1. Calling 999

**Group size**



Small groups or whole group



**Suggested timing**

10 minutes

**Method**



Discussion

**What you need**

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Pens and paper

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Learner skill guide – calling 999

Learning objectives

* Learn how to safely get help in an emergency, including calling 999
* Explore and understand what to do when calling 999

## Overview

In this activity, learners think about who to call for help when someone has a first aid emergency.

## Preparation

Ensure there are pens and paper for the learners to use if you choose to run the activity in small groups. Share the learner skill guide – calling 999 by printing out or showing on a screen (available on the [Calling 999 web page](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/calling-999-secondary/) as a download).

Ground rules should be in place and referred to throughout the session. Assure learners are provided with opportunities to ask questions and have a space to ask anonymously if they wish to. For more details on making a class agreement and anonymous question boxes look at the guidance on [creating a safe, inclusive and supportive learning environment](https://firstaidchampions.redcross.org.uk/secondary/guidance-and-support/).

## Delivering the activity

1. Start by asking the young people how confident they feel about calling 999 in a first aid emergency, ranking themselves from 1 to 10, 10 being totally confident.
2. Ask learners, ‘**How would a young person get help if they thought a person needed more urgent medical help than they could provide?**’ Learners could write their thoughts down in groups and add to them through the discussion or this could be a whole group discussion.
3. To develop the discussion, use the suggested prompt questions below:

* What can they do if they find someone who needs help in a first aid emergency and they don’t feel able to give it?
* Who can they always call for help in a first aid situation?
* What would they do if they were alone with someone that needed immediate medical attention? e.g. someone who had cut themselves badly, broken a bone, was unresponsive and not breathing, etc.

1. They should suggest that you can call 999. Ask learners to rank themselves out of 10, 10 being the highest, on how confident they feel to call 999 in an emergency.
2. Share the learner skill guide – calling 999 and discuss the steps to take – ensure leaners know that we can always get help through dialing 999

## Stretch and challenge activities:

1. If some groups finish discussing earlier, they can take one of the first aid skills listed in the prompt questions, bleeding heavily, broken bone, or unresponsive and not breathing, and explore when someone should call 999 in that situation and what they might say to the person on the end of the phone.

## Summing up

* Discuss the types of first aid emergency that might mean needing to call 999, refer to the [First aid skill section](https://firstaidchampions.redcross.org.uk/secondary/first-aid-skills/) of the website.
* Then move onto the Practise calling 999 activity on the [Calling 999 web page](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/calling-999-secondary/).