1. Practise 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

* Explore and understand what to do when calling 999
* Practise calling 999 and giving the correct information on the phone

## 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. Print out or display the role-play cards in the PowerPoint.

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. Following on from the [Calling 999 learn activity](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/calling-999-secondary/), ask learners to say when they would call this number, and what they would need to say. This can be linked to any specific first aid skills which learners have covered at the point that the calling 999 skill is learned.
2. Ask members of the group to present one or two of the role plays on the Calling 999 Role play cards to the group from the Practise calling 999 role play activity on the [Calling 999 web page](https://firstaidchampions.redcross.org.uk/secondary/safety-and-wellbeing/calling-999-secondary/). The group then discusses the key information it’s crucial to give to the call operator in each situation.
3. Divide the group into pairs to discuss a 999 call in a different first aid emergency situation than that covered for the whole group. They should consider the key points that would need to be raised for that emergency and the kind of things the call operator would do to reassure the caller. Learners should write these down on a sheet of paper. Each sheet is then placed on the wall for the whole group to read and review. Collectively agree what the key points are when calling 999. *They should suggest: Telling the call operator where you are so they can send an ambulance, explaining calmly in as much detail as possible what happened, giving details about the person if it’s relevant (like age, previous medical history if you know it, the person’s biological sex if you know it etc.) and if you are able, answering the operators questions and following their instructions.*

## Stretch and challenge activities:

1. If groups finish looking at or role playing the transcripts, they can try making up their own conversations using the scenarios below in their pairs. Encourage the learners to think about: 1. What the call operator will ask 2. How the person calling 999 might feel and what the operator might say to reassure them 3. The kind of information the call operator will need to be able to help.

* A young person called Marcus needs to call 999. Marcus’ friend Peter hit his head earlier today when they were playing football. He banged heads with another boy. He was fine, but now he seems dizzy and keeps being sick. They are walking home from the park. They are on Morton Avenue, near the corner shop.
* A young person called Sarah needs to call 999. She is at the park with her grandparents, it is called Victoria Park, it is next to the big supermarket. A man fell to the floor and now he seems to be asleep (he is unresponsive and breathing), he won’t answer or move.
* A young person called AJ needs to call 999. He is outside of his school – Saint Paul’s High School – and it’s late, he’s alone and it’s getting dark. A man looks like he needs help. He looks like he’s having difficulty breathing. AJ doesn’t know what is wrong with him. He can’t talk and he is just sitting on the floor. (When he asks him anything he just points to his chest, he shakes his head when they ask if he has asthma, he nods his head if they ask if he had pain in his chest, arm and jaw).

## Summing up

Finish the session by asking again how confident the learners feel about calling 999 from 1 to 10. Do they feel more confident now? Why?

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.