



# RESPONDING TO EMERGENCIES

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** “I will call 911.” “I will get a manager.”

**Language/Culture Point:** Calling 911 vs. a non-emergency line

**Objective:** Students will be able to determine if they should call 911 or get a manager in an emergency.

**Materials:** 1) student pages, 2) signal cards, 3) emergency scenario cards

**Supplemental Materials to be Created:** Print and prepare the emergency scenario cards if it hasn't already been done. You will also create a Chalk Talk about a time you experienced an emergency.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Brainstorming, predicting

### TEACHING ACTIVITY

1. Direct students to the pictures of emergencies in their book on the second page of the lesson. Say, “Tell me about these pictures.”
2. Elicit as much language from the students as possible. What is happening in the pictures? Is it serious? Has there been an emergency at work?
3. What would you do if there was an emergency at work?

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Chalk talk



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### **TEACHING ACTIVITY**

1. Using Chalk Talk, tell a story about a time you experienced an emergency. In the story, discuss how you found out about the emergency, what you and the other people involved did, and how it turned out.
2. Repeat the story two more times.

### **STEP 3: COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Signal cards	- Signal cards

### **TEACHING ACTIVITY**

1. Make T/F statements about the story. Students will use signal cards to indicate true/false/I don't know.

### **STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Emergency scenario cards, tape, student pages	- Graphic organizers, using pictures, scenario cards, think aloud, dialogues

### **TEACHING ACTIVITY**

1. Tell students, "We are going to talk about responding in an emergency."
2. Create a Graphic Organizer on the board with two columns. Label one column "Call 911" and label the other "Get a Manager."
3. Draw an emergency scenario card and show it to the class. Conduct a Think Aloud in which you guess what kind of emergency is on the card and which column the card should go in.
4. Direct the students to the sample dialogue in their books. Fill in the dialogue based on your Think Aloud and the type of emergency. Have students fill in the dialogue with you.



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### STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Emergency scenario cards	- Graphic organizers, using pictures, dialogues

### TEACHING ACTIVITY

1. Show another emergency scenario card to the class. Ask a student about what kind of emergency it is. Read the description on the back of the card.
2. Ask the student, “Should you get the manager or call 911 for this emergency?”
3. Tape the card in the correct column.
4. Repeat with the remaining cards.
5. Choose a card from each column, and have student volunteers recreate the sample dialogue for the emergencies.
6. Practice the dialogue with the student, being sure that you each practice both parts.

### STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Emergency scenario cards	- Using pictures, scenario cards, dialogues

### TEACHING ACTIVITY

1. Put students in pairs and give each group a set of emergency scenario cards. Each group of students will have the same pictures.
2. Students will work together to decide what they would do in each of the emergencies. In the space provided in their books, students will write each of the emergencies in the correct column.
3. Each pair should then practice the dialogue for each of the emergencies.



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4. When all groups are finished, each group should perform one of the dialogues for the class.

### **STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	-

#### **TEACHING ACTIVITY**

1. Ask students if they know what they should do if they have a problem but it isn't an emergency. What should they do if they see a water leak, or if they see an unfamiliar person lurking around their neighbor's yard?
2. Introduce the non-emergency line to the students. Ask them if they can think of other non-emergencies that the police department should know about. Create a list on the board.
3. Write your local non-emergency line on the board. In many communities the non-emergency line is 311, but it may not be the same in yours.

### **STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Emergency scenario cards	- Exit check

#### **TEACHING ACTIVITY**

1. As students leave, act like a panicked customer and use one of the Emergency Scenario Cards to describe an emergency.
2. Each student should tell you if they will call 911 or if they will get a manager before they leave.