



What's Your Emergency?

Instructors: Don't forget to make an Achievify account for each student! [Make your account for the Achievify in English](#) or [Make your Account for the Achievify in Spanish](#).

Objective: By the end of this lesson, your students should have some familiarity with common terminology related to emergencies.

Grade Span: OSY

Subjects: ESL, Emergencies

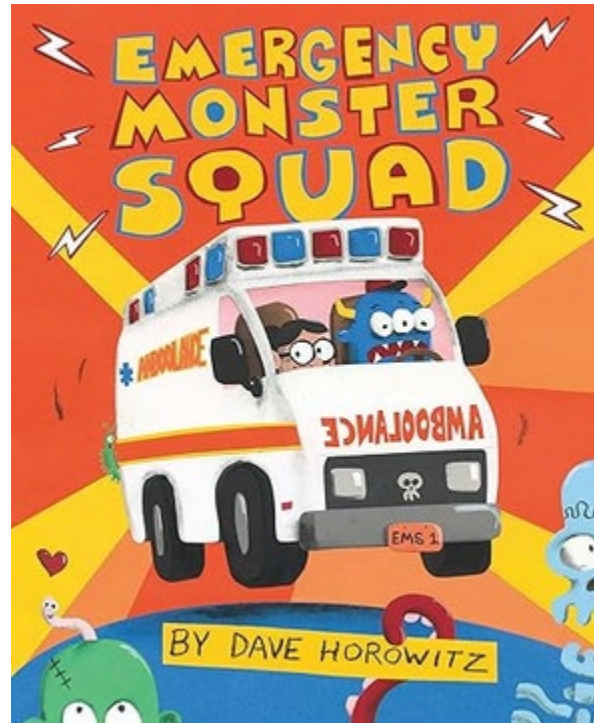


Why study this? As an ESL teacher, one of your many jobs is to equip your students with language skills for navigating daily life. One of the unpleasant but highly important parts of life is an

emergency, especially because in high-stress or emotional situations, all language skills can vanish into thin air. Knowing how to report an emergency is essential for all levels of students, so use the following to help equip your students for any situation.

Teacher Tip: Build reading, writing, listening, and speaking opportunities in every lesson. OSY students often benefit from being offered reading, writing, listening, and speaking challenges, and work at the equivalent of the last grade level they were in. They may have surpassed this level since then, but it's a good place to start.

Lesson Intro: Watch this! Begin the discussion about emergencies by watching [a read-aloud](#) of *Emergency Monster Squad* by Dave Horowitz (a real-life EMT). Ride along with these everyday heroes as they drive their 'ambulance' to answer the calls of a zombie with chest pains, a fractured skeleton, and a very pregnant kraken mama. It's a hair-raising job, but someone's gotta do it—and you never know what will happen when they crank up their siren and flash those lights!



Lesson: Start with the [English in Minutes Book 2](#) Lesson Emergencies. Vocabulary from other sections, like parts of the body and various doctors, may also be incorporated.

Extensions: Expand the lesson and add depth with resources such as the following.



Listen, Look, and Learn! Have students explore the interactive [Picture Dictionary's Crime & Emergencies](#), [First Aid](#), [Medical Emergencies and Illnesses](#), [Hospital](#), [Describing Physical States and Emotions 1](#), [Describing Physical States and Emotions 2](#), [Ailments, Symptoms, and Injuries 1](#), [Ailments, Symptoms, and Injuries 2](#) and other pages as appropriate.

Follow along with 911 Have students listen to sample emergency calls and follow along. Language reviewed in this dialogue (audio file) includes *dispatching*, *ambulance*, and *verification*, as well as the basic steps for calling 911 to receive emergency assistance. This is part I of a three-part listening selection. [Part One](#). [Part Two](#). [Part Three](#).

Roadside Request Have you ever needed roadside assistance? What kinds of situations do you think of when you hear the words “emergency call”? Have students listen to the conversation between the 911 operator and the taxi driver. Then follow along with activities in the lesson [Roadside Assistance](#) and the [Roadside Assistance Script](#).



What Happens at the Hospital? Use activities or worksheets from the [Hospitals](#) lesson from AllThingsTopics.

Switchboard Switcheroo: Now that they're more familiar, incorporate a [Calling 911 Roleplaying](#) activity. This activity involves a dialogue for asking for help. The participants are practicing a dialogue with each other. One person is the 911 operator, and his/her partner is the caller.



Keep it going! Build on this lesson with additional resources, such as:

The Achievery lesson [What Does A Paramedic Do?](#) What's it like to be a paramedic? You'll learn all about the skills you need and why someone might like this kind of job. Then you'll use the new facts you've learned to advise someone who might be a great fit for this path.