**Emergencies**

Materials: Emergency Situations, Emergency Vocabulary

Objectives: Students will be able to call for help and accurately describe their situation.

Vocabulary: See Emergency Vocabulary page

1. Ask students if they have ever had to deal with an emergency. What was the emergency? What did they do? What information did they have to give to the police, doctor, or other rescue worker?

2. Give the students the Emergency Situations page. Ask for a volunteer to role play the first situation with you. You will play the police officer who responds to the student’s call for help. Ask the student to tell you where they are and what happened. When you *arrive at the scene*, ask the student to describe the person who snatched their purse and ask which direction the person then ran to. Let the other students help if your partner gets stuck.

3. A good way the practice describing people is to have students volunteer to stand up and describe themselves. They have to describe their physical appearance and the clothes they are wearing.

4. Divide the class into pairs and assign each pair a situation to role play. One student will be the person to call for help and the other student will ask the questions. Monitor the students as they work and help when necessary.

5. When the students have finished developing their role plays ask for volunteers to act out their situation for the class. When they have finished you can ask the other students if they would have asked for the same information or do they have other questions they would have asked. Would they have answered the questions in the same way or differently?

6. Follow the same procedure for each pair of students.

7. Give the students the Emergency Vocabulary page and have them read it and ask any question they have. See if they have other things they would add to each category.

Emergency Situations

*For each situation write what you would do and what information you need to know.*

1. You are walking down a street at night. Suddenly, someone snatches your purse.

2. You and your children are walking in a park. A dog runs up to you, bites one of your children then it runs away.

3. It is winter. You are walking near a river that is frozen. You see someone fall through the ice.

4. You have just witnessed the hit and run of a pedestrian.

5. You see smoke coming out of your neighbor’s basement.

6. Your friend is visiting you and he suddenly collapses and is unconscious.

Emergency Vocabulary

Descriptions of people: age – young/teenager, middle age, old/elderly, height - tall/short/average, weight - fat/thin(skinny)/average, hair color - (blonde, brunette (brown), black, red (auburn), grey, white, hair style – long, short, bald, race – white, black, Hispanic, Asian, distinguishing features (anything unusual) – scars, tattoos, piercings, glasses

Kinds of clothing: hat, scarf, coat, jacket, shirt, pants, skirt, dress, socks, shoes, gloves, mittens

Description of clothing: colors (name all the colors), loose fitting/tight fitting, patterns (plaid, stripes, polka dots, etc.), buttons/zippers/Velcro

Description of dogs: size – small, medium, large, hair – short, long, wiry, collar – yes or no, tail – long, short, no tail, ears – floppy, upright, color, pattern – spots

Locations: the students should be able to give their address quickly and easily, read street names, identify known landmarks (for example – near the library, in front of City Hall, at Greendale Mall near Best Buy)

Description of cars: Basic styles – compact, four door sedan/hatchback, minivan, SUV, truck, van

Medical descriptions: conscious/unconscious, breathing/not breathing, bleeding/not bleeding, pale, sweating, feverish/hot, shivering, vomiting, rash