

Firefighter George Teaches: How and When to Dial 911 Appropriate Responses to Emergencies

The following lesson allows students to engage in activities that focus on the uses of numbers in everyday life and encourages appropriate communication skills in emergency situations. The varied activities touch on multiple learning styles to develop the concepts of number operations, data and probability and communication and research skills. Students are asked to recognize numbers, role-play, pose questions and use data about themselves and their surroundings.

Objectives:

Students will be able to:

- Recognize numbers needed to dial emergency phone numbers (911 or other important phone numbers including family phone numbers)
- Role play emergency and non-emergency situations
- Understand the importance of dialing 911 and correctly verbalizing information to the operator
- *First and second grade only:* create, organize and classify important information into an important phone list

Materials:

- Start Smarter Video "*How and When to Dial 911*"
- Blackboard or Whiteboard and Markers
- Paper and Dark Colored Pens
- Various telephones to practice dialing 911 (e.g. cordless, cell)

Background:

Create a class library with books on safety and emergency personnel.

The students will need to understand the distinction between an emergency and a non-emergency situation. The teacher will discuss with the students situations that may require assistance from the Fire Department, Police Department, Emergency Paramedics and Doctors or Nurses. Ask the students to name some emergencies.

Possible student responses:

- You see smoke or a fire
- An adult is sick and won't wake up
- Someone is trying to break into your home
- A stranger is trying to get you into his car
- You see a car accident
- A friend is playing with a gun

The teacher will explain that these are very dangerous situations that can happen to any of us at any time. Discuss how important it is to constantly be aware of your surroundings and to be ready to act if any of the above situations occur. Assure the students they can play an important role in an emergency situation. The teacher will ask the students what they should do if they ever encounter one of the above situations.

Possible student answers:

- Dial 911
- Run and find an adult/tell an adult
- Scream out for help

Ask the students to give examples of situations where each of the above answers would be appropriate.

Important note: Stress that some situations may not seem like an emergency at the time, but it is always more important to get help first and then decide if it was an emergency than to let even one minute go by without calling for help. Time is of the essence in all emergencies.

Vocabulary:

Emergency, non-emergency

Instructional Plan:

Part 1

1. The teacher will play the Start Smarter video "*How and When to Dial 911*".
2. After viewing the video, ask the students to define the terms emergency and non-emergency and give appropriate examples from the video. How would you describe an emergency to a friend?
3. The teacher will write the responses on a whiteboard.
4. The teacher will make picture cards that will be given to the students to classify and sort into the correct categories. Teachers can download actual screen shots from the video depicting various emergency and non-emergency situations at www.startsmarter.com.
5. After all the cards have been sorted, ask the students to decide what the best response would be for each of the situations. The students will respond in complete sentences.

Part 2

6. Provide different groups of students with a picture card or an index card with a picture of a situation described in the video. Each group of students will role play the situation depicted on the card and will demonstrate the correct response for the situation. Use this as part of the assessment to determine if the students can correctly identify an emergency situation and respond appropriately.
7. Have the students correctly identify the phone number used to call in an emergency, 9-1-1. In a large group, the students will practice *writing* 9-1-1 on their important number list (using a pretend pencil and paper, in the air, making numbers as large as they can). The students will then form the letters 9-1-1 using their bodies. (e.g. the students will form the numeral one by lying on the floor in a straight line or standing straight with hands by their side - encourage students to be creative).

8. The teacher will write 9-1-1 on the board and will have each student practice writing it on his or her whiteboard or paper.
9. Divide the class into pairs and have them take turns putting the numerals 911 in the correct order using number cards made by the teacher. These numerals can be downloaded at www.startsmarter.com.
10. The students will practice dialing 911 using various cell, cordless and corded phones. What number should we call in an emergency? If you don't know if it is an emergency or not, should you call 911? Why don't we call 911 in a non-emergency?

(*Optional:* In a large group or center, the teacher can draw a phone on a shower mat and the children can use a fly swatter or their feet or hands to dial 9-1-1 or their home phone number.)

11. Have two children come to the front of the class where one will pretend to be the dispatch operator and the other will pretend to be having an emergency. The dispatch operator will answer the call saying "911 operator, what is your emergency?". The student with the emergency will then practice telling the operator what his/her emergency is, what his/her full name is, and the full address of the emergency. Make certain that the child with the emergency does not hang up until the dispatch operator gives him/her permission to do so. Practice this on the various types of phones available in the classroom.

Part 3 First and Second grades

12. Have the students create, organize and classify various important numbers into a usable format such as an important phone list. (go to www.startsmarter.com for template)

Important note:

Use a pen with dark-colored ink because pencil as light-colored ink can be harder to read when you are in a hurry or if lights are dim. This phone list should include, but is not limited to:

Important Telephone Numbers –

911 – (This should be in *LARGE BOLD*)

- The Child's Home Address
- Poison Control Center, 1-800-222-1222 (This toll-free number will put you in touch with the poison control center in your state.)
- Hospital Emergency Room (or similar children's health hotline)
- Fire Department
- Police department
- The child's doctor's name and number
- The child's dentist's name and number
- Pharmacy Name and Number
- Parents' or Guardian's work number
- Parents' or Guardian's cell phone and/or pager number
- A close neighbor's and/or relative's number
- Power Company emergency number
- Gas Company emergency number

In addition, this list should also have the allergies and medications of everyone in the house, insurance information, and other medical information for the household.

13. After the children have finished organizing their information into a usable format, the students will go through their list and make the phone number sequences with the number cards. For example, "Everyone show me the numbers you would need to dial 911". The students would have to lay out a nine and a one and another one. "Now show me the number for the fire department." Students would then lay out the appropriate number sequence.
14. Optional activity: The teacher will give the students a situation to role-play. The students will act out the emergency and then continue with the 911 call to another student.

Websites:

KidsHealth:

http://www.kidshealth.org/PageManager.jsp?lic=1&article_set=29950&cat_id=20221

Safe Kids Worldwide: www.safekids.org

Assessment:

The students will be able to:

- Classify situations as emergency or non-emergency
- Correctly identify an emergency and respond appropriately
- Respond in complete sentences
- Clearly articulate their name, address, and type of emergency to the 911 operator
- Read the different names and numbers on their emergency phone list

Standards and Expectations:

Math

Number and Operations: understand numbers, ways of representing numbers, relationships among numbers, and number systems.

- A. Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.

Data Analysis and Probability: formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

- A. Pose questions and gather data about themselves and their surroundings.
- B. Sort and classify objects according to their attributes and organize data about the objects.
- C. Represent data using concrete objects, pictures, and graphs.

English Language Arts

Communication:

- A. Begin, continue or demonstrate the ability to respond in complete sentences.
- B. Begin, continue or demonstrate the ability to participate in conversations and discussions by responding appropriately.
- C. Begin, continue or demonstrate the ability to participate in creative dramatics.
- D. Begin, continue or demonstrate the ability to use oral language for a variety of purposes.
- E. Begin, continue or demonstrate the ability to summarize conversations and discussions.
- F. Begin, continue or demonstrate the ability to make connections between materials from non-print sources his/her prior knowledge, other sources and the world.

Research:

- A. Begin, continue or demonstrate organizing and classifying information by constructing categories.
- B. Begin, continue or demonstrate his/her research findings in a variety of formats.
- C. Begin gathering information through a variety of sources including those accessed through technology.

Health Standards for Safety Week

- Tell and explain safety
- Tell how to be safe around fire
- Access valid health information, products and services
- Demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment
- Demonstrate how to use a telephone to call for help (911, relative, neighbor)
- Demonstrate the ability to practice behaviors that enhance health and reduce risks
- Demonstrate strategies for reducing or avoiding unsafe situations
- Demonstrate appropriate responses to emergency situations, including first-aid procedures