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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Correctional Services |
| **Lesson/Unit Title** | Emergency Plans and Procedures |
| **TEKS Student Expectations** | **130.333.(c) Knowledge and Skills**  (11) The student applies technical skill procedures of correctional staff to effectively manage day-to-day operations of correctional facilities.  (C) The student is expected to develop emergency plans and procedures for correctional facilities |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The students will be able to:   1. List the types of emergencies that may occur in a correctional facility. 2. Identify the top priorities that an emergency plan must address. 3. Create emergency plans for prison layouts created by other students. 4. Critique the emergency plans created by other students. |
| **Rationale** | Emergencies of some type will occur in a correctional facility. It is important that plans for handling different types of emergencies are established to save lives and limit property damage. |
| **Duration of Lesson** | 3-5 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Emergency Plans and Procedures Exam and Key * Emergency Plans and Procedures Exam Review and Key * Discussion Rubric * Individual Work Rubric * Presentation Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Have the students imagine that they are the supervisors of a correctional facility. Then use the following scenarios and questions for a class discussion:   * An inmate takes another inmate hostage in a cell. How are you going to handle this? * There is a tornado on a path toward your facility. What are you going to do? * A fire breaks out in part of the facility. What will you do to protect lives and property?   Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | Use the Outline to teach students the procedures for Emergency Plans and Procedures in a Correctional Facility. Have students take notes. Encourage student discussion.   1. Emergency Plans    1. Occasionally emergencies occur in correctional facilities    2. The management and staff of the facility must have plans already established for the various types of potential emergencies 2. Types of Emergencies    1. The following situations call for an emergency response       1. Hostage taking       2. Weather       3. Riots       4. Escape       5. Fire       6. Chemical spills       7. Bomb threats       8. Power failures       9. Lockdowns       10. Inmate with a weapon 3. Tactical Priorities    1. The following tactical priorities (in order of importance) should be considered while deciding how to respond to an emergency:       1. Safety of personnel, the public, and the offenders       2. Stabilizing and containing the incident       3. Removing the endangered persons and getting treatment for the injured       4. Limiting expenses and damage to property 4. Characteristics of an Effective Emergency Plan    1. The following characteristics are essential for an effective correctional emergency preparedness system:       1. Practical – is the plan useful?       2. Simple – is the plan easy to understand?       3. Corrections specific – will the plan actually work in a correctional facility?       4. Generic – can the plan be applied to more than one correctional facility?       5. Policy-based – is the plan consistent with already established policies in the institution?       6. A true system – is each part of the plan compatible with the other parts of the plan?       7. User-friendly – is the plan easy to follow?       8. Checklist driven – does the plan provide a list of the necessary actions for the staff to follow, complete, and check off instead of the staff having to rely on memory?       9. Agency wide – is the plan (for departments with more than one facility) consistent with the emergency plans at its other facilities?       10. Tailored to each facility – does the plan take into consideration the unique features of the different facilities and is the plan adaptable?       11. Detailed – does the plan explain each step exactly?       12. Auditable – is the plan open for inspection?       13. Field tested – can the plan be tested (if possible)? 5. Obstacles to Emergency Plans and Procedures    1. The following could hinder the effective implementation of emergency plans:       1. Poor communication       2. Little or no training       3. Poor leadership of chain of command during the incident       4. Insubordinate employees       5. No sense of urgency 6. The Role of Leadership    1. Good leadership is critical to implementing emergency plans and procedures    2. Leaders are judged based on the outcome of the emergency    3. Leaders must set the tone for the response    4. Important qualities of leadership during a crisis       1. Integrity       2. Decisiveness       3. Calm       4. Tenacity       5. Patience/maturity       6. Physical endurance       7. Mental flexibility and creativity       8. Tolerance for ambiguity       9. Supportive of the staff       10. Communication skills       11. Compassion       12. Analytical thinking       13. Self confidence       14. Open-mindedness    5. Some ongoing challenges to leadership during a crisis       1. Constant criticism       2. Pressure to go with a suggestion       3. Egos       4. Isolation 7. Prevention    1. Correctional officers can prevent inmate-caused emergencies by observing the inmates’ behaviors    2. Training for an emergency plan can include teaching the staff to watch for potentially problematic inmate behaviors which will reduce the need for the plan to be implemented unnecessarily    3. Common inmate behaviors that are potentially problematic/violent include       1. Hoarding food or canteen goods       2. Refusing to go to recreation       3. Wearing extra clothing at recreation       4. Warning well-liked staff not to come to work       5. Sending personal items out of the institution       6. An increase of          1. Requests for protective custody          2. Racial grouping          3. Sick calls and infirmary admission attempts       7. A decrease of          1. Staff/inmate interaction          2. Visiting among inmates       8. A sharp increase or decrease of          1. The number of inmate grievances          2. The noise level in the institution    4. Administration-controlled conditions that can contribute to riots and/or inmate uprisings include       1. Overcrowding       2. Understaffing       3. Decreased access to inmate programs       4. Poor labor management relations/poor staff morale       5. Failures in the inmate disciplinary process       6. Housing large numbers of maximum security inmates in a minimum or maximum-security facility       7. Lack of interaction and communication between the administration and frontline staff 8. Preparation    1. Here are some preparatory actions for emergencies that might be known about in advance (i.e. dangerous weather)       1. Store sufficient water and food before a hurricane       2. Designate an evacuation area for protection from a tornado       3. Call in extra staff for assistance       4. Identify inmates who can help lead other inmates to safety       5. Make sure there is an extra set of keys available to the staff       6. Identify the fire emergency exit points for all of the areas of the facility       7. Install emergency lights strategically to provide light during power outages       8. Install an effective communication system that can project directions to the staff and the inmates 9. Emergency Response Teams    1. Correctional facilities often have teams that are specially trained to respond to emergencies such as a       1. Tactical team – trained to use sub-lethal and lethal force       2. Hostage negotiation team – trained to talk hostage-takers into releasing hostages       3. Crisis intervention team – trained to debrief employees, and provide counseling and support for them or their families    2. An emergency plan should include when these teams are called for help |
| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Emergency Plans and Procedures Exam Review. Have students complete the Emergency Plans and Procedures Exam Review. Use the Emergency Plans and Procedures Exam Review Key for assessment.  Prison Emergency Plans. Have the students create and draw the floor plan of a prison. When the students are finished, have them trade their layouts with another student. Then assign various emergencies to the students and have them create an emergency plan for the layout received during the trade (*Note*: the student does not have to develop the exact details of the plan; for instance, if the emergency is a hostage situation the plan needs to address how to handle the tactical priorities such as calling the hostage negotiation team). Each emergency plan should include a checklist, the warnings signs, and the anticipatory preparation if applicable.  After the emergency plans are complete, have the students trade again (with someone who is not the original creator of the layout). Then have the students audit the emergency plans (alternatively, each student may present his or her plans to the class and the class may complete the audit). After the plans are audited, the authors of the emergency plans may make changes as necessary. Use the Individual Work Rubric, the Discussion Rubric, and the Presentation Rubric as needed for assessment. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | * Emergency Plans and Procedures Exam * Create a Set of Emergency Plans and Procedures   **Accommodations for Learning Differences:**  For reinforcement, have students complete a self-audit of their emergency plans (which is on pages 41–51 of the US Department of Justice National Institute of Corrections: A Guide to Preparing for and Responding to Jail). Use the Individual Work Rubric for assessment. |
| **References/Resources/**  **Teacher Preparation** | * Texas Department of Criminal Justice Correctional Institutions Division Management Operations * US Department of Justice National Institute of Corrections, *A Guide to* *Preparing for and Responding to Jail Emergencies* http://static.nicic.gov/Library/023494.pdf |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | Cross-Disciplinary Standards  I. Key Cognitive Skills  C. Problem solving   1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly relate to solving a problem. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | For enrichment, have the students read the four case studies starting on page 155 of *A Guide to Preparing for Responding to Jail Emergencies* manual, http://static.nicic.gov/Library/023494.pdf. Have the students list the lessons learned from the incidents. A list of lessons is provided at the end of each case study. Use these and the students’ answers for a class discussion. Use the Discussion Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)