**I. Key Concepts/Objectives**

1. In the event of an emergency, 9-1-1 is the number students should call to get help.
2. Students will learn the process of accessing a key pad to dial 9-1-1 on various phones.
3. The class will learn that an emergency requires 9-1-1 only in the case where a person or property is being harmed or threatened. Students should be able to distinguish between these types of emergencies.
4. Students should **never practice dialing 9-1-1 on a real phone**. Likewise, they should know to **never call 9-1-1 as a prank**.
5. The class should be familiar with the 9-1-1 operator and what their job is and should feel comfortable talking to them in the case of an emergency.
6. Students should be familiar with the information that the operator may need including their location or a nearby landmark.
7. Students should know their parents’ names. Oftentimes, young children only know their parents as “Mom” and “Dad.” In the event of an emergency, 9-1-1 operators may need to know actual names of parents if they are unable to communicate themselves.

**II. Tips for a Successful Lesson**

1. Read through this lesson plan in its entirety.
2. Use this lesson plan as a guide and ensure that you have selected the worksheets you believe are appropriate for your class.
3. Prepare your worksheet packets and handout the packets prior to beginning your lesson.
4. Print out any rewards you wish to give to your students prior to the start of the lesson. These included the sticker templates, poster, and certificate of completion.
5. Prior to preforming this lesson, decide on a timeline you would like to follow. We recommend completing all activities as either one 30-45 minute period or delivering the lesson in increments over the course of a week. This is a great option if your school offers a Health and Safety Week!
6. Ensure the video aid has been set up and all audio is running properly before starting your introduction.
7. One of the best tips we can offer is to watch the “9-1-1 with Op and Rader!” video before sharing with your students! Familiarize yourself with the subject matter and get to know the characters in the event that your students have any questions you may be able to answer with the help of the video.

**III. Introduction**

You should begin by discovering what your students already know about 9-1-1. Once you have learned the extent of their prior knowledge, you can confirm the limits to what they already know and tailor your lesson to ensure all misconceptions are clarified.

Introduce your class to the cartoon characters Op and Rader, the 9-1-1 operators featured in “9-1-1 with Op and Rader!” and the activity packets. Explain that Op and Rader are there to help the students and familiarize them with calling 9-1-1.

Some questions you may want to ask the class include:

* What number do you call in an emergency?
* When would you need to call the number?
* How do you call that number?
* Who do you talk to during the phone call?
* Who will come to help you?

**IV. Video Presentation**

This video presentation should last slightly over ten minutes. At approximately four minutes into the video, Op will prompt you to pause the video. During the pause, you should read the scenarios below and engage your class in a discussion following each bolded question in the script. A guide to the answers that should be given for each question has been provided under each scenario. Once the scenario discussion is complete, you should ensure that every student receives the “Paper Phone” worksheet. This worksheet will be used shortly after you resume the video to assist your student in dialing 9-1-1 on their “Paper Phone” worksheet along with Op and Rader. Upon completion of the video in its entirety, proceed to the worksheet section of your lesson.

***Scenario #1:***

After school on Friday, Cooper thought it would be fun to invite his best friend, Ronny, over. They had big plans to eat pizza and play video games all night. A few hours into their fun, a big thunderstorm hit and the power went out. When the boys started to become bored, Ronny suggested making dares for each other to pass the time. Cooper went first and dared Ronny to mix milk and orange juice together and drink it. Ronny was next and decided to dare Cooper to call 9-1-1. Ronny knew this would be funny, because he believed with the power outage the phone would not be able to dial a number at all. Cooper was nervous, but accepted the dare. ***Should Cooper dial 9-1-1?***  **(Wait for class response.)** Cooper went to his corded landline phone that is attached to the wall. He picked up the phone and playfully dialed 9-1-1. He put his ear to the phone and heard...***What do you think Cooper heard?* (Wait for class response.)** A 9-1-1 operator answered his call and asked what his emergency was. Cooper got scared and hung up the phone. ***What did Cooper do wrong?* (Wait for class response.)** It is important to remember that 9-1-1 is serious and you should never call as a prank or a dare. Even when the power goes out, most phones still work when dialing 9-1-1. Even if you call 9-1-1 and there is not an emergency, you should stay on the line and explain that the call was made on accident. If you do not let the operator know everything is okay, an operator may be sent to your location. ***What did you learn from this story?* (Discuss with class.)**

***Should Cooper dial 9-1-1?***

No, Cooper should not dial 9-1-1. Why? Some landline phones, like those connected directly into the wall do not need power to operate. In this case, we imagine Cooper is using this type of phone and has the ability to connect with 9-1-1 regardless of the power being out.

***What do you think Cooper heard?***

Cooper will hear the 9-1-1 operator on the other end of the line. He may be asked what his emergency is or who it is that is calling.

***What did Cooper do wrong?***

Cooper should never have dialed 9-1-1 as a dare or prank. It is important to emphasize to your students that 9-1-1 is serious and should never be used unless there is a real emergency because it may prevent help from making it to a person with a real emergency.

***What did you learn from this story?***

From this story, we learned that landlines connected directly into the wall will still work during a power outage. We also learned that 9-1-1 is very serious and not to use it as a dare or a prank. Calling 9-1-1 when there is no emergency may result in an operator showing up to answer the call and may take help away from a person who really needs it.

***Scenario #2:***

The phone rang and Cooper answered. It was the 9-1-1 operator calling to check if there was a real emergency. Cooper explained the situation and the operator informed Cooper that phones with cords may still work even during a power outage, and that Cooper should never call 9-1-1 unless there is a real emergency. Cooper got off the phone and the boys decided to play another game. They decided to play “I Spy” from Cooper’s living room window. Ronny noticed that the traffic lights at the intersection near Cooper’s house have also lost power. After a few rounds of “I Spy”, Ronny looked at the intersection and saw two cars crashing into each other. ***What should Ronny do?* (Wait for class response.)** Ronny ran to the landline phone and quickly dialed 9-1-1. A 9-1-1 operator answered the phone and asked what his emergency was. ***What should Ronny say?* (Wait for class response.)** Ronny explained that two cars had crashed into each other and both drivers looked like they needed help. The operator asked Ronny what the location of the accident was. ***What are some things Ronny could say?* (Wait for class response.)** Ronny looked outside and saw two street signs for the intersection and told the operator that the accident happened at Maple and Main. He also saw a gas station and shop across the street and explained the cars are also near the store. ***What else does the operator need to know?* (Wait for class response.)** The operator asked if anyone was injured. Ronny explained that one driver is stuck in their car and the other looked sick on the sidewalk. The operator explained that she sent a police officer and an ambulance to the scene of the accident. ***Can Ronny hang up now?* (Wait for class response.)** The operator thanked Ronny for being brave and calling 9-1-1 then said it was okay to hang up now.

***What should Ronny do?***

Ronny should dial 9-1-1 and tell the operator what he saw happen.

***What should Ronny say?***

Ronny should explain that he just saw two cars have an accident and that the drivers may be in need of help.

***What are some things Ronny could say?***

Ronny should give details about the location of the accident. Ronny could tell the intersection that the wreck occurred in, Cooper’s address, or tell some surrounding landmarks.

***What else does the operator need to know?***

The operator will ask if anyone is hurt. She also may ask what Ronny’s name is.

***Can Ronny hang up now?***

No, Ronny needs to wait until the operator says it is okay and then he is allowed to hang up.

**V. Worksheets**

You have received five different types of worksheets; two of which include varying levels of difficulties. It is your decision what worksheets you choose to include in your lesson. We highly suggest these three worksheets: “Paper Phone”, “When to Call”, and “Address”. The remaining two can be completed in class or be taken home along with coloring pages as a fun activity to make your student more comfortable with calling 9‑1‑1. In addition we have provided a parent letter for your students to take home and inform their parent/guardian about Op and Rader.

***“Paper Phone”:***This sheet is intended to be colored and used to remind students of the numbers to dial when they call. Have your class write in the numbers 9-1-1 in the top of their paper phone. Your class may color their phone and use it to pretend to dial the numbers 9‑1‑1. Make sure you emphasize that your student should never practice dialing 9-1-1 on a real phone.

***“When to Call”:*** The intent of this worksheet is to help students to be able to distinguish when and when not to call 9-1-1. Go through each prompt on the worksheets with your students and make sure they understand the correct answer for when they should and should not call.

***1. Your dog escapes from the backyard and is missing.***

No, do not call 9-1-1. There is no harm being done to a person.

***2. There is a stranger trying to get into your house.***

Yes, call 9-1-1. That person may be trying to harm someone in the household or steal property.

***3. You see a car crash near the park.***

Yes, call 9-1-1. Someone involved in the accident may be injured and in need of assistance.

***4. Someone dares you to call 9-1-1.***

No, do not call 9-1-1. Only call 9-1-1 in an emergency not for fun or as a joke.

***5. You need to practice calling 9-1-1.***

No, do not call 9-1-1. Only practice on your paper phone

***6. Your neighbor’s house is on fire.***

Yes, call 9-1-1. The fire is damaging your property and is a threat to those that may be inside.

***7. It’s raining and you don’t want to ride your bike home.***

No, do not call 9-1-1. No one is being hurt and damaging property so 9-1-1 cannot help.

***8. Your relative isn’t feeling well and can’t talk or move.***

Yes, call 9-1-1. Your relative may be in danger and in need of medical assistance.

\*Here might be a good time to reiterate that students should know their parents actual names, rather than just “Mom” or “Dad.”

**“*Know Your* *Address”:*** This worksheet is designed to teach students the importance of knowing their location when they call 9-1-1. There is a space provided where you should instruct students to fill in their address either in class or with a parent at home. This sheet also goes through some key tips to calling 9-1-1 that you should read through with your class.

***“Words to Know”:*** This bonus page may be used as a fun tool to help children remember some key words that may be involved in their phone call with 9-1-1 during an emergency. You may choose to have your students complete this page in class or take it home to complete. If your students would like to check their answers we have provided a key for both the easy and advanced versions of the word search.

Level 1 Answer Key:



Level 2 Answer Key:



***“Who Will Help”:*** As another bonus page, this matching/maze activity may be used in class or as another activity sheet to complete at home. From this worksheet students will learn the different types of emergency responders that may come to help in an emergency. Those include police officers, firefighters, or ambulance/ems workers. Explain the types of work each responder may do for an emergency using the prompts below. It is important to inform students that during most emergencies multiple responders may appear at the scene. For this reason, the maze worksheet is designed so that students will lead each emergency vehicle to the same emergency. In this case, the emergency is a house fire.

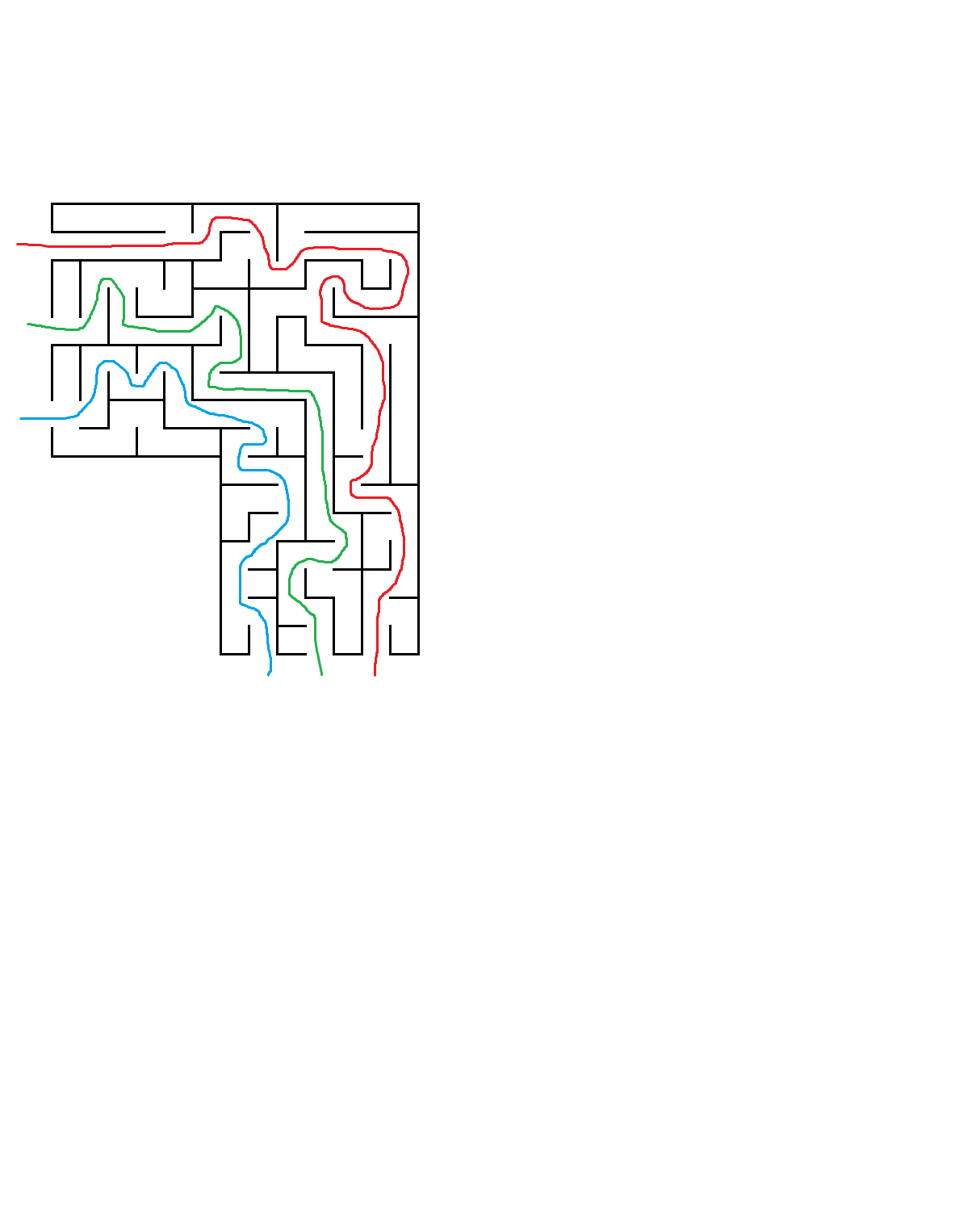
***Matching Worksheet:***

The police officer should help with the burglar, the firetruck should match with the house fire, and the ambulance should go to the car crash. Each emergency has specific needs and in these cases the emergency responder will go to the emergency whose needs match their specialty. Police officers help with crime, ambulances/ems workers help with injuries, and firefighters help eliminate fires.

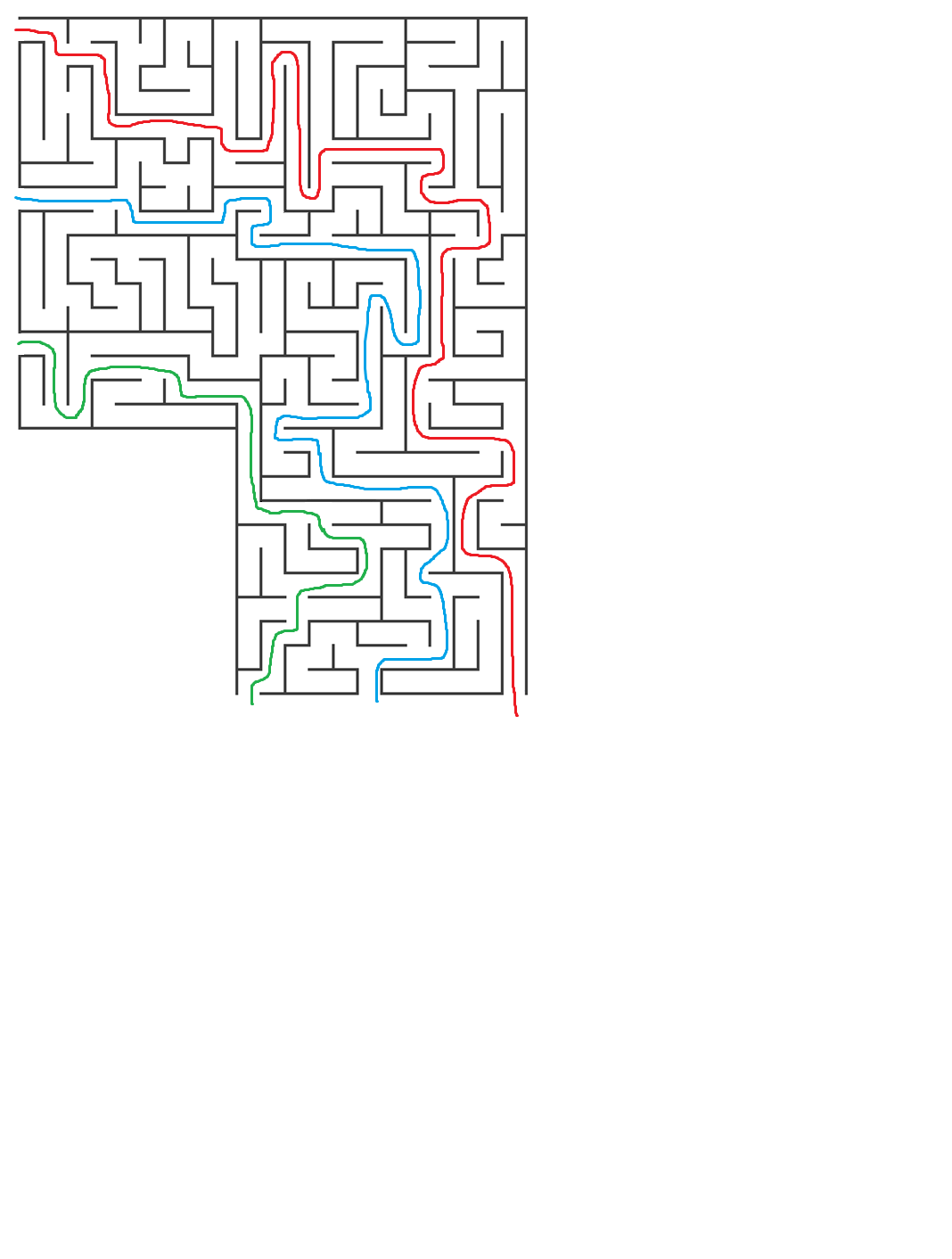
***Maze Worksheet:***

A house fire may require help from all of the emergency responders. For that reason, the student will need to complete the maze to direct each vehicle to the house fire to help at the scene. You may want to clarify with your students what each emergency responder may help with in this emergency. The police officer may help direct people away from the scene or help close off the area, the ambulance/ems workers may help tend to any injuries cause during the fire, and the firefighters will work to help anyone inside the house get out and put the fire out.

Maze Level 1:



Maze Level 2:



**VI. Discussion**

Now, you can ask questions similar to those listed above in the Introduction. Also, use this time as an opportunity to answer any questions that the students may have about 9-1-1.

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