



PROGRAMME 8: ESCAPE

AIM

The aim of this topic is for children to be able to identify a public emergency alarm – the role of assembly points and areas - and recognise/use the correct evacuation procedures for an emergency in a public place.

LEARNING OBJECTIVES

Children will:

- understand and describe what an emergency is
 - describe appropriate actions to take in the event of an emergency
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SKILLS

- Communication
 - Information
 - Sociability and co-operation
 - Self-management
-

MATERIALS

- DVD 1 episode 'Escape'
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VIRTUES:

- Responsibility
- Consideration
- Confidence
- Courage
- Courtesy
- Obedience
- Orderliness
- Respect
- Self-discipline
- Patience
- Reliability
- Trust

LESSONS (*Adapt for Juniors*)

View the episode 'Escape' on DVD 1 before the lesson. See CD Rom for printable worksheets.

1. Get the class into small groups. In these groups children will discuss what is an emergency and what is not. Make sure they identify such things as fire, floods, car accidents and when someone is seriously hurt. Have them compile a list of both emergency and non-emergency examples on a large sheet of paper; see example below.

WHAT IS AN EMERGENCY?

A serious car accident.
When your house is on fire.
When someone is having serious health problems.

WHAT IS A NON-EMERGENCY?

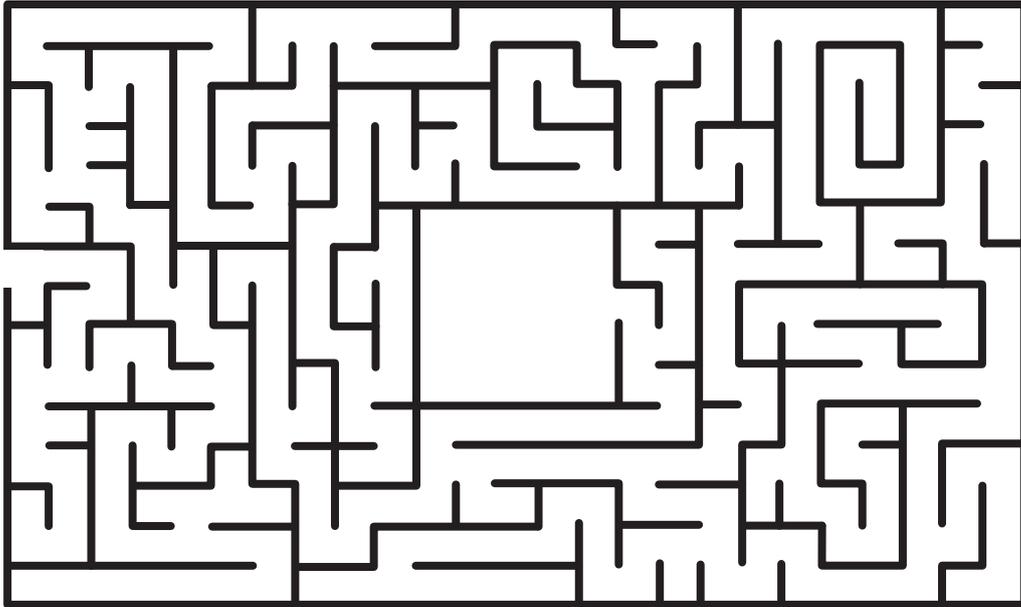
When someone is experiencing a non-serious illness – cold/flu.
When someone stubs their toe.
When someone is swearing.

2. In those same groups, have the children discuss what they need to do in the case of each emergency and note whether or not the emergency procedures change for each.
3. Get the students in your class to learn and implement the schools emergency evacuation plan. Practise the plan using several different scenarios and note if there are any differences in the way the plan must be implemented for each e.g. in the case of fire and earthquake.
4. Have the children create a poster/pamphlet identifying what the correct emergency evacuation plan and the appropriate steps that would need to be taken.
5. Have a mock emergency fire drill, or organise for your school to have one so that the students in your class hear the sound of the alarm and know exactly what to do. If they are senior students, they may take the junior classes for mock emergencies, but you will need to make sure they know they don't do this in a real emergency.
6. Invite someone from a local restaurant, supermarket or indoor sports club to tell you about the escape plans they have in place in case of an emergency.

ESCAPE ARTISTS

Name: Date:

Help Constable Bryan & Bobby escape from the maze. Trace the path they should take to get out from the centre of the maze. You must unscramble the five words below the maze for them to finally leave



marla kwla cklyqui ssbleamy acepl

MISSING WORDS

Find the missing words for the sentences below:

During an emergency you must _____ 111.

After you dial 111 the operator will ask you for the _____ you need.

The _____ main services are FIRE, POLICE and AMBULANCE.

Whenever you go somewhere, you must ALWAYS know the _____ exits.

When you hear an alarm, you should always _____, don't run.

At your home you should have an emergency _____ plan in case there is an emergency and your family needs to evacuate the house.

When you are at school and the fire alarm goes, you need to _____ to your teacher.

When you hear an alarm, you need to stay _____.

Emergency _____ usually have a white exit sign on a red/green background.

(listen, exits, evacuation, phone, emergency, calm, three, service, walk)

SUPPLEMENTARY ACTIVITIES

Art/Oral Language

Discuss what you need to do when you hear an alarm.

Key point: When you hear an alarm, walk, don't run out of the building.

Draw a quick sketch of what you need to do – in a variety of places - when you hear an alarm.

Members of your class will 'buddy-up' with another junior class, then your class will take them step by step through the emergency evacuation procedures.

Draw a picture of yourself then give it to your classmate to look at. Your classmate then tells you where you are (e.g. cinema? home? school?) then you will need to draw – or tell - your classmate the steps you would take to 'escape' safely. If you don't know, identify who you would need to ask to find out.

ICT/Art

Using the internet, still photographs from magazines or your own pictures/photographs, have the children make a slideshow on how the emergency services operate: what they do, how they help and what they look like. Include the sounds they make with recordings if possible.

As a class, use www.webquest.com or other children's websites that explain more about what to do in case of a disaster or fire alarm.

Maths – Measurement

Draw a plan of your house – then plan an escape route. Make sure you discuss it with your parents, then you can bring your plan to school and discuss it with your classmates. Make sure you put it up on the wall in your house so that EVERYONE knows what they need to do in an emergency.

You could also have mock fire drills and someone from your class could time your class to see how long they take. Over a period of a few weeks your class will collect their results and form a line-graph of how long it has taken them, and they will hopefully see the improvements they have made in their times.

Visual Language

The children create a linking game for themselves where they draw pictures of all the emergencies they can think of. Shuffle them all up then try to decide in groups which ones go into which category - emergency or not?

Written Language

Recap what you need to do when you hear an alarm.

Key point: When you hear an alarm, walk, don't run out of the building.

Write a chronological 'escape' route for you and your classmates out of your class. For more senior students you may allocate a different class to each one.

Imagine you are going to the movies with your family, and suddenly the fire alarms go off. Write down everything you need to do before the alarm goes off (e.g. look for the nearest emergency exit), as well as after.
