ShakeOut Drill Scripts
For K-12 Schools

Are You Ready to ShakeOut?

With millions of children enrolled in schools throughout southern California, a major earthquake in the region could cause an unprecedented catastrophe. What we do now, before a big earthquake, will determine what our lives will be like afterwards. With earthquakes an inevitable part of southern California's future, Californians must act quickly to ensure that disasters do not become catastrophes. With this in mind, the Earthquake Country Alliance has organized the Great Southern California ShakeOut, a week of special events featuring a massive earthquake drill at 10 a.m. on November 13, 2008.

The ShakeOut drill centers on the ShakeOut Earthquake Scenario, a realistic portrayal of what could happen in a major earthquake on the southern end of the San Andreas Fault. Created by over 300 experts led by Dr. Lucy Jones of the U.S. Geological Survey, the scenario outlines a hypothetical 7.8 magnitude earthquake on the San Andreas fault, which would potentially devastate the region.

With a goal of at least 5 million participants, the ShakeOut drill will be the largest in U.S. history. To participate, go to www.ShakeOut.org and register your school or school district to participate in the drill. There are many ways to take part, but at the least participants should "*Drop, Cover, and Hold On*" at 10 a.m. on November 13.

The scripts on the following pages provide a range of drill designs from very simple to advanced, with steps to be taken before, during, and after. Each drill uses *Drop, Cover, and Hold On* as its foundation, from which schools can customize and build a drill that suits their specific classroom and student body needs.

Level 1 – Simple: *Drop, Cover, and Hold On* Drill and Building Evacuation

This drill uses simple steps to inform all schools how to perform *Drop, Cover, and Hold On* – a quake-safe action designed to protect lives from falling school furniture and flying objects than can become projectiles during ground shaking.

In Advance of the Drill

1. Register your school as an official participant at www.ShakeOut.org
2. Instruct your teachers in how to lead their classes in drill.
   - ☐ The date & time of the ShakeOut Drill – 10:00 a.m. on November 13, 2008.
   - ☐ How to correctly perform Drop, Cover, and Hold On, wherever teacher and/or students are.
   - ☐ Your expectations for class participation (ie. *Drop/Cover/Hold On*, follow evacuation procedures to selected safe location, gather at a central location for a head count, post-drill discussions).
   - ☐ Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org, so they can invite others and get information directly.

At 10:00 a.m. on November 13th

1. Via the public announcement (PA) system, alarms, or verbal direction:
   - ☐ Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
   - ☐ Suggest that while down on the floor, students and teachers look around at what would be falling on them in a real earthquake, that should be secured or moved after the drill.
2. At 10:01 a.m. announce that the shaking is over
3. Based upon your school disaster plan, have teachers, students and staff follow school evacuation procedures according to the school disaster plan.
4. Encourage students and teachers to discuss their experiences with one another.

After the Drill

1. Ask for feedback on how the drill went.

Schedule your next quarterly (primary schools) or biannual (secondary schools) earthquake drill.

2. Go to www.ShakeOut.org to be part of the Post-ShakeOut School Survey.

Level 2 – Basic: Life Safety Drill

This drill focuses on immediate life safety and engages students, teachers and staff to think through their emergency response actions during an earthquake.

In Advance of the Drill

1. Register your school as an official participant at www.ShakeOut.org.
2. Instruct your teachers in how to lead their classes in drill.
   - ☐ The date & time of the ShakeOut Drill – 10:00 a.m. on November 13, 2008.
   - ☐ How to correctly perform *Drop, Cover, and Hold On*, wherever teacher and/or students are.
   - ☐ Your expectations for class participation (i.e. *Drop/Cover/Hold On*, follow evacuation procedures to selected safe location, post-drill discussions).
   - ☐ Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org, so they can invite others and get information directly.
3. Steps or Questions to Consider:
   - ☐ Determine or review your emergency procedures for an earthquake.
   - ☐ How will you direct students, teachers, and staff during and immediately following the shaking?
     - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.
   - ☐ Identify who is authorized to make and communicate post-earthquake decisions.
   - ☐ How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?

The Night before the Drill

1. Create a brief written description of the earthquake's impact along with questions to ponder.
   - ☐ Tape this description under teacher desks or provide teachers and staff sealed envelopes to open during the drill.
   - ☐ For added incentive, tape a surprise under the desk (candy, light stick, lunch coupons, etc.)

At 10:00 a.m. on November 13th

1. Via your public announcement system, alarm or verbal direction:
   - ☐ Announce that the earthquake drill has begun and strong shaking could last one minute.
   - ☐ Tell everyone to *Drop, Cover, and Hold On*.
   - ☐ Suggest that while down on the floor, teachers and students look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
2. At 10:01 a.m. announce that the shaking is over.
3. Based upon your school disaster plan, have teachers, students, and staff follow school evacuation procedures according to the school disaster plan.

After the Drill

1. Hold staff meetings as soon as possible after the drill to discuss what happened, people's experience during the drill, what they were thinking about, what caused concern, and what worked well. Take this opportunity to:
   - ☐ Discuss preparedness at work and at home. (Remind teacher and staff that home/family preparedness is important given that they are mandated emergency response personnel according to the *California Government Code Section 3100).*
   - ☐ Begin discussion of your safety and classroom instruction resumption priorities -
     - Assign a team to review and continue developing your disaster plan.
     - Update your plan with lessons learned from the drill or any real experiences.
   - ☐ Schedule your next quarterly (primary schools) or biannual (secondary schools) earthquake drill (or sooner if teachers and students need to practice).
   - ☐
2. Discuss lessons learned from the drill with students in each class.
3. Go to www.ShakeOut.org to be part of the Post- ShakeOut School Survey.

Level 3 – Intermediate: Decision-making Drill

This drill includes all aspects of Level 2 in terms of teacher, student and staff participation in a *Drop, Cover, Hold On* drill, and adds a "table top" exercise for decision makers to consider how the earthquake would impact your school.

In Advance of the Drill

1. Register your school as an official participant at www.ShakeOut.org.
2. Bring together a team of individuals - including representatives from the school staff, teachers school board, parent associations, and if appropriate, older students - to design the drill.
3. Determine the length of your drill and objectives.
   - ☐ What you would like your drill to test? The objectives and resulting drill can test a specific part of your school disaster plan.
4. Review the ShakeOut Scenario and use your team to build upon it to develop your own "school scenario" with specific details of how you might expect the shaking to impact your school (ie. building, operations, students, parents).
   - ☐ Would the power be out? Phone communications down? Many parents unable to pick up children?
   - ☐ How will you direct teachers, students, and staff during and immediately following the shaking?
     - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.
     - Identify who is authorized to make and communicate post-earthquake decisions.
     - How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?
   - ☐ Make sure the impacts you determine for your "school scenario" make it possible to support your drill objectives.
5. Write up a final version of your "school scenario."
6. Invite your key school community decision-makers and parent representatives to your drill on November 13th. Have them review your school disaster plan prior to the drill.
7. Instruct your teachers in how to lead their classes in drill.
   - ☐ The date & time of the ShakeOut Drill – 10:00 a.m. on November 13, 2008.
   - ☐ How to correctly perform *Drop, Cover, and Hold On*, wherever teacher and/or students are.
   - ☐ Your expectations for class participation (i.e. *Drop/Cover/Hold On*, follow evacuation procedures to selected safe location, post-drill discussions).
   - ☐ Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org, so they can invite others and get information directly.

The Night before the Drill

1. Create a brief written description of the earthquake's impact using your "school scenario" along with some questions for teachers and students to consider.
   - ☐ Tape this description under teacher and staff desks tables or provide sealed envelopes to open during the drill.
   - ☐ For added incentive, tape a surprise under the desk (candy, light stick, lunch coupons, etc.)

Level 3 – Intermediate: Decision-making Drill (Page 2)

At 10:00 a.m. on November 13th

1. Have your school's scenario team assemble (representatives from the teachers, staff, school board, parent associations, and if appropriate, older students) in a room a few minutes before 10:00 a.m. and share your drill objectives. When the drill is announced tell all participants in this group to also *Drop, Cover, and Hold On*.
2. Via your public announcement system, alarm or verbal direction:
   - ☐ Announce that the earthquake drill has begun and strong shaking could last one minute.
   - ☐ Tell everyone to *Drop, Cover, and Hold On*.
   - ☐ Suggest that while down on the floor, teachers, students, and staff look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
3. At 10:01 a.m. announce that the shaking is over and have teachers, students and staff follow school evacuation procedures according to the school disaster plan.

During an appropriate time on or near the date of the ShakeOut:

4. In the room with the decision-makers and scenario team:
   - ☐ Have everyone sit back at the table.
   - ☐ Read your "school scenario" with details of the earthquake impacts.
   - ☐ To make the impact vivid, you may wish to show the movie of shaking that can be expected.
5. Now go around the table to discuss what your school can expect to happen and decisions that will be made based on the scenario.
   - ☐ Try to have the discussion flow in chronological order.
   - ☐ However, if all issues are solved, move the scenario timeline forward to 1 hour/day/week later and begin the discussion again.
6. Have someone document the chronology of the drill events, decisions, issues, and any solutions. What policy decisions need to be made in advance?
7. Discuss in particular
   - ☐ Communication with parents
   - ☐ Emergency contact lists, supervision and student release procedures
   - ☐ Maps posted clearly and accurately showing normal evacuation routes and assembly areas
   - ☐ Disaster staffing duties (and exceptions for some with young children)
   - ☐ Faculty and staff knowledge and skills for their emergency response roles and gaps to be filled.
   - ☐ Layout of utility lines and shut-off valves on campus
   - ☐ Non-structural safety measures (securing things that can fall and slide) that still need to be taken at school.
   - ☐ Inventory of emergency equipment and supplies
   - ☐ Designated command post and staging areas off campus if necessary?
   - ☐ If you are near the coast do you have a safe assembly point and evacuation plan?
   - ☐ Adequacy of emergency food, water, shelter provision and distribution
   - ☐ Fire suppression equipment location, function and skills
8. Check into the safety of your school buildings
   - ☐ Do you have any concrete tilt-up or buildings with non-wood-frame walls that were built before 1978 have not been upgraded to meet the 1976 Uniform Building Code?
   - ☐ If you are in a private school in a building not designed to be a school, has it been upgraded to meet the standards for school construction.
   - ☐ Do you have any portable buildings that are not attached firmly to the ground?
   - ☐ Have you used modernization opportunities to increase earthquake safety of buildings?

After the Drill

1. After the drill discussion is complete, confer whether you met your drill objectives or why not. Discuss what happened, people's experience during the drill, what caused concern, and what worked well. Document comments to officially end the drill.

2. Decide next steps and assign people to those tasks to follow-up.
    - ☐ Assign a team to begin developing or enhancing your school disaster plan based on this drill.
    - ☐ Discuss preparedness at work and at home. (Remind teacher and staff that home/family preparedness is important given that they are mandated emergency response personnel according to the *California Government Code Section 3100).*
    - ☐ Schedule your next quarterly (primary schools) or biannual (secondary schools) earthquake drill (or sooner if teachers and students need to practice).

3. Go to www.ShakeOut.org to be part of the School ShakeOut Evaluation.

Level 4 – Advanced: School Standard Emergency Management Simulation Drill

This drill includes all aspects of Level 2 in terms of teacher and student participation in a Drop, Cover, Hold On drill, and is an exercise for designated response personnel who have specific emergency response duties in your school disaster plan. Whereas Level 3 is a "table-top" exercise for decision-makers to imagine potential consequences and solutions, this level involves simulated incidents that test your school's ability to respond and recover.

In Advance of the Drill

1. Register your school as an official participant at www.ShakeOut.org.
2. Bring together a team of individuals - including representatives from the school staff, teachers school board, parent associations, and if appropriate, older students - to design the drill.
3. Determine the length of your drill, scope and objectives.
4. Review the ShakeOut Scenario and use your team to build upon it to develop your own "school scenario" with specific details of how you might expect the shaking to impact your school.

    ☐ Would the power be out? Are roads open or closed? Is the phone system down? Cell phones? What structural damage has occurred to your building? What non-structural damage has occurred inside to your computers, equipment, machinery, furniture, lights, filing, inventory, computers, windows, systems? How will you communicate with district offices? Emergency responders? Parents? Community members seeking shelter? Etc.

    ☐ How will you direct students during and immediately following the shaking?
    - Consider that certain factors (your location, building type, impacts) will influence your decisions regarding what to do after the earthquake (i.e. what evacuation routes to use and where to have students congregate). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.
    - Make sure your plan identifies the personnel authorized to determine and communicate post-earthquake decisions.
    - How will you utilize teachers and staff personnel for earthquakes especially if the school building cannot be immediately reoccupied?

    ☐ Make sure the impacts you determine for your "school scenario" make it possible to support your drill objectives.
    - Note: Do not wipe-out the whole community and eliminate your reason to drill, although it may be necessary for some schools to significantly damage their school building to support their drill objectives and realistic shaking impacts.
5. Invite your key school community decision-makers and parent representatives to your drill on November 13th. Have them review your school disaster plan prior to the drill.
6. Select a facilitator to run the drill. Determine other staffing requirements such as assigning personnel to evaluate and document all drill activities in chronological order.
7. Write up a final version of your "school scenario."
8. Conduct training of all drill participants, and back-ups, who are assigned emergency positions so they are fully aware of their roles and responsibilities. Review California's Standard Emergency Management System (SEMS) procedures as it will be carried out at your school. All participants, evaluators and decision-makers should review the disaster plan.
9. Create a timeline for your drill.
    - 10:00 a.m. – Earthquake starts, teachers, students and staff *Drop, Cover, and Hold On*.
    - 10:01 a.m. – Lights go out and computers go down
    - 10:03 a.m. – Sprinklers on SE corner of first floor turn on
    - Etc.
10. Separately from the timeline, create a list of "injected events". "Injects" are surprise events that could reasonably occur during the drill (i.e. aftershocks, specific problems related to your school). These events can be "injected" (or provided) to the participants during the drill to get participants thinking of issues and solutions without overwhelming them.

Level 4 – Advanced: School Standard Emergency Management Simulation Drill (Page 2)

11. Instruct your teachers in how to lead their classes in drill.
    - ☐ The date & time of the ShakeOut Drill – 10:00 a.m. on November 13, 2008.
    - ☐ How to correctly perform *Drop, Cover, and Hold On*, wherever teacher and/or students are.
    - ☐ Your expectations for class participation. This may include playing a role such as a "drill injured" that will need medical assistance.
    - ☐ Encourage students' families to register to participate in the ShakeOut as individuals at www.ShakeOut.org, so they can invite others and get information directly.

The Night before the Drill

1. Create a brief written description of the earthquake's impact using your "school scenario" along with some questions for teachers, students and decision makers to consider.
    - ☐ Tape this description under teacher and staff desks or provide them sealed envelopes to open during the drill.
    - ☐ For added incentive, tape a surprise under the desk (candy, light stick, lunch coupons, etc.)

At 10:00 a.m. on November 13th

1. Via your public announcement system, alarm or verbal direction:
    - ☐ Announce that the earthquake drill has begun and strong shaking could last one minute.
    - ☐ Tell everyone to *Drop, Cover, and Hold On*.
    - ☐ Suggest that while down on the floor, teachers and students look around at what would be falling on them in a real earthquake, and should be secured or moved after the drill.
2. At 10:01 a.m. announce that the shaking is over and have teachers, students and staff follow school evacuation procedures according to the school disaster plan.
3. Provide the Timeline of events to all participating teachers and staff with instructions to undertake their emergency roles in accordance with SEMS, California's Standard Emergency Management System. However, do not let them skip ahead in time.
4. As the drill progresses distribute individual "inject events" to specific participants. Have drill evaluators observe and document how these surprise issues are handled.

After the Drill

1. Assemble the facilitator and evaluators with their documentation to summarize activities, actions, decisions, and solutions during the drill.
2. Next, assemble drill participants including your decision-makers and leaders.
    - ☐ Depending on the size of your school, you may need to have emergency teams meet separately, followed by a leadership meeting with representatives from each team.
3. Go around the table or room to discuss what happened during the exercise, what decisions were made, what worked and what problems arose.
4. Discuss whether you met your drill objectives or why not.
5. Document lessons learned, best practices and necessary actions to improve your teacher, staff and student training, emergency procedures, and incorporate into the disaster plan.
6. Decide next steps and assign people to those tasks to follow-up
    - ☐ Schedule training as needed to address plan changes.
    - ☐ Discuss preparedness at work and at home. (Remind teacher and staff that home/family preparedness is important given that they are mandated emergency response personnel according to the *California Government Code Section 3100).*
    - ☐ Schedule your next quarterly (primary schools) or biannual (secondary schools) earthquake drill (or sooner if teachers and students need to practice).
7. Go to www.ShakeOut.org to be part of the Post-ShakeOut School Survey.