



## School Fire Drill Safety

### DATE:

**SOCIAL SKILLS OBJECTIVE:** Students will learn the importance of participating fully in school fire drills. Students will understand the importance of trusting the adults in charge of a fire drill. Students with sensory sensitivity will receive desensitization training to help them be successful during school fire drills.

**MATERIALS:** Community Sound Bingo Cards and Sounds, Safety Sounds Bingo Cards and Sounds <http://www.teacherspayteachers.com/Product/Sound-bingo-1047037>, tissues, snacks, cuddly animals, headphones, backpack, smoke alarm, bell, whistle, Sound Bingo Flash Drive, Fire Safety Sound Bingo Flash Drive

**BOOKS:** *A Chair for My Mother* by Vera Williams / *Mikey Makes a Mess* by Carolyn Kourofsky / *No Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean Pendziwol / *Clifford the Firehouse Dog*, by Norman Bridwell / *The Fire* by Annette Griessman / *Fire! Fire!* by Gail Gibbons / *Children Are No Match For Fire: A fire safety story for the whole family*, by Carol Dunn

**ASCA NATIONAL STANDARDS:** PS:A1.3, A1.6, PS:A1.8, PS:A1.9, PS:A2.1, PS:A2.6, PS:A2.7, PS:B1.1, PS:B1.2, PS:B1.8, PS:B1.12, PS:C1.7

**SOCIAL SKILLS EXPECTATIONS:** When discussing specific behaviors that impact relationships, ask: Who, What, Where, When, Why, and How in relation to behaviors.

**EDUCATOR PREPARATION:** Warning the classroom about an impending fire drill may make things easier today, but it does not prepare the students for the time when the fire alarm goes off due to an actual fire. Our goal is that all children, not only those on the Autism Spectrum, or others with severe sensitivity to sound, are able to respond appropriately to fire alarms successfully. It's important to prepare entire classrooms to help them work as a team to help EVERYONE be successful.

### PREPARE FOR FIRE DRILLS, DON'T WARN

It's very important that all education professionals working with special needs students be positive at all times. Often these students have a great deal of difficulty with transition of any kind, especially when a loud noise is involved. Helping students understand the who, what, where, why, when and how with fire alarms will help them feel empowered. The goal for all students is to successfully get to safety whether there is a drill or actual fire situation.

We have to respect that often these children feel a great deal of pain when exposed to loud noises, which can increase anxiety. The anxiety can increase fearful behaviors. They often will have anxiety before, during and after a fire drill. It's very important that everyone involved with



this program accepts the child where he is right now, and respects his fear of the fire alarm and other loud sounds.

These children may constantly talk, even obsess, about fire drills, not only when they do happen, but also when anticipating the next one. Instructors will need to help them prepare to participate fully with the same expectations and outcomes as all children when a fire alarm sounds. These students need to feel “empowered” to be successful. Instructors will prepare students to be a “School Fire Safety Marshall”. Instructors will help students understand the process of setting this important goal to be successful in full participation in Fire Drills. Instructors will need to help students understand the importance of using effective communication during a fire alarm, whether a drill or actual fire.

Many students, not only ones on the Autism Spectrum, but those with other neurological disorders, are visual learners so visuals are included with the lesson activities. Instructors will use visual supports in specific activities, if needed, to help those specific students feel success with small steps towards the goal of successful participation of an unannounced fire drill. We encourage all education professionals take pictures of specific areas in their school to increase the potential for successful fire drill participation. These small steps will allow students to learn how to control anxiety, allowing them to reach their goal.

**ADULT DISCUSSIONS:** All adults must plan for fire evacuations in all areas of the school or facility. Discuss the following scenarios and plan for “what if”.

What if a student falls down, is hurt, and can't get up when the fire alarm sounds?
What is Plan B if the fire is just outside your classroom door?
Who checks bathrooms?
What is the plan if your room has no windows and you can't get out?
What is the plan if the students are outside already?
What is the plan if the students are in another room?

### **ACTIVITY 1: TRUST ME – Training for Education Professional**

There are life situations that require specific responses from all of us to be safe. Students with severe sensitivity to sound often shut down or run. For children to take this lesson seriously, they must trust the adults. We must provide motivation for students to learn this very important safety information. Children want to please. Children with neurological disorders can easily become overwhelmed, especially when they do not understand what is expected in certain situations. Taking fire alarms seriously is not a choice for any child, it's a requirement. They need to understand they could get hurt if they do not follow the School Fire Drill Safety Plan and that all adults will be there to help them be successful.

It is important that all children understand that you are here to help them master the steps they need to take to complete a fire drill or fire evacuation successfully. It's important that students understand that it is rare that students get hurt in a fire if they follow the School Fire Drill Safety Plan that was developed for all students and staff to be successful in a real fire drill.

Some children may need to repeat the activities to master the skill. Any signs of agitation or overreaction will cause these kids to lose trust in you. It's very important for instructors to reinforce students when the slightest progress is made. High fives, small tokens, praise, whatever works for the students you are working with.

### **ACTIVITY 2: Instructors will role play a fire drill situation.**

- First, instructors will discuss with students the loud and soft sounds they hear on a daily basis (music, talking, lawn mower, air conditioner, dishwasher, washing machine, traffic, running water and more).
- Second, one student will be assigned to be the Fire Drill Marshall and will ring a bell. Students will first discuss the impact of the bell sound.
- Third, the Fire Drill Marshall will blow a whistle and the students will discuss the impact of the whistle sound.
- Fourth, the Fire Drill Marshall will push and release the button on a home smoke alarm and the students will discuss the impact of the smoke alarm sound.
- Fifth, the Fire Drill Marshall will push the button on the home smoke alarm and students will line up quietly at door and follow teacher to designated meeting place outside. If problems, return to seat and follow the procedure again.
- Sixth, after all students have returned to their seats, the class will discuss the impact the smoke alarm has on their ears.
- Students will share ideas on how to accept the fire alarm sound to successfully complete the fire drill procedure.
- It's important for all students to give input.
- What can they do to help each other?
- What can you do if it hurts?
- Why is it important to successfully complete this fire drill practice successfully?

**ACTIVITY 3: School Fire Drill Training** - Instructors will help students understand the fire drill process. This activity, with small steps, can be used as a class activity or with a small group of specific students with severe sensory issues. Students will feel empowered to say “I Can and I Will” when responding to fire drills.

- **Lesson 2: School Fire Drill Discussions**

Instructors will discuss with students the following concerns with fire drills.

1. What are some experiences you have had when the school fire alarm went off?
2. How did you feel after you got outside safely?
3. What bothers you the most about fire drills?
4. If the fire alarm goes off and you react in a disruptive way how does this impact the safety of all students, including you?
5. If the fire alarm sound really bothers you what do you need to tell yourself to successfully participate in the fire drill?
6. What is expected of all students and adults when the fire alarm goes off?
7. What can you do now to prepare for this experience when it happens?

- **Lesson 2**

Students will play Community Safety Sounds Bingo using sounds heard in any community. Instructors will play “Community Sound Bingo” while the students identify and cover the picture that makes the sound. The Instructors will play it first with low sounds and then repeat the game, each time raising the sound level. Instructors will watch for positive and negative reactions. Students will discuss the sound and its impact on them personally identifying ones they like and don’t like. If and when a child’s stress level is increased, the Instructor will stop the game. Instructors will work with students to understand what is expected and unexpected when they hear these sounds.

- **Lesson 3**

1. Students will discuss expected student behavior when a school fire alarm sounds and students are in classroom and in other locations:
2. Stop talking.
3. Go to the door and grab Fire Alarm Bag if using one.
4. Listen for instructions from teacher.
5. Tell students to line up quietly.
6. When the teacher instructs everyone to leave, go to designated place outside.

**LOOK AND LEAVE** - Expected student behavior when fire alarm sounds and student is out of classroom:

1. Stay calm.
2. Go to your nearest exit and meet up at the meeting point for your class.
3. Don’t go to your classroom or locker.
4. Listen for directions from the adults.

- **Lesson 4**

Students will fill a School Fire Drill Backpack with safety support supplies that will remain by door for teachers to grab when the fire alarm goes off. Supplies include:



tissues, snacks, cuddly animals, headphones, items that may help calm specific children in their class.

- **Lesson 5**

Instructors will place a new smoke alarm on the table and ask a student to quickly push the test button. Students will discuss their reactions.

**ACTIVITY 4:** An Occupational Therapist will be invited to teach the students coping and calming sensory strategies to help prepare for a fire drill.




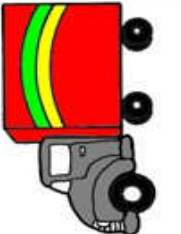






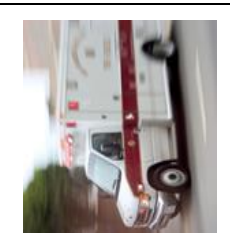
**ACTIVITY 5:** A local fireman will speak with students about following School Fire Safety evacuation procedures.

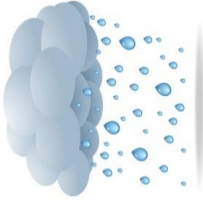



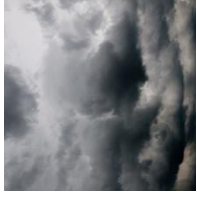

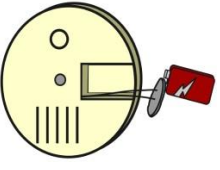
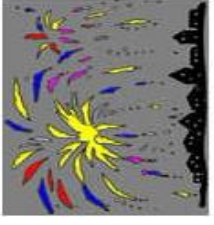





**GAME:** School Fire Drill Safety

ACTIVITY 2: Lesson 3

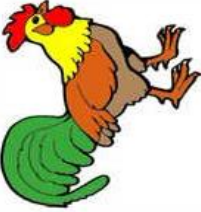


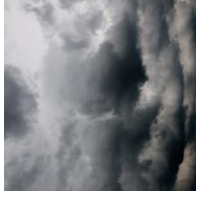

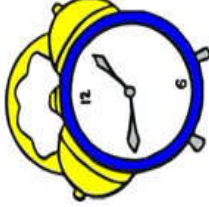



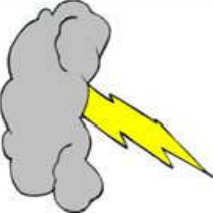




**Community Safety Sounds Bingo**



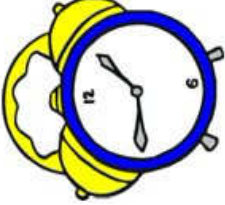



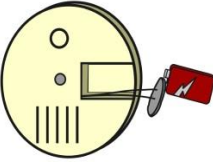
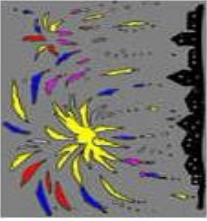


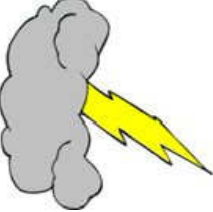



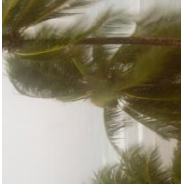



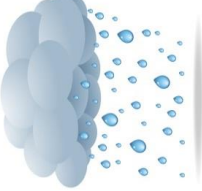


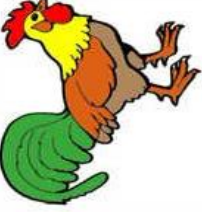






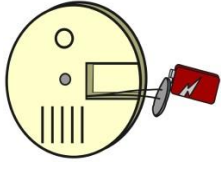

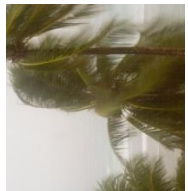





				
				
				
				
				






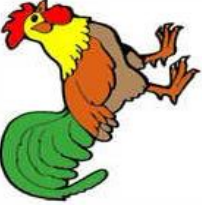






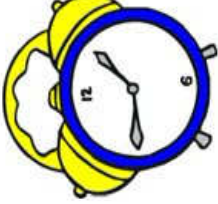



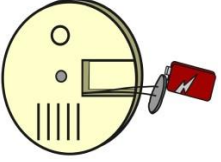
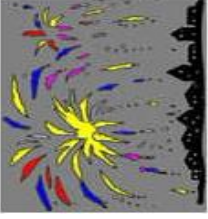
				
				
				
				
				



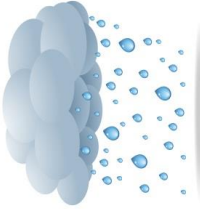
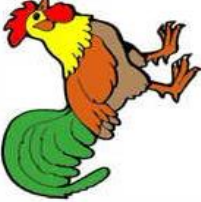




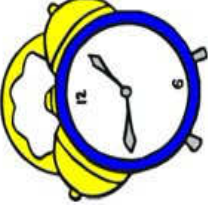









				
				
				
				
				



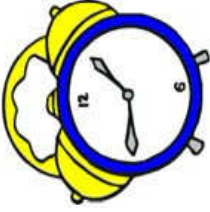



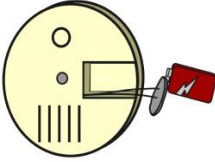
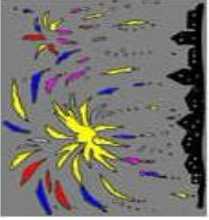


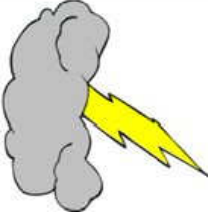



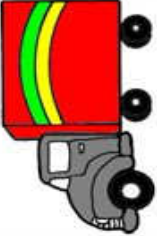




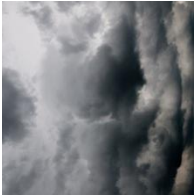

				
				
				
				
				



				
				
				
				
				




				
				
				
				
				




				
				
				
				
				

**ACTIVITY 2: Lesson 4**

<p>If you are in the Library and the fire alarm goes off, what is expected of you?</p>	
<p>If you are in your classroom and the fire alarm goes off, what is expected of all kids?</p>	
<p>If you are in the Music Room when the fire alarm goes off do you stay and follow the music teacher's instructions or hurry out the door to get to your class?</p>	
<p>If you are in the cafeteria when the fire alarm goes off do you know what you are supposed to do? Where do you exit the school?</p>	
<p>What do you do if you are in the gym when the fire alarm goes off?</p>	



<p>If you are in the bathroom what is expected of you when the fire alarm goes off? Where do you exit the school?</p>	
<p>If the fire alarm goes off while you are walking down the hall alone returning to your class, what do you do?</p>	
<p>If you are in the hall with your class when the fire alarm goes off, what do you do?</p>	
<p>Where do you go to get outside if you are in the Computer Room when the fire alarm goes off?</p>	
<p>If you are already outside when the fire alarm goes off what do you do?</p>	

<p>If you are in the office when the fire alarm goes off what will you do?</p>	
<p>What would you do if you are in the nurse's office when the fire alarm goes off?</p>	
<p>Why is it important to follow the rules when a fire alarm goes off even if it hurts your ears a lot?</p>	
<p>If you are in the hallway of a middle school or high school and the fire alarm goes off why is it important for you not to go to your locker first before going outside to safety?</p>	