

Potential Integration:
ELA

Health

K.PCH.2.3

Illustrate how to get help in an emergency.

Materials:

- Ppt –How to Get Help in an Emergency
- Impatient Pamela Calls 9-1-1 by Mary Koski (ISBN-10: 1930650094) and/or Peanut's Emergency by Christine Salat (ISBN-10: 1570914400)
- Appendix 1 – 9-1-1 handout
- Optional video: <https://www.youtube.com/watch?v=4ntdwyY3B8c>

Focus:

Create a T-Chart of the board or use the Ppt slides for Emergency Y/N with a Smart Board. If using a Smart Board, display slide 3 and read each statement below asking students to decide if it is an emergency. Move the corresponding picture on the Smart Board to the appropriate category in the T-Chart.

- You see a fire in your house.
- A friend falls off his skateboard and is not moving or talking.
- Joey sees a car hit another car and people are badly hurt.
- Carlo is allergic to peanuts and he ate a cookie that had peanuts in it for lunch. His lips start to swell and he is having trouble breathing.
- John's sister is on the computer and he wants a turn.
- Charla cannot find her puppy.
- I scraped my knee.
- Ki's brother ate candy before dinner.
- The fence gate is stuck and I cannot get to the swing set.

Statement of Objectives:

You are going to learn how to recognize an emergency and what to do to get help safely. By the end of the lesson, you will be able to show me how to get help in an emergency.

Teacher Input:

There are lots of types of emergencies. Some emergencies require firefighters, others may require policemen and women, and others may require a paramedic, they often ride in an ambulance. If someone is hurt badly or very sick and cannot move or talk to get help or if there is fire that is not being controlled by an adult, you will need to get help quickly. One way to get help is to ask an adult. If an adult is not available to help you, call 9-1-1. This is a telephone number that should only be used in emergencies. The person who answers the phone is called an emergency dispatch operator and he or she will ask you a few questions. Your answers will help the operator determine who to send to the emergency. Some emergencies might require more than one community helper.

If you experience an emergency, be prepared to answer these questions:

Where are you calling from or are you at home and where do you live?

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What type of emergency is this – what happened?
Who needs help?
Is the person awake?
Is the person breathing?

It is perfectly normal to be nervous in an emergency and maybe even scared; however, it is important to stay calm and speak clearly to the emergency operator can hear and understand everything you say. Do not hang up until the emergency operator tells you it is okay. Reinforce that it is very important to only use 9-1-1 in an emergency.

Share the book, *Impatient Pamela Calls 9-1-1*. Tell the students that they are going to read about Pamela and watch as she learns how to recognize an emergency, her address, how to use a phone, and how to make a 9-1-1 call. Ask the students to pay attention to key details in this story like, who are the main characters? Where does the story take place? What happens to the main characters in this story?

It is important to learn your street name and house or apartment number. If you live in an apartment, know what floor you live on. This information can be very helpful in an emergency.

Another book that could be shared to provide an illustration of getting help in a non-9-1-1 emergency is *Peanut's Emergency* in which Peanut learns how to find a trusted adult when she has an emergency and she is away from her parents.

Another supplemental resource to demonstrate how to get help in an emergency is this video: <https://www.youtube.com/watch?v=4ntdwyY3B8c> - which was created by Weekly Reader. Creative characters like Maria, Cell Phone Sally, and Landline Luke teach viewers how to use different types of phones to make a 9-1-1 call.

Assessment:

Use the following questions to ask for important details in the text, *Impatient Pamela Calls 9-1-1*:

Who are the characters in this story?
What do you know about Pamela?
Where does this story take place?
Can you tell me what happened in the story in the beginning?
What happened after that?
What happened at the end?

Role play can be one of the best ways to reinforce and assess this learning in a safe and non-threatening environment. Create a scene:

Kara is at home when she sees smoke coming from her neighbor's house. What should she do? Use a phone unplugged or inactive cell phone for practice. The teacher will be the emergency operator and have students practice reporting the fire and answering the questions.

What is your name?

Are calling from home? (remind students we are pretending to be at home looking out our window at the neighbor's house)

Where do you live?

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What type of emergency is this – what happened?

Who needs help?

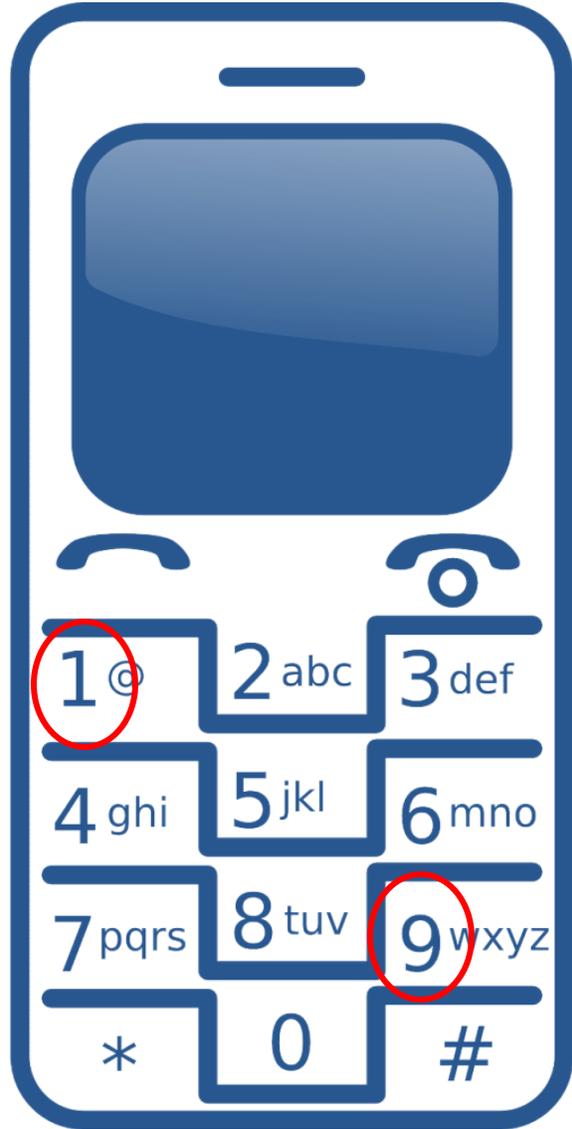
For homework, ask students to complete the 9-1-1 emergency information handout (Appendix A) with their parents by writing their house or apartment number and street name at the bottom of the page.

Closure

Today you learned how to recognize an emergency and how to get help in an emergency. It is very important to stay calm, find an adult that can help, or call 9-1-1. Keeping calm, speaking clearly, and providing answers to questions like what happened, where are you calling from, and who needs help will get the proper help to the situation as quickly as possible.

9-1-1

<https://www.needpix.com/photo/88753/cell-phone-phone-cellphone-mobile-phone-communication-cellular-telephone-telecommunication-technology>



House or Apartment Number:

Street Name:
