

Lesson Plan: the correct way to make an emergency 999 call

http://www.youtube.com/watch?v=fTb_jCnbutk

There are numerous ways in which this authentic video clip could be used - the following is one possible way:

Lead in

- Show large pictures of a fire engine, ambulance and police car (and possibly coast guard depending on your location). Ask learners to write down as many words as they can in one minute – the words must be connected to the images.
- Elicit the words and make a word map on the board. Ask if any of the learners thought of ‘fire brigade’? Write it on the board and elicit the meaning and pronunciation.

Pre-viewing task

- Elicit the emergency telephone numbers in learners’ home countries.
- Ask learners to do a matching activity about important numbers in the UK:
999 – emergency (fire and rescue/ambulance/police/coast guard)
112 – European emergency number (this includes the UK!)
101 – police non-emergency number (for local police)

While viewing

- Tell learners they are going to watch a video of a boy making an emergency call. On the first viewing learners listen for gist. The actors speak quickly, so learners shouldn’t try to catch every word. Write the questions below on the board and tell learners they should listen for the answers, without writing anything down.
 - the number called
 - what the problem is
- Learners compare their answers in pairs before whole group feedback.
- Before the second viewing, ask learners to work in pairs and write down at least 3 questions the boy was asked. Get two sets of pairs to compare their answers before whole class feedback.
- Learners try to complete the gap fill before checking their answers by viewing the video again.
 1. Which _____ do you require?
 2. What’s the _____ of the incident?
 3. What _____ are you in?
 4. What _____ is it?
 5. Can you shut the door on the kitchen when you _____ the house?
 6. Are you on your _____ ?
 7. Can you _____ your sister out of the house on your way out?
 8. Would you like me to _____ on the telephone until the fire engine arrives?

Answers: 1. service 2. address 3. town 4. number
5. leave 6. own 7. help 8. stay

Post-viewing

- Discussion for more confident learners: put learners into small groups to discuss the following. Monitor and take notes.
 - Did any of the questions that the call handler asked seem strange? Here is a comment left on the YouTube site. It refers to question 8:
"Do you want me to stay on the phone....?" I thought the advice was "get out, call us out, stay out!" or has that been replaced?
 - What do you think the Fire Brigade's reply was?

Reveal the Fire Brigade's reply (DorsetFire) and when learners have read it, elicit the main points.

DorsetFire

....Your comment is entirely correct, our advice is always get out, stay out and dial 999. However, this film is aimed at children who could be frightened, so the operator would offer to stay on the phone for reassurance. We would offer them safety guidance to ensure they are not in a dangerous location and away from smoke. If they are unable to leave the property the operator would automatically remain on the line passing fire survival guidance until the arrival of the fire engine.

- Role play task: Learners work in pairs and take on the role of the call handler and a caller. Make sure the call handler has a list of questions to ask as these tend to be fixed. When learners have finished, ask them to change roles and do the role play again. The role plays could be recorded. Give feedback on clarity of responses to the questions.
- Finish with a discussion about the importance of speaking clearly and trying not to panic (easier said than done!).