

Emergency Skills



Bold Text: suggested words to say to teach lesson
Italics: suggested actions to take
(Parenthesis): background information or suggested answers

After “Check-First,” the remaining lessons may be completed in any order.

Materials Needed for Lesson

- Charlie Check-First poster
- *Toys* poster
- A decorated box or bag to be your Safety Toy Box
- Assorted objects to put in Toy Box (some that represent the items on the poster [lesson topics] and some that do not)
- Toy or real phone
- *Safety Kids Songs* (optional)
- Emergency Phone List (Appendix)
- Letter to the Parents/Guardian (Appendix)

Objectives for Students

- Explain the meaning of the word *emergency*.
- Dial 911 and “0” on a toy phone.
- Practice saying their phone numbers.
- Identify an Emergency Phone List.

Review of Introduction or Past Lessons

Decide which topics you plan to teach for your session and put objects representing those topics in your Safety Toy Box before you begin.

Using the Toys poster, introduce the lesson as described in the Introduction under Safety Poster Teaching Procedure.

Always start with a review of the Check First concept! Recite Charlie’s rule.

Review concepts from any lessons previously taught. Point out the items on the poster that represent the concepts covered.

Lesson

Who can come up to the poster and point out a small machine that you use to talk with people who are not with you? *Have someone come up and point to the phone.*

Ask someone to come up to the prop box and find something (a toy or real phone) in there that works the same way as the item on the poster.



911 and 0

[Please teach the method of emergency calling that is appropriate for your area. Most locations use only 911, but some may still use 0, and others may use both.] **REMEMBER TO TURN THE PHONE OFF PRIOR TO DEMONSTRATING HOW TO CALL 911!**

I have a big word for you. “Emergency.” Do you know what that means? (It is a time when you need help right away.) **An emergency could be if you fall down the steps and break your leg or if your baby sister swallows something and is choking. Can you think of some others?** *Discuss.*



Hold up the toy or real phone. If you have an emergency you can use this to help you. What number should you press? (911)

Demonstrate how to dial 911. (Children can always dial “0” for help. They may get a recorded menu of options. If this happens, they can press “0” again or just stay on the line and a live operator will respond. That operator can then connect them to the proper emergency help.)

What do you tell the operator or the person who answers the phone? *Discuss the information that the operator will want to know: name, phone number, location, emergency, their age.*

Allow several students to come up and practice dialing or pushing 911 or 0.

PHONE NUMBERS

How many of you know your phone number?

(You may have only a few children who know their phone number at this age.)

It is important to know your phone number so that other people can help you. *If you are the regular classroom teacher, work on this skill. If you are not, encourage the teacher to do this. Make sure to include the area code!*

Remember that you should always Check First with a grown-up (if you can) before you use the phone. If you really need help, call 911.

A police officer is always your friend and will help you if you are in trouble. In an emergency you can always call the police. Make sure you keep the number for the police by your phone.

Discuss the numbers that should be kept by the phone in case of emergencies. Refer to the Emergency Phone List in the appendix.

Ask your mom, dad, or guardian to help you learn how to use the phone and to call emergency numbers.

Review the use of the telephone, 911 and 0. Give children a chance to practice on the toy or real phone.

Closure

Send home the Emergency Phone List found in the appendix.

Use the Safety Kids Songs music to reinforce the Check First rule.

Choose one or more of the Reinforcement Activities from the following pages.

Be a Safety Kid!



Reinforcement Activities



Songs

Sing songs using the *Safety Kids music*. Words are included in the appendix. Children love the repetition of the words, and the songs help them remember the rules.

Materials needed: *Safety Kids Songs*



Practice Phone

Students color a picture of a telephone. Practice touching the numbers for their phone number. Be sure to include the area code. Optional: Print their phone number on the paper.

Materials needed: telephone master and crayons



“Zero, my Hero” coloring page

Use this activity for those areas using 0 as an emergency number. Introduce the 0 as “Zero, my Hero”. Dialing zero can get you help quickly in an emergency.

Materials needed: “Zero, My Hero” master, crayons, markers



Phone Number Matching

Each student is given a sentence strip with his or her phone number written on it. They are also given small number cards that match the numbers in their phone number. They are asked to match the numbers in order from left to write. After all of the numbers are matched, they practice saying their phone number by reading the numbers in the correct order.

Materials needed: sentence strips, markers, scissors, small number cards



Sponge Number Phones

Using the picture of a phone, students glue sponge squares over the numbers. Glue paper numbers on the sponges. Students practice pressing 911 and home phone numbers. They may use phones to role-play calling for emergencies and calling their own homes.

Materials needed: phone master (it is best if copied on cardstock), glue, sponges cut into small squares (Tip: Kitchen sponges or expandable sponges that are flat until immersed in water work nicely), paper squares with numbers 0-9 for each student



Phone Chain

Children sit in a circle. The first person whispers a message into the next person's ear and then that person whispers the message into the next person's ear and so on until it reaches the end of the circle. The last person to get the message repeats the message out loud to see if what they heard is what was said originally. Try using different emergency situations or concepts that the class has learned.

Materials needed: none



0, 0, 911

Play this as you do "Duck, Duck, Goose." Children sit in a circle. One child is *It* and walks around the outside of the circle, tapping each child on the shoulder, and saying "0". Whenever *It* chooses, he or she taps a child and says "911." The child who was tapped needs to stand and chase after *It*. If the first child gets all the way around the circle and can sit down in the second child's former seat, he or she is safe. The second child becomes *It*. If *It* gets caught by the second child, then he or she is *It* again.

Materials needed: open space



Dialing Practice

Teacher can provide students with a list of emergency numbers ("0," "911," the police, their own phone number) so they can practice dialing on a toy phone or a paper model of a phone.

Materials needed: toy or paper phone, list of phone numbers for each stu-



“Zero, my Hero”



