

Grade: One	Lesson: 1	Topic: Community Helpers Responsible for Help in an Emergency
Virginia Standards of Learning	English: 1.1, 1.2, 1.3 Health: 1.1, 1.2, 1.3 History: 1.1, 1.3, 1.5	
Virginia School Counseling Standards	Kindergarten-Third Grade, Personal/Social Development	
Materials Needed	• Visual aids-pictures of emergency situations (in PowerPoint) • Props- phone(s) • Emergency information handouts	
Learning Objectives	• Define an emergency and list appropriate responses. • List tools and information needed to call for help (types of phones, address, name, phone number, etc.). • Explain the role of the emergency communication center in the community. • Compare assistance provided by police officers, firefighters, and Emergency Medical Services (EMS).	
I DO Introduction/Relationship Building Learning-Ready Reminders Content	Introduce yourself. Build a positive relationship with the students by sharing a fun fact about yourself. (For example: your favorite ice cream flavor, your favorite food, or your favorite color, etc.) Next, use the Learning-Ready Visuals and define the classroom expectations for when you visit. Say, "We will learn a lot about safety, responsibility, and respect within our school and community! When we are learning, we must be learning-ready! When we are learning-ready, we will: • Keep our bodies in our own space! • Use our quiet voices! • Keep our ears open! • Have our brains ready!" Introduce the concept of an emergency. "An emergency is when you or someone else needs help quickly because a person's life is in danger. It's a serious situation that requires immediate attention. When we need help quickly, we can call the number 9-1-1, and they can send the right person to your house to help	

I DO Content	you. The dispatcher on the phone will ask you for your name and address so they can send help to where you are. Anyone can call 9-1-1 when they have a real emergency." Discuss whether it's okay for children to call 911 and under what circumstances. Is it okay for children to call? Yes, if it's an emergency. Present different types of emergencies or non-emergencies and engage students in a "thumbs up/thumbs down" activity. • Your dog runs away • During a bad storm, things are breaking and the house is shaking • Your toilet overflows • There's a stranger at the door and they won't go away. • Your mom has fallen and won't answer or wake up. • You see a cat up in a tree. • You smell smoke or see fire. • You get separated in a crowded place. • Someone in your family is very sick and needs special help. Explain who responds to emergencies. "Who will come if there is an emergency? Let's look at some pictures. We have police officers, firefighters, and ambulance workers called paramedics or Emergency Medical Technicians (EMT). They will always come to help wearing a uniform, driving a special vehicle, and will show the badge they wear. That is how you will know they are there to help."
Check for Understanding	Have students match the community helper to the correct vehicle. Include a police car, police officer, firetruck, firefighter, ambulance, and EMT. Describe the emergency number, 911. Explain why it only has three numbers and who answers when you call 911. "Remember, 911 is the special number to call when you have an emergency and need help fast. When you dial 911, there are special helpers called dispatchers who are trained to assist in emergencies. They might ask you some questions to better understand what's happening."

Discuss scenarios.

- There is a fire on the stove.
- There is an accident in front of your house.
- Your brother is hurt on the trampoline.

Role-play with selected students who know their addresses and phone numbers, acting as callers and dispatchers.

After each scenario, ask the students questions about the emergency, the response, and when the caller hangs up. Encourage other students to participate.

Fire on the stove:

“What is your address? What is your emergency? What is on fire? Can you see fire or smoke? Are you outside?” If not, instruct them to go outside, taking the phone if possible.

“What is your name? What is your phone number? Can everyone get out of the building? Is anyone with you? Stay on the phone until I tell you to hang up.” Tell who you are sending.

“Do you hear the sirens? They will be loud. Help is on the way. Help has arrived. You may hang up now. “

Accident in front of the house- a car hit a tree:

“What is your address? What is your emergency? How many vehicles are in the accident? What did the vehicle hit? Are people in the vehicle? Are they moving? Is there any fire or smoke? What is your name? What is your phone number? Stay on the phone with me until I tell you to hang up.” Tell who you are sending.

“Do you hear sirens? They will be loud. Help has arrived. You may hang up now. “

Your brother is hurt on the trampoline:

“What is your address? What is your emergency? Is the person conscious or awake? What is your name and phone number? Where is the person hurting? Is the person breathing? Can you see their chest move? Are they bleeding?” If yes, you can instruct to maybe get a dry, clean towel to hold on the person.

	"Stay on the phone until I tell you to hang up. Help is on the way." Tell who you are sending. "Help has arrived. You can hang up now. " (This is one the dispatcher can use to demonstrate the importance of knowing your location.)
YOU DO Conclusion	"Remember to practice calling 911 safely at home so you'll be ready in case of a real emergency. Now, let's review what you have learned." Have students write their name, phone number, and address on the handout.

My Emergency Information

Name: _____

Address: _____

Phone Number: _____



My Emergency Information

Name: _____

Address: _____

Phone Number: _____

