



PROGRAMME 3: CALL CENTRE

AIM

The aim of this unit is for students to develop skills and an awareness of what to do in an emergency. The aim is also for students to develop an awareness of what an emergency is and what it is not.

LEARNING OBJECTIVES

Students will be able to:

- develop confidence in ringing 111, know which service to ask for and have an understanding of what is required of them once they reach the service
 - understand the difference between an emergency and a non-emergency
 - develop an awareness of the various kinds of emergencies they may face.
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SKILLS

- Communication
 - Co-operation
 - Self-management
 - Information Technology
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MATERIALS

- Episode Call Centre, DVD1, Bryan & Bobby Series 3
 - Large pieces of paper
 - Coloured makers
 - Cordless phone
 - Old cell phone
 - Props for role-play
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VIRTUES

- Safety
- Awareness
- Responsibility
- Stability
- Thoughtfulness
- Self-reliance
- Perseverance
- Understanding
- Vigilance
- Knowledge
- Compassion
- Assertiveness

LESSON (*please adapt for junior students*)

1. Write the number 111 on the whiteboard or large paper for students to view. Ask the students what the number means? Write down the responses underneath the paper.
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2. **Write out the following definition for the students to read:**

111 is the number to call to get help in a police, fire or medical emergency. A 111 call is transferred to an answering point closest to the caller. Trained personnel then send emergency help as needed.

3. **Play the episode 'Call Centre' from Bryan & Bobby Series 3 and ask the following questions:**

When should you call 111?

- a) In an emergency
- b) When you need help immediately
- c) When you need the police, fire department or an ambulance (only if there were no grown-ups around to help you, and you had to call 111).

Brainstorm what to do when making an emergency call (write these on large paper):

- Stay calm
- When picking up the phone, listen for the dial tone
- Push 1 three times (111)
- Explain the situation - what type of emergency it is
- Explain what type of help you need (eg, fire, police or ambulance)
- Explain where help is needed
- Give the address clearly and loudly
- Answer any questions asked of you clearly
- Do not hang up until the dispatcher says it's ok to do so

Ask students when it is not okay to ring 111 (talk in pairs and then answer as a class):

- When there is not an emergency
- To dare someone to ring for fun
- When you are upset because your pet died
- Because you are lonely and bored

Ask students why it is important not to ring 111 in non-emergency situations

4. Role-play

In pairs or groups of 3, have volunteers act out a scene from below using the techniques described above. Use a cordless phone or an old cell phone and other props for the role-play.

- Your mother has collapsed and will not respond to you when you try and wake her.
What should you do?
 - Your baby sister drinks something poisonous while your mum has gone next door for a few moments.
What should you do?
 - You have been in a car accident and your father has been knocked out. Use a cell phone to call 111.
Look for street signs, big signs or buildings you know. Tell the dispatcher where you were going to, and heading from.
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5. Talk about the responses that the children in the role-play performed, and what they did correctly or what they could have done better to make the situation safer.

6. Complete the lesson/unit with the students designing a 111 safety card that they can put near their phone at home or in their bag.

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Emergency, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

Episode Escape, DVD1 Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

SUPPLEMENTARY ACTIVITIES

Topic

Have a police officer or dispatcher visit your class to talk about the 111 service and how to use it in an emergency.

Design a poster that describes emergency situations where you should ring 111. Display it on your wall.

Design a poster that describes situations where you should not ring 111 and display it on your wall.

Look at the Yellow Pages phone book inside cover and explain the various emergencies that could happen and what to do.

Written Language

Students can write a recount of an experience they have had which required them or a member of their family to ring 111 (may be a sensitive issue).

Students can write a fiction story about a character that needs to ring 111 in an emergency.

Language

Develop a crossword using 'emergency' language.

Plan a class debate using situations where students should and should not ring 111.

Drama

Script, devise and film a mock emergency situation for the class to view and critique.

Information Technology

Research information where children have had to call 111 in an emergency and how they handled it.

Research statistics and information about the types of, or most frequent emergency situations in your country.

Research reasons why people call in a non-emergency situation.

Research emergency numbers overseas and compare the differences.

Maths

Conduct a survey of how many people in the class have required medical treatment for non-emergency injuries (sprains, broken bones, cuts, grazes, burns etc) and prepare a graph from the information.