

Lesson Plan: Emergencies

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Emergencies</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Emergencies</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Are the police considered good in your home country? ○ What is the job of the police in the United States? ○ Have you ever been in danger before? What happened? ○ Have you ever seen a house on fire before? What did you do? ○ Do you have a fire alarm in your house or apartment? ○ Can you think of other emergencies?
<p>Presentation: Emergencies PowerPoint Time: 15 minutes Focus points: Recognizing the fire/police departments and different emergencies, what to do in an emergency Materials: PowerPoint- Emergencies</p>	<ul style="list-style-type: none"> • Using the PowerPoint, show the students the first three slides of the police, the fire department and an ambulance. For each, explain further the role they play in our communities and when they would use them. • Be aware that some of your students may not have a positive perception of the police from their home countries. • The rest of the slides will present what to do in an emergency and the language they will need when talking with a 911 operator. • For each picture, ask if they would need the police, fire, or ambulance. • Do repetitive practice of the key sentences. For example, the teacher can ask the students, <i>What is your emergency?</i> Then, the students can say, <i>Someone is hurt.</i> or <i>There is a fire.</i> • Also, have the students practice the phrase, <i>I don't speak English. I speak _____.</i>
<p>Activity: Writing Practice Time: 20 minutes Focus points: First and Last Names, address, phone number Materials: 2 x 2 cards and lined paper for beginner group, Address Form Worksheet for both groups, question prompt slips of paper</p>	<p><u>Beginners</u></p> <ul style="list-style-type: none"> • One of the things 911 will ask for is their personal information. • Students will practice saying, spelling, and writing their name. • In advance, write students' names on lined paper. • Have students write each letter of their name on a separate small cards. (First and last name, or just first, depending on skill level) • Students then arrange the letter cards into their name. Encourage them to say the letters as they do this. • After they have done this several times, have them arrange the letters without looking at the model. • Now have students practice copying their name on the address form. If they have difficulty, write their name with yellow marker and they can copy over the letters. If ready, you can move on to writing their address and phone number on the form. • If students are confident, have them practice answering the questions on the address form, including <i>How do you spell that?</i> Practice clear pronunciation of their names. • Have the students take home the form to put by their phones.

	<p><u>Advanced Beginners/Intermediate</u></p> <ul style="list-style-type: none"> • Students will review personal information that will be needed when calling 911. • Have students fill out the top address form – name, phone number and address. • Then, have pairs of students sit back to back (like they were on a phone call and couldn't see the other person). Have them practice asking each other the information on the address form. Give them these questions on slips of paper for reference: <ul style="list-style-type: none"> ○ <i>What is your name?</i> ○ <i>What is your address?</i> ○ <i>What is your phone number?</i> ○ <i>How do you spell that?</i> • Have the students take home the address form to put by their phones.
<p>Activity: 911 Youtube Video and Wh-questions. Time: 20 minutes Focus points: Introducing 911 calling, practice of Wh-questions, listening Materials: Internet, whiteboard</p>	<ul style="list-style-type: none"> • Play Youtube video to 1:55 minutes to introduce 911 calling: https://www.youtube.com/watch?feature=player_embedded&v=tsjhKPErFAA. (This is on the final slide of the PowerPoint.) • Talk about what the students saw in the video. • Practice the Wh- questions: <ul style="list-style-type: none"> ○ What happened to the man? ○ Who called 911? ○ When did it happen? ○ Where were they? ○ Why did she call 911? • Play the video two times (or more) and pause when you hear an answer to a question. Write the answers on the board.
<p>Activity: 911 Role Play Time: 30 minutes Focus points: Learning language for 911 calling Materials: Emergency card set (one set for each grouping), telephones</p>	<ul style="list-style-type: none"> • In small groups, look at the scenarios in the card set. For each picture, talk about whether you would need the police, fire or ambulance. • Then, talk about what the emergency is in each scenario. • Pass out a card to each student in the group. Whatever picture they have is their emergency. • Have the teacher or high level student role play with each student. Each one should have a telephone. <ul style="list-style-type: none"> ○ Make sounds like the telephone is ringing. ○ <i>Teacher: Police, fire or ambulance?</i> ○ <i>Student: _____.</i> ○ <i>Teacher: What is your emergency?</i> ○ <i>Student: _____.</i> ○ <i>Teacher: What is your address?</i> ○ <i>Student: _____.</i> ○ <i>Teacher: What is your name?</i> ○ <i>Student: _____.</i> ○ <i>Teacher: Stay calm. We are sending someone right away.</i> • Ask more advanced students further questions, such as whether the sick person is breathing, or if they are safe.

	<p><i>OR</i></p> <ul style="list-style-type: none"> ○ <i>Teacher: Police, fire or ambulance?</i> ○ <i>Student: I don't speak English. I speak _____.</i>
<p>Wrap-up: Thief Game Time: 25 minutes Focus Points: Practice asking and answering questions. Materials: Bag of gold coins, chairs, white board</p>	<ul style="list-style-type: none"> ● Before the game, talk with the students again about the definition of a thief. You can use the bag of coins to demonstrate. ● For the bag of coins, make sure it is a little noisy. You could add a bell or two or keys to the bag for noise. ● Write the following sentence frames on the white board: <ul style="list-style-type: none"> ○ Question: <i>Are you the thief?</i> ○ Answer: <i>Yes, I am.</i> OR <i>No, I am not.</i> ● Have the class sit in a semi-circle with one chair turned backwards in the middle. The students are going to take turns sitting in this chair. ● Put the bag of coins in front of the backwards chair and have one student very sneakily take the bag of coins and put it behind their backs. ● The person in the backwards facing chair now turns around and has to try and guess who was the thief who took his money. ● The student will use the sentence frame to ask the question to students one by one. Each student will answer, <i>Yes, I am</i> OR <i>No, I am not.</i>
<p>Extension Activities</p>	<ul style="list-style-type: none"> ● Visit a local police department or fire station. ● Have a fire or personal safety workshop.