

Pre-K to 5th: Developmental Considerations Associated with School Safety Drills

Developmental Levels	What individuals at this developmental level typically <u>know and understand</u> about school associated dangers	What individuals at this developmental level are typically <u>able to do</u> in response to school associated dangers	Appropriate school safety <u>explanations, procedures, activities, and/or drills</u> for this developmental level
<p>Preschool-Kindergarten Students</p>	<ul style="list-style-type: none"> • Demonstrate basic understanding of “danger.” • Require adult guidance to determine what is, and is not, dangerous. • Have difficulty distinguishing probable dangers from all possible dangers, and between reality and fantasy. • Understand: <ul style="list-style-type: none"> • “Get-Out” or evacuate; • “Hide” or stay out of sight with lights off; • “Keep-Out” (i.e., that adults will lock and barricade classroom doors and keep students safe). 	<ul style="list-style-type: none"> • Dependent on adult management and direction during emergencies. • Able to follow basic safety directions (e.g., “Get-Out” or evacuate; and “Hide” or stay out of sight with lights off). 	<ul style="list-style-type: none"> • Explain that adults at school work hard to keep school safe. • Offer concrete examples of common dangers that adults address (e.g., a stray dog on campus and not knowing if it is a good or sick dog). • Use the word safety when describing/conducting drills (e.g., use “Get-Out Safety Drill” to describe an evacuation). • Practice following atypical adult directions associated with elements of safety drills (e.g., during art, ask students to quickly line up at the door). • Conduct “Get Out” and “Hide” safety drills.
<p>Early Elementary Students</p>	<ul style="list-style-type: none"> • Demonstrate evolving understanding of “danger.” • Require some adult guidance to determine what is, and is not, dangerous. • Have difficulty distinguishing probable dangers from all possible dangers, and may have difficulty distinguishing between reality and fantasy. • Understand: “Get-Out,” “Hide,” and “Keep-Out.” 	<ul style="list-style-type: none"> • Need adult management and direction during emergencies. • Able to follow basic safety directions. • Can provide assistance with simple safety tasks in an emergency (e.g., following adult direction to turn off lights, close blinds). 	<ul style="list-style-type: none"> • Explain that teachers and school staff members always work to keep school safe. • Offer concrete examples of common dangers that adults address. • Use the word safety when describing drills. • Practice following atypical adult directions associated with elements of safety drills. • Conduct “Get Out” (evacuations) and “Hide” (lockdown) safety drills.
<p>Upper Elementary Students</p>	<ul style="list-style-type: none"> • Require limited adult guidance to determine what is, and is not, dangerous. • May have some difficulty distinguishing probable dangers from all possible dangers. • Capable of understanding why school safety drills are conducted. • Understand all safety directions and instructions. 	<ul style="list-style-type: none"> • Need adult direction during emergencies. • Able to follow all safety directions and instructions. • Can assist with many safety tasks during an emergency (e.g., following adult direction to turn off lights, closing blinds and doors, moving furniture, barricading doors, calling 911). 	<ul style="list-style-type: none"> • Explain that teachers and school staff members always work to keep school safe. • Offer examples of common dangers that adults address. • Teach the difference between possible dangers and common dangers. • Use the word safety when describing/conducting drills. • Conduct “Get Out” (evacuation) “Hide” (lockdown), and “Keep-out” (barricade) safety drills.



Developmental Levels of Safety Awareness



Early *PreK-Kindergarten*

- Demonstrates a general understanding of danger.
- Heavily or completely reliant upon adult direction and management during an emergency.
- Capable of practicing basic safety options such as “Get Out” (Evacuate) and “Hide” (stay out of sight, lights off, remain quiet).
- Capable of understanding the concept of “Keep Out” (whereby an adult will lock and barricade classroom entries to “keep out” danger).



Developing *Early Elementary*

- Demonstrates the characteristics of Early Awareness.
- Capable of providing basic assistance in an emergency (turning off classroom lights, retrieving the first aid kit, or closing blinds at the command of an adult).



Practiced *Upper Elementary*

- Demonstrates the characteristics of Developing Awareness.
- Capable of assisting an adult in emergency actions such as closing a door, moving furniture, helping to barricade an entry, or calling 911 at the command of an adult.

