

Purpose: The StormReady Supporter application requires that the facility and those within it have safe and appropriate sheltering procedures. This activity will allow students to understand sheltering procedures not only within the school building, but outside the building as well. In addition, this activity will allow students to engage in the 21st Century Skills of Collaboration and Critical Thinking.

Instructions for Teacher:

1. Handout “Worksheet 4-1- Severe Weather Shelters” and have students read through it and answer the questions independently. The reading give students some background information about what makes a good shelter location whether they be at home, school, or anywhere. The questions ask about shelters and put students in certain situations where they must make a logical decision about sheltering.

The answers for the questions are as follows:

1. D
 2. True
 3. C
 4. True
 5. C
 6. False
 7. B
 8. C
 9. A
 10. B
 11. D
 12. True
2. Show your class the following video (approximately one minute, forty seconds) provided by the National Weather Service on Tornado shelters. It provides a general overview of sheltering within a home, while in a car, and outside:
https://www.youtube.com/watch?v=_5TiTfuvotc.
 3. (if EOP has good sheltering location) After the worksheet, ask the students the following questions. A school that is StormReady should have students that can answer the following questions about storm shelters within the school building. (Feel free to reword the questions, if necessary)
 - Where are our severe weather/tornado shelters?
 - What do we take with you when going into shelter?
 - When do you come out of shelter?
 - (if your school has duck and cover procedures) How do you “duck and cover” in a shelter?
 - Why do we go into shelter?
 - Do we walk or run to shelter?



Clarify any questions your class has regarding taking shelter. If necessary, take them to shelter and review (if applicable) the duck and cover position.

4. (if EOP sheltering location needs to be improved) Bring your students around the building. Have them consider different locations throughout the building that might be good shelter locations. Encourage them to remember the attributes mentioned on the worksheet. Remind them of things such as: time to get shelter, special needs students, Have the students decide the best locations in the building for shelter.

After the Activity: On the StormReady supporter application, check off the location of the sheltering locations as appropriate, as well as any pertinent information about the shelters (e.g. if it the shelter is last resort, etc.) that would be of interest. If new shelter locations are selected, ensure that your school's EOP is modified and drilled accordingly.

Element 4-2 is a recommendation for StormReady Supporter facilities, but not required to obtain StormReady Supporter Status. Element 4-2 recommends that all shelter areas are identified and marked. This allows shelter locations to be identified to those who may not be aware of a room use as a shelter. This is especially important for buildings that host events outside the school day, where there is not guaranteed to be a teacher/staff member to bring people to shelter. This can also be a great creative project for students to create signage for the shelters or diagrams of the building.

If the shelters in the building are already identified, describe how they are identified on the application form. If it is not and time allows, consider discussing with students how to identify shelters to those in the building. Some suggestions for marking shelters include placards and school maps.

Reference Documents:

Minnesota Comprehensive School Safety Guide (PDF file in additional information folder)

Minnesota Department of Education Sample EOP (PDF file in additional information folder)

FEMA Sample School Emergency Operations Plan (PDF file in additional information folder)

