



PROGRAMME 6: EMERGENCY

AIMS

The aim of this topic is for children to know what to do when faced with a variety of emergency situations.

LEARNING OBJECTIVES

Children will:

- Know the difference between an emergency and a non-emergency
 - Know the correct procedures when dialing 111
 - Understand the consequences of dialing 111 in a non-emergency
 - Know how emergency services can help people
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SKILLS

- Communication
 - Sociability and co-operation
 - Problem solving
 - Self-management
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VIRTUES

- Reliability
 - Responsibility
 - Assertiveness
 - Confidence
 - Patience
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LESSONS (Adapt for Juniors)

View the DVD *Emergency* before the lesson. Can be used in conjunction with **Civil Defence**.

1. Begin the lesson with a child role-play ringing 111 (with the teacher as the operator) to help with an emergency where a cat is stuck up a tree. Could use an old phone or cell phone for a prop. Ask the children; "Is this considered an emergency? Why, or why not?"
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2. Discuss the difference between an emergency and a non-emergency. Chart the answers for display for example:

EMERGENCY

- A house is on fire
- Someone is unconscious
- Someone is seriously ill
- Serious car accident
- Burglary
- Assault
- Someone is seriously hurt by an accident
- Bomb explosion
- Someone is drowning
- Dog attack

NON-EMERGENCY

- A very small/slight burn
 - A small/slight cut or bruise
 - Non-serious illness
 - Stealing someone's pencils and rubbers
 - Falling off a bike with no injury
 - Arguments that are non-violent/abusive
 - A non-serious dog bite
 - Swearing
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3. Using information from the "**Bryan & Bobby**" DVD, ask the children the consequences that may occur if children ring the 111 emergency service in a non-emergency and/or ringing for fun. People have been fined; telephones can be unusable for a short period of time. In New Zealand all telephone numbers and calls are displayed and recorded. That means people can be traced if it is a crank call.
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4. Give selected children a telephone directory and have them find the page with the information to follow during an emergency. The children or teacher can read out the instructions. Try the role-play again with different children ringing for different emergencies.

- assault
- accident on a road
- fire in a house
- heart attack victim etc

Emphasis should be on knowing what emergency service is required, that they know their name, what the emergency is and the address of the emergency.

5. Complete the lesson with a game of **Emergency Salad**. All children are given a service such as the Police, Ambulance or Fire Service and are seated in a circle. One person in the middle calls out a service to all. All children with that service have to run to another empty seat (not the next seat immediately next to them). The last one left in the middle calls out the next emergency. When the word 'EMERGENCY' is called out, all children run to an empty seat and so on.

Emergency Missing Letters

Name: Date:

Missing words:

calm, cell, police, fire, help, ambulance, is, and, name, street, 111, service, press, town

Many people face emergencies in their lives, but when you know what to do, you may be able to save lives. There are rules about ringing emergency services, but the some letters in these words are missing. See if you can put those letters back in again.

1. When ringing during an emergency you must dial _ _ _
 2. After you dial 111, the operator will ask you for the s _ _ _ _ _ you need.
 3. The three main services are P _ _ _ _ _ , F _ _ _ _ , A _ _ _ u _ _ _ _ _ .
 4. Give your n _ _ _ _ , what the emergency _ s about _ n _ where to send h _ l _ .
 5. You should know the s _ _ _ _ t number and city, t _ wn or suburb name.
 6. You can ring from a c _ _ _ _ phone too. Just dial 111 and pr _ _ _ _ SND.
 7. Always stay c _ l _ _ when ringing 111 so the operator can understand you.
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Word Tumble (*Junior levels*)

How many words can you make from the word

Ambulance

- | | |
|-----------------|----------|
| 1. a | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |
| 11. | 12. |

Supplementary Activities

Visual Language

Make a poster on what services the Ambulance, Police and Fire service provide.

Make a poster on how to contact emergency services; use cell phone, home phone, ring from a neighbour's house etc.

Written Language

Recount a time when you have experienced an emergency in your life. Who rang the emergency services? What happened? When did it happen? Why did it happen? Etc.

Write an explanation on what actions you should follow in a variety of emergency situations. What should you do when ringing 111?

Write a thank you letter to the emergency services in your area thanking them for a job well done.

Information Computer Technology/Art

Using the internet, still photographs from magazines, or own photographs, have children make a slideshow on how the emergency services operate; where they go, what they do, how they help and what they look like. Include the sounds they make with recordings if possible.

Draw a dream emergency vehicle of your choice.

Draw a new uniform for either firefighters, police officers or ambulance drivers.

Write down the number to dial to get the emergency service you require. Make a memory card of the emergency services and put it next to your phone.

Topic

Research a chosen emergency service and search for its history in New Zealand.

