



Be Disaster Safe K-2

At School

LESSON PLAN 7

Emergency Procedures and Drills

Young 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	shelter-in-place
evacuation drill	drill	tornado drill
practice	safe	unsafe

Purpose

To help the students practice 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 and follow class rules for safety drills.
- Practice and evaluate safety drills: evacuation, reverse evacuation, drop and tornado drills.
- Communicate with families to make sure everyone is aware of school policy in case of emergency. (Home Connection)
- List, describe and create folders of favorite games to be used while waiting for the All-Clear signal.
- Practice playing word games. (Linking Across the Curriculum)

Activities

“I Know What to Do”

“Things to Do”



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



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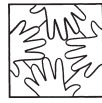
Emergency Procedures and Drills

Materials

Chart paper and markers



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"I Know What to Do"

SET UP 5 minutes CONDUCT 20 minutes per drill

Social Studies: Personal Responsibility and Civics; Science: Health

TEACHING NOTE Safety drills may be practiced by a single class, the 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.

-  On two sheets of chart paper or on a chalkboard divided in the middle, write the words "safe" and "unsafe." Ask the students to describe how it feels to be safe. (Answers will vary, but may include—I feel happy and warm. People I love are around me. My parents [teacher or special grown-up] are there to take care of me. I know where I am and know how to get around.) Ask the students to talk about the experience of feeling 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.)
- 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.)
- 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 or is there something that could be done to make them feel safer?
- Introduce the buddy system. Set up partners. Each partner looks out for his or her buddy. Have the students discuss why this is important. (If each person checks on just one other person, the teacher can be told quickly if anyone is missing during an evacuation.)
- Explain to the students that knowing what to do in an emergency makes all of us feel safer. Lead a discussion about what students already know about safety. For example, they know not to play with matches or with fires in the fireplace. They know that if a fire starts, they need to leave the building immediately.

Begin talking about the types of drills with which students are familiar and the new ones that you will help them learn and practice.



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TEACHING NOTE Based on your school's policies and the types of emergency situation or disaster your area may encounter, choose the proper drills to practice. You may designate one week or one day per 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 things 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.

- **Evacuation drill:** This is a practice used to get everyone out of the school buildings in case of fire, 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 conducted regularly.

- **Reverse evacuation drill:** This 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.

- **Drop drill:** "Drop, Cover and Hold On" are the steps to take in case of earthquake. 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 high ground after dropping during an earthquake.

- **Shelter-in-place drill:** This procedure may be used for weather emergencies, like finding safe shelter in the lowest level of a building during a tornado warning or sheltering in the upper levels of a building during a flash flood. Sheltering-in-place may also be necessary for a longer time, such as during a winter storm, a landslide or a blackout.

Note: Seal-a-room procedures are added to shelter-in-place drills in cases of chemical or other airborne releases where the outdoors is unsafe. Plastic sheeting is used with duct tape to seal windows and doors.



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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 or call to attention during an emergency. Work with the students to create a class list of rules in case of emergency. For example:

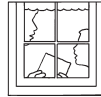
- Stop what you are doing.
- Listen for directions, if an adult is present.
- Follow the procedures that have been practiced and/or the designated routes. Check for your buddy.
- Stay quiet, answer the roll call and listen for additional directions or for the All-Clear signal.



Wrap-Up

No matter which drills you practice, always guide students to evaluate their performance. Drills provide an opportunity to both practice and evaluate emergency plans. If necessary, adjust the plans based on the results of the drill.

-  How long did it take for everyone to get to the designated safe place? Is the time longer or shorter than the last drill? (With older students, you may designate a person in charge of timing the drill.)
- Were students quiet and orderly? Could everyone hear directions?
- Did everyone know what to do and where to go?
- How do you think the class could improve during the next drill?



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 handout for parents, make sure young students take this home. Make sure that emergency contact information is kept updated for each student in your class and that cards are easily accessible by substitute teachers and others if you're not available. Be prepared to answer parents' questions:

- How do I find out whether my child is safe in an emergency?
- Where do I pick up my child and what are the emergency procedures for pickup?

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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Materials

- 5" x 8" cards
- Large construction paper and markers



"Things to Do"

SET UP 5 minutes CONDUCT 30 minutes

Language Arts: Communication; Social Studies: Community

1. After completing an evacuation, reverse evacuation or shelter-in-place drill, have the students discuss things they can do with little or no equipment while they wait quietly for the All-Clear signal.
2. Work together to create a class list of favorites. Help the students create 5" x 8" cards for each game, including the name and description of the game and its rules.



Wrap-Up

Next, have the students categorize these games, for example, word games, counting games, matching games, movement games or storytelling games.

Divide the class into groups, one for each category. Have each group make, label and decorate a folder using the construction paper and markers that will hold the 5" x 8" cards. As a class, decide where to keep the folders so they will be easily accessed during an emergency. Continue adding to these folders throughout the year to ensure there are plenty of games.



Linking Across the Curriculum

Language Arts: Reading and Writing

There are many excellent word games to keep in your file of "things to do." Try one of these with the class.

Word Train: One student says a word and the next student must repeat the previous word and then say a word that begins with the last letter of that word. Play continues. **Add to the difficulty:** Words must be in a given category—animals, toys, plants and so forth.

"I'm Going to—": Start the game by saying, "I'm going to—, and I'm going to take— (something that starts with the letter "a")." The next person must repeat the statement and add something that begins with the letter "b," and so forth through the alphabet. **Add to the difficulty:** Use adjectives and nouns—adorable aardvarks, beautiful baboons, clever cartoons and dark dungarees.



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