



## Grade K Sample Lesson Plan: Unit 3 – What is an Emergency

### SOLs

- K.1.M Describe emergency and nonemergency situations.
- K.2.M. Compare emergency and nonemergency situations.
- K.3.K Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).
- K.3.L Describe why it is important to ask adults for help in an emergency and how to ask for help.
- K.3.M Demonstrate how to call 9-1-1.

### Objectives/Goals

- Sesame Get Ready Video and Tool Kit
- Telephones

### Materials

- Students will understand what is an emergency, who to turn to for help in an emergency and how to call 9-1-1.

### Procedure

#### Step 1

- Play the Sesame Street Lets Get Ready Planning Together Video available at <http://www.sesamestreet.org/toolkits/ready> . The video educates students about being prepared to prevent injury and introduces the concept of getting ready for an emergency. Talk about neighborhood helpers that can help in an emergency. Talk about what is (e.g. fire, heart attack, choking) and what is not an emergency (e.g., skinned knee)

#### Step 2

- Teach the *Scholastic Early Childhood Today – Its an Emergency Lesson Plan* included below.
- Have students take turns dialing 911 from a land line phone and a mobile phone:  
*When the dispatcher answers the phone, a child must be able to provide his or her*

*name, address, phone number, and must be able to describe a little bit of the*

*emergency. If the child doesn't know the location of the emergency, educate him/her child to notice what's around him/her such as street signs, buildings, stores, highways,, parks, etc. A child should tell the dispatcher what kind of help is needed (fire, doctor, police, etc.). Most importantly, if the emergency such as a fire or robbery is in the home, your child should know to leave and should know where to go in case of an emergency. Call it a safe place. Children should tell the dispatcher where the emergency is located and should stay on the phone until the dispatcher tells you to hang up or until emergency help arrives where the child is. (KidsHealth.org)*

### *Step 3*

- Arrange a visit to a firehouse or a visit to the classroom from firefighters, police and other emergency responders to reinforce key concepts such as home fire escape plans, stop drop and roll

### **Assessment Idea**

- Student completion of activities from the *Virginia Fire 911 Kids Activity Book*
- Student completion of worksheets in *Sesame Street Get Ready Educator's Guide*.

### **References**

- Sesame Street Get Ready Tool Kit <http://www.sesamestreet.org/toolkits/ready>
- Summer Safety Activity: "Its an Emergency"  
<http://www.scholastic.com/teachers/lesson-plan/summer-safety-activity-its-emergency>
- Teaching Your Child About 9-1-1 <http://kidshealth.org/en/parents/911.html>
- Virginia Fire 911 Kids Activity Book [www.vafire.com/fire\\_safety\\_education/coloring pages/Kids\\_Activity\\_Book.pdf](http://www.vafire.com/fire_safety_education/coloring_pages/Kids_Activity_Book.pdf)

### **Handout**

The next page includes a handout for the lesson. The handout is designed for print use only.



## Summer Safety Activity: "It's an Emergency"

Help children understand emergency procedures

By [Ellen Booth Church](#)

**SKILLS:** Children use social and language skills in dramatic play to understand emergencies.

### **MATERIALS:**

- dramatic-play props, including a toy phone

**IN ADVANCE:** Before beginning a discussion of emergencies with children, send a note home informing parents how important it is that they follow up this activity with talks about emergency situations and practice how to get help at home. Also explain that often emergencies are scary for young children. As adults, it is our responsibility to help them feel prepared. It is also extremely important that we do so in a calm, reassuring, and gently serious manner.

### **ACTIVITY**

1 Gather children to talk about emergencies. Ask, "What is an emergency?" Together, list emergencies that children have experienced or heard about: a fire, someone choking, someone who is lost. Write their responses on an experience chart and read them back. Summarize their thoughts into a few basic "emergency statements," such as "It's an emergency when someone is hurt or won't wake up or when someone can't get help themselves." Talk about actions children can take in an emergency, including telling an adult.

2 Explain to children, "We're going to take turns pretending there is an emergency. When you think you see an emergency, come sit near me." Go over your emergency plans once more.

3 With a volunteer, act out one of the examples you listed together. Perhaps the child could pretend to fall, her eyes would close, and she wouldn't wake up to your calls. You could say, "Dietra, Dietra, are you OK?" When Dietra does not answer, pretend to call 911 or the emergency phone number in your area. Later, act out various other emergencies listed on your chart, allowing children to dramatize the situations.

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*You can sing this song to help children remember 9-1-1.*

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*(Sing to the tune of "Bingo!")*

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*There is a number you can call when you need someone's help*

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