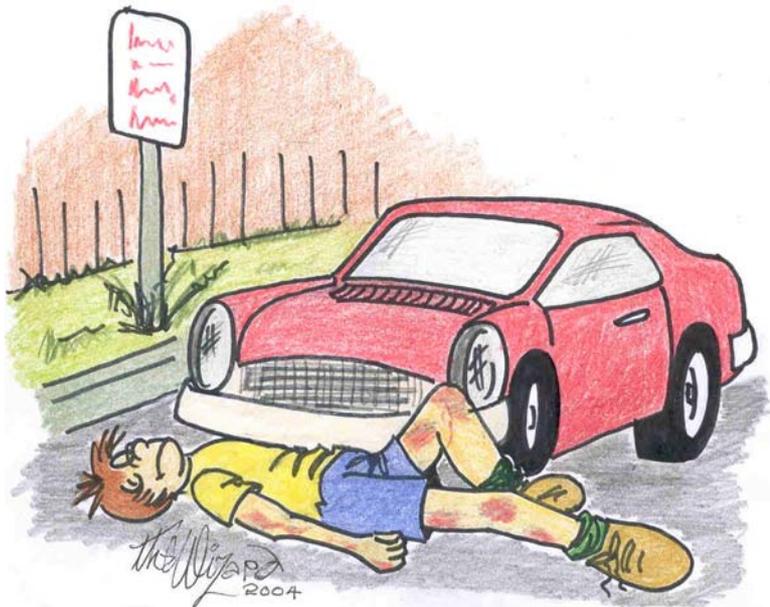




**Ambulance Service  
of New South Wales**

# Be an Ambulance Hero: Dial Zero Zero Zero

School Education Program



**TEACHER RESOURCE KIT**

**Teaching and Learning Activities for  
Kindergarten, Year 1 and Year 2 students**

# Teacher Resource Kit contents

Contained within this package is information to assist you in teaching the “Be an Ambulance Hero: Dial Zero Zero Zero” School Education Program – a free initiative by the Ambulance Service of New South Wales.

## 1. Introduction

A message from the Chief Executive of the Ambulance Service of New South Wales and a ‘000’ Star story from a six year old hero.

## 2. Order Form for Student Take-home Kits

A take-home kit for each child has been developed to reinforce lessons learnt in the classroom. The kit contains an introductory letter to parents/carers, CPR chart, magnetic reminder card reinforcing key messages (to attach to the fridge or near the phone) and a novelty. To order a take-home kit for each student participant at your school, this form must be faxed to the Ambulance Service prior to commencing the program (order form at the back of this booklet). Please allow three weeks for delivery. A copy of this form can also be found on the accompanying CD.

## 3. Outcomes and Learning Indicators

The program aims to: equip children with simple decision making skills; increase awareness of the difference between a little accident and a big accident, including how to identify an unconscious person; and increase understanding of how to call an ambulance in an emergency. It also teaches that the emergency number in Australia is Zero Zero Zero, and aims to develop the confidence and skills necessary for children to be able to call for an ambulance and answer questions.

## 4. Teaching and Learning Activities

Students practice their skills based on a number of different emergency scenarios.

## 5. CD

A CD is enclosed that contains a copy of documents related to the program (including this booklet), two audio examples of children dialling Zero Zero Zero for an ambulance for your students to listen to and a colouring book which is an additional option for teachers to print out for students. Documents included in the Student Take-home Kits are not on the CD.

## 6. Flash Cards

A set of five flash cards has been included in this resource kit to demonstrate big accidents and little accidents.

## 7. Teacher Evaluation Form

Help us help you by completing the evaluation form at the back of this booklet and forwarding it by facsimile to the Ambulance Service on 02 9320 7804.

This information allows us to continue to improve the information we provide to teachers and students (a copy of this form can also be found on the CD provided).

Thank you for assisting us to educate all children about the importance of dialling Zero Zero Zero in an emergency.



# A message from the Chief Executive

The Ambulance Service of New South Wales (Ambulance) is an integral and dynamic part of the New South Wales health system and one of the largest ambulance services in the world.

Ambulance provides high quality clinical care and health related transport services to over 6.8 million people in NSW, distributed across an area of over 800,000 square kilometres.

Ambulance is very much part of the community and the people of the State entrust their lives to us every day. As the professional and trusted providers of emergency medical care in the community, Ambulance has developed a resource kit to assist you educate Kindergarten, Year 1 and Year 2 students on what to do in an emergency.

This resource kit has been developed in consultation with the NSW Department of Education, Catholic Education Commission and Association of Independent Schools.

The program equips children with life-saving skills and enforces the key messages which include:

1. Shout and Squeeze a person who may be injured to identify if they are unconscious.
2. Asking for help
3. Dialling Zero Zero Zero in a medical emergency

It is often the case that children are responsible for dialling Zero Zero Zero in an emergency. They become solely responsible for directing the ambulance to the address and explaining the nature of the accident or illness to Ambulance calltakers.

The 'Be an Ambulance Hero: Dial Zero Zero Zero' school education program seeks to overcome those barriers which prevent children calling an ambulance and increase the number of children able to effectively do so.



Greg Rochford  
Chief Executive  
Ambulance Service of New South Wales

## Shannon Coccancic: 6 year old hero

On 30 September 2003, Shannon was at home with her father when he suffered an allergic reaction. Her father's condition began deteriorating to the point where he was unable to breathe.

Only weeks prior, an ambulance officer had visited Shannon's school to teach students about dialling Zero Zero Zero and what to do in an emergency.

Shannon remembered the lesson learnt at school and dialled Zero Zero Zero for assistance. She was able to explain where she lived and what had happened.

Ambulance paramedics responded immediately and commenced life saving treatment. Her father has since made a full recovery thanks to the actions and courage of this six year old hero.

Shannon is a shining example of one of our Zero Zero Zero stars.

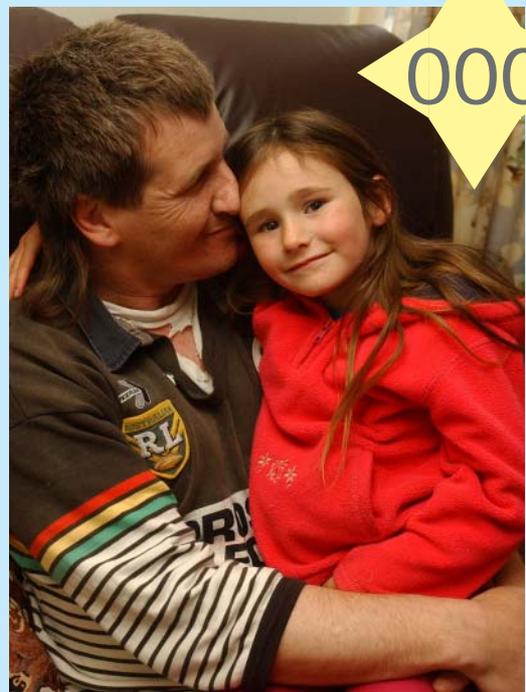


Photo courtesy of The Central Western Daily

# Early Stage 1: Emergency, emergency!

Outcomes	Indicators
<p><b>Knowledge and understanding</b></p> <p><b>Safe living</b> SLESI.13 - Demonstrates an emerging awareness of the concepts of safe and unsafe living</p> <p><b>Interpersonal relationships</b> IRESI.11 - Identifies how individuals care for each other</p>	<ul style="list-style-type: none"> <li>• Role-plays what to do in an emergency, eg dialling Zero Zero Zero</li> <li>• Recognises when someone wants assistance and offers this help</li> </ul>
<p><b>Skills</b></p> <p><b>Communicating</b> COESI.1 - Expresses feelings, needs and wants in appropriate ways</p> <p><b>Problem solving</b> PSESI.5 - Seeks help as needed when faced with simple problems</p>	<ul style="list-style-type: none"> <li>• Identifies people who can help them in an emergency</li> <li>• Asks for help when someone is injured or hurt</li> </ul>
<p><b>Values and attitudes</b></p> <p><b>V4</b> Increasingly accepts responsibility for personal and community health</p>	<ul style="list-style-type: none"> <li>• Understands the need to contact the Emergency operator in an emergency</li> </ul>

Related content	
<p><b>Safe living</b></p> <p><b>Personal safety</b></p> <ul style="list-style-type: none"> <li>• Warning signals</li> <li>• Safe/unsafe situations</li> <li>• People who can help</li> <li>• Assertiveness</li> <li>• Telling</li> <li>• Responding to unsafe situations</li> </ul> <p><b>Home and rural safety</b></p> <ul style="list-style-type: none"> <li>• Hazards inside/outside the home</li> </ul> <p><b>Emergency procedures</b></p> <ul style="list-style-type: none"> <li>• Seeking assistance</li> <li>• Identifying an emergency situation</li> </ul>	<p><b>Interpersonal relationships</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Caring for/helping others</li> <li>• People to go to for help</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Giving and receiving messages</li> <li>• Giving help</li> <li>• Seeking help</li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>• Sharing and helping</li> </ul>

# Stage I: Emergency procedures

Knowledge and Understanding Outcomes	Indicators
<p><b>SLSI.13</b> - Recognises that their safety depends on the environment and the behaviour of themselves and others.</p>	<ul style="list-style-type: none"> <li>• Places where students feel safe and unsafe</li> <li>• Role-plays what to do in an emergency, eg dial Zero Zero Zero</li> <li>• Identifies things needed to play safely, eg helmets for bike riding, sun screen, etc</li> <li>• Describes dangerous things they can see, reach and touch and ways of dealing with them</li> <li>• Demonstrates actions they can take when they feel unsafe and identifies who can help them</li> </ul>
<p><b>IRSI.11</b> - Identifies how individuals care for each other.</p>	<ul style="list-style-type: none"> <li>• Demonstrates actions they can take when they or someone else is hurt or injured</li> <li>• Identifies people they can trust</li> <li>• Demonstrates the skills involved in giving and receiving messages</li> </ul>
Skills Outcomes	
<p><b>INSI.3</b> - Communicates appropriately in a variety of ways.</p>	<ul style="list-style-type: none"> <li>• Discuss safe and unsafe situations (ie low or high risk of accidents)</li> <li>• Talk about the importance of keeping themselves safe</li> <li>• Cooperates with students in role-playing safety procedures eg: dialling Zero Zero Zero</li> </ul>
Values and Attitudes Outcomes	
<p><b>V4</b> - Increasingly accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> <li>• Understands the need to seek a grown-up's help in an emergency situation - where possible</li> <li>• Understands the need for seeking emergency assistance (ambulance officer) when someone is hurt</li> </ul>

Related content	
<p><b>Safe Living</b></p> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Home and rural safety</li> <li>• School and play safety</li> <li>• Road safety</li> <li>• Water safety</li> <li>• Emergency procedures</li> </ul>	<p><b>Interpersonal relationships</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Communication</li> <li>• Families</li> <li>• Peers</li> <li>• Groups</li> </ul>

# Key Safety Messages

The following key safety messages are integral in the following activities.

## 1. Shout and Squeeze (to identify an unconscious person)

When approaching a person who may be injured, shout their name and squeeze their shoulders. Do not shake the person as this could cause further injury.



## 2. Ask for help

The best action you can take in a situation where there is an injured person is to find help. Appropriate helpers include Mum and Dad, big brothers and sisters, teachers and people you know. Never approach a stranger.

If there is no adult (grown-up) available, dial Zero Zero Zero.



## 3. Dial Zero Zero Zero in an emergency

During this unit, the emergency phone number is referred to as "Zero Zero Zero" not "Triple 0". This eliminates the possibility of children not being able to understand or remember the meaning of "triple".

Ambulance calltakers are also able to give appropriate instructions over the telephone to assist the ambulance officers. These instructions can include unlocking the door and staying on the phone.

Ambulance calltakers can only provide assistance if the caller stays on the phone and does not hang up. Students need to be reminded not to hang up the phone when they follow the calltaker's instructions.

Zero Zero Zero can also be called from public phones and mobile phones, even with no money or credit on pre-paid mobile phones. If mobile coverage or service is not available, dial 112 to be connected.

It is important that students understand the emergency number is NOT 911. Calls to 911 are NOT diverted to Zero Zero Zero.

## Word bank/Vocabulary List

Accident, Ambulance, Conscious, Details, Emergency, Hurt, Injury, Location, Operator, Police, Safety, Sick, Squeeze and Shout, Telephone, Unconscious, Uniform, Zero Zero Zero.



Teaching and learning activities	Teaching notes
<p><b>Identifying an emergency: Big and little accidents</b></p> <p>As a class, brainstorm accidents that can happen.</p> <p>Looking at the accidents listed, ask the class what treatment was received/would be received.</p> <p>Discuss with students the concepts: “big accidents” and “little accidents”. Establish that:</p> <ul style="list-style-type: none"> <li>• Accidents require a student to ask for help from a grown-up.</li> <li>• A “big accident” is an emergency and may require an ambulance.</li> <li>• A “little accident” does not usually require an ambulance.</li> </ul> <p>Students are to group accidents listed into “big accidents” and “little accidents”.</p>	<p>Consider a variety of environments from the Safe Living strand eg: road, water, home, school, rural environments.</p> <p>Teachers need to lead the responses to highlight that some accidents require minimal attention and others require medical help.</p> <p>Big accidents: someone has fallen down a cliff, someone has been hit by a car, someone has fallen into a pool and can't swim, when you can't wake someone up, someone can't get up/move.</p> <p>Little accidents: grazed knee, bruised arm, cut finger (small cut/bandaid required), stubbed toe, nose bleed, bee sting.</p> <p>If unsure if big/little accident or whether you need an ambulance - ALWAYS dial Zero Zero Zero to be safe.</p> <p>Use flash cards provided to demonstrate big accidents and little accidents.</p>
<p><b>Conscious or unconscious?</b></p> <p>Revise concepts: accident, big accident/emergency, little accident.</p> <p>Choose a “big accident” scenario, eg falling from a tree.</p> <ul style="list-style-type: none"> <li>• Discuss the fact that a person who has had a big fall may be “unconscious” (they appear asleep and won't be able to speak).</li> <li>• Ask the students what they might do if they found someone who had been involved in this big accident.</li> </ul> <p>Introduce the “Shout and Squeeze” procedure to identify an unconscious person. When approaching a person who may be injured, squeeze their shoulders (or squeeze their earlobes) and shout their name to try and wake them.</p> <p>Role play the above scenario and the “Shout and Squeeze” procedure with the class.</p> <p>Conclude the lesson by establishing that an accident requires students to ask for help from a grown-up.</p>	<p>“Unconscious” may be a concept that is too complex for some children to comprehend, but it is important to establish that the unconscious person is NOT SLEEPING or pretending (although they may appear this way).</p> <p>“Shout and Squeeze” is a procedure used and recommended by ambulance officers.</p> <p>Teachers should be advised that the procedure is no longer shake and shout due to the possible risk of injury. It is important that students are told not to move an injured person in certain circumstances, such as when someone has fallen from a tree.</p> <p>If a person is unconscious you should always dial Zero Zero Zero for an ambulance.</p>

Teaching and learning activities	Teaching notes
<p><b>Asking for help</b></p> <p><b>Identifying support networks</b></p> <p>Revise and demonstrate the “Shout and Squeeze” procedure with the class.</p> <p>In pairs (one student the patient, one student the finder) students practise the “Shout and Squeeze” procedure in which the patient does not respond.</p> <p>Ask the class, “What would you do next in this situation?”</p> <p>Students need to identify grown-ups that they could go to in such an emergency. Discuss people who are special to students and identify them as their support network. eg: Mum, Dad, neighbour, big brothers/sister, teacher, ambulance officer, lifesaver, coach, police officer.</p> <p>Students trace around their hand and label one emergency contact/support person on each finger.</p> <p>Tell students that if they cannot find a grown up in an emergency they need to dial Zero Zero Zero. Students copy the numbers “000” in the middle of their hand print.</p>	<p>Remind students not to move the patient.</p> <p>This is to reinforce the need for students to approach an adult for help.</p> <p>Talk with students about the characteristics of grown-ups; for example, they might be able to drive, they might go to work, they might go to high school.</p> <p>Discuss different locations eg what if an accident happens at home, at school, etc</p> <p>During this unit, the emergency phone number is referred to as “Zero Zero Zero” not “Triple 0”. This eliminates the possibility of children not being able to understand or remember the meaning of “triple”.</p>
<p><b>Dialling Zero Zero Zero</b></p> <p>Revise the previous lesson’s concepts: “Shout and Squeeze”, unconscious person, getting help from a grown-up, dialling Zero Zero Zero in an emergency (big accident).</p> <p>Using telephones (in-class telephone or phone keypad), students practice dialling Zero Zero Zero. Use a classroom phone or obtain a phone for practical demonstration.</p> <p>Discuss with students who can be contacted using this emergency phone number.</p> <p>Rehearse the important information students would need to give in the phone message: name, address, phone number.</p> <p>Prepare a card with important personal details that students would need in the event of an emergency. This can be taken and placed near their home phone.</p>	<p>Reinforce that an emergency is a big accident.</p> <p>During this unit, the emergency phone number is referred to as “Zero Zero Zero” not “Triple 0”. This eliminates the possibility of children not being able to understand/remember the meaning of “triple”.</p> <p>Teachers need to make sure the students can “Dial Zero Zero Zero” correctly. Use in-class phone to assist with roleplay.</p> <p>Teachers need to ensure that students know who we can get help from when we ring this number: ambulance (sick/hurt people), fire brigade (fire), police (if we are in a dangerous situation and we need help).</p> <p>Two sample emergency calls from the Ambulance operations centre are included on the CD.</p>

## Teaching and learning activities

## Teaching notes

### Dial Zero Zero Zero

Inform the students that when they dial Zero Zero Zero they will be asked questions by the Ambulance operator. Read through and discuss the questions with the class (see questions below).

Provide the students with a “big accident” scenario in which the patient is unconscious and requires an ambulance and there are no adults to help, eg dad has fallen off a ladder and is not responding.

Choose a student to role play the telephone conversation with the teacher. Teacher will act as the Ambulance Operator (two play telephones are to be used to demonstrate).

#### Questions:

- “Police, Fire or Ambulance?” (The student should ask for Ambulance)
- “Ambulance. What is the exact address of your emergency?” (The student should know their address but if they don't, try to find a street name)
- “What is the phone number you are calling from?” (The student should be encouraged to learn their own phone number)
- “What is the problem, tell me exactly what happened?” (They should provide a simple short description)
- “Is he/she conscious?” (Can they be woken up?)
- “Is he/she breathing?” (How can we tell if someone is breathing? Look at their chest move)
- “Don't hang up, the ambulance is on the way. Go and open the door and come back and tell me when it is open” (Student goes and opens a door)

#### Additional Activities:

Choose another “big accident” scenario and role play the scene, using the “Shout and Squeeze” procedure, seeking help from an adult, then calling an ambulance.

Listen to a sample call from a child dialling Zero Zero Zero in an emergency.

Have a group of students write out a script/play, which involves a situation requiring an ambulance and the need to dial Zero Zero Zero.

Students practice providing details of their name, age and address.

Please show students the take-home handout listing the questions asked when calling Zero Zero Zero.

Discuss with students the need to clearly communicate details of their whereabouts during an emergency situation.

Ask for a student volunteer who knows their name and address.

Use the exact words used by actual Ambulance operators as we want students to be familiar and comfortable with the process (the exact questions are detailed on this page).

Remind the students not to hang up after speaking to the operator.

## ROLE PLAY — DIALLING ZERO ZERO ZERO IN A MEDICAL EMERGENCY

### **Practicing the skills required to use a telephone**

Think of people who students could phone if they needed help.

Where practical, use telephones or pre-recorded audio tapes to identify dial tones including ringing, dialling, engaged, answering machine messages and unobtainable.

### **Important contact information**

Prepare a card with the names and phone numbers of people who can help, such as Mum's work, Dad's work, relatives, neighbours and others approved by parents.

Providing information regarding the location of an emergency. (Encourage the children to ask Mum, Dad or their carer to help write down important contact numbers on the back of the take-home magnet).

This could be practiced on a weekly basis as an introduction to student news. (Students could introduce themselves to the class, giving name and address, before presenting their news).

Where Are We Now? Activity: Students practice giving details of their location in the school grounds eg I am at .....Public School, near the canteen area at the back of the school.

Parent Sheet: Safety Tips to be included in newsletters on a regular basis. Include a reminder re: practicing name and address details, play 'Where Are We Now?' when out on family trips.

Additional on-line interactive activities are available on our website <http://www.ambulance.nsw.gov.au/kids/learn.htm>

The role play can be led by a teacher or ambulance officer (if available). Please bear in mind that ambulance officers participate in school visits on a voluntary basis in their own time and therefore it is not always possible to arrange for an ambulance officer to visit at the time required.

If you would like a visit from an ambulance officer please forward requests in writing, including the date, time, location, age and number of children, your contact details, and email to: [media@ambulance.nsw.gov.au](mailto:media@ambulance.nsw.gov.au).

Hand out take-home kits which contain a welcome letter for parents/carers, CPR chart, magnet and novelty.

Have the class ask their parents or carers to assist them filling in their personal information on the magnet such as name, address and telephone number.

# Be an Ambulance Hero: Dial Zero Zero Zero

## TEACHER EVALUATION FORM

**A copy of this form can be printed from the CD provided**

The Ambulance Service of New South Wales would appreciate receiving your feedback on the information provided to your school. This will assist us to improve the information we provide in future.

Please fill in this evaluation form and return it by fax to Ambulance Public Affairs, Ambulance Service State Headquarters on (02) 9320 7804.

School: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

Class: \_\_\_\_\_

Total number of students: \_\_\_\_\_

Please tick the appropriate box to provide feedback on the resource kit.

1. Was the content clear, relevant and easy to understand?

Yes  No  In parts

2. Which teaching activities did you present to the class?

Big and little accidents Yes  No

Conscious or unconscious Yes  No

Asking for help Yes  No

Dialling Zero Zero Zero Yes  No

3. Did you role play calling Zero Zero Zero?

Yes  No  Intent to

4. If yes, did it reinforce the key message?

Yes  No  In parts

5. Did the resource kit make it easy for you to prepare your lesson(s)?

Yes  No  Partly

6. Prior to the introduction of this program have you taught your class the importance of dialling Zero Zero Zero in a medical emergency?

Yes  No

7. Would you use this resource kit again or recommend it to others?

Yes  No  If no, please explain:

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8. Do you think the take-home kit provide useful information for students and their families:

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9. Would an ambulance officer visit to your school reinforce the key messages?

Yes  No

10. Please provide comments and/or suggestions for improving this resource kit

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11. How did you find out about this resource?

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**Thank you for your feedback**