

## 4.1 Why are practices and simulations important?

Practices and simulations can assist students and teachers to become familiar with the immediate action to take to keep safe in the types of disasters that could affect your school.

In addition, the evacuation exercise will help parents/caregivers and whānau know what to expect in the event of a disaster, and what to do if the school has to be evacuated.

Practices and simulations allow you to evaluate strengths and weaknesses in your school's emergency preparedness.

## 4.2 Types of practices and simulations

The practices and simulations provided in *What's the Plan Stan* are divided into three main types:

Type	Description	Participants	Frequency	Comments
<i>Emergency response practice</i>	<p>Practise the immediate response that students and teachers should take in the case of a specific disaster.</p> <p><i>Examples:</i></p> <p><b>Drop, cover and hold</b> during an earthquake.</p> <p><b>Get down, get low and get out</b> during a fire.</p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Other school staff</li> </ul>	Should be done frequently. We suggest once a term at least.	<ul style="list-style-type: none"> <li>• Helps participants know exactly what to do in case of a specific disaster.</li> <li>• Should be undertaken at different places and locations eg class, playground, assembly, break.</li> </ul>
<i>Evacuation exercise</i>	Practise evacuating the school in the case of a disaster, with parents or designated adults picking up their children.	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Other school staff</li> <li>• Parents/ designated adults</li> </ul>	Done less frequently. We suggest once a year.	<ul style="list-style-type: none"> <li>• Can be combined with emergency response practice.</li> <li>• Helps parents know exactly what to do if the school has to evacuate.</li> <li>• School tests its evacuation procedures.</li> </ul>
<i>Disaster simulation</i>	<p>Simulate the response of different people and response agencies in a simulated disaster.</p> <p><i>Example:</i></p> <p><i>Simulating the roles of different groups that can help after a volcanic eruption, tsunami, earthquake etc.</i></p>	<ul style="list-style-type: none"> <li>• Students</li> <li>• Teachers</li> <li>• Other school staff</li> <li>• Response agencies               <ul style="list-style-type: none"> <li>• police</li> <li>• fire</li> <li>• ambulance</li> <li>• civil defence emergency management staff</li> </ul> </li> </ul>	Done less frequently. We suggest once every two years.	<ul style="list-style-type: none"> <li>• Allows students to find out the roles of different people and response agencies in a disaster.</li> </ul>

The diagram below shows the types of practices and simulations that can be undertaken.



The least complex practices that should occur most often are shown at the top of the triangle. Moving down, the activities involve more planning, but can take place less often.

The number of students involved in a particular practice or simulation will also affect the complexity and frequency. For instance, if you do a simulation with your class, it will not require as much planning as one for the whole school, so you can do it more frequently.

### 4.3 Emergency response practice

The aim of the emergency response practice is to ensure that participants are familiar with the immediate action to take to keep safe in a disaster.

This practice should focus on the type of disasters most likely to affect the school. It should be done at all levels, either as individual classes or as a school.

Practices could be run in different situations, for instance:

- in the classroom
- at assembly
- during lunch-break
- in the library
- in hallways between classes.

#### Level

Individual classes or as a school: new entrants to Year 8.

## Achievement objectives and learning intentions

Achievement objectives	Learning intentions
<b>Health and Physical Education</b> Levels 1-3 Select from: <ul style="list-style-type: none"> <li>• Personal Health and Physical Development (Strand A): Safety Management</li> <li>• Healthy Communities and Environment (Strand D).</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• demonstrate ways to keep themselves safe when a disaster strikes</li> <li>• practise the school's emergency plans and procedures.</li> </ul>

## Preparing the students

Every student needs to know what to do if a disaster strikes. The *What's the Plan Stan* unit plans provide opportunities for teaching your students the correct responses to the types of hazards that your school faces.

Students with special needs require special consideration. It is important that these students know what to do as far as possible, and that teachers and adult carers have planned their responses in the event of a disaster.

## Running the emergency response practice

- The practice should start with a clear command from the teacher, for instance, 'Earthquake - drop'.
- On hearing the command, students should quickly, quietly and without panic take the required action for that type of disaster. For instance, in the case of an earthquake, they would **drop** to the floor, take **cover** and **hold on**.
- Students continue their emergency response until the teacher gives the command 'All clear'.
- Stress the importance of students remaining quiet, so that they can hear the teacher's instructions.
- Remind students to stay calm. They could take deep breaths, or count slowly in a whispered voice. The teacher keeps talking to minimise panic.

Where appropriate, this practice could include evacuation to the designated safe assembly area.

## Emergency response practice when no adult is present or able to lead actions

It is possible that the teacher may not be present when a disaster occurs, or may be incapacitated. Classroom discussion and planning should also cover how children should respond without adult supervision. The students should already be practised in evacuation and emergency procedures.

Planning suggestions:

- Nominate a child or children capable of giving directions to the class.
- Let them practise, giving relevant instructions to the class. For instance **'Drop, cover and hold!'** for an earthquake.
- Plan with neighbouring classes to support each other.

## After the emergency response practice

After the practice is over, discuss with students:

- their fears and concerns about disasters
- how they could help and comfort each other during and after a disaster
- how they could help and comfort each other in a disaster if they were not with adults
- what they should do next.

Teachers evaluate the effectiveness of the emergency response practice by asking:

- Was the students' response effective?
- Did they know what to do?
- Did the procedures in the school's emergency plan work for the situation in which the practice was held?
- Are there any new factors affecting the plan that need consideration?
- Do the students need more training?

## 4.4 Evacuation exercise

During or in the immediate aftermath of a disaster, children must not be allowed to make their own way home by themselves. In the event of an evacuation because of a disaster occurring during the school day, it is the staff's responsibility to look after and care for the children until they can be safely returned to their parents/caregivers.

There must be planned, prepared and tested emergency evacuation procedures in place. This is the joint responsibility of the Board of Trustees, principal, staff and parents and caregivers.

An evacuation exercise will test the efficiency of these procedures to quickly and safely evacuate the whole school.

An evacuation exercise may be one of two types:

- Students assemble on site (similar to a fire drill, where children usually stay at school).
- Students are picked up and taken off site by parents, caregivers or other authorised adults. This also ensures parents/caregivers and whānau know what to do if their children are at school when a disaster strikes, and it provides them with an opportunity to test their own household emergency plans.

### Level

Whole school: new entrants to Year 8.

## Achievement objectives and learning intentions

Achievement objectives	Learning intentions
<p><b>Health and Physical Education</b></p> <p>Levels 1-3</p> <p>Select from:</p> <ul style="list-style-type: none"> <li>• Personal Health and Physical Development (Strand A): Safety Management</li> <li>• Healthy Communities and Environment (Strand D).</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate ways to keep themselves safe when a disaster strikes</li> <li>• practise the school's emergency evacuation procedures.</li> </ul>

## Preparing families

Advise parents and caregivers beforehand of the date and time for the evacuation exercise. They will have to arrange for their children to be collected, either by themselves or by a person authorised by them.

Advise them that the exercise will help them check their household emergency plans for collecting their children if a disaster occurs during school hours, and how and where the family should meet after a disaster.

You can download a blank copy of the Household Emergency Plan from [www.whatstheplanstan.govt.nz](http://www.whatstheplanstan.govt.nz) or CD-Rom. Use this as a homework activity for students to discuss what they have learned and to involve their families/whānau.

The evacuation exercise also allows you to compile or update the school's list of people authorised by parents/caregivers to pick up their children in the event of a disaster, in case they are not in a position to do so themselves. This list of names could be gathered by:

- sending a form home to be completed
- setting a homework task for students to discuss their plan at home
- using the school newsletter or website
- writing personal letters
- making contact in person.

Update this list every year to ensure it is accurate.

## Preparing the school

Ensure all staff are familiar with the school's emergency plan, and that they know the date and time of the evacuation exercise and their roles in the exercise.

During the preceding week, remind children what they need to do when a disaster strikes.

The Ministry of Education has the following resources in the *Education Sectors* section of their website [www.minedu.govt.nz](http://www.minedu.govt.nz):

- *Worksafe at Schools – Emergency Management*
- *Traumatic Incident Management Support for Schools and ECE Services*

## Running the evacuation exercise

1. Start the evacuation exercise with an appropriate alarm. This could be verbal commands from the teachers or the school bell.
2. Students take the correct action depending on the type of disaster being simulated. For instance, they could do their earthquake drill of '**drop, cover and hold**'.
3. After a suitable amount of time the teacher talks the children through what has happened, and what they would be doing in a real disaster. For instance, checking that everyone is alright and that no one has been injured.
4. Classes leave their individual rooms and gather at the assembly area. This would normally be the area identified in the school's emergency plan, but bear in mind that the disaster could make it unusable.
5. Teachers check the roll and inform the principal and deputy of the status of their class.
6. Designated staff proceed to their reception points, with a list of pupils and the people authorised to collect them. As parents, caregivers or authorised people arrive to pick up their children, the staff member checks their names on the list before handing the children over. If these staff members are classroom teachers, consider who will look after the children from their class while they are doing this duty.
7. Keep students in the assembly area until they are picked up by their parents, caregivers or other authorised adults.

## Exercise evaluation

Assemble all staff participants to discuss if the system worked.

- Did the pupils take the correct action? For example, **drop, cover and hold** in an earthquake.
- Were class registers checked to ensure everyone was present and no one was missing in toilets or on errands?
- Did the move to the assembly area go as planned?
- Was the assembly area checked for hazards, such as broken glass, to ensure it was safe?

- Did the nominated people collect their children?
- Were any children not collected? If so, why not? What happened to them?
- You could also send a letter home asking for feedback from parents, caregivers and whānau. (See Template 19: *Evaluation of evacuation exercise* on page 98 for an example).

## Options

This exercise describes a school evacuation. There are other options you may wish to consider, such as:

- individual classroom evacuations
- 'reverse evacuations' or 'lock-downs' where students are kept inside the school because of an outdoor hazard or a criminal/terrorist act
- evacuations to higher ground
- specific emergency procedures and evacuations.

## 4.5 Disaster simulation

A disaster simulation brings to life the scenes of real emergency response operations, which students may have only previously seen on television.

Students role-play the response after a disaster strikes the school or the mythical town of Stanville. The type of disaster and number of casualties are not revealed beforehand to the students, who will be asked to respond appropriately.

This activity can be undertaken by just one class, several classes together or the whole school.

Additional resources for running disaster simulations can be downloaded from [www.whatstheplanstan.govt.nz](http://www.whatstheplanstan.govt.nz) or the CD-Rom. These include:

- detailed instructions for running a disaster simulation based on the mythical town of Stanville
- templates that you can use or adapt for your simulation
- scenarios for simulations of several other types of disasters.

## Level

Can be adapted for new entrants through to Year 8.

## Learning intentions and achievement objectives

Achievement objectives	Learning intentions
<p><b>Health and Physical Education</b></p> <p>Levels 1-3</p> <p>Select from:</p> <ul style="list-style-type: none"> <li>• Personal Health and Physical Development (Strand A): Safety Management</li> <li>• Healthy Communities and Environment (Strand D).</li> </ul> <p><b>Social Studies</b></p> <p>Levels 1-3</p> <p>Choose appropriate objectives.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• identify agencies and their roles in a disaster</li> <li>• explain the different roles people fulfil within groups in a disaster</li> <li>• demonstrate the importance of preparation, co-operation and organisation in responding to a disaster.</li> </ul>

## Sample scenarios

### Earthquake scenario

You can use this scenario for your students to practise what they should do after an earthquake.

- The teacher leads the scenario the first time you run it.
- Once proficient, run the scenario with the teacher absent.
- Run the scenario once with no injuries and no one missing so students learn the ropes.
- Run again with simulated injuries, or some class members told to remain in the classroom as injured and missing.

Note that the actions taken are generally similar to what happens when the fire alarm goes off, so you may be able to combine this scenario with a fire drill.

### Scenario for one or more classes

Give the following scenario to your students:

- You are at school and an earthquake has just occurred. The weather is as it is today.
- The earthquake measured 7.6 on the Richter scale and was shallow at a depth of 10 kilometres. The epicentre was located 20 kilometres from the school. Severe ground shaking occurred for at least 45 seconds.
- A number of smaller earthquakes may keep shaking the ground for many days, weeks and even months, creating further damage or increasing existing damage.
- Damage is widespread throughout your region as well as the surrounding districts. Some roofs have fallen in, side walls have fallen over and verandas have come down. There are cracks in the ground and some sections of the road have sunk to make large holes. Buildings and roads have been damaged and people are disorientated.
- The shaking has now stopped and you begin to emerge from under your shelter, look around and decide on the action to be taken.

### Instructions

Give the following instructions to your students:

- Each of you has a role to play in this simulation. We are pretending that our school and the surrounding district have been damaged.
- You may be required to deal with casualties or assist people to evacuate your school. Some people might be injured, for instance with a bleeding nose, broken arms, cuts from glass or being knocked out by falling furniture. You can 'do' first aid by writing what you are doing on a paper or card carried by students who are pretending to be injured.
- The simulation will start and finish when you hear the signal. When the finish signal sounds, you must all immediately assemble at [name of place].

### Evaluation

Single class:

- Was order maintained?
- Was a safe assembly point designated?

- Was a roster run to check all present?
- Were those missing or injured notified to the school's emergency coordinator?
- Where a teacher was absent or injured, did someone assume control and were the above four points still covered?

Two or more class rooms:

- Was order maintained?
- Was a safe assembly point designated?
- Was a roster run to check all present?
- Were those missing or injured notified to the school's emergency coordinator?
- Where no teacher was present, did someone assume control of the overall situation, did someone assume control of each individual class and were the above four points still covered?

### Alternative scenario for whole school

In the following scenario the school becomes the mythical town of Stanville, which suffers an earthquake.

This disaster simulation is recommended to be run as a whole school exercise. Senior students, with assistance from outside agencies, play the various people and response agencies involved in a disaster.

Juniors can use this simulation as an opportunity to build on what they have already learned in *What's the Plan Stan* by:

- being casualties or children that need to be looked after
- breaking into groups to observe different areas of the simulation
- talking to participants after the simulation about their role.

### Scenario

Give the following scenario to your students:

- Today your school is Stanville, a mythical town located somewhere in New Zealand. It is 8.27am. An earthquake has just occurred. The weather is as it is today.

- The earthquake measured 7.6 on the Richter scale and was shallow at a depth of 10 kilometres. The epicentre was located 20 kilometres from the school. Severe ground shaking occurred for at least 45 seconds.
  - A number of smaller earthquakes will keep shaking the ground for many days, weeks and even months, creating new damage or increasing existing damage.
  - Damage is widespread throughout your region as well as the surrounding districts. Some roofs have fallen in, side walls have fallen over and verandas have come down. There are cracks in the ground, and some sections of the road have sunk to make large holes. Buildings have been damaged and people are disorientated.
  - The shaking has now stopped and you begin to emerge from under your shelter, look around and decide on the action to be taken.
- Students work in pairs to describe their part in the exercise, and tell each other what they have learned.
  - Students discuss in small groups what they and their families could do before, during and after this type of disaster.
  - Students pretend they are the media and interview other students about their role in the disaster response operation.
  - Students contribute articles to make a mock newspaper page or video news broadcast about the disaster.
  - Students write letters of thanks to response agencies that helped with the simulation, outlining what they have learned about that group's role in a disaster.
  - If it was not possible to involve any response agencies in the exercise, students could still write to them and describe how they role-played that group.

### **Instructions**

Give the following instructions to your students:

- Each of you has a role to play in the simulation. We are pretending your school is a whole town, so that means you will have to imagine the distances are much greater. Even though you might be able to see a casualty in the playground next to you, they may be pretending to be in a shopping car park some kilometres away.
- All teams must only do what the persons playing their team leader or the overall controller tells them to do. You must report casualties you find in your search or evacuation area to the person playing the controller, and then await directions as to what to do.
- You may be required to deal with casualties or assist people to evacuate. If someone requires first aid, write what you would do on the paper or card they are carrying. This is not an opportunity to practise real first aid.
- The simulation will start and finish when you hear the signal. When the finish signal sounds, you must all immediately assemble at [name of place].

### **Evaluating the simulation**

The simulation can be evaluated in several ways:

- Teachers observe the students carrying out their roles during the exercise.