

## 2 Calling 999

### Activity type



Learn

### Suggested timing



20 minutes

### Method



Listening and discussion

### What you need



Sound recording



**Calling 999 sound  
recording transcript**

**PowerPoint**

### Learning objectives

- Learn how to safely get help in an emergency, including calling 999
- Feel confident to help someone who needs first aid
- Feel able to help someone in need of first aid

### Overview

Learners listen to a recording of a first aid call and discuss the key information they would need to give to the call handler, and how they could stay calm.

### Preparation

Be able to play a sound recording <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371/girl-six-calls-999-after-mum-collapses> and print out or display the transcript from part of a real 999 call on a PowerPoint.

This activity includes a call from a child to the emergency services because their mother is unwell. Some children might find this upsetting so please refer to the guidance on creating a safe, inclusive and supportive learning environment in the [guidance and support section](#) before running this activity.

### How to run the activity

1. Write the word “emergency” on the board. Ask children if they know who could help them in a first aid emergency. Is there anyone they could turn to if they were on their own? Do they know the number to call? Write their ideas on the board.
2. Ask when learners think it might be a good idea to call 999? What kind of help might someone need?
3. Explain that you are going to listen to a real 999 call, play the sound clip, or show or print out the transcript in the PowerPoint: <https://www.bbc.co.uk/news/av/uk-england-derbyshire-38321371/girl-six-calls-999-after-mum-collapses>
4. As a whole group discuss the following questions:
  - Was Lily-Mae right to call 999?
  - What happened after calling 999?
  - What questions were asked by the person on the call? (The caller’s name, number, address, who the unwell person was and what was wrong with her.)



- What happened if she didn't know the answer to any questions? (It didn't matter – it was important she answered as best as she could and said what she did know.)
  - What do the children think happened next?
  - Is knowing when to call 999 an important part of first aid?
5. Now think about how Lily-Mae felt, she might have been scared, worried, sad etc. What could help her to stay calm? E.g. the person on the phone was kind, they focused on the questions. Discuss how taking deep, slow breaths could help, refer to the Practice coping skills teaching activity on the [coping skills page](#).
6. Work through the multiple-choice questions and Beth's story on the PowerPoint or on the webpage with the group, if you have time you could also watch the [bleeding first aid film](#).
7. Remind them of the important steps to take when someone needs emergency help:
- What to do if someone needs help in an emergency:**
1. Someone is ill or injured and needs help from a doctor quickly
  2. Call 999 and ask for an ambulance
  3. Listen to the call handler and answer their questions as best as you can

## Summing up



Ask children what they have learned and emphasise these key points:

- Getting help in an emergency is an important part of first aid
- Discuss again how and when to call 999
- Discuss what happens when you call 999 and what information you need to give
- Remember that it is important to listen to what the 999-call handler says and follow any instructions they give you. Make sure you answer their questions as best you can.
- It is important to keep calm. You can tell the person that everything will be okay and that help is on the way.

Now return to the [Calling 999 page](#) to help children role-play calling the emergency services with the Calling 999 – practise teaching activity.