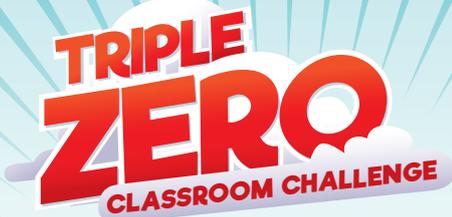


# TRIPLE ZERO

CLASSROOM CHALLENGE

# Facilitator's Guide





## Facilitator's Guide

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## **ABOUT THE TRIPLE ZERO CLASSROOM CHALLENGE**

Triple Zero (000) is Australia's primary emergency number for requesting assistance from Police, Fire, or Ambulance services. There are many examples, from both Australia and overseas, where children as young as four years old have played a pivotal role in saving lives and property by calling Triple Zero (000) and providing the information needed to obtain assistance from the emergency services. Knowing when and how to call Triple Zero (000) is an important life skill that all children should learn.

To help ensure that children have the opportunity to learn about Triple Zero (000) from a young age, the NSW Rural Fire Service (NSW RFS) has produced the **Triple Zero Classroom Challenge**. The Triple Zero Classroom Challenge is a comprehensive set of educational resources that provide children with the essential knowledge and skills they need to become competent, confident and responsible users of the Triple Zero (000) emergency service number.

This Facilitator's Guide provides important information and advice on how to use the Triple Zero Classroom Challenge in NSW primary schools. It includes the student learning outcomes, curriculum links to the NSW Early Years and Stage 1 syllabus, and detailed step-by-step instructions for successful program delivery.





## Facilitator's Guide

The Triple Zero Classroom Challenge has been specifically designed for NSW primary school students in Early Stage (Kindergarten) and Stage 1 (Grades 1 and 2). It includes three main components:

**1. Triple Zero Classroom Challenge Presentation.** A 30 minute digital, interactive Game show style presentation that teaches children about different kinds of emergencies, when and how to use Triple Zero (000), and the consequences of making a hoax call. Download the 000 Classroom App Game Show and the 000 Buzzer App at <https://www.000classroom.com/> This is a group activity.

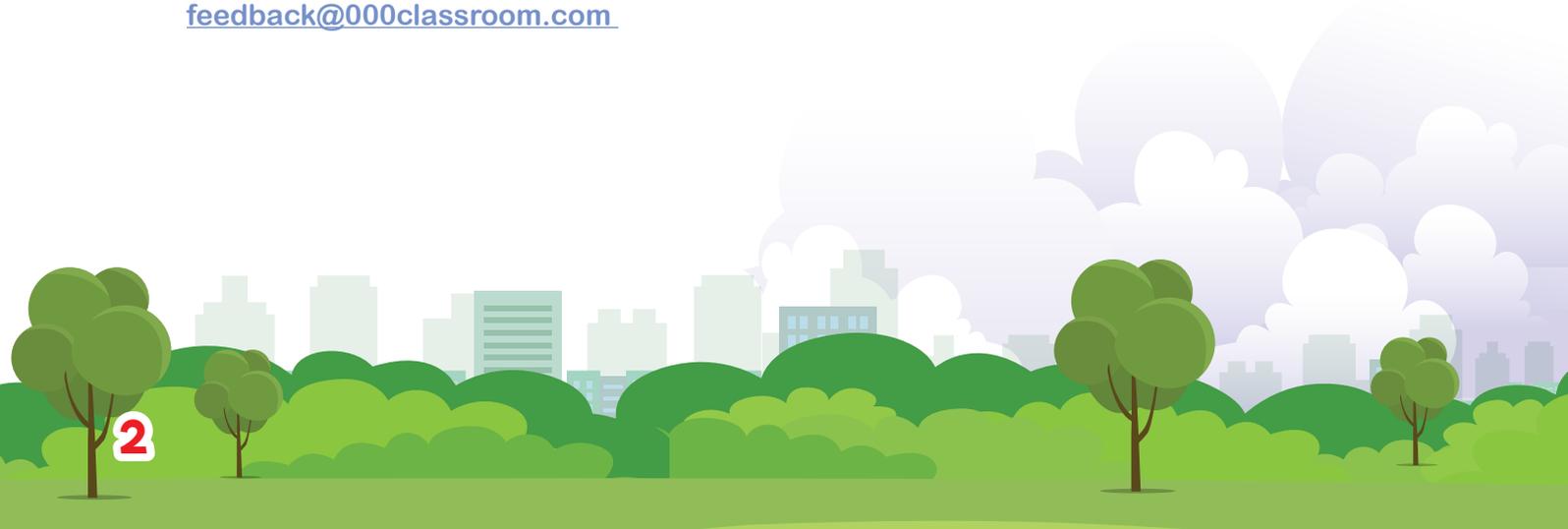
**2. Triple Zero Classroom Challenge Activity Pack.** A collection of supplementary teacher delivered activities designed to consolidate key learning outcomes from the Triple Zero Classroom Presentation. The Activity Pack can be downloaded at <https://www.000classroom.com/>. This is a group activity.

**3. Triple Zero Kids' Challenge Digital Game.** An online interactive game consisting of a series of 'quests' which involve using Triple Zero (000) to report an emergency. By playing the game, students can further consolidate their knowledge of how to use the Triple Zero (000) emergency number. Available online at <https://kids.triplezero.gov.au/> This is a solo activity.

While the learning activities that comprise the Triple Zero Classroom Challenge deal with the serious issues of medical, fire and crime emergencies, they have been designed to be as fun and engaging as possible. They have also been tested with the target age group in NSW classrooms.

If you have questions regarding the Triple Zero Classroom Challenge or would like to provide feedback on any of the resources, please contact:

[feedback@000classroom.com](mailto:feedback@000classroom.com)



## **STUDENT LEARNING OUTCOMES**

Upon completion of Triple Zero Classroom Challenge presentation and the supplementary teacher delivered learning activities in the Triple Zero Classroom Challenge Activity Pack, students should be able to:

- Identify a legitimate emergency and demonstrate an understanding of why it is an emergency (e.g. someone is badly injured; a fire is out of control; a serious crime is taking place).
- Identify people they know who can help in the initial stages of an emergency (e.g. parents, caregivers, grandparents, older siblings) and describe what to do if nobody is available to help (i.e call Triple Zero [000]).
- Recognise and recall Triple Zero (000) as the correct number to dial in an emergency.
- Identify which emergency service to request for different types of emergencies (i.e. Police, Fire Brigade, Ambulance).
- Recall what information the caller needs to provide to the operator during a Triple Zero (000) call (i.e. state/territory, town/suburb, street name, street number).
- Recognise that hoax calls are wrong and explain the consequences of making a hoax call (i.e. emergency services can't help those in need, the hoax caller could be fined or jailed).

## **CURRICULUM ALIGNMENT**

The student learning outcomes for the Triple Zero Classroom Challenge presentation are directly aligned to the **Personal Development, Health and Physical Education (PDHPE)** syllabus for Early Stage (Kindergarten) and Stage 1 (Grades 1 and 2). A detailed list of curriculum links to the Early Stage and Stage 1 curriculum is provided on the following page.

## Facilitator's Guide

### Connections to the Early Stage PDHPE Syllabus

Learning strand	Content
<p>Health, Wellbeing and Relationships</p>	<p><b>How can we care for and include each other?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe emotional responses people may experience in different situations, for example:               <ul style="list-style-type: none"> <li>- recognise emotional responses and experiences that can indicate unsafe situations, eg scared, worried</li> <li>- read and view stories about adventures and communicate how characters feel and react when facing challenges, taking risks or during emergencies</li> </ul> </li> <li>• Describe how individuals help one another to stay healthy and safe in various environments, for example:               <ul style="list-style-type: none"> <li>- identify choices to enhance environmental safety, eg obey warning signs and signals, not touching dangerous objects</li> </ul> </li> <li>• Practise interpersonal skills to interact positively with others, for example:               <ul style="list-style-type: none"> <li>- identify people that can help in different situations, eg when injured, hurt, upset, sad or worried about a family member or a friend</li> </ul> </li> </ul>
<p>Healthy, Safe and Active Lifestyles</p>	<p><b>What helps us to stay healthy and safe?</b></p> <ul style="list-style-type: none"> <li>• Identify safe and positive health practices and display actions that promote health, safety and wellbeing, for example:               <ul style="list-style-type: none"> <li>- identify safe use of technology, eg limit screen time, follow school technology rules</li> </ul> </li> <li>• Describe how individuals help one another to stay healthy and safe in various environments, for example:               <ul style="list-style-type: none"> <li>- recognise people they trust, who keep them safe and how they make them feel supported</li> </ul> </li> <li>• Practise interpersonal skills when participating in various activities, for example:               <ul style="list-style-type: none"> <li>- Identify choices to enhance environmental safety, eg obey warning signs and signals, not touching dangerous objects</li> </ul> </li> </ul> <p><b>How do we make healthy and safe choices in different situations?</b></p> <ul style="list-style-type: none"> <li>• Identify a number of possible skills and strategies to stay safe and be supportive, for example:               <ul style="list-style-type: none"> <li>- practise ways of seeking help in a range of different scenarios, eg call 000 during an emergency, use No-Go-Tell when feeling unsafe</li> </ul> </li> </ul>

Connections to the Stage 1 PDHPE Syllabus

Learning strand	Content
<p>Healthy, Safe and Active Lifestyles</p>	<p><b>How can I be responsible for my own, and others' health, safety and wellbeing?</b></p> <ul style="list-style-type: none"> <li>• Describe situations where they are required to make healthy and/or safe decisions, for example:               <ul style="list-style-type: none"> <li>- recognise safe choices for a variety of situations, eg not sharing information online, walking on the footpath, safe places to cross the road</li> <li>- describe feelings, reactions and warning signs that can help them recognise safe or unsafe situations, eg excitement, feeling anxious, fear</li> <li>- predict outcomes of personal choices in order to make safe decisions</li> <li>- recognise situations that require help from emergency and other support services and demonstrate what to do in an emergency</li> </ul> </li> </ul> <p><b>How can I act to help make my environments healthy, safe and active?</b></p> <ul style="list-style-type: none"> <li>• Practise strategies they can use to support their own and others' health, safety and wellbeing, for example:               <ul style="list-style-type: none"> <li>- recall people they can contact to support themselves and others, eg phone numbers of organisations, emergency organisations</li> <li>- demonstrate help-seeking strategies they can use when they feel unsafe, frightened, lost, upset, excluded or require assistance, eg No-Go-Tell</li> </ul> </li> </ul>



# TRIPLE ZERO CLASSROOM CHALLENGE

## Facilitator's Guide



## PLANNING THE PRESENTATION

### ENGAGING WITH YOUR LOCAL SCHOOL

You can inform your local school about the Triple Zero Classroom Challenge by providing them with the Triple Zero Classroom Flyer. You can find a copy of the flyer at the end of this guide. The flyer provides schools with important information about Triple Zero Classroom Challenge, including:

- Student learning outcomes.
- Links to the curriculum.
- Equipment and technology requirements.
- Amount of classroom time required for the Classroom Challenge presentation.
- Maximum number of students per presentation session.
- The Triple Zero Classroom Challenge Activity Pack download link.

<https://www.000classroom.com/>

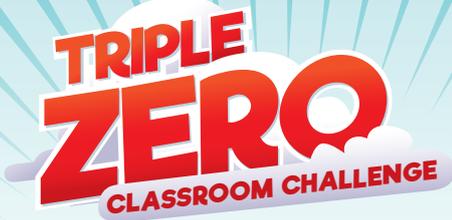
- The Triple Zero Kids' Challenge Interactive Online Game.

<https://kids.triplezero.gov.au/>

If the school would like you to deliver the Triple Zero Classroom Challenge presentation, arrange a short meeting with the classroom teacher to discuss the following details:

- Date and time of the presentation.
- Number of students who will participate in the presentation session.
- Availability of a WiFi-enabled interactive whiteboard.
- Availability of WiFi-enabled digital devices for students.
- Required adaptations to support the participation of students with special learning needs.
- Scheduling additional time at the end of the presentation for the traditional 'Truck and Hose' activity (NOTE: This activity is optional).

You can also provide the classroom teacher with the link to the Triple Zero Classroom Challenge Activity Pack and encourage them to schedule classroom time to deliver those activities during the week following the Triple Zero Classroom Challenge presentation.



## Facilitator's Guide

### EQUIPMENT AND TECHNOLOGY REQUIREMENTS

Delivery of the Triple Zero Classroom Challenge presentation requires:

- One WiFi-enabled device with the 000 Classroom App installed for the facilitator.
- A set of WiFi-enabled devices with the 000 Buzzer App installed for the students. It is recommended that there is at least one device for each group of 4 students.

The Triple Zero Classroom Challenge presentation can be delivered using the school's own devices. You can also use your own personal device as the facilitator device.

### USING THE SCHOOL'S DEVICES

If you are planning to use the school's devices, ensure that the devices are WiFi-enabled and have had the 000 Buzzer App installed prior to the presentation. The classroom teacher can do this for you or you can do it prior to the presentation.

### USING YOUR OWN PERSONAL DEVICE

If you are planning to use your own personal device as the facilitator device, ensure that it is Wifi-enabled and has the 000 Classroom app installed.

### INSTALLING THE 000CLASSROOM APP

To install the 000 Classroom App on the facilitator device, click on this App Store link:

<https://apps.apple.com/us/app/000-classroom/id1455798769?ls=1>

### INSTALLING THE 000BUZZER APP

To install the 000 Buzzer App on the student devices, click on this App Store link:

<https://apps.apple.com/us/app/000-buzzer/id1469846481?ls=1>



### DEVICE COMPATIBILITY

You can confirm a device is compatible with the 000 Classroom App and the 000 Buzzer App by opening the App Store link provided. The App Store will advise if the app is compatible with the device and can be installed. For troubleshooting device compatibility or to access versions of the app for alternate device platforms, such as Android, please visit <https://www.000classroom.com/faq/>

### DELIVERING THE PRESENTATION

This section details everything the facilitator needs to do before the students assemble in the classroom for the presentation.

### SETTING UP THE TRIPLE ZERO CLASSROOM CHALLENGE

It is recommended that facilitators arrive at the school at least one hour before the presentation is scheduled to begin. This will allow enough time to ensure that all equipment and technology is functioning properly. If you have any trouble setting up the equipment and technology please visit

<https://www.000classroom.com/faq/>

### SETTING UP THE FACILITATOR DEVICE

- Ensure the facilitator device is connected to the internet.
- Connect the facilitator device to the interactive whiteboard board. The classroom teacher will be able to assist you with this if necessary.
- Launch the 000 Classroom App and select “CREATE GAME”.



# TRIPLE ZERO CLASSROOM CHALLENGE

## Facilitator's Guide



The facilitator device will display a unique 4 letter room code for the session (see below). This code is used to set up the 000 Buzzer devices for the students.

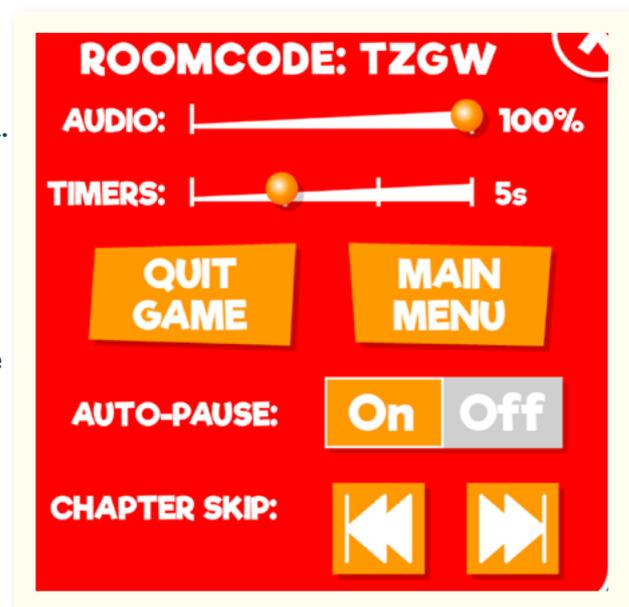


The 000 Classroom App on the facilitator device includes 'Menu Options' which can be used to control the settings for the presentation. The various settings are outlined below.

### MENU OPTIONS AND CONTROLS

- ROOMCODE displays the letter code for the current session. This code is used to connect to the 000 Buzzer devices to the facilitator device.

- AUDIO controls the volume of the sound effects in the presentation. You can adjust the volume according to your environment. Be aware that in the presentation there is an audio recording of a 'Triple Zero (000)' call that will need to be loud enough for the students to hear.
- TIMERS allows you to control how long the students will have to enter their answers into their 000 Buzzer devices. When the timer is turned off the presentation will pause until you press the forward arrow in the bottom right of the screen.



- MAIN MENU takes you back to the main menu to start a new session. Be aware that pressing main menu will end the current session.
- QUIT closes the App.
- AUTOPAUSE can be turned on or off. When it is turned on, you can use the forward arrow in the bottom of the right hand side of the screen to advance through the presentation. When it is turned off, the presentation advances automatically. It is recommended you keep autopause turned on so you can control the pace of the presentation.
- CHAPTER SKIP navigates to the beginning or end of each chapter.
- Use the  arrow button on the bottom right of the main screen to advance the presentation, or  replay button at the bottom left to replay the current screen.

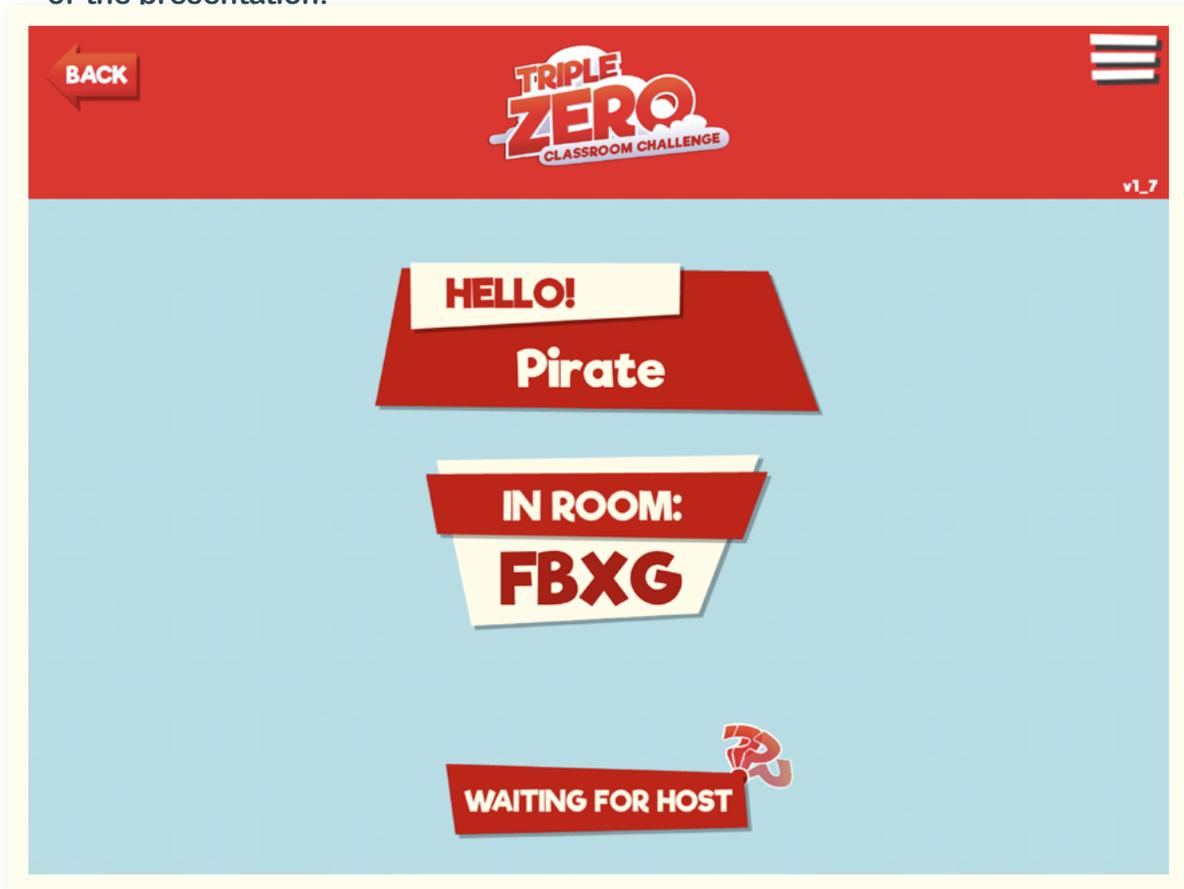
### SETTING UP THE 000 BUZZER DEVICES

- Ensure each student device is connected to the internet.
  - Launch the 000 Buzzer App and type in a user or group name.
  - An “icon” is automatically selected and indicated by a red outline, you can change this preference by selecting another icon on the screen.
  - Type in the room code as displayed on the presentation device and select “Join”.
- NOTE: The room code is not case sensitive.

A screenshot of the Triple Zero Classroom Challenge app interface. The top header is red with the 'TRIPLE ZERO CLASSROOM CHALLENGE' logo and a hamburger menu icon on the right. Below the header, there are two input fields. The first is labeled 'TYPE USER NAME OR GROUP' and contains the text 'Pirate'. The second is labeled 'TYPE ROOM CODE' and contains the text 'FBXG'. Below the input fields is a grid of 15 icons arranged in three rows and five columns. The icons include a blue bear, a brown football, a white airplane, a yellow and black helmet, a yellow castle, a green star, a brown bear, a black and white skull and crossbones, a brown cowboy hat, a yellow sports car, a purple cowboy hat, an orange star, a green and yellow dragon, a white dog, and a colorful beach ball. The skull and crossbones icon is highlighted with a red border. At the bottom of the screen is a red button with the word 'JOIN' in white capital letters.

## Facilitator's Guide

- When a student device has been connected to the session, the screen will display “WAITING FOR HOST” until the facilitator selects “START GAME” at the beginning of the presentation.



- To disconnect a student device from the session, go to “MENU” and select “Quit”.

## Facilitator's Guide

### ARRANGING THE CLASSROOM

For the presentation, it is recommended that the students sit on the floor in front of the interactive whiteboard. Ensure that there is enough space for the students to sit comfortably in groups of 4.

It is recommended that the student devices are not laid out when the students enter the classroom. They can be handed out to students when you are ready to commence the presentation. This will ensure that the devices are not tampered with prior to the presentation delivery.

### WELCOMING THE STUDENTS

- When the students enter the classroom, instruct them to sit on the floor in front of the interactive whiteboard, which should display the START NOW slide.



- Introduce yourself and explain where you are from.
- Inform the students that in this session they will play a game which will teach them how to get help in an emergency.
- Outline the Triple Zero Classroom Challenge rules:
  1. Listen carefully.
  2. Follow instructions.
  3. Raise your hand if you have a question.
- Instruct the students to get into groups of 4 and provide each group with a device. Before handing out the devices, tell the students not to press any buttons yet or the game won't work.
- When the students are ready, Select "START NOW" and begin the presentation.

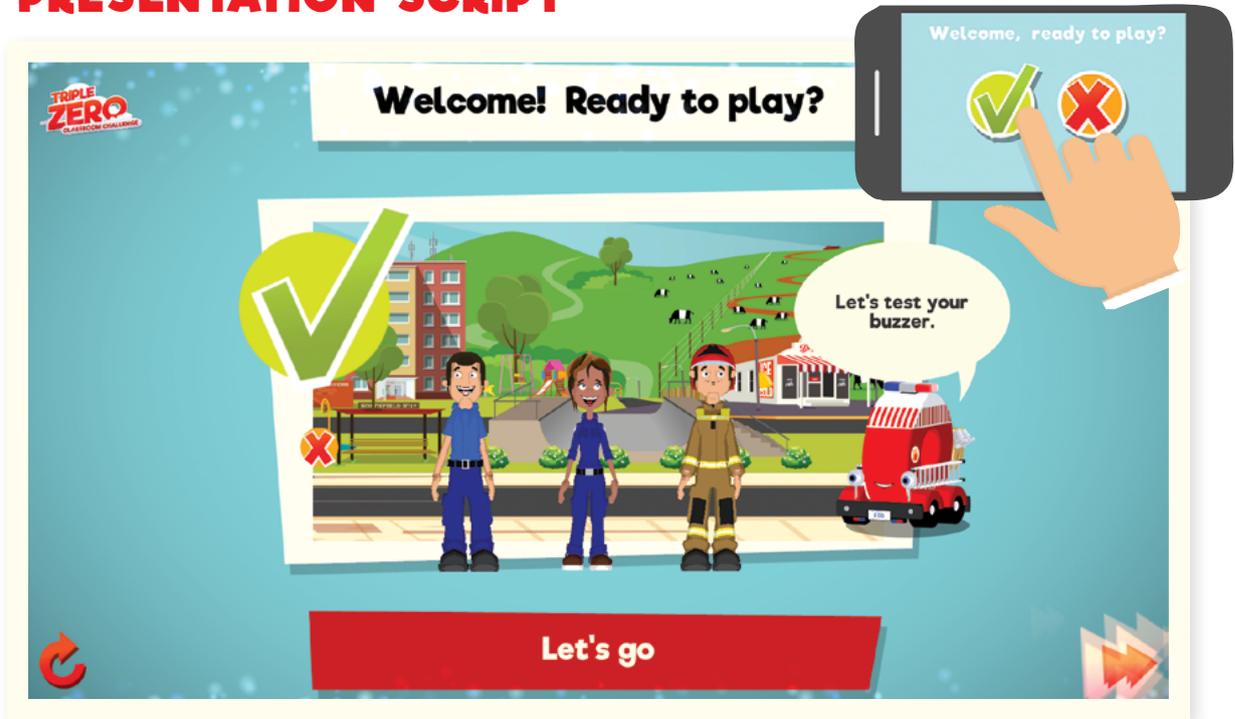
## PLAYING THE GAME

The presentation 'script' provided on the following pages is designed to ensure that the game runs smoothly and all the key messages are included. However, facilitators are encouraged to add their own unique twists and personality to the presentation. As you become more practised in presentation delivery, you will not need the script, but it may be useful to refer to as you become more familiar and confident with the presentation content.

## WRAPPING UP THE PRESENTATION

When the presentation is completed, congratulate the students on their participation. Ask the students if they have any questions about using the Triple Zero (000) emergency number. Ask the students to line up and award each student with a Triple Zero Hero Certificate. You can find a copy of the certificate at the end of this guide. If you are incorporating a 'Truck and Hose' activity as part of your school visit, you can now lead the students outside to participate in that activity.

### TRIPLE ZERO CLASSROOM CHALLENGE PRESENTATION SCRIPT



- Ask the students: “**Are you ready to play the Triple Zero Classroom Challenge?**”
- Press ►► to start the timer.
- Tell the students: “**Let's test your buzzers**”.
- Press ►► for next slide.

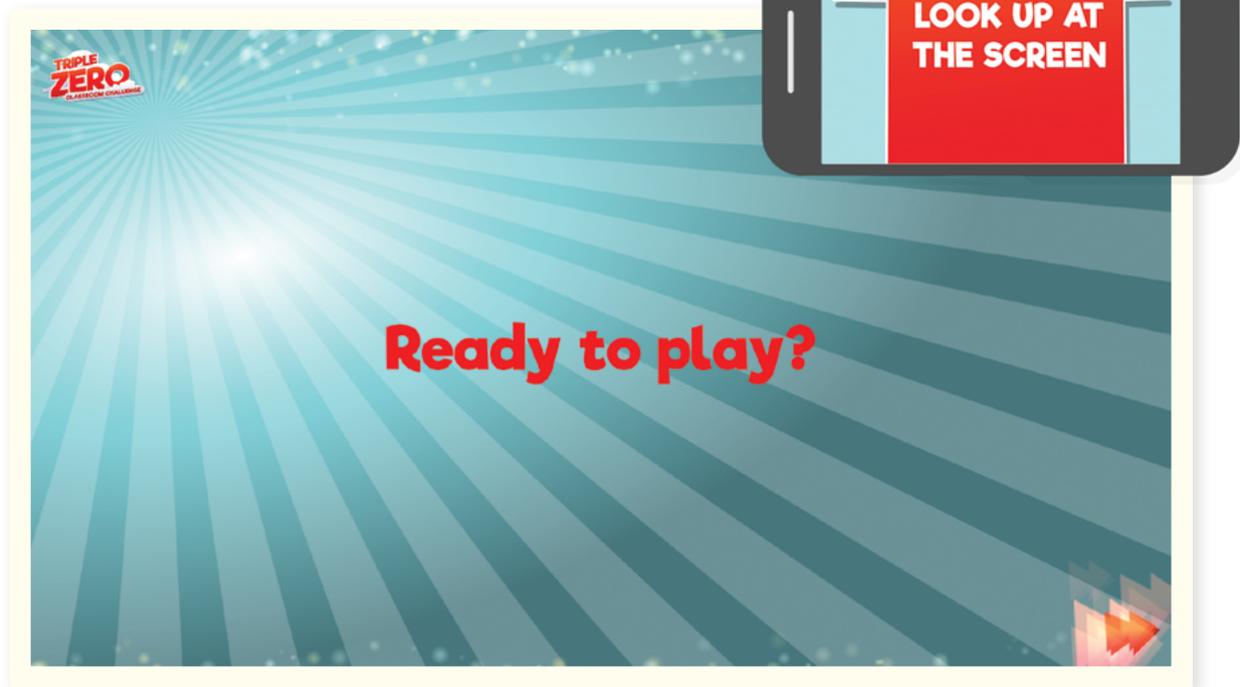
### WHAT IS AN EMERGENCY?



- Lead a short classroom discussion to introduce the concept of emergencies. Ask the students **“What is an emergency?”** and **“What kinds of emergencies are there?”**
- Point to the medical emergency and describe the scene: **“The boy has fallen off his skateboard and he can’t get up. His leg is broken.”** Ask the students: **“Is this an emergency?”** Tell the students: **“Yes, this is an emergency because the boy is badly injured and needs urgent medical help.”**
- Point to the crime emergency and describe the scene: **“Some people have broken into the neighbours house and they are stealing the TV.”** Ask the students: **“Is this an emergency?”** Tell the students: **“Yes, this is an emergency because breaking into someone’s house and stealing is a serious crime.”**
- Point to the fire emergency and explain the scene: **“The neighbour’s house is on fire. Flames and smoke are coming out the window.”** Ask the students: **“Is this an emergency?”** Tell the students: **“Yes, this is an emergency because a dangerous fire is out of control.”**
- Press **▶▶** for next slide.

## Facilitator's Guide

READY TO PLAY?



- Ask the students: “**Are you ready to answer some questions about emergencies? Let’s go!**”
- Press ► for next slide.

### ROUND 1 - IS THIS AN EMERGENCY?

Is this an emergency?

Kate's house is on fire and smoke is coming out the window.

This IS an emergency!

- Present the question: “**Kate’s house is on fire and smoke is coming out the window. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ►► for the next question.

## Facilitator's Guide



- Present the question: “**Suong’s mum has lit the candles on the birthday cake. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This is NOT an emergency!**”
- Press ►► for the next question.



- Present the question: “**A log has rolled out the campfire and the fire is spreading through the bushland. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ▶▶ to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ▶▶ for the next question.

## Facilitator's Guide



- Present the question: “**Pete has been bitten by a snake. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ►► for the next question.



- Present the question: “**Adam is allergic to peanuts. He accidentally ate a peanut and now he can't breathe. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ▶▶ to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ▶▶ for the next question.

## Facilitator's Guide

Is this an emergency?

A car has crashed into a telephone pole and we can't wake the driver up.

This **IS** an emergency!

- Present the question: “**A car has hit a telephone pole and we can't wake the driver up. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ▶▶ to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ▶▶ for the next question.



- Present the question: “**Johnny borrowed his brother’s skateboard without asking. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This is NOT an emergency!**”
- Press ►► for the next question.

## Facilitator's Guide



- Present the question: “**Someone is breaking into the house next door. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This IS an emergency!**”
- Press ►► for the next question.



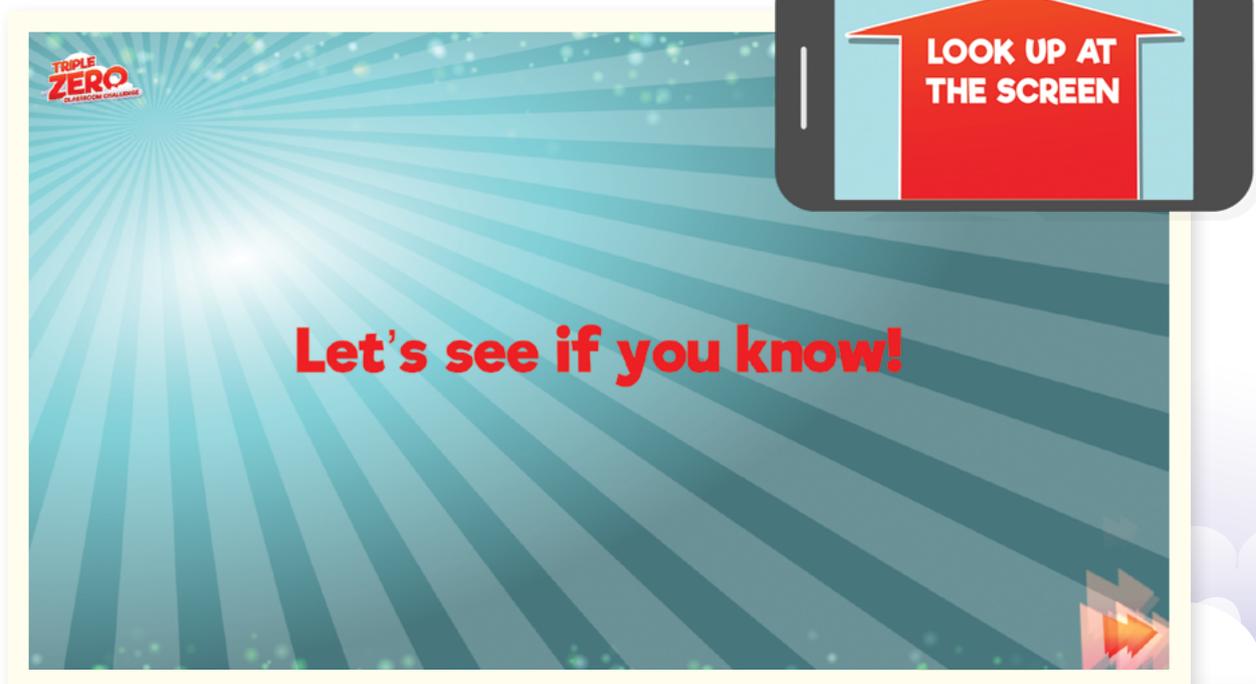
- Present the question: “**Kate has cut her finger on a rose bush. Is this an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**This is NOT an emergency!**”
- Press ►► for the next round.

## Facilitator's Guide

### ROUND 2 - WHO CAN HELP?



- Describe the scene: **“Oh no. The boy has fallen off his skateboard and his leg is broken. It’s an emergency!”**
- Ask the students: **“I wonder who can help? Let’s see if you know.”**
- Press **▶▶** for next slide.





- Ask the students: **“Can a teacher help in an emergency?”**  
Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“A teacher CAN help in an emergency!”**
- Press ►► for the next question.



- Ask the students: “**Can parents help in an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ▶▶ to start the timer.
- When time is up, tell the students: “**Parents CAN help in an emergency!**”
- Press ▶▶ for the next question.

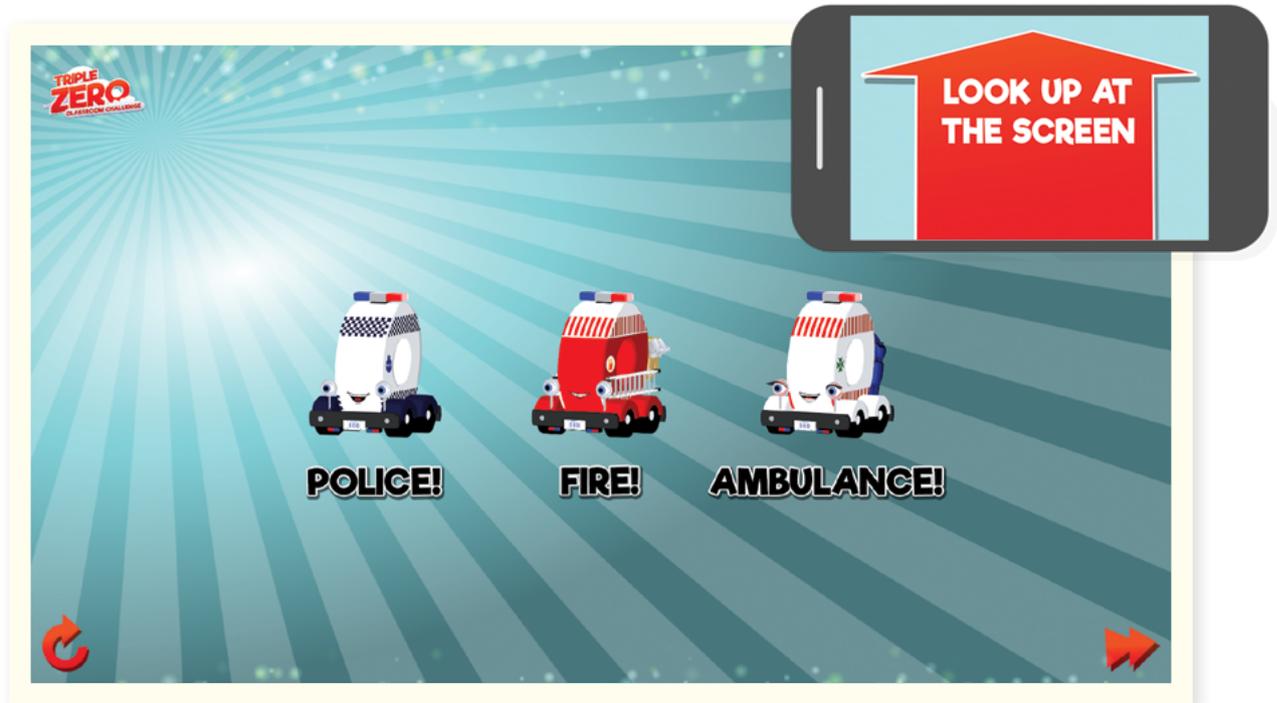


- Ask the students: “**Can older kids help in an emergency?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**Older kids CAN help in an emergency!**”
- Press ►► for the next round.



- Ask the students: **“Who else do you know who could help in an emergency?”** Get the students to brainstorm. Possible answers include grandparents and neighbours.
- Tell the students: **“If there is an emergency, have a quick look around to see if there is anyone who can help.”** Ask the students: **“But if there is no one around, what should you do?”** Let the children brainstorm for a minute. Provide positive reinforcement for any correct answers (e.g. call Triple Zero [000], call the Fire Brigade, call the Ambulance etc).
- Press  for the next slide.

### ROUND 3 - IN AN EMERGENCY CALL TRIPLE ZERO (000)

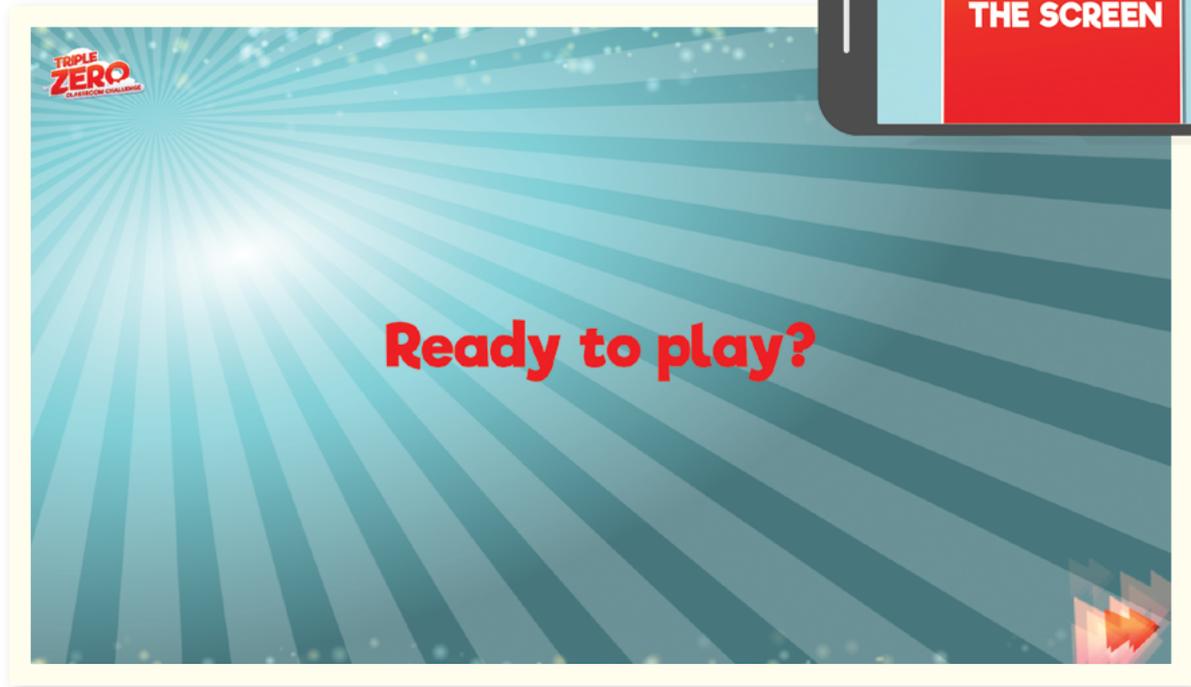


- Tell the students: **“If there is an emergency and there is nobody around who can help, you need to get help from the emergency services. That’s the Police, the Fire Brigade or the Ambulance.”**
- Ask the students: **“How do you get help from Emergency Services?”** Let the students brainstorm for a minute. Provide positive reinforcement for the correct answer (i.e call Triple Zero [000]).
- Press  for the next slide.

## Facilitator's Guide

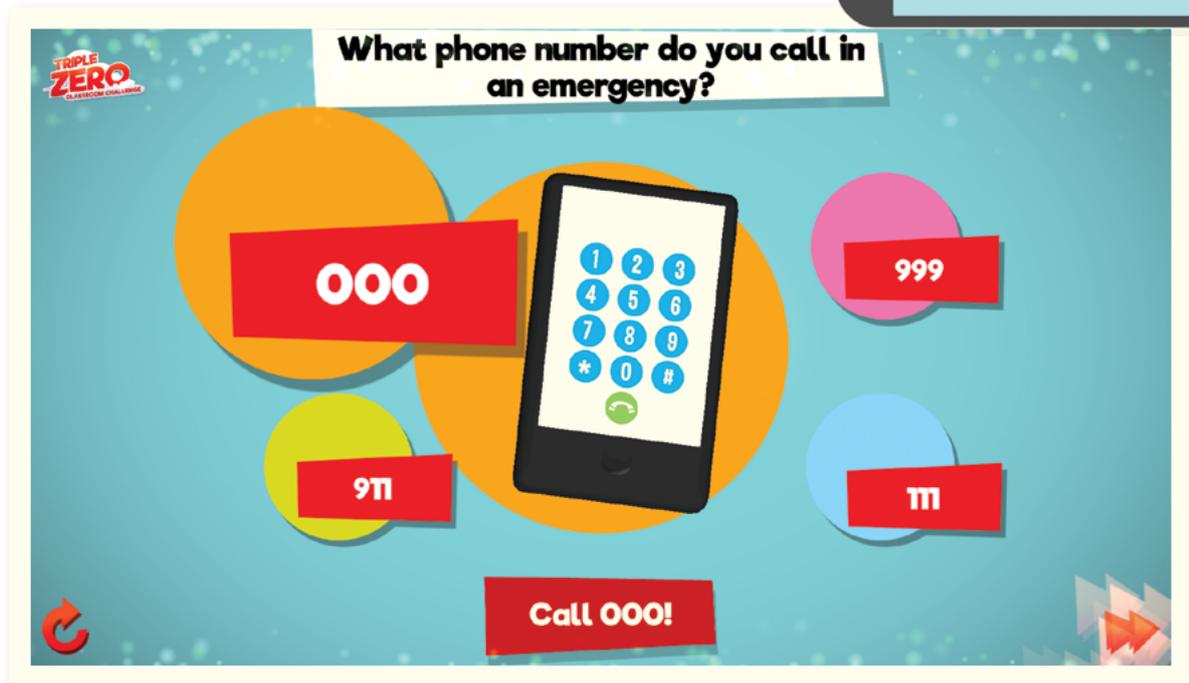


- Tell the students: **“If there is an emergency and there is nobody around, you need to call Triple Zero. That is zero, zero, zero.”**
- Press  for the next slide.



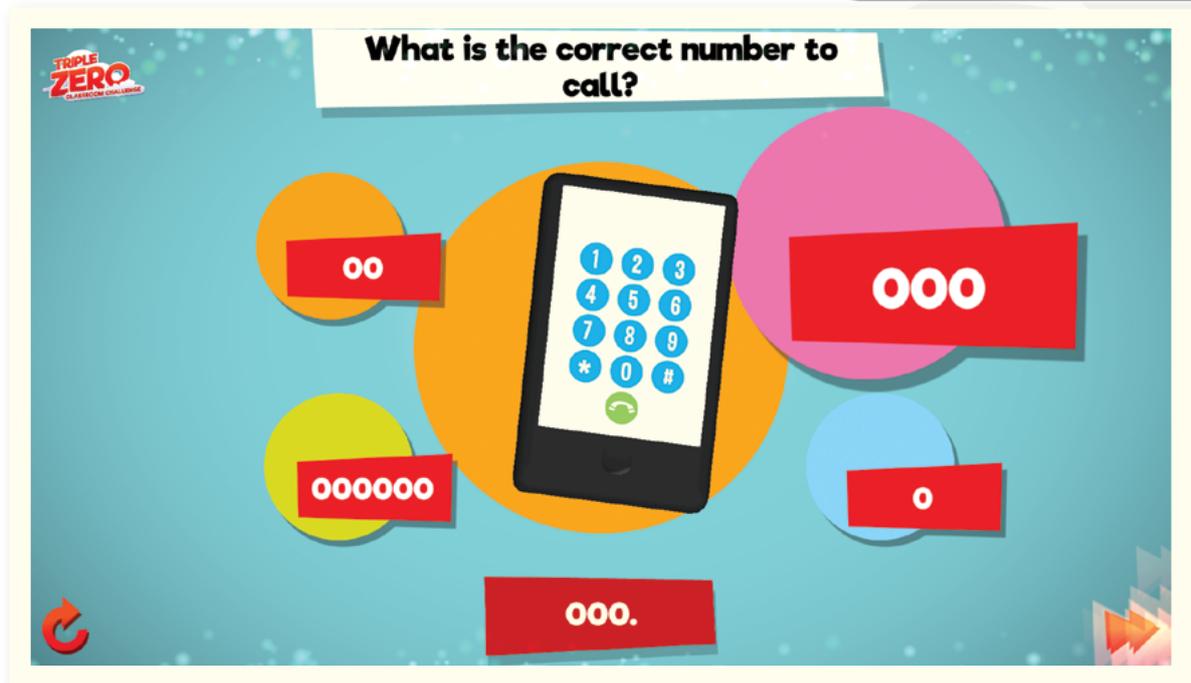
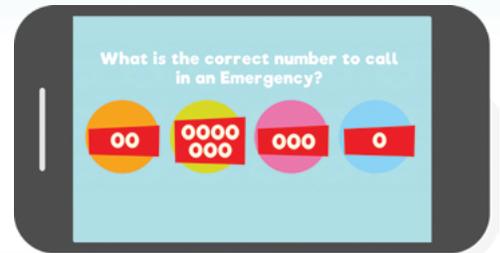
- Ask the students: **“Are you ready to answer some questions? Let’s go”**
- Press **▶▶** for the next slide.



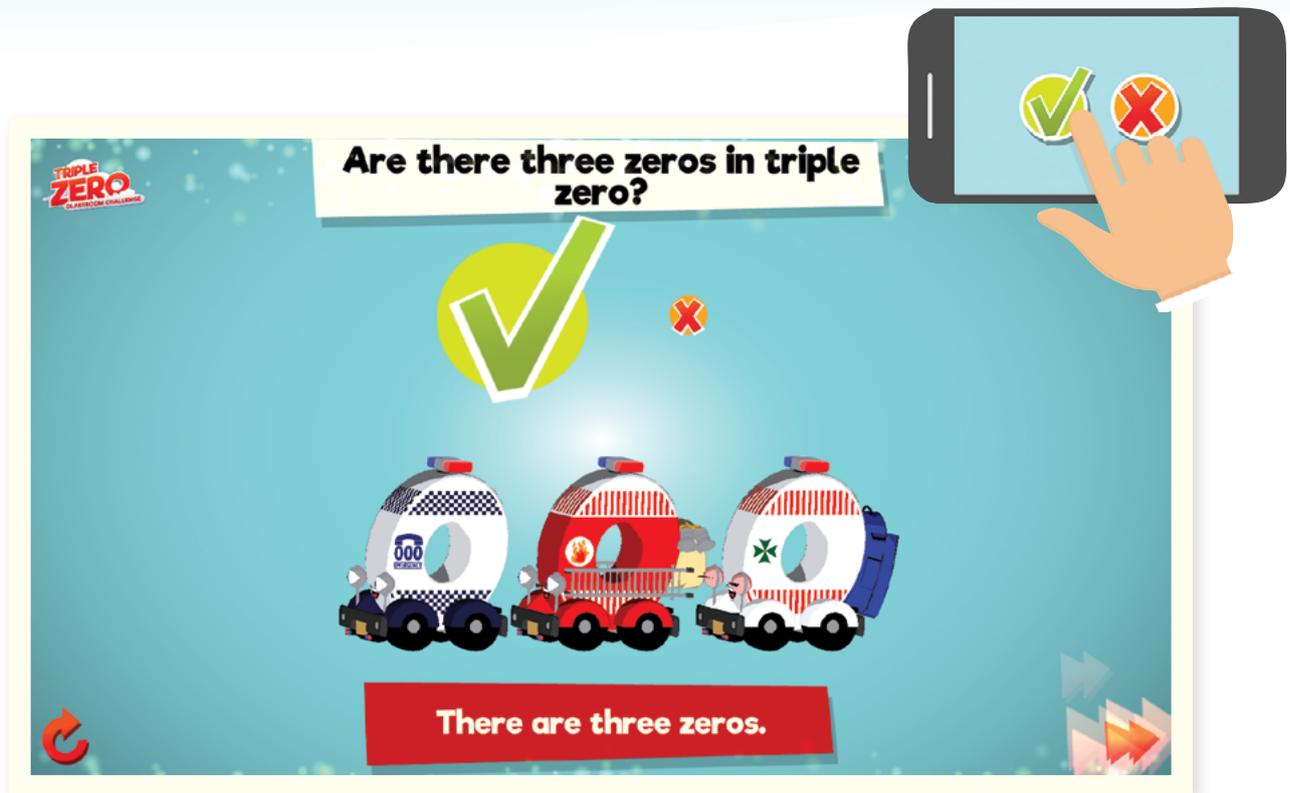


- Ask the students: **“What phone number do you call in an emergency? 000, 999, 911, or 111?”** Point to each number as you call it out. Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students **“You need to call zero zero zero.”**
- Press ►► for the next question.

## Facilitator's Guide



- Ask the students: **“What is the correct number to call - 00, 000, 000000, or 0?”** Point to each number as you call it out.
- Press ►► to start the timer.
- When time is up, tell the students **“You need to call zero zero zero”**
- Press ►► for the next question.

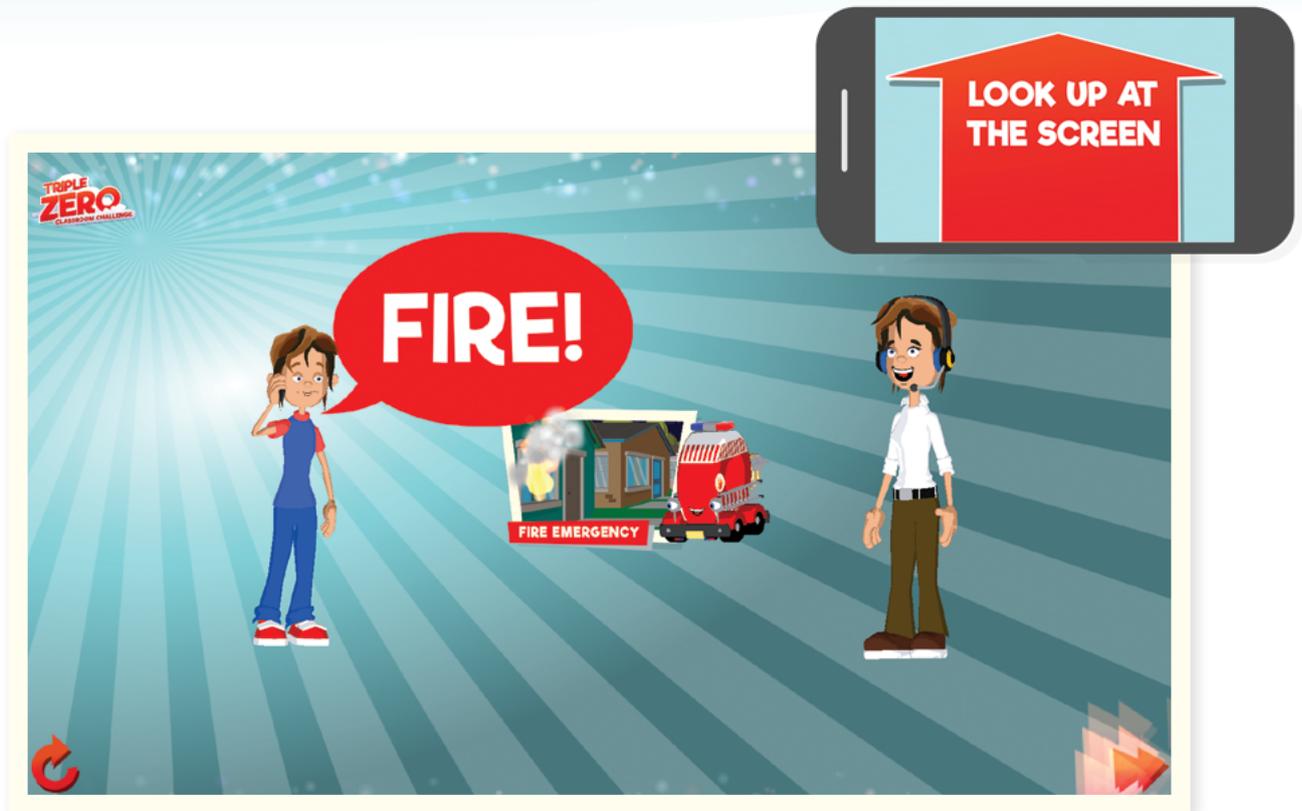


- Ask the students: **“Are there three zeros in 000?”**. Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Yes. There are three zeros in Triple Zero! Lets count them together - 1, 2, 3.”**
- Press ►► for the next round.

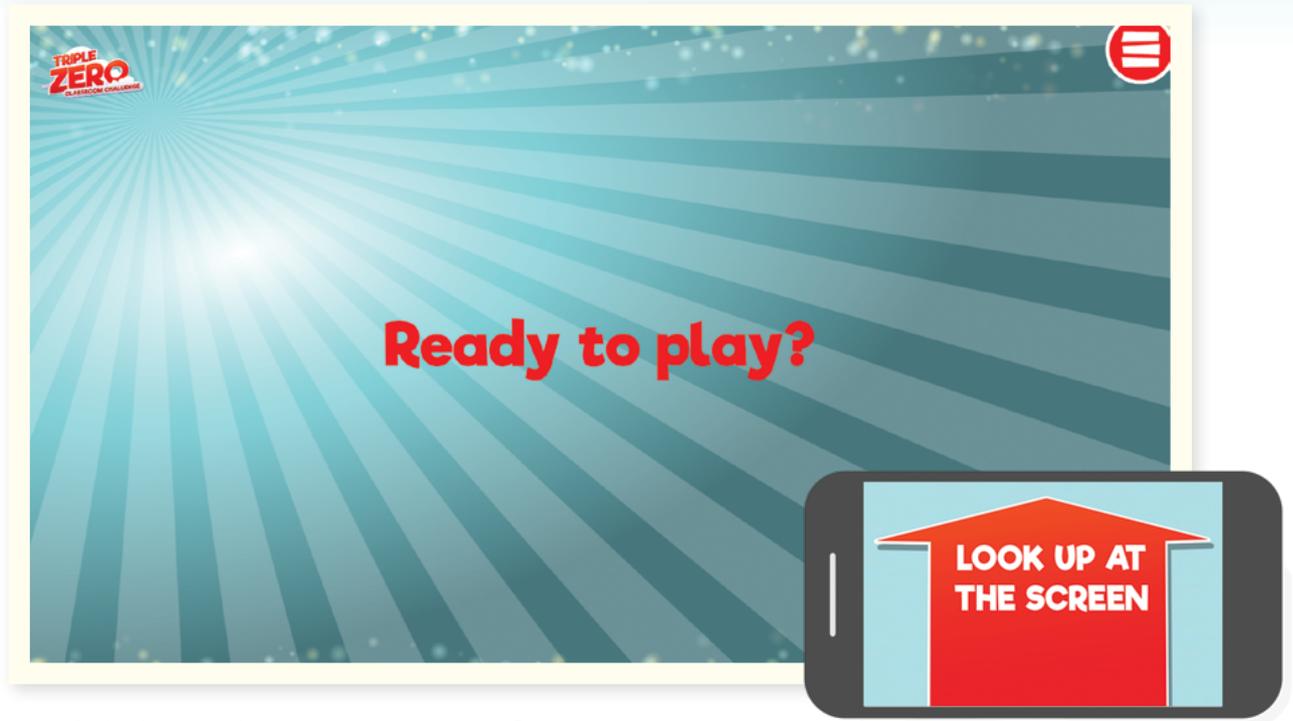
### ROUND 4 - POLICE, FIRE OR AMBULANCE?



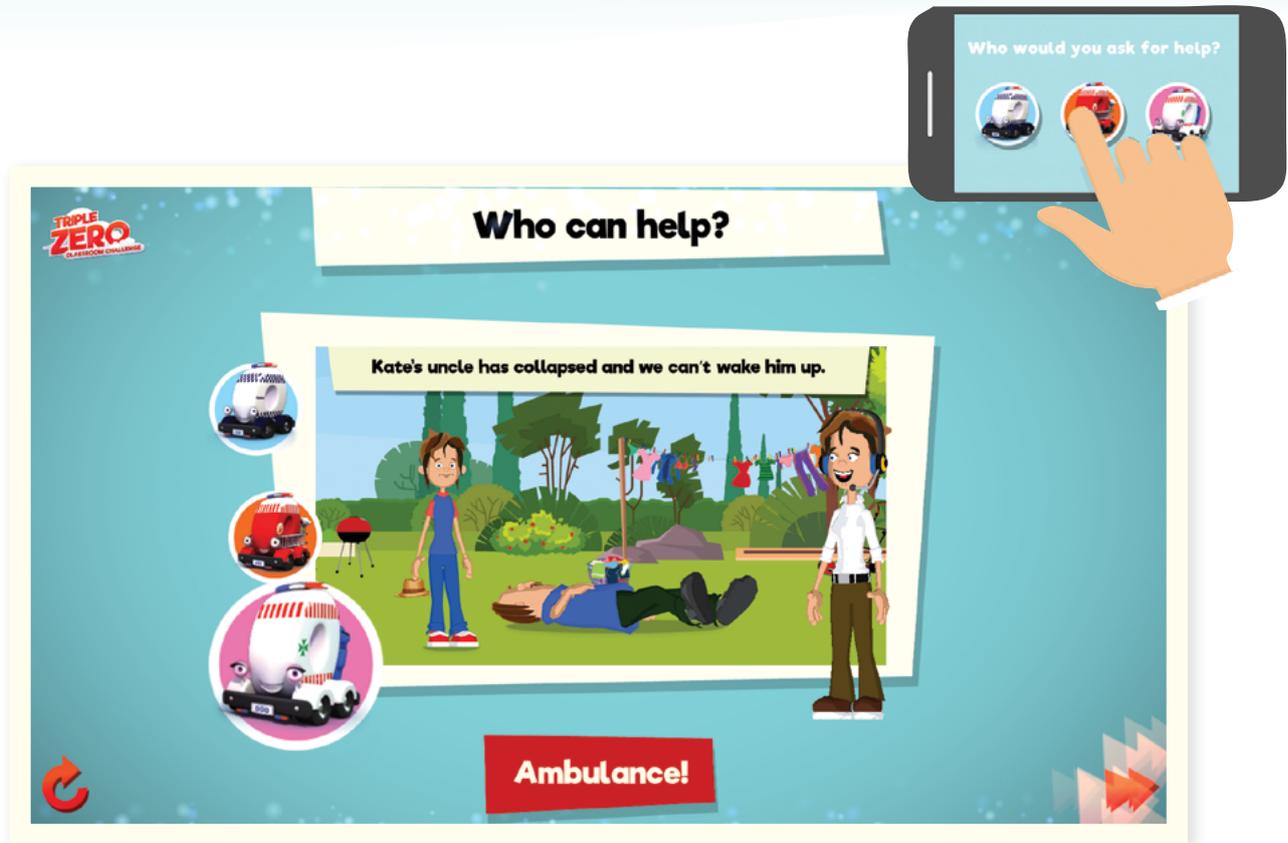
- AUDIO: Kate dials 000 and the operator says **"Emergency Triple Zero Police, Fire, Ambulance?"**
- Tell the students: **"If you call Triple Zero, the operator will answer the phone and they will ask if you need 'Police, Fire, or Ambulance?' You need to tell them which one you need."**
- Ask the students: **"Who do you need if it's a crime emergency?"**
- Ask the students: **"Who do you need if it's a fire emergency?"**
- Ask the students: **"Who do you need if it's a medical emergency?"**
- Tell the students: **"Let's see how it works."**
- Press  for the next slide.



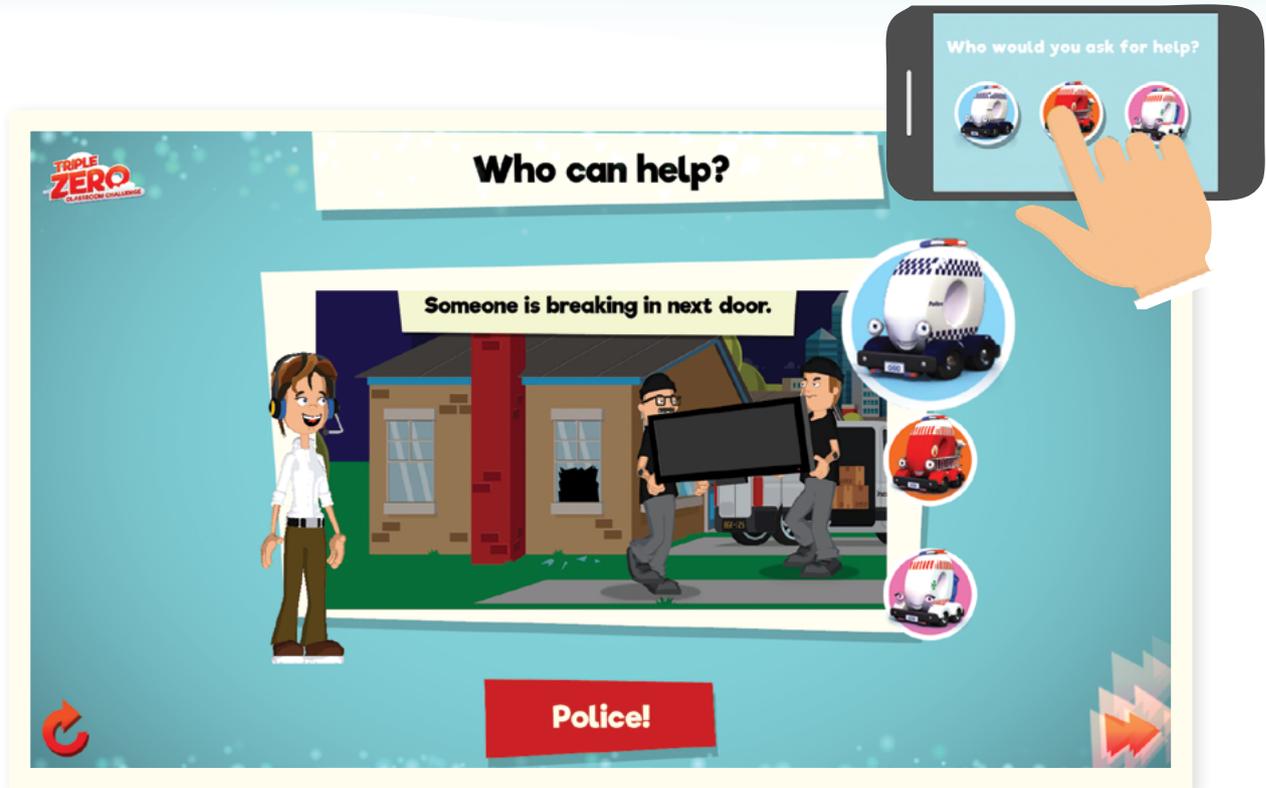
- Tell the students: **“There is a fire at Kate’s house and smoke is coming out the window. There is no one around to help, so Kate needs to call Triple Zero.”**
- Ask the students: **“Who does Kate need? Police, Fire or Ambulance?”**
- Press ►► to play the audio. NOTE the audio will be “FIRE”
- Press ►► for the next slide.



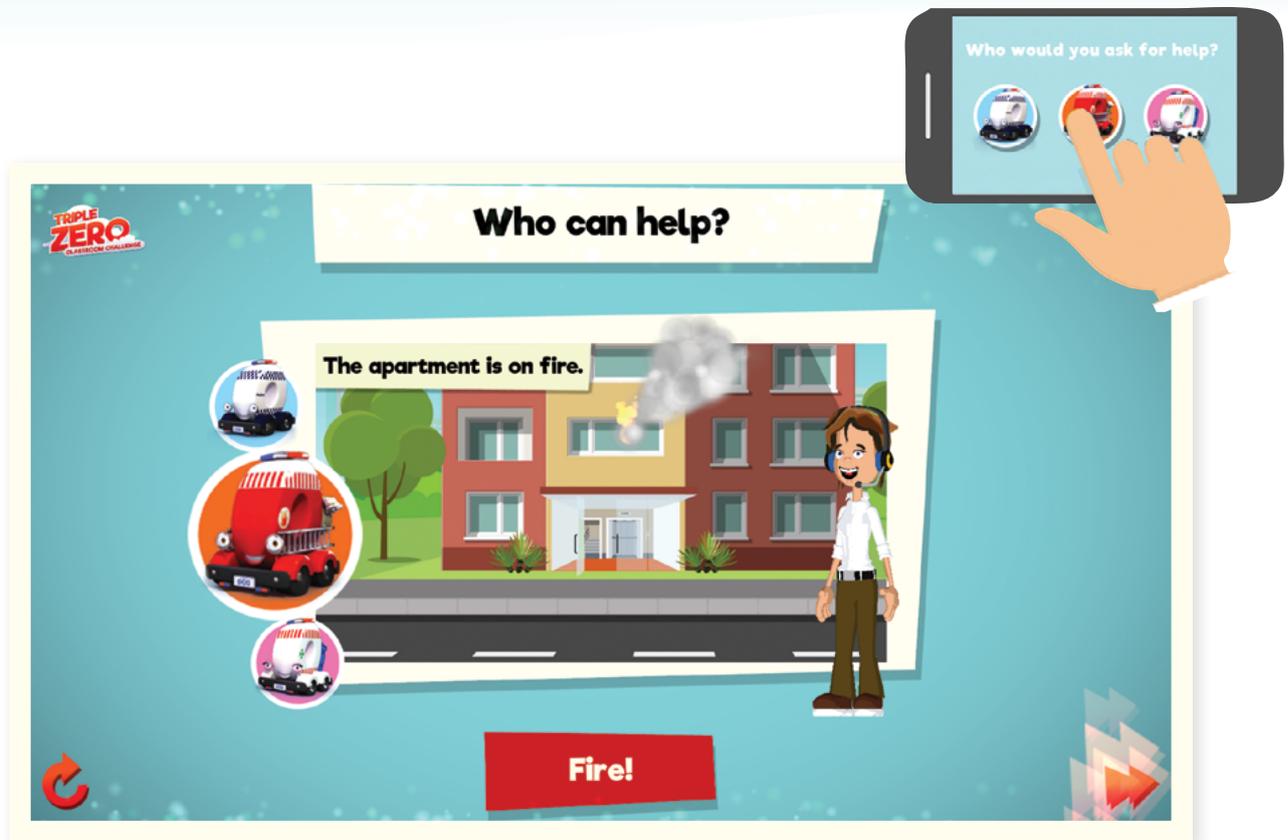
- Ask the students: “**Are you ready to answer some questions?**”
- Press  for the next slide.



- Tell the students: “**Kate’s uncle has collapsed and she can’t wake him up. There’s no one around to help so she needs to call Triple Zero**”.
- Ask the students: “**Who should she ask for - Police, Fire, Ambulance?**” Give the students a few seconds to discuss the answer in their groups.
- Tell the students: “**Buzzers ready!**”
- Press ►► to start the timer.
- When time is up, tell the students: “**Ambulance**”
- Press ►► for the next question.



- Tell the students: **“Someone is breaking into the house next door and they are stealing the TV! We need to call Triple Zero!”**
- Ask the students: **“Who should we ask for - Police, Fire, Ambulance?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Police”**
- Press ►► for the next question.



- Tell the students: **“The apartment is on fire. It’s an emergency so we need to call Triple Zero.”**
- Ask the students: **“Who should we ask for - Police, Fire, Ambulance?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Fire”**
- Press ►► for the next round.

### ROUND 5 - KNOW YOUR LOCATION

LOOK UP AT THE SCREEN

**YOUR ADDRESS AND PHONE NUMBER**

PHONE NUMBER 0491 570 156

NUMBER 18

STREET PORTLAND STREET

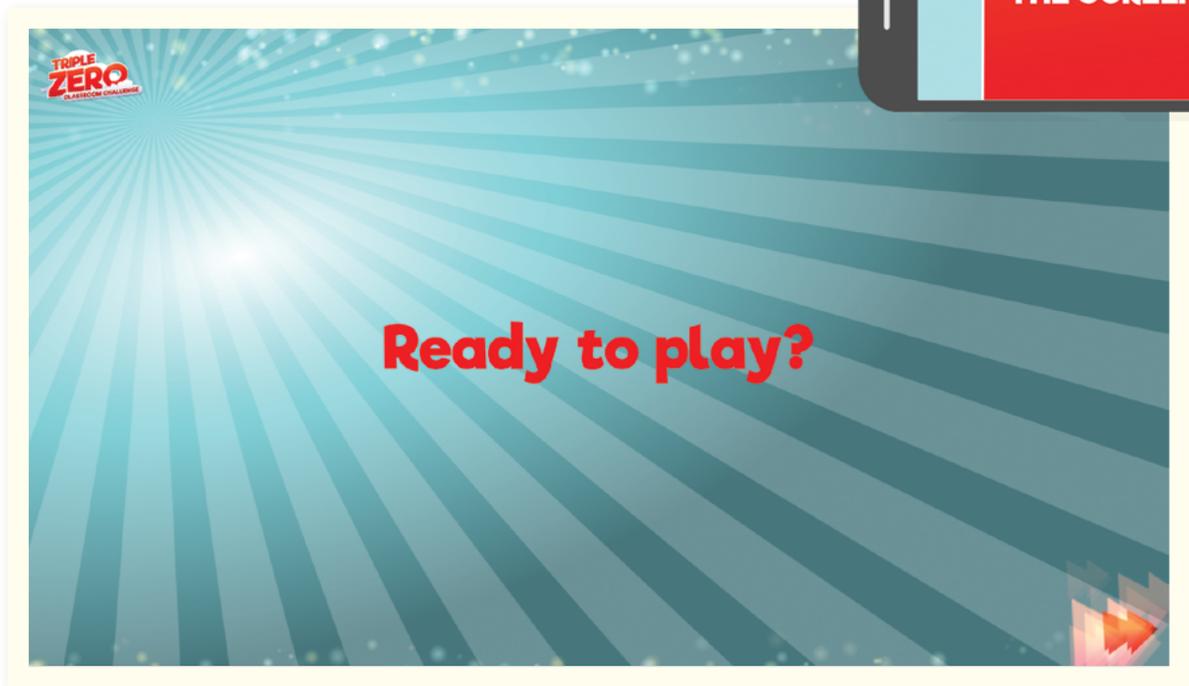
TOWN OR SUBURB NEWVILLE

STATE NSW

- Tell the students: **“When you call Triple Zero, the operator will need to know where the emergency is so they can send help to the right place. Kate’s house is on fire, so she needs to call Triple Zero and ask for Fire. The operator will ask what state and town the emergency is in. Let’s see what Kate says”**.
- Press ►► to play the audio. NOTE the audio will be **“Emergency. Police, Fire or Ambulance?” “Fire” “What town and state is the emergency is in?” “Newville, NSW.” “Connecting Fire.”**
- Ask the students: **“What state is the emergency in?”** and **“What town is the emergency in?”**
- Tell the students: **“Next the operator will ask for the exact address of the emergency. Let’s see if Kate knows the exact address”**.
- Press ►► to play the audio. NOTE the audio will be **“Fire emergency. What is the exact address of the emergency?” “18 Portland Street Newville.”**
- Ask the students: **“Did Kate know the exact address? What did she say?”**
- Tell the students: **“The operator will also ask what phone number you are calling from. Let’s see if Kate knows.”**
- Press ►► to play the audio. NOTE the audio will say **“What is the phone number you are calling from?” “0419 570 156”**

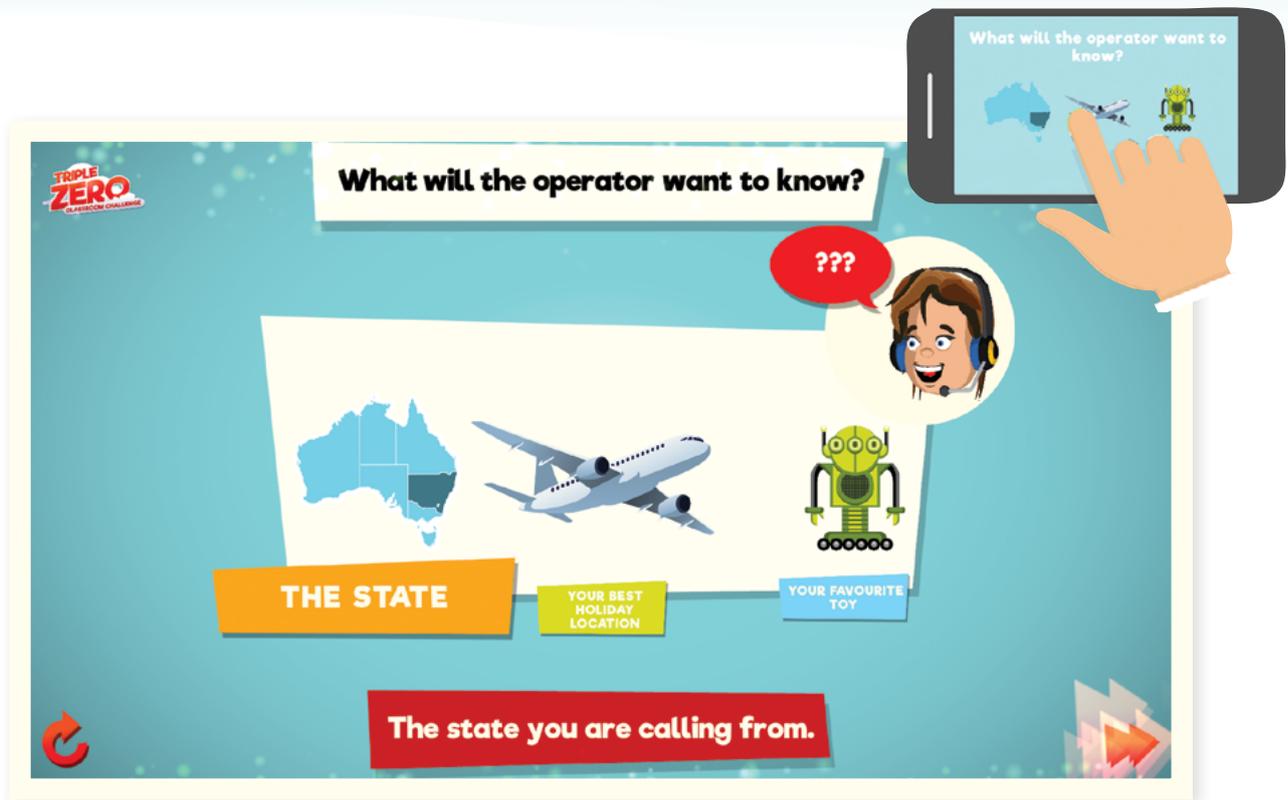
## Facilitator's Guide

- Ask the students: **“Did Kate know the phone number she was calling from?”**
- Ask the students: **“Who knows what state and town they live in?”**, **“Who knows their address?”**, and **“Who knows their phone number?”**
- Press  for the next slide.

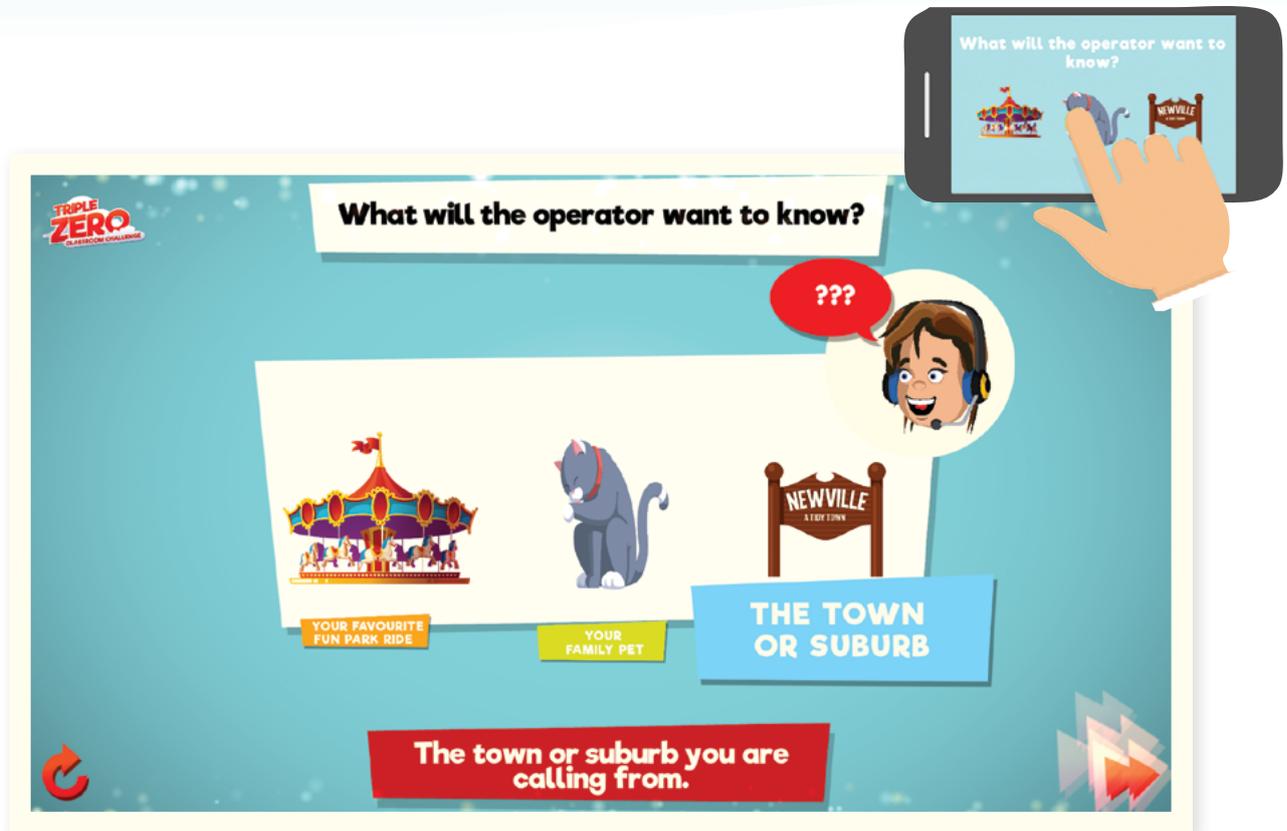


- Tell the students: **“Let's play!”**
- Press  for the next slide.

## Facilitator's Guide

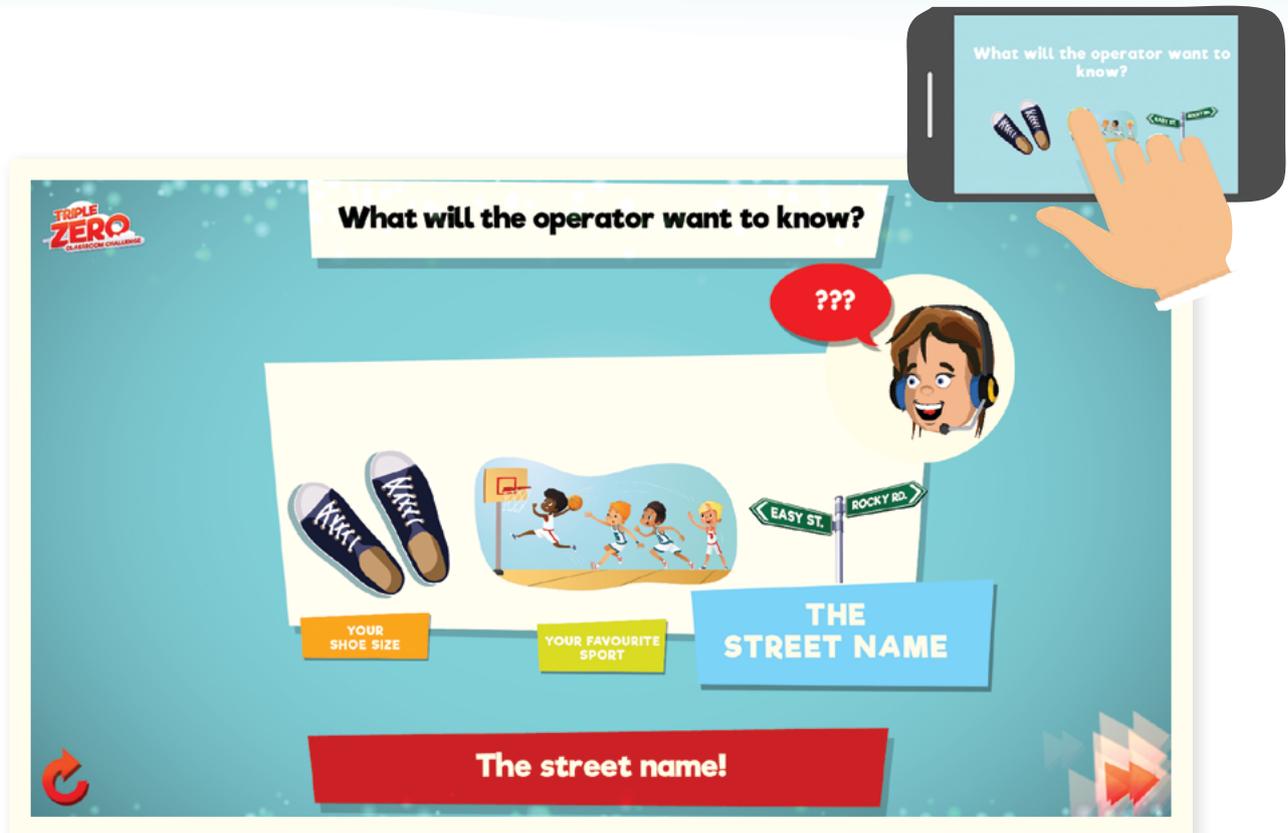


- Ask the students: **“What will the operator want to know? The state you are calling from, your favourite holiday destination, or your favourite toy”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“The operator will want to know the state you are calling from.”**
- Press ►► for the next question.



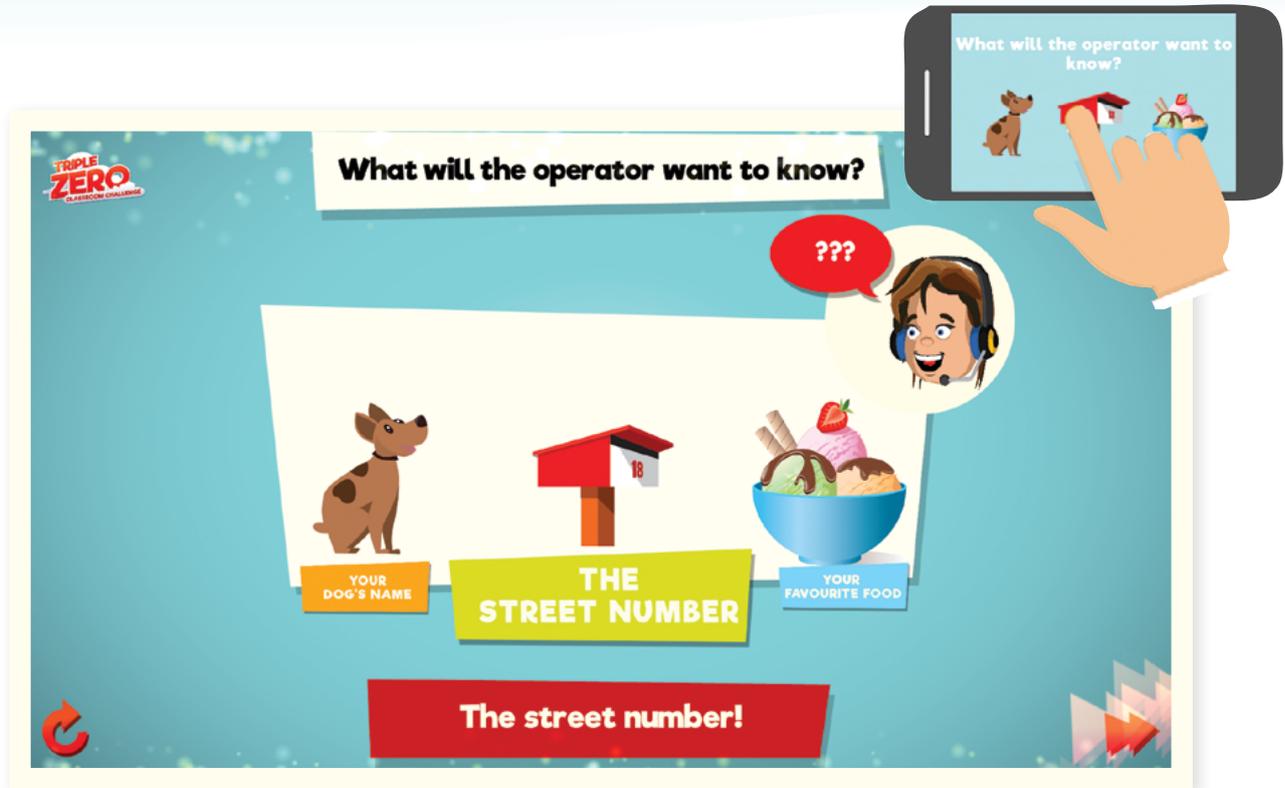
- Ask the students: **“What will the operator want to know? Your favourite fun park rides, your dog’s name, the town or suburb you are calling from.”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press  to start the timer.
- When time is up, tell the students: **“The town or suburb you are calling from.”**
- Press  for the next question.

## Facilitator's Guide



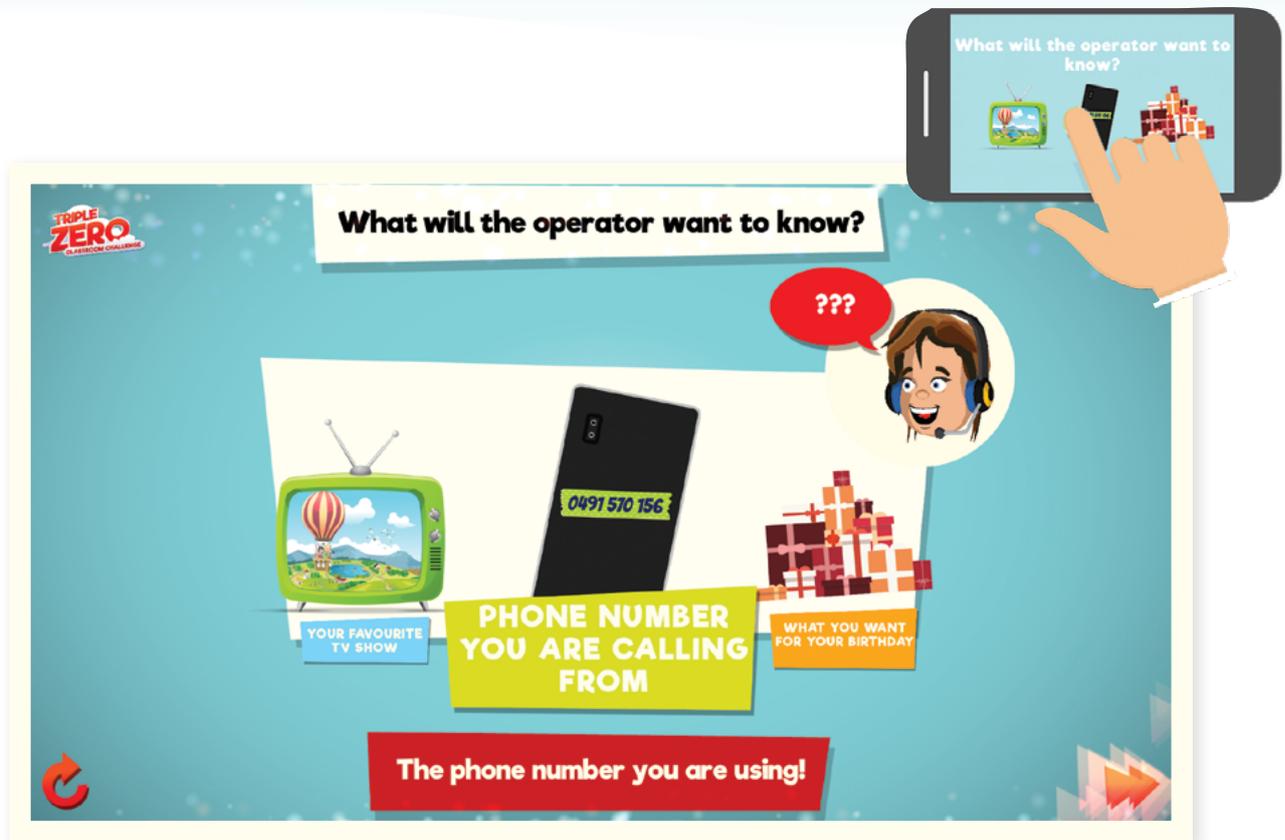
- Ask the students: **“What will the operator want to know? Your shoe size, your favourite sport, or the street name.”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“The street name.”**
- Press ►► for the next question.

## Facilitator's Guide



- Ask the students: **“What will the operator want to know? Your dog’s name, the street number, or your favourite food.”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“The street number.”**
- Press ►► for the next question.

## Facilitator's Guide

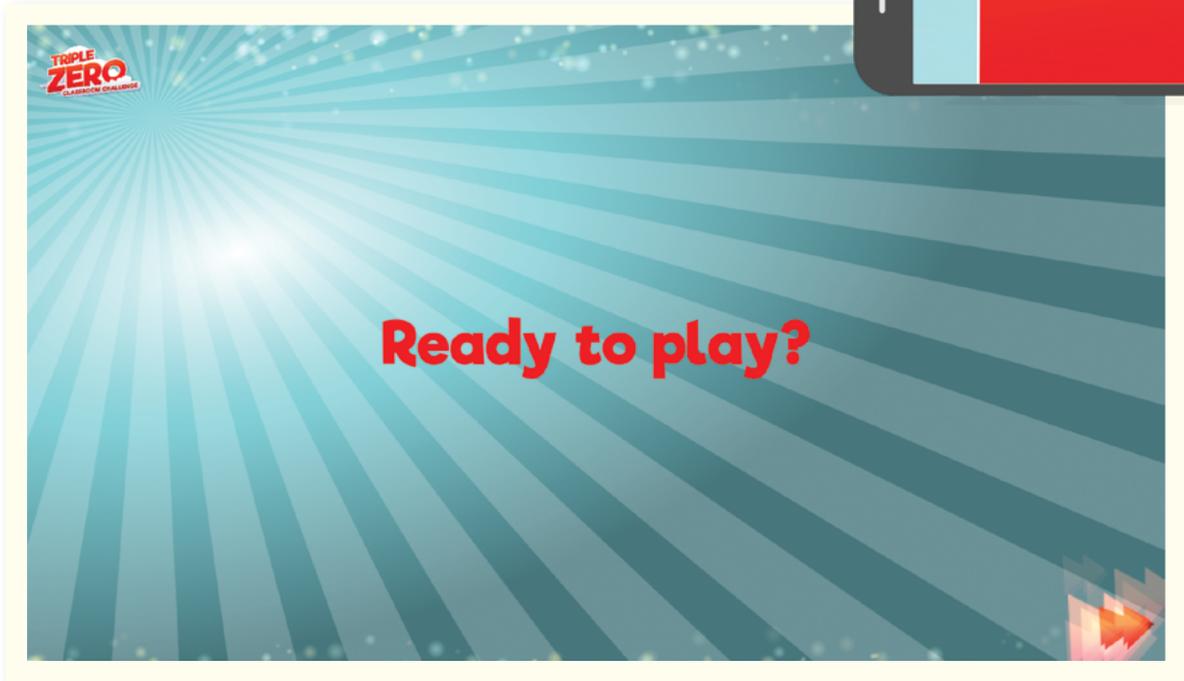


- Ask the students: **“What will the operator want to know? Your favourite tv show, the phone number you are calling from, or what you want for your birthday.”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“The phone number you are calling from.”**
- Press ►► for the next round.

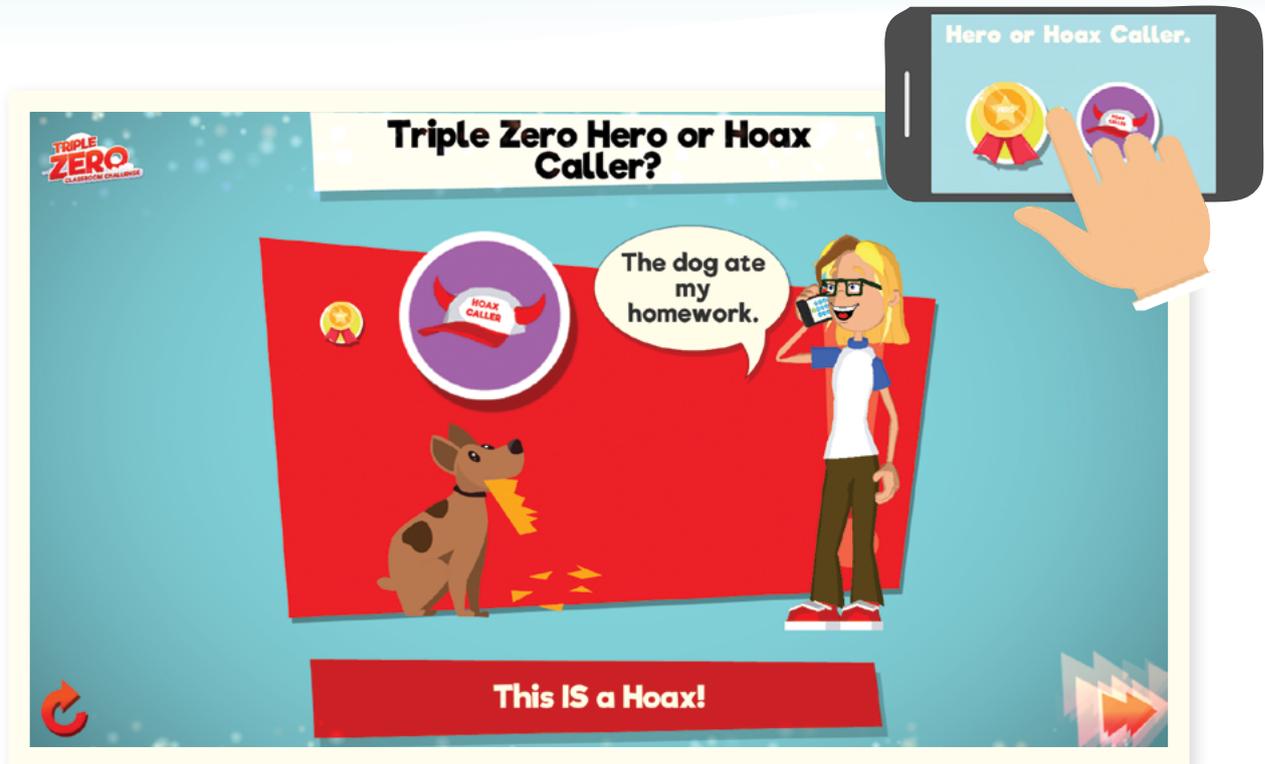
### ROUND 6 - TRIPLE ZERO HERO



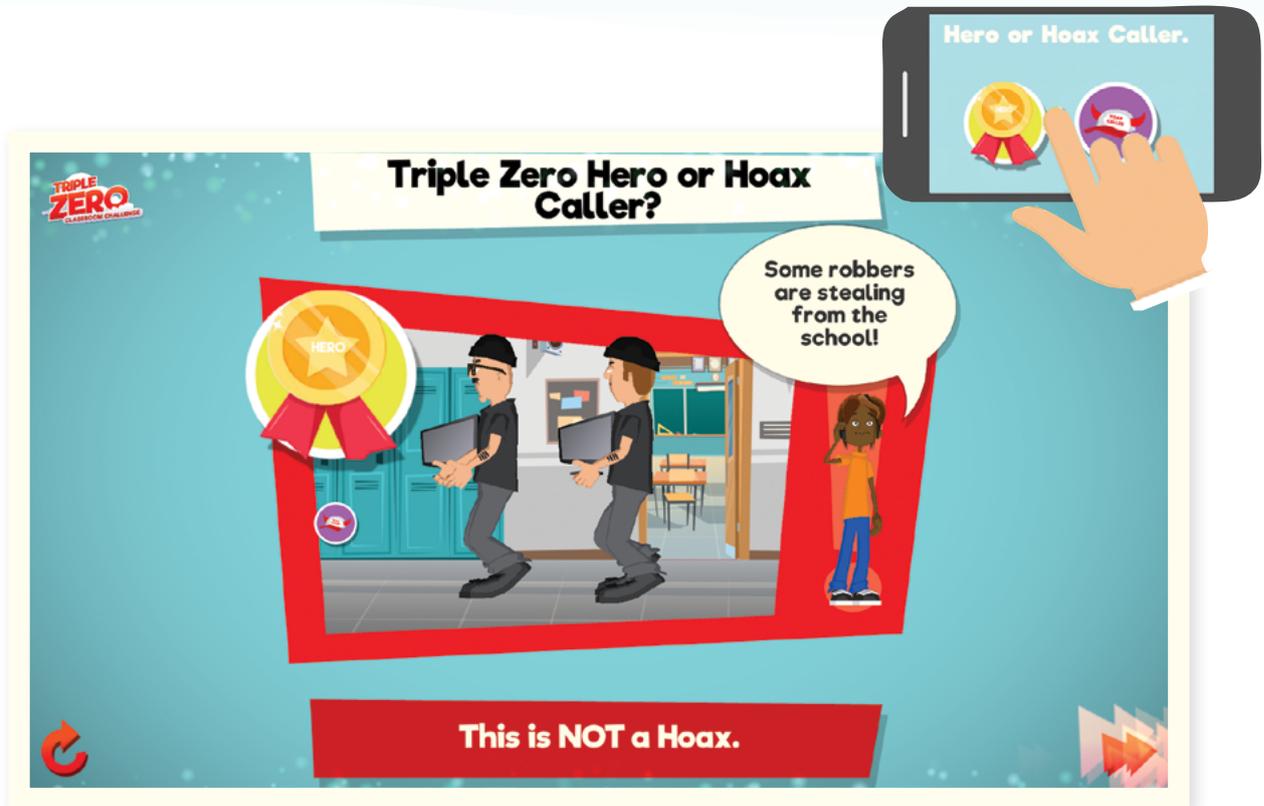
- Tell the students: **“Now that you know how to make a Triple Zero Call, it’s really important to remember that you should only ever call Triple Zero if it’s a real emergency. Sometimes, people make hoax calls to Triple Zero. A hoax call is when you call Triple Zero for a prank or a joke. This is a really bad thing to do. Do you know why?”** Encourage a discussion about the consequences of hoax calls.
  - 1) Hoax calls waste the Triple Zero operators time - while the operator is on the phone to the hoax caller, other people who need urgent help in an emergency have to wait and this can be deadly;
  - 2) Making a hoax call is a really serious crime – people who get caught making a hoax call you can be arrested by the Police and have to pay a really expensive fine.
- Press  for the next slide.



- Ask the students: “**Are you ready to play?**”
- Press  for the next slide.



- Tell the students: **“Josie is calling Triple Zero because her dog ate her homework.”**
- Ask the students: **“Is Josie a Triple Zero Hero or a Hoax Caller?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“If you think she’s a hero press the hero medal. If you think she’s a Hoax Caller press the hat. Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Josie is a Hoax Caller. She’s going to be in big trouble.”**
- Press ►► for the next question.



- Tell the students: **“Billy is calling Triple Zero because some robbers are stealing the computers from the school.”**
- Ask the students: **“Is Billy a Triple Zero Hero or a Hoax Caller?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Billy is a Triple Zero Hero. He’s done a great job.”**
- Press ►► for the next question.



- Tell the students: **“Tom is calling Triple Zero to order a pizza.”**
- Ask the students: **“Is Tom a Triple Zero Hero or a Hoax Caller?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press ►► to start the timer.
- When time is up, tell the students: **“Tom is a Hoax Caller. He’s going to be in big trouble.”**
- Press ►► for the next question.



- Tell the students: **“Suong is calling Triple Zero because her mum fell over and hit her head and she won't wake up.”**
- Ask the students: **“Is Suong a Triple Zero Hero or a Hoax Caller?”** Give the students a few seconds to discuss the answer in their groups.
- Tell the students: **“Buzzers ready!”**
- Press **▶▶** to start the timer.
- When time is up, tell the students: **“Suong is a Triple Zero Hero. She's done a great job.”**



- Congratulate the students on their excellent work and tell them they all are Triple Zero Heroes.
- Ask the students if they have any questions about using the Triple Zero (000) emergency number.
- When all the questions have been answered, ask the students to line up to collect their Triple Zero Hero Certificate. Encourage them to fill in their name, address and phone number and stick it on the fridge at home. Hand out any giveaways at this point.

# THANKS FOR PLAYING TRIPLE ZERO CLASSROOM CHALLENGE!!

### TRIPLE ZERO KIDS' CHALLENGE DIGITAL GAME

Students can further enhance their knowledge and skills by playing the Triple Zero Kids' Challenge digital game. The game includes a series of "Quests" that involve using Triple Zero (000) to report an emergency. The online version of the game can be accessed free of charge at <https://kids.triplezero.gov.au/>. There is also an app version which can be downloaded free of charge from iTunes App store or Google Play.

#### IS IT AN EMERGENCY?

Pete sees some graffiti on the wall and asks Kate if they should call Triple Zero (000). Kate explains that it is not an emergency and tells Pete the three questions that can help us to decide whether something is an emergency or not:

- 1) Is someone badly injured or in need of help?
- 2) Is your life or somebody else's life in danger?
- 3) Is there a serious accident or crime taking place?



#### APARTMENT FIRE

Kate and Pete are visiting Suong's house. They go into the kitchen to meet Suong's mum, Mrs Lee. Kate spills hot water on her arm, so Mrs Lee runs Kate's arm under cold water. A fire then starts on the stove. Mrs Lee tries to put the fire out with the fire extinguisher, but it doesn't work and the fire grows larger. Suong calls Triple Zero (000) and requests the Fire Brigade. Suong gives the address and describes the situation. The operator tells everyone to evacuate the house. The children and Mrs Lee wait at the safe meeting place outside the house and the Fire Brigade arrives.



### UNCLE BOB IS UNCONSCIOUS

Kate goes to visit her Uncle Bob. She finds him lying in the backyard. It looks like there has been an accident. Kate must decide whether it is a big accident or a small accident. She can't wake up Uncle Bob: he is unconscious. Kate calls Triple Zero(000) and requests an ambulance. She tells the operator the address but doesn't know the phone number she is calling from. She stays on the phone as directed by the operator. Kate tells the operator that Bill is unconscious but breathing. The Ambulance arrives and Kate hangs up as instructed.



### HOAX CALLER

Suong and Adam are playing at the skate park. Adam finds Suong's Mobile phone and jokes about making a hoax call. Adam then makes a hoax call to Triple Zero (000) and gets into trouble from his mother and the paramedics. They explain to Adam why it is wrong to make hoax calls to the emergency services.



## **FEEDBACK AND SUPPORT**

Please reach out and provide feedback at:

[feedback@000classroom.com](mailto:feedback@000classroom.com)

For more frequently asked questions or for self assisted troubleshooting (e.g. setting up, installation, internet access, device connections and playing the game), you can find more information at <https://www.000classroom.com/faq/>. You can also access this website from the device by selecting on the “?” in the top left corner of the main menu.

Please reach out for support at:

[support@000classroom.com](mailto:support@000classroom.com)

## **PRIVACY**

NSW Rural Fire Service online privacy policy can be found here <https://www.000classroom.com/privacy/>

## **DATA COLLECTION AND ANALYTICS**

The 000 Buzzer App collects anonymous analytics data. This data is collected to evaluate responses from the students (correct, incorrect, no answer) to understand what content they may have trouble grasping and help us improve the learning activities.

Information collected includes date, time and duration of the session; the device model; number of devices connected to the session; questions started and finished.

Note to facilitators : Analytics is recording all responses on each device during the session. To retrieve this specific data you will need to note down the ROOMCODE and date of the session. For more details on the collection of data please contact [analytics@000classroom.com](mailto:analytics@000classroom.com).

# RESOURCES FOR TRIPLE ZERO CLASSROOM CHALLENGE

# I AM A

# TRIPLE ZERO

CLASSROOM CHALLENGE

# TRIPLE ZERO HERO!!!

**My Name:** \_\_\_\_\_

**My Address:** \_\_\_\_\_

**My Phone Number:** \_\_\_\_\_

**Certified by** \_\_\_\_\_ **From** \_\_\_\_\_



# TRIPLE ZERO CLASSROOM CHALLENGE



**Triple Zero (000) is Australia's primary emergency number for requesting assistance from Police, Fire, or Ambulance services. Knowing when and how to call Triple Zero (000) is an important life skill that every child should learn.**

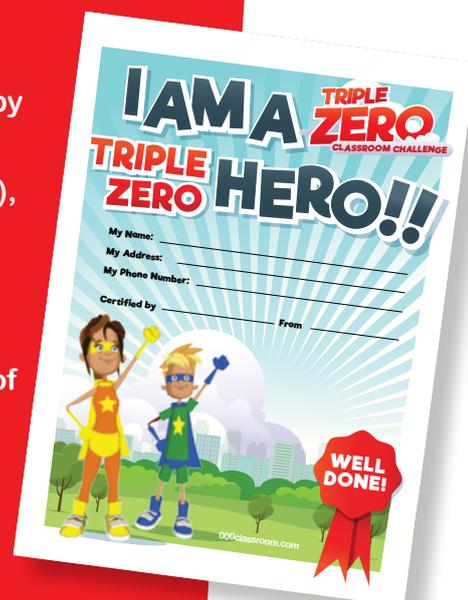
To help ensure that all children have the opportunity to learn about Triple Zero (000) from a young age, the Rural Fire Service (NSW RFS) has produced the Triple Zero Classroom Challenge.

The Triple Zero Classroom Challenge is a comprehensive educational resource that provides Early Stage 1 and Stage 1 students with the essential knowledge and skills they need to become competent, confident and responsible users of the Triple Zero (000) emergency service number.



## THE TRIPLE ZERO CLASSROOM CHALLENGE HAS THREE COMPONENTS:

1. **Triple Zero Classroom Challenge Presentation.** A 30-minute digital, interactive game show style presentation, delivered by local RFS members, which teaches students about different kinds of emergencies, when and how to use Triple Zero (000), and the consequences of making a hoax call (Note: the maximum number of students per presentation is 30).
2. **Triple Zero Classroom Challenge Activity Pack.** A collection of curriculum-aligned teacher delivered lesson plans designed to consolidate key learning outcomes from the presentation. Available at <https://www.000classroom.com/>
3. **Triple Zero Kids' Challenge Digital Game.** An interactive online game consisting of a series of 'quests' which involve using Triple Zero (000) to report an emergency. Available at <https://kids.triplezero.gov.au/>



# STUDENT LEARNING OUTCOMES

Students who participate in the Triple Zero Classroom Challenge will be able to:

- Identify a legitimate emergency and demonstrate an understanding of why it is an emergency
- Identify people they know who can help in the initial stages of an emergency (e.g. parents, caregivers, older siblings) and describe what to do if nobody is available to help.
- Recognise and recall Triple Zero (000) as the correct number to dial in an emergency.
- Identify which emergency service to request for different types of emergencies.
- Recall what information the caller needs to provide to the operator during a Triple Zero (000) call.
- Recognise that hoax calls are wrong and explain the consequences of making a hoax call.

## CONNECTIONS TO THE NSW SYLLABUS

The content covered in the Triple Zero Classroom Challenge directly addresses key learning outcomes in the Personal Development, Health and Physical Education (PDHPE) syllabus for Early Stage and Stage 1

### PDHPE: EARLY STAGE

LEARNING STRAND	LEARNING OUTCOMES
Health, wellbeing and relationships	<p><b>How can we care for and include each other?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe emotional responses people may experience in different situations</li> <li>• Describe how individuals help one another to stay healthy and safe in various environments</li> <li>• Practise interpersonal skills to interact positively with others.</li> </ul>
Healthy, Safe and Active Lifestyles	<p><b>What helps us to stay healthy and safe?</b></p> <ul style="list-style-type: none"> <li>• Identify safe and positive health practices and display actions that promote health, safety and wellbeing.</li> <li>• Describe how individuals help one another to stay healthy and safe in various environments.</li> <li>• Practise interpersonal skills when participating in various activities.</li> </ul> <p><b>How do we make healthy and safe choices in different situations?</b></p> <ul style="list-style-type: none"> <li>• Identify a number of possible skills and strategies to stay safe and be supportive.</li> </ul>

### PDHPE: STAGE 1

LEARNING STRAND	LEARNING OUTCOMES
Health, wellbeing and relationships	<p><b>How can I be responsible for my own, and others' health, safety and wellbeing?</b></p> <ul style="list-style-type: none"> <li>• Describe situations where they are required to make healthy and/ or safe decisions.</li> </ul> <p><b>How can I act to help make my environments healthy, safe and active?</b></p> <ul style="list-style-type: none"> <li>• Practise strategies they can use to support their own and others' health, safety and wellbeing.</li> </ul>

To find out more information about the Triple Zero Classroom Challenge or to book in for Triple Zero Classroom Challenge Presentation, please contact your local RFS Brigade.

Brigade Name: .....  
 Address:.....  
 Phone number: .....  
 Email: .....

