



**EVACUATE**

**[Evacuación]**  
**[Khiav Tawm]**

# Lesson: EVACUATE

### Lesson concepts:

In the event of a fire, gas leak or other hazard/emergency, students may be directed to “evacuate” to a location until given the “all clear.”

### Key words:

Evacuate  
Locations

### Objectives:

Students will be able to determine a successful evacuation route from their location. Students will demonstrate the skills to move to the identified evacuation location quickly and quietly following the teacher's directions.

### Why this lesson matters:

Teaching students about events where evacuating to protect oneself is important. Using an all hazards approach changes our response from “fire drill” to the idea that different types of events require going to a specific location quickly to stay safe.

### Teaching notes:

- Review the Emergency Procedures Flip Chart sections on Evacuation
- Bring “Go Bag”

### Materials:

Paper, markers, music, photos of evacuation locations, class roster(s), poster of Evacuation symbol

### Considerations for individuals with specific needs

**(e.g., student with a disability):** Do you have students with mobility needs? Are there concerns regarding the location or path to the identified evacuation site? Do you have students with other needs that need to be planned in an evacuation situation?

**Introduction:** Today we are continuing with our lessons on school safety responses by learning how and when to Evacuate. What does it mean to “evacuate”? It means to move students and staff from one location to a different location in or out of the building to keep oneself safe. By the end of our activities you will learn how and where to evacuate by following my or any other teacher’s directions each time.

**Story and discussion:** Every month we practice a specific type of evacuation at school. Does anyone know what it is? (take a few hands) Yes, it's a fire drill. During a fire drill we hear a sound and line up in the classroom. We bring only what is in our pockets. Follow the teacher’s directions as the class walks quietly to the evacuation location. In the hall what might you see? (take a few hands) Yes, other classes walking quietly, some flashing lights, and adults checking the classrooms.

Another time we might evacuate is if there is a problem in the school building like a gas leak. The principal will come onto the announcements and say, “Evacuate to (location for school).” As a group, discuss the ways to evacuate from the current location. Look throughout the classroom and determine each way to get out (window, doors). Discuss with the group the best ways to evacuate the area. Have a discussion regarding next steps for each exit. For example, if a student says they will climb out of the window, talk to the class about the next step. How will they get out of the window? What might be needed if the window is not close to the ground?

### Skill practice:

**Activity 1:** Provide students with paper and writing/drawing instruments, and encourage students to draw pictures of how they would evacuate from the current location. Students may share with the whole class or with a neighbor. Review the evacuation map in the classroom.

**Activity 2:** The teacher demonstrates how to properly hold hands during an evacuation. The teacher will choose a few students to demonstrate how to hold hands during an evacuation.  
A). As the music plays, students will walk around the classroom holding hands and moving to the music (fast, slow, tip toe, skate, hop, etc.)  
B). Have a student or teacher stand in the middle of the room with their eyes closed while the rest of the class tries to walk quickly from one side of the room to the other without being heard. After students have practiced walking quickly and quietly across the room, have them practice walking quickly across the room while holding hands.

**Activity 3:** For 1-2 grades only  
There are times that students need to evacuate the classroom to go to another location within the building or on school grounds. The teacher shows photographs of different places to evacuate (e.g., gym, buddy classroom, library, playground, parking lot). Have students label or identify each picture. The students practice evacuating to different locations per teacher direction. The entire class starts in one location and the teacher says, “EVACUATE TO THE \_\_\_\_\_,” The students line up, hold hands, and walk to the location (e.g., playground). After everyone has arrived at the location, have students line up, do roll call, and review the picture of their location.

**Activity 4:** For 1-2 grades only  
Discuss with the class that there are times that in order to stay safe it may be necessary to self evacuate. That means that you leave one location to get to safe location on your own. For example, if you saw smoke coming from your classroom door on your way back from the bathroom, you wouldn’t walk back into the classroom. You would self evacuate to another part of the school to tell an adult. There also may be a time that you need to evacuate yourself out of the building. If that happens, where are some safe places you might run to? Discuss where students should self evacuate to. Allow students to give examples, teacher to clarify safe choices. Direct students that once they have self evacuated they need to notify their families and their families should notify the school.

### Wrap up:

Now you know what an evacuation is and how to do it quickly and quietly to keep you and everyone else safe. Remember when you hear, “EVACUATE TO THE \_\_\_\_\_,” follow your teacher’s directions immediately.

**Following through:** Reinforce and remind students as you practice fire drills and other evacuations, as needed, of the expectations to hold hands and walk quickly and quietly to the designated location.



















