

STUFF HAPPENS

ANSWERS FOR THE TEACHER KEY:

These are answers for the Teacher Discussion that takes place during the video

The 1st stopping point in the film for discussion

1. Likelihood of an incident? Not very likely, but stuff happens. Children and their sense of awareness will be interesting here. What connections do they make? Do they see themselves like Jay?

2. Potential causes of an accident? The answers are almost endless here, but this question is designed to get students to participate since almost any answer is correct. With possibilities such as wet road, bald tires, flat tires, blow out, texting and driving, angry driving (road rage), pedestrians, bike riders, what will they come up with?

3. Safety of Baytown? This question is also designed for student participation and is written open ended. Before the video gets into the granular response action items, what would they have done if they were in Jay's shoes? What do the students think are some of the emergency response measures that are going to take place now? What are they aware of? Feel free to use the dry erase board or smart board to list few of the action points that are presented in class. How far off are the students, or how right might they be? We are getting ready to find out in the next module.

4. What happens next? This question is a prompt into watching the video again, and a pathway to hear promising examples of problem solving and creative thought. Take 'What Happens Next?' to see if students can rise to the challenge of being aware, and more importantly, if they don't know what happens next, this is where the answer(s) come to them.



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The 2nd stopping point in the film for discussion

5. How will an incident be communicated? The sirens that are tested on Wednesday will signal an incident. Local TV news, radio and social media will give out reports and updates. Parents will be alerted by the school.

6. Which incidents will trigger a 'shelter in place'?

Many incidents can trigger a 'shelter in place'. Here are a few examples:

- Severe weather
- Chemical emergencies
- Industrial incidents
- Pandemics like COVID-19

While it is good for students to be aware of the many different reasons they could be ordered to 'shelter in place', the truth is a lot of these incidents involve aspects that they just might be ready for, so try to steer the conversation back to what Jay is dealing with, perhaps by going to the next question:

7. What do the different sirens sounds like? This is where you get to have a little bit of fun. Should a chemical emergency affect citizens within the City of Baytown, the Emergency Siren Warning System would be activated, emitting a loud, whooping sound. This system is only used for chemical emergencies – not for tornadoes, hurricanes, or other types of emergencies. Ask students to 'vocalize' their interpretation of what the sirens sound like. Can they do a good siren themselves, doing the pitch, the rate of speed, the tone themselves?

8. What if you are at home? If the student is at home, the best thing to do is remember to keep it simple and rely on the training and drills that the students have been through. That means to follow the same rules that are in the classroom. If a student does not remember, in the video, the teacher wrote on them on the chalk board. They are:

- 1) Lock windows
- 2) Seal with tape
- 3) Turn off A/C

Remind the student to make sure that even though they may be at home to stay mindful of what they have been taught. At home, instincts might tell you to run, but the safer solution is to stay indoors. Who had a 90% less chance of exposure, those inside or outside?

Also, while at home, remember to stay tuned into a local news source, too. What were the local news source options? (TV, Radio, Internet/social media).



Watch the
full video here



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