



## Topic: Handling Emergencies and Placing Emergency Calls

### Make An Emergency Directions Poster for a Community Center or Public Area



**Student Reading Level:  
Grade 5 to Adult**

An integrated lesson plan covering  
3 sessions of approximately 1 hour  
each.

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### **Lesson-Planning Approach**

***Students do not learn from what you do but from what you  
have them do.***

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

### **Lesson Overview**

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Handling Emergencies and Placing Emergency Calls

Students will make a poster describing how to activate 911 and give emergency directions from the local emergency response center to a community center or public place. Students calculate mileage, record distances, evaluate most effective and alternate routes, and describe notable landmarks. Students use a word processing program and graphics to design the poster. The lesson also includes reading instructions on handling emergency situations and making emergency calls.

## Lesson Objectives

**Name of Project: Emergency Directions Poster**

**Project Objectives: When students complete this project, they will be able to...**

- ❖ **Calculate** mileage and distance using a standard car odometer.
- ❖ **Locate** local emergency response centers.
- ❖ **Design and Create** poster design for community center or public area
- ❖ **Write** emergency directions for best route.
- ❖ **Use technology** to research emergency information sites

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

**Math:** Use math to calculate miles and tenths of miles between locations.

**Reading:** Read information on steps to take to activate 911 and how to handle emergency situations.

**Writing:** Write steps to making an emergency phone call, and write clear directions to the location using a word processing program.

**Technology:** Search the internet for relevant sites, use computers to write and prepare emergency directions poster.

## State/National Standards

<http://www.cde.state.co.us/cdeassess/sci.htm#standards>

### Reading and Writing

1. Students read and understand a variety of materials.
2. Students read, select, and make use of relevant information from a variety of media, reference, and technological sources.
3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
  
6. Students understand that science involves a particular way of knowing and understand common connections among scientific disciplines.

## Mathematics

3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.
4. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

## Colorado Department of Education: Adult Basic Education

### Skill Assessment Checklist Standards:

#### Level One:

1R1 – Recognize and use the following parts of speech: nouns, pronouns, conjunctions, adjectives and verbs.

1R3 – Interpret common abbreviations

1R9 – Interpret and follow basic signs and directories

1W6 – Write basic notes

1M10 – Interpret basic charts (compare and contrast)

1M1 – Add, subtract, multiply, and divide whole numbers

1W9 – Write a solution to a functional problem (follow a sequence, summarize)

1R14: List Emergency Numbers and Identify Procedures for Placing Emergency Calls

#### Level Two:

2R8: Use a Telephone Directory to Locate Specific Information

2R12: Interpret procedures for simple first aid (follow a sequence and detailed instructions, draw conclusions)

2M13 - Interpret tables and charts

2M1 – Add, subtract, multiply, and divide fractions and decimals

2M20 – Demonstrate ability to use a four-function calculator to do basic functions and calculate decimals and percents

2M2 – Determine equivalent fractions, decimals, and percents

2R14 – Read a passage or sample realia to determine fact and opinion

2R16 – Read a passage or sample realia and find the main idea and details

2R17 – Read a passage or sample of realia and summarize

2R18 – Recognize and use Standard English parts of a sentence: nouns, pronouns, verbs, conjunctions, adjectives, adverbs, prepositions, comparatives, superlatives, direct and indirect objects.

2R19 – Demonstrate ability to use organizational features of printed text: tables of contents, glossaries, indices, appendices, prefaces, afterwords, captions, and chapter headings.

2W10 – Use appropriate punctuation and capitalization

## Websites [URLs that support lesson]

### Required:

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Handling Emergencies and Placing Emergency Calls

[www.aanma.org/medicalcenter/mc\\_911.htm](http://www.aanma.org/medicalcenter/mc_911.htm) (Allergy and Asthma Network: What to expect when calling 911)

[www.ci.dayton.oh.us.police](http://www.ci.dayton.oh.us.police) (Dayton city webpage with advice on calling 911)

Support:

[www.teldir.com](http://www.teldir.com) (This or other directory websites may be used to research map images)

### **Pre-requisites**

Read at fifth grade level or above.

Possess basic computer skills to conduct word processing and search the web

### **Required Materials**

Car with working odometer

Phones to make calls

Paper to print out poster

Local city or area map

### **Handouts**

[Handout One](#): Top Ten Reasons to Have An Emergency Call Poster.

Handout Two: Lesson Rubric

### **Required Equipment/Technology**

Network accessible computers, also equipped with a word processing and printer.

## THE LESSON

**Students do not learn from what you do but from what you have them do.  
(ET= Estimated Time)**

### Preparation (Day One – One and a half hours)

Activity	Instructor Notes	ET
1. Discuss the topic of emergency phone calls. What are the most important things to say while making the call? (Even if you live in an area where most people know all locations, your emergency responders may be new to the area).	<b>Have the students make a class list of what to say during an emergency phone call. Why are directions important? Having a poster of well-written directions insures that everyone who makes a call from that phone will give the same directions when seconds matter.</b>	<b>20 minutes</b>
2. Discuss lesson rubric		<b>10-15 minutes</b>
3. Choose a place in your neighborhood or community that would benefit from having an emergency directions poster (grocery store, senior citizen's center, daycare or school).	<b>Have the group split into pairs and decide on a location. Students may use local area maps or a yellow pages phone book for ideas. You may also print out the handout at the end of this lesson to be used in introducing the project.</b>	<b>20 minutes</b>

### Practice (Day Two – One hour - steps 1 and 2 may be out of class assignments)

Activity	Instructor Notes	ET
1. Get permission from the people who work at the place you have chosen. Describe your project as a community service to help in an emergency. Have one person there (a manager or receptionist) be a "contact" person for you.	<b>Students may use Handout One as an introduction to providing this service for a community place.</b>	<b>As needed</b>
2. Locate the emergency response center (ERC) closest to your destination. You may find this by calling the local police dispatch and asking them for the right ERC. Also ask them for specific information about using your local 911.	<b>You may want to plan a field trip to the emergency response center. Their information is invaluable in understanding emergency response for your area. They will probably be interested in helping with the</b>	<b>As needed</b>

	<b>project and can give advice on emergency routes</b>	
3. Read websites. Take notes on all the steps to follow when making an emergency call. Do a web search to see if your local police department has a website with 911 calling advice and information.	<b>It is often helpful to ask the local dispatchers what problems they experience handling emergency calls, and if their advice can be included on the emergency poster.</b>	<b>30 minutes</b>

### **Performance and Practice (Day Three – Two hours plus additional time as needed until finished.)**

<b>Instructions for students</b>	<b>Teacher notes</b>	<b>ET</b>
1. Look at a local map of your area and trace the most effective route from the ERC to your destination.		<b>15 minutes</b>
2. Travel your route from the ERC (or from a <b>major</b> intersection in your area) to your destination. Go in pairs: one person to give directions and the other to drive. Work together to make notes on mileage and tenths of miles between landmarks. Note also specific features about your landmarks, and use the cardinal directions to describe their locations.	<b>Review how to read odometer and understand distance information in class <u>before traveling routes</u>. Where is the odometer on the car? How does it work? One mile = 5,280 feet. The odometer splits this amount into tenths. How many feet are in a tenth of a mile? Practice adding miles and tenths of miles to make direction writing easier.</b>	<b>One hour or as needed.</b>
3. Back in your classroom, organize your notes into a clear list of calling steps and paragraph of directions. . At the top of your poster, write your notes about “How to make an Emergency Phone Call”. Below, write your paragraph of directions. Add graphics from computer clipart or drawings to make the poster attractive or noticeable to the eye.	<b>Students may use MS Word or another word processing program. Graphics can include images from clipart, and even a clear copy of a local map marking the location of the building. For the adventurous, students can try to import local map images from websites such as <a href="http://www.teldir.com">www.teldir.com</a>.</b>	<b>One hour</b>
4. Turn in your poster to your teacher and your “contact person” at your project location. You may want to ask the ERC folks review it to make sure it is understandable. Good Job!	<b>Review lesson rubric</b>	<b>As needed</b>

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

### Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

### Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?  
How are students applying or wanting to apply their technical skills in other areas?

## Activity Checklist

a. Discuss the topic of emergency phone calls, and activating 911.
b. Discuss rubric
c. Choose community or public place.
d. Get permission.
e. Talk to local police dispatcher, locate local Emergency Response Center.
f. Read websites.
g. Study local map and establish a travel route.
h. Design and write emergency calling steps and directions paragraph as a community service.
i. Review lesson rubric.

## **Yes, You Could Use an Emergency Phone Call Poster! Top 10 Reasons to Make Your Community or Public Place Safer**

- 1. In an emergency, seconds count. An emergency poster guarantees that all emergency callers use the same accurate information.**
- 2. Having the information in the right spot at the right time prevents mistakes in directions during emergency calls.**
- 3. An easy-to-read poster makes the information available to everyone. Often, children are the ones that make the calls.**
- 4. The directions are reviewed by your Emergency Response Center for accuracy and the best route.**
- 5. Cell phones are convenient to use, but often put the caller through to a different 911 since they rely on satellites. Calls on standard phones usually go to local 911 services.**
- 6. Specific details and instructions are listed to give the information that the 911 dispatcher needs.**
- 7. The address and phone are printed right by the phone for all to see.**
- 8. This information can be placed at every phone in the building.**
- 9. Helps one person to stay on the phone with the dispatcher and frees others to help with the emergency or guide emergency personnel through the building.**
- 10. Helps to create community confidence and safety awareness!**





# Handout Two: Lesson Rubric

**Name:**  
**Teacher:**  
**Date:**  
**Course:**

## Handling Emergencies and Placing Emergency Calls

<b>Criteria:</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>
Cooperated as a team to create effective directions.	Fully cooperated as a team member to create effective directions.	Somewhat cooperated as a team member to create effective directions,	Showed limited cooperation as a team member to create effective directions.
Communicated and worked effectively with contact person or people at destination building.	Fully communicated and worked effectively with contact person or people at destination building.	Communicated and worked somewhat effectively with contact person or people at destination building.	Showed limited communication and worked ineffectively with contact person or people at destination building.
Read and understood websites. Applied understanding to own project	Completely read and understood websites. Fully applied understanding to own project.	Somewhat read and understood websites. Not all information applied to own project.	Minimal reading and understanding of websites. Little information applied to own project.
Wrote accurate and effective poster for activating 911 and giving emergency directions.	Wrote fully accurate and effective poster for activating 911 and giving emergency directions.	Wrote somewhat accurate and effective poster for activating 911 and giving emergency directions.	Wrote inaccurate and ineffective poster for activating 911 and giving emergency directions.

Created With the Rubric Builder – [www.rubricbuilder.on.ca](http://www.rubricbuilder.on.ca)