



Be Disaster Safe 3–5

At School

LESSON PLAN 7

Emergency Procedures and Drills

Children feel safer when they know and practice the right things to do in case of an emergency.

Key Terms and Concepts

drop drill	reverse evacuation	tornado drill
evacuation drill	drill	update
evaluation	safe	unsafe
practice	shelter-in-place	

Purpose

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

Objectives

The students will—

- Describe how it feels to be safe or unsafe.
- Create a class list of safe or unsafe situations and decide where school fits in the list.
- Determine the reasoning behind class rules and follow these rules during safety drills.
- 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. (Home Connection)
- Match the emergency to the correct safe actions using *What Do We Do When...?*
- Work in groups to write emergency scenarios to challenge other groups' understanding of correct procedures.
- Choose and implement a class disaster education project. (Linking Across the Curriculum)

Activities

“I Know What to Do”

“When to Do It”



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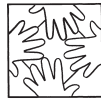
Emergency Procedures and Drills

Materials

- Chalkboard and chalk or chart paper and markers
- *How Did We Do?*, 1 copy per student



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"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.

-  On two sheets of chart paper or on a chalkboard divided in half, write the words "safe" and "unsafe." Ask the students to describe how it feels to be safe. (Answers will vary, but may include—I'm not scared. I know where I am and know how to get around. There are people I know with me.) Ask the students to talk about what it's like when they feel unsafe. (Answers will vary, but may include—I'm scared and worried. I feel as though I'm alone. It's dark [loud, scary, big or unfamiliar] and nobody I know is around. Something bad is about to happen, and I don't know what it is or what to do.)
2. Have the students look at the lists and decide whether school feels safe or unsafe. (Answers will vary, but may include—When I first started school it was scary because I didn't know anyone and I didn't know my way around. Now, I feel safer because my friends [or teachers] are here, and I know what to do and whom to ask for help.)
3. As a class, create a list of places or situations where students feel safe. Where does "school" appear on the list? Based on its position on the list, is the school doing everything necessary to make students feel safe? If not, lead the students in a discussion of what could be done to make them feel safer.
4. Ask the students to discuss what they already know about safety. For example, they know how to prevent fires, and where to locate and how to activate the fire alarm if they see a fire; how to evacuate the building and their homes; and how to call 9-1-1.
5. As the students discuss the drills with which they are familiar, list them on the chalkboard. Add the new ones that you will help them learn about and practice. Challenge the students to describe the types of emergencies each drill would help them prepare for.



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Emergency Procedures and Drills

TEACHING NOTE Based on your school's policies and the types of emergency situations or 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 under School Safety Drills in the Background. Combining drills when possible makes 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-safe 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 fire or a gas leak or after an earthquake or other natural disaster in which the building may have been damaged.
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.

- **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 a 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 within the school to which students will move during a tornado WATCH or WARNING or when observers warn that a tornado might be nearby.



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6. Although each drill is different, it's important for students to follow general rules at the sound of any alarm and come to attention during an emergency. Work with the students to create a class list of rules for emergencies. For example:

- Stop what you are doing.
- Listen for directions, if an adult is present.
- If you are assigned an emergency task, be ready to do it. (Shut the door, get the roll book or turn off the lights.)
- Follow the procedures that have been practiced and/or the designated routes. Check for your buddy.
- Walk quietly and calmly.
- Go to the assigned meeting place outside the building; or, in a reverse evacuation, return to the classroom or designated safe area.
- Stay quiet, answer the roll call and listen for additional directions or for the All-Clear signal.

As a class, discuss the reasons behind the rules. Answers may include—

- It's important to stop what you are doing in order to listen to directions.
- Each person who has a task must carry it out so that everything is in order throughout the evacuation.
- Walking quietly and calmly in line keeps everyone together and keeps the hallway open for emergency personnel or for other classes.
- Going to the right place means that administrators or emergency personnel know where to find everyone.
- Staying quiet while waiting for the All-Clear signal is important in order to hear further directions.



Wrap-Up

No matter which drills you practice, use *How Did We Do?* to guide students in evaluating their performances.



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

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



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're not available. Be prepared to answer parents' questions:



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- How do I find out whether my child is safe in an emergency?
- Where do I pick up my child?

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.



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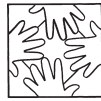
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Materials

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 drills they have practiced. Distribute *What Do We Do When...?* and have them complete the activity sheet.
2. Review the students' answers to the activity sheet as a group to see how students match the emergency to the safety steps.

Answers to *What Do We Do When...?*

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

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.



Wrap-Up

Divide the class into teams of three or four. Have each team write several emergency or disaster scenarios.



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 for safety.



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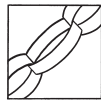
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Linking Across the Curriculum

Social Studies: Personal Responsibility and Civics; Science: Health

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

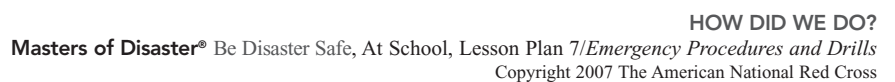
- Act as official observers during a school safety drill to determine areas that might need improvement.
- Create and post easy-to-use emergency evacuation maps in each classroom and community space to help visitors know where to go in case of an emergency.
- Write and produce public service announcements for different emergency drills 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?

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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?





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 a 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.

