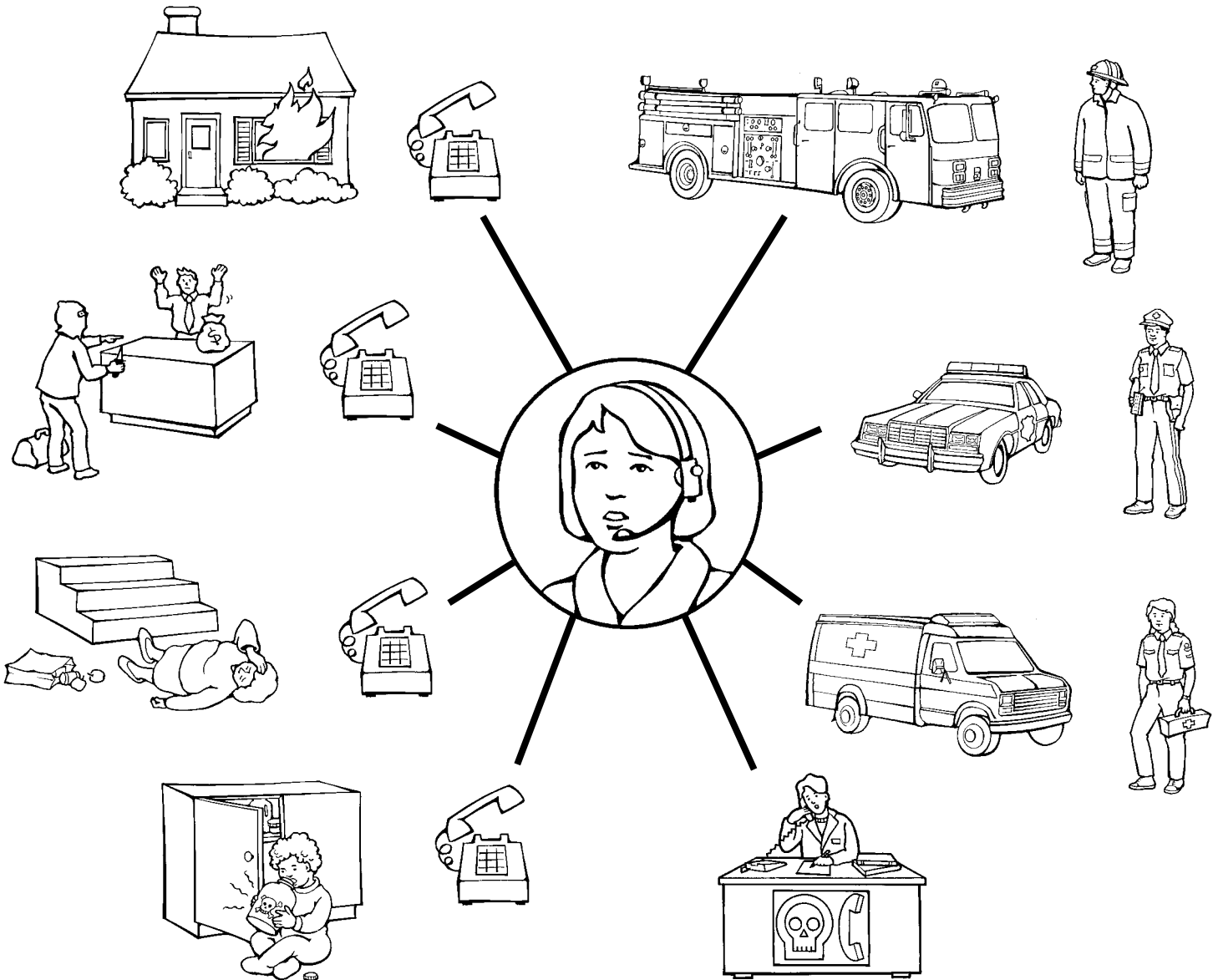


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Activity Pack

Teacher's Activity Guide




NOVA SCOTIA

Emergency Measures Organization

Activity 1

Emergency Services in Our Community

Learning Outcomes

Students will know and be able to...

- ✓ identify people and vehicles that are ready to help in an emergency
- ✓ locate the nearest fire hall, police station, and hospital on a map
- ✓ locate where they live on a map

□ *Activity Sheet 1*

Grades P-2

Lead a discussion:

- Why do emergency vehicles sometimes drive with their lights flashing and their sirens on?
- How does the driver know it is an emergency? How does he or she know where to go?
- What are other drivers supposed to do?

Initiate a discussion by showing pictures of different types of emergency vehicles, or by bringing toy or model vehicles to class. Ask children to match types of emergencies with community services (i.e., fire, police, ambulance, poison centre).

Distribute Activity Sheet 1 and ask your students to colour the people and vehicles that are ready to help in an emergency.

Mapping

Grades P-2

As a class, make a simplified map of your community. The map could be a three-dimensional floor map, using blocks, etc., to mark important landmarks and buildings. The map could also be a simple grid drawn on a large sheet of paper, or on the chalkboard. Locate and mark the nearest fire hall, police station, and hospital.

Outline the route from the fire hall, police station, and hospital to your school. Use string, a marker, and/or walk the route.

Ask the children to locate approximately where they live on the map. Their homes could be marked with dots, push pins with flags, or the small plastic houses used in board games.

Role Play

Grades P-2

Construct emergency vehicles out of shoe boxes. Or ask the children to bring toy vehicles from home. Use the vehicles to act out a response to an emergency at your school. Use the floor map, if you made one.

Field Trip

Grades P-3

Arrange a class visit to the fire hall and police station.

Activity 2

What is an Emergency?

Learning Outcomes

Students will know and be able to...

- ✓ give examples of circumstances where emergency help is needed
- ✓ recognize situations that require emergency help
- ✓ describe appropriate ways to respond to emergencies and to summon help
- ✓ recall the emergency phone number: 9-1-1

Activity Sheet 2

Grades P-1

Lead a discussion:

- What is an emergency? Give examples.
- What is the difference between an emergency and other types of problems?

Copy and distribute Activity Sheet 2. Ask the children to cut the pictures apart and sort them into two piles: “emergency” and “not an emergency.” On a separate sheet of paper, ask the children to print the heading “This is an emergency.” Then ask them to paste the pictures that show an emergency onto the sheet. On a second sheet, they can write “This is not an emergency” and paste the rest of the pictures below the heading. Finally, they can colour and display the pictures.

Chart Activity

Grades 1-3

Lead a discussion:

- What can you do if an emergency happens to you, or if you see it happen to someone else?

Discuss the different types of emergencies and how your 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. Record the results in chart form (see page 4). 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.

It is important that your students be aware of these dangers and how they should respond to them. On the other hand, try not to provoke unnecessary fear and anxiety. Steer the discussion away from graphic details, use a reassuring tone, and emphasize the fact that help is always available to them. If an adult isn't 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 your students that *if they aren't 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.

Randomly ask individual children what number they could call in an emergency. For reinforcement, ask them to write the number on the chalkboard or in their notebooks.

Type of Emergency	Examples	What to Do
sudden illness or breathing problem	poisoning, asthma attack, allergic reaction to peanuts, choking	tell an adult, call 9-1-1
fire	you are at home or in some other building and you smell smoke or see flames	get out of the building, crawl if it is smoky, run to a safe place, call 9-1-1
someone is hurt	bad fall, car accident, bad cut, serious fight	tell an adult, call 9-1-1
a stranger is scaring you	someone is trying to break into your house or a neighbour's house, a stranger is bothering you	get to a safe place, call 9-1-1
a pet is in trouble	your cat or dog is lost or sick	tell an adult, call a vet or animal hospital, do not call 9-1-1

Number modelling

Grades P-2

Find different ways to write and model 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 a 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.

Activity 3

The Telephone

Learning Outcomes

Students will know and be able to...

- ✓ recall the 9-1-1 emergency number and their home phone numbers
- ✓ locate phones they could use to call 9-1-1 at home, at school, and in the community

Phone Search

Grades P-3

Lead a discussion:

- Do you know your home phone number?
When might you need to know it?
- How many phones are in your home? your school?
Where are they?
- Does anyone have a phone in his or her family car?
- Is there a pay phone between your home and school?
- How many pay phones do you know about in your community?

Randomly ask students to recite their home phone number, or to come to the chalkboard and write it. They may need to know their home phone number if they are lost or there is an emergency.

Mark pay phones on a map. Note that 9-1-1 can be called from any pay phone. No money is needed.

Discuss the different kinds and shapes of phones and how to use them; e.g., rotary dial phones, phones with multiple lines, cordless phones, pay phones, and cellular phones. Where possible bring samples, which can also be used for the dialling exercise (p. 7).

Activity Sheet 3

Grades P-1

Copy and distribute Activity Sheet 3.

Ask children to fill in the missing numbers on the picture of the phone. Ask them to write the emergency number and their home phone number on the lines provided.

Activity 4

The 9-1-1 Call Taker

Learning Outcome

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

Activity Sheet 4

Grades 1–2

Lead a discussion:

- What kind of person would be good at taking 9-1-1 calls?
- What does he or she have to know?

Although the 9-1-1 call taker may not be as visible as a police officer or fire fighter, he or she is an important community helper. A call taker is always there, ready to connect the caller to emergency help.

Copy and distribute Activity Sheet 4. Ask students to “make the connection” by drawing a line between the caller’s phone, the 9-1-1 call taker, and the appropriate emergency service.

Activity 5

How to Call 9-1-1

Learning Outcomes

Students will know and be able to...

- ✓ dial 9-1-1 while looking at a phone pad
- ✓ dial 9-1-1 in the dark
- ✓ describe the steps involved in calling 9-1-1

Dialling Exercise

Grades 1–3

Use the phones included with this Activity Pack. Also, ask your students to bring to class old phones and toy phones from home. If possible have a rotary phone as well. Use the phones to practice dialling 9-1-1. Be sure to explain that the real phones are unplugged and therefore don't have a dial tone. They must *never* call 9-1-1 on a real phone unless they have a real emergency (see also discussion notes on p. 11).

Points to emphasize:

- First lift the receiver and listen for the dial tone (*exception*: cell phone).
- Dial 9, then dial 1, then dial 1 again.
- You can call 9-1-1 from any pay phone. You don't need any money.
- Don't 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 address.

There may be times when you have to dial in the dark (ask for examples). Blindfold one child at a time and ask him or her to find and dial the right keys by touch. They can also practice dialling with their eyes closed.

Activity Sheet 5

Grades 1–3

Copy and distribute Activity Sheet 5. Ask the children to colour the pictures, cut them apart, rearrange them in the correct sequence, number them, and either paste them onto another sheet of paper or make them into a booklet. They can then use the pictures to help them tell the story of what they would do if they needed emergency help.

Activity 6

Where Do You Live?

Learning Outcome

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

Address Search

Grades P-1

Write each student's name on one side of a piece of paper and his or her address on the other side. The address should include the apartment number, house number, street name, and community name. Place the papers, address side up, around the room. The children try to find their own addresses, then turn the paper over to see if they are right.

Activity Sheet 6

Grades 1-3

Lead a discussion:

- Why do you have a number on your house? What is it used for? Who needs to see it?
- What kinds of numbers are the easiest to see from the road?
- If you were at someone else's house or apartment, how could you find out the address?

Every residence in Nova Scotia now has a civic address. This makes it easier to locate the residence quickly in the 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.

Copy and distribute Activity Sheet 6. If needed, go over the instructions as a class. Especially in rural areas, you may want to assign this as a take-home exercise. In some cases, parents may not yet know their civic address. They can find out what it is by calling the toll-free number listed on the activity sheet.

Mapping

Grades 1-3

Ask each student to write his or her address on a slip of paper (or on a cutout in the shape of a house), then tape or pin it onto a street map of the neighbourhood or community.

Partner Exercise

Grades 1-3

Divide the class into pairs. Have students practice telling their street addresses and phone numbers to each other. Each student can then report his or her partners' information to the rest of the class.

Party Invitations

Grades 1–3

Ask students to imagine that they will be hosting a party (e.g., birthday, Valentine, Easter, Hallowe'en). They will design their own invitations and write the necessary information inside (name, date and time, home address, phone number). Or ask them to write their home addresses on their classroom “mailboxes.”

Activity 7

What to Say to the 9-1-1 Call Taker

Learning Outcomes

Students will know and be able to...

- ✓ respond appropriately to questions typically asked by a 9-1-1 call taker
- ✓ describe the consequences of calling 9-1-1 by mistake or as a joke

□ Activity Sheet 7 (Role Play)

Grades 2–3

Use the phones and the set of colour task cards included in this Activity Pack to introduce the role play. Each card illustrates a different emergency. Choose one scenario to demonstrate a conversation between a caller and a 9-1-1 call taker, as follows:

Call taker: “9-1-1. What is your emergency?”

Caller: Describe the problem illustrated on the task card.

Call taker: Ask questions to find out who is calling, who needs help, and where. Make sure the caller is not in immediate danger (e.g., if there is a fire in the building). Ask the caller to stay on the line in case more information is needed.

Points to remember:

- Call from a safe place.
- Stay calm.
- Speak slowly.
- Don’t hang up until you are told to.

Repeat the role play, using different task cards.

Older students may be able to take turns playing the role of the caller and call taker. Copy and cut apart Activity Sheet 7.

Once students are familiar with the procedure, warn them that an “emergency” could happen to them any time during the day; i.e., you might drop a task card on one of their desks. When this happens, he or she must run to the practice phone in the room, dial 9-1-1, and be ready to answer the questions you ask from the other phone. Emphasize that this is a practice exercise, using nonfunctioning phones. See p. 11 for a discussion of the consequences of dialling 9-1-1 by mistake or as a prank.

Discussion

Grades 2–3

- If you were a 9-1-1 call taker and you answered the phone but you couldn't hear anything, what would you think? What would you do?

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 cell phone). This will happen even if you hang up before the phone rings on the other end. If no one answers or you pick up the phone but don't speak, the call taker will think that you might be sick or in trouble and can't talk. The police will investigate to determine whether you have an emergency and they may go to the address.

So if you call 9-1-1 by accident, it is better to stay on the line and explain to the call taker what happened. You won't get into trouble if it was an honest mistake.

This is what could happen if the call was a joke or a trick:

- The police may come.
- You could get into trouble.
- Your parents could get into trouble.
- Someone who really needs help might have to wait.

Activity 8

Remembering 9-1-1

Learning Outcome

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

Activity Sheet 8 Grades P-3

Lead a discussion:

- Why do people sometimes forget what to do in an emergency?
- Have you ever had a “panic attack?” What happened?

9-1-1 only helps in an emergency if you remember to use it! That’s why it helps to have reminders near the phone.

Copy Activity Sheet 8 (one for four students), then cut the sheets as marked. Give one to each child to take home and complete with a parent or older sibling. They can write their home address and phone number on the blanks and colour the emergency numbers (9-1-1) red. Ask them to post the sheet near the phone.

Activity 9

Are You Ready to Use 9-1-1?

Learning Outcome

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

Activity Sheet 9

Grade 3

Use this handout as a follow-up and/or assessment activity. Read the questions with the class to ensure that you are assessing the learning outcome rather than their literacy levels. Go over the answers with your students as soon as possible to reinforce the correct information. Award 9-1-1 certificates, included in this Activity Pack, to all Grade 3 students who completed and successfully corrected their activity sheets.

Answer key:

2. *b, c, f, i* are not emergencies
3. call 9-1-1 and talk to the call taker
4. fire, being bothered by a stranger
6. in case the call taker or the emergency service needs more information, or needs to check information
7. 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)
8. the police will be called, the caller may get into trouble, someone who needs help may have to wait



Emergency Measures Organization