



Conversation Curriculum

Emergencies

Learning Objective: For students to discuss what an emergency situation is, and what they would do in such a situation, such as call 911, or evacuate.

Before Class: Review the lesson plan and check that all the materials are in the packet, such as the emergency cards pictures and the role play activities.

Warm Up Activity (15 minutes): As students arrive, hand them a set of the picture cards.

Have them sort the cards into two (2) piles: 'Emergency' and 'Non-Emergency' (Pictures will be things like a car crash or a dropped ice cream cone)

I do/ We do Activity (15 minutes): Ask students what is occurring on each of the assorted pictures and why they considered them an emergency or not. Use this time to clear up any difficulties with vocabulary students may be having.

Hand out the copy of the Longman photo dictionary page 85 to beginning students to reference if you think it will be helpful for them in following discussion

Emergency – a dangerous situation requiring immediate action

- Ask if anyone in the class (or anyone they know, or you) has ever called 911 for any reason, and if they are comfortable with it, have a class discussion about the experience(s). Ask them why 911 was called and what assistance they received. Also ask them if anything could have been done to prevent the incident. If there is no response, ask if anyone has ever been in a car crash, and if they are comfortable, have a discussion about that. If there is still no response, go over the Longman Photo Dictionary pg. 85 copy with the class and discuss the jobs of the various emergency personnel and which situations they are trained to help with.

They do Activity (15 minutes): The idea of the picture story worksheets for the They Do is to get students thinking about how to react to emergencies, and also how to prevent them in the first place.

Have students pair off and hand each pair a set of the 5 picture story worksheets.

Activity: In pairs, one student will describe what happens in detail in a story to their partner. Then, their partner will answer these questions about the story: **What they would do next in that emergency situation and – What they would have done to prevent the emergency in the first place?** Try to have them alternate the roles of describing the story and answering the questions.

Model the activity with a student using one of the stories so the students know what it is that you want them to do to (UNIT 1: the story involving the overflow of the washing machine because of too much soap works well) This is the simplest and least urgent emergency, and should be easy to demonstrate the activity. Have the pairs do this for the remaining four stories.

If some students finish early, try to get them talking to each other about what they do in their daily lives to keep themselves and others safe.

Journal Writing (10 – 15 minutes)

- Respond to the teacher's last response
- If your home was burning down and you could only save a few things that you would carry out in your arms, what would you save and why?
- Describe a time you or someone you know called 911