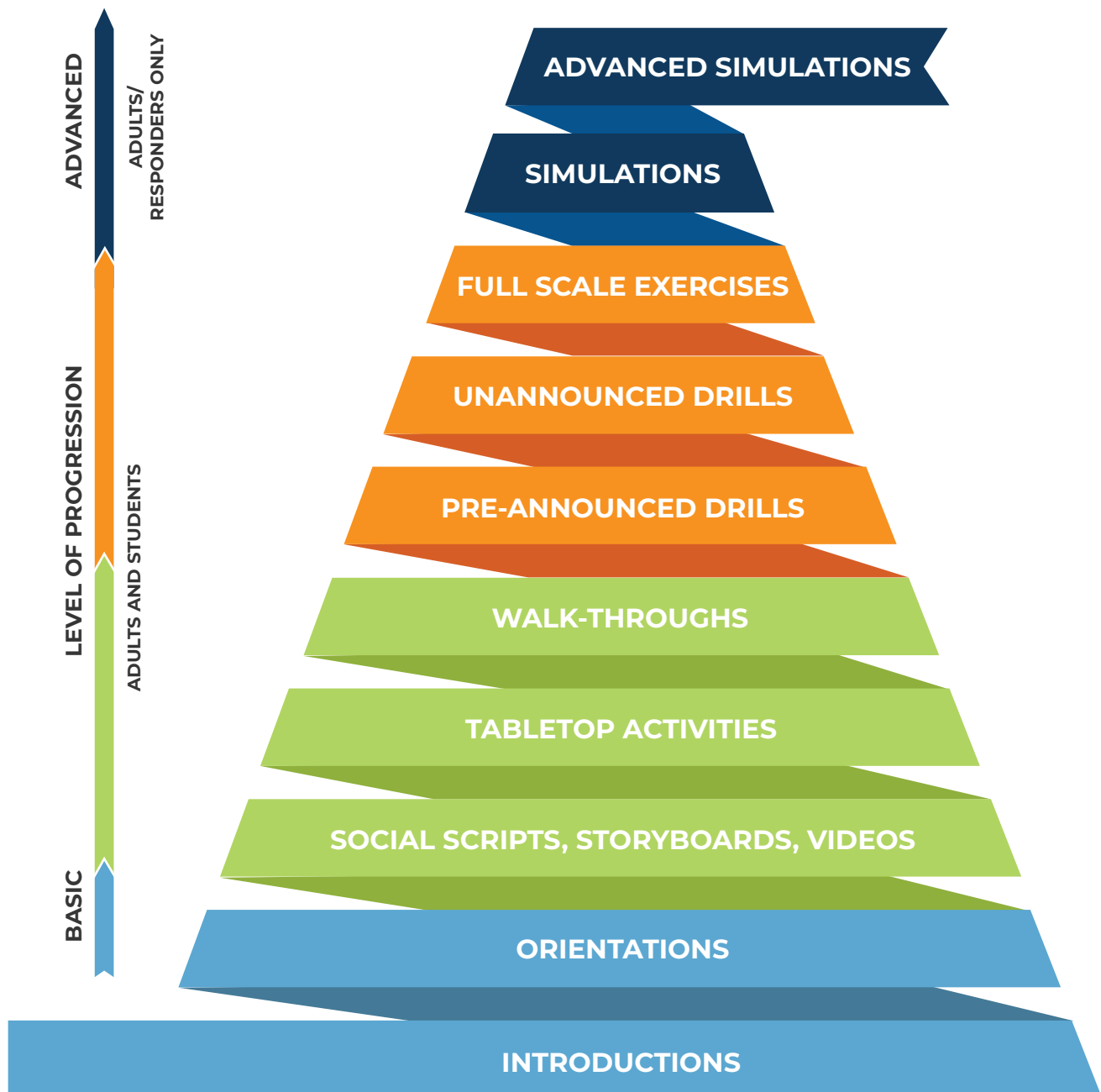


TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

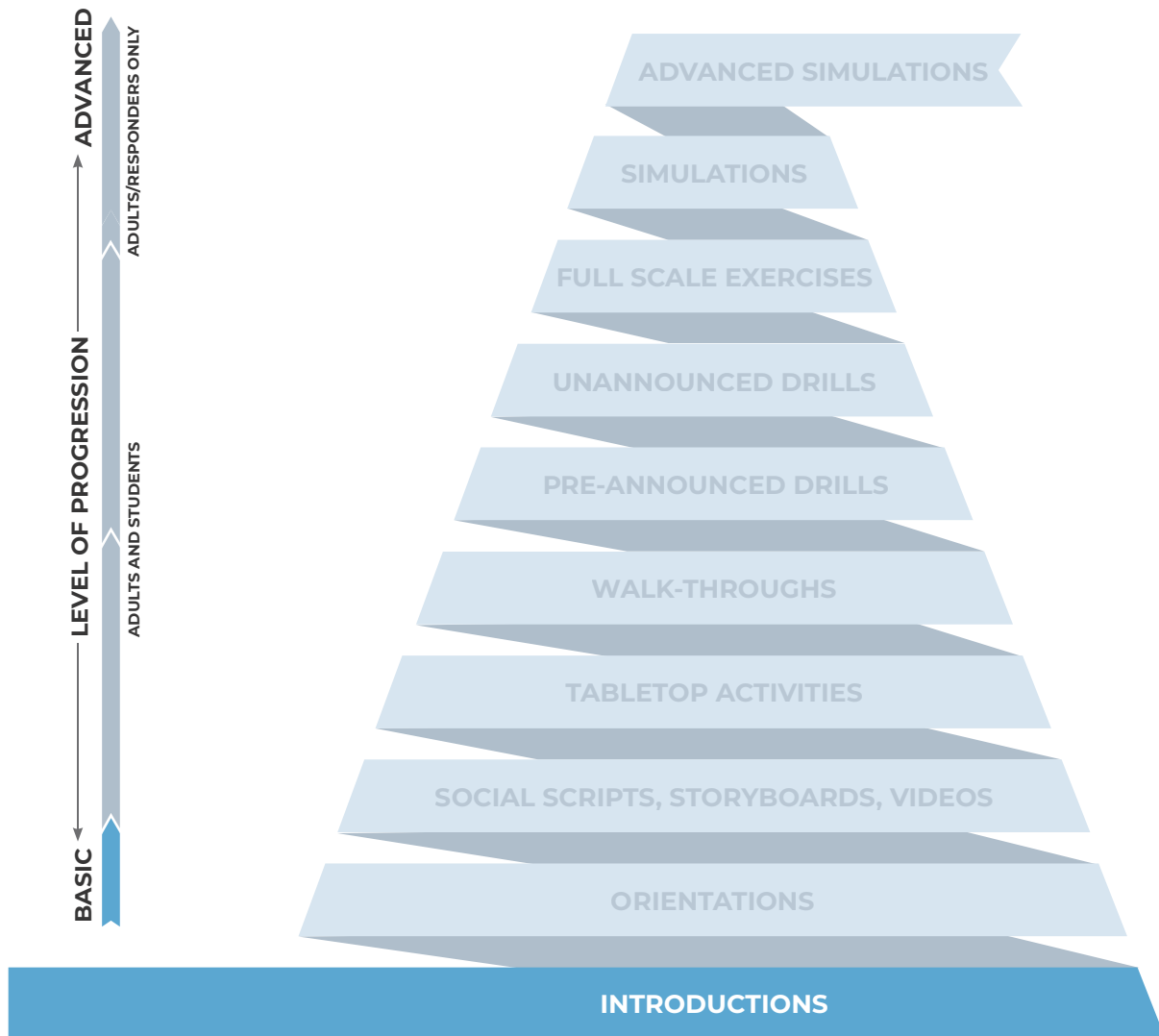


There are many forms and methods of educating and training students, staff, and public safety personnel to respond in an emergency. The following are examples of several activities, beginning with the most basic (for students and staff) and progressing to the most advanced (for safety professionals only).



TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

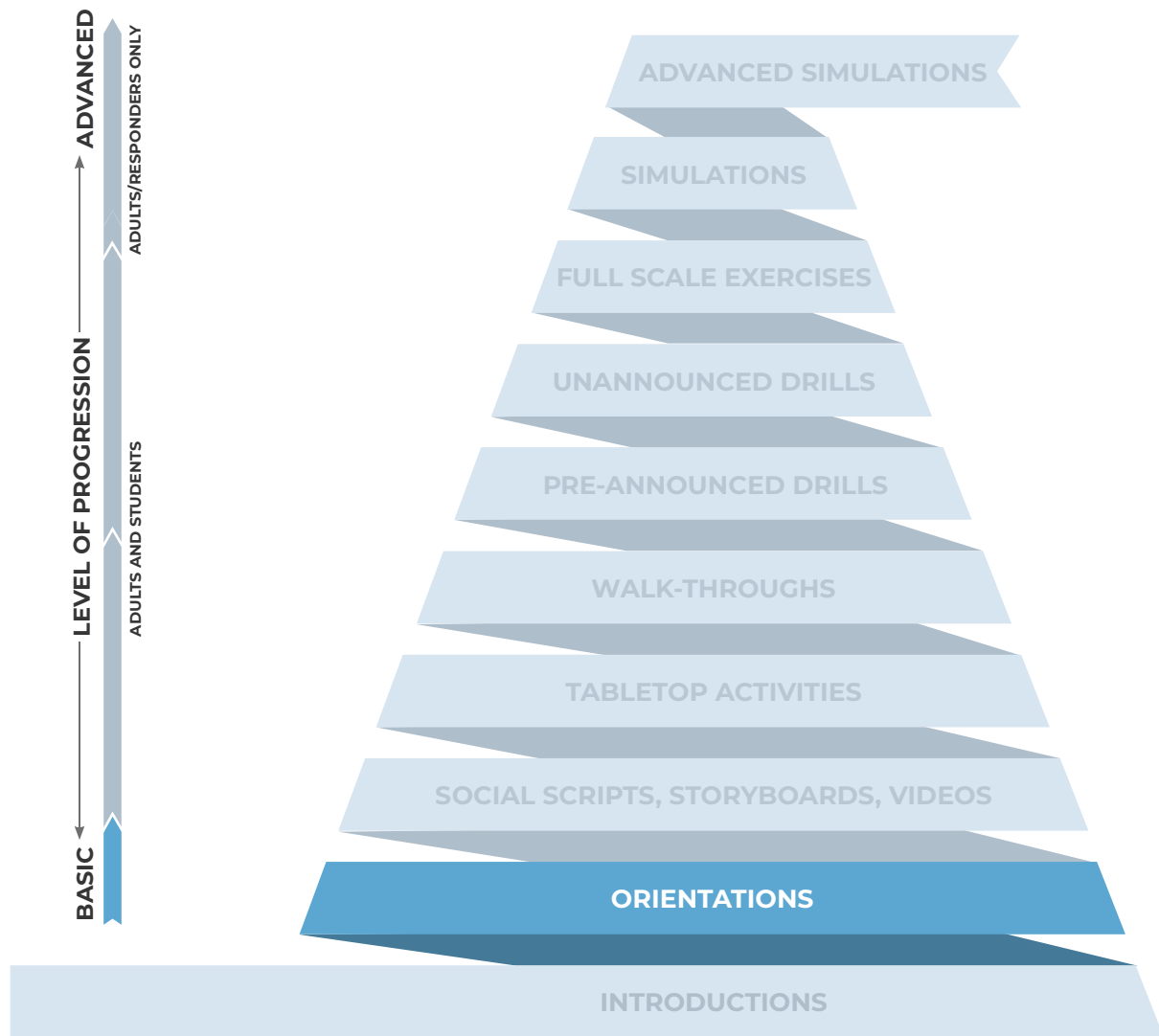


INTRODUCTIONS

Introductions can be used for the youngest and earliest developmental levels. At this level, we simply introduce and familiarize students to the people who can help them, what they might look like, and what kinds of tools they carry as “helpers.” Preschool teachers make great use of introductions when they host firefighters in the classroom and allow the children to “dress the firefighter.” Other introduction activities include job fairs and field trips involving first responders.

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HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

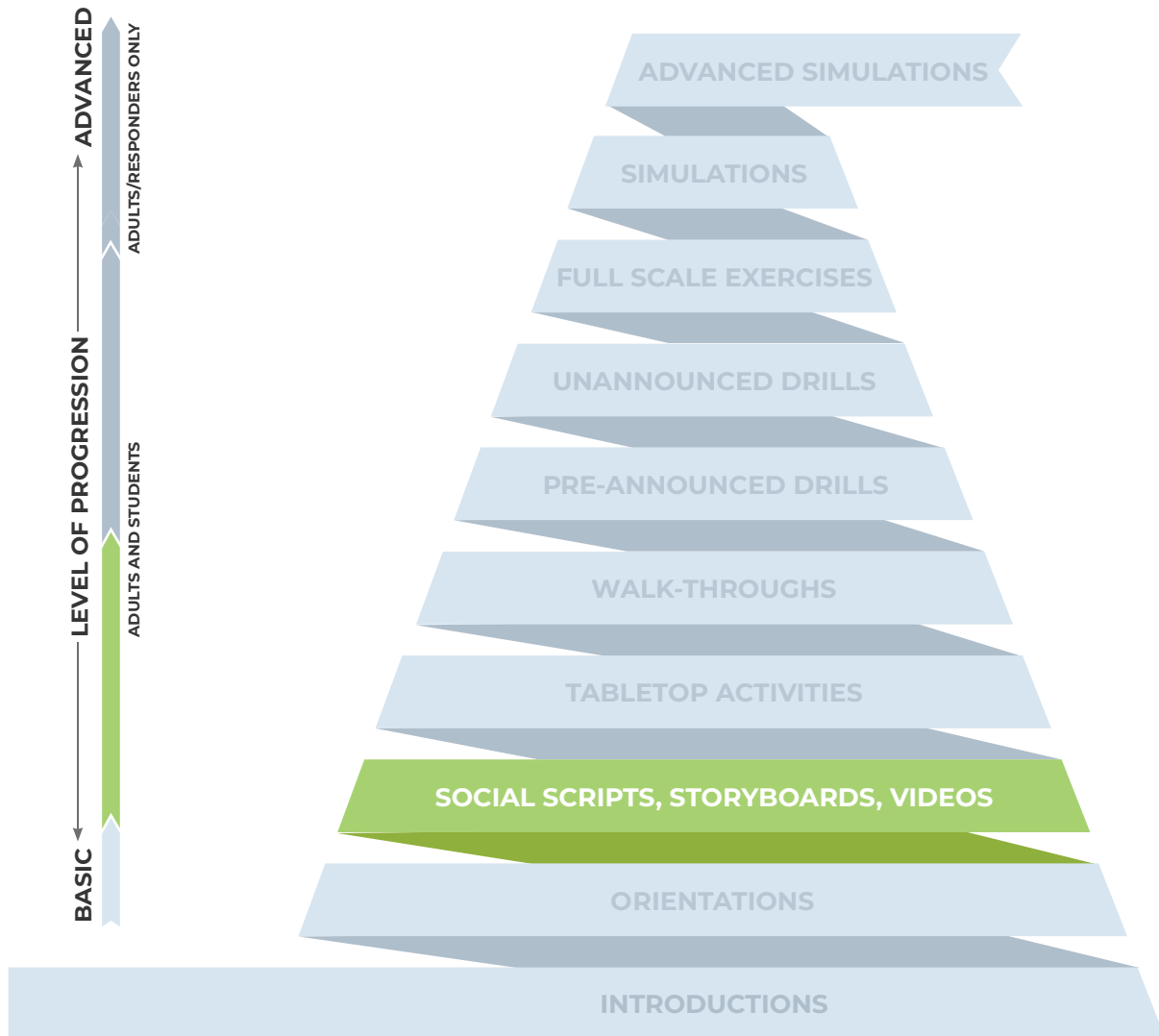


ORIENTATIONS

Orientations can also be used for the youngest and earliest developmental levels. Early and special education teachers make good use of orientations when they tour the classroom and building with students or hold “scavenger hunts” to familiarize students with possible exits, the location of the telephone, first aid materials, light switches, Go Bags, bathroom passes, and other classroom materials. Similarly, building and campus “field trips” can be used to orient students to the “ins and outs” of the school and campus. It is important for students to be at least basically familiar with areas that are typically off limits during normal school days, such as the staff lounge, behind the front office counter, and other connecting halls and doors that may be needed for evacuation or shelter during an emergency.

TOOLKIT TWO: ACT

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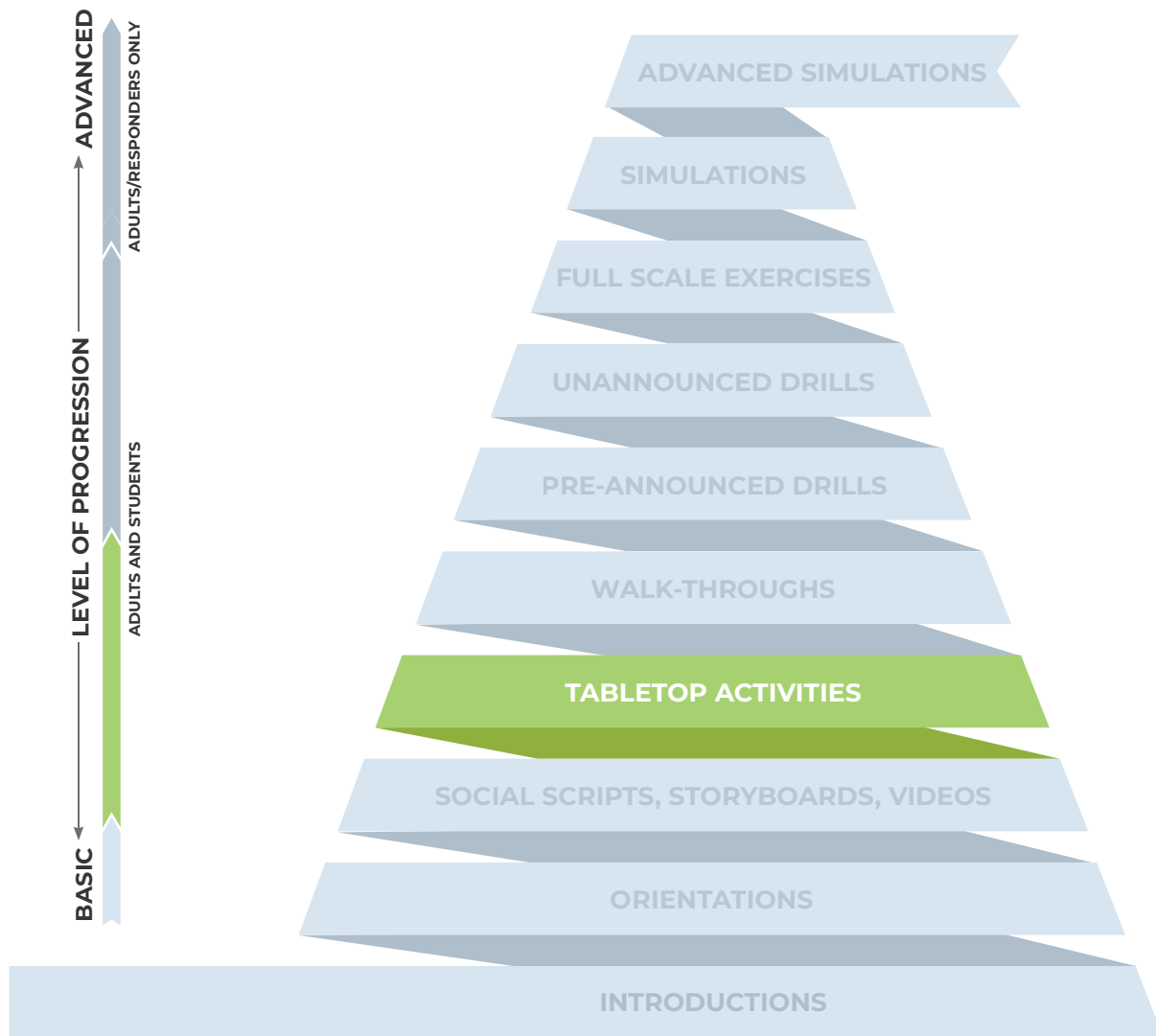


SOCIAL SCRIPTS, STORYBOARDS, VIDEOS

Each of these media can be utilized in powerful and non-threatening presentations of safety protocols. However, it is critical when developing any material for students or staff that a multi-disciplinary team is involved and in agreement upon the content and appropriateness of the material. It is especially critical to involve the multi-disciplinary team when developing visual materials, representations, or dramatization of emergency scenarios. Further, providing these materials to parents in advance and allowing parents to choose to opt their children out of such presentations is recommended.

TOOLKIT TWO: ACT

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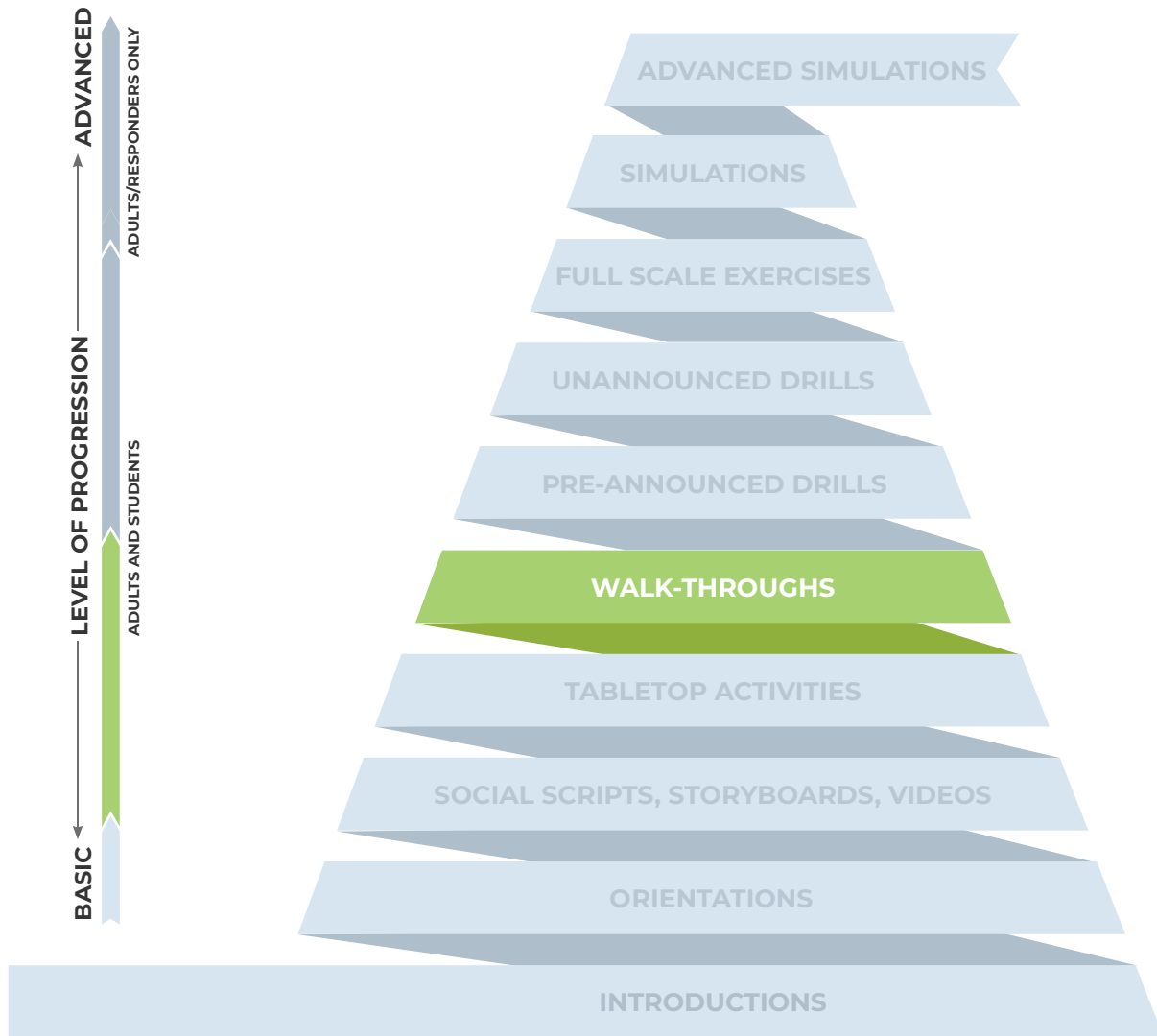


TABLETOP ACTIVITIES

“Tabletops” are no-and low-stress opportunities to talk through safety scenarios, including the options and tools available to students and staff in these situations. Teachers and SRO’s make use of tabletops when they break classes into small discussion or work groups, assign roles to each group-member, and ask them to cooperatively discuss, problem-solve, and report back to the larger group. Tabletops are easily modified for a variety of developmental levels that can span from elementary-aged children through to adult staff members. Young children’s tabletops can be formatted like a game, such as “What Are Sammy’s Stay-Safe Choices?” while young adults can engage in more intensive strategic discussions. A seated discussion format enables participants to brainstorm and problem-solve, allowing mental preparation, improved awareness, and readiness for potential emergencies.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

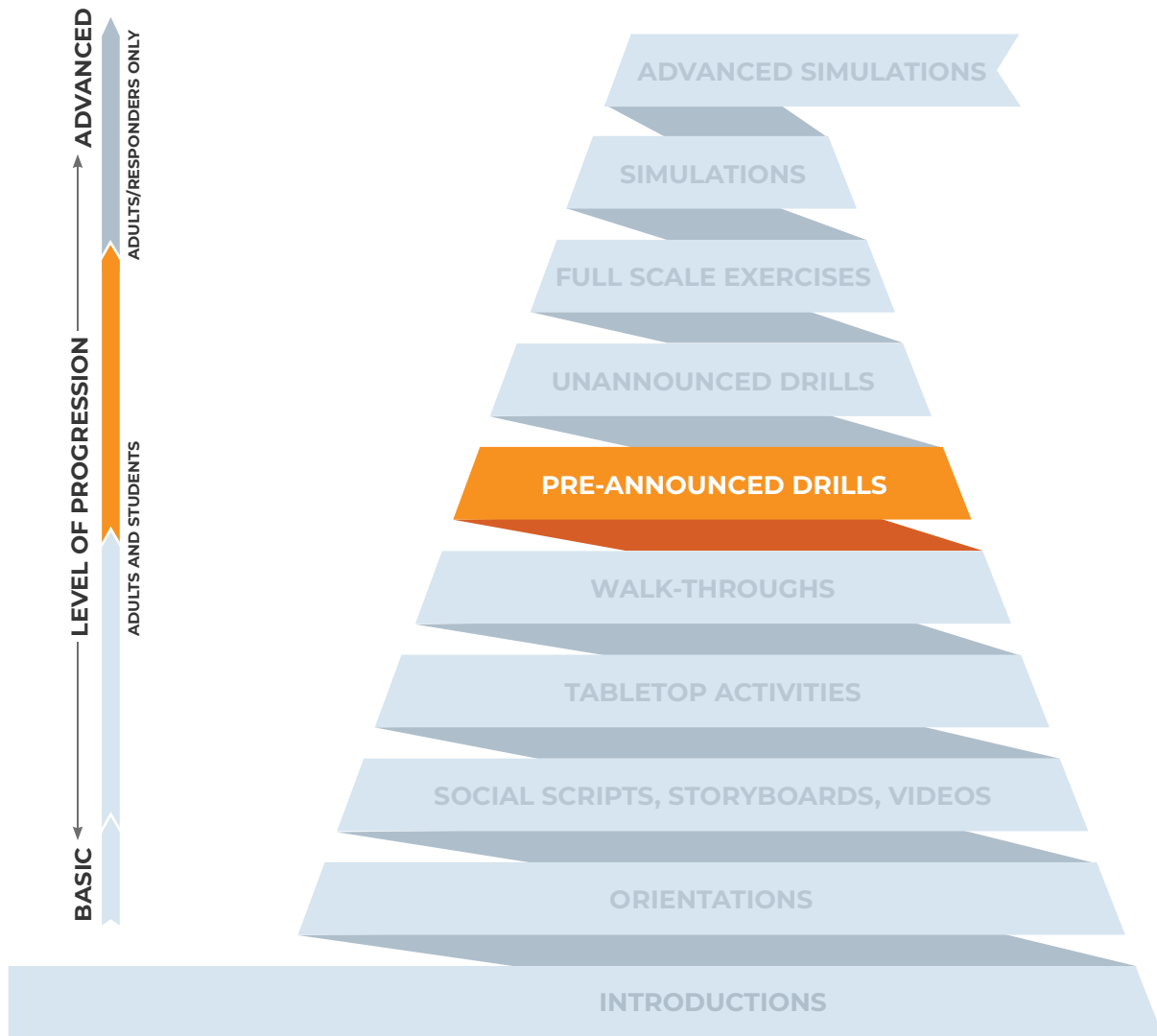


WALK-THROUGHS

A walk-through is another low-stress way to act out the steps or actions that might occur during an emergency. This is not a timed or rushed activity. Teachers can use a walk-through model to rehearse the necessary steps or available options in an emergency. A walk-through can be thought of as a “slow motion drill,” one that allows for questions and discussion along the way. Many teachers use walk-throughs to prepare students for fire drills, allowing them to calmly and slowly practice the actions of “stopping” as soon as the alarm is sounded, “looking and listening” to the teacher for directions, “standing up,” “pushing in” (their chairs), and silently “walking out” to their designated safe spot.

TOOLKIT TWO: ACT

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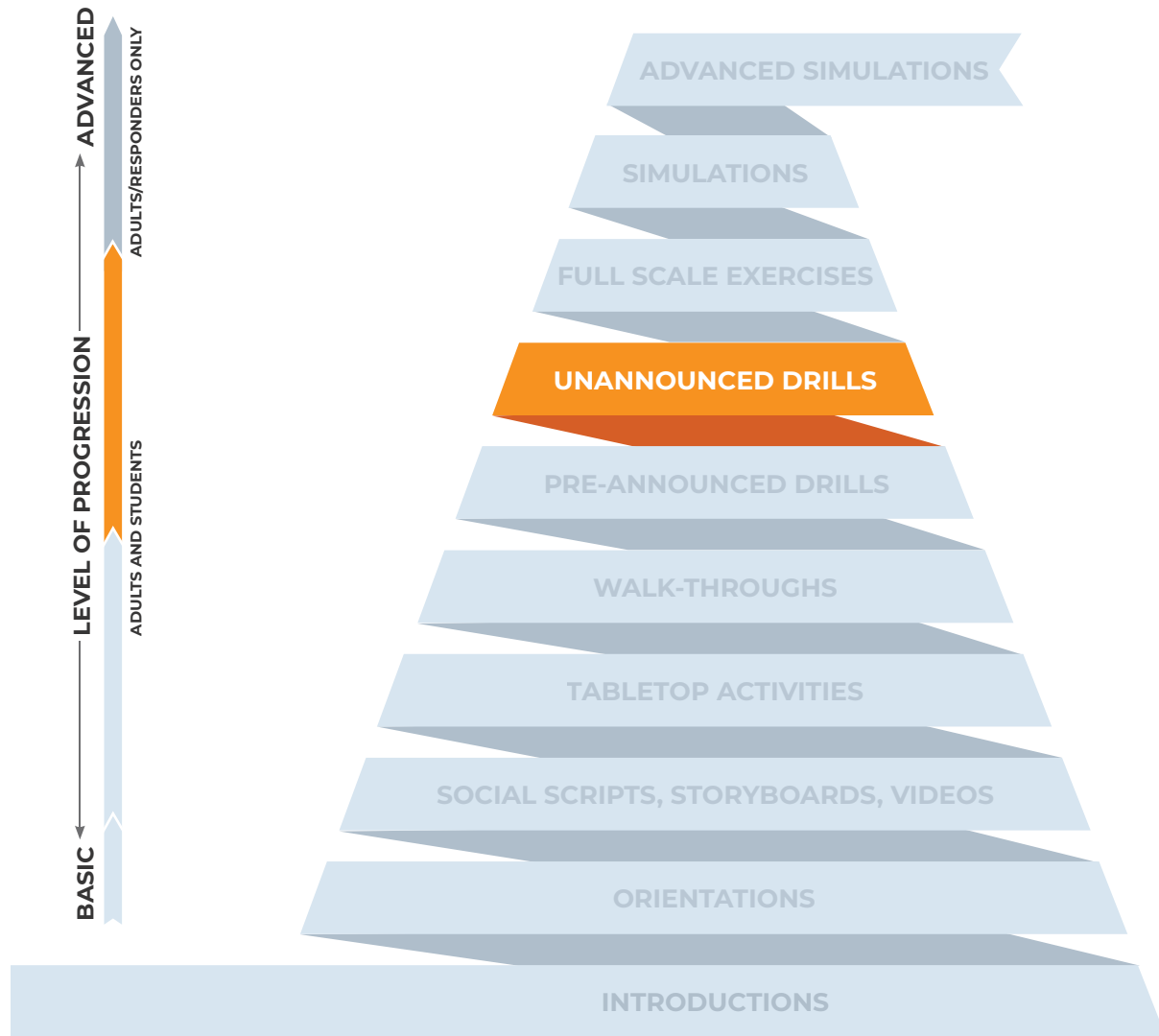


PRE-ANNOUNCED DRILLS

This type of drill is an announced rehearsal of emergency responses and protocols. All participants are notified that it is not a true emergency. Participants are not to use the prior announcement to “gain a head start” on their response, but are encouraged to be sure that all of their emergency materials are in order and at the ready.

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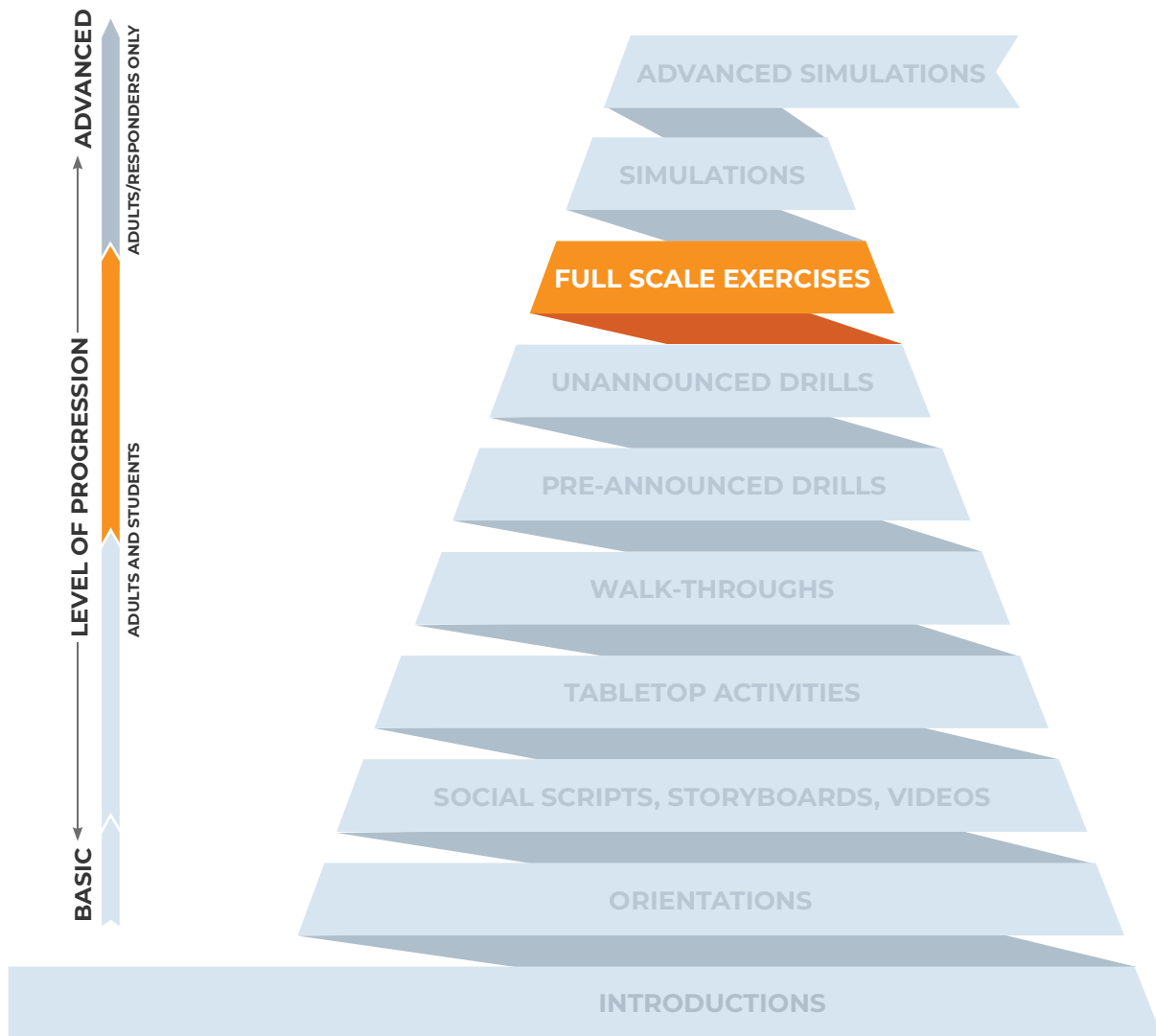


UNANNOUNCED DRILLS

*Not recommended for lockdown/active threat drills. An unannounced drill simulates real-world conditions in that it is unexpected. Participants are to treat the drill as a possible emergency and respond with appropriate emergency protocols. While many schools use unannounced drills to practice fire drills, it is our recommendation that ALL safety drills be preannounced to avoid potential trauma impact. This can be accomplished as little as 10 minutes prior to a safety drill to allow students and staff to discuss and mentally prepare to practice the steps of the drill. Recent research has shown that there is no benefit to surprising students and staff with a practice opportunity, only potential for harm and increased anxiety.

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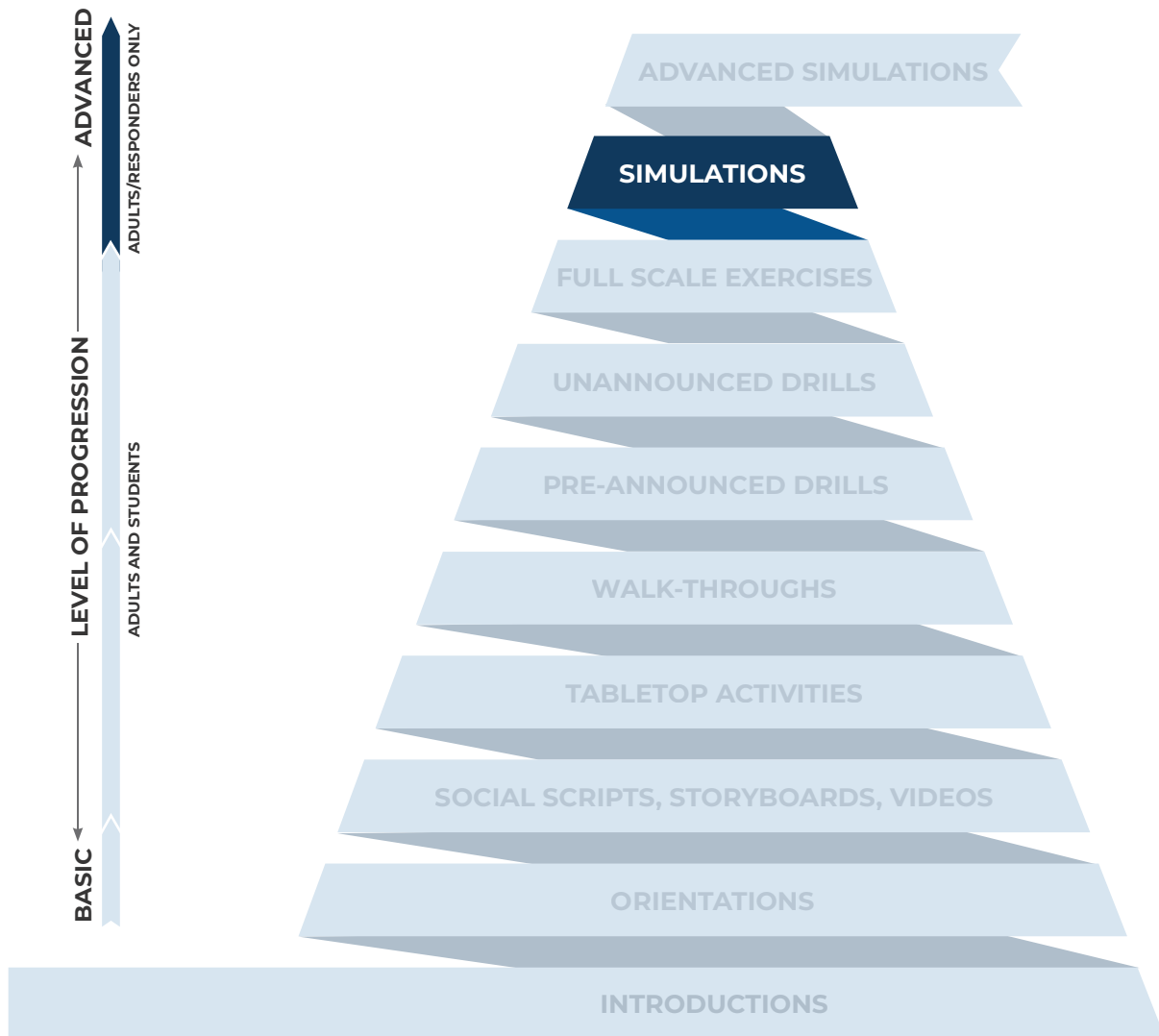


FULL SCALE EXERCISES

These types of exercises involve not only school students and personnel, but also emergency responders and district-level support. Depending on the size of the exercise, it may include the support of neighboring agencies and districts.

TOOLKIT TWO: ACT

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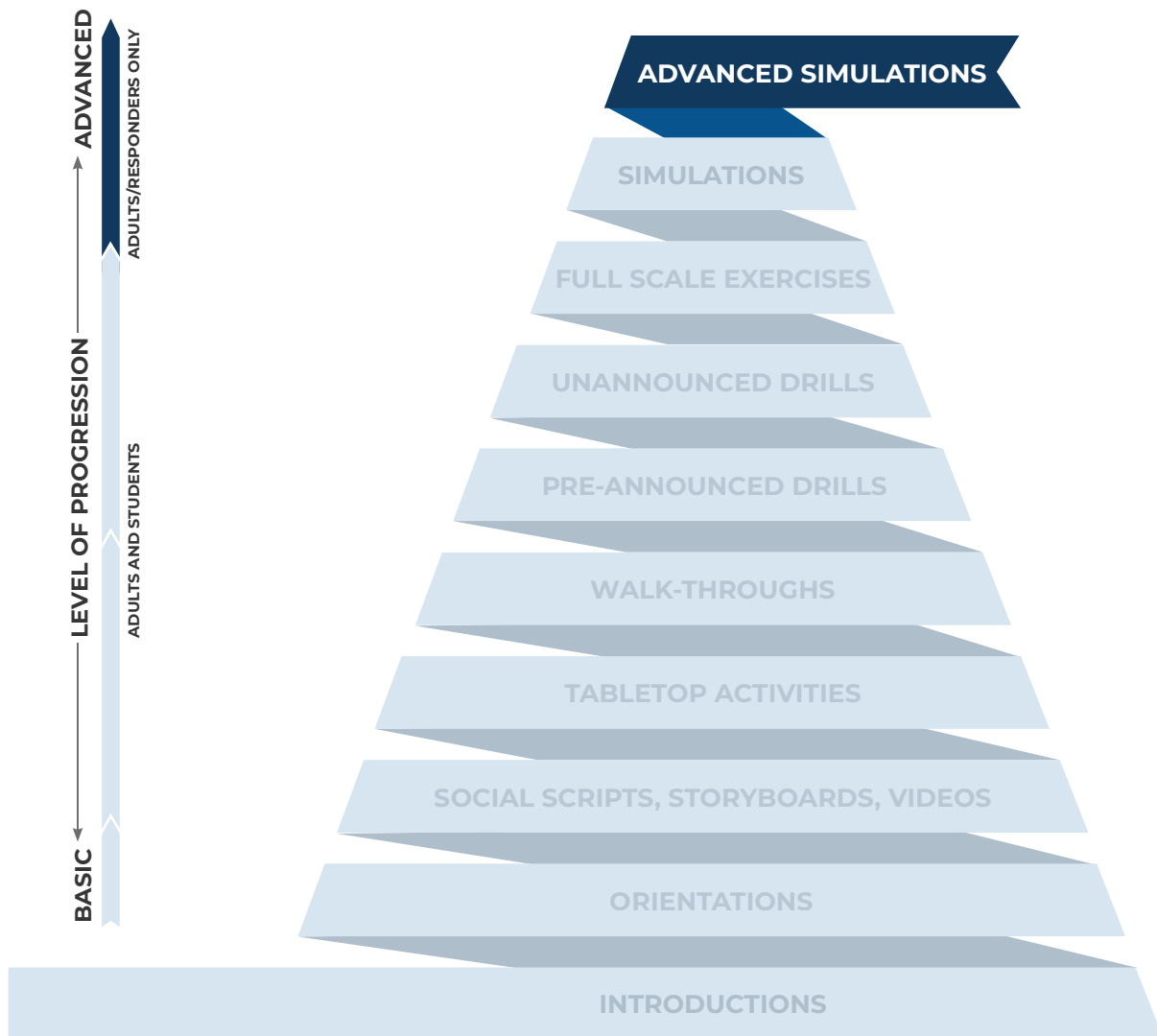


SIMULATIONS

These activities are not designed for nor should they include students and staff. Simulations are the most advanced type of training. These involve simulated emergency conditions and stimuli in order to condition participants to the emergency environment, as well as to rehearse emergency response.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



ADVANCED SIMULATIONS

Advanced simulations are for highly trained emergency responders and are designed to simulate the emergency conditions and stimuli they may encounter in a real emergency. These activities are not designed for nor should they include students and staff. In some cases, civilian volunteers may be included as role players and should be carefully selected and supported.