



Saskatchewan
Corrections and
Public Safety



Emergency Service

A TEACHER'S GUIDE FOR
Kindergarten to Grade Three



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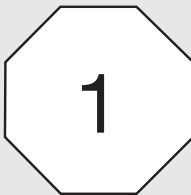
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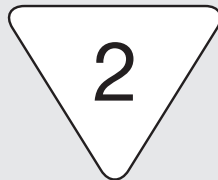
Introduction



Kindergarten



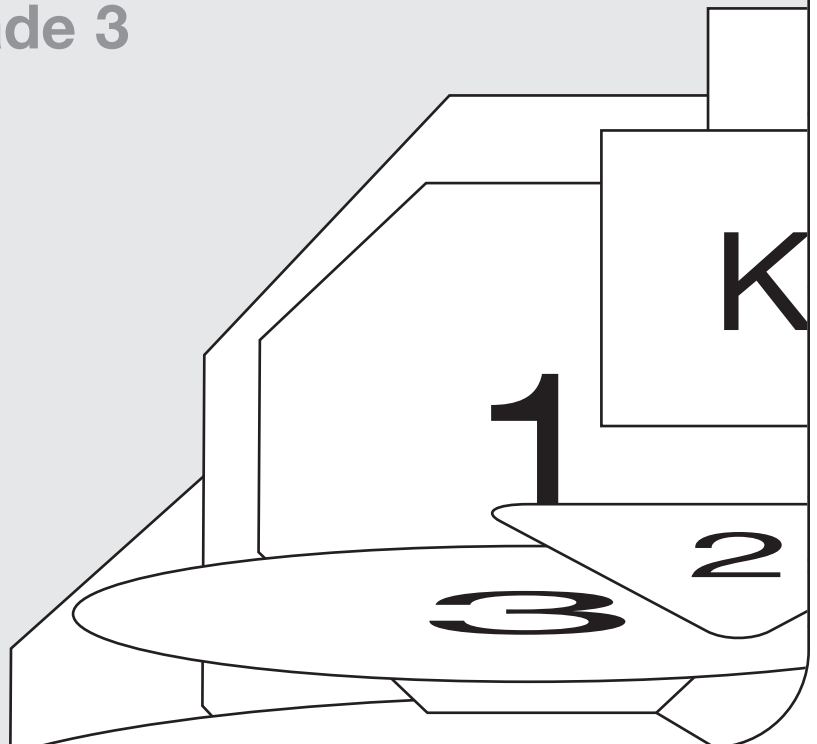
Grade 1



Grade 2



Grade 3



Introduction

This document is adapted from the *9-1-1 Teacher's Activity Guide* developed by the Nova Scotia Emergency Measures Organization. The Nova Scotia guide was in part remodelled, and additional lessons were created in order to provide exact correspondence between 9-1-1 activities and the contents and objectives of Saskatchewan Learning curricula at each grade level, from Kindergarten to Grade 3.

Purpose of this Guide

The activities in this guide enable students from Kindergarten to Grade 3 to know when and how to call 9-1-1, even when there is no adult with them. The purpose is to make certain that, from an early age, children become familiar with what to do in an emergency situation, and by the end of Grade 3, have developed the knowledge, skills and attitudes they need to use the 9-1-1 emergency service with confidence.

Grade Level Progression

It is important that the knowledge, skills and attitudes necessary to handle an emergency situation be introduced as early as Kindergarten, then practised and reviewed systematically so that students know what to do should such a situation arise. Students should:

- be able to identify an emergency situation
- know their name, address or land description and phone number, and be able to communicate this information clearly
- be able to call for help.

In this guide, the knowledge and skills listed above are introduced in Kindergarten, then reviewed and reinforced as necessary at each subsequent grade level, in an age-appropriate and non-repetitive manner. Beginning in Grade 1, introductory activities will enable teachers to:

- elicit students' prior knowledge
- review essential information presented in earlier grade levels if necessary
- connect prior knowledge to new information.

How Do the Lessons Help Meet the Learning Objectives Within the Curricula?

This guide contains a series of lessons for each grade level. **These are meant to be embedded within broader units of study.** Specific curriculum ties are provided at the beginning of each section in order to assist teachers in planning for integration of the lessons within a meaningful context in various subject areas: Health Education, Social Studies, Mathematics or English Language Arts.

Teacher Background Information

It is important to address students' questions as they arise in the course of activities and discussions. This background information, which is adapted from the Sask911 website, is meant to assist teachers in this task. Further information is available at <http://www.Sask911.ca/index.html>. Of particular interest on the site are the FAQ's and the section entitled "How 9-1-1 Works".

What happens if you need to call 9-1-1 from somebody else's house and you do not know their phone number and address?

When your call is answered, the call-taker will automatically see a display of your phone number and address or land location. It is just helpful if you can confirm this information, as well as provide a description of the house.

Can you call 9-1-1 from a cellular phone?

Yes. But the call-taker will not see a display of your phone number and location. If you are calling from a cellular phone, you will have to provide this information. To call 9-1-1 from a cellular phone, you have to be within a cellular coverage area. In a non-coverage area, you can call "0" for a SaskTel operator who will transfer you to a 9-1-1 call-taker.

Can you call 9-1-1 from a pay phone?

Yes. Pay phone 9-1-1 calls are free of charge.

What questions are you usually asked when you call 9-1-1?

- What is the nature of your emergency (do you need police, fire or ambulance)?
- What is the address or land description you are calling from (or where is the emergency)?
- What is the telephone number you are calling from?
- What is your name?
- Can you describe the house or the location of the emergency?
- Do you know the name of access roads?
- Can you think of other landmarks close to the location of the emergency?

Kindergarten



The lessons in this 9-1-1 guide **should not be taught in isolation**. They might be embedded into a theme such as “Community Helpers”, or “People in our Neighbourhood”.

These lessons support the following objectives from *Children First: A Curriculum Guide for Kindergarten*:

	Foundational Objectives	Learning Objectives
Students in the Kindergarten program will:		
Socio-emotional Development	Be aware of environmental and community needs and take steps to make the world a better place.	Realize that they can make a positive contribution to our world.
	Plan and test ideas in real-life situations.	Apply skills in real-life situations.
Physical Development	Participate in activities that encourage care of and respect for their bodies.	Become familiar with the roles of various professionals in the health field.
Intellectual Development	Acquire concepts and information that lead to the attainment of the life skills necessary to function independently.	Become familiar with the roles people play in society (e.g., firefighters, police officers, nurses)

The suggested lessons in this guide provide opportunities for addressing all the language strands: listening, speaking, reading, writing, viewing, and representing.

Please Note

It is important that students be aware of dangerous and emergency situations and learn how to respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Throughout 9-1-1 lessons, steer discussions away from graphic details, use a reassuring tone and emphasize the fact that help is always available to them.

Remind students that if no adult is there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

Tell students that if they are not sure whether a situation is an emergency or not, they should still call 9-1-1. The person who answers the call can help them decide what needs to be done.

**Please note that 9-1-1 can be called from any pay phone.
No money is needed.**

Lesson 1: Emergency Services in Our Community

K

Activity

Sorting Activity

Materials and Preparation

- Pictures from Activity Sheet K-1: *People and Vehicles*. Enlarge and cut out the pictures ahead of time. You might want to laminate them for durability. Note: If available, toy vehicles and people would be preferable to the pictures.
- Toy vehicles, including emergency vehicles for activity centres.

Objectives

Students will:

- become familiar with the roles people play in society (e.g., firefighters, police officers, doctors, nurses)
- become familiar with the roles of various professionals in the health field.

Procedure

- Divide the board in two columns. In one column, post the pictures of the people and in the other, the pictures of the vehicles. Ask the students to guess what your sorting rule is.
- Ask if the students can come up with different ways of sorting these pictures in two groups. Accept, try out, and discuss student responses.
- If a suggestion has not been made, begin sorting the pictures by “Help in an Emergency” and “Don’t Help in an Emergency” until students guess your new sorting rule.
- Discuss emergency vehicles and people.
 - What is the same in these emergency vehicles?
 - Why do they sometimes drive with their lights flashing and their sirens on?
 - What do the people in these vehicles do?
 - How does the driver know there is an emergency situation?
 - How does the driver know where to go?
 - What are the other drivers supposed to do?
- You might want to have students construct emergency vehicles out of shoe boxes or ask the students to bring toy vehicles from home. In activity centres, students might role play responses to emergency situations.

Lesson 2: What Is an Emergency?

K

Activities

Creating a Bulletin Board; Categorizing Activity

Materials and Preparation

- Activity Sheet K-1: *People and Vehicles*

Objectives

Students will:

- become familiar with the roles people play in society (e.g., firefighters, police officers, doctors, nurses).

Procedure

- Divide a bulletin board into three areas. In one area, write “police”, in the next, “firefighter” and in the third one, “ambulance”. Read the word “police”. (Help develop literacy skills: e.g., point to the letter “p” and ask if anyone’s name in the class begins with the letter “p”. What sound does that letter make?)
- Ask the students to help you place the pictures of the person and vehicle that would go on each side of the title “police”.
- Repeat these steps so that the students help place the appropriate pictures by the other two titles.
- Invite students to place their drawings in the appropriate areas on the bulletin board. Encourage discussion and build upon the children’s background knowledge and experiences. Discuss the roles of various people who might be involved in each situation, such as first responders, paramedics, nurses, and others.
- Arrange a class visit to the local fire hall and police station. Ahead of time:
 - explain the context of these field trips to the people you are contacting so that appropriate links to your unit are made.
 - ask students what they would like to know about the jobs of paramedics, firefighters, and police officers. You might record each question on a large sheet of paper to make a class big book. After your field trip, ask students what they learned in response to their questions, record their answers in the form of simple captions and have students illustrate the pages.

Lesson 3: What Should You Do in an Emergency?

K

Activities

Review; Hands-on Activities

Materials and Preparation

- Different types of phones: rotary dial phone, cordless phone, cellular phone, picture of a pay phone and any others commonly found in the community.

Objectives

Students will:

- be able to recall the 9-1-1 emergency number
- locate phones they could use at home.

Procedure

- Display different kinds of phones and lead a discussion with questions such as:
 - What is the same and what is different about all these phones?
 - Do you have a phone in your house? How many phones do you have in your house? Where are they?
 - If you do not have a phone, where is the nearest phone located?
 - Can you think of other places where you have seen phones?
 - Have you ever used the phone yourself? Who do you talk to on the phone?
- Relate the discussion to previous activities:
 - Can you think of situations when it is really important to have a phone? (Emergency situations)
 - Point to a few of the emergency situations posted on the bulletin board and ask if students know one simple, short phone number that everyone should know when there is an emergency.
- Explain that everyone should know the phone number 9-1-1 in case they need help in an emergency. Ask if anyone can write that number on the board.

- Offer different activities to help students practise writing and modelling the numbers 9-1-1. Examples:
 - Draw an outline of the numbers and colour or paint inside.
 - Make the numbers out of clay, play dough, buttons, straws, pasta, bread tags or string.
 - Ask students to make each number with their bodies.
 - Ask students to stand in 9-1-1 formation.
 - Display students' artwork in the shape of a large 9-1-1. Pictures could be of emergency vehicles or emergency situations.
 - Make oversized cutouts of the numbers. Each student writes the numbers 9-1-1 inside the cutouts. Decorate and display.
- Invite students to observe the numbers on a touch-tone telephone. Discuss how the numbers are grouped. Have students play various games to help them learn where each number is on the keypad. For example:
 - Draw a large telephone on a magnetic chalkboard, leaving some of the keys blank. Have students draw magnetic numbers from a bag and place them on the appropriate keys.
 - Display an enlarged picture of a touch-tone telephone. While students have their eyes closed, place a Post-It note on some of the numbers. Ask students to open their eyes and guess which numbers are hiding behind the Post-It notes. Ask them what helped them guess the missing numbers (e.g., "I know that it is 3 because it is beside 2").
- Have students practise dialing 9-1-1:
 - Using the toy phones or real phones, unplugged, have students practise dialing. Explain that the real phones are unplugged and therefore don't have a dial tone. Tell students that they should never call 9-1-1 on a real phone unless they have a real emergency.

Lesson 4: What Do You Need to Know When You Call 9-1-1 for an Emergency? Part I

K

Activities

Treasure Hunt Game; Peer Practice

Materials and Preparation

- Congratulations Certificate (at the end of the Kindergarten section of this guide).
- Several sets of cut-out numbers.

Objectives

Students will:

- be able to recall their own phone number.

Procedure

- Ask students to listen carefully as you dramatize a phone call to 9-1-1: say that at the end of your pretend phone call, you will ask them what three important pieces of information you gave to the person who answered your call. Students should identify the name, phone number, and address as the three important pieces of information. Ask if students know their own phone number. Explain that they will get a chance to learn it in the next activity.
- For this activity, Kindergarten students should be paired with older students (e.g., their reading buddies).
- Write each student's name on one side of a piece of paper and their phone number on the other side.
- Provide the older reading buddies with their younger partner's telephone number.
- Place the papers, telephone number side up, around the room. Older reading buddies should provide clues to help their Kindergarten partners find their paper (e.g., "Your phone number starts with a 7 and ends with a 0"). Kindergarten students who think they have found their paper should turn it over and check the name. Older students should then help their reading buddies learn their phone number. Reading buddies might sign a Congratulations Certificate once their Kindergarten buddies are able to state their phone number without hesitation. This might take place after several practice sessions with the reading buddies. A congratulations certificate is provided at the end of the Kindergarten section of this guide.

Lesson 4: What Do You Need to Know When You Call 9-1-1 for an Emergency? Part I

K

- Distribute the cut-out numbers. Ask students to arrange the numbers to form their telephone number, and the emergency number 9-1-1.

Evaluation

- Throughout the year, find opportunities to monitor the need for further practice (e.g., as students are lining up for recess, have them say their phone number).

Lesson 4: What Do You Need to Know When You Call 9-1-1 for an Emergency? Part II

K

Activities

Treasure Hunt Game; Peer Practice; Role Playing

Materials and Preparation

- Congratulations Certificate (at the end of the Kindergarten section of this guide).

Objectives

Students will:

- know and be able to state their home address.

Procedure

- Ask students to listen carefully as you dramatize a phone call to 9-1-1: say that at the end of your pretend phone call, you will ask them what three important pieces of information you gave to the person who answered your call. Students should identify the name, phone number and address as the three important pieces of information. Ask if students know their own street address. Explain that they will get a chance to learn it in the next activity. Note: In rural areas, teachers might want to adapt this activity. Instead of their street address, students might learn to provide a highway or road number and describe their house (e.g., it is a white house with a green roof. There is a big red barn beside the house). First Nations students living on a reserve may provide the call-takers with the name of their reserve and maybe a landmark.
- For this activity, Kindergarten students should be paired with older students (e.g., their reading buddies).
- Write each student's name on one side of a piece of paper and their address on the other side.
- Provide the older reading buddies with their younger partner's address.
- Place the papers, address side up, around the room. Older reading buddies should provide clues to help their Kindergarten partners find their paper (e.g., "The name of your street is Maple Street. Do you know what letter Maple starts with?"). Kindergarten students who think they have found their paper should turn it over and check the name. Older students should then help their reading buddies learn their address. Reading buddies might sign a Congratulations Certificate once their Kindergarten buddies are able to state their address without hesitation.

Lesson 4: What Do You Need to Know When You Call 9-1-1 for an Emergency? Part II

K

This might take place after several practice sessions with the reading buddies. A congratulations certificate is provided at the end of the Kindergarten section of this guide.

- Reading buddy pairs might role-play some emergency situations. Use the pictures on the bulletin board as a basis for the role-play. Kindergarten students would need to state their name, address and phone number to their reading buddies (pretending to be 9-1-1 call-takers).

Evaluation

- After the role-playing activity, you might want to have older reading buddies record observations on an observation checklist with the following criteria:
 - remembers the emergency phone number 9-1-1
 - knows own phone number
 - knows own address
 - speaks clearly
- Throughout the year, find opportunities to monitor the need for further practice (e.g., as students are lining up for recess, have them say their phone number or address).

Lesson 5: What if I Forget?

K

Activity

Homework

Materials and Preparation

- Appendix B: *Sample Letter to Families* and *9-1-1 Reminders* handout to take home

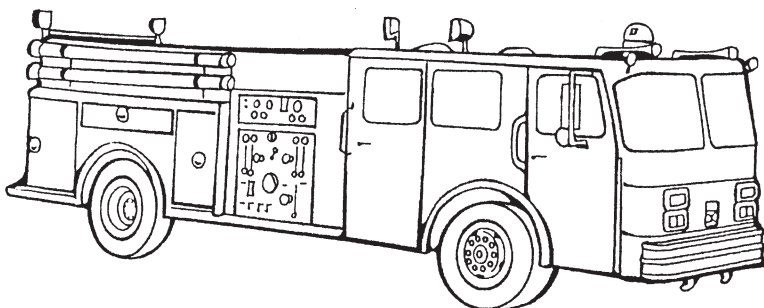
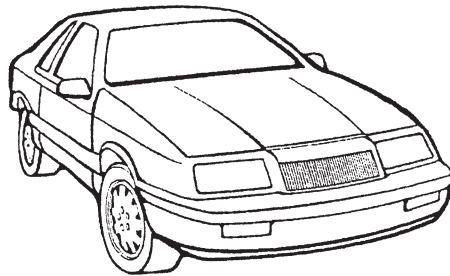
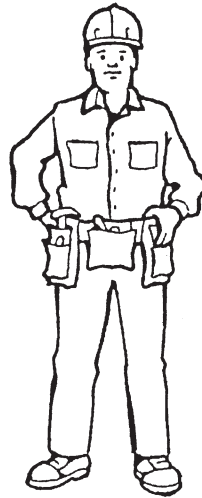
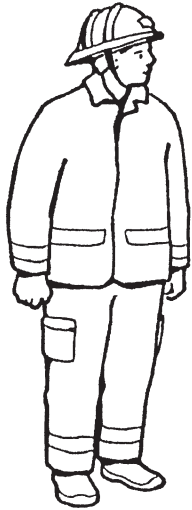
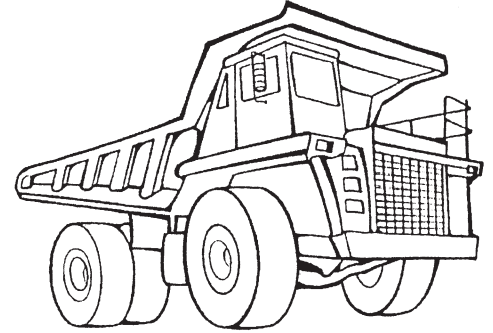
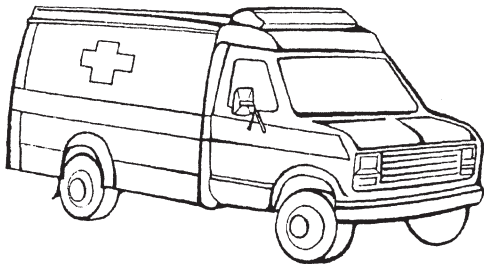
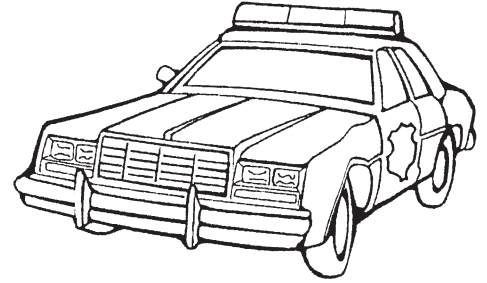
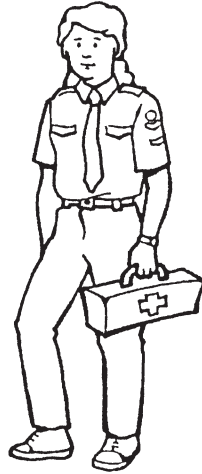
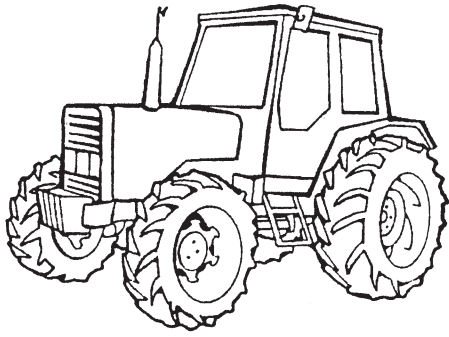
Objectives

Students will:

- be able to apply skills in real-life emergency situations.

Procedure

- Explain that a lot of people forget even simple things like the 9-1-1 number in an emergency. Discuss what people do when they think they might forget something: preparing visual reminders and writing notes are two examples. Explain that at the end of the day, they will take home a letter for their families, along with mini-posters to place by their phones. Describe the content of the letter.





Congratulations!

This is to certify that

_____ knows his/her address and phone number.

Signed by: _____ Date: _____



Congratulations!

This is to certify that

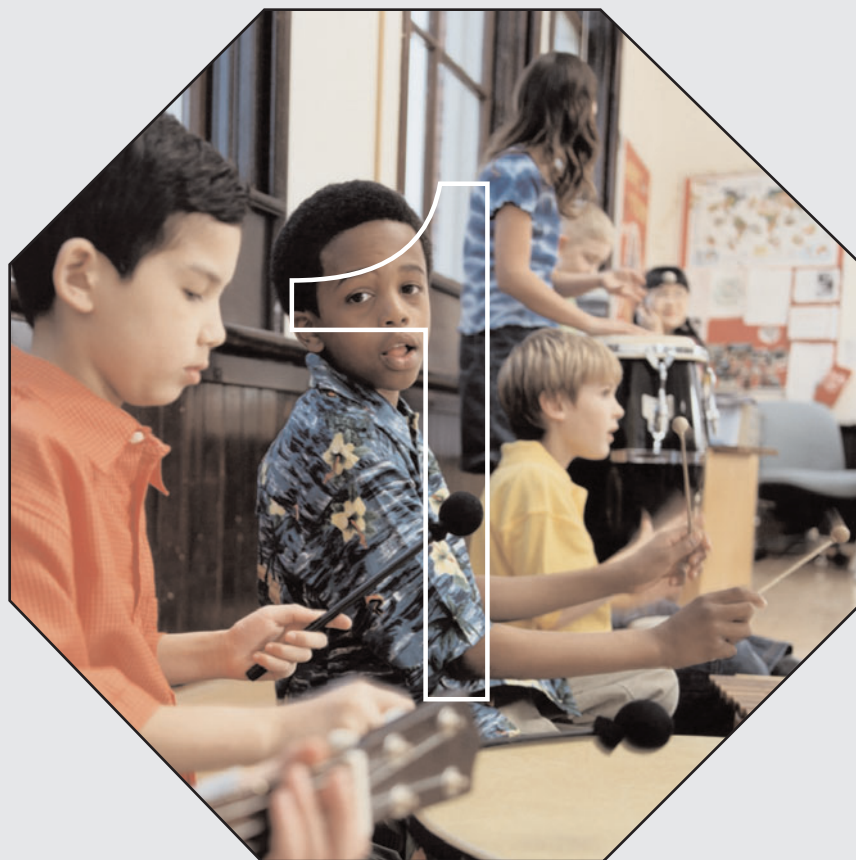
_____ knows his/her address and phone number.

Signed by: _____ Date: _____



Grade 1

Becoming Models of Wellness



Curriculum Connections: A Context for 9-1-1 Lessons Within the Grade 1 Program

The lessons in this 9-1-1 guide **should not be taught in isolation**. They were designed to be embedded within units of study in various subject areas as outlined below.

Mathematics

A “numbers hunt” is a fun way to introduce various objectives related to the Numbers and Operations strand of the Mathematics curriculum guide. Numbers are everywhere: on clocks, on calendars, on book pages, on classroom doors, on car licence plates, on telephones, on houses... What is their purpose? And what would we do without numbers in all these places? This provides the context for learning about the importance of addresses and phone numbers in emergency situations.

Social Studies

In Unit I (Identity) of the Social Studies curriculum, Module One is entitled *Me*. Within this module, it is suggested that students make “All About Me” books. These might contain the student’s address and a drawing of their house or apartment, as well as their telephone number. This provides a context for reviewing or learning their address and phone number.

English Language Arts

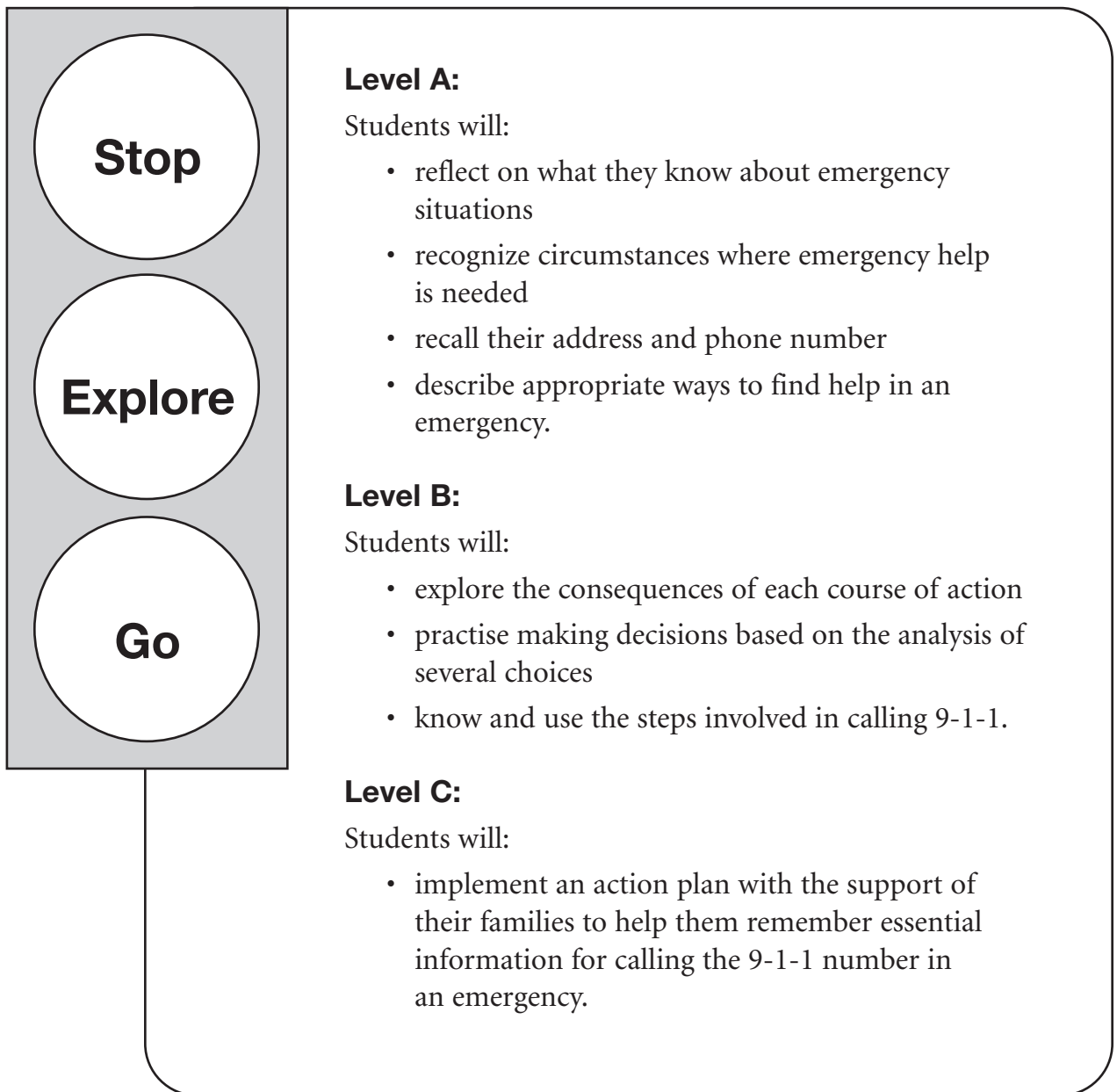
All About Me is a sample unit in the English Language Arts curriculum guide. This sample unit provides guidelines for composing “All About Me” books. The suggested lessons in this guide provide opportunities for addressing all the language strands: listening, speaking, reading, writing, viewing, and representing. Further planning for instruction as well as assessment and evaluation is necessary in order to help students achieve the English Language Arts foundational and learning objectives within the context of the lessons presented in this guide.

Health Education

Within the Safety strand of the Elementary Level Health Education curriculum, specific suggestions are made at each grade level under the sub-topics Injury Prevention and Sources of Support. “Preventing injuries on the street” (pedestrian safety) and “parents, teachers” are suggested respectively for these two sub-topics in Grade 1. The lessons in this 9-1-1 guide can be embedded directly into the pedestrian safety sample unit available in the provincial curriculum guide. The Grade 1 perspective in the Health Education curriculum is Becoming Models of Wellness.

Grade 1 9-1-1 Lessons and the Health Education Decision-Making Process

The lessons in this guide are not all directly related to the Health Education curriculum and when they are, they address a specific sub-topic within a unit. However, even when taught within another subject area, these lessons support learning objectives that help students develop their ability to make decisions, as indicated below.



Please Note

It is important that students be aware of dangerous and emergency situations and learn how to respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Throughout 9-1-1 lessons, steer discussions away from graphic details, use a reassuring tone and emphasize the fact that help is always available to them.

Remind students that if no adult is there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

Tell students that if they are not sure whether a situation is an emergency or not, they should still call 9-1-1. The person who answers the call can help them decide what needs to be done.

**Please note that 9-1-1 can be called
from any pay phone. No money is
needed.**

Lesson 1: What Is an Emergency?

A **Stop!**
Lessons within this level of the Decision-Making Process elicit students' prior knowledge of a topic and expand on that knowledge.

Subject Area Context

Health Education (Pedestrian Safety unit)

Activities

Concept Attainment; Discussion

Materials and Preparation

- Pictures from Activity Sheet 1-1: *Emergency Situations - Examples and Non-examples.*

Level A Objectives

Students will:

- reflect on what they know about emergency situations
- recognize circumstances where emergency help is needed
- describe appropriate ways to find help in an emergency
- recall the emergency phone number 9-1-1.

Procedure

- Explain that you are going to play a guessing game. Divide the board into two columns and title the columns YES and NO. Tell students that you will place pictures on the board. If the pictures go with your idea, you will place them in the YES column. If not, the pictures will go in the NO column. Their job, in the end, is to guess your idea, but it is important that they do not blurt out answers. Instead, they should wait for your questions and follow your directions.
- In the YES column, place the picture of the house on fire.
- In the NO column, place the picture of children fighting.
- In the YES column, place the picture of the house break-in.
- In the NO column, place the picture of the child being bullied by an older child.
- Tell students to look carefully at both columns. Ask what the YESs have in common, and how the NOs differ from the YESs. Divide a piece of chart paper into two columns entitled YES and NO, and record students' responses. Accept all responses (e.g., YESs are outside and NOs are inside; YESs do not have children in them and NOs have children in them).

- Explain that you will place the next picture on the ledge of the chalkboard, and students will vote where they think it should be placed: thumbs up if they vote for a YES, thumbs down if they vote for a NO.
- On the ledge, place the picture of the child being bullied and ask students to vote. Ask a few students to justify their votes.
- Place the picture in the NO column. Read all students' responses from the chart paper and ask if they want to add or delete any.
- Continue adding examples and non-examples and invite students to vote, justify their responses, etc. Stop when it looks like most students have guessed the concept. Write the words Emergency Situations on the board.
- Once again, compare and contrast the situations in the YES and NO columns and guide discussions to elicit essential attributes of an emergency situation. In all the pictures on the YES side:
 - a person's health or safety is threatened (not an animal's)
 - help is needed very quickly, immediately (on the NO side, you can wait)
 - help is needed from the police, the hospital or the fire station (on the NO side, a parent, Block Parent, teacher, or other adult might be the source of support)
- Ask students to suggest other examples of emergency situations. Check each example against the essential attributes above. Congratulate students on their suggestions.
- Discuss non-emergency situations in which health or safety is threatened. Ask how students should respond to them. Note that the appropriate response may vary, depending on your community or neighbourhood. For example, if a stranger is bothering them, they may be advised to go to a Block Parent. If they are lost in a mall, they may be advised to tell a store operator. Note that although an accident involving a pet may well be an emergency for a child, 9-1-1 is for reporting people emergencies only.
- Discuss the emergency situations. Ask how students should respond to them. If students have not done so, introduce the idea of calling 9-1-1 and ask if students know what happens when you call 9-1-1. A call-taker will answer, ask you what your emergency situation is, and ask your name and the phone number and address from which you are calling.
- Students might draw one or two examples of emergency situations in a notebook or journal and write a caption such as "In an emergency, call 9-1-1."

Evaluation

- Observe students' participation during the concept attainment activity as well as the follow-up discussion: are they able to recognize how an emergency situation differs from other situations where health or safety is at risk? Are they able to identify appropriate sources of support for various situations?

Subject Area Context

Mathematics; Health Education

Activities

Observation; Discussion; Peer Practice

Materials and Preparation

- You might want to have adult volunteers accompany the class on the walk around the neighbourhood.

Objectives

Students will:

- recognize that not all numerals represent quantities (Mathematics)
- recognize various purposes for using numbers (Mathematics)
- recognize the importance of knowing their address and phone number in emergency situations (Health Education)
- recall their address and phone number (Health Education).

Procedure

- As part of a Math unit, explore “numbers in our world”. Invite students to go “hunt for numbers” in the classroom and in the school. Students might work individually or in pairs and record their findings by drawing the things on which they see numbers. Then take the class on a walk around the neighbourhood and invite students to continue their hunt for numbers.
- Have students share the results of their hunt. Record their responses to make a class list of where numbers can be found and how they are being used (e.g., quantity, identification, location, value...)
- Refer to the class list and invite discussions about what would happen if numbers did not exist.
- Relate this discussion to Activity 1.
 - Why are there numbers on houses? Is it important? What would happen if there were no numbers on houses?
 - Are houses numbered at random or are the numbers in order? How does that help when you are looking for someone’s house?

- Can you give examples of situations when you need to give your address to someone?
- Can you think of situations where it is very important to know your address and phone number?
- Do you know your own address and phone number?
- What number is used to call in an emergency?

Extension Activities

- Have students compose “All About Me” books that include their address, a drawing of their house or apartment (with the number corresponding to their address) and their phone number.
- Include various kinds of play phones or real, unplugged phones in learning centres (include rotary phones if possible; explain why it is important that real phones be unplugged when playing or doing practice activities).
- Prepare a collection of “student I.D. cards” and make it available in a box at a learning centre. These cards should include name, address, phone number, age and ideally a small picture. Fingerprints may have been discussed within the Social Studies “Me” module and might be added to the I.D. cards. At the learning centre, invite students to use I.D. cards to make pretend phone calls home or to a partner.
- Place illustrations of emergency situations in the learning centre and have students practise dialing 9-1-1, describing their emergency and telling their name, address and phone number (students might record this on the tape recorder at the listening centre).
- Have students practise writing their phone numbers in different ways. (e.g., type your students’ phone numbers in large size characters and select “Outline” from the character format options on your computer. Students might colour, paint, or paste yarn or pasta inside each number. Or they might fill in each number by writing the same number inside as many times as needed to cover the surface).

- Prepare an activity sheet to complete with reading buddies. The sheet should be presented in landscape format and divided into two columns, with the same sentence stems on each column. Sentence stems might include: My name is; My birthday is on; My address is; My phone number is; My eyes are; My hair is; My favourite colour is; My favourite food is; My reading buddy's name is, etc. When all activity sheets are completed, assemble them into a book to be located in the classroom reading corner (you might want to make a few copies before assembling the book).
- As students exit the room for recess or at the end of the day, have them say their address or their phone number.



Note: All houses in cities or towns should have an address. This makes it easier to locate the residence quickly in case of an emergency. The house or building number should be clearly displayed, preferably in large numerals that contrast with the colour of the building, and that are illuminated at night. Rural students all have a land location instead of a street address. Students can also identify their house by its shape, colour, or location relative to other buildings.

Explore...
Lessons within this level of the Decision-Making Process help students practise identifying options and projecting consequences in order to make decisions.

B

Subject Area Context

Health Education

Activities

Role-playing; Discussion; Peer Practice

Materials and Preparation

- Pictures from Lesson 1.

Level B Objectives

Students will:

- explore the consequences of several possible courses of action
- practise making decisions based on the analysis of several choices
- describe appropriate ways to respond to situations and summon help accordingly
- know and use the steps involved in calling 9-1-1.

Procedure

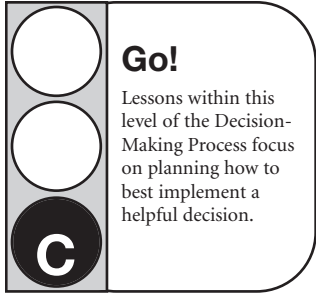
- “An accident near the school” is the scenario that provides the basis for Drama in Context lessons in the Safety sample unit in the Health Education curriculum guide. Following is a transcription of the scenario:
It is 8:45 a.m. The school bus arrives in front of the school. Justine is in a hurry to tell her friend Mario about her afternoon at the circus yesterday. Just as she is getting off the bus, she sees Mario and races toward him, calling his name. She does not see the blue car coming! The driver cannot stop in time...
- Ask if this is an emergency situation. What choices do the people who saw the accident have? Would it be a good choice to phone Justine’s parents first? Why or why not? Would it be a good choice to carry Justine into the school and then call 9-1-1? Would it be a good choice to call 9-1-1 right away?

- Ask the students to imagine that this accident happened in front of your school. Can they help you remember what to do? Guide the discussion and record responses in point form to design a list of steps involved in calling 9-1-1:
 1. First lift the receiver and listen for the dial tone (exception: cell phone).
 2. Dial 9, then dial 1, then dial 1 again.
 3. Do not hang up until you are told to do so: the call-taker or the emergency helpers may need to ask you for more information so they know what to bring. They will also need to double-check your name and the address and phone number from where you are calling.

For this situation, the teacher might say: “My name is _____. A little girl has been run over by a car in front of our school and she is hurt. The address of the school is _____ and the phone number is _____.”
- Use pictures from Lesson 1 to create role-play situations occurring at a student’s house. In each situation, students will need to decide if the best choice is to call 9-1-1 and if so, use the sentences above as a frame to “speak to the call-taker”.

Evaluation

- Observe students’ participation: are they able to project consequences of suggested actions? Are they able to choose the best course of action? Are they using the appropriate steps to call 9-1-1?



Subject Area Context

Health Education

Activity

Take Home Activity

Materials and Preparation

- Appendix B: *Sample Letter to Families* and 9-1-1 Reminders handout to take home

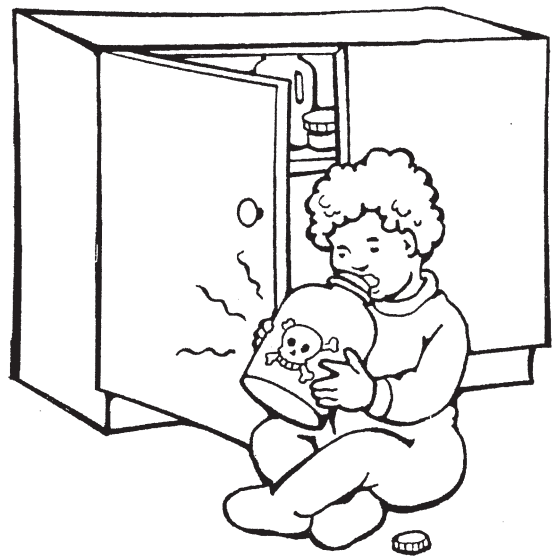
Level C Objectives

Students will:

- implement an action plan with the support of their families to help them remember essential information for calling the 9-1-1 number at the time of an emergency.

Procedure

- Discuss why people sometimes forget what to do in an emergency. Explain that when there is an emergency, some people have a “panic attack”: they just do not remember what to do or what to say.
- Ask students what they did when they were in Kindergarten to help them and their family be prepared in case they had to call 9-1-1. Did they:
 - practise saying their name, phone number and address very clearly?
 - practise dialing 9-1-1 on an **unplugged** phone?
 - post a sheet by the phone(s) at home with their address, phone number and the numbers 9-1-1 coloured in red?
 - post a similar sheet by the phone at places where they often stay (e.g., babysitter, grandparents’ home)?
- Encourage students to continue practising if needed and to update the sheet(s) posted the year before. Tell them that they will be taking a letter home today to remind their families about these important steps. They will also get 9-1-1 mini-posters to complete at home and place by their phone in case they do not have them already or have changed address or phone number since last year.



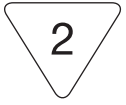


Grade 2

Discovering Wellness Patterns



Curriculum Connections: A Context for 9-1-1 Lessons Within the Grade 2 Program



The lessons in this 9-1-1 guide **should not be taught in isolation**. They were designed to be embedded within units of study in various subject areas, as outlined below.

Social Studies

In Unit 1 (*Identity*) of the Social Studies curriculum, Module Two deals with *Our Community*. The activities in the curriculum and activity guide provide a natural context for developing the following 9-1-1 related skills:

- locating emergency services in our community
- identifying natural and constructed landmarks, which is very helpful when making a 9-1-1 emergency call

In Unit 3 (*Interdependence*), Module Three deals with *How Communities Meet Needs and Wants*. This provides an opportunity to discuss health and safety as basic human needs, and how the community meets these needs.

These modules provide the context for the introductory lessons in this 9-1-1 guide. Teachers should refer to the activities suggested in the Social Studies curriculum and activity guide for the modules mentioned above, in order to develop appropriate mapping skills.

Health Education

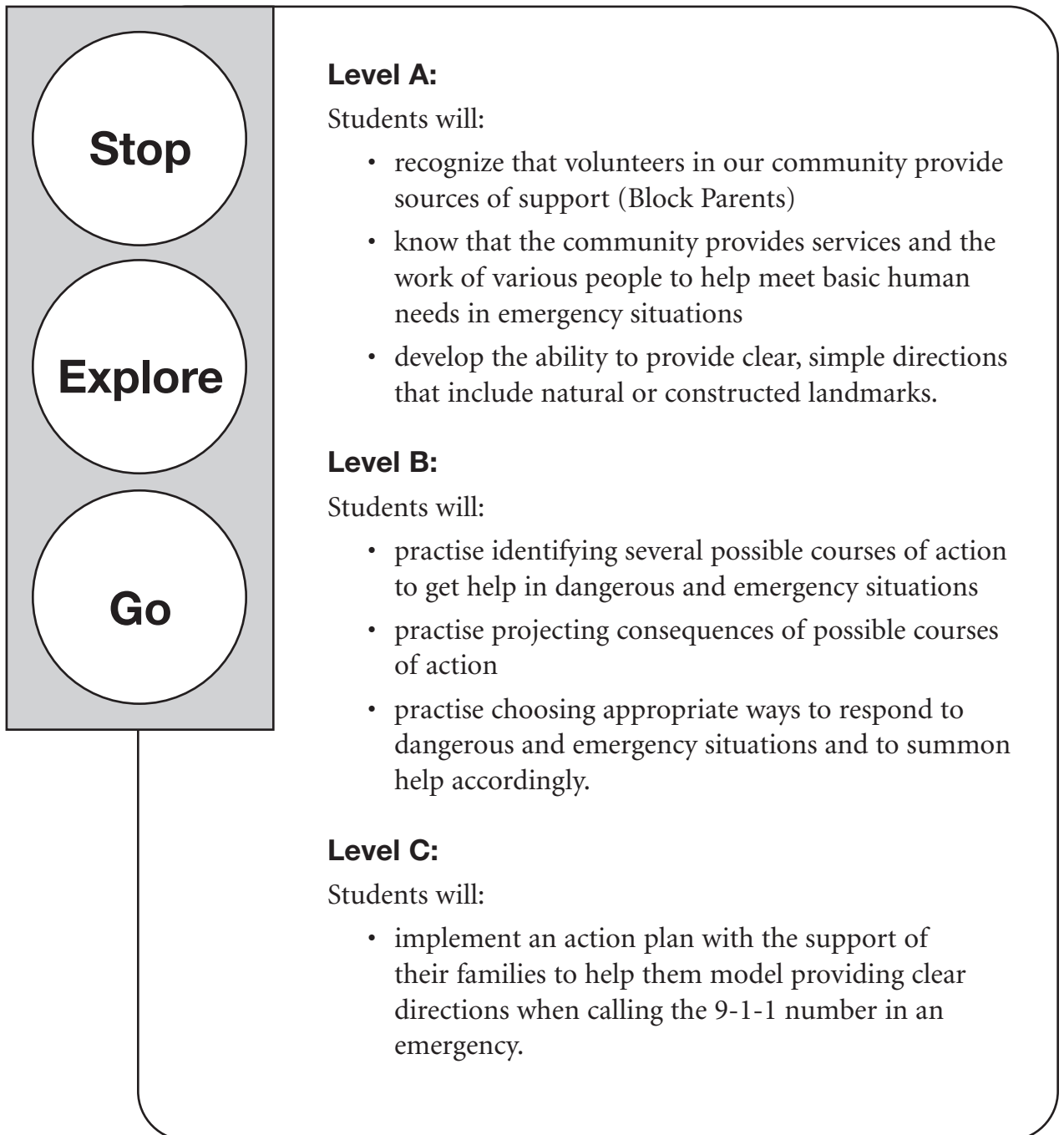
Within the Safety strand of the Elementary Level Health Education curriculum, specific suggestions are made at each grade level under the sub-topics *Injury Prevention* and *Sources of Support*. “Preventing injuries on the playground” and “Block Parents” are suggested respectively for these sub-topics in Grade 2. The lessons in this 9-1-1 guide focus primarily on sources of support. They should be embedded within a Health Education unit on Safety on the Playground which should address injury prevention as well.

The Grade 2 perspective in the Health Education curriculum is *Discovering Wellness Patterns*. This is the year when the steps within Level B of the Decision-Making Process are formally introduced and practised. Students learn to think of options and to project consequences in order to make a decision. In this 9-1-1 guide, students practise this skill within the context of playground situations where health or safety is at risk.

English Language Arts

The suggested lessons in this guide provide opportunities for addressing all the language strands: listening, speaking, reading, writing, viewing, and representing. Further planning for instruction as well as assessment and evaluation is necessary in order to help students achieve the English Language Arts foundational and learning objectives within the context of the lessons presented in this guide.

The lessons in this guide are not all directly related to the Health Education program and when they are, they address a specific sub-topic within a unit. However, even when taught within another subject area, these lessons support learning objectives that help students develop their ability to make decisions, as indicated below.



Level A:
Students will:

- recognize that volunteers in our community provide sources of support (Block Parents)
- know that the community provides services and the work of various people to help meet basic human needs in emergency situations
- develop the ability to provide clear, simple directions that include natural or constructed landmarks.

Level B:
Students will:

- practise identifying several possible courses of action to get help in dangerous and emergency situations
- practise projecting consequences of possible courses of action
- practise choosing appropriate ways to respond to dangerous and emergency situations and to summon help accordingly.

Level C:
Students will:

- implement an action plan with the support of their families to help them model providing clear directions when calling the 9-1-1 number in an emergency.

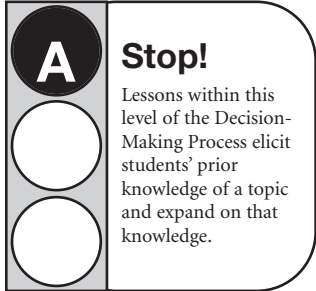
Please Note

It is important that students be aware of dangerous and emergency situations and learn how to respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Throughout 9-1-1 lessons, steer discussions away from graphic details, use a reassuring tone and emphasize the fact that help is always available to them.

Remind students that if no adult is there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

Tell students that if they are not sure whether a situation is an emergency or not, they should still call 9-1-1. The person who answers the call can help them decide what needs to be done.

**Please note that 9-1-1
can be called from
any pay phone.
No money is
needed.**



Subject Area Context

Social Studies; Health Education

Activity

Making a map

Materials and Preparation

- Large sheet of paper, crayons, and markers to draw a map, or
- Shoe boxes, crayons, markers, scissors, construction paper, glue, etc. to make a three-dimensional map

Objectives

Students will:

- be able to access information from a map (Social Studies)
- be able to identify health care and emergency services as components of a community (Health Education, Social Studies).

Procedure

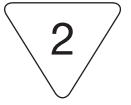
- Go for a walk to discover the neighbourhood around the school, noting natural features (e.g., hill, lake, trees) as well as constructed features (e.g., buildings, streets or roads, railway). Discuss how these findings apply to the greater community: would we find similar natural and constructed features elsewhere in the community? Why or why not? We just went by a grocery store and a grain elevator. Are there others in our community? If your school's neighbourhood is not the home neighbourhood of all your students, lead a discussion to compare and contrast the school's neighbourhood and the neighbourhoods where students live.
- Make a list of the natural and constructed features found in the school's neighbourhood. Encourage students to be specific (e.g., Canoe Lake, Lafarge Grocery Store).

-
- Make a simplified map of your community. The map could be a three-dimensional floor map, using milk cartons, etc., to mark important landmarks and buildings, or a simple grid drawn on a large sheet of paper. Use a key to indicate the neighbourhood boundaries, the school and natural and constructed features, such as lakes, rivers, hills, railways, churches, arenas, elevators, bridges, city hall, factories, etc. Students might make symbols for features such as schools or playgrounds, and add them to the map. Locate and mark the nearest fire hall, police station, hospital, public phones and Block Parent homes. In rural areas, some of these services may not be available in the community. Discuss where these are available from and what other services are available locally: first responders, local businesses that provide medical transportation, etc.
 - Ask students to locate approximately where they live on the map. Their homes might be marked with dots, push pins with flags, or small plastic houses used in board games.

Extension

- Keep the map and use it in various contexts throughout the year. For example, do math estimation, measurement, and problem-solving activities such as, “Estimate which is closest to the phone booth on Main Street: Sequoia’s house, the Riverside Park playground or Aaron’s house. Rank them in order from closest to furthest. How could we check our answers?”

Lesson 2: Communities Meet Our Needs in Emergency Situations



Subject Area Context

Social Studies; Health Education

Activities

Categorizing Activity; Guided Discussion; Questioning

Materials and Preparation

- Pictures from Activity Sheet 2-1: *Services in a Community*.

Objectives

Students will:

- be able to identify the difference between a dangerous situation and an emergency situation (Health Education)
- identify health and safety as basic human needs (Health Education, Social Studies)
- recognize that volunteers in our community provide sources of support (e.g., Block Parents) (Health Education)
- know that the community provides services and the work of various people to help meet basic human needs in emergency situations (Social Studies).

Procedure

- Show the pictures from Activity Sheet 2-1 and explain that they all represent services that may be available in a community.
- Ask students to suggest criteria for categorizing these pictures (this can be done as a whole class activity or in small groups). Accept and discuss different responses. Encourage students to categorize the pictures according to services that meet our wants and services that meet our needs (if needed, review what they learned from Grade 1 Social Studies about needs and wants). As they divide the pictures among these two categories, encourage discussions and occasionally ask students to justify their responses.
- Ask students to suggest situations when people are hurt or in danger. Explain that these situations all relate to health and safety, which are among the basic human needs. Communities help people who are hurt or in danger in various ways:

- Some people in our community are volunteers who help when people are in danger or are hurt. Discuss the role of Block Parents. Explain what a volunteer is. Discuss the types of services a Block Parent would offer.
- Communities provide services to help people who are hurt or in danger. Discuss the services offered by the police, firefighters, hospitals, First Responders, health clinics.
- Ask students whom they could ask for help in the following situations (adapt as needed so that the situations reflect local realities):
 - You are lost in the mall (go to a store attendant)
 - A Grade 5 student is bullying you (go to a teacher or supervisor)
 - Your dog is sick (talk to a parent, who might call a vet)
 - Your mom falls down the stairs and does not answer when you call her name (call 9-1-1)
 - As you are walking home after school, you trip, fall and scrape your knee. It is bleeding quite a bit, it hurts and you do not think you can walk all the way home like this (go to the nearest Block Parent house)
 - As you are walking home after school, you realize that a stranger has been following you for several blocks (go to a safe place first, such as the nearest Block Parents house; they will call 9-1-1 or the police)
 - A young child falls into the pool (tell a parent who is there; call 9-1-1)
 - On your way home from school, you decided to explore the neighbourhood and took a different street than usual. All of a sudden, you realize that you have lost your way (go to the nearest Block Parent house)
 - You are at your grandmother's house on the farm. She does not answer when you go to wake her up from her nap, even when you speak very loudly (call 9-1-1)
 - You are home alone and you smell smoke (go to a safe place, such as a neighbour's house and call 9-1-1)
 - Discuss why in some situations (a fire, being followed by a stranger), it is best to go to a safe place before trying to contact emergency services.

Assessment and Evaluation

Observe students' participation during the activity: are they able to recognize how an emergency situation differs from other situations where health or safety is at risk? Are they able to identify appropriate sources of support for the various situations?

Subject Area Context

Social Studies

Activities

Compare and Contrast; Guided Discussion; Practice

Materials and Preparation

- Activity Sheet 2-2: *Providing Directions* (prepare an overhead transparency of this Activity Sheet, or copy onto the chalk board or chart paper). You might want to adapt the directions to describe an actual route in your community.

Objectives

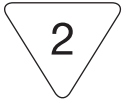
Students will:

- know that communities have natural and constructed features (Social Studies)
- be able to identify natural and constructed features (Social Studies)
- develop their ability to present information using a map (Social Studies).

Procedure

- Have students compare and contrast the two sets of directions from Activity Sheet 2-2. Which one is clearer? Why? Invite students to underline the pieces of information that make the directions clear (e.g., specific street names, natural or constructed landmarks, right-left directions).
- Discuss why including landmarks in directions can be helpful. Landmarks are visual cues, they are easy to locate, “you cannot miss them”.
- Using the map prepared in Lesson 1, play a guessing game to help students practise giving directions. One student describes a route with a starting point and directions that include natural and constructed landmarks. The class has to guess the destination.
- Explain that if you are in an emergency situation and need to call 9-1-1, it is very helpful and can save precious time if you are able to give clear directions for the quickest way to come to where help is needed.
- Invite students to identify the shortest route to go from the police station to the school. Use red yarn or a marker to outline this route on the map. Repeat this activity, using the hospital as the starting point, then the fire hall.

Lesson 4: What Might Happen if...?



Explore...
Lessons within this level of the Decision-Making Process help students practise identifying options and projecting consequences in order to make decisions.

B

Subject Area Context

Health Education

Activities

Case Studies; Guided Discussion; Role-Play

Materials and Preparation

- Activity Sheet 2-3: *Case Studies*. Copy each case study onto a sheet of chart paper or onto the board

Objectives

Students will:

- practise identifying several possible courses of action to get help in dangerous situations
- practise projecting consequences of possible courses of action
- practise choosing appropriate ways to respond to dangerous situations and to summon help accordingly
- know and use the steps involved in calling 9-1-1
- describe the consequences of calling 9-1-1 by mistake or as a joke.

Procedure

- Explain that the students are going to read brief accounts about children who are either hurt or feel that they are in danger. For each story, they will think of several choices (options) for getting help. Suggest making a checklist of possible sources of help and record responses on the board. Answers might include: parent, teacher, trusted adult or older sibling, Block Parent, police, call 9-1-1, etc.
- Review the steps to call 9-1-1 if students do not remember them from the previous years.
- Display case study 1. Read it with the class.
- Refer to the list of possible sources of support on the board. Ask which two or three possibilities Amanda might think of. Write each option on a separate piece of paper or a different column on the board. Divide each option into two columns; one for positive consequences, one for negative consequences.
- For each option, invite students to think about what might happen next. If necessary, role-play a follow-up to the case study for each option. This

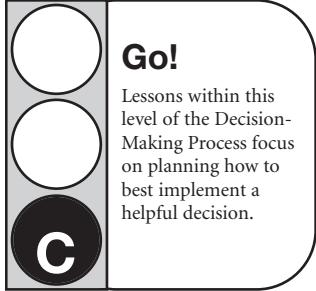
helps students visualize possible “consequences”, or things that might happen as a result of choosing a particular option. You might want to assume a part within the role-play in order to demonstrate some of the consequences (e.g., be a Block Parent; be a 9-1-1 call-taker). Record the consequences in the appropriate columns.

- Discuss what would be the best option, considering the positive and negative consequences of each.
- Repeat with Case Studies 2 and 3. Depending on students’ prior experience, they might be ready to role-play and project consequences in small groups and then report to the whole class.



Please Note - Case Studies 2 and 3: Consequences of Calling 9-1-1 by Mistake or as a Hoax

- Ask the students what they would think if they were a 9-1-1 call-taker and when they answered the phone, they couldn’t hear anything. What would they do?
- Explain that if you dial 9-1-1, the number of the phone you are calling from and its location will appear on a screen in front of the call-taker (unless you are calling from a cellular phone). This will happen even if you hang up before the phone rings on the other end. If no one answers, the call-taker will think that you might be sick or in trouble and cannot talk. The police will investigate to determine whether you have an emergency and they may go to the address.
 - Case Study 2: If you call 9-1-1 by accident or change your mind after you dial, it is better to stay on the line and explain to the call-taker what happened. You will not get into trouble if it was an honest mistake.
 - Case Study 3: Consequences of calling 9-1-1 as a hoax include:
 - the police may come
 - you could get into trouble
 - your parents/caregivers could get into trouble
 - someone who really needs help might have to wait (and may not get help on time)



Go!

Lessons within this level of the Decision-Making Process focus on planning how to best implement a helpful decision.

Subject Area Context

Health Education

Activity

Take Home Activity

Materials and Preparation

- Appendix B: *Sample Letter to Families* and *9-1-1 Reminders* handout to take home

Objectives

Students will:

- implement an action plan, with the support of their families, to help them model providing clear directions when calling the 9-1-1 number in an emergency.

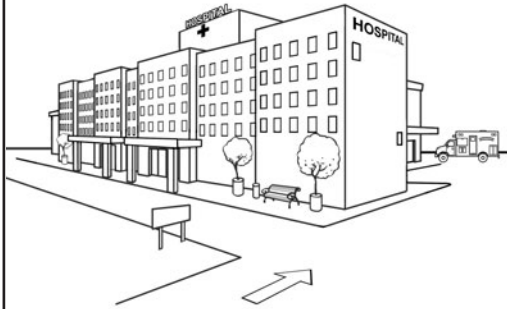
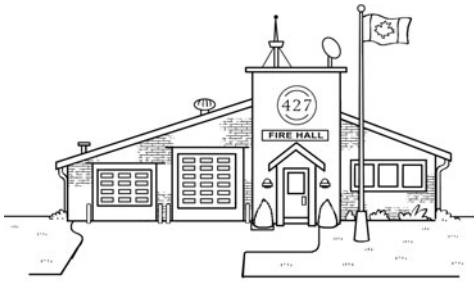
Procedure

- Ask students what steps they took at home in the past years to always be prepared in case they had to call 9-1-1. Did they:
 - practise saying their name, phone number, and address very clearly?
 - practise dialing 9-1-1 on an **unplugged** phone?
 - post a sheet by the phone(s) at home with their address, phone number, and the numbers 9-1-1 coloured in red?
 - post a similar sheet by the phone at places where they often stay (babysitter, grandparents' home, etc.)
- Explain that in Grade 2, they have learned a new skill that would also be very helpful in case they had to call 9-1-1: describing the shortest route from one place to another, including landmarks if necessary.
- For homework, ask students to draw a simple diagram indicating the most direct routes from the police station, fire hall, health clinic, and hospital to their home or farm. Also indicate brief, simple directions and landmarks. Once this homework has been evaluated, invite students to post this information close to their phone.

-
- Send a letter to families explaining the rationale for this homework and reminding them of the steps mentioned above. Attach to your letter the 9-1-1 mini-posters for students to complete at home and place by their phone(s) in case they do not have them already or have changed address or phone number since the last time these were completed.

Assessment and Evaluation

- Use a rubric or an evaluation checklist with criteria such as the following: the diagram indicates the most direct routes; the diagram contains all the necessary information; the diagram includes clear directions, with no unnecessary details. Invite students to revise their diagrams as needed.



To go from the fire hall to our school:
Turn right and go all the way down that big street. Then keep going straight and turn after a few blocks. It is a smaller street. Then just drive a bit more and turn right where Jamie's house is. Our school is on that street.

To go from the fire hall to our school:
Go down 5th Avenue, past the railroad tracks. At Walnut Street, turn left. Drive three blocks and turn right on Maple Street. Our school is the two-story red brick building just beside the hockey arena.

Case Study 1

Amanda is walking to school when, suddenly, she sees a dog. It is a nice dog and probably it just wants to be friendly, but Amanda gets scared when it gets closer to her. She begins to run. The dog runs after her. She tries to run faster but the dog catches up to her. She thinks, "Oh no! What should I do now? I am afraid this dog is going to bite me!"

Case Study 2

Kristin, Quinton, and Travis are playing at the local playground. Quinton has some gum and shares it with his friends. When they go to put their wrappers into the garbage can, Travis sees part of a trading card. He reaches down to get it and suddenly yells: "Ouch, ouch, ouch! You guys, ouch!" His friends look at what happened: Travis pricked his hand on an old needle. The three are not sure what to do. Finally, Quinton and Kristin decide to go to the phone booth at the corner of the block to call 9-1-1. As Kristin dials, Quinton stops her and says, "You know what, I think we should go to Mrs. White's house. She is a Block Parent and she lives close to here." Kristin hangs up the phone before anyone answers it and says, "I think you are right. Let's go!"

Case Study 3

Daniel and Jackie are playing on the monkey bars at the local park. At one point, Daniel grabs Jackie by her feet and she falls on him. Fortunately, neither of them is hurt, but Jackie pretends that she cannot get up and says she probably broke her leg. Daniel is not sure what to do. Oh, yes! He runs to the phone booth and says, "Don't worry! I am calling 9-1-1. Help will be here in no time!" By the time he is finished dialing, he turns around to check on Jackie and sees she is laughing her heart out. Well, what should he do now?

Grade 3

Gathering Facts for Wellness



Curriculum Connections: A Context for 9-1-1 Lessons Within the Grade 3 Program

The lessons in this 9-1-1 guide **should not be taught in isolation**. They were designed to be embedded within units of study in various subject areas as outlined below.

Health Education

Within the Safety strand of the Elementary Level health education curriculum, specific suggestions are made at each grade level under the sub-topics Injury Prevention and Sources of Support. “Preventing injuries at home” (electricity, fire, poisons) and “Emergency Services” are suggested respectively for these sub-topics in Grade 3. The lessons in this 9-1-1 guide focus primarily on sources of support. They should be embedded within a Health Education unit on Safety at Home, which should address injury prevention as well.

The Grade 3 perspective in the Health Education curriculum is *Gathering Facts for Wellness*. This is the year when the steps within Level A of the Decision-Making Process are formally introduced and practised. Students learn to reflect on what they know and feel about an issue, and to research it further before making a decision. In this 9-1-1 guide, students practise this skill within the context of playground situations where health or safety is at risk.

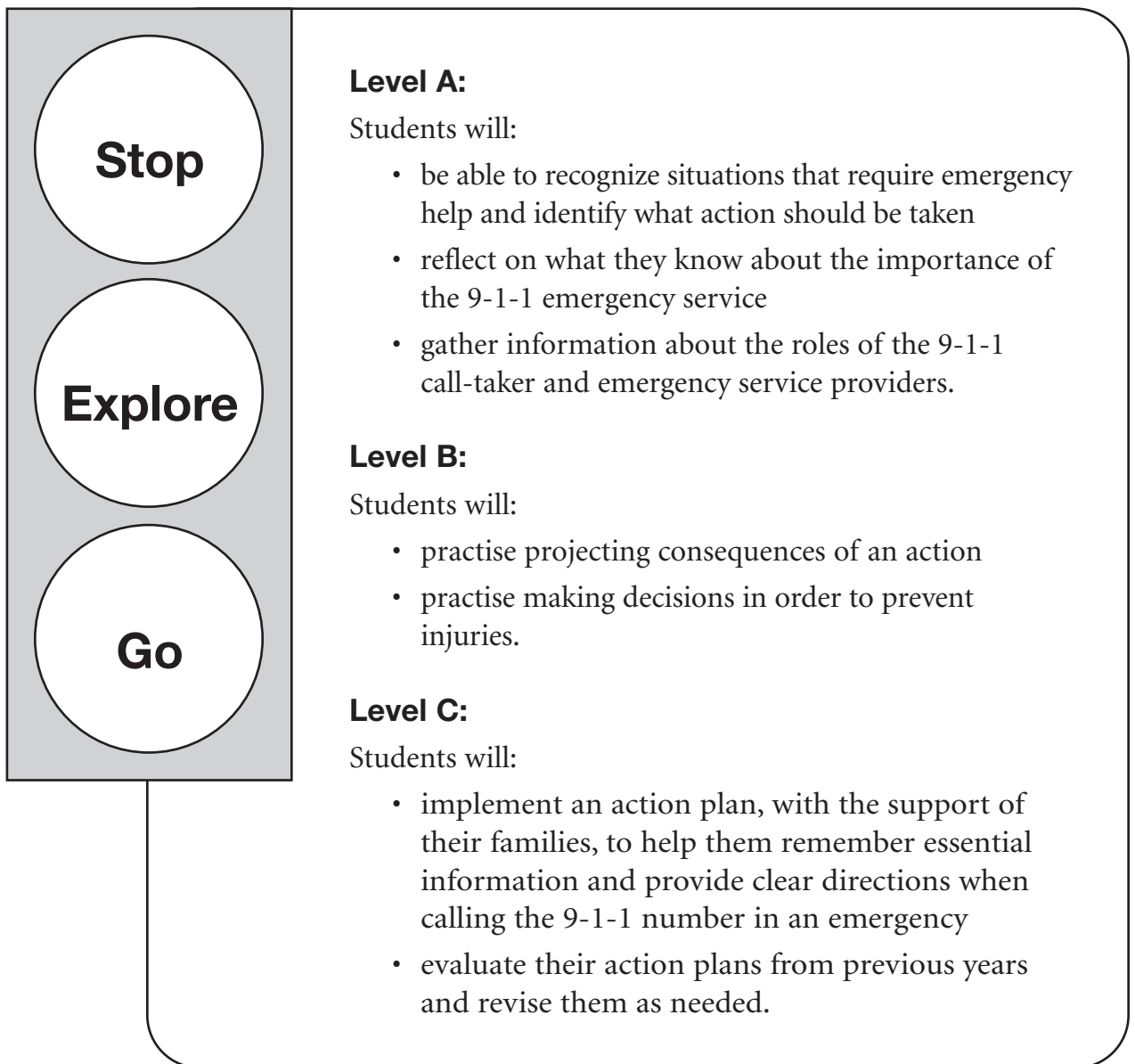
English Language Arts

The suggested lessons in this guide provide opportunities for addressing all the language strands: listening, speaking, reading, writing, viewing, and representing. Further planning for instruction as well as assessment and evaluation is necessary in order to help students achieve the English Language Arts foundational and learning objectives within the context of the lessons presented in this guide.

Social Studies

Module Two, *Groups Make Decisions*, within Unit 4 (*Decision Making*) of the Social Studies curriculum guide deals with the need for rules and laws and the consequences of not following them. This topic provides an opportunity for integration with the need for safety rules in preventing injuries within the Health Education program. These subjects should be addressed prior to the lessons in the present resource, which focus primarily on recognizing and dealing with emergency situations.

The lessons in this guide support learning objectives that help students develop their ability to make decisions related to emergency situations, as outlined below. By Grade 3, emergency action plans should already be in place. Within their unit, Grade 3 teachers might choose to focus Level C of the Decision-Making Process (action planning) on injury prevention.



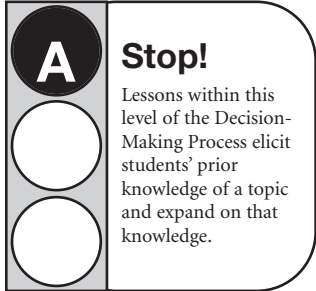
Please Note

It is important that students be aware of dangerous and emergency situations and learn how to respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Throughout 9-1-1 lessons, steer discussions away from graphic details, use a reassuring tone and emphasize the fact that help is always available to them.

Remind students that if no adult is there, they can call 9-1-1 and someone will respond to the emergency immediately. If an adult is there, they can help the adult remember to call 9-1-1.

Tell students that if they are not sure whether a situation is an emergency or not, they should still call 9-1-1. The person who answers the call can help them decide what needs to be done.

Please note that 9-1-1 can be called from any pay phone. No money is needed.



Subject Area Context

Health Education

Activities

Cooperative Learning Groups - Categorizing Activity and Discussion

Materials and Preparation

- Envelopes (one per group of three or four students)
- Glue sticks
- Activity Sheet 3-1: *What Should You Do?* (One per group of three or four students).
- Activity Sheet 3-2: *Labels - What Should You Do? Chart* (Cut out and mix labels. Place one set in each envelope.)

Objectives

Students will:

- be able to recognize situations that require emergency help and identify what action should be taken.

Procedure

- Divide students into groups of three or four.
- Distribute Activity Sheet 3-1 and envelopes.
- Describe the contents of the envelopes and explain the task:
 - In the envelopes are titles and statements or short descriptions (a few labels have the same statement).
 - Your task is to place the labels in the appropriate columns on your activity sheet. In the first column, you should place titles that relate to health or safety problems. For each type of problem, there should be some examples in the second column and in the third column a suggestion of what to do when that situation occurs. Take the time to discuss your ideas, especially when you do not all agree or when you hesitate where to place a label.

- Complete one or two examples with the class to make sure that everyone understands what to do. Ask students to find a label that says “Injury” and to suggest a column where it might be placed (“Injury” goes in the “Type of Situation” column). Ask students if they can find a label that describes an example of an injury and to place it in the appropriate column.
- When everyone is finished, invite the groups to share how they organized their charts. Lead a discussion with questions such as:
 - Were there any labels that you found more difficult to place or was there disagreement about some labels? Which ones? Why were you hesitating or disagreeing?
 - When you were not sure if a situation was an emergency or not, what helped you decide? (You might want to use the list of essential attributes of the concept “Emergency Situation”, in Lesson 1 of the Grade 1 section, to help students decide whether a situation is indeed an emergency).



Please Note: Remind students that in reality, if they are not sure whether the situation is an emergency or not, they should still call 9-1-1. The person who answers the phone can help them decide what needs to be done.

- In some kinds of emergencies, you need to get to a safe place first, even before you call 9-1-1 (e.g., fire, being bothered by a stranger). Why would you not just go to the nearest phone to call 9-1-1 in such cases?
- Do you have questions about any of these situations and what is recommended in the chart?

Subject Area Context

Health Education

Activity

Guided Research Project

Materials and Preparation

- Activity Sheet 3-3: *How 9-1-1 Works* (the information on this Activity Sheet is adapted from the How 9-1-1 Works page on the Sask911 web site. Further information can be found at http://www.Sask911.ca/how_911_works.html)

Objectives

Students will:

- reflect on what they know about the importance of the 9-1-1 emergency service
- gather information about the roles of the 9-1-1 call-taker and emergency service providers
- recognize the importance of emergency services
- value and appreciate emergency services provided by the community

Procedure

- Lead a discussion:
 - Why do we have a 9-1-1 service? Could we not just phone the police, ambulance or fire station directly?
 - What happens when you call 9-1-1? Who answers the phone? What would the person ask you?
 - Explain that while 9-1-1 call-takers may not be as visible as police officers or firefighters, they are important community helpers. A call-taker is always there, ready to connect the caller to the appropriate emergency help. In an emergency situation, people are usually in distress and may have difficulty thinking or communicating. Through a single, short, easy to remember phone number, 9-1-1, you reach a call-taker who is able to identify the location, name and phone number of the caller and who will transfer your call to the appropriate emergency service provider (police, fire, ambulance)

-
- Ask what kind of person would be good at taking 9-1-1 calls. What do they need to know and be able to do?
 - Suggest learning more about how 9-1-1 works. You might want to complete a KWL chart with your students:
 - As a class or in small groups, review what students know about how 9-1-1 works and record this in the What We Know column of the chart.
 - List questions they have in the What We Want to Know column.
 - Invite students to complete the What We Learned column as they review the information on Activity Sheet 3-3. Encourage students to work cooperatively. Students should help each other use reading strategies to construct the meaning of unfamiliar words or difficult passages.
 - Discuss findings and review important points:
 - What new information did students learn about the 9-1-1 emergency service?
 - Why is it important to not hang up while you are waiting for emergency help? (The call-taker or the emergency service might need more information or need to check some information).
 - If you dial 9-1-1 by mistake, what should you do? (Wait to talk to the call-taker and explain what happened: if you don't, 9-1-1 will call you back and if no one answers, the police will be called).
 - What can happen if someone dials 9-1-1 as a joke? (The police will be called; the caller may get into trouble; someone who actually needs help may have to wait).
 - Invite students to brainstorm injuries that may occur at home and for which they might require emergency help. For each injury, which emergency service would probably be needed (e.g., police, firefighters, First Responders, ambulance). Remind students about the importance of injury **prevention**. Suggest inviting resource people to help the class learn more about injury prevention, as well as how to be prepared in case of an emergency. Responses might include a firefighter, a police officer, a paramedic, a First Responder, a resource person from the Canadian Red Cross or the Safety Council, etc.

-
- Explain to the students that they will be working in groups to design interview questionnaires prior to the visits. Plan lessons to prepare them for this task: help them identify the focus of their interviews; demonstrate and model how to phrase questions; invite students to listen critically to one another, using a checklist of important points to consider when asking questions of guest speakers (e.g., speak clearly and loudly, do not speak too quickly or too slowly, use courteous words).
 - You might want to share the questionnaires with the resource persons ahead of time.

Explore...
Lessons within this level of the Decision-Making Process help students practise identifying options and projecting consequences in order to make decisions.

B

Subject Area Context

Health Education

Activity

Role-play

Materials and Preparation:

- Activity Sheet 3-4: *Task Cards* (you will need one task card per group of two students)

Objectives

Students will:

- practise projecting consequences of an action
- practise making decisions in order to prevent injuries
- increasingly accept responsibility for themselves and others
- know and be able to use the steps involved in calling 9-1-1
- practise responding to questions typically asked by a 9-1-1 call-taker.

Procedure

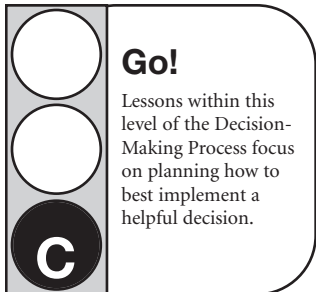
- Remind students that emergency situations can often be prevented. Describe an emergency situation (e.g., a young child gets electrocuted while playing with a plug-in). How could this injury have been prevented? (Put plastic safety caps in plug-ins; older sibling could supervise when parents are busy; if you are the older sibling supervising, make sure you keep your eyes on your baby sister or brother, etc.) In most situations, choices can be made, courses of action can be taken in order to prevent injuries. But injuries do happen and it is important to know what to do when they occur.
- Divide the students into groups of four.
- Hand out a task card to each group.
- Explain that each card illustrates an emergency situation. The task is for students to role-play two different courses of action: one pair of students will act out a scenario where a choice was made that helped prevent their

emergency situation from happening; the second pair of students role-play a scenario where the emergency situation was not prevented and a 9-1-1 call is necessary.

- For the second scenarios, remind students of the following:
 - call from a safe place
 - stay calm
 - speak slowly
 - don't hang up until you are told to do so

Variation

- Instead of role-playing, students might design two posters corresponding to the illustration on their task card: one demonstrating how to prevent the emergency situation from happening and the other explaining what to do if it does occur.



Go!

Lessons within this level of the Decision-Making Process focus on planning how to best implement a helpful decision.

Subject Area Context

Health Education

Activity

Take Home Activity

Materials and Preparation

- Appendix B: *Sample Letter to Families* (and *9-1-1 Reminders* handout to take home if needed)

Objectives

Students will:

- implement an action plan, with the support of their families, to help them remember essential information and provide clear directions when calling the 9-1-1 in an emergency
- evaluate their action plans and revise them as needed.

Procedure

- Ask students what steps they took at home in the past years to always be prepared in case they had to call 9-1-1. Did they:
 - practise saying their name, phone number, and address very clearly?
 - practise dialing 9-1-1 on an **unplugged** phone?
 - post a sheet by the phone(s) at home with their address, phone number, and the numbers 9-1-1 coloured in red?
 - post a similar sheet by the phone at places where they often stay (babysitter, grandparents' home, etc.)
 - post by the phone(s) in their house a simple diagram indicating the most direct routes from the police station, fire hall, and hospital to their home or farm?
- Invite students to reflect on what they have learned about 9-1-1 and other emergency services. Lead a discussion to help them identify necessary revisions to their action plans:
 - Do you think that you and your families are well prepared to call 9-1-1 in case of an emergency?
 - Do you need to add anything to what you have done in the past?
 - Are the sheets you prepared in the past years still up-to-date?
 - Is there anything specific to your own situation that you are not sure about? Can we find a solution as a class or do you need to discuss this with your parents?

Extension / Evaluation

- As a culminating activity within the English Language Arts program, you might want to have students write and illustrate books for younger students. This might also serve as an evaluation task to give students an opportunity to demonstrate whether they have acquired the knowledge, skills, and attitudes needed to use the 9-1-1 emergency service. If this is your purpose, make that clear to the students and ask them what should be included in their stories. Criteria should include:
 - an emergency situation
 - a 9-1-1 call, using the appropriate steps
 - a 9-1-1 call-taker asking questions and the caller answering them correctly
 - the call-taker dispatching the appropriate emergency service
- Design a rubric with the students based on these criteria.
- As a follow-up to these lessons, you might want to plan a Social Studies activity where students compare how different communities meet needs through emergency services (this is the topic of Module Three in Unit 3, *Interdependence*). This might be done through email or mail correspondence between two communities and would be particularly interesting if one community is rural and the other is urban.

Type of Situations Examples What to Do?

Activity Sheet 3-2: Labels - What Should You Do Chart

Type of Situations

Examples

What to Do?

Stranger Trouble

Someone has a bad cut

There is a storm and the power goes out

Someone had a bad fall

There has been a car accident and someone is hurt

A child swallows poison

Tell an adult, call 9-1-1

Common Illness or Health Problem

Someone allergic to peanuts eats a peanut butter cookie by mistake

A friend falls off a tree and cannot get up

There is a serious fight and someone is hurt

You smell smoke or see flames at home or in another building

Your goldfish has died

Tell an adult, call a doctor,
DO NOT CALL 9-1-1

Get out of the building, crawl if it is smoky,
run to a safe place, call 9-1-1

Fire

Pet Trouble

Tell an adult, **DO NOT CALL 9-1-1**

Type of Situations

Examples

What to Do?

Type of Situations	Examples	What to Do?
Power Failure	Someone is trying to break into your neighbour's house	Go to a safe place, call 9-1-1
	Someone chokes on food	
	A stranger is bothering you	
Injury	Your dog is lost	Tell an adult, call a vet, DO NOT CALL 9-1-1
	You have a stomach ache from eating too much pizza	
	You think your cat broke his paw	
Sudden Illness	Someone has an asthma attack	Tell an adult, call 9-1-1
	You have a bad earache	

How to Use 9-1-1

In any emergency situation that you cannot control, call 9-1-1!

- Stay calm, and dial 9-1-1. You will be connected to a call-taker.
- When your call is answered, the call-taker will automatically see a display of your phone number and address or land location. If you are calling from a cellular phone, you will have to provide this information.

To make sure you get the help you need as soon as possible, you will be asked:

- What is the nature of your emergency (do you need police, firefighters or ambulance)?
- What is the address or land location where the emergency is?
- What telephone number are you calling from?

Try to provide clear information about the nature of the emergency. This helps ensure a fast and efficient response. Safety Tip: Speak clearly and don't hang up until asked to do so by the operator.

It is very helpful if you can provide the call-taker with the following:

- Your name
- Your full street address or legal land description
- A description of your house or the location of the emergency
- Name of access road(s)
- Other landmarks

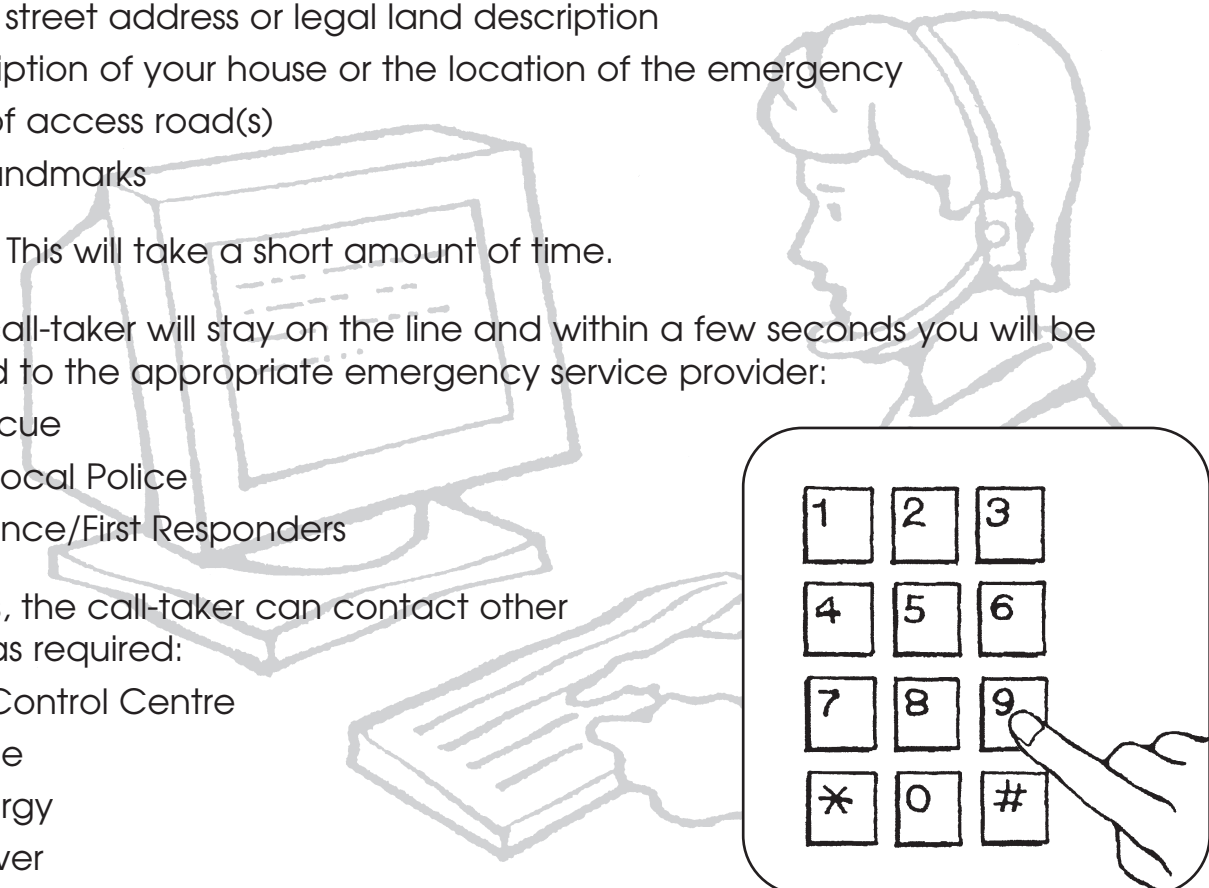
Stay calm. This will take a short amount of time.

The 9-1-1 call-taker will stay on the line and within a few seconds you will be connected to the appropriate emergency service provider:

- Fire/Rescue
- RCMP/Local Police
- Ambulance/First Responders

Sometimes, the call-taker can contact other agencies as required:

- Poison Control Centre
- Crisis Line
- SaskEnergy
- SaskPower



Other Helpful Information

For Police Emergencies:

- Are you in danger?
- Is someone's life in danger?
- Can you provide a description of the person causing the problem?

For Medical Emergencies:

- What is the condition of the patient? Is the person alert? Breathing?
- What is the main problem?
- Are you able to provide emergency first aid? Is it safe for you to do so?

For Fire Emergencies:

- Are you in danger?
- Is there anyone trapped or injured?
- Are smoke and flames visible?

Misuse of 9-1-1

When NOT to call

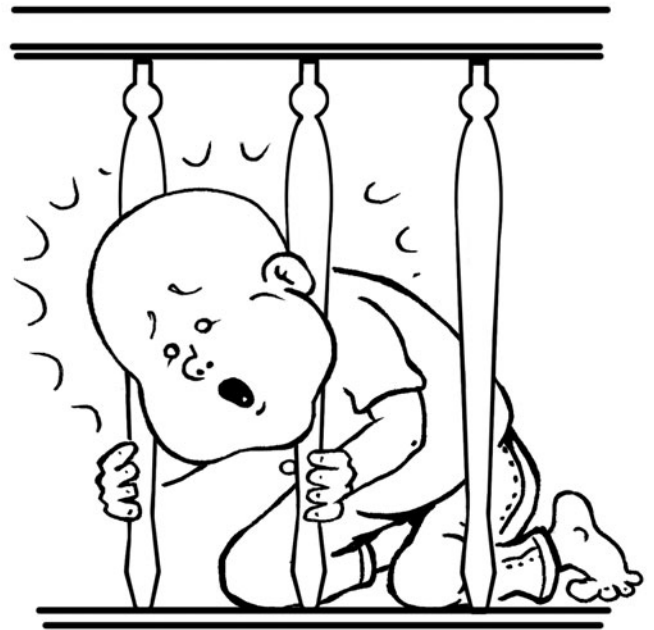
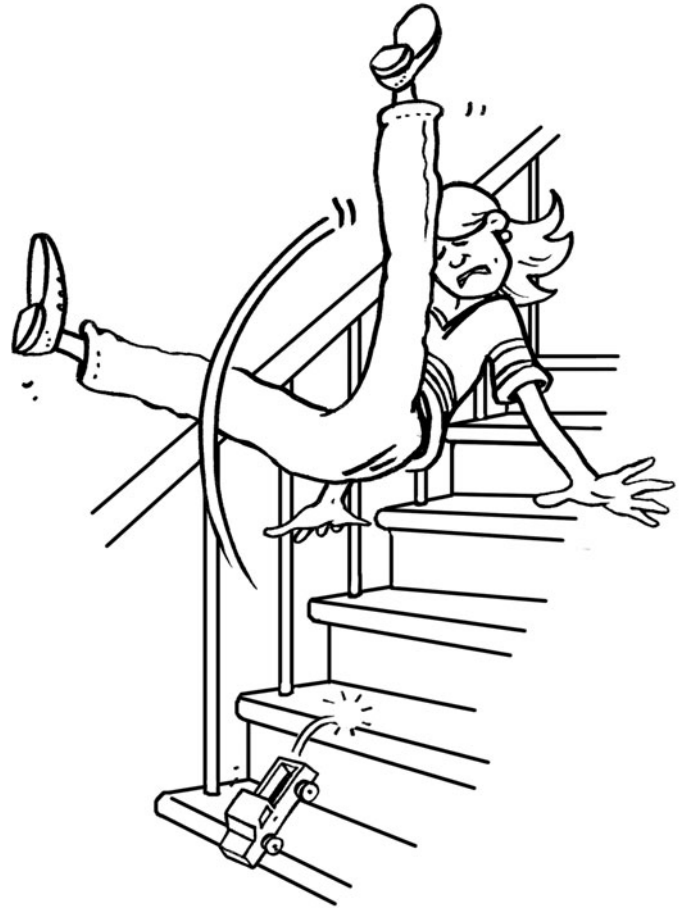
- Never call 9-1-1 as a joke
- Never call 9-1-1 to ask for information
- Never call 9-1-1 just to see if it works

Prank Calls

Prank calls are very serious as they may take the 9-1-1 call-takers away from a true emergency caller. This is a serious abuse of the 9-1-1 system.

- Police can find out who made the prank call, which will be thoroughly investigated.
- If emergency units are dispatched unnecessarily, the pranksters may have to pay for the costs involved.







Appendix A: Is This an Emergency Situation? Examples of Situations

Appendix B: Sample Letters to Families

 Kindergarten

 Grade 1

 Grade 2

 Grade 3

9-1-1 Reminders

Appendix A: Is This an Emergency Situation? Examples of Situations

At least one activity per grade level in this guide is designed to teach students to recognize an emergency situation (or to verify that they are able to do so). This list of situations is a compilation of examples used in those activities, plus a few more. Use examples from this list of situations as needed, to complement the activities for your grade level.

Examples:

- Your dad/mom/caregiver fell off a ladder and does not answer when you call his/her name.
- You see a car accident on the street and someone is hurt.
- You fall off your bicycle and scrape your knee.
- Your baby brother is drinking from a bottle of house-cleaning detergent.
- You cannot find your teddy bear.
- Someone is choking on food.
- Your dog runs away.
- There is a fire in your house.
- Your little brother falls into the pool/lake.
- Your goldfish dies.
- You are playing hide-and-seek and you cannot find your friend.
- You are playing in the backyard with your little sister and go back inside to get a drink. When you go back outside, the gate is open and your little sister is not in the backyard anymore.
- There is no more chocolate ice cream in the freezer.
- A stranger is breaking into your house.
- You ate too much chocolate cake and you have a bad stomach ache.
- Your dad hits your mom and your little brother.
- You woke up late and you missed the school bus.
- A Grade 5 child is bullying you.
- A dog is running after you.
- Someone who is allergic to peanut butter eats a peanut butter sandwich by mistake.
- You are downtown and you cannot find your parents.
- Your friend falls out of a tree and cannot get up.

Appendix B: Sample Letters to Families

Home-school communication and collaboration are key to the success of the lessons in this guide. The last lesson at each grade level suggests a “take home activity” to be done as a family. A letter to families should be sent to explain this assignment.

The following are sample letters and should be adapted to reflect local needs or realities. Such a letter should be sent home after the last 9-1-1 lesson to help families put in place a few practical steps to help their children use the knowledge, skills, and abilities developed at school and to make sure that even under the stress of an emergency situation they will know what to do.

The sample letters for each grade level are slightly different as they reflect the progression in the 9-1-1 lessons.

Dear Parents and Guardians,

We have learned a lot about emergency services at school and we would like to share information with you. The children have learned to identify emergency situations and to recognize the people in our communities who help in emergencies. They have also practised essential skills needed in an emergency situation:

- dialing 9-1-1
- saying their name, address, and telephone number

Here are some activities that you can do at home to extend and reinforce the work we have done in class, and to help your family put in place a plan should you ever need to use the 9-1-1 emergency service:

- Have your child practise regularly (once a month for example) how to:
 - say his or her name, address, and phone number very clearly
 - dial 9-1-1 from an **unplugged** phone
- Your child brought some “take home activities” to do with you. On the attached *9-1-1 Reminders* sheet, help your child write your home address or land description and phone number on the lines, then colour the emergency numbers (9-1-1) red. Post the sheet near the phone and explain that it is placed there to help you all remember what to do in an emergency, just in case you forget. Complete as many sheets as you have phones at home.
- Emergencies do not always happen at home. It would be very helpful if you talked to your child about other places where a similar sheet might be needed: the babysitter’s, grandparents’, or any other place where he or she stays often.

Do not hesitate to call me if you have any questions.

Dear Parents and Guardians,

As part of our unit on pedestrian safety, we have reviewed essential knowledge and skills necessary to obtain help in an emergency.

Children are encouraged to continue practising the following if necessary:

- say their name, address, and phone number very clearly
- dial 9-1-1 from an **unplugged** phone

Last year, your child may have brought home a *9-1-1 Reminders* sheet similar to the one attached. If not, help him or her write your home address or land description, and phone number on the lines, then colour the emergency numbers (9-1-1) red. Post the sheet near the phone and explain that it is placed there to help you all remember what to do in an emergency, just in case you forget. Complete as many sheets as you have phones at home. The attached sheet should also be used if you need to update any information that may have changed since last year.

Emergencies do not always happen at home. It would be very helpful if you talked to your child about other places where a similar sheet might be needed: the babysitter's, grandparents', or any other place where he or she stays often.

Do not hesitate to call me if you have any questions.

Dear Parents and Guardians,

We have just finished our Social Studies unit on communities and our Health Education unit on safety on the playground. We made a map of our community, learned about emergency services provided by our communities and reviewed essential knowledge and skills necessary to obtain help in an emergency. In Social Studies, we have also learned to describe a short route, using natural and constructed landmarks. Being able to do this can be useful when calling for help in an emergency, which explains today's homework.

With your help, your child should draw a simple diagram indicating the most direct routes from the police station, fire hall, and hospital to your home or farm. This diagram should be accompanied by brief, simple directions that include natural or constructed landmarks, where appropriate. We will use this diagram and the accompanying directions as a class but I will return them to you so they can be posted close to your phone.

Emergencies do not always happen at home. You might want to do this type of exercise with any other place where your child stays regularly (babysitter's, grandparents' home, etc.)

Last year, your child may have brought home a *9-1-1 Reminders* sheet similar to the one attached. If not, he or she should write your home address or land description and phone number on the lines, then colour the emergency numbers (9-1-1) red. Post the sheet near the phone and explain that it is placed there to help you all remember what to do in an emergency, just in case you forget. Complete as many sheets as you have phones at home. The attached sheet should also be used if you need to update any information that may have changed since last year.

It would be very helpful if you talked to your child about other places where a similar sheet might be needed: the babysitter's, grandparents', or any other place where he or she stays often.

Your child should continue to practise the following if necessary:

- say his or her name, address, and phone number very clearly
- dial 9-1-1 from an **unplugged** phone

Do not hesitate to call me if you have any questions.

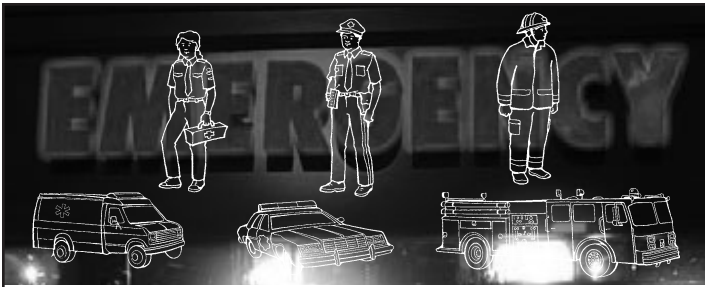
Dear Parents and Guardians,

As part of our Health Education unit on safety at home, we have done various activities related to injury prevention and have learned about various emergency services.

The children were invited to use the information from this unit and to reflect on how they and their families were prepared in case they ever needed to call 9-1-1. Following are a few questions you might want to discuss to make sure that your plan is in place:

- Do we have up-to-date *9-1-1 Reminders* with our address or land description, phone number, and the 9-1-1 number by our phone?
- Do we have a simple diagram indicating the most direct routes from the police station, fire hall, and hospital to our home or farm? Did we write brief, simple directions that include natural or constructed landmarks if appropriate, so that we can communicate this information easily if we needed to?
- Are there other places where we go often, where we should have a similar plan (babysitter's, grandparents')?

Do not hesitate to call me if you have any questions.

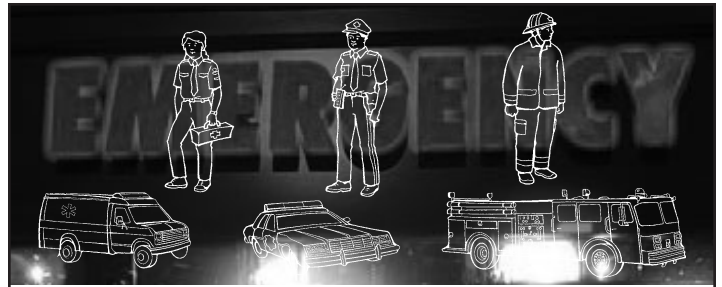


My address

My phone number

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In an emergency call... 9-1-1

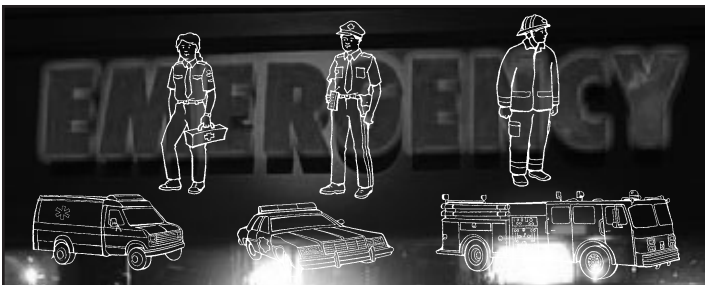


My address

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In an emergency call... 9-1-1

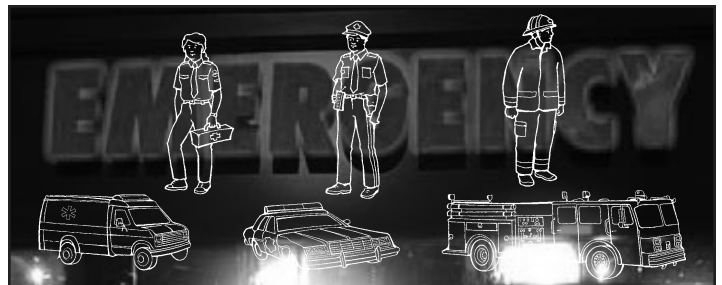


My address

My phone number

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In an emergency call... 9-1-1



My address

My phone number

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In an emergency call... 9-1-1