

# Fire & Life Safety Education



**Title:** What is an emergency?

**Subject:** Kindergarten Lesson Plan

**Section:** K-2

**Reference:** *North Carolina Common Core Standards for English Language Arts for Kindergarten, North Carolina Essential standards for Kindergarten,*

**Learning Environment:** Cognitive & Psychomotor

**Time:** 20 minutes total

**Materials:** lesson plan, picture examples of non-emergency/emergency situations, different examples of telephones, other props necessary, Laminated Green and Red Cards, laminated phone key pads, activity sheets, brochures for parents. If you have a demo set up station for calling 9-1-1 be sure to bring it with you.

## **North Carolina Common Core State Standards**

**NCSS. ELA-R.K.1:** With prompting and support will ask and answer questions about key details in a text.

**NCSS. ELA-L.k.5.A:** Sort common objects (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

**NCSS. ELA-L.K.5.C:** Identify real life connections between words and their use.

**NCSS. ELA-SL.K.2:** Confirm understanding of a text read aloud or information presented orally through other media by asking and answering questions about key points and requesting clarification of something that is not understood.

## **NC Essential Standard: Personal and Consumer Health (PCH)—**

**K.PCH.2:** Understand necessary steps to prevent and respond to unintentional injury.

**K.PCH.2.3:** Illustrate how to get help in an emergency

## **Terminal Objective:**

While participating in five to ten-minute presentations led by a facilitator, each Kindergarten student, individually, shall demonstrate how to get help in an emergency by oral or physical response with 100 percent accuracy.

## **Enabling Objectives:**

1. Each Kindergarten student, individually, shall distinguish between emergency and non-emergency incidents by oral and or physical response while participating in a 5 to 10-minute presentation led by a facilitator.
2. After watching a two-minute demonstration by a facilitator, each Kindergarten student shall demonstrate orally how to dial 9-1-1 and give the appropriate information with 100 percent accuracy.

## **Enabling Objective 1**

Each Kindergarten student, individually, shall distinguish between emergency and non-emergency incidents by oral and or physical response while participating in a 5 to 10-minute presentation led by a facilitator.

## **Facilitator Information**

**Before the lesson day, choose 5-8 pictures of emergency situations—houses on fire, smoke coming from windows, someone trying to break into a house, someone having fallen down stairs and is not moving, etc. Choose 5-8 pictures of non-emergency situations—fallen off bicycle with skinned knee, children fighting over a toy, broken toy, etc. If you could find an activity that the children had to circle non-emergency or emergency situations, you could use as an assessment.**

## **Content**

1. The facilitator will need to determine if they know what an emergency is—(an event that is unexpected and dangerous and a person needs help fast)
2. Tell the students they will be playing a game to understand emergency and non-emergency and how to use the cards.
3. Give each student a green card and a red card. Explain what each card color means. Red is emergency. Green is non-emergency
3. Hold up picture cards beginning with a non-emergency situation such as an ice cream cone where the ice cream has fallen to the floor. Ask—“Is this an emergency or non-emergency?” Answer—that’s right, non-emergency so you should have your Green Card raised. 2<sup>nd</sup> picture—a house heavily charged with smoke and fire. Ask—“Is this an emergency or a non-emergency?” Answer—That’s right, an emergency. Rotate back and for a few more times to make sure the students understand. If necessary, go back to the original two to reinforce the concept.

**Application:** Give the children the activity sheet if you have one and let them circle the correct answer. If not begin inserting additional pictures, emergency and non-emergency and allow the students to hold up cards without facilitator input except to correct.

## **Enabling Objective 2**

After watching a two -minute demonstration by a facilitator, each Kindergarten student shall demonstrate orally how to dial 9-1-1 and give the appropriate information with 100 percent accuracy.

## **Content**

1. Ask—if you had an emergency what do you do? Hold up one of the emergency picture cards. (let them answer, but the correct is call 9-1-1). Also hold up a few non-emergency pictures and ask—Do you call 9-1-1 for these?
2. Talk about the children learning their name and address
3. Talk about the different type of telephones that exist and show them examples of each.
4. Ask—“Class, when you call 9-1-1, what do you tell the operator?” After raising hands, let a student answer, but make sure that they do give the correct answer which is
  - Your name
  - Your address
  - The type of emergency—i.e. fire, someone hurt, someone has fallen and cannot talk to you
  - Wait until the operator tells you to hang up
5. After giving each student a laminated telephone number pad, allow the students to practice dialing 9-1-1. Have the students to repeat the steps of appropriate information to give the operator. Emphasize that they need to remember to stay on the line until they are told to hang up.

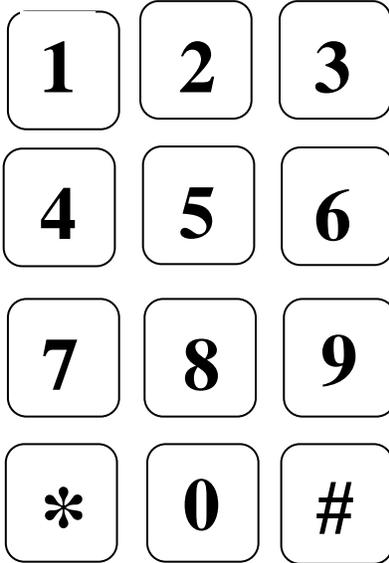
**Application:** Set up the room in at least 4 or 5 stations with a telephone the student can use and have a pretend operator for each station. Allow each student to practice and apply their knowledge dialing 9-1-1 and giving the appropriate information.

## **Summary (Closure)**

Review the concepts with the children before leaving class.  
Leave brochures and coloring books with the teacher.

This lesson was contributed by Carolyn Townsend, FLSE with Pleasant Garden Fire Department

## Key Pad Template for Objective 2



**Color Cards for Objective 1**

