



CALLING 9-1-1

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Words related to emergencies and emergency situations

**Language/Culture Point:** Yes/No question types vs. Wh- question types

**Objective:** Students will be able to determine when it is appropriate to call 9-1-1 and be able to make a 9-1-1 call.

**Materials:** 1) Student pages, 2) Picture Cards: Is This An Emergency? (one set per pair of students), 3) Tape, 4) Toy cell phones (or real ones, if possible), 5) Local 9-1-1 script (optional), 6) Injury Cards (from Lesson Three) (one set per pair of students), 7) Police/fire/ambulance pictures

**Preparation:** If possible, check with your local office of Emergency Management Services to find out how 9-1-1 calls are handled in your community. It may be possible to obtain a script the operator uses when receiving a 9-1-1 call. You can find out details about which services will respond to 9-1-1 calls and give your students a better idea of what to expect in your community.

You may also need to prepare a Chalk Talk about emergency situations, using pictures as a guide.



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Is This An Emergency?, tape	- Graphic organizer, using pictures, word sort

TEACHING ACTIVITY

1. Ask the class, "Have you ever called 9-1-1?" If someone has, ask the person to tell the class about it using words, by acting, or with Chalk Talk.
2. Create a chart on the board with two headings: "Call 9-1-1" and "Don't Call 9-1-1."
3. Give each group of students a set of the "Is This An Emergency Picture Cards." Have the groups sort the pictures according to the two categories.



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- 4. Ask for representatives from each group to come up to the board and tape their pictures under the correct heading.
- 5. Discuss the pictures/situations as a class.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	-	- Chalk talk

TEACHING ACTIVITY

- 1. Create a Chalk Talk about several different emergencies. The Chalk Talk should talk about fire, police, and emergency medical services as well as which emergencies each type of service responds to.

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STEP 3: COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	- Computer, internet connection, speakers (all are optional if you have access to this type of equipment)	- Authentic materials

TEACHING ACTIVITY

- 1. After your presentation, as a class briefly discuss standards for calling 9-1-1: the rule of thumb is to only call 9-1-1 when you need immediate assistance from the police, fire department, or ambulance. For example:
  - Call 9-1-1 for a medical emergency if someone is unconscious, severely injured, gasping for air or not breathing, having uncontrollable bleeding, or seems to be in danger of dying.



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Call 9-1-1 for the police if you see a crime, especially if the crime is in progress.

Call 9-1-1 for the fire department any time you see a fire out of control.

2. Run through the various scenarios from step one and ask students whether or not a 9-1-1 call is warranted.
3. If possible, listen to real 9-1-1 calls from the following website: <http://www.911callers.com>  
Examples include: someone hit a deer, a fire at a 10-unit apartment complex, a shooting at a bank in the mall.
4. After each call, ask the students, “What happened? Was it a 9-1-1 emergency?”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
10 minutes	- Toy phones, picture cards: is this an emergency?, injury cards, local 9-1-1 script (optional)	- Using pictures, authentic materials

TEACHING ACTIVITY

1. Before class check with your local Emergency Management Services to see if you can obtain the local 9-1-1 operator’s script. Tell students that today you will focus on how to call 9-1-1 and talk to the operator in case of a real emergency.
2. Hold up a phone and tell students you are going to go through the conversation that happens when you call 9-1-1.
3. Draw a Picture Card from the stack. Hold it up and ask students, “Is this a 9-1-1 emergency or not?” If it is, pretend to dial the number on your phone and write out the sample 9-1-1 dialogue. If you were able to obtain the local 9-1-1 operator’s script, use it here. (You can also draw an Injury Card as an alternative)
4. After you write each question of the 9-1-1 dialogue on the board, read it aloud and model the appropriate response.
5. Choose another card and repeat.



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STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages, toy cell phones, picture cards: is this an emergency?, injury cards	- Authentic materials, using pictures, role play

TEACHING ACTIVITY

1. Have students write down the basic information they will need to call 9-1-1 in the space provided in their book. In general, 9-1-1 callers should be prepared to provide the following information:
  - The location of the emergency, including the street address (you may need to review the business address with the students)
  - The phone number they are calling from (you may need to review the business phone number with the students)
  - The nature of the emergency and details about it
2. Ask a student to volunteer to Role Play the 9-1-1 call with you by taking the Operator role. Model how to draw a card (from either or both sets of cards) and determine whether the situation is an emergency or not. For those that are emergencies, proceed with the Role Play.
3. Switch roles and model the dialogue a second time.

STEP 6: SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- Toy cell phones, picture cards: is this an emergency?, injury cards	- Authentic materials, using pictures, role play

TEACHING ACTIVITY

1. Have students get into pairs and give each pair a set of Picture Cards and Injury Cards.
2. Together, partners should draw a card and decide whether it is an emergency or not. If it is not an emergency, they should set it aside. If it is an emergency, partners should Role Play the emergency.



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3. Students should run through each Role Play twice, switching roles after the first time.
4. Students will use the space provided in their book to write two of the 9-1-1 emergency calls they practice with their partner.
5. If there is time, have groups demonstrate the phone call in front of the class.

**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

**TEACHING ACTIVITY**

1. If you have your local 9-1-1 script, write out on the board the most important questions the operator asks. If you don't have a script, brainstorm a list with the class and have them make notes in the space provided in their book.  
Possible questions include:  
Is this an emergency?  
What is your location?  
Is anyone hurt?  
Is anyone unconscious?  
What happened?
2. Some of these questions can be answered with a 'yes' or 'no'. Others require more information. Have students tell you which questions can be answered with a 'yes' or 'no'. Ask students how these questions are different from information questions. One difference is that information questions often start with a wh- word. You may want to underline the wh- words in the sentences to help students see the difference in structure between the two types of questions.
3. Give students a few minutes to work on the writing practice in their book.

**STEP 5: GUIDED PRACTICE**

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of police, fire, and ambulance for each student	- Using pictures, signal cards



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**TEACHING ACTIVITY**

1. Wrap up the lesson by saying, “When you call 9-1-1, they will ask you what kind of help you need. They will ask you if you need police, fire, or ambulance.”
2. Give each student a set of pictures.
3. Call out an emergency situation and ask students to hold up the picture that represents the kind of help needed. Include situations that require more than one service, such as a car accident where a car is on fire [police, fire, and possibly ambulance].