



Activity sheets

In this package:

This package contains nine different activities in tear off sheet format. When this supply runs low, please make copies.

These activities will help reassure your students that they can get emergency help when they need it, even if an adult isn't nearby.

In addition, the activities will help meet one of the key stage outcomes for the Health Education curriculum of the Nova Scotia Department of Education: "By the end of grade 3, students will be expected to develop knowledge of safety rules and procedures."

After completing the activities, students will have the knowledge, skills and attitudes they need to use the 9-1-1 emergency service. Some of the activities can also be used to reinforce Social Studies skills and concepts such as spatial orientation, mapping and community services.

Please see the *Teacher's Activity Guide* included in the Activity Pack folder for instructions on how to use each sheet and the appropriate grade levels (e.g., activity sheet 1, grades P-2).



Emergency Measures Organization



9-1-1 Activity Sheet 1

Topic

Emergency services in our community.

Suggested grade level

P-2

Curriculum connections

Health: Safety

Social Studies: Neighbourhood, Community

Learning outcome

Students will know and be able to identify people and vehicles that are ready to help in an emergency.

Introducing the activity

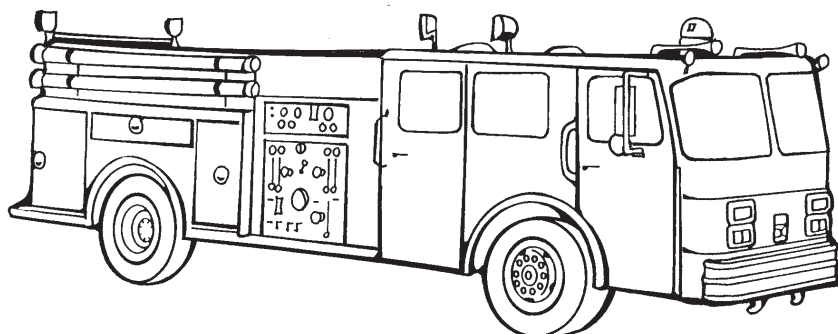
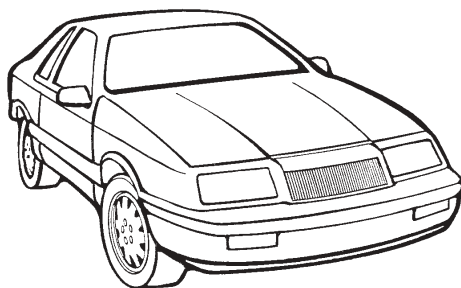
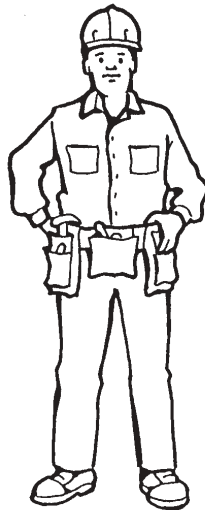
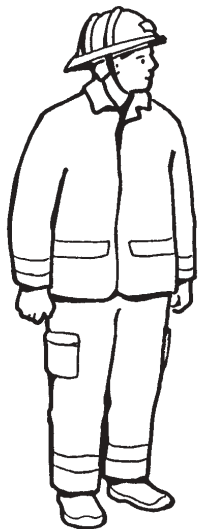
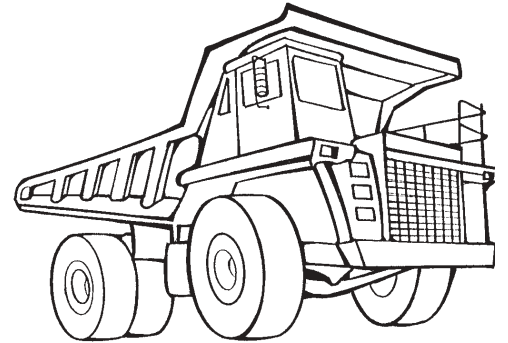
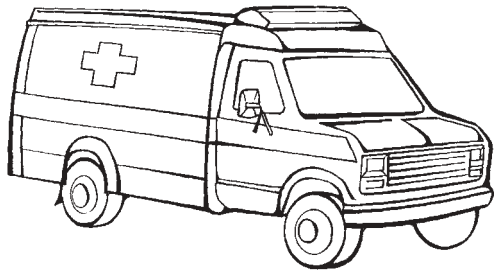
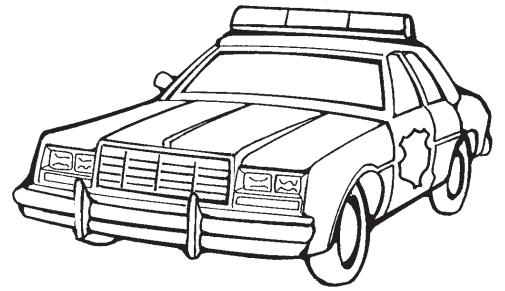
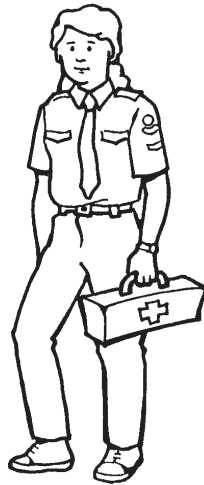
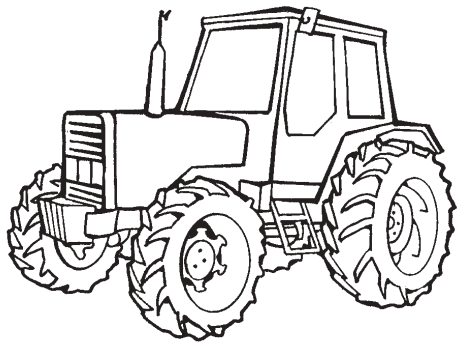
Lead a discussion. See the Teacher's Activity Guide, p. 1.

Instructions: Colour the people and vehicles that are ready to help in an emergency.

Variation, extension

- Ask children to draw a picture of an emergency situation, incorporating one or more of the cut-out pictures.
- Ask older children to write a story about an emergency, then use one of the cut-out pictures to illustrate the story.
- Describe an emergency. Ask the children to circle the vehicle and/or people who would come to help.

For mapping activities, see the Teacher's Activity Guide, p. 1.





9-I-I Activity Sheet 2

Topic

What is an emergency?

Suggested grade level

P-1

Curriculum connections

Health: Safety Procedures

Social Studies: Neighbourhood, Community Services

Learning outcome

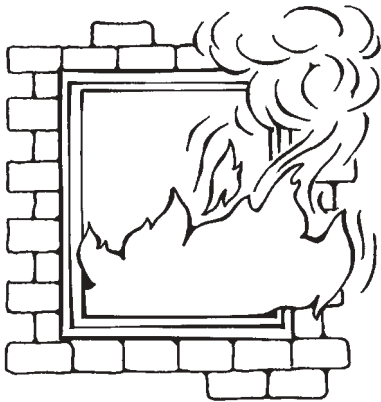
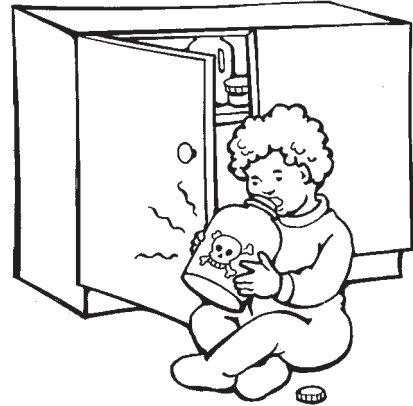
Students will know and be able to recognize situations that require emergency help.

Introducing the activity

Instructions: Cut the pictures apart and sort them into two piles: “emergency” and “not an emergency.” On a separate sheet of paper, print the heading “This is an emergency” and paste the pictures that show an emergency onto the sheet. On a second page write “This is not an emergency” and paste the non-emergency pictures below the heading. Colour the pictures.

Variation, extension

- Ask individual children to use the cut-out pictures to illustrate the “emergencies” chart that was created as a class activity (see the Teacher’s Activity Guide, p. 4), in the correct box under the “type of emergency” heading.





9-1-1 Activity Sheet 3

Topic

The telephone.

Suggested grade level

P-1

Curriculum connections

Health: Safety Procedures

Learning outcome

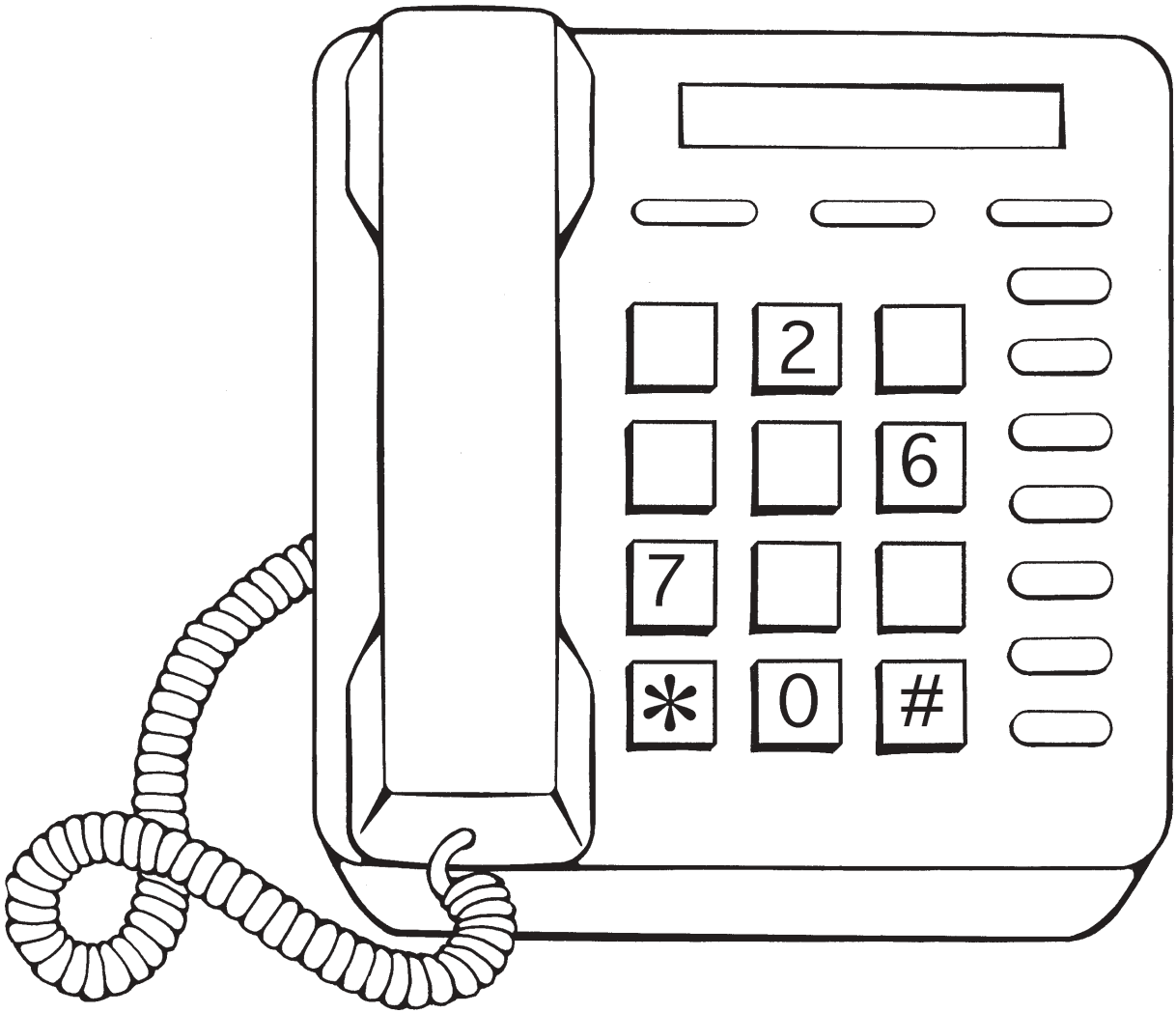
Students will know and be able to recall the 9-1-1 emergency number and their home phone numbers.

Introducing the activity

Instructions: Write the missing numerals on the picture of the phone. Write your home phone number and the emergency number in the boxes.

Variation, extension

- Combine this activity with the “phone search” (see the Teacher’s Activity Guide, p. 5). On the chalkboard, sketch different types of phones (e.g., rotary, cellular, pay phone) and ask students to supply the numerals.
- Draw three or four phone pads on the chalkboard, without the numerals. Have a race to see which student can write in all the numbers first.



My phone number

-

Emergency phone number



9-1-1 Activity Sheet 4

Topic

The 9-1-1 call taker.

Suggested grade level

1–2

Curriculum connections

Health: Safety Procedures

Social Studies: Community Services

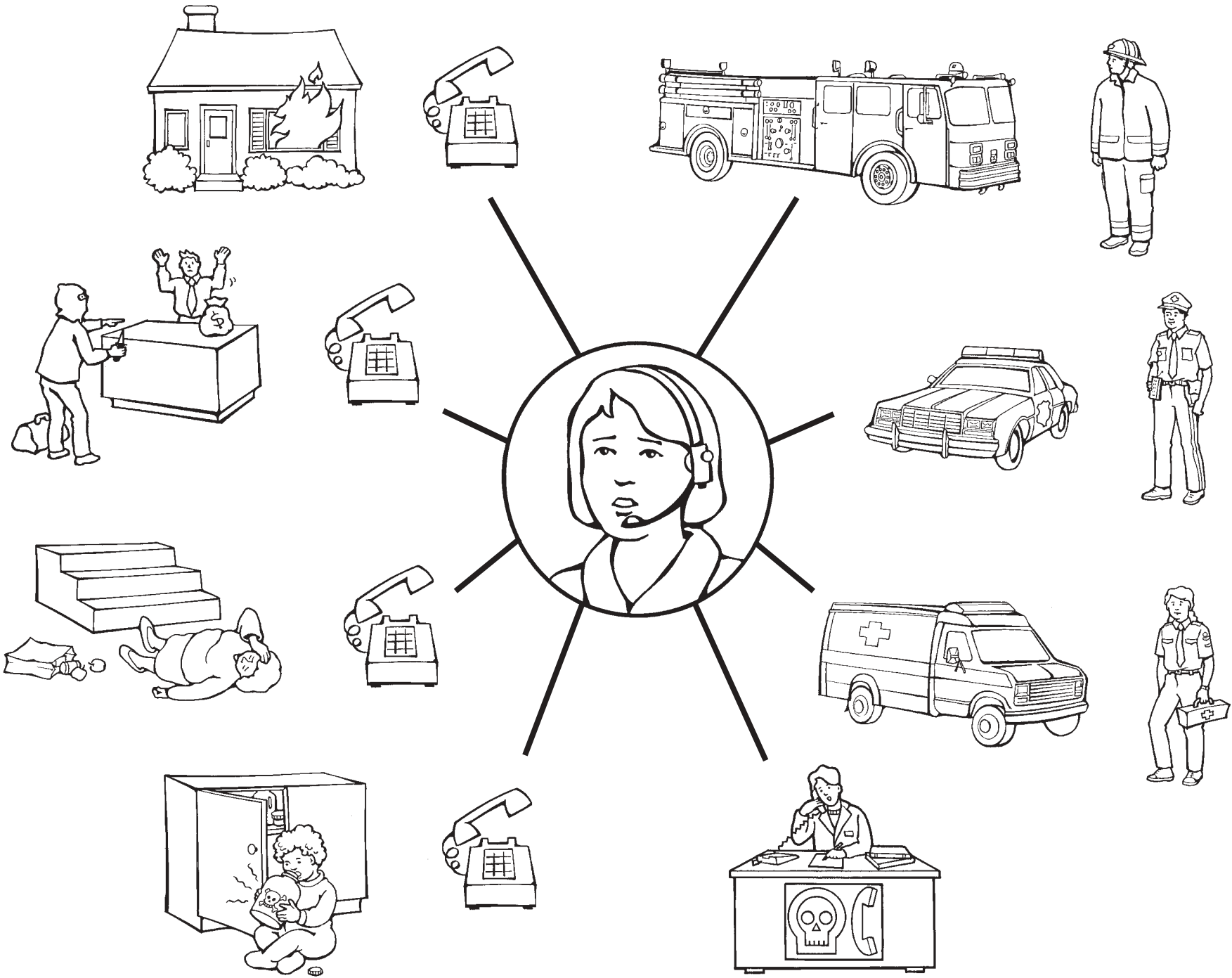
Learning outcome

Students will know and be able to describe the role of the 9-1-1 call taker.

Introducing the activity

Discuss the role of the 9-1-1 call taker.

Instructions: “Make the connection” by drawing a line from the caller’s phone to the 9-1-1 call taker, and then to the emergency service the caller needs. Use a different coloured line for each emergency.





9-1-1 Activity Sheet 5

Topic

How to call 9-1-1.

Suggested grade level

1–3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to describe the steps involved in calling 9-1-1.

Introducing the activity

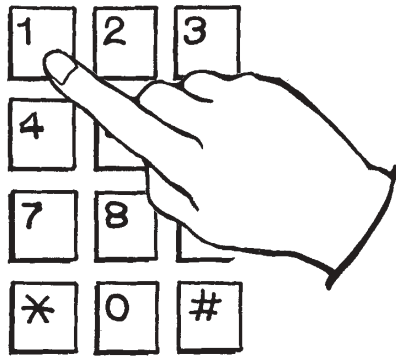
Instructions: Colour the pictures, then cut them apart. Arrange them in the correct order and then paste them onto another sheet of paper or make them into a booklet. Number the pictures. Use the pictures to tell the story of what you would do if you needed emergency help.

Correct order:

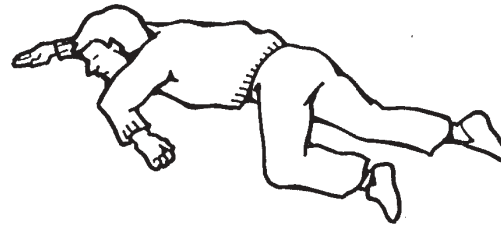
1. Help! Emergency!
2. Lift the receiver.
3. Hear the dial tone.
4. Dial 9.
5. Dial 1.
6. Dial 1 again.
7. The call taker asks questions.
8. Help is on the way.
9. Don't hang up.

Variation, extension

- Ask children to take the sheets or booklets home and read them to parents or caretakers.
- To make larger books, enlarge the pictures before copying.
- Ask children to make a cover for their booklets. They could use pasta, string, etc. to make the numbers 9-1-1.
- For older children, replace the sentences with blank lines and ask them to write the correct instruction below each picture.
- Remove some sentences and some pictures. Ask children to supply the missing instruction or draw the missing picture.



Dial 1.



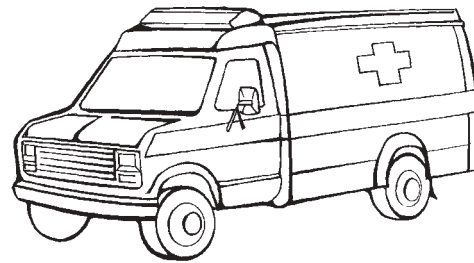
Help! Emergency!



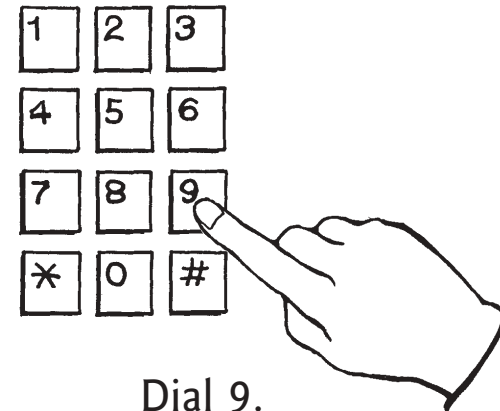
Hear the dial tone.



Don't hang up.



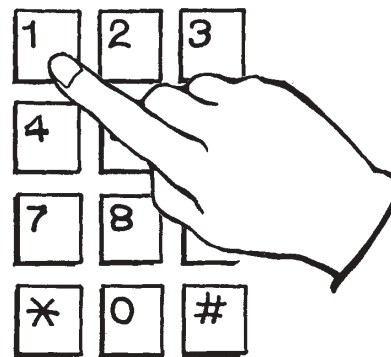
Help is on the way.



Dial 9.



Lift the receiver.



Dial 1 again.



The call taker asks questions.



9-1-1 Activity Sheet 6

Topic

Where do you live?

Suggested grade level

1–3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to state their civic address.

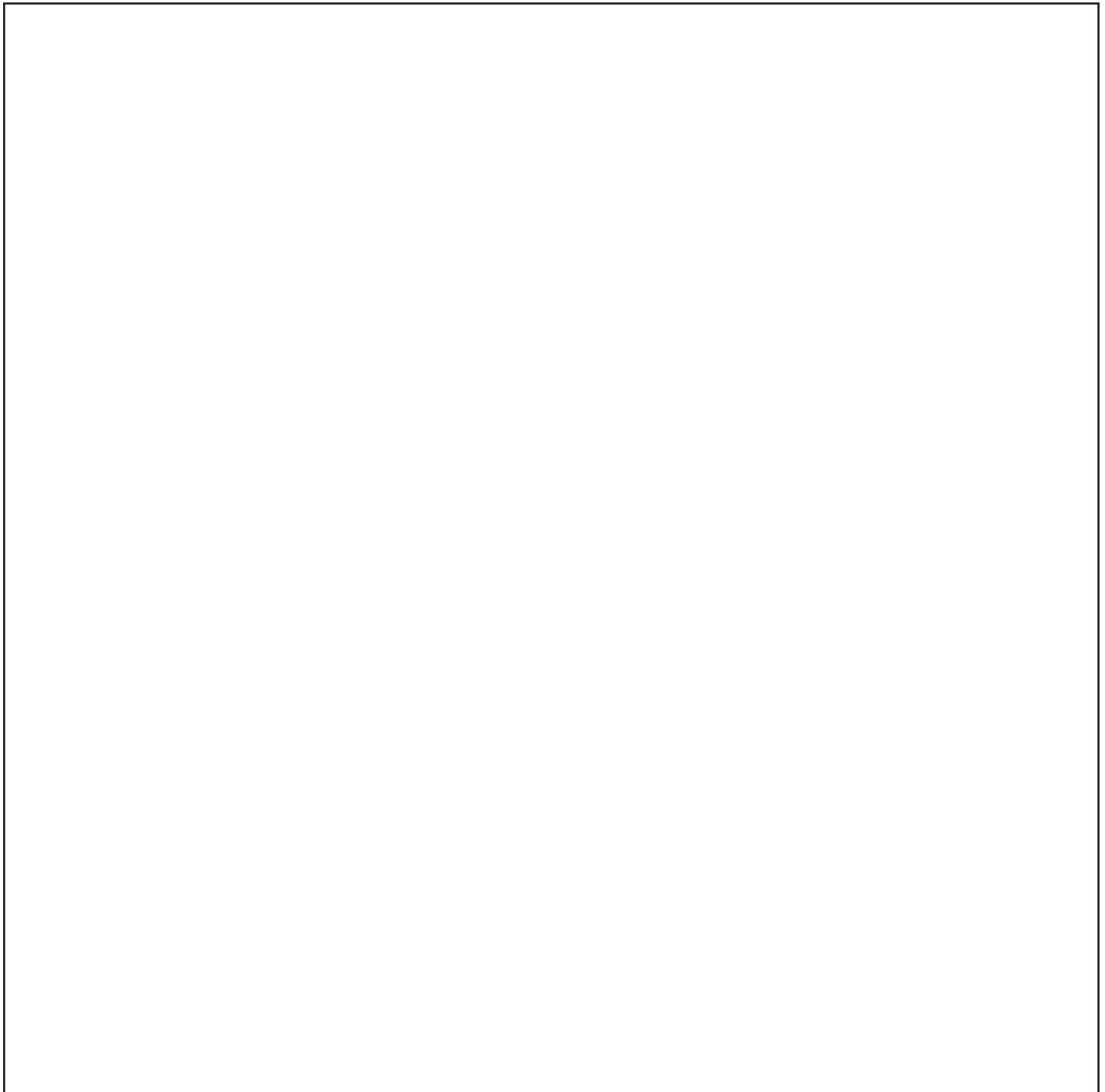
Introducing the activity

Discuss the reasons for having and displaying one's civic address. See the Teacher's Activity Guide, p. 8.

Depending on the level of the students, ask them to read and follow the directions on the sheet or read the directions with them first.

Assign this as a take-home activity, especially if your students live in a rural area.

1. Draw a picture of the house or apartment building where you live.
2. Write the number of the house or building on the front door. If you live in an apartment, write the apartment number on the window where you live.
3. The name of my street or road is _____.
4. If you don't know your street name and house number (civic address), ask a parent. If your parent doesn't know, he or she can find out by calling 1-800-388-3911. You will need to know your address if there is an emergency at home.





9-1-1 Activity Sheet 7

Topic

What to say to the 9-1-1 call taker.

Suggested grade level

2–3

Curriculum connections

Health: Safety Procedures

Learning outcome

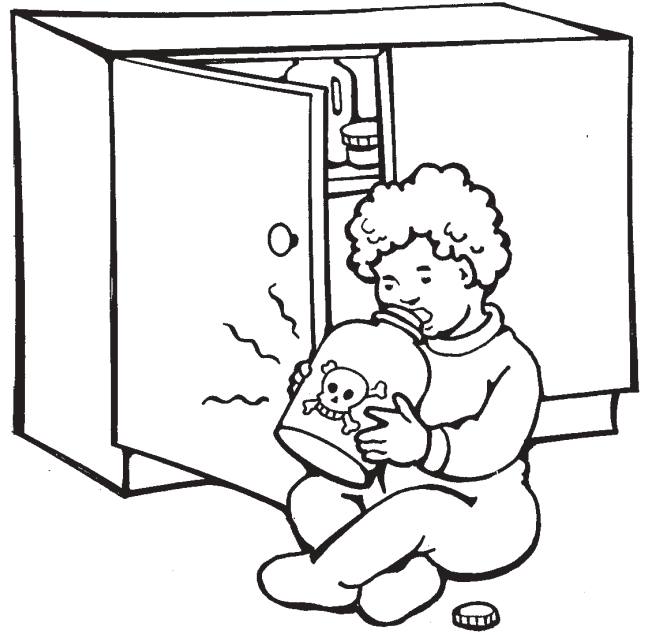
Students will know and be able to respond appropriately to questions typically asked by a 9-1-1 call taker.

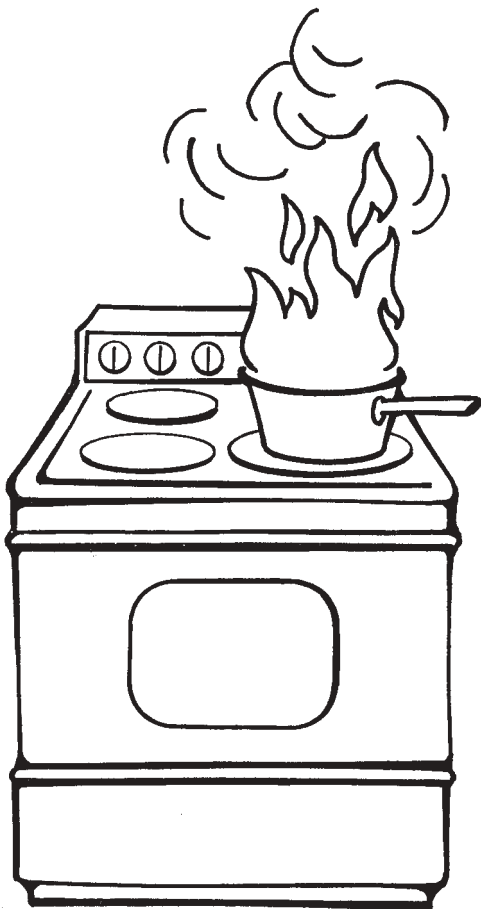
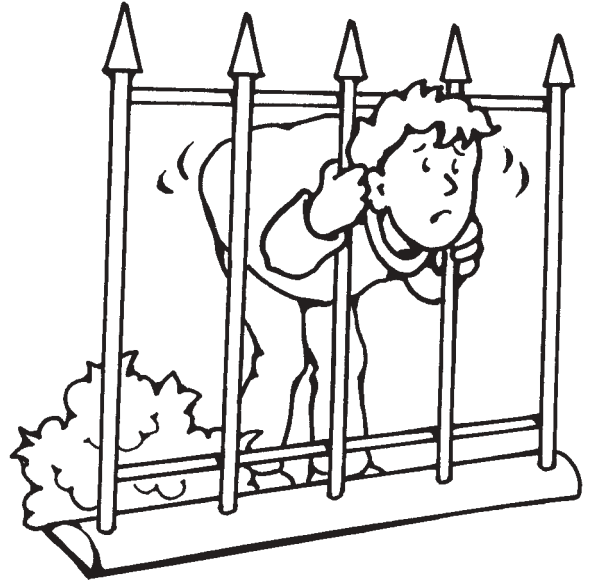
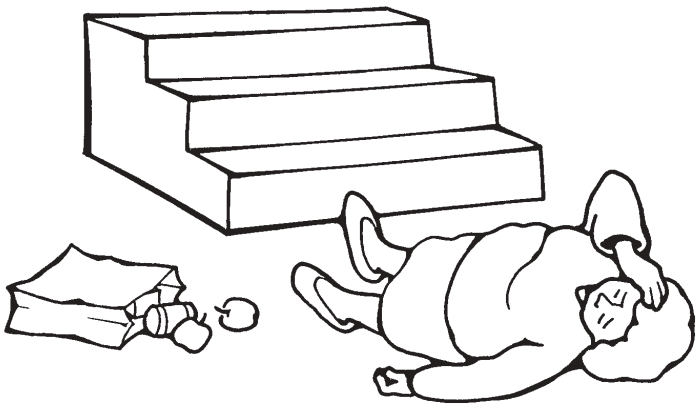
Introducing the activity

Use the task cards included in this folder to initiate a role play between a caller and a 9-1-1 call taker. See also the Teacher’s Activity Guide, p. 10.

Copy, cut apart, and laminate Activity Sheet 7 (two pages, attached) for partner role plays.

During the day, simulate an emergency by dropping one of the task cards onto a student’s desk. The student must then quickly go to the role-play phone, call 9-1-1, and be prepared to answer questions asked by the “call taker” (i.e., the teacher).







9-1-1 Activity Sheet 8

Topic

Remembering 9-1-1.

Suggested grade level

P-3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will know and be able to recall the 9-1-1 number at the time of an emergency.

Introducing the activity

Discuss the various ways that people can react to an emergency and the importance of reminders. See also the Teacher's Activity Guide, p. 12.

Send this activity home and ask the children to complete it with a parent or older sibling.

Instructions: Write your home address and phone number on the lines. Colour the emergency numbers (9-1-1) red. Post the sheet near the phone, to help you remember what to do in an emergency.

Variation, extension

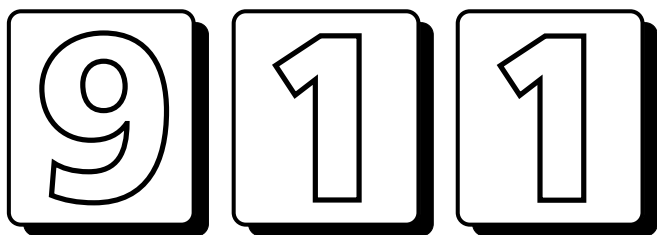
- Design and post 9-1-1 reminders near phones in your school, including pay phones.



My address

My phone number

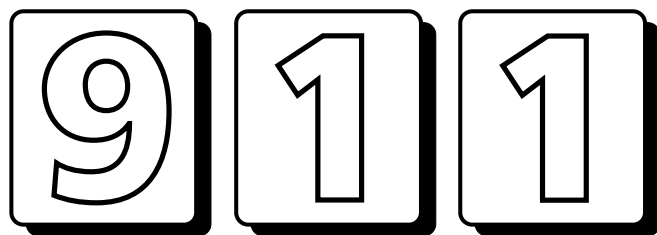
In an emergency call...



My address

My phone number

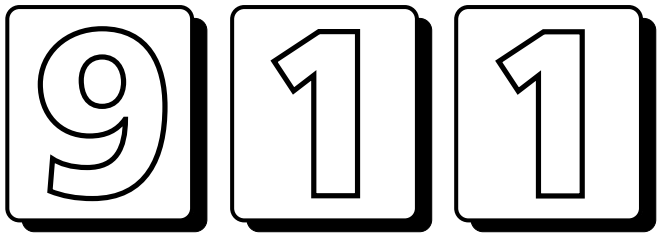
In an emergency call...



My address

My phone number

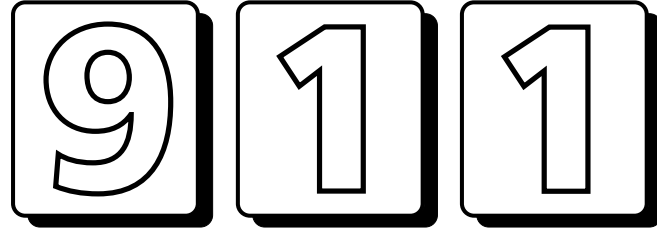
In an emergency call...



My address

My phone number

In an emergency call...





9-1-1 Activity Sheet 9

Topic

Are you ready to use 9-1-1?

Suggested grade level

3

Curriculum connections

Health: Safety Procedures

Learning outcome

Students will demonstrate that they have the knowledge, skills, and attitudes needed to use the 9-1-1 emergency service.

Introducing the activity

Use this handout as a follow-up and/or assessment activity.

Read through the questions with the class.

Follow-Up

Be sure to go over the answers with your students as soon as possible to reinforce the correct information. See the Teacher's Activity Guide, p. 13, for the answer key.

Are you ready to use 9-1-1?

1. Have you practised dialling 9-1-1 on an unplugged phone or a toy phone? yes no

Have you practised with your eyes closed or blindfolded? yes no

2. Read about each problem. If you think you should call 9-1-1, check (✓) the yes circle. If not, check the no circle.

Call 9-1-1?

yes no

- a) You think there is a fire in your basement
- b) You can't find your homework
- c) You can't find your pet
- d) Someone who is allergic to peanuts eats a peanut butter cookie by mistake
- e) You see someone on a bicycle get hit by a car
- f) You fall down and scrape your knee
- g) A friend falls out of a tree and can't get up
- h) You see someone breaking a window and climbing into your neighbour's house
- i) You have a stomach ache from eating too much pizza
- j) A two-year-old eats some pills from the medicine cabinet
- k) You are downtown and you can't find your parents

3. If you are alone and something happens that worries or scares you and you aren't sure whether it's a 9-1-1 emergency or not, what is the safest thing to do?

(please turn over)

4. In some kinds of emergencies you need to get to a safe place first, even before you call 9-1-1. Give an example of this kind of emergency.

5. Do you know your street address and home phone number? Write them here.

My address: _____

My phone number: _____

6. The call taker may ask you not to hang up while you are waiting for emergency help. Why do you think it could be important to stay on the line?

7. If you dial 9-1-1 by mistake, what should you do?

8. What can happen if someone dials 9-1-1 as a joke? (at least two things)



This is to certify that

knows to use 911 in an emergency.

Teacher's signature

Date




NOVA SCOTIA
Emergency Measures Organization