

Washington State Enhanced 911



Public Education Presentations

Developed by: Washington State E911 Public Education Workgroup, November 2011

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PreK – 3rd Grade 9-1-1 Education Program



Team:

Cathy Field, Deb Homan, Melody Hirsch,
Aric Cothren, and Dale Wilson

Purpose

The purpose of this presentation is to educate children PreK – 3rd grade on the proper use of 9-1-1. At the end of the presentation children should be able to demonstrate their knowledge and understanding of this to the instructor.

What is the purpose or goal of the presentation? Do you want to inform, educate, entertain, enlighten, inspire, motivate, or all of the above? What do you want the audience to accomplish as a result of your talk?



Learning Objectives

By the end of your presentation each student should understand and know the following:

1. What is 9-1-1.
2. How to call 9-1-1.
3. Have a clear understanding of an emergency vs. a non emergency.
4. The importance of knowing your location (address and phone number) in an emergency.
5. When calling 9-1-1, what questions will the call receiver ask.



Introduction

Remember this is the first impression your audience has of you.

- **Open your introduction with a question.**

Who knows what an emergency is?

Who can give an example of what an emergency is?

Does anyone know what 9-1-1 is?

- **Let the children know something about you.**

Was there a special individual or event in your life that first interested you in 9-1-1 emergency services?

What do you most love about your job?

Keep in mind that you may be the only 9-1-1 employee the children have ever met!

Remember to keep it short.

- **Use a demonstration, activity, or story to get the students' attention and motivate them to want to find out more.**



Tips & Tricks

1. Know your topic inside and out, backwards and forward.

Plan ahead and practice your presentation.

2. Keep your presentation brief or take frequent breaks.

Children's attention spans are short. Make sure every two to three minutes to use some kind of attention getter, such as visuals, voice inflection, or move around the room. Telling a story works too.

3. Bring yourself down to their level.

Don't tower over them or talk down to them. Use words they are familiar with and keep it simple. Do not become one of them, you are the adult and they need to show you respect.

4. Explain the difference between a question and a story.

Many children like to tell a story during your presentations; this will help when asking them if they have questions and when they raise their hands during the presentation. Caution: Be aware this question may not want to be asked to all age groups (PreK – K).

5. Show enthusiasm.

Grab their attention right at the beginning and hold that throughout the presentation. Make your presentation come alive!

6. Add humor while still being able to express the seriousness and importance of 9-1-1.

7. Keep students engaged.

Don't just talk to them; engage them by asking questions and doing exercises. Always keep eye contact with the students.

8. Don't hand out "give-a-ways" until the end of your presentation.

Motivate them to participate and listen by telling them what they will get later if they are respectful.

9. Know techniques to get them quiet and to pay attention.

Set the ground rules and learn from the teachers. Many schools teach hand signals alerting them to when it is time to be quiet and listen. Ask the teacher what they use ahead of time.

Example: “Give Me 5” is when one hand is held up with the palm facing out like a stop sign. The fingers represent...

1. Stop talking
2. Back against the chair
3. Feet on the floor
4. Hands in lap/on desk
5. Eyes on the teacher



The Palm

10. 9-1-1 Presentation Checklist:

- Interview the host.
- Ask if there have been any recent crisis events, loss of life, or just interesting news about this group which could be used or avoided in the presentation.
- Confirm your speaking needs (area for Teletrainer, use of black board or easel, etc.) with a person in charge a few days before the event.
- Give host a biography of speaker(s) for introductions.
- Have EMD cards with you for scenarios.

11. Use visual aids in your presentation.

Many children at this age are visual learners. During your presentation it can be helpful to use visual aids such as posters, pictures, and demonstrations.

- Keep it simple. Presentation aids are to clarify and explain an idea, not replace a verbal message.
- Limit one aid to one idea. Don't crowd several messages into one visual aid.
- Make sure to check and double check for spelling.
- Cover up presentation aids until you use them. Don't let your visual aids be a distraction to your presentation.
- If you use electronic visuals, such as a video or power point, always make sure you have a backup plan just in case it doesn't work.
- If using pictures, photos, or props, ensure they are large enough to be visible from the back of the classroom.
- Always make sure to talk to your class, not your presentation.

PreK thru 3rd Grade

9-1-1 Pre-Test

(Depending on the age group, this test may be completed orally with the class raising their hands to answer.)

What is an emergency?

What are 3 examples of an emergency?

What is 9-1-1?

What phone number do you call in an emergency if you need police, fire, or an ambulance?

What is the most important information the 9-1-1 call receiver needs from you?

What is your home address and phone number?

What do you do if you accidentally call 9-1-1?

What is your location if you had to call 9-1-1 right now?

Presenter Guidelines

1. Explain what an emergency is?

- Explain the difference between an emergency and a non-emergency by giving some examples.

2. What is 9-1-1?

- 9-1-1 is a telephone number you call when there is an emergency and need help from police, fire or ambulance.

3. When should 9-1-1 be used?

- Only in an emergency.
- Never prank call 9-1-1.
- Never practice calling 9-1-1 on a real phone.

4. How is 9-1-1 called?

- You can call 9-1-1 from a landline phone, cell phone or a pay phone.

5. What questions will the Call Receiver ask when calling 9-1-1?

- Location and address of the emergency:
 - Do you know your home address?
 - Do you know the name of the roads you travel?
- Your phone number:
 - Do you know your home phone number?
 - Do you know your cell phone number (or other important phone numbers)?
- Reason for calling:
 - Explain exactly what happened, if possible.
 - Do you need police, fire or an ambulance?

****During your presentation, show examples of the types of phones****

1. What is a landline phone?

- Landline phones come in many different styles.
- The one thing landlines have in common is they must be plugged into a phone jack to operate.
- Most landline phones are push button. Older phones have rotary dial pads.

2. What is a pay phone?

- Pay phones are located in public places and most have push buttons.
- Pay phones generally cost money. However, when calling 9-1-1, it is free.

3. What is a cell phone?

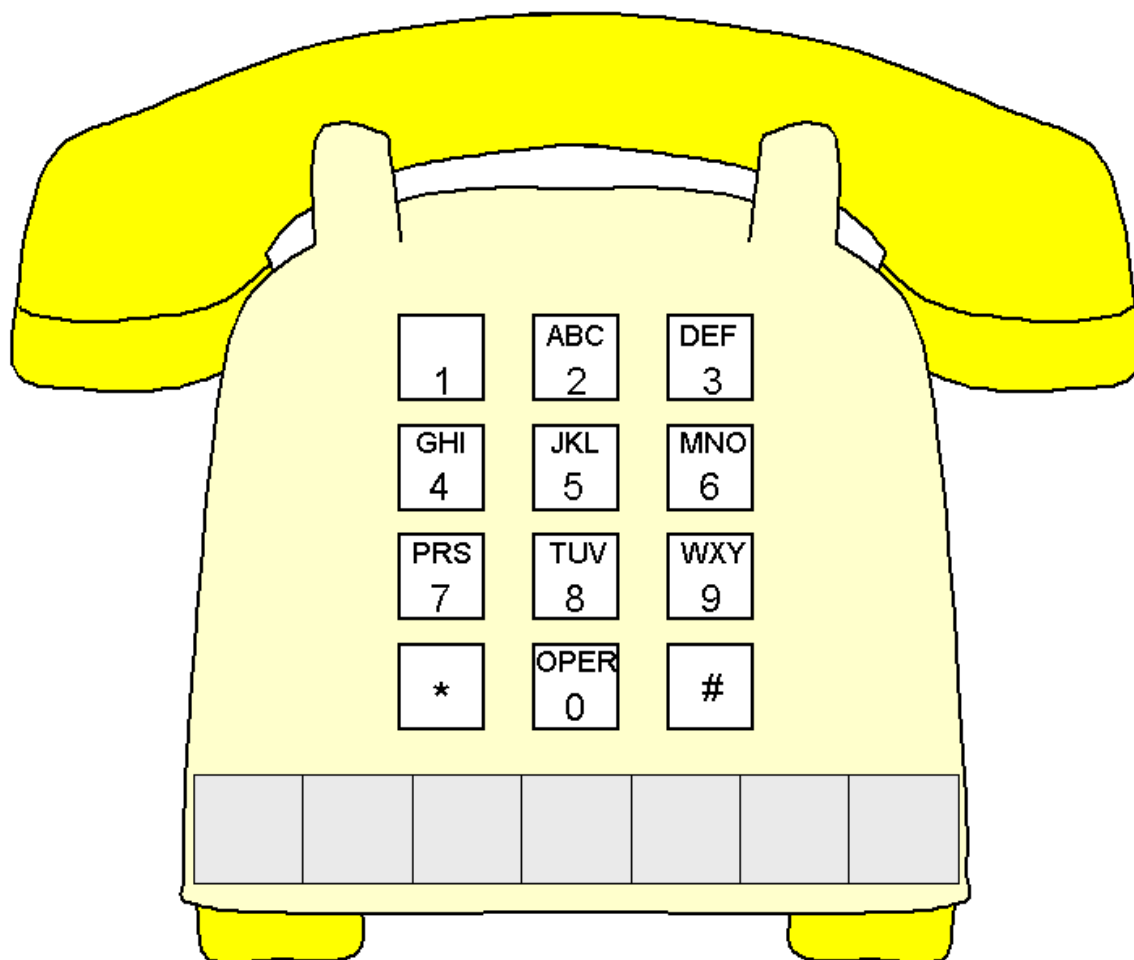
- A cell phone is different from your landline or house phone.
- Cell phones do not connect into the wall and it is a phone you can take with you in the car or a distance from your house.

Activities

The following pages are sample activities you may choose to use with your presentations.

Remember to choose the right activity to fit the age group. PreK can be very different from 3rd grade.

This is a practice phone to help the child learn their phone number.



NAME: _____

GRADE: _____

TEACHER: _____

DRAW A PICTURE ABOUT WHEN YOU WOULD CALL 9-1-1

A large, empty rectangular box with a thin black border, intended for a student to draw a picture about when they would call 9-1-1.



My Address:

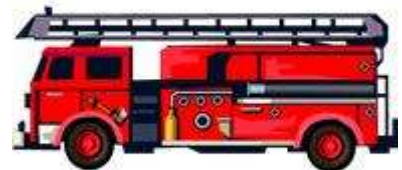
My Phone Numbers:

My Parents Names & Phone Numbers:

My Parents Workplace Name, Address & Phone Numbers:

Grandparents/Friends/Other Family Members/Neighbors:

Match Game



9-1-1 Promise

I, _____,
promise to never play on the phone and call
9-1-1 as a joke.

I will do my best to help keep my family,
friends, neighbors, and myself safe by calling
9-1-1 only in an emergency.

Signed: _____

Date: _____

Information

How to Dial 9-1-1:

1. Stay calm

- This allows you to collect your thoughts and provide the important information the Call Receiver is going to ask.

2. Make sure you know the exact location and address of the emergency

- Knowing your exact address and location will allow the Call Receiver to get help to you faster.

3. Get to the nearest telephone and call 9-1-1

- Always call 9-1-1 first before calling a family member or friend. This allows 9-1-1 to get help on the way. Arrangements can often be made for family contact once help has been dispatched.
- In case of a fire, get out of the house or building and go to a safe place. Preferably a pre-planned location and locate a phone to call 9-1-1.
- Pick up the receiver or turn on the phone and wait for the DIAL TONE.

4. Dial or press “9”, then “1”, then “1” again

- Make yourself familiar with phones ahead of time. Some landlines and cell phones have a one touch emergency button.

5. Wait for the ring and a 9-1-1 call receiver will answer

- When the Call Receiver answers the phone it is very important to remain calm and answer all of the questions asked. Do not hang up!

PreK thru 3rd Grade

9-1-1 Post Test

(Depending on the age group, this test may be completed orally with the class raising their hands to answer.)

What is an emergency?

What are 3 examples of an emergency?

What is 9-1-1?

What phone number do you call in an emergency if you need police, fire, or an ambulance?

What is the most important information the 9-1-1 call receiver needs from you?

What is your home address and phone number?

What do you do if you accidentally call 9-1-1?

What is your location if you had to call 9-1-1 right now?



9-1-1 Emergency All Star Kid

Your Agency

Awards this certificate to

Child's Name

*for learning how to call 9-1-1
in an emergency*

*Signature:*_____ *Date*_____

4th – 6th Grade 9-1-1 Education Program



Team:
Stacey Garcia, Dan Hally, and Tina Bobbit

Purpose

The purpose of this presentation is to educate 4th thru 6th grade children in the proper use of 9-1-1 while using good decision making and problem solving skills in the event of an emergency.

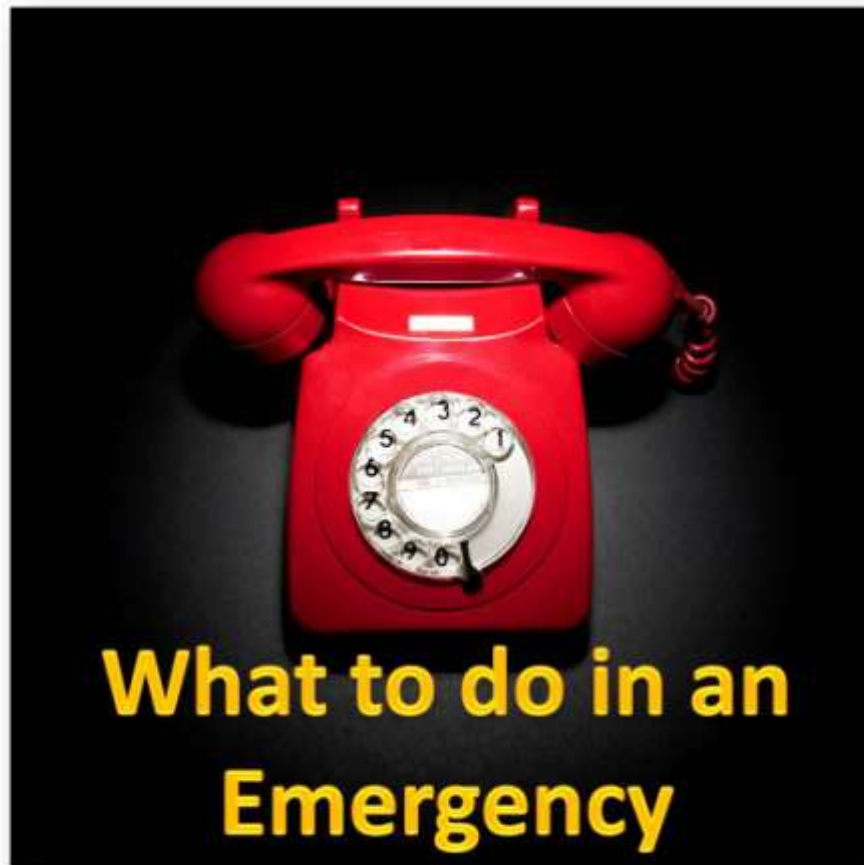
The goal is to involve students to ensure they have retained the information to be effective in an emergency. We intend to educate students to know when and why to call 9-1-1 as well as what will be expected of them when calling 9-1-1.



Learning Objectives

By the end of your presentation each student should understand and be able to demonstrate the following:

1. Know when and how to call 9-1-1.
2. Understand texting 9-1-1 is not an option in an emergency.
3. Know their location; whether at school, home or elsewhere.
4. Know what an emergency is.
5. Know what types of questions will be asked when calling 9-1-1.
6. Be able to follow the directions given when calling.



Introduction

Remember this is the first impression your audience has of you.

- **Open your introduction with a question.**

Who knows what an emergency is?

Who can give me an example of what an emergency is?

Does anyone know what 9-1-1 is?

- **Let the children know something about you.**

Was there a special individual or event in your life that first interested you in 9-1-1 emergency services? What do you most love about your job?

Keep in mind that you may be the only 9-1-1 employee these children have ever met!

Remember to keep it short.

- **Use demonstrations, activities, or short stories to get the students' attention and motivate them to want learn more.**



Tips & Tricks

1. Know your topic inside and out, back and forth.

Plan ahead and practice your presentation. Have supplies prepared ahead of time and the appropriate number for your audience.

2. Keep your presentation approximately an hour long.

Be interactive and allow them to ask questions. Try not to use extensive group guided discussions as they may tend to lose interest. Allow students to work on the 9-1-1 posters as well.

3. Explain the difference between a question and a story.

Many children this age like to tell you a story during your presentations; this will help when asking them if they have questions and when they raise their hands during the presentation.

4. Show enthusiasm.

Grab their attention right at the beginning and hold it throughout the presentation. Make your presentation come alive!

5. Add humor while still being able to express the seriousness and importance of 9-1-1.

6. Involve them in teaching others.

Have them make skits which are presented to younger classes. Display their posters in a common area of the school for all students to see and learn from.

7. Keep students engaged.

Don't just talk to them; engage them by asking questions and doing exercises. Always keep eye contact with the students.

8. Follow current trends.

Do research on what games, television shows or characters are the current trend and use them as examples or draw attention from.

9. Use real photos, with real people.

Use photos from your center, other agencies or incidents, they have responded to.

10. Know techniques to get them quiet and to pay attention.

Set the ground rules and learn from the teachers. Many teachers have their own techniques they use to let the children know it is time to listen., so ask ahead of time and use this.

Example: “Give Me 5”. Hold up one hand with palm facing out like a stop sign. The fingers represent:

1. Stop talking
2. Back against the chair
3. Feet on the floor
4. Hands in lap/on desk
5. Eyes on the teacher



The Palm

11. 9-1-1 Presentation Checklist:

- Interview the host.
- Ask if there have been any recent crisis events, loss of life, or just interesting news about this group which could be used or should be avoided during the presentation.
- Confirm your speaking needs (area for Teletrainer, use of black board or easel, etc.) with a person in charge a few days before the event.
- Give the host a biography of speaker(s) so you can be introduced.
- Have EMD cards with you for scenarios.

12. Use visual aids in your presentation.

Many children at this age are visual learners. During your presentation it can be helpful to use visual aids; such as posters, pictures, and demonstrations.

- Keep it simple. Presentation aids are to clarify and explain an idea, not replace a verbal message.
- Limit one aid to one idea. Don't crowd several messages into one visual aid.
- Make sure to check and double check for spelling.
- Cover up presentation aids until you use them. Don't let your visual aid be a distraction to your presentation.
- If you use electronic visuals such as a video or power point, make sure you have a backup plan just in case it does not work.
- If using pictures, photos, etc., make sure they are large enough to be visible from the back of the classroom.
- Always make sure to talk to your class, not your presentation.

13. Demonstrate 9-1-1 websites.

If you use a website with beneficial training tools for this age group, demonstrate how to use the site and provide them with the website address to access from home.

14. Make learning the material a competition.

Create competitions between students or classes. Give prizes for the winning student or class.

15. Don't hand out "give-a-ways" until the end of your presentation.

Motivate them to participate and listen by telling them what they will get later if they are respectful.

16. Take a photo with yourself and the class.

As part of your follow up, make a poster with the group photo and include it with your thank you letter.

4th thru 6th Grade
9-1-1 Pre-Test

When would you call 9-1-1?

What is your phone number?

What is your address?

What's the most important thing to know when you call 9-1-1?

What school and classroom are you in?

Can you text 9-1-1?

Would you call 9-1-1 if you saw a person trying to break into your neighbor's house?

Would you call 9-1-1 if the pizza delivery person gave you the wrong pizza?

Would you call 9-1-1 if you saw a car accident?

Activities

9-1-1 Emergency Word Search

W N O Y B Y A H K J A J M R W
E I T Z W V C C T D Q F E B K
T U R P O F U N D P Y G D I G
I H C R X R R R E N G N I Y T
Z O M S T H E E D G C A C Q M
B M N E E S F C W J R B A J N
I F R C S R L N R N F E L A L
A I F I R S T A I D E I M J H
F U M H Z A X L N F S E R E S
S I R E N Q D U N D Z M N E T
A C V L G W H B K K M O A J H
U M F P J B C M L V H A Q T G
R Z W D G D X A U P H J R R I
S I G F K I H L F V Z R U K L
P R E C I L O P Z U Z L I C D

ADDRESS
FIRE
HELP
MEDICAL

AMBULANCE
FIRETRUCK
LANDMARK
NAME

EMERGENCY
FIRSTAID
LIGHTS
PHONE

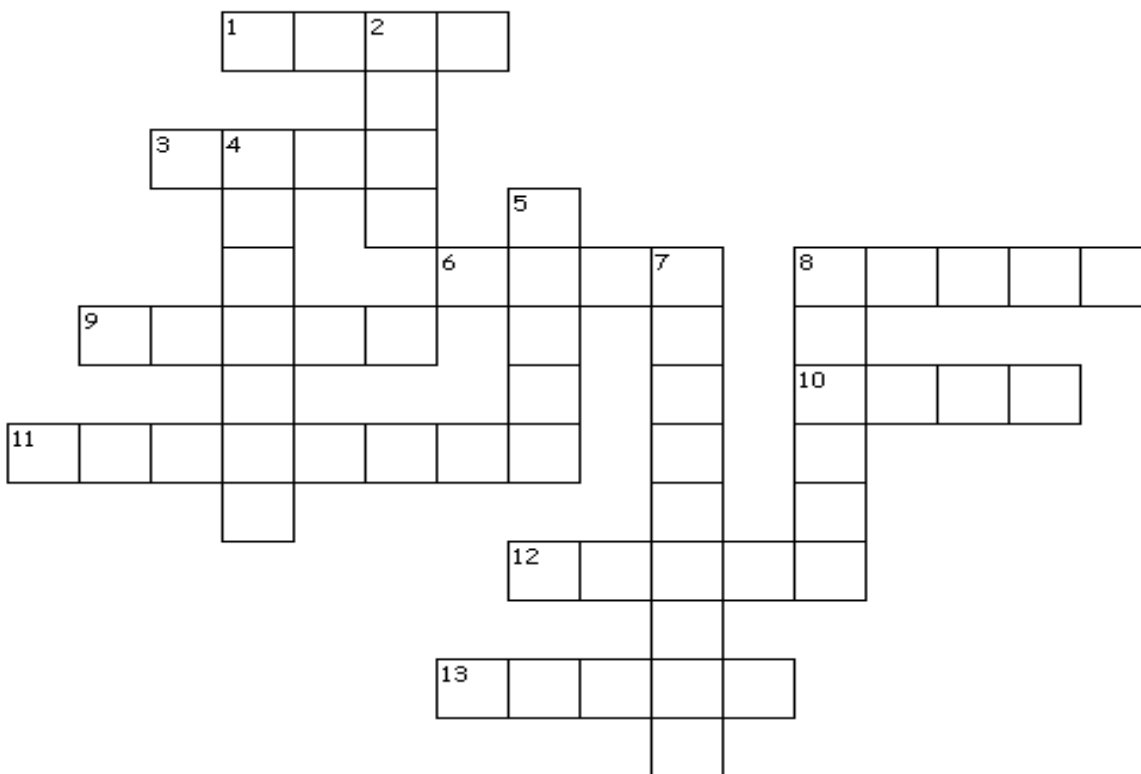
POLICE
RESCUE
SIREN

Is this an Emergency?

Directions: Use colored paper and have them hold up a red page with “**No**” if they think it is not an emergency and green with “**Yes**” if it is. If you don’t print signs you could have them raise their hand for Yes, and keep it down for No. Keep a tally on the board.

- A car crashes in front of you and it looks like someone might be hurt.
- You see someone trying to break into your neighbor’s house.
- You see a lost dog wandering down the street.
- Your teacher falls down and won’t wake up.
- Your sister or brother is choking on food.
- Someone at recess calls you mean names and hurts your feelings.
- Someone at school steals your dessert out of your lunch sack.
- You see black smoke coming out of the window of a house.
- A kitten is stuck in a tree.
- The pizza person delivers you a pizza with anchovies on it.
- A person walks into a bank with a gun in their hand.
- You come home from school and your mom and dad aren’t home but the front door of your house is open and it looks like your TV is missing.
- You get lost walking to your friend’s house after school.
- Your homework is really difficult and you need help.
- You wake up in the middle of the night because your smoke detector is going off.
- You smashed your finger in the car door. It really hurts but isn’t bleeding.
- You see two people fighting and hitting each other in the street.
- A stranger at the grocery store gets inside your car and drives it away.
- You come home from school and your bicycle is missing from the back yard.
- A stranger asks you to get into a car while you are walking down the street.

9-1-1 EMERGENCY CROSSWORD PUZZLE



Across

1. NEVER _____-UP ON 9-1-1.
3. ALWAYS REMAIN _____ IN EMERGENCIES AND WHILE CALLING 9-1-1.
6. YOU SHOULD CALL 9-1-1 IF YOUR HOUSE IS ON _____.
8. ALWAYS REMEMBER YOUR _____ NUMBER.
9. 9-1-1 CAN GIVE YOU _____-AID INSTRUCTIONS UNTIL HELP ARRIVES.
10. 9-1-1 CAN SAVE YOUR _____.
11. ANSWER EVERY _____ THE 9-1-1 DISPATCHER ASKS.
12. THE MOST IMPORTANT THING TO KNOW WHEN YOU CALL 9-1-1 IS TO KNOW _____ YOU ARE.
13. CALL 9-1-1 IF YOU NEED A FIRE-_____ OR AMBULANCE.

Down

2. REMEMBER YOUR PARENT'S FIRST AND LAST _____.
4. ALWAYS KNOW THE _____ OF WHERE YOU LIVE.
5. LISTEN FOR A _____ TO KNOW HELP IS ON THE WAY.
7. ONLY CALL 9-1-1 IF YOU HAVE AN _____.
8. YOU SHOULD CALL 9-1-1 IF YOU NEED A _____ OFFICER.

9-1-1 Poster Contest

Supplies you'll need:

- Poster Board
- Colored markers, crayons or pencils
- Lined notebook paper

Instructions:

1. Begin by passing out lined notebook paper. Have each student write on the paper one emergency situation in which they would call 9-1-1.
2. Try to keep it to one sentence in order to keep it simple.
3. Pass out blank posters and explain that they will be drawing their individual emergencies on their poster.
4. Draw and color the posters.
5. Attach their emergency sentence on the notebook paper to the poster that describes their emergency.
6. Post all pictures (or have teachers).
7. Make guidelines for judging and set a time limit in which everyone will be able to vote.
8. Can be voted on by teachers, students, 9-1-1 representative, etc.
9. Present winner with a 9-1-1 prize at the conclusion of the contest.

Information

1. What is an emergency?

- What is the difference between an emergency and what is not an emergency.
- How they know when to call 9-1-1.
- What if they're not sure if it is an emergency.

2. How to call 9-1-1.

- From a cell phone, landline, or payphone.
- You cannot text 9-1-1.
- 9-1-1 only phones.

3. What they need to know when they call 9-1-1.

- Location of where help is needed (the address, name of a business, or location to give to 9-1-1).
- What type of help is needed.
- Their phone number.
- Parent's name and phone number.

4. The importance of always knowing your location.

5. Never call 9-1-1 as a joke.

- Provide example of what could happen as a result of this.

6. What questions 9-1-1 may ask you when you call?

- 6 W's:
 - **What:** What is happening?
 - **When:** Is it happening now?
 - **Where:** Where is this occurring?
 - **Who:** Who is the victim, suspect, involved?
 - **Why:** Do you know why this is happening?
 - **Weapons:** Are there any weapons involved?
- Describe people or events.

7. Why it is very important to not hang up until told to do so?

- 9-1-1 may need more information.
- 9-1-1 may need additional help in finding you.
- 9-1-1 may need to give you instructions to help save a person's life.
- 9-1-1 may want to keep you on the line to keep you safe.

4th thru 6th Grade
9-1-1 Post Test

When would you call 9-1-1?

What is your phone number?

What is your address?

What's the most important thing to know when you call 9-1-1?

What school and classroom are you in?

Can you text 9-1-1?

Would you call 9-1-1 if you saw a person trying to break into your neighbor's house?

Would you call 9-1-1 if the pizza delivery person gave you the wrong pizza?

Would you call 9-1-1 if you saw a car accident?

7th – 12th Grade 9-1-1 Education Program



Team:
Dan Hally, Mike Shannon, and Tammy Leavitt

Purpose

The purpose of this presentation is to provide accurate information to young people between 12 and 18 years old on the appropriate use of 9-1-1 and current technological capabilities of Public Safety Answering Points (9-1-1 Centers). At the end of the presentation, this age group should be able to demonstrate their knowledge and understanding of this to the instructor.

What is the purpose or goal of the presentation? Do you want to inform, educate, entertain, enlighten, inspire, motivate, or all of the above? What do you want the audience to accomplish as a result of your talk?

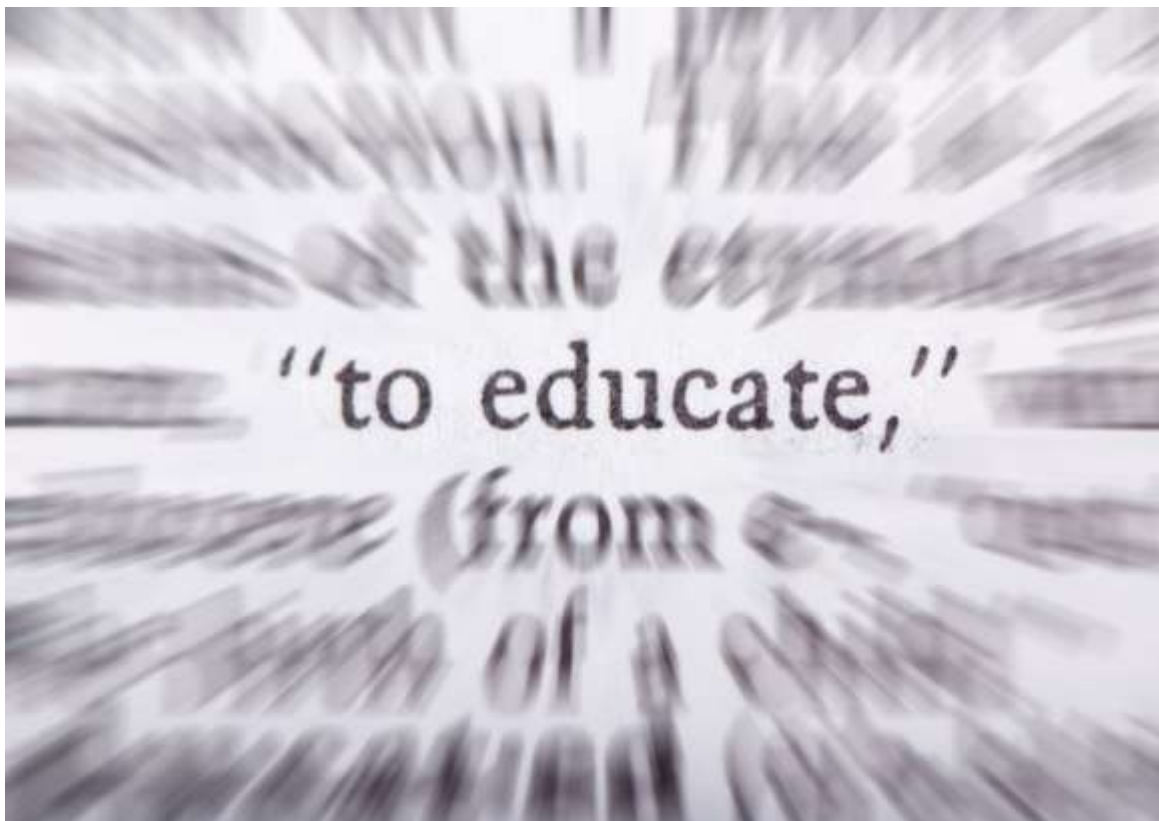
DON'T TEXT 9-1-1



Learning Objectives

By the end of your presentation each student should understand and know the following:

1. Currently technology does not allow texting to 9-1-1 in Washington State.
2. Wireless location capabilities.
3. What he/she should do if they accidentally call 9-1-1
4. The consequences of making false or harassing calls to 9-1-1.
5. The do's and don'ts of 9-1-1.
6. The importance of knowing your location.



Introduction

Remember this is the first impression that your audience has of you.

1. Open your introduction with a question.

Who can give an example of what an emergency is?
Does anyone know what 9-1-1 is?

2. Let your audience know something about you.

Was there a special individual or event in your life that first interested you in 9-1-1 emergency services?
What do you most love about your job?
Keep in mind that you may be the only 9-1-1 employee they have ever met!
Remember to keep it short.

3. Use a demonstration, activity, or story to get audience's attention and motivate them to want to learn more.



Tips & Tricks

- 1. Treat the students as adults. Even 7th graders expect to be treated this way.**
Talk with the students, don't talk at them.
- 2. Know your material.**
Plan ahead and prepare. Don't read from material and be prepared to answer questions.
- 3. Talk to the students as equals.**
Listen to their opinions and ask for examples.
- 4. Make the information relevant to them.**
Use examples they can relate to by using real life examples of teen experiences. Encourage the students to provide their own examples.
- 5. Encourage participation.**
Many students are very comfortable with technology; a question on cell phone use could do the trick.
- 6. Be realistic and use powerful examples.**
This age group is old enough to hear some of the more graphic stories about calls which went bad.
- 7. Use group activities.**
Competitions and prizes are helpful.
- 8. Have student leaders assist with the presentation.**
Plan ahead and have student leaders help with planning the presentation. Request feedback and ideas for the presentation and ask about examples the students may connect with.

Do's & Don'ts



DO use 9-1-1 to reach police, fire, and/or medical service.

DO pay attention to your location and know your address. Know which roads you are on, the nearest mile marker or intersection. Know the address of your school and the room number.

DO give your location first. If the call is lost, they will know where to send help.

DO lock the key pad on your cell phone to prevent accidentally dialing (pocket dialing) the programmed one-touch 9-1-1.

DO use pay phones to report emergencies including accidents, crimes in progress, or crimes that have just occurred. The 9-1-1 call is FREE.

DO expect the Call Receiver to ask questions. Help has already been dispatched even though the Call Receiver continues to talk with you.

DO take the battery out of old cell phones. Even though there is no service to the cell phone, 9-1-1 can still be dialed.

DO have a corded phone to replace cordless home phone in case of power outages.

DON'T call 9-1-1 to ask when power will be restored during an outage, how road conditions are, or whether schools are open. Contact your utility company. Listen to local radio and television for road conditions, updated weather reports, and school information.

DON'T hang up when you dial 9-1-1 in an emergency; Call Receivers will need information from you in order to send the appropriate help.

DON'T hang up when you dial 9-1-1 accidentally. Dispatchers will have to take time to call back and verify if you have an emergency. This takes time away from actual emergency calls.

DON'T play with 9-1-1 or make false calls. It is a violation of the law which can be punishable by a fine or imprisonment.

DON'T text to 9-1-1. Washington 9-1-1 Call Centers are currently not capable of handling text messages.

7th thru 12th Grade

9-1-1 Pre-Test

What is the most important piece of information you give the 9-1-1 Call Receiver when you call 9-1-1?

Why should you not text 9-1-1?

Does your cell phone allow a 9-1-1 center to know your exact location?

What should you do if you accidentally call 9-1-1?

Besides being a crime, why should you never prank call 9-1-1?

What must you always keep updated when you use a VoIP phone service?

Group Activities

Activity #1:

1. Break the students into small groups.
2. Each group is to create a list of 10 places where they may be when they have to call 9-1-1 during an emergency. (Focus on the need to know your location).
3. The activity has a five minute time limit.
4. Each group will select a timer, presenter and facilitator.
5. Establish ground rules which include: 5-minute time limit, all ideas are included (no dumb idea) and everyone participates.
6. Each group will present their findings.

Activity #2:

1. Break the students into small groups.
2. Each group is to create a game or method to keep track of your location when traveling on a highway.
3. The activity has a five minute time limit.
4. Each group will select a timer, presenter and facilitator.
5. Establish ground rules which include: 5 minute time limit, All ideas are included (no dumb idea) and everyone participates.
6. Each group will present their findings.

Information

Phase I and Phase II Service

Phase I Enhanced 9-1-1 (E9-1-1) rules require wireless service providers to provide the 9-1-1 Center with the telephone number of the originator of a wireless 9-1-1 call and the location of the cell site or base station transmitting the call.



Phase II Enhanced 9-1-1 (E9-1-1) rules require wireless service providers to provide more precise location information to 9-1-1 Centers; specifically, the latitude and longitude of the caller. This information must be accurate to within 50 to 300 meters depending upon the type of location technology used.

The FCC recently required wireless carriers to provide more precise location information to 9-1-1 Centers. As a result, wireless carriers will be required to comply with the FCC's location accuracy rules at either a county-based or 9-1-1 Center-based geographic level. The new standards apply to outdoor measurements only, as indoor use poses unique obstacles.

Tips for Subscribers for Fully Interconnected VoIP (Voice over Internet Protocol) Service

If you have or are thinking of subscribing to an interconnected VoIP service, you should:

- Provide your accurate physical address to your interconnected VoIP service provider to ensure that emergency services can quickly be dispatched to your location.
- Be familiar with your VoIP service provider's procedures for updating your address, and promptly update address information if it changes.
- Have a clear understanding of any limitations of your 9-1-1 service.
- Inform children, babysitters and visitors about your VoIP service and its 9-1-1 limitations, if any.
- If your power is out or the internet connection is down, be aware your VoIP service may not work. Consider installing a backup power supply, maintaining a traditional phone line or having a wireless phone as a backup.
- If you have questions about whether the phone service you are receiving is an interconnected VoIP service, contact your service provider for further information.



Tips for 9-1-1 Calling

When making a 9-1-1 call from a wireless phone you should remember the following:

- Tell the Call Receiver the location of the emergency right away.
- Provide the Call Receiver with your wireless phone number, so if the call gets disconnected, the Call Receiver can call you back.
- If your wireless phone is not “initialized” (you do not have a contract for service with a wireless service provider), and your emergency call gets disconnected, you must call 9-1-1 back because the Call Receiver does not have your telephone number and cannot contact you.
- To help public safety personnel allocate emergency resources, learn and use the local, designated number in your area for reporting non life-threatening incidents.
- Refrain from programming your phone to automatically dial 9-1-1 when one button, such as the “9” key, is pressed. Unintentional wireless 9-1-1 calls, which often occur when auto-dial keys are inadvertently pressed, cause problems for emergency call centers.
- If your wireless phone came pre-programmed with the auto-dial 9-1-1 feature already turned on, turn this feature off. Consult your user manual for instructions.
- Lock your keypad when you’re not using your wireless phone. This action prevents accidental calls to 9-1-1.
- Consider creating a contact in your wireless phone’s memory with the name “ICE” (In Case of Emergency), which lists the phone numbers of people you want to have notified in an emergency.
- 9-1-1 centers currently lack the technical capability to receive texts, photos and video.

7th thru 12th Grade

9-1-1 Post Test

What is the most important piece of information you give the 9-1-1 Call Receiver when you call 9-1-1?

Why should you not text 9-1-1?

Does your cell phone allow a 9-1-1 center to know your exact location?

What should you do if you accidentally call 9-1-1?

Besides being a crime, why should you never prank call 9-1-1?

What must you always keep updated when you use a VoIP phone service?

Adult 9-1-1 Education Program



Team:
Brandy Bledsoe, Katie Gillespie,
Kayreen Lum, and Vicki Thoroughman

Purpose

The purpose of this presentation is to inform adults about 9-1-1 and how it can help save them and/or others in emergency situations.



Learning Objectives

By the end of the presentation each person should understand and know the following:

- Have a clear understanding of an emergency versus a non-emergency.
- The questions a Call Receiver will ask when calling 9-1-1.
- Will know what to do if 9-1-1 is dialed accidentally and how to avoid it from happening.
- Understand how different communication devices work or do not work with 9-1-1.



Introduction

This is the first impression that your audience has of you.

- Tell the audience who you are:

Your name, title, and the name of the agency or organization you represent.

- Tell the audience what makes you an expert on the information you are about to give:

Years of experience, what exactly you do, or give a story of your work experience.



Tips & Tricks

1. Know your topic in and out. Plan ahead and practice your presentation.
2. If the group you are addressing is tied together by a common thread, tailor your presentation to fit them.
 - **New parent group**- Talk about not giving cell phones to children who can accidentally dial 9-1-1. Talk about landlines being the best phones if their child has to call 9-1-1 because of the location information available and what the other phones will show.
 - **Deaf and Hard of Hearing**- Talk about the different ways they can reach 9-1-1 (VRS, IP Relay, TTY, Captioned Phones) and ways that don't work (texting).
 - **Businesses**- If they have to dial a 9 to get a line out, talk about how easy it is to misdial 9-1-1 on a long distance call and what to do if you do misdial. Talk about how a Telephone Exchange Network (PBX) works and about the importance of knowing the address of where they work.
 - **Citizen's Academies and Block Watch Groups**- These people have an interest and probably already know some things about law enforcement. They will want to know more than the basics. Give them details, such as how many calls your 9-1-1 center receives, what information the Call Receiver gets on their display equipment, and how to describe a suspect. They may be interested in 9-1-1 call center tours also.
 - **English as a second language or non-English speakers**- Talk about the availability of interpreter services.
3. Adults love to know "What is in it for me?". Motivate them with real stories and how their actions can affect not only them but other people in their lives.
4. If you are being asked to do a presentation, ask if there has been recent events that sparked their interest and be prepared to discuss it.
5. Confirm your speaking needs. Do you have a power point and need a projector? Do you have tapes to play and need a power outlet, etc?
6. Beware of using lingo, slang or acronyms your audience does not know. Be prepared to explain what they mean, if you choose to use them. (Examples: 9-1-1 call center, dispatcher, call receiver, ANI and ALI)

Adult 9-1-1 Preliminary Questions

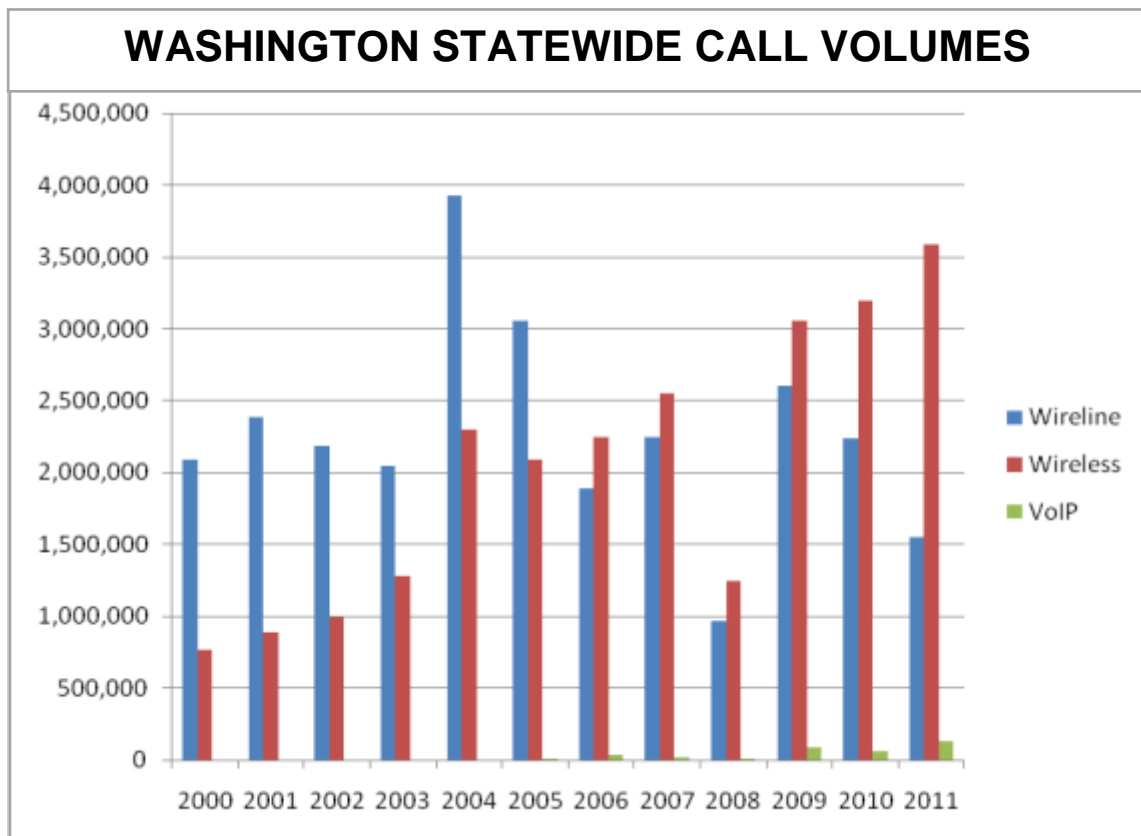
Yes or No Questions:

1. Can a cell phone which has a terminated contract still call 9-1-1?
2. Can you text to 9-1-1 in Washington State?
3. Will the Call Receiver know exactly where you are if you call 9-1-1 on a cell phone?
4. If a call receiver asks you to remain on the line, does this mean police, fire or medical response has not been dispatched yet?
5. Would you call 9-1-1 for a power outage?
6. Should you hang-up if you accidentally call 9-1-1?

Activities

The following are examples of activities that you may choose to use with your presentations.

1. Play recordings of real calls or tell real examples.
2. Show maps and what types of locations we get on cell phones.
3. Show ANI/ALI information.
4. Show statistics on call volumes.



Information

1. When to call 9-1-1

- What is a real emergency.
- What types of things are not emergencies. Talk about common non-emergencies people call 9-1-1 for.
- Explain how tying up 9-1-1 lines with non-emergencies can delay a response to a real emergency.

2. What 9-1-1 needs to know when you call

- What is the emergency.
- Where is the emergency.
- The phone number and name of the caller.
- Other details depending on the emergency.

3. Staying calm and answering all the questions

- Answering questions is not delaying response.
- Answering the questions, rather than giving unneeded information, can get help to the emergency faster.
- We are trained to ask specific questions which give the most important information first.
- Do not hang up until told to do so unless your safety is threatened.

4. Accidental dialing of 9-1-1

- How to avoid accidental dialing.
- Lock your cell phone.
- Cell phones without service can still dial 9-1-1.
- Dialing 9 to get a line out.
- Dialing India if you forget to use the US exit code and start with India's country code 91 and then an area code that starts with a 1, you have just called 9-1-1.
- What to do if you do accidentally dial.
 - Stay on the line and tell the Call Receiver it was an accident.
 - If you do hang up, you will receive a call back.

5. How different types of phones work with 9-1-1

- Landlines, cell phones, and VoIP phones do not work the same.
 - 9-1-1 Call Centers cannot receive texts, picture or video messaging or Skype.
 - Even though a VoIP phone may be programmed to call 9-1-1, the call may route to a different call center and the name, address and callback phone number may not be provided to the Call Receiver.

Adult

9-1-1 Post Survey Questions

Yes or No Questions:

1. Can a cell phone which has been terminated still call 9-1-1?
2. Can you text to 9-1-1 in Washington State?
3. Will the Call Receiver know exactly where you call 9-1-1 on a cell phone?
4. If a call receiver asks you to remain on the line, does this mean police, fire or medical response has not been dispatched yet?
5. Would you call 9-1-1 for a power outage?
6. Should you hang-up if you accidentally call 9-1-1?

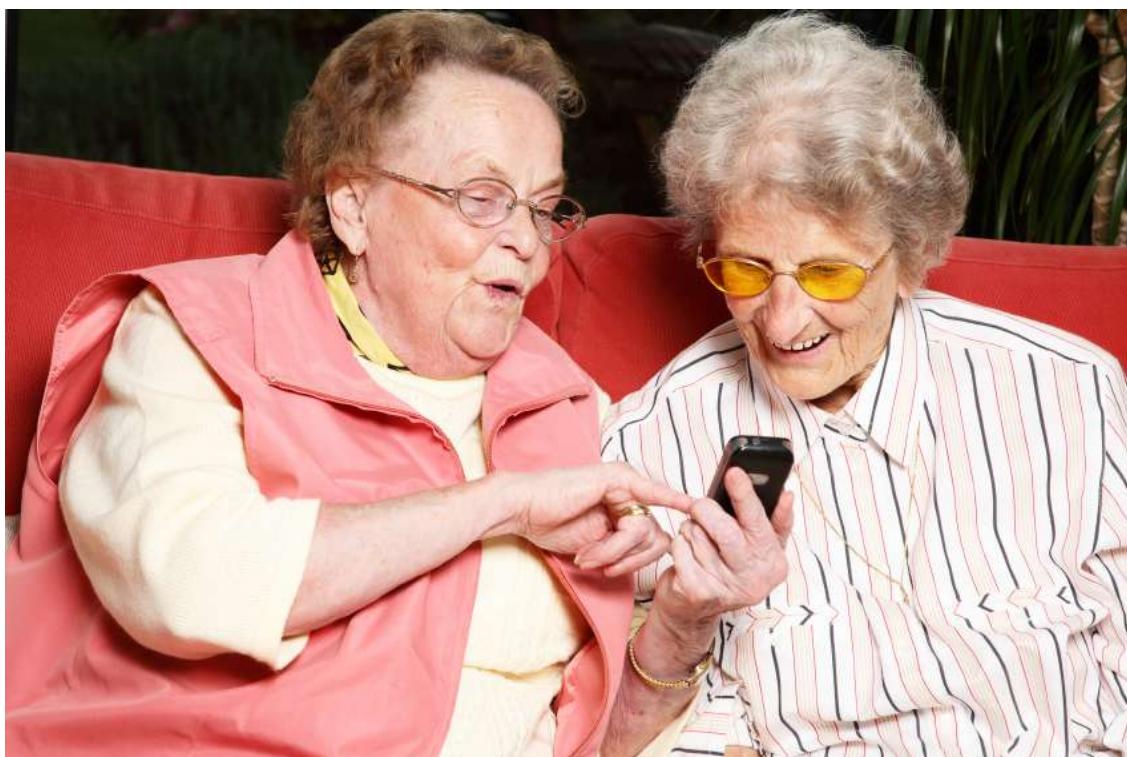
Senior Citizen 9-1-1 Education Program



Team:
Kay McKellar, Cathy Field, Jill Evander,
and Susan Waltz

Purpose

The purpose of this presentation is to provide Senior Citizens with an overview of 9-1-1. At the end of the presentation, Senior Citizens should feel more confident and comfortable when calling 9-1-1 in emergency situations.



Learning Objectives

By the end of your presentation each person will understand and demonstrate the following:

1. How to call 9-1-1.
2. What questions the 9-1-1 Call Receiver will ask about the emergency.
3. Understand what happens during and after calling 9-1-1.
4. The importance of knowing your location (address and phone number) in an emergency.



Introduction

This is the first impression your audience has of you.

- **Open your introduction with a question.**
Has anyone ever had to call 9-1-1?
- **Let them know something about you.**
Was there a special individual or event in your life that first interested you in 9-1-1 emergency services? What do you most enjoy about your job? Keep in mind that you may be the only 9-1-1 employee they have ever met! Remember to keep it short.
- **Use a demonstration, activity, or story to get their attention and motivate them to want to find out more.**



Tips and Tricks

- Senior Citizens enjoy sharing personal experiences. Make sure there is enough time following your presentation to allow for this. This may include remaining afterward to mingle and answer their questions and to listen to personal stories.
- Take the time before a presentation to learn a little about the group. This may include lifestyles and interests.
- Leave some literature and promotional items with the emergency and non-emergency numbers to the local call center.
- Be careful of lingo or slang words. This can be annoying to them.
- Cell phones are being used more frequently in homes by seniors every day. This is a good topic to cover.
- Confirm information delivered referencing how to call 9-1-1 will not come off as condescending. Seniors have a lifetime of experience and they usually do not have a problem dialing 9-1-1.
- Be sure to consider the needs of the hard of hearing in the group so that they are not feeling left out.



Senior Citizen

9-1-1 Preliminary Survey

What is the most important information the 9-1-1 Call Receiver needs from you?

If there is an emergency right now and you had to call 9-1-1, where would you tell them you are?

Will the Call Receiver know your exact location when calling 9-1-1 from a cell phone?

What should you do if you accidentally call 9-1-1?

What should you do if you were unable to speak when calling 9-1-1?

In an emergency who should you call first; a family member or 9-1-1?

Information

How to Dial 9-1-1:

- 1. Stay calm.**
 - This allows you to collect your thoughts and provide the needed information that the Call Receiver is going to ask you.
- 2. Make sure to know the location and address of the emergency.**
 - Knowing your address and location will allow the Call Receiver to get help to you faster.
- 3. Get to the nearest telephone and call 9-1-1.**
 - Always call 9-1-1 first before calling a family member or friend. This will allow 9-1-1 to get help on the way. Arrangements can often be made for family contact once help has been dispatched.
 - In case of a fire get out of the house or building and go to a safe place. Preferably a pre-planned location and locate a phone to call 9-1-1.
- 4. Pick up the receiver or turn on the phone and wait for a DIAL TONE (Landline only).**
- 5. Dial or press “9”, then “1”, then “1” again.**
 - Some landlines and cell phones also have a one touch emergency button. Make yourself familiar with your phone ahead of time.
- 6. Wait for the ring and a 9-1-1 call receiver will answer.**
 - When the Call Receiver answers the phone it is very important that you remain calm and answer all of the questions that are asked.

Questions which may be asked when calling 9-1-1:

1. Location - Knowing the exact location of the emergency is vital.

- Always have your address posted near your home phone. Even though you may know your address; in an emergency situation, panic will happen and reciting an old address or even going blank is common. Visitors may come to your home and may not know the exact address in an emergency.
- When calling 9-1-1 from a landline, the address and phone number most often will display to the Call Receiver. The Call Receiver still must verify the information is correct.
- Not knowing your location may delay emergency responders from finding you and getting help quickly to you.

2. Always remain on the line with the Call Receiver and answer all questions.

- Help is on the way, but questions are necessary to assist the emergency responders so please stay on the line with the Call Receiver.
- If you are unable to speak because of a physical limitation or it is not safe, you should leave the phone off the hook. This will allow the Call Receiver to hear what is happening.
- Once help is on the way the Call Receiver may give pre-arrival instructions. Do not hang up until instructed by the Call Receiver or it is not safe to stay on the line.

Understanding what happens during and after calling 9-1-1:

1. Once the address is obtained the following occurs.

- Remember, help is on the way! The Dispatcher will dispatch the appropriate agencies to respond while the Call Receiver is still on the phone asking additional questions. Asking additional questions does not delay the response.
- The Dispatcher will give the responders additional information such as your address, nature of the emergency, and/or the level of response.
- Stay on the line. The Call Receiver will give instructions on what to do next. If this is an aid call, you may be instructed to put away family pets, gather medications, unlock the door, turn on the porch light, administer CPR or to do nothing at all.
- The Call Receiver will try and stay on the line with you until help arrives, however this may not always be the case. Often times, depending on the severity of the call, the Call Receiver may ask you to monitor the situation or the patient and call 9-1-1 back if there are any changes or the situation worsens in any way before emergency responders arrive.



Senior Citizen

9-1-1 Post Survey

What is the most important information the 9-1-1 Call Receiver needs from you?

If there is an emergency right now and you had to call 9-1-1, where would you tell them you are?

Will the Call Receiver know your exact location when calling 9-1-1 from a cell phone?

What should you do if you accidentally call 9-1-1?

What should you do if you were unable to speak when calling 9-1-1?

In an Emergency, who should you call first; a family member or 9-1-1?

General Information for All Age Groups



The Importance of Knowing Your Location in an Emergency



This is the most important information provided to the 9-1-1 Call Receiver. Remind your audience to be aware of their surroundings. They need to be as detailed as possible. Teach them to look around and try to find landmarks or cross streets if

outside and the street address is unknown. If inside a large building or one with multiple levels, help emergency responders by letting them know which floor they are on, which apartment they are in, etc.



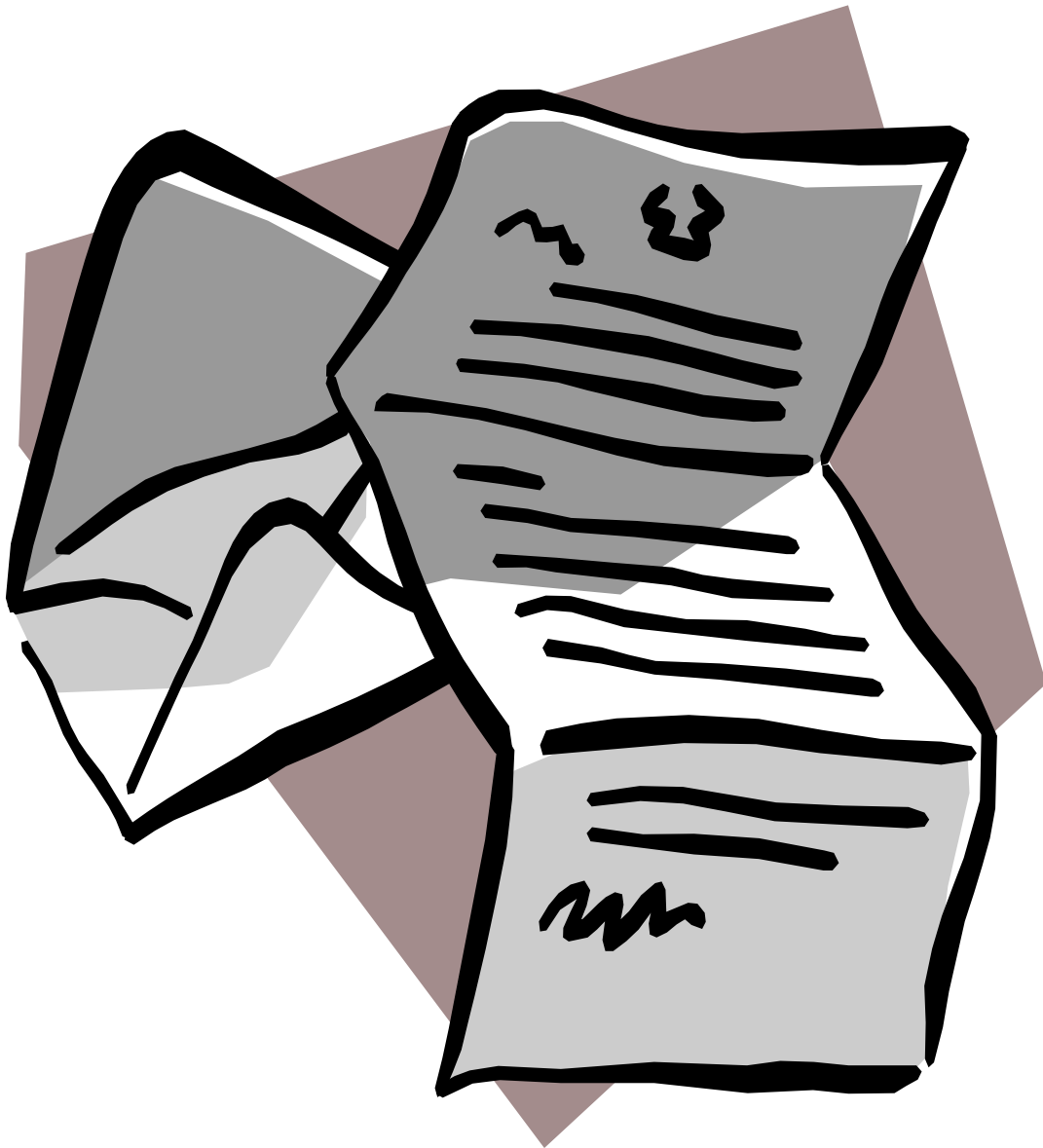
Closing

The closing statement is the most important part of the presentation. People are most likely to remember the closing statement because it is what they heard last.

1. To end your presentation, summarize your main points.
2. Always close with an interesting remark or an appropriate punch line.
3. Leave your listeners with a positive impression and a sense of completion.
4. Do not overstate your closing remarks.
5. Thank your audience.



Sample Letters and Feedback Forms



Introduction Letter to Schools

Date

School Name

Address

City, State Zip

Dear Ms./Mr. _____;

Hello, my name is _____. I'm a 9-1-1 Call Receiver for _____. One of my responsibilities is to educate the public of the importance of the 9-1-1 Emergency System and its appropriate use.

I have witnessed firsthand, the 9-1-1 system saving lives. In order to continue the effectiveness of this life saving system, public education is necessary. It is my responsibility to make every effort to educate the citizens of _____ County and would like to start with reaching out to school employees and students.

Too often we receive phone calls from frightened children who do not know their address or what to say when we speak with them. Not having this important information can delay response. When calling 9-1-1 for an emergency, seconds count.

I would like to present a short informational presentation to you, your staff, and students about the following:

1. The difference between an emergency and a non emergency
2. What 9-1-1 is
3. How to call 9-1-1
4. What questions a call receiver will ask when calling 9-1-1
5. The importance of knowing your exact location (address) and phone number in an emergency

Please feel free to contact me to schedule a meeting or a presentation.

My contact phone number is _____ and my email is _____.

Sincerely,

Presenter's Name

E9-1-1 Public Education

Your Agency

Your Address

Follow Up Letter / Email

Date

Dear Ms./Mr. _____:

I appreciate having the opportunity to present 9-1-1 information to you and your classroom yesterday. Thank you for inviting me to come and speak.

I feel explaining the importance of 9-1-1 and its uses will help children feel more confident and comfortable if they should ever have to call 9-1-1 for an emergency.

Please find enclosed a feedback form. Please complete the feedback form, provide any comments and return it in the self addressed envelope. This will allow me to evaluate my program and its effectiveness.

Please feel free to contact me with any questions or to schedule another presentation in the future.

Sincerely,

Presenter's Name
Title
Agency
Address
Phone Number
E-Mail

Teacher Feed Back Form

Date/Place of Presentation _____

Name of Presenter _____ Teacher's Name _____

Presentation Topic _____

Questionnaire

Please rate your answers

1= strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

1. The presentation was relevant to my interest. _____
2. The purpose of the presentation was clear and concise. _____
3. The presentation was well organized. _____
4. There were sufficient examples, visual aids and materials to support the presentation. _____
5. The handouts were useful. _____
6. My understanding of 9-1-1 was improved by this presentation. _____
7. The presenter was well prepared and showed knowledge of the subject. _____
8. The presenter handled questions well. _____
9. The presenter managed his/her time well. _____
10. I have a good understanding of the 9-1-1 system. _____
11. I will refer this presentation to others. _____

What I liked most about this presentation was:

What I liked least about this presentation was:

Additional Comments or Feedback:

Teacher Feed Back Form

Thank you for allowing the _____ 9-1-1 Public Education Coordinator to conduct a presentation for your classroom. Your comments and suggestions are greatly appreciated and assist us in making our program better.

- 1) What did you think of the overall presentation?
 - a) What did you like about it?
 - b) What could we do better?
 - c) What could be added to it or removed from it?
- 2) Was the presentation age appropriate?
- 3) Was the 9-1-1 message clear and easy to understand?
- 4) Would you be interested in having us return to your classroom?
(Please check your answer)
 - ☐ On a yearly basis
 - ☐ Twice a year (Beginning and end of school year)
 - ☐ Other (Please explain below)

Presenter's Name(s): _____

Organization's email address: _____

Name of Organization: _____

Follow Up Letter to Parents

Dear Parents,

I had an opportunity to speak with your child about 9-1-1. We talked about when to call 9-1-1; how to call 9-1-1; and what questions they can expect to be asked when they call 9-1-1.

Rotary phones, cell phones and pay phones were the different types of phones we talked about. I brought a rotary phone because many children have never seen one, even though they are still in use (especially in elderly people's homes). I asked for a volunteer who knows how to use the rotary phone and the child demonstrated how to dial the phone.

I demonstrated how to call 9-1-1 using a cell phone. They were reminded to not text or send messages to 9-1-1. In order to receive the call it has to be by voice. They learned to "exercise their lungs not their thumbs when calling 9-1-1". They were asked to have their parents show them how to call 9-1-1 on their cell phone since each phone is different. Lastly, we talked about calling 9-1-1 from pay phones and how the 9-1-1 call is free.

We talked about what questions they should expect to answer when they call 9-1-1. The most important question is, "What is the location of the emergency?" I urge you to make sure your child knows his/her home address and phone number. This is especially important if the family uses a cell phone as its primary means of communications.

We talked about never calling 9-1-1 as a joke. If the Call Receiver is on the phone with someone calling in as a joke, he/she can't answer the phone for someone who has a real emergency. They learned what to do if 9-1-1 is accidentally dialed. They were urged not to hang up but stay on the phone and let us know it was an accident.

Presentations for adult groups and tours of your local 9-1-1 call center are also conducted. If you have any questions or would like to schedule a presentation or tour, please feel free to contact me.

Thank you for allowing me to teach your children about 9-1-1, we had a great time.

Sincerely,

Presenter's Name

Title

Agency

Address

Phone Number

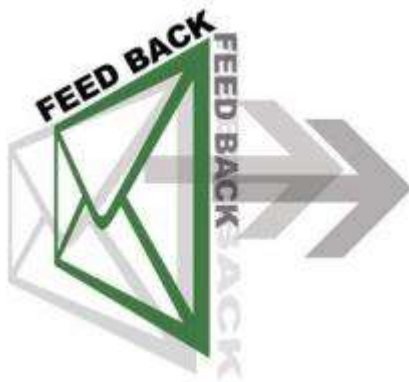
Email

Follow Up/ Feedback (Adults and Seniors)

Leave your business card or contact information with the organizer and anyone else that would like it.

You may want to leave a feedback form with a self-addressed envelope, or email one to the organizer.

A Thank You letter to the organizer for having you come out is a wonderful idea.



Thank You Letter

Date

Dear Ms./Mr. _____:

Thank you for inviting me to present 9-1-1 information to you and your organization today.

I hope by explaining the importance of 9-1-1 and its uses, this will help citizens feel more comfortable and aware of the expectations, capabilities and limitations of 9-1-1 next time they may have to call for an emergency.

To allow me to evaluate my program and its effectiveness, I have enclosed a feedback form. Your comments are especially appreciated. Once completed, please return the feedback form in the accompanying self addressed envelope.

Please feel free to call me with any questions or to schedule another presentation in the future.

Sincerely,

Presenter's Name

Title

Agency

Address

Phone Number

E-Mail

Resources

Websites

9-1-1 For Kids (California)

<http://www.911forkids.com/>

9-1-1 Safety for Kids (Texas)

<http://www.911.state.tx.us/kidshome.html>

Sesame Street Website.

<http://www.sesamestreet.org/>

APCO International

<http://www.apco911.org/>

Washington State Emergency Management Division

<http://www.emd.wa.gov>

National Emergency Number Association (NENA)

<http://www.nena.org/>

National Education Campaign

<http://www.know911.org/>

Tele Trainer

<http://911teletrainer.com>

Missing and Exploited Children

<http://www.missingkids.com>

9-1-1 Information

<http://www.il911info.org/education.php>

Books

“It's Time to Call 9-1-1. What to do in an Emergency”
by Smart Kids Publishing

Cell Phone Sally Activity Book

DVDs

Cell Phone Sally