

# TRIPLE ZERO

CLASSROOM CHALLENGE

# Activity Pack

Lessons on calling Triple Zero  
for Early Stage and Stage 1 students.



## ABOUT THE TRIPLE ZERO CLASSROOM CHALLENGE

Triple Zero (000) is Australia's primary emergency number for requesting assistance from the Police, Fire Brigade, or Ambulance. There are many examples where Australian children, some as young as four years old, have played a pivotal role in saving lives and property by calling Triple Zero (000) and providing the operator with the necessary information to obtain assistance from the relevant emergency service. 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 learn about Triple Zero (000) from a young age, the NSW Rural Fire Service (NSW RFS) has produced the Triple Zero Classroom Challenge which includes three components:

- 1. Triple Zero Classroom Challenge Presentation.** A 30 minute interactive Game show style presentation, delivered by RFS members, which teaches children about different kinds of emergencies, when and how to use Triple Zero (000), and the consequences of making a hoax call.
- 2. Triple Zero Classroom Challenge Activity Pack.** A collection of facilitator - delivered lesson plans designed to consolidate key learning outcomes from the Triple Zero Classroom Presentation.
- 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: [www.kids.triplezero.gov.au/](http://www.kids.triplezero.gov.au/)



## STUDENT LEARNING OUTCOMES

Upon completion of the Triple Zero Classroom Challenge students will 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 CONNECTIONS

The student learning outcomes for the Triple Zero Classroom Challenge are directly aligned to the Personal Development, Health and Physical Education (PDHPE) syllabus for Early Stage (Kindergarten) and Stage 1 (Grades 1 and 2).

## CONNECTIONS TO THE EARLY STAGE PDHPE SYLLABUS

LEARNING STRAND	CONTENT
Health, Wellbeing and Relationships	<p>How can we care for and include each other?</p> <ul style="list-style-type: none"> <li>• Identify and describe emotional responses people may experience in different situations, for example: (ACPPS005) <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: (ACPPS004) <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>
Healthy, Safe and Active Lifestyles	<p>What helps us to stay healthy and safe?</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: (ACPPS006) <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>How do we make healthy and safe choices in different situations?</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>How can I be responsible for my own, and others' health, safety and wellbeing?</p> <ul style="list-style-type: none"> <li>• Describe situations where they are required to make healthy and/or safe decisions, for example: (ACPPS018)               <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>How can I act to help make my environments healthy, safe and active?</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: (ACPMP030)               <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>

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

This Triple Zero Classroom Challenge Activity Pack has been designed for teachers of students in Early Stage and Stage 1 who have participated in the Triple Zero Classroom Challenge Presentation.

The Activity Pack contains 8 lesson plans. By delivering these lessons in the days and weeks following the Triple Zero Classroom Challenge Presentation, classroom teachers can support their students to become competent, confident and responsible users of the Triple Zero (000) emergency service number.

Each of the 7 lesson plans includes an overview, a description of the learning outcomes, and a set of teaching and learning activities for the classroom. It is highly recommended that teachers deliver the lessons in the order in which they are presented because the learning outcomes for each lesson build upon those in the preceding lessons. A brief summary of each lesson is provided on the following page.



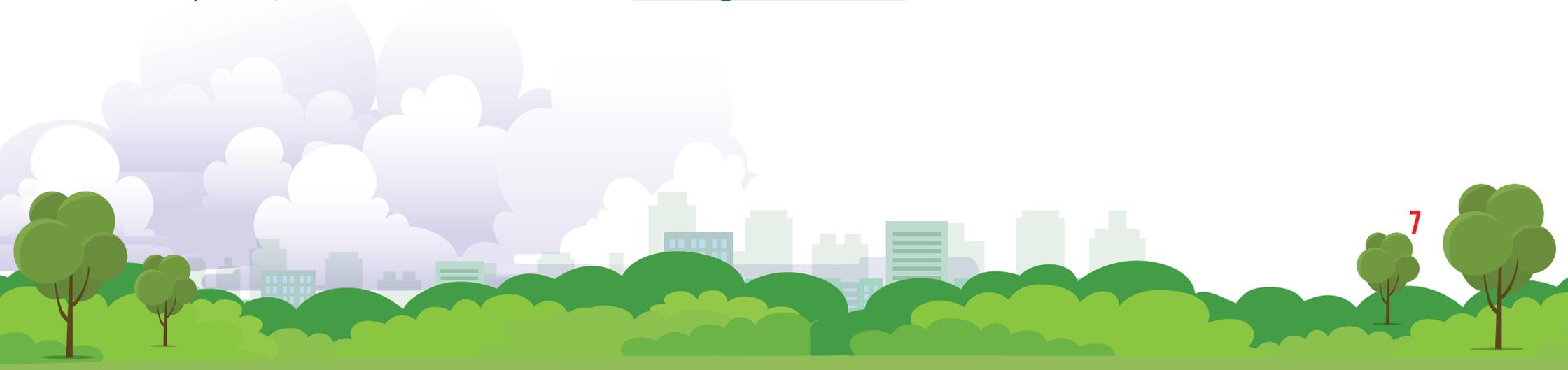
<p><b>LESSON 1:</b> What is an emergency? (Page 8)</p>	<p>Students are introduced to the concept of an ‘emergency’ and learn to identify when an emergency is taking place.</p>
<p><b>LESSON 2:</b> Police, Fire, Ambulance (Page 15)</p>	<p>Students learn about the Triple Zero number and which emergency service agency to ask for in different types of emergencies.</p>
<p><b>LESSON 3:</b> Hoax Calls (Page 20)</p>	<p>Students watch a short news segment about hoax calls and participate in a game-show style quiz.</p>
<p><b>LESSON 4:</b> Big Accidents and Small Accidents (Page 23)</p>	<p>Students learn the difference between big accidents and small accidents. They also learn that big accidents require a call to Triple Zero.</p>
<p><b>LESSON 5:</b> Triple Zero Heroes (Page 25)</p>	<p>Students watch a series of videos about Triple Zero Heroes and learn about the key pieces of information they need to provide to the operator when they make a Triple Zero call, including the nature of the emergency, phone number and address.</p>
<p><b>LESSON 6:</b> Calling Triple Zero to Report a Big Accident or Medical Emergency (Page 28)</p>	<p>Students build their own cardboard mobile phone and practise making a call to Triple Zero to report a big accident or a medical emergency.</p>
<p><b>LESSON 7:</b> Calling Triple Zero to Report a House Fire (Page 32)</p>	<p>Students practise calling Triple Zero to report a house fire.</p>
<p><b>LESSON 8:</b> Calling Triple Zero to Report a Suspicious Person (Page 34)</p>	<p>Students practise remembering and describing key features of a suspicious person. Students learn how to respond when the suspicious person offers them a lift. They also practise calling Triple Zero to report the suspicious person.</p>

Each lesson plan also includes a reference to the relevant ‘quest’ in the Triple Zero Kids Challenge online game [www.kids.triplezero.gov.au/](http://www.kids.triplezero.gov.au/) Encouraging students to engage with these quests, either in the classroom or at home, can further extend their knowledge and understanding of when and how to use Triple Zero emergency number. You can find a description of each of quest at the back of this Activity Pack.

## **QUESTIONS, CONCERNS AND FEEDBACK**

While the lessons in this Activity Pack address the very serious topics of medical emergencies, major accidents, fires and crime, they have been designed to be as fun and engaging as possible. They have also been rigorously tested and evaluated with the intended audience. However, should you have any questions relating to any of the content in this resource, do not hesitate to contact the NSW RFS. We also welcome feedback on your experiences of using the resource so that it can be improved for future users.

All questions, concerns and feedback can be sent to [feedback@000classroom.com](mailto:feedback@000classroom.com)



# LESSON ONE: WHAT IS AN EMERGENCY?

## OVERVIEW

Students are introduced to the concept of an 'emergency' and learn to identify when an emergency is taking place.

## LEARNING OUTCOMES

Students can correctly identify an emergency and explain why it is an emergency (e.g: someone is badly injured; a serious accident has occurred; or a crime is taking place).

## MATERIALS AND RESOURCES

- Emergency Bingo Cards
- Emergency Bingo Game Board
- Letter to Parents and Caregivers
- Scissors, pencils or felt-tipped markers and Blu-Tack

## RELEVANT QUEST IN THE ONLINE GAME



Is it an Emergency?



## KEY MESSAGE

An emergency is when...

- Someone is badly injured or very unwell.
- Your life or somebody else's life is in danger.
- There is a serious accident or crime taking place.

### TEACHING AND LEARNING ACTIVITIES

#### GUIDED DISCUSSION (10 MINUTES)

Lead the students in a discussion about the concept of ‘emergencies’.

The following questions can provide a guide. Be sure to address any misconceptions as you go.

- What is an emergency?
- What kinds of emergencies are there?
- Have you ever experienced an emergency?
- Has anyone you know ever experienced an emergency?

#### EMERGENCY BINGO GAME (30-40 MINUTES)

Print off a set of Emergency Bingo Cards and a Bingo Board for each student in the class.

Instruct the students to cut out and colour in their cards. When they are finished, instruct the students to select six cards and to use a small amount of Blu-Tack to stick each one onto a square on their Bingo Board.

When the students are ready to play, call out a situation depicted on one of the Emergency Bingo Cards. For example: “A child falls out of a tree and they can’t move”.

Students check the cards on their Bingo Board and if they have that situation, they call out “It’s an emergency”. Encourage students to explain why the situation is an emergency. For example: “It’s an emergency because the child is badly injured”. Students with that card on their bingo board can place a token on it.

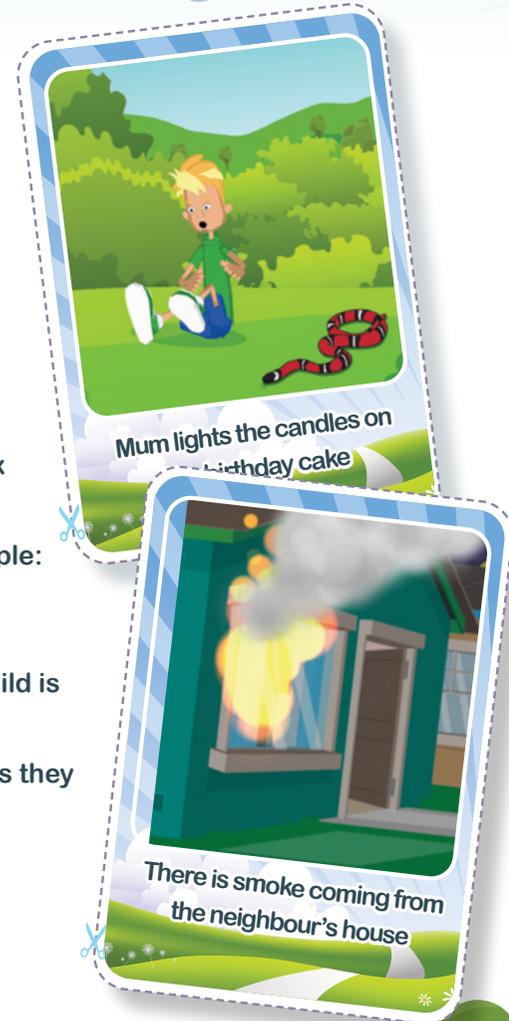
The teacher continues to call out situations depicted on the cards. When a student has placed tokens on all 6 cards they call out “Bingo”.

Keep playing until all the students have placed tokens on all their cards and called out “Bingo”.

If time allows, get the students to choose another 6 cards, stick them down on their Bingo Board, and play another round.

#### TEACHER TIP

Younger students may require more help than older students to explain why a situation is an emergency.



# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack



Dear Parent/Caregiver,

Our class is currently learning all about Triple Zero (000) – the national phone number for requesting help in emergencies.

There are many examples where Australian children, some as young as four years old, have played a pivotal role in saving lives and property by calling Triple Zero (000) and providing the operator with the necessary information 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.

Over the next couple of weeks, our class will be having lots of discussions about when and how to make a Triple Zero call. We will also be playing games and engaging in other fun activities to help the students develop their knowledge and skills, so that they can confidently take the appropriate action in the event of an emergency.

As part of this learning program, your child will be bringing home some simple homework activities that you can complete as a family. These activities will help to consolidate your child's learning, so that they can be a 'Triple Zero Hero' should the need ever arise.

If you have internet access at home, your child can further extend their learning by playing the 'Triple Zero Kids' Challenge' online game. This game has been developed by Fire & Rescue NSW, the NSW Police Force, Telstra Triple Zero, The Australian Communications and Media Authority, and the Emergency Services Telecommunications Authority of Victoria. It has also been endorsed by each of the National and State emergency service agencies, so you can be confident that the information it contains is both accurate and precise. You can access the game free of charge at [www.kids.triplezero.gov.au](http://www.kids.triplezero.gov.au)

If you have any questions about what we are doing in class or about Triple Zero more generally, please don't hesitate to contact me.

Best wishes,

## HOMework EXTENSION

Send students home with the Parent's Information Sheet about Triple Zero and the 'Triple Zero Kids' Challenge'.

The aim of the information sheet is to let parents know that their child is learning about Triple Zero at school and will be bringing home some activities aimed at increasing household fire safety.



Dear Parent/Caregiver,

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Best wishes,

# EMERGENCY BINGO CARDS



The neighbour's house is on fire and there is smoke coming out the window.



A log has rolled out of the campfire and the fire is spreading through the bushland.



The man has collapsed and we can't wake him up.



The boy has been bitten by snake.



The girl has been knocked off her bike by a car and she can't move.



Adam is allergic to peanuts. He accidentally ate a peanut and now he can't breathe.



The car has hit a telephone pole and the driver is badly injured.



Someone is stealing a TV from the neighbour's house.

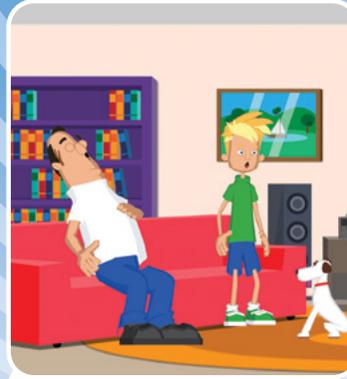
# EMERGENCY BINGO CARDS



The boy has fallen out of the tree and he can't move.



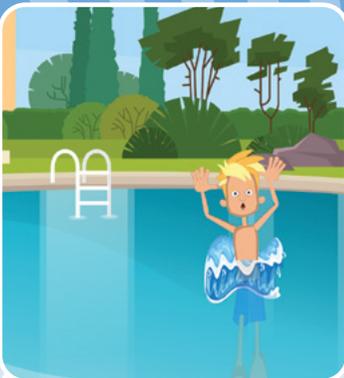
There is a fire in the kitchen and we can't put it out.



Dad has very bad pains in his chest and he can't breathe.



The child has been offered a lift by a stranger.



A small child who cannot swim fell into the pool. Now he is lying next to the pool and isn't breathing.



The girl has spilled a pot of boiling water on herself.

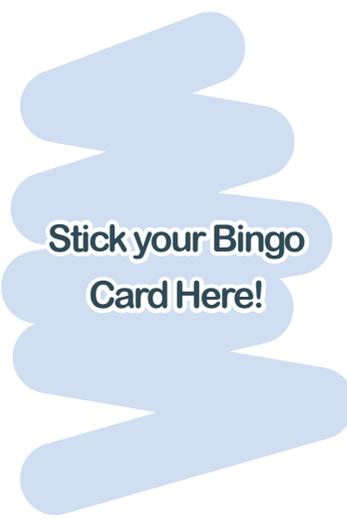


The child has accidentally drunk a bottle of poison.

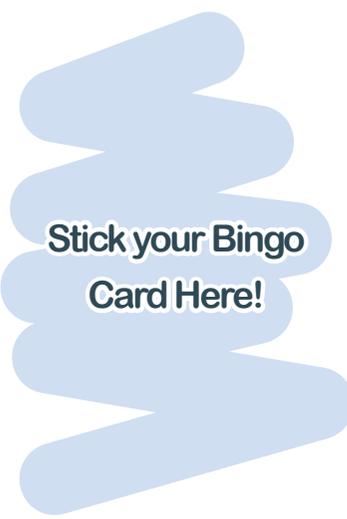


The candle has set the curtain on fire and we can't put it out.

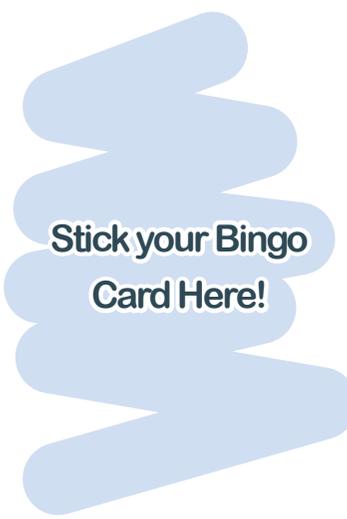
# Emergency Bingo Game Board



Stick your Bingo  
Card Here!



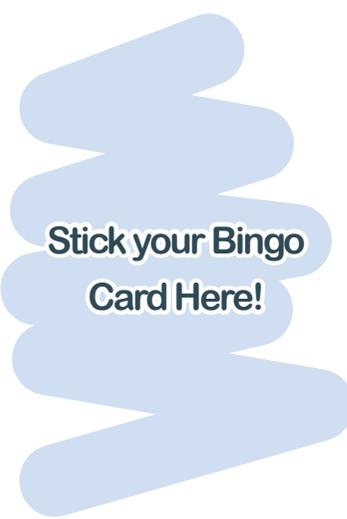
Stick your Bingo  
Card Here!



Stick your Bingo  
Card Here!



Stick your Bingo  
Card Here!



Stick your Bingo  
Card Here!



Stick your Bingo  
Card Here!

## LESSON TWO: POLICE, FIRE, AMBULANCE

### OVERVIEW

Students learn about the Triple Zero number and which emergency service agency to ask for in different types of emergencies

### OUTCOMES AND INDICATORS

Students can recite Triple Zero as the number to call in an emergency. Students can correctly identify which service to request for each type of emergency.

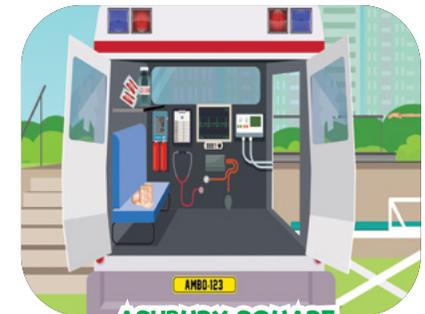
### MATERIALS AND RESOURCES

- Triple Zero Hats
- Emergency Bingo Cards
- A ball
- Police, Fire, Ambulance Worksheet.
- Zero Zero Zero Colouring In Sheet.

### RELEVANT QUESTS IN THE ONLINE GAME



DOWNTOWN



## TEACHING AND LEARNING ACTIVITIES

### GUIDED DISCUSSION (10 MINUTES)

Lead the students in a discussion about the concept of 'Triple Zero'. The following questions can provide a guide.

Be sure to address any misconceptions as you go. Make sure that students understand there are three zeroes in 'Triple Zero'.

- What should you do if there is an emergency?
- Who can you ask for help?
- Is there a special number you can call?
- Does anyone know what Triple Zero is?
- How many zeroes in Triple Zero?
- When should we call Triple Zero?

### TRIPLE ZERO SONG (10-15 MINUTES)

Teach the class the Triple Zero Song. You can find a video of the song as performed by the Hooley Dooleys here: [kids.triplezero.gov.au/links/hd](https://kids.triplezero.gov.au/links/hd)

#### THE LYRICS OF THE SONG ARE AS FOLLOWS:

In an emergency, If there's a fire that you can see,

Zero Zero Zero.

If someone's hurt and you need help,

Zero Zero Zero.

You don't have to manage by yourself

Call for help!

Zero Zero Zero.

Learn the number!

Zero Zero Zero.

# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack

### KEY MESSAGE

If there is an emergency, look around to see if there is a helper, such as a parent, an older brother or sister, or a teacher. If there are no helpers around, find a phone and call Zero Zero Zero.



### **ZERO ZERO ZERO (15 MINUTES)**

It's very important that students understand that they need to dial three zeroes. Provide each student with a copy of the 'Zero Zero Zero' colouring in sheet to complete (see Teacher's Resource Pack). Reinforce that there are three zeroes. Display the completed worksheets around the classroom to consolidate their familiarity with the three zeroes.

### **BALL TOSS GAME (30-35 MINUTES)**

Divide the class into three and give each group a different Triple Zero Hat to colour and assemble. Explain to the students that when they call Triple Zero, the operator will ask them if they need Police, Fire or Ambulance and they need to reply correctly. This game is designed for them to practise thinking really quickly about what emergency service they require. Students put on their Triple Zero Hats and stand in a large circle. The teacher passes a ball to one of the students and describes an emergency situation from the Emergency Bingo Cards. The student needs to throw the ball to another student wearing the correct hat. If the child throws the ball to the wrong emergency service, they may have another try.

### **HOMEWORK EXTENSION**

Give each student a Police, Fire, Ambulance Worksheet and encourage them to complete it with their family.



### **KEY MESSAGE**

When you call Triple Zero, you need to tell the operator which emergency service you need – Police, Fire or Ambulance.

# TRIPLE ZERO HATS



POLICE



AMBULANCE

# TRIPLE ZERO HATS



FIRE



1.



place glue here

2.



## LESSON THREE: HOAX CALLS

### OVERVIEW

Students watch a short news segment about hoax calls and participate in a game-show style quiz.

### OUTCOMES AND INDICATORS

Students can explain why hoax calls are wrong and can recite the consequences of making a hoax call for both the emergency services and the hoax caller.

### MATERIALS AND RESOURCES

- Audio-visual equipment
- 'Behind the News' segment on hoax calls  
[kids.triplezero.gov.au/links/btn](https://kids.triplezero.gov.au/links/btn)
- Four instruments for 'buzzers' (e.g. a bell, a tambourine, a horn, a triangle)

### RELEVANT QUEST IN THE ONLINE GAME



### KEY MESSAGE

**NEVER** call Triple Zero for fun or a prank. There are serious consequences for you and for other people who might be in need of help.



## TEACHING AND LEARNING ACTIVITIES

### GAME SHOW QUIZ (30–35 MINUTES)

Explain to the students that they are going to watch a short video about Triple Zero. They need to listen carefully and remember as much as they can because then they are going to be contestants in a game show. Screen the Behind the News segment on hoax calls.

Invite four students to stand at the front of the class – they are the contestants. Give each student a different ‘buzzer’. Read a question from the Game Show Quiz Questions and the first student to sound their ‘buzzer’ gets to answer the question. If that student is not correct, read the question again to allow the other contestants to have a try. The first student who answers correctly will remain at the front of the class, and the other three students are replaced with three new contestants.

### QUIZ QUESTIONS

- Can you call Triple Zero if you don't have credit on your phone?
- Can you call Triple Zero from a phone that is locked?
- Can you call Triple Zero from a home phone if the bill hasn't been paid?
- What is a hoax call?
- Why is it wrong to make a hoax call?
- What silly things do people ask for when they make hoax calls?
- What happens to you if you get caught making a hoax call?
- Can you go to jail for making a hoax call?
- How long could you go to jail for making a hoax call?
- If you lock your keys in the house, should you call Triple Zero?
- If you see some graffiti, should you call Triple Zero?
- Who should you call if a crime has already happened?
- Who should you call if a crime is happening right now?
- Can kids call Triple Zero?
- Before Triple Zero was invented, who did people have to call in an emergency?
- When the Triple Zero operator answers the phone, what question do they ask first?
- If there is a medical emergency, should you call Triple Zero?

## IS IT A HOAX OR A REAL EMERGENCY? (5 MINUTES)

Read out each of the scenarios in the list below. For each one, ask the students to call out “It’s a hoax” or “It’s a real emergency”. When you get to the end of the list, see if the students can come up with some of their own scenarios. Be sure to reinforce that making hoax calls is illegal and can have serious consequences.

## QUIZ QUESTIONS

- The dog ate my homework (HOAX)
- The kitchen is on fire (REAL)
- Mum spilt the milk on the kitchen floor (HOAX)
- I can’t find my shoes (HOAX)
- Grandpa is having trouble breathing and he can’t talk (REAL)
- The TV is broken (HOAX)
- My brother has fallen out of a tree and he can’t move (REAL)
- I’ve been bitten by a snake (REAL)
- I forgot my lunch (HOAX)
- Mum’s got a headache (HOAX)
- Dad has fallen off the roof and we can’t wake him up (REAL)



## LESSON FOUR: BIG ACCIDENTS AND SMALL ACCIDENTS

### OVERVIEW

Students learn the difference between big accidents and small accidents. They also learn that big accidents require a call to Triple Zero.

### OUTCOMES AND INDICATORS

Students can correctly distinguish between a big accident and a small accident. Students can explain the meaning of unconscious and demonstrate how to check if someone is unconscious.

### MATERIAL AND RESOURCES

- Poster paper and marker.

### RELEVANT QUEST IN THE ONLINE GAME



### KEY MESSAGE

Know the difference between big accidents and small accidents. Only ever call Triple Zero if there is a big accident. If there is a small accident, tell a grown-up so they can help.

# TEACHING AND LEARNING ACTIVITIES

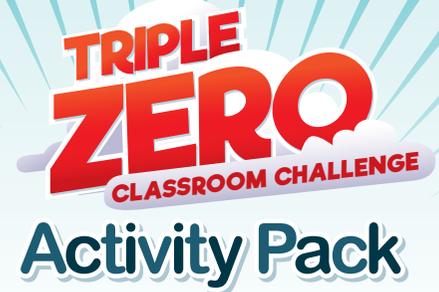
## **BIG ACCIDENTS, SMALL ACCIDENTS (30–35 MINUTES)**

Students assemble in a large open outdoor area, such as a basketball court. On one piece of poster paper and marker, write 'BIG' and place it at one end of the court. On another piece of poster paper write 'SMALL' and place it at the other end. Students then line up across the middle of the court. The teacher then reads an item from the list below and students run to the correct end. After each item, students reassemble across the middle point and the teacher reads another item from the list. Continue until all the items on the list have been called out. If, for any reason, a student is unable to run, they can be a referee or they can be the announcer and call out the items on the list.

- A boy has fallen out of a tree and he can't move (BIG)
- A little girl has fallen over and scraped her knee on the concrete (SMALL)
- A girl has been bitten by a snake (BIG)
- A boy has stubbed his toe on the footpath (SMALL)
- A boy has tipped a pot of boiling water onto himself (BIG)
- Mum has run the bath too hot and it stings when she gets in (SMALL)
- Grandad has fallen down in the backyard and we can't wake him up (BIG)
- A small child who cannot swim fell into the pool. Now he is lying next to the pool and isn't breathing (BIG)
- Mum has cut her finger while chopping the vegetables and it's bleeding a little bit (SMALL)
- Dad has twisted his ankle playing tennis but he can still walk (SMALL)
- A car has crashed into a telephone pole and the driver is badly injured (BIG)
- A girl has been knocked off her bike by a speeding car and we can't wake her up (BIG)
- A boy falls off his skateboard and scrapes his elbow on the concrete (SMALL)
- Dad has fallen off the roof and he can't move (BIG)

## **GUIDED DISCUSSION (15–20 MINUTES)**

Lead the students in a guided discussion about the meaning of 'unconscious'. Suggest some of the types of accidents that can cause unconsciousness and ask the students for more examples. Demonstrate how to check if someone is unconscious by touching them on the shoulder and saying their name loudly. Let the students practise on each other.



## **KEY MESSAGE**

If someone is unwell or injured and you can't wake them up, they are unconscious. This means that a big accident has occurred and you need to call Triple Zero. If someone can't breathe, this is an emergency and you need to call Triple Zero.

# LESSON FIVE: TRIPLE ZERO HEROES

## OVERVIEW

Students watch a series of videos about Triple Zero Heroes and learn about the key pieces of information they need to provide to the operator when they make a Triple Zero call (including the nature of the emergency, phone number and address).

Students also learn and practise reciting their address in a loud, clear voice. This is especially important for younger students who may not know their address.

## OUTCOMES AND INDICATORS

Students know their phone number and address They can recite their phone number and address when asked. If they can't remember it, they have placed it near their home phone or put it on the fridge.

## MATERIALS AND RESOURCES

- Audio-visual Equipment
- Triple Zero Hero Videos

[kids.triplezero.gov.au/links/bh](https://kids.triplezero.gov.au/links/bh)

[kids.triplezero.gov.au/links/kz](https://kids.triplezero.gov.au/links/kz)

[kids.triplezero.gov.au/links/tzh](https://kids.triplezero.gov.au/links/tzh)

[kids.triplezero.gov.au/links/8yo-tzh](https://kids.triplezero.gov.au/links/8yo-tzh)

[kids.triplezero.gov.au/links/4yo-tzh](https://kids.triplezero.gov.au/links/4yo-tzh)

[kids.triplezero.gov.au/links/kz-tz](https://kids.triplezero.gov.au/links/kz-tz)

- My Phone Number And Address worksheet

## RELEVANT QUEST IN THE ONLINE GAME



Hoax Callers

LESSON PLAN  
5

# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack



## TEACHING AND LEARNING ACTIVITIES

### TRIPLE ZERO HEROES (30–35 MINUTES)

Tell the students that you are going to play them a video about a Triple Zero Hero. Tell them they need to watch and listen carefully and remember as many details as possible. You may want to screen the video twice to help them remember more details. After they have watched the video, have them brainstorm everything they remember about the call. Prompt them as much as necessary. For example: What was the emergency? What service did the boy / girl need – Police, Fire or Ambulance? How old was the boy / girl? Screen as many videos from the list provided as time allows.

### MY PHONE NUMBER AND ADDRESS (20 MINUTES)

Provide each student with a copy of the “My phone number and address” worksheet. Ask the students to fill in their street number, street name, suburb and state. Younger students might need to write out these details for them and they can then copy them into the worksheet. Explain to the students that this is their ‘Address’.

### WHAT'S YOUR ADDRESS? (20 MINUTES)

Ask the students to stand in a circle. Put on some fun music. Instruct the students to dance or clap. Stop the music and ask one of the students “What’s your address?” The student responds by reciting their address in a loud, clear voice. Continue to start and stop the music, asking each student “What’s your address?” until everyone has had a turn. Students might need to be prompted, so having a list of student addresses handy is a good idea. Make sure each student includes their street number, street name, town/suburb and state.

## HOMEWORK EXTENSION

Send the children home with their completed ‘My Phone Number and Address’ worksheet. Tell them to show their parents or guardians and then put it up on the wall near the phone or on the fridge.

### KEY MESSAGE

Triple Zero Heroes stay calm, stay relevant and stay on the phone.

### KEY MESSAGE

Memorise your address and your phone number. If it’s too hard to remember, write it down and put it near the phone or on the fridge.

MY PHONE NUMBER AND ADDRESS

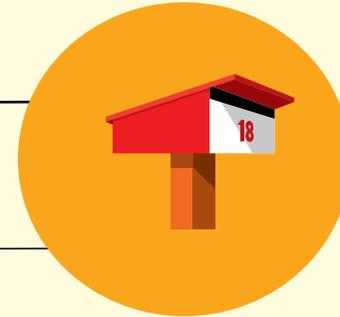
	PHONE NUMBER _____	
	STREET NUMBER _____	
	STREET NAME _____	
	TOWN OR SUBURB _____	
	STATE _____	

# MY PHONE NUMBER AND ADDRESS WORKSHEET

## MY PHONE NUMBER AND ADDRESS



**PHONE NUMBER** \_\_\_\_\_

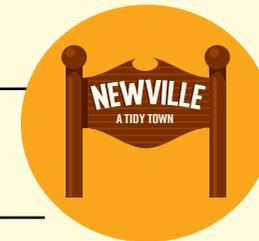


**STREET NUMBER** \_\_\_\_\_



**STREET NAME** \_\_\_\_\_

**TOWN OR SUBURB** \_\_\_\_\_



**STATE** \_\_\_\_\_



# LESSON SIX: CALLING TRIPLE ZERO TO REPORT A BIG ACCIDENT OR MEDICAL EMERGENCY

## OVERVIEW

Students make their own cardboard mobile phone and practise making a call to Triple Zero to report a big accident or a medical emergency.

## OUTCOMES AND INDICATORS

Students can role play a calling Triple Zero to report a big accident or a medical emergency. They can provide all necessary personal information and the details of the emergency.

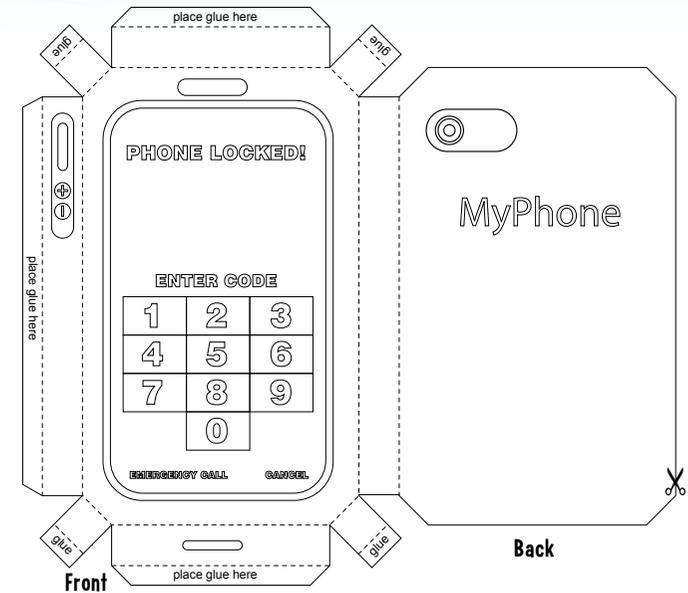
## MATERIALS AND RESOURCES

- Mobile Phone Template
- Pencils or felt-tipped markers, glue, light cardboard
- Headset or phone for the 'operator'
- Emergency Bingo Cards

## RELEVANT QUEST IN THE ONLINE GAME



Uncle Bob is unconscious



## KEY MESSAGE

You don't need to know the mobile phone's passcode to call Triple Zero. Just press the emergency button at the bottom and you can make the call. Ask a grown-up to show you how!

## TEACHING AND LEARNING ACTIVITIES

### **MAKE A MOBILE PHONE (35–40 MINUTES)**

Each student colours and assembles a mobile phone using the Mobile Phone Template.

Students can then write their phone number on the phone if they can't remember it.

### **CALLING TRIPLE ZERO TO REPORT AN ACCIDENT OR A MEDICAL EMERGENCY (30–40 MINUTES)**

Choose two students from the class. Give them an Emergency Bingo Card that depicts a big accident or a medical emergency.

One student can be the 'accident victim' while the other student can be the 'Triple Zero Hero'. The teacher can be the 'the operator'.

Ask the students to role play the accident or medical emergency on the bingo card. Then, using the 'Call script for reporting a Big Accident or Medical Emergency' (see next page) they can role play a call to Triple Zero. The 'Triple Zero Hero' can provide their own home address.

Repeat this activity with another two students and a different Emergency Bingo Card.

If time allows, all the students in the class can get into small groups and practise making Triple Zero calls to report a big accident or a medical emergency.



## TRIPLE ZERO CALL SCRIPT FOR REPORTING ACCIDENTS AND MEDICAL EMERGENCIES

Operator: Emergency. Police, fire, ambulance?

Triple Zero Hero: Ambulance

Operator: What state and town are you calling from?

Triple Zero Hero: [insert state and town] \_\_\_\_\_.

Operator: Ambulance. What is the exact address of your emergency?

Triple Zero Hero: [insert street number, street name and town] \_\_\_\_\_.

Operator: What phone number are you calling from?

Triple Zero Hero: [insert phone number] \_\_\_\_\_.

Operator: What is your emergency?

Triple Zero Hero: [Insert emergency scenario] \_\_\_\_\_.

Operator: Okay, an ambulance is on its way. Stay on the line. Is [insert name] \_\_\_\_\_ conscious?

Triple Zero Hero: [insert answer] \_\_\_\_\_.

Operator: Is [insert name] \_\_\_\_\_ breathing?

Triple Zero Hero: [insert answer] \_\_\_\_\_.

Operator: Okay. I can hear the hear the ambulance arriving now. Go and let them in. You've done a great



## HOMEWORK EXTENSION

Students may want to do a Triple Zero role play at home with their parents. If so, send them home with the copy of the 'Call script for reporting a Big Accident or Medical Emergency'.



# LESSON SEVEN: CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE

## OVERVIEW

Children practise calling Triple Zero to report a house fire.

## OUTCOMES AND INDICATORS

Students can call Triple Zero to report a house fire, providing all relevant information to the operator.

## RELEVANT QUEST IN THE ONLINE GAME



Escape Plan

## MATERIALS AND RESOURCES

- Cardboard mobile phone
- 'Headset' for the operator

## TEACHING AND LEARNING ACTIVITIES

### CALLING TRIPLE ZERO TO REPORT A HOUSE FIRE (30-40 MINUTES)

Ask the students to brainstorm the various ways that a fire could start in the house and list them on the board. Select one of the suggestions to use in Triple Zero role play.

Invite one of the students to be 'the caller' and the teacher will be the 'the operator'.

First introduce the scenario as follows: "You are at home, when all of a sudden [insert way that fire started]. You run to find a grown-up. The grown-up tries to put the fire out, but the fire grows bigger. It's time to run outside and call Triple Zero". Then, using the 'Call Script for Reporting a House Fire' role play a Triple Zero Call.

If time allows, repeat with another student or ask the students to act out their own role plays in small groups.

## KEY MESSAGE

If a small fire starts in the house, run to find a grown-up. If the grown-up can't put the fire out, call Triple Zero.

## KEY MESSAGE

If a fire starts in the house and no grown-ups are around, don't try to put the fire out. Get out of the house immediately and call Triple Zero.

**TRIPLE ZERO CALL SCRIPT FOR REPORTING A HOUSE FIRE**

Operator:                   Emergency. Police, fire, ambulance?

Triple Zero Hero:        Fire

Operator:                   What state and town are you calling from?

Triple Zero Hero:        [insert state and town] \_\_\_\_\_

Operator:                   Fire emergency. What is the exact address of your emergency?

Triple Zero Hero:        [insert street number, street name and town] \_\_\_\_\_

Operator:                   What is the number you are calling from?

Triple Zero Hero:        [insert phone number] \_\_\_\_\_

Operator:                   Okay, tell me exactly what's happening.

Triple Zero Hero:        [Insert emergency scenario] \_\_\_\_\_

Operator:                   This is very important. Everyone needs to get out of the house and stay out.  
Is everyone out of the house?

Triple Zero Hero:        Yes. We are all at the letterbox.

Operator:                   Great job. You can hang up now. The fire brigade is on the way.



## LESSON EIGHT: CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON

### OVERVIEW

Students practise remembering and describing key features of a suspicious person. Students learn how to respond when the suspicious person offers them a lift. They also practise calling Triple Zero to report the suspicious person.

### OUTCOMES AND INDICATORS

Students can recognise and recall key characteristics of people and vehicles and describe them when questioned. Children are able to call Triple Zero to report a suspicious person and provide all relevant information to the operator including a description of the person and their vehicle.

### MATERIALS AND RESOURCES

- Suspicious Person Worksheet
- Crayon, pencils or textas
- Headset for the 'operator'

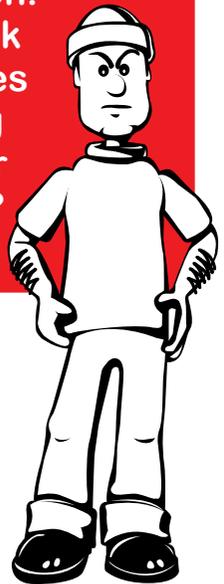
### RELEVANT QUEST IN THE ONLINE GAME



Suspicious Person

### KEY MESSAGE

If you see a crime happening or someone behaving suspiciously, try to remember information that will help the Police later on. What do they look like? What clothes are they wearing? What kind of car are they driving?



## TEACHING AND LEARNING ACTIVITIES

### MEMORY GAME (30–35 MINUTES)

Give each student a Suspicious Person Worksheet. Instruct students to colour-in the person and vehicle in any way they choose. Students then swap their worksheets with a partner.

Each student then has one minute to remember as many details about the person and vehicle on their partner’s worksheet as possible. Their partner then quizzes them about the key characteristics of the person and their vehicle. For example “What colour shirt was he wearing?”, “What colour hair did he have?”

### GUIDED DISCUSSION (10–15 MINUTES)

Lead the class in a discussion about suspicious behaviour. Explain that one example of suspicious behaviour is if a stranger offers you a lift before or after school. Ask the students what they would do if a stranger offered them a lift. Explain that if this happens they should say, “No! I don’t know you. Go away!” and then go directly to a safe place, tell an adult and call Triple Zero. Brainstorm safe places and write them on the board. Have the children practise saying, “No, I don’t know you! Go away!” The louder the better!

### CALLING TRIPLE ZERO TO REPORT A SUSPICIOUS PERSON (30–40 MINUTES)

Using the Suspicious Person Worksheet that they have already coloured-in, ask one student to role play a call to Triple Zero to report a suspicious person. The teacher can act as the operator by following the Call Script for Reporting a Suspicious Person (see next page). Practise with as many students as time allows. If the students are capable, they can separate into pairs and practise among themselves.

## KEY MESSAGE

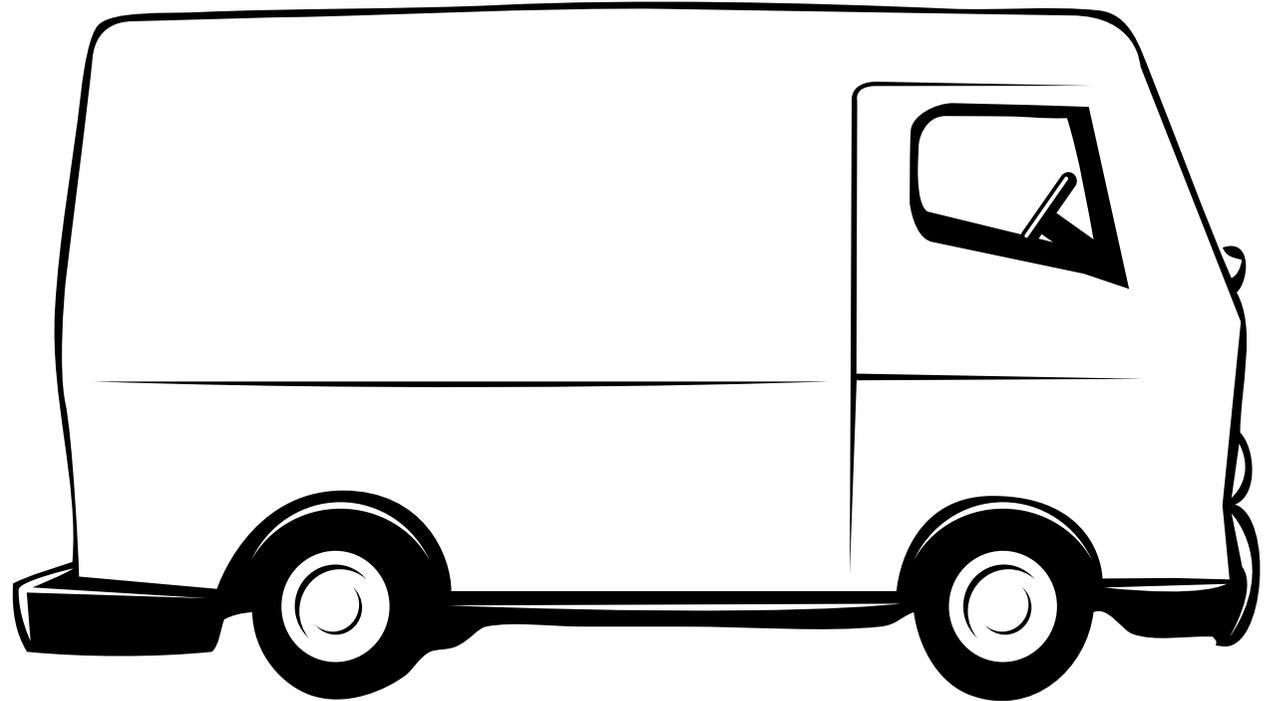
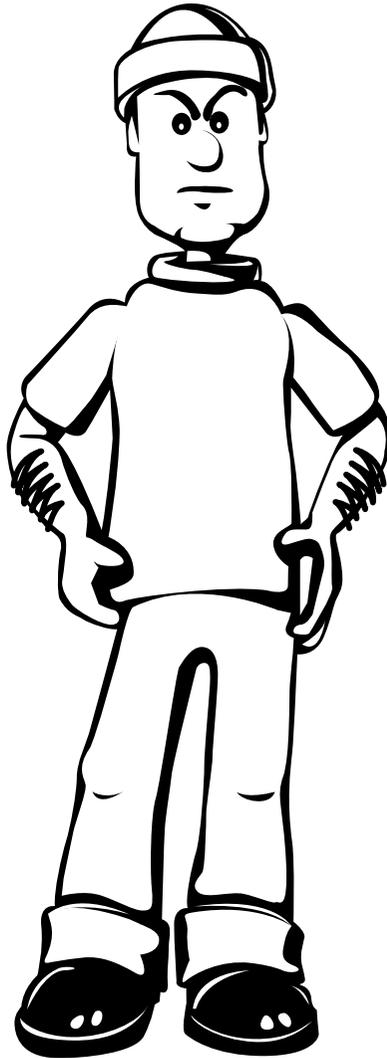
Never accept a lift from a stranger. If a stranger offers you a lift, go directly to a safe location, tell a grown-up and call Triple Zero.



DOWNTOWN

# SUSPICIOUS PERSON WORKSHEET

**COLOUR-IN THE SUSPICIOUS PERSON AND DECORATE HIS VAN!**



**TRIPLE ZERO CALL SCRIPT FOR REPORTING A SUSPICIOUS PERSON**

Operator:           Emergency. Police, fire, ambulance?

Triple Zero Hero:   Police

Operator:           What state and town are you calling from?

Triple Zero Hero:   [insert state and town] \_\_\_\_\_.

Operator:           What phone number are you calling from?

Triple Zero Hero:   [insert phone number] \_\_\_\_\_.

Operator:           What is your emergency?

Triple Zero Hero:   [Insert emergency] \_\_\_\_\_.

Operator:           Where are you now?

Triple Zero Hero:   [Recites the address] \_\_\_\_\_.

Operator:           Okay, the police are on their way. Stay on the line. Can you tell me what the person looked like?

Triple Zero Hero:   [insert answer] \_\_\_\_\_.

Operator:           Can you remember what kind of car they were driving?

Triple Zero Hero:   [insert answer] \_\_\_\_\_.

Operator:           Okay. Stay on the line. Are the police there yet?

Triple Zero Hero:   Yes, they are here.

Operator:           Okay, you can hang up now. Great job!



# TRIPLE ZERO KIDS CHALLENGE ONLINE GAME

The Triple Zero Kids challenge online game consists of 15 different quests. The game be accessed free of charge at [www.kids.triplezero.gov.au/](http://www.kids.triplezero.gov.au/) You can find a brief description of each quest below.

## THE QUESTS

The Triple Zero Kids' Challenge interactive safety game consists of 15 different quests. You can find a brief description of each quest below.

### IS IT AN EMERGENCY?

Pete sees some graffiti on the wall and asks Kate if they should call Triple Zero. 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?

### PREPARING FOR BUSHFIRES

Uncle Bill is preparing his house for bushfire season. Kate and Pete help him to clean up trees, shrubs and fallen debris around the house, remove flammable materials, test the watering hose, and test the radio. Uncle Bill teaches Kate and Pete about bushfire alerts and the importance of having a bushfire safety plan.

### 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 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.

# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack



# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack

### SUSPICIOUS PERSON

A van pulls up next to Kate and offers her a lift, Kate doesn't know the driver, so she shouts, "No! Go away, I don't know you!", and the van drives away. Kate goes to the Primary School to get help. Her teacher calls Triple Zero and Kate describes the van, the stranger and the number plate to the police.



### GRASS FIRE

Kate and Pete are on their way to Uncle Bill's house. They see a grass fire by the side of the road. Kate calls Triple Zero on her mobile phone and requests the fire brigade. She describes the location and provides the phone number she is calling from. The operator tells her to make her way to a safe place.



### 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 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.



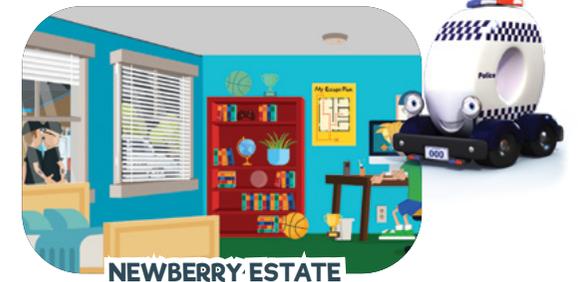
# TRIPLE ZERO

CLASSROOM CHALLENGE

## Activity Pack

### NEIGHBOURS ON HOLIDAYS

Pete is in his bedroom doing his homework when he hears glass breaking outside. Pete looks out the window and sees someone taking a TV from the Harvey's house next door. Pete tells his mum and his mum calls Triple Zero and requests the police. Pete's mum gives the address and describes the robber and the number plate on the van. The police arrive and the robbers are caught.



### 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 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.



### AT THE SKATE PARK

Kate and Pete are playing at the skate park. Pete falls off his skateboard and he can't move. Kate calls Triple Zero and requests an ambulance. She provides the state and town and is connected to the operator. She doesn't know the exact address so she describes the park. She provides the phone number she is calling from and describes the emergency. She tells the operator that Pete can't move but that he is conscious. The ambulance arrives and Kate hangs up the phone when instructed. The paramedic takes Pete to the hospital with Kate.



# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack

### TRAFFIC ACCIDENT

Kate and Pete are on holidays in the Northern Territory and witness a car accident. There are no other adults around, so Kate calls Triple Zero on her mobile phone. She doesn't know what service she needs so she asks for police. She tells the police her name. The police officer says, "Stay calm, stay relevant, and stay on the phone." Kate describes the location and provides the phone number she is calling from. She describes the accident. The ambulance and police arrive.



THREE PALMS

### ESCAPE PLAN

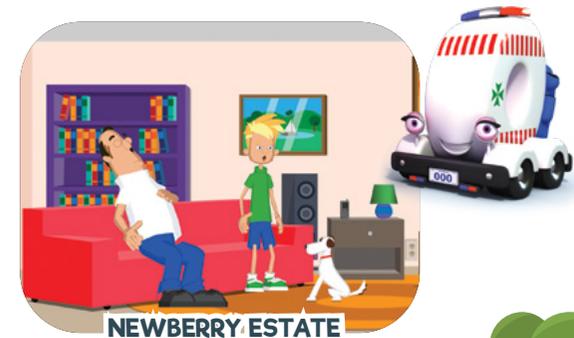
Kate is asleep in bed when the fire alarm goes off. Kate has to enact her fire escape plan. Kate checks if the door is hot, meeting her family in the hallway, they get down low, and crawl outside, closing the doors behind them. They assemble at the safe meeting place outside. Kate calls Triple Zero to request the fire brigade. She gives the state and town they are in then gives her address and the phone number. She describes the fire to the operator. The fire brigade arrives.



NEWBERRY ESTATE

### VIDEO GAME

Pete is playing video games with his dad. All of a sudden his dad shouts out in pain and grabs his chest. He looks very unwell. Mum is at the shops, Pete doesn't know if the neighbours are home and Kate is at sport so Pete calls Triple Zero to request an ambulance. Pete gives his address and tells the operator what is happening. He tells the operator that his dad is conscious and breathing. Pete stays on the phone and the operator asks Peter to prepare the house for the arrival of the paramedics by putting away the dog and making sure there are no obstacles near the door. The paramedics arrive and take Dad to hospital in the ambulance.



NEWBERRY ESTATE

# TRIPLE ZERO CLASSROOM CHALLENGE

## Activity Pack

### AT THE BEACH

Dad, Kate and Suong are playing at the beach and learning about how to be sun smart and swim between the flags and that a responsible adult must always be actively watching while they play in and near the water at the beach.

### BACKYARD POOL

Pete and Adam go for a swim in the pool and learn that every pool needs to display a CPR sign, a responsible adult needs to keep watch and the pool gate should always be closed.

### LAKESIDE

Dad, Mum, Kate and Pete go kayaking and learn what is good to take with you on an adventure on the water, and that you must always wear a life vest in a water craft. Pete falls into the water when a jetski goes past and gets into trouble. Kate uses the Emergency+ app to call Triple Zero and can tell the emergency operator their GPS location in order to send help.



THREE PALMS



THREE PALMS



THREE PALMS

