

Program Name MVCTC EL/Civics Program
 Staff Responsible for Lesson: Eileen Rehg

Date(s) Used	9/2009																				
Civics Category	II. Civics Participation																				
Civics Objective	12. Community Resources – Emergency Demonstrate basic knowledge and awareness of the emergency services available in the community and ways to contact and use emergency services and legal assistance agencies.																				
Time Frame to Complete Lesson	4 hours (2- 2 hour sessions)																				
EFL(s)	NRS levels 1 - 3																				
Standard(s)/Components of Performance	✓ Listen Actively ✓ Speak so That Others Can Understand ✓ Read With Understanding ✓ Convey Ideas in Writing																				
Benchmark(s)	<table border="0"> <thead> <tr> <th>Listening</th> <th>Speaking</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>L1.1 L2.1 L3.1</td> <td>S1.1 S2.1 S3.1</td> <td>R1.2, R2.1 R3.1</td> <td>W1.1 W2.1 W3.1</td> </tr> <tr> <td>L1.4 L2.4 L3.4</td> <td>S1.2 S2.2 S3.2</td> <td>R1.4 R2.2 R3.2</td> <td></td> </tr> <tr> <td></td> <td>S1.3 S2.4 S3.4</td> <td>R1.5 R2.4 R3.4</td> <td></td> </tr> <tr> <td></td> <td></td> <td>R2.6 R3.6.</td> <td></td> </tr> </tbody> </table>	Listening	Speaking	Reading	Writing	L1.1 L2.1 L3.1	S1.1 S2.1 S3.1	R1.2, R2.1 R3.1	W1.1 W2.1 W3.1	L1.4 L2.4 L3.4	S1.2 S2.2 S3.2	R1.4 R2.2 R3.2			S1.3 S2.4 S3.4	R1.5 R2.4 R3.4				R2.6 R3.6.	
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Materials	Situations (below) on index cards, blank index cards																				
Activities	<p style="text-align: center;"><u>TO CALL OR NOT TO CALL 911</u></p> <p>Review & Practice Activity</p> <p>Prepare: write one situation on each card:</p> <table border="0"> <tr> <td>fire in the house</td> <td>break-in</td> <td>family member unconscious</td> </tr> <tr> <td>adult/child having seizure</td> <td>fall, can't stand/walk</td> <td>lost pet</td> </tr> <tr> <td>child drank poison</td> <td>stomach ache & vomiting</td> <td>broken arm</td> </tr> <tr> <td>car stolen</td> <td>fall off bicycle- bleeding knees</td> <td>fall from tree/broken arm</td> </tr> <tr> <td>stolen car/bicycle</td> <td>child hit by car</td> <td>two dogs fighting in street</td> </tr> </table> <p>On board, write: What is an emergency? Who are emergency workers? Solicit answers from students. Write answers on board – or have students write. What: An emergency is when a situation is life threatening, requires immediate action. Who: Solicit answers from students: Police, fire fighters, paramedics, doctors, nurses</p> <p>Activity:</p> <ol style="list-style-type: none"> Distribute situation cards to students, one per student. Student shows card to class & tells whether the situation is an emergency or not. If not, who to call, or what to do. In pairs, students write dialogue for their call; ensure each pair receives an emergency call card; Each pair presents their dialogue to the class. <p>On board, put sample dialogue: 911 operator questions:</p>	fire in the house	break-in	family member unconscious	adult/child having seizure	fall, can't stand/walk	lost pet	child drank poison	stomach ache & vomiting	broken arm	car stolen	fall off bicycle- bleeding knees	fall from tree/broken arm	stolen car/bicycle	child hit by car	two dogs fighting in street					
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	<p>What is your emergency? Where are you calling from?</p> <p>Go over the following information before they write their dialogue: Know your address & phone number even though it shows on the operator's screen. If you are calling from a street accident, look around for the name of streets or landmarks.</p> <p>Don't hang up the phone until emergency van arrives.</p> <p>Is your house or apartment number clear & visible? Apt. number inside easy to find?</p> <p><u>Activity:</u> Students make an emergency telephone information card to display at home. Copy all information for this card, except actual phone numbers, from the board.</p> <p>Poison phone number = 1-800/222-1222 Fire: Police: Doctor: Name – address - phone Dentist: Name – address - phone Pharmacy: name - address - phone</p> <p>Keep this information card by your phone all the time.</p>
Assessment/ Evidence	<p>Student completed an information card which lists emergency phone numbers. Teacher checked for accuracy in spelling.</p>
Reflection	<p>Students were very interested in this lesson. Since many of our students are refugees from Africa and Vietnam, they were unfamiliar with reporting emergencies.</p>