

9-1-1

Getting Help Is Easy!

Cell Phone Sally & Friends Show You How

An educational program
to teach children lifesaving
9-1-1 skills
to get help in an emergency
situation



Program Objectives

The student will be able to learn:

- * how to identify a 9-1-1 emergency situation
- * how to properly dial 9-1-1
- * what to say and how to act when calling 9-1-1
- * about the personnel who respond in emergency situations

Program Components

- * this four-page teacher's guide
- * four student activity masters
- * a wall poster
- * parent take-home literature
- * an evaluation form with pre- and post-unit questions

Meets National Health Education Standards

Standard/Benchmark	K	1	2	3
Standard 1. Knows the availability and effective use of health services, products, and information				
Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dietitians)	✓	✓	✓	
Standard 5. Knows essential concepts and practices concerning injury prevention and safety				
Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns)	✓	✓	✓	
Knows methods used to recognize and avoid threatening situations and ways to get assistance				✓

Source: McREL: Mid-continent Research for Education and Learning, www.mcrel.org

Before You Begin This Unit

Parent Take-Homes

We recommend sending the take-home literature to parents before discussing the topic with students. This will allow parents to read the information and be prepared for any questions their children may have. Parents can also begin discussing 9-1-1 procedures at home.

Pre- and Post-Unit Questions

Please complete the pre-unit questions on the teacher evaluation form before you start this unit. We ask that you also ask these same questions at the conclusion of the unit. We hope the resources we have provided help you effectively teach children when and how to use 9-1-1. Conducting this brief before and after quiz will help us evaluate our materials, and will help you assess your students' retention of the information.

The questions to be asked of students are as follows (there is room to record the number of students who answer correctly on the evaluation form):

1. What numbers do you press on a phone to get help in an emergency? (9-1-1)
2. Name at least one thing you need to tell the 9-1-1 call taker when you dial 9-1-1 in an emergency. (where you are, what the emergency is, your name, your phone number)
3. On a cell phone, after pressing 9-1-1, what button do you need to press to make the call go through? (Either the SEND or the green button)
4. How much does it cost to call 9-1-1 from a payphone? (nothing)
5. Should you call 9-1-1 if your pet is missing? (no)
6. Should you call 9-1-1 if you see a fire at your neighbor's house? (yes)
7. Name one type of community helper who may come after you call 9-1-1. (police officer, fire fighter, paramedic)

Activity 1

When to Call 9-1-1 for Help

Begin this unit with a discussion on emergencies.

- * Tell students that emergencies are times when something serious happens and help is needed from the police, fire fighters, or paramedics.
- * Explain that emergencies are just part of life—they happen to people every day. When they do, it's important to get help quickly.
- * Emergencies may seem scary, but help is just a quick phone call away. 9-1-1 is there so that you are never alone when an emergency happens.
- * Tell students that they can call 9-1-1 from a phone anywhere in the United States to get help in an emergency.

This activity focuses on what constitutes an emergency and, thereby, when it is appropriate to call 9-1-1. This is an important and often difficult concept for young children to grasp. Start by asking students to give you examples of emergencies (such

as a neighbor's house is on fire or someone falls down and is hurt badly). Then, ask students whether or not certain situations are 9-1-1 emergencies: *Is it a 9-1-1 emergency if your cat is stuck in a tree?* (no) *If your parent takes away your favorite toy after you argued with a sibling, is it a 9-1-1 emergency?* (no)

Explain that 9-1-1 is NOT the number to use if you just need help from an adult (such as to find or open something) or for pets. And you should only call 9-1-1 in a real emergency—never as a joke or to practice. Review the following with students:

WHEN to call 9-1-1:

- * when lives are at risk
- * when you need the police, fire department, or paramedics

When you should **NOT** call 9-1-1:

- * when there is no emergency
- * for animals (except when they pose a threat to the safety of a person)
- * as a game or prank
- * for a joke
- * to practice

Tell students that if they are not sure if something is an emergency, they should call 9-1-1. It's okay. Distribute Activity 1.

Answers:

Emergencies: fire or smoke coming out of a house window, burglar/stranger looking into home window, kid playing on skateboard and breaking leg, car accident with smoke

Not Emergencies: boy chasing his dog in field, child with dripping ice cream, bike with a flat tire, water overflowing in bathtub, child fighting with sibling over a toy

Follow up the activity by asking students for additional examples of emergencies (such as when an adult can't wake up or is unconscious) and situations that are not emergencies (such as seeing a person litter).

Activity 2

How to Call 9-1-1 in an Emergency

This activity teaches children how to call 9-1-1 in an emergency. The exercise focuses on corded and cordless landline phones, as well as cell phones. With so many different types of phones kids may encounter, please review the following information as a class:

Corded Landline Phones:

Phones that we find indoors come in all shapes and sizes. They may have buttons or dials, and can sit on

a desk or hang on a wall. They may have a cord that looks like a tail and attaches to the wall. Some have a curly cord that attaches the handset to the phone.

To call 9-1-1 on a corded landline phone, pick it up and you will hear a dial tone. Push the "9" button, push the "1" button, and then push the "1" button again.

Discuss "dial tone" with your class to ensure they understand the term and the sound.

Cordless Landline Phones:

The phones that have no curly cords and that you can take all over the house are called cordless phones. Explain that these phones have a base and a cord attached to the wall. Make the distinction between cordless and cell phones.

To call 9-1-1 on a cordless phone, press the ON or TALK button, listen for a dial tone, and then push the "9" button, push the "1" button, and then push the "1" button again.

Ask students if they have cordless phones at home. If they do, ask if they know which button is the ON or TALK button.

VoIP:

Voice over Internet Protocol phones look just like any other landline phone, but they are connected to the Internet or cable for phone service instead of a phone line.

To call 9-1-1, hit ON or TALK, listen for a dial tone, then push the "9" button, push the "1" button, and then push the "1" button again.

Cell Phones:

There are many variations of cell phones. To call for help, push the "9" button, push the "1" button, and then push the "1" button again, then press the SEND button. Explain to kids that the SEND or ON button may simply be green or have a green icon. Tell students to ask their parents to show them which button is the SEND button on their cell phones.

Kid-Friendly Cell Phones:

These phones have a special button for 9-1-1 emergencies. Just hold it down and it dials 9-1-1 automatically.

Payphone:

Explain to students that you do not need money to call 9-1-1 on a payphone. The 9-1-1 call taker will know exactly where you are. To call, pick up the phone, listen for a dial tone, and dial 9-1-1.



Tell students that some phones, like cordless and VoIP phones, may not work if the power goes out. Also, remind students that after they dial 9-1-1 on any phone, they need to wait for the 9-1-1 call taker to answer the phone.

Demonstrate how to call 9-1-1 without actually calling for help. Ask which type of phone kids have at home and ask them to talk to their parents about using the phone in the event of an emergency.

Let children know that 9-1-1 call takers can answer calls from the Deaf or Hard of Hearing community. They can answer calls in Spanish, Chinese, French, and many other languages. 9-1-1 call takers are there ready to answer calls from anyone who needs help.

After students color and compose their mini-books from Activity 2, ask that they take them home to share and discuss with their families.

Activity 3

What to Say When You Call 9-1-1 for Help

This activity aims to prepare students if they need to call 9-1-1. It reviews the information that the 9-1-1 call taker will ask children and other important tips to remember.

For younger students, you may want to complete the activity as a class or simply review its message in a class discussion.

After completing the activity, ask if students know their address and phone number. For those who do not, and for younger students, have them draw pictures of their homes and help them write their addresses and phone numbers. Send the pictures home for kids to practice repeating every night. Remind them that a P.O. Box is NOT an address that 9-1-1 can use to send help.

Review what kids will need to do when a 9-1-1 call taker answers the phone:

- * tell where help is needed
- * tell what's wrong (what the emergency is)
- * tell them your name
- * tell them your phone number

Remind children that if they do not know the address where the emergency is happening, they should look around for clues or landmarks, like street signs or stores. Discuss common landmarks in your neighborhood, such as schools, stores, etc. to familiarize students with this concept.



Discuss the following important things to remember when on the phone with a 9-1-1 call taker:

- * Remember to **stay calm** and **speak slowly**.
- * Tell the 9-1-1 call taker **what's wrong** and **where** you need help.
- * Speak up **loud and clear** when the 9-1-1 call taker asks questions.
- * **Stay on the phone** until the 9-1-1 call taker says to hang up.

You may want to role-play possible scenarios with students where you are the 9-1-1 call taker. Turn your back to the student as he/she pretends to call you. Reinforce the idea that they need to speak loudly and clearly and should always use words to answer; the 9-1-1 call taker can't see them nod or shake their head.

Answers:

When you call 9-1-1, tell the 9-1-1 call taker who answers:

1. where you are
2. what the emergency is
3. your name
4. your phone number

Activity 4

Community Helpers

This activity introduces children to the community helpers who may respond to a 9-1-1 call—police officers, fire fighters, and paramedics.

Discuss times when students have seen these community helpers, such as at school events or visits, parades and community gatherings, or at real emergencies.

Tell students that when they call 9-1-1 and tell the 9-1-1 call taker about the emergency, the 9-1-1 call taker knows which helper to send. That is why it's important to stay calm and speak loudly and clearly when calling 9-1-1. Students should make sure to answer all the questions asked by the 9-1-1 call taker.

Additional Resources

For more information, please visit the Commission on State Emergency Communications' website,

www.911.state.tx.us.

