communicate your school's plans with your students' families. If there is a handbook or parent handout, make sure students take these home. Make sure emergency contact information is kept updated for each student in your class and cards are easily accessible by substitute teachers and others if you are not available. Guide student discussion to help them be prepared to answer their families' questions:

- Why can't my child leave school immediately when there is an emergency situation?
In an emergency, it may not be safe for students to leave. There may be hazards on the way home.
- How do I find out whether my child is safe in an emergency?
Listen to local announcements and be reassured that your child is in the safest possible situation. Emergency responders know that schools are filled with students during school hours and will take particular care in protecting them.
- Where do I pick up my child?
Follow emergency pickup procedures specified in the handbook, unless otherwise directed by school or law enforcement authorities. Be sure to have one adult designated ahead of time to pick up your student.
- What happens in a lockdown?
School faculty and staff are prepared to take care of the students.
- Why can't my high school student come to pick up younger family members?
Younger and older siblings are safer at school in most emergency situations. It might be dangerous for the older student to go from one school to another.



Linking Across the Curriculum

Social Studies: Personal Responsibility and Civics; **Science:** Health

Work with the students to assign roles for different types of drill. These roles might address access to safe areas, egress from unsafe areas, support for younger students or observing, timing and evaluating drills.



Be Disaster Safe 6-8

LESSON PLAN 7 Emergency Procedures and Drills

Materials

What Do We Do When...?, 1 copy per student



"When to Do It"

SET UP 5 minutes CONDUCT 45 minutes

Social Studies: Personal Responsibility and Civics; Science: Health

1. Ask students to list the types of drill they have practiced. Distribute *What Do We Do When...?* and have them complete the activity sheets.
2. As a group, review the students' answers to the activity sheet questions to see how students match the emergency to the steps to take for safety. Answers to *What Do We Do When...?*

1. D
2. E
3. B, C
4. A
5. C
6. B
7. A



Wrap-Up

Divide the class into teams of three or four. Have each team write several emergency or disaster scenarios, including possible problems that might alter the drill, for example, blocked paths or exits, explosions or broken water pipes.



Have the teams challenge each other to see if they can match the proper safety response to each emergency scenario. Guide the students to discuss any scenarios that could cause confusion about what to do or where to go to be safe.

TEACHING NOTE Be sure to have on hand and follow your school's standard procedures and terminology for emergency planning. If there are any questions, ask your principal, local law enforcement agency or emergency management agency for assistance.



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters



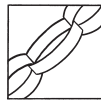
Be Disaster Safe 6-8

LESSON PLAN 7

Emergency Procedures and Drills



Visit the American Red Cross Web site
at www.redcross.org/disaster/masters



Linking Across the Curriculum

Social Studies: Personal Responsibility and Civics; Science: Health

Your students can be school leaders in emergency safety. As a class, determine a disaster educator project students would like to implement:

- Act as official observers during school safety drills in order to determine areas that might need improvement.
- Create and post easy-to-use emergency evacuation maps in each classroom and community space to help visitors know where to go in case of emergency.
- Write and produce public service announcements for different types of emergency drill to be used on the public address system or closed-circuit television.



1. Use the scale to answer the following questions about student performance:

c. How would you rate student knowledge of what to do once in the safe area?

Why?





How Did We Do?

Page 2 of 2

2. Do you have recommendations for improving student performance?

3. Do you believe your recommendations could shorten the amount of time taken for the drill? Explain.

4. Does the classroom or school plan need to be improved or updated? Explain.

If so, what would you recommend?





How Are We Doing?

Page 1 of 2

Name _____

Directions: One way to feel safe at school is to know safety procedures and make sure they are used effectively. Consider your school experience as you answer the following questions.

Types of Drill

Have you participated in evacuation drills?

If so, about how often?

Have you participated in reverse evacuation drills?

If so, about how often?

Have you participated in drop drills for earthquakes or tornadoes?

If so, about how often?

In what other types of drill have you participated?

Drill Evaluation

Are students familiar with procedures for all types of drill? Explain.

Have students demonstrated that they know to take immediate and correct action?

If not, explain.

Do teachers take appropriate cover with students during drills? Explain.

Do students know how to protect themselves in different areas of the school building and grounds? Explain.





How Are We Doing?

Page 2 of 2

Are students relatively calm and silent during drills? Explain.

Do students know two routes from every classroom and area of the building to appropriate safe areas?

Do teachers have class rosters and emergency checklists during evacuations?

Are students given ample opportunity to discuss any fears or concerns about safety? Explain.

Have students been instructed on ways to help others during an evacuation? Explain.

Are drills viewed as an opportunity to discuss preparedness at home? Explain.

Have parents been informed about safety procedures and emergency dismissal? Explain.





What Do We Do When...?

Page 1 of 1

Name _____

Emergency Response Actions

- A. Evacuation (go outside)
- B. Reverse Evacuation (go inside)
- C. Lockdown
- D. Move to tornado-safe spot
- E. Drop, Cover and Hold On

Directions: Read the following scenarios that might take place at school. From the list of actions above, select one or more actions that will help make you safer in each situation. Write the letter or letters of the appropriate action next to the situation. Remember that in an actual emergency, it is important to follow the directions of teachers, school personnel and emergency responders such as police officers and firefighters.

1. The weather is stormy, with thick clouds in the sky, heavy rain and hail. We hear thunder and see that the sky looks a bit green.
2. In the school library, we hear a roaring sound and feel the ground begin to shake.
3. We are outdoors during lunchtime and hear the sound of gunfire in the distance.
4. In the science room, a student drops a glass bottle of something that smells really horrible.
5. We hear the sound of a helicopter and look out the classroom window to see two police helicopters and a news helicopter hovering overhead.
6. We are out on the field when we hear the sound of thunder. Less than 30 seconds later, we see a flash of lightning.
7. We are in the classroom when we hear the fire alarm.

