

Calling 9-1-1

Program Name

Middletown ABLE

Staff Responsible for Lesson

Jennifer Edwards

Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare	Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:	
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Date(s) Used				February 15-17, 2011															
Civics Category				II. Civic Participation															
Civics Objective				<p>12. Community Resources - Emergency</p> <p>Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.</p>															
Time Frame to Complete Lesson				Two one-hour sessions															
EFL(s)				3,4,5,6															
Standard(s)/Components of Performance				<p>Listen Actively</p> <p>Speak So Others Can Understand</p>															
Benchmark(s)				<ul style="list-style-type: none"> • L.4.1. Demonstrate comprehension of familiar topics. • L.5.1. Demonstrate some comprehension of less familiar topics and vocabulary, and authentic listening sources related to daily life and work. • L.5.4. Respond appropriately to various listening sources. • S.3.1. Communicate using sentences on simple topics. • S.4.1. Participate in conversations on familiar topics. • S.5.1. Communicate in a variety of contexts related to daily life and work. • S.3.4. Use an increasing vocabulary for everyday situations (e.g. health, housing, banking, school). 															

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	<ul style="list-style-type: none">• S.5.4. Expand vocabulary appropriate for a variety of familiar contexts.• S.6.4. Demonstrate basic fluency (e.g. register, word choice, gesture, pace).• S.4.5. Repeat, rephrase, or use circumlocution to ensure listeners understand.
Materials	<p><i>Calling 9-1-1</i> handout (teacher-created) <i>Calling 9-1-1</i> feedback form (teacher-created) Computer with internet access YouTube:</p> <ul style="list-style-type: none">• http://www.youtube.com/watch?v=pVuLQcnL3Gc• http://www.youtube.com/watch?v=P6cksmhtGWs&feature=related
Activities	<p>Session 1:</p> <ol style="list-style-type: none">1. Ask students if they know what 9-1-1 is? Have they ever used it? Discuss experiences, if applicable.2. Distribute <i>Calling 9-1-1</i> handout. Emphasize that 9-1-1 is for life-threatening emergencies (medical, fire, or police matters). Ask students for examples of appropriate times when they could call 9-1-1.3. Remind students that 9-1-1 can be called from any telephone (landline, pay phone, cell phone) and is a free call.4. Students should be able to clearly state their name, address, phone number, and the type of emergency. Practice these pieces of information with students.5. Watch videos of 9-1-1 emergency calls http://www.youtube.com/watch?v=pVuLQcnL3Gc http://www.youtube.com/watch?v=P6cksmhtGWs&feature=related6. Discuss the emergencies. What were the life-threatening situations? Who called 9-1-1? What information did the operator ask for? Did these emergencies require police, firefighters, or an ambulance? Clarify vocabulary as needed.

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	<p>Session 2:</p> <ol style="list-style-type: none">1. Review types of emergencies that require a 9-1-1 call and the samples from the last session (<i>Calling 9-1-1</i> handout and YouTube clips).2. Students will work in pairs to create scripts of 9-1-1 emergency calls. One student will be the "operator" and the other will be a "victim" or "witness" calling for help.3. As students write their scripts, they should remember to include important information such as the type of emergency, who is involved, a description of what happened, and the location.4. After students write the scripts, they should practice with their partners until they can speak the dialogue clearly.5. Student-pairs perform their dialogues for the class, and classmates fill out a feedback form based upon the performance.
Assessment/ Evidence	<ul style="list-style-type: none">• Class discussion.• Calling 9-1-1 handout / listening activity.• Student feedback forms provide feedback for the speakers regarding the clarity of their speech. Feedback forms can also be used to assess the listening comprehension of the audience.
Reflection	

Calling 9-1-1

Calling 9-1-1

What is 9-1-1?

9-1-1 is an emergency telephone number. 9-1-1 can be called from any telephone (free of charge). Call operators will send police, firefighters, and/or paramedics to help.

When should 9-1-1 be called?

Call 9-1-1 for any **life-threatening** emergency. Call 9-1-1 for a medical emergency such as a heart attack or stroke. Call 9-1-1 if you witness a car accident, fire, or crime such as a robbery or a fight with weapons. These are emergency situations in which lives may be in danger.

What information do I tell the 9-1-1 operator?

When you call 9-1-1, you will be asked to state the type of emergency, location of the emergency, your name, the address and phone number from which you are calling. Stay calm and tell the operator as much information as you can. Do not hang up unless the operator tells you to hang up the phone.

Sample call

Operator: 9-1-1. State your emergency.
Caller: I was in a car accident. I need help! I cannot move my legs.
Operator: Where are you?
Caller: I'm on South Main Street near the grocery store.
Operator: Are you still in the vehicle?
Caller: Yes.
Operator: What is the nearest cross street?
Caller: I'm not sure. There is a gas station across the street. I think it is Central Avenue.
Operator: An ambulance is on the way. Please stay on the line until they arrive.

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On the computer, watch these videos and answer the questions.

Video 1: <http://www.youtube.com/watch?v=pVuLQcnL3Gc>

7. Who called 9-1-1?
8. What information did the operator ask for?
9. Did this emergency require police, firefighters, or an ambulance?
10. List any words or phrases you did not understand.

Video 2: <http://www.youtube.com/watch?v=P6cksmhtGWs&feature=related>

11. Who called 9-1-1?
12. What information did the operator ask for?
13. Did this emergency require police, firefighters, or an ambulance?
14. List any words or phrases you did not understand.

Calling 9-1-1

With a partner, write a script for a 9-1-1 emergency call. One person should be the 9-1-1 operator, and the other should be a witness or victim calling for help. Then, practice your dialogue and perform it for the class.

Feedback form

Classmates will listen to your dialogue and answer the following questions.

Did the caller speak clearly? <i>I could understand the caller...</i>	Yes	Sometimes	No
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Did the caller speak loudly? <i>I could hear the caller...</i>	Yes	Sometimes	No
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Did the operator speak clearly? <i>I could understand the operator...</i>	Yes	Sometimes	No
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Did the operator speak loudly? <i>I could hear the operator...</i>	Yes	Sometimes	No
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What was the emergency?

Where was the emergency?

What kind of help did the operator send (fire, police, or ambulance)?

Comments:

Calling 9-1-1

FEEDBACK FORM – Calling 9-1-1

Speaker 1 (Caller) _____

Speaker 2 (Operator) _____

Did the **caller** speak clearly? Yes Sometimes No
I could understand the caller...

Did the **caller** speak loudly? Yes Sometimes No
I could hear the caller...

Did the **operator** speak clearly? Yes Sometimes No
I could understand the operator...

Did the **operator** speak loudly? Yes Sometimes No
I could hear the operator...

What was the emergency?

Where was the emergency?

What kind of help did the operator send (fire, police, or ambulance)?

Comments: