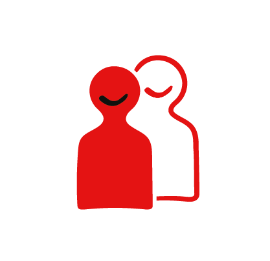
Practise calling 999

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**Group size**

Pairs



**Suggested timing**

20 minutes

**Method**

Role-play

Learning objectives

**What you need**

****

**Role-play cards**

****

**PowerPoint**

* Understand how to make a phone call to 999
* Practise making a 999 call and giving the correct information to the person on the phone

## Overview

## Learners practise making a 999 call using role-play cards and scripts.

## Preparation

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

Familiarise learners with the ground rules for the session or establish ground rules. For guidance on how to do that, see the [Creating a safe, inclusive and supportive learning environment guidance.](https://firstaidchampions.redcross.org.uk/primary/guidance-and-support/)

## How to run the activity

1. Following on from the [Calling 999 learn activity](http://firstaidchampions.redcross.org.uk/primary/safety/calling-999). Draw a phone on the board and ask what number learners would need to call. *They should say 999.* Ask learners to review when someone would call this number. *If they have learned some first aid skills already they may say things like when someone in unresponsive (breathing and not breathing) or if someone is bleeding etc. or they might just say, when someone needs help.*
2. Divide the group into pairs to role-play a 999 call. Let them choose a scenario or hand out one from the role play cards to act out. One person will play the person calling 999. They need to tell the operator the information they have and answer their questions as well as they can. The other will be the operator, and will read out the questions on the card. There are extra questions they could ask to extend the role play, and calming things they can say to help the person. Encourage learners to think of other relevant questions or comforting things they could say too.
3. For younger learners, the whole class could focus on role playing the same character, for example the first or second one only. Encourage them to focus on only asking the two important questions: where are you and what has happened? Then ask them what nice things they could say to help the person stay calm.
4. Make sure each learner has a chance to play both roles. If there is time, ask a few pairs to perform their role-play to the whole group.
5. Ask learners to discuss what it was like to call 999:

* **For the person calling**: What did it feel like at the start of the call, and then at the end when they had helped you? How did you stay calm? What information was asked for?
* **For the call handler:** What kind of information did you ask them for? What kinds of things did you say that were kind and helped make them feel better? Did you get help to them?

Encourage them to think about why the person on the phone needs that information. What are they trying to do by asking where you live and find out what happened? *They are trying to help. They need to know where to send the ambulance, and what kind of help the person might need to prepare the paramedics, and to see if there is anything the people at the scene can do to help – any first aid they can do that could help them.*

## Stretch and challenge activities:

1. Have learners swap and try another different role play if they finish there’s quickly. Ask them to think about the questions, how did it feel to play those people and why is the operator asking those questions and discuss it together before bringing the class back together.

## Summing up

 Finish by asking learners if they would now feel confident calling 999 if they needed to. Do they feel more confident now than they did before? They could write numbers 1 to 10 to show how confident they feel now.