

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” and “Safety Person/Safety House,” the remaining lessons may be completed in any order.

Materials Needed for Lesson

- Charlie Check-First poster
- *Treasure Chest* poster
- Charlie Check-First symbol card
- Emergency Skills symbol card (and any other topics you plan to cover)
- Toy or real phone
- *Safety Kids Songs* (optional)
- Letter to the Parents/Guardian (Appendix)

Objectives for Students

- List examples of emergencies and also non-emergency situations that need help.
- Explain ways to get help with and without the phone.
- Recite their phone numbers with the area code.
- Recall five pieces of information needed to give to an emergency operator.
- State how to use an Emergency Phone List.

Introduction or Review of Past Lessons

Decide which topics you plan to teach for your session and put those corresponding symbol cards inside the poster pocket before you begin.

Always start with a review of the Check First concept!

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

As you introduce a topic, a student (or teacher) removes and displays the symbol card from inside the pocket.

Proceed with the lesson.

Lesson

Symbol Card



Select a student to remove the symbol card of the phone.

This phone represents emergency situations. What does the word *emergency* mean? (a time when you really need help quickly).

Is this an emergency?

- ✓ You are home with only your mom and she falls and thinks her leg is broken.
- ✓ You left the freezer door open and the ice cream is melting down the door.

Have students give examples of emergency and non-emergency situations.

911

How can you get help in an emergency without using the phone? *Discuss.*



Hold up the phone prop.

There are several ways to get help in an emergency that involve using the phone. What is the best way? (911)

Remind the children that 911 is to be used only for a real emergency. If they call and tie up the line, it might cause a delay for someone else who does have an emergency.

(In many areas children can still 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.)

If you ever really do need to call for help, what five pieces of basic information should you know to give the operator?

(name, location, phone number, type of emergency, your age)

PHONE NUMBERS

You should all know your phone number and your area code. Why do you need to know this?

(If you are in an area away from your home you’ll get the wrong house if you dial your number and forget to dial the area code. It may not even ring at all without an area code. Some of you may even have different area codes than your neighbors.)

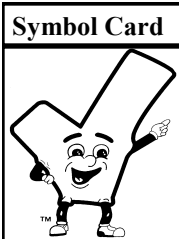
Explain speed dialing and how it can help for emergency numbers.

Discuss what numbers should be kept next to their phones. (Mom and Dad's work, neighbor, relative, police, fire. Show the Emergency Phone List from the appendix.)

Closure

If you are ever in doubt about a situation, Check First with an adult!

Be sure to make good decisions: in emergencies and non-emergencies. It is a smart decision to Check First!



As a review, hold up the Charlie Check-First symbol card and discuss its importance. Put it back in the poster pocket. Do the same for any other symbols you have reviewed or discussed.

Use the Safety Kids Songs to reinforce concepts.

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*



Future Phone

Each student creates a phone of the future. Illustrate the design on paper first and then use whatever materials they like to make their phone. Their phone should include a speed dial with the numbers 911 and “0” programmed into it. Encourage the children to get creative (for example, a camera built into the phone, you say who you want to call, the phone will automatically dial it for you).

Materials needed: drawing paper, crayons, markers, materials that the students bring from home



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



News Flash!

Each student writes a news article about an emergency situation. They act as the reporter covering the situation. Instruct the class that each article must include who, what, where, when, why and how. Option: Put together as a newspaper.

Materials needed: writing paper and pens/pencils



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



Emergency Mobiles

Have students write on different shapes of paper the information they need to tell the operator. This includes their name, their home address, age, phone number, type of emergency (make up one). Hang these shapes on clothes hangers with different lengths of string. Display the mobiles from ceiling or lights.



Materials needed: construction paper, crayons, markers, wire clothes hangers, string or yarn



Handy Reminders

Make a *handy* notepad to keep by the phone. This can be done in one of two ways:

1. Stuff an old or new glove with paper or polyester filling. Children use a stapler or a big needle and yarn to hand stitch the bottom shut.
2. Cut two pieces per child of the shape of a hand cut out of felt. Using staples or big needles, close around the edges except for the bottom. Stuff and stitch the bottom shut. Attach a notepad to the glove. Keep this by the phone to write down emergency numbers, messages, etc.

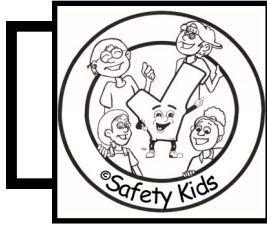
Materials needed: one glove per child or felt to cut hand shapes, big needles, yarn, notepads



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



Emergency Skills

Find the words from the word list and circle them. They may go across or down.

A Q T P H C A L L T I S
B Q M O E Y P N A J G T
A M X L L H R C G Y H B
A A E I P H O N E L Y E
B C I C E Y B A A X M J
I D T E X X L J O J C C
Q P A D D R E S S N L H
K H L C W Q M O S A R R
O P E R A T O R K M P P
D M D C S S Z H D E O H

Word List

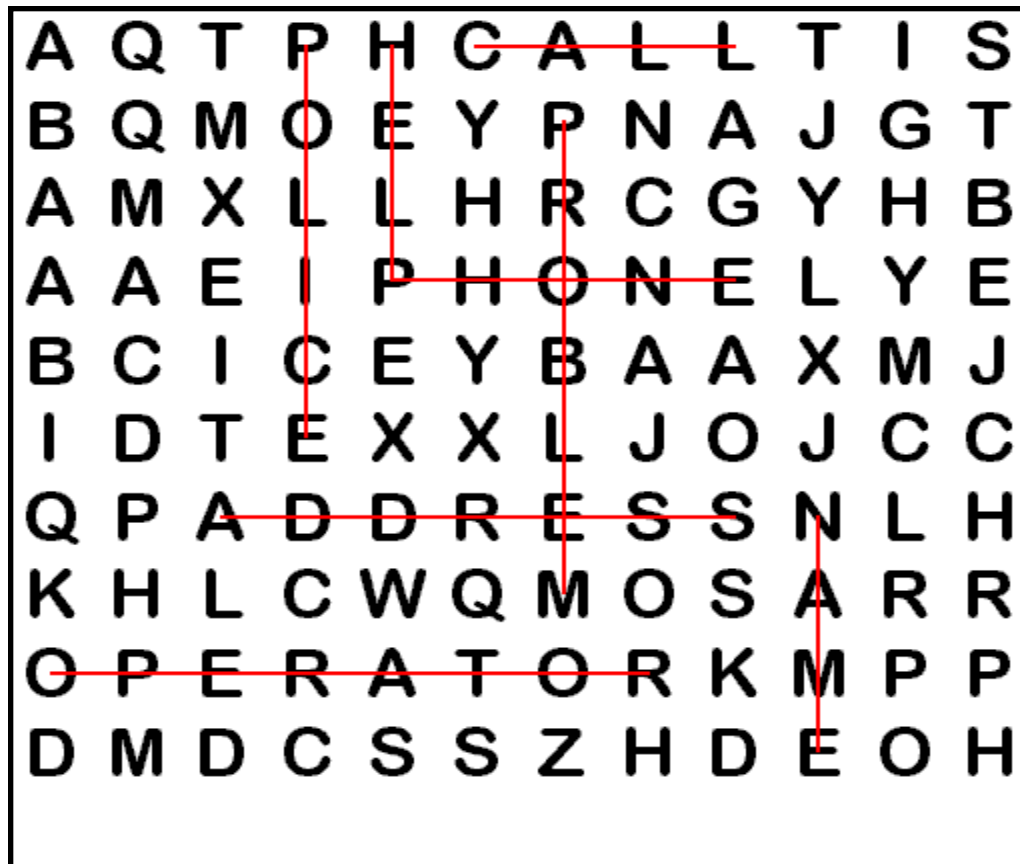
| | |
|---------|----------|
| address | operator |
| call | phone |
| help | police |
| name | problem |



Emergency Skills

Answers

Find the words from the word list and circle them. They may go across or down.



Word List

address
call
help
name

operator
phone
police
problem

