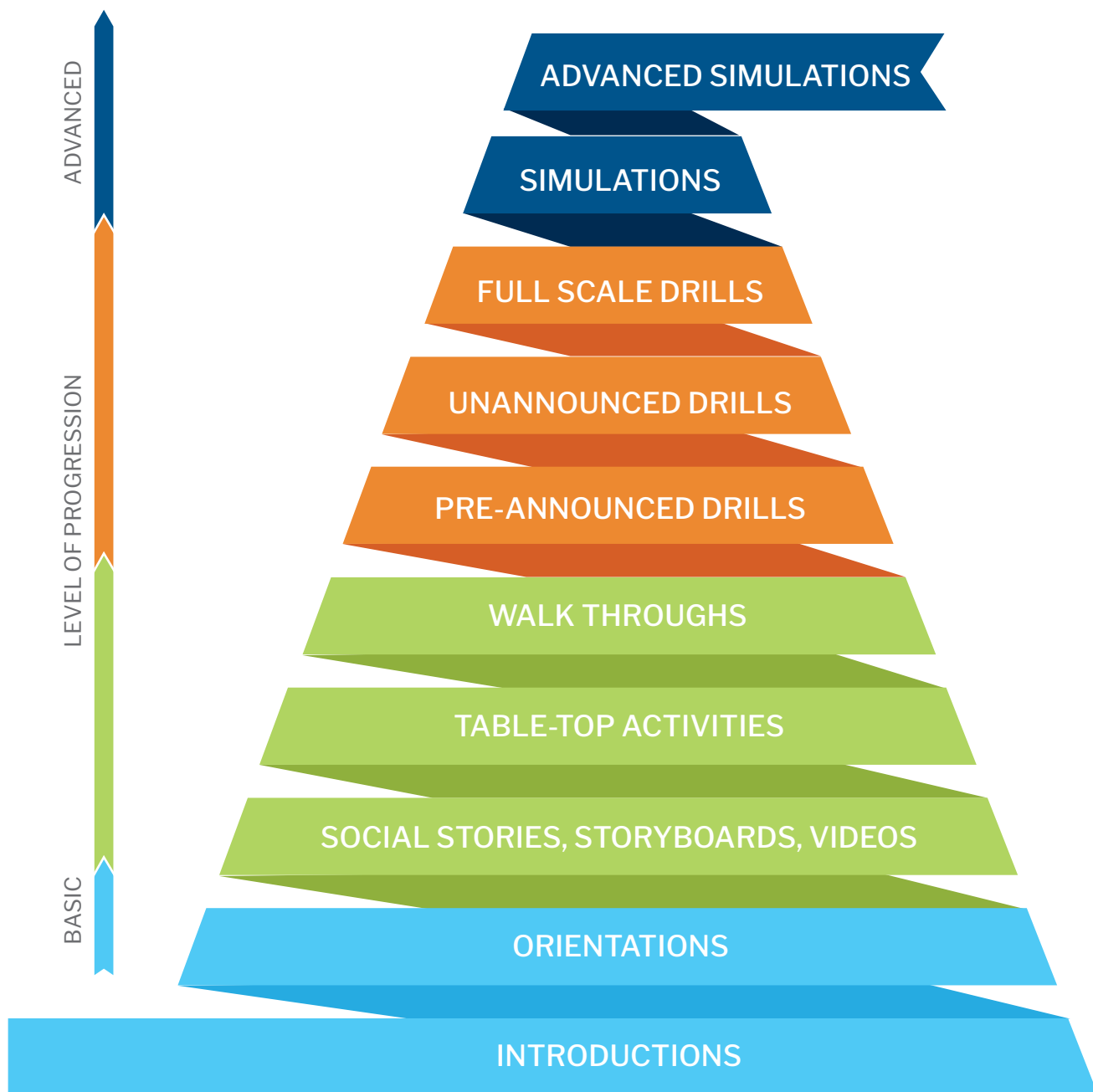


# TOOLKIT TWO: ACT

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



There are many forms and methods of educating and training students and staff to respond in an emergency. The following are examples of several models, beginning with the most basic and progressing to the most advanced.



# TOOLKIT TWO: ACT

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

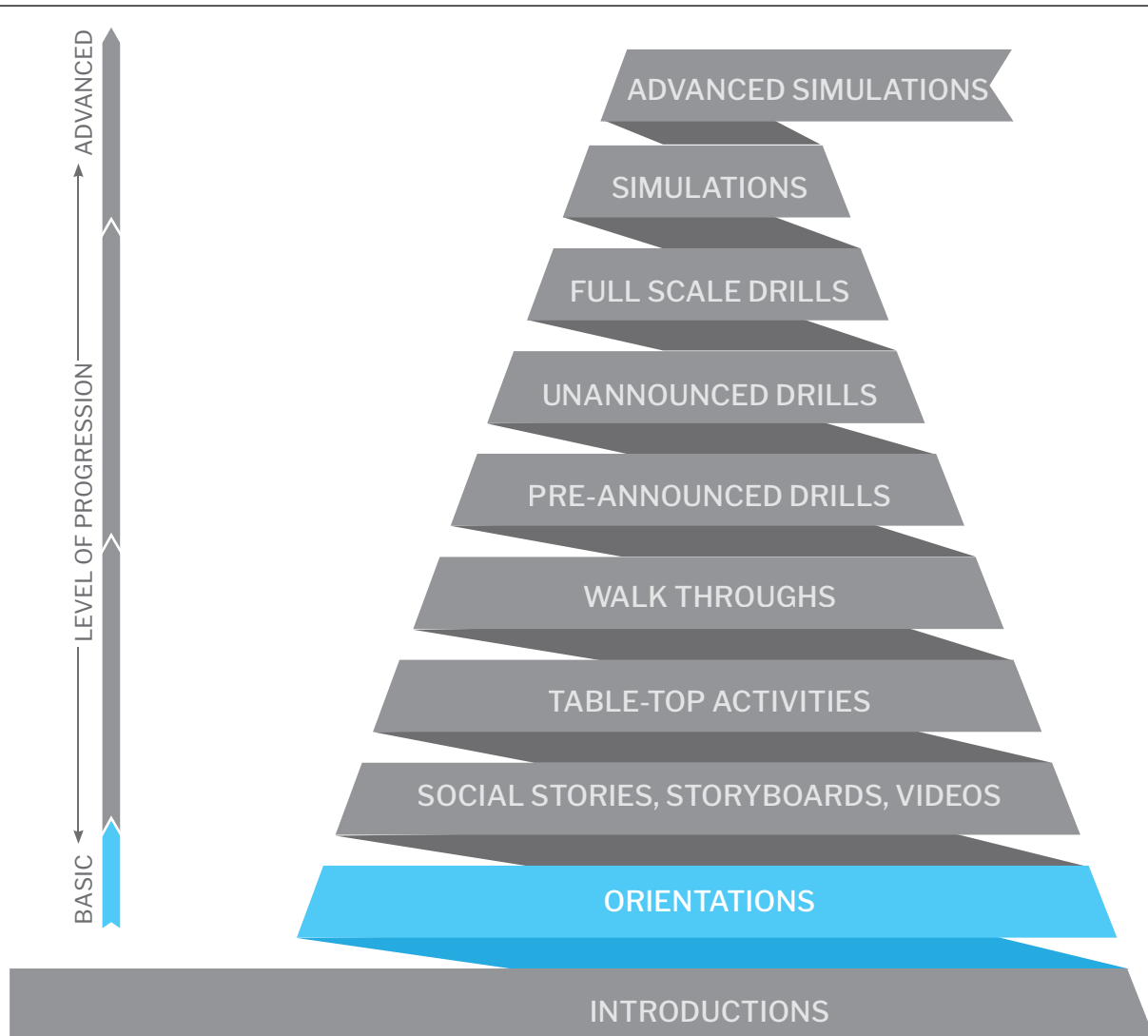


### INTRODUCTIONS

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.

# TOOLKIT TWO: ACT

## 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

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



### **SOCIAL STORIES, 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

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



### TABLE-TOP ACTIVITIES

“Table-tops” 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 table-tops 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. Table-tops are easily modified for a variety of developmental levels that can span from elementary-aged children through to adult staff members. Young children’s table tops 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.

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## 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

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



### 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.

# TOOLKIT TWO: ACT

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



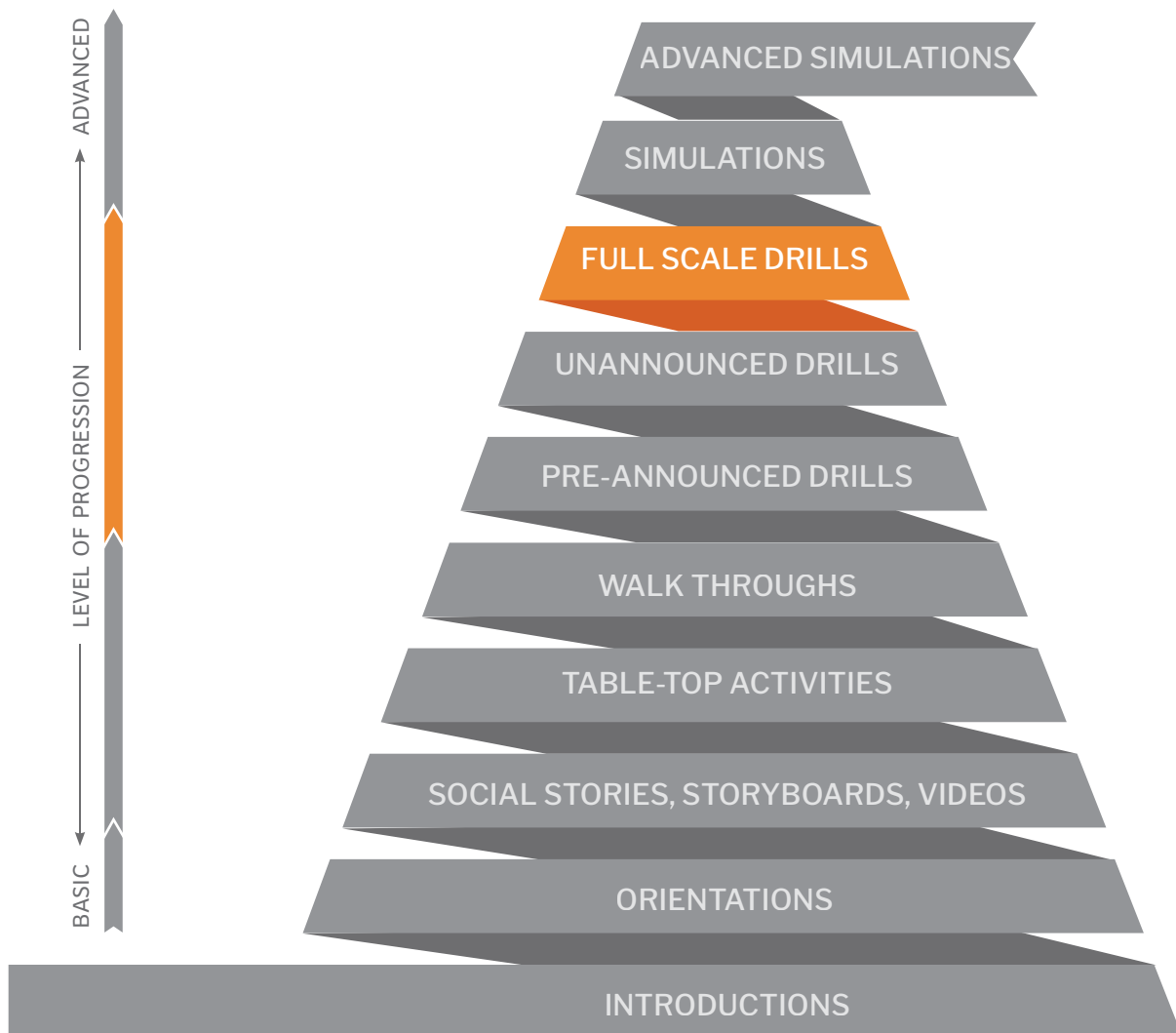
### UNANNOUNCED DRILLS

**\*Not recommended for active shooter 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.



# TOOLKIT TWO: ACT

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

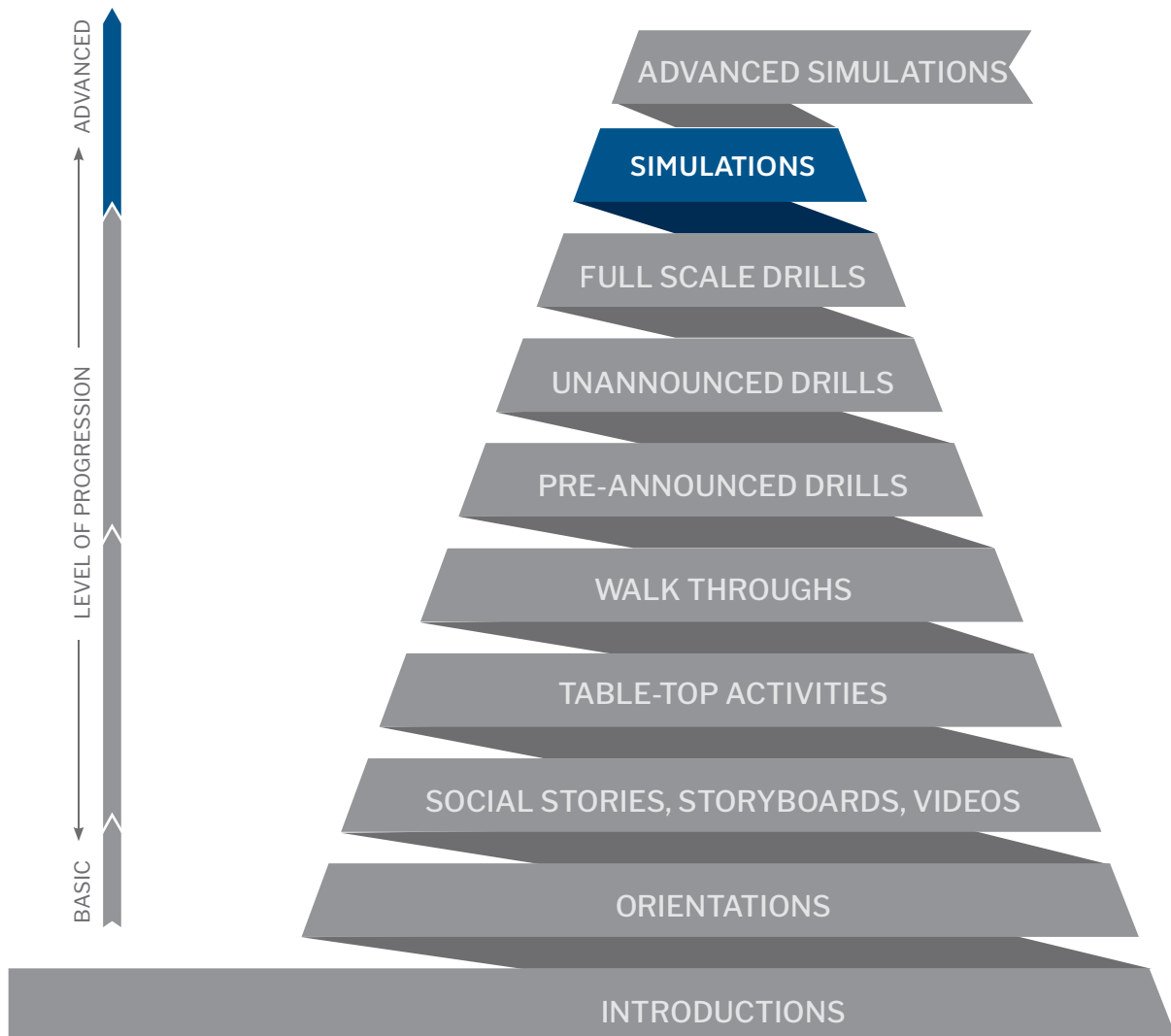


### FULL SCALE DRILLS

This type of drill involves not only school students and personnel, but also includes emergency responders and district-level support. Depending on the size of the drill, it may include the support of neighboring agencies and districts.

# TOOLKIT TWO: ACT

## HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

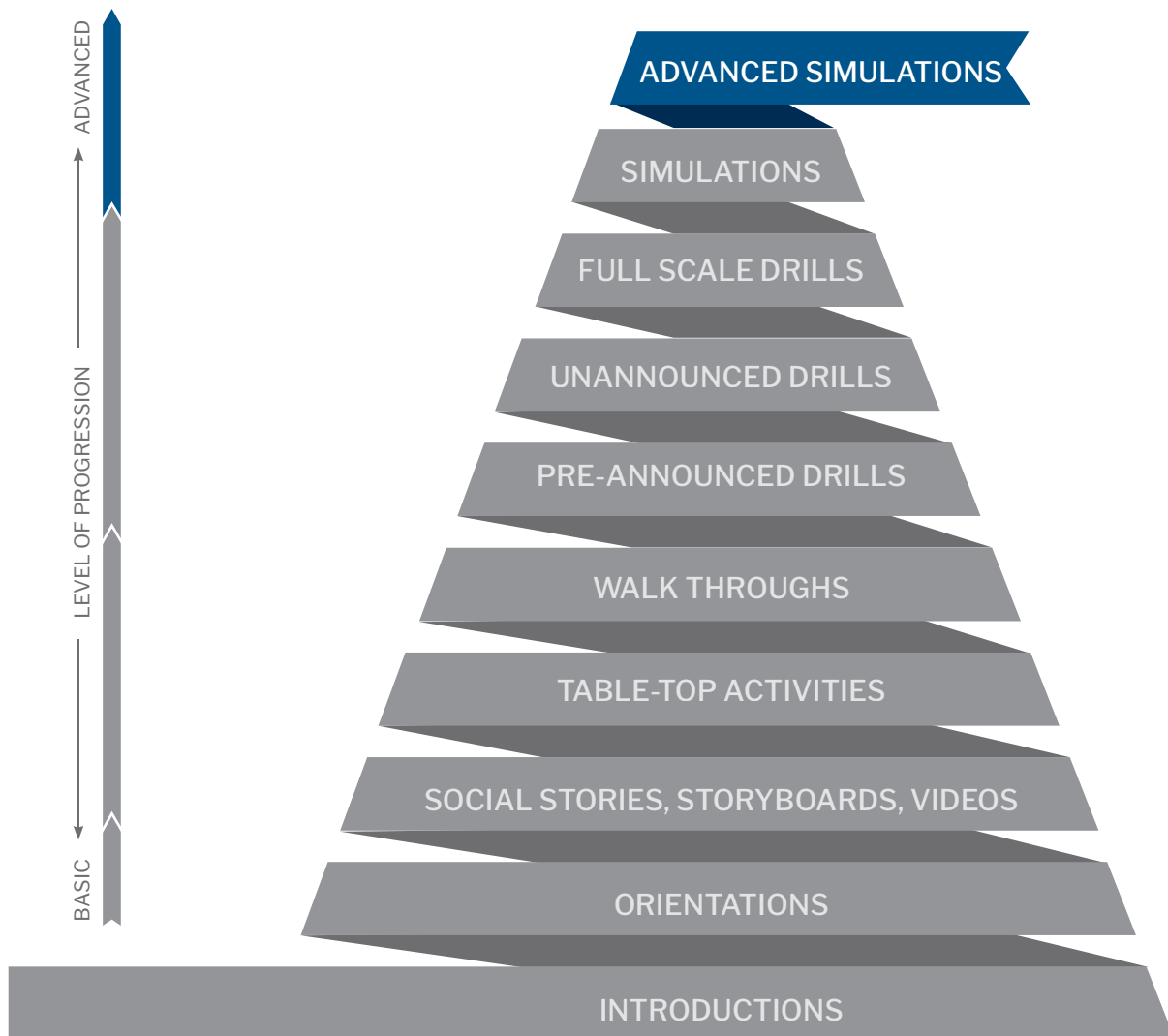


### **SIMULATIONS**

Simulations are the most advanced type of training for civilians. 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.