

CALLING 9-1-1

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & 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: Picture Cards: Is This An Emergency?, tape, computer, projector, PPT Presentation: Local Emergency Services, internet connection, speakers, toy cell phones, local 9-1-1 script (optional), pictures of police/fire/ambulance, *your car/picture of a car, Car and Truck Survey*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Picture Cards: Is This An Emergency?  - Tape	- Graphic Organizers - Using Pictures - Word Sorts

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.
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.

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Local Emergency Services - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Using Pictures

TEACHING ACTIVITY

1. Show a slide presentation about different emergencies. The presentation should talk about fire, police, and emergency medical services as well as which emergencies each type of service responds to.

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.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Computer - Internet connection  - Speakers 	<ul style="list-style-type: none"> - 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.
 - 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.

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2. Run through various scenarios and ask students whether or not a 9-1-1 call is warranted.
3. 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
5-10 minutes	<ul style="list-style-type: none"> - Toy cell phones - Picture Cards: Is This An Emergency?  - Local 9-1-1 script (optional) 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

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.
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
5 minutes	- Toy cell phones - Picture Cards: Is This an Emergency? 	- 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 general, 9-1-1 callers should be prepared to provide the following information:
 - The location of the emergency, including the street address
 - The phone number they are calling from
 - 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 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: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10-15 minutes	- Toy cell phones - Picture Cards: Is This An Emergency? 	- Authentic Materials - Using Pictures - Role Play

TEACHING ACTIVITY

1. Have students get into pairs and give each pair a set of Picture 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.
3. Students should run through each Role Play twice, switching roles after the first time.



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STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 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. 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.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Pictures of police, fire, and ambulance for each student	- Using Pictures - Signal Cards


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].

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EXTENSION ACTIVITY: CAR AND TRUCK SURVEY

Time Frame	Materials	Teaching Strategies
30 minutes	<ul style="list-style-type: none"> - Your car (in person or a picture) - Car and Truck Survey  	<ul style="list-style-type: none"> - Authentic Materials/ Using Pictures - Surveys and Interviews - Graphic Organizers - Line Up

TEACHING ACTIVITY

1. Ask students, “Have you ever witnessed a crime?” Explain the importance of being a good witness if you see a crime happen, such as someone breaking into a house or someone hitting another car and driving off. Witnesses describe any details they can remember, such as the type of car a person was driving.
2. Tell the class that they’re going to practice talking about cars/trucks in case they’re ever a witness to a crime.
3. Show students a picture of your car or take students to the parking lot and show them your car. Describe the car at least twice. For example: “I have a 2005 Toyota Camry. The make of my car is Toyota, and the model is Camry. My car is dark blue. It has a broken tail light.”

If you don’t have a car, show a picture of any car/truck that you like.

4. Hide the picture or go back inside and ask the following questions:
 - What color is my car?
 - What is the make of my car?
 - What year was the car made?
 - Did I say anything else about the car?
5. Show the Car and Truck Survey. Ask one student about his/her car and fill in the top line of the survey as students observe. Highlight the comment section by asking, “Is there anything else about your car?”
6. Have the student ask someone else in the class about his/her car and assist in filling in the Survey.
7. Have students walk around the room talking to at least 5 other people and filling in the Survey.



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8. Conduct a Line Up activity by having the students form a single line according to the year their car was made.
9. Go down the line, asking students to say the year, make, and model of their car in the format, “I have a blue, 2005 Toyota Camry” and the same information for the person who is to his/her right. The first student in line should say his/her own information plus your information.

