

# **It can happen without warning**



# A life-threatening emergency can happen without warning

## TEACHING POINTS

A serious medical emergency can happen with no warning.

Being prepared can save a life.



## ACTIVITY

LARGE GROUP DISCUSSION:

TELL A STORY: It's almost 1 in the afternoon. Mrs. Yee and her husband are at home alone. Mrs. Yee is cooking lunch. Suddenly she hears a loud noise from the living room. When she runs into the other room, she sees her husband collapsed on the floor.

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

# Will you know what to do?



# Will you know what to do?

## TEACHING POINTS

If you witness someone collapse call 9-1-1 right away.

## ACTIVITY

What might be going on? (BRIEF DISCUSSION of possible explanations- fall, stroke, seizure, heart attack, etc.)

## SUPPLIES

- Flip chart

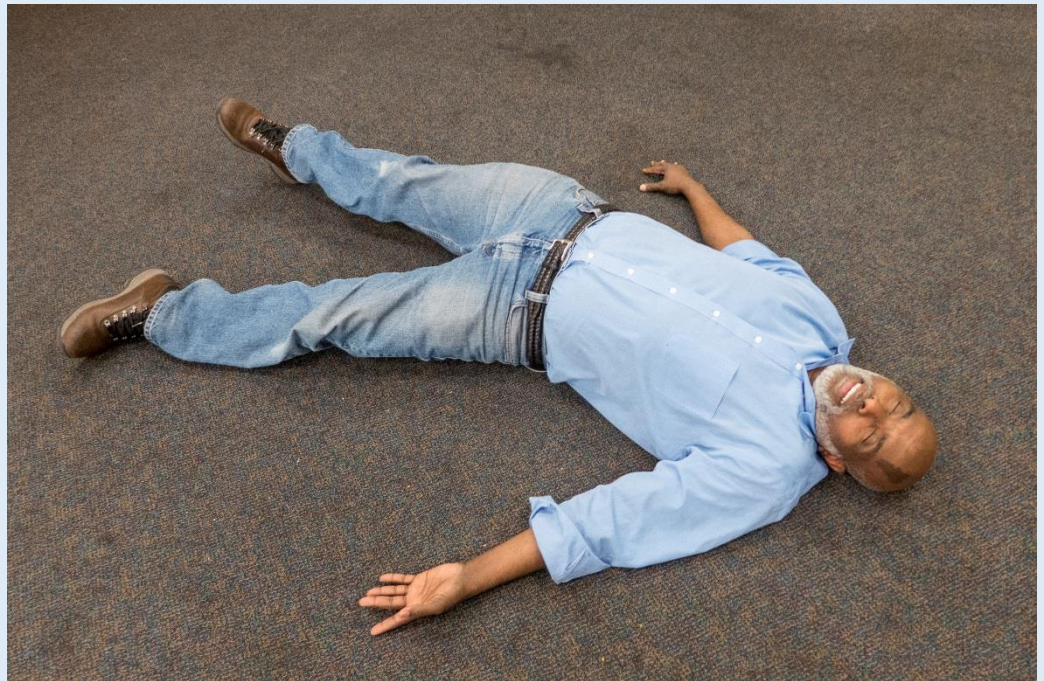
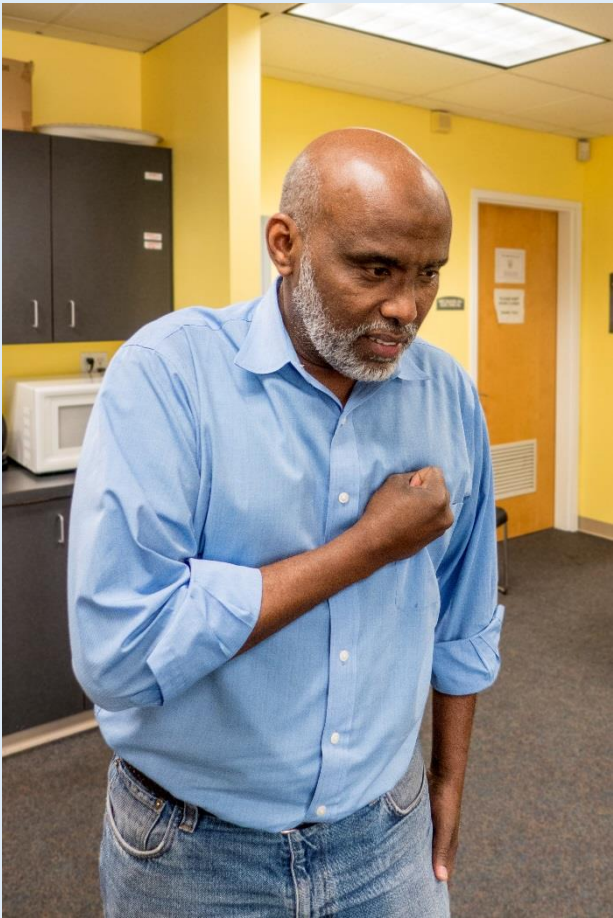
## FURTHER INFORMATION

# Calling 9-1-1



- Describe when you should call 9-1-1
- Explain how to communicate with a 9-1-1 dispatcher
- Identify who First Responders are

# When to call 9-1-1





# When to call 9-1-1

## TEACHING POINTS

- 9-1-1 is an emergency number used throughout the US to activate a quick response to many kinds of emergencies.
- 3 main types of emergencies:
  1. medical
  2. fire, and
  3. police.
- If you are not sure whether or not a situation is an emergency, call 9-1-1
- When your children are old enough to understand, teach them also when and how to call 9-1-1
- If you or your child call 9-1-1 by accident, stay on the line until you have talked with the dispatcher



## ACTIVITY

- Start with a 5-10 min LARGE GROUP DISCUSSION:
  1. Have you ever heard of 9-1-1?
  2. What is your understanding of what it does?
  3. (Optional) Have you every had to use 9-1-1 for a medical experience?

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

- Because of the Good Samaritan law, you will not have any legal risk if you try to help someone with a medical emergency.
- It does not cost you to **call** 9-1-1.
- In King County, First Responders coming to your house in an emergency is free as well.
- If you are transported to a hospital there might be a fee.

# Emergency or not?

Call 9-1-1 for

## SERIOUS MEDICAL EMERGENCIES:

- If you see someone collapse
- Unconscious (unresponsive)
- Not breathing *normally*
- Stroke
- Chest pain
- Seizures (shaking)
- Major bleeding





# Emergency or not? ( Medical)

## TEACHING POINTS

A. Define each type of medical emergency:

1. Witnessed collapse- Person falls down in front of you. Unconscious, not breathing or agonal breathing. OFTEN a cardiac arrest.
2. Unconscious patient- Found down, unresponsive. May be a cardiac arrest, especially if not breathing or agonal breathing. Can also be due to other causes, especially if breathing is more normal.
3. Stroke- FAST (Face drooping; arm weakness; speech difficulty; time to call 9-1-1)
4. Chest pain- The patient indicates significant chest pain. Can occur during a heart attack but also can be due to many other causes
5. Seizures- Often with rhythmic shaking with loss of consciousness. Can also show up as shaking of 1 part of the body only or sudden drop to the floor
6. Major bleeding- Not just a few small cuts. Major bleeding is likely to cause so much blood loss that it can lead to shock or death.

## ACTIVITY ( 15 min)

1. In a LARGE GROUP FORMAT, DEFINE a medical emergency.
2. PAIRS EXERCISE: Give each pair a different picture (or description) of 1 type of medical emergency. Have each pair discuss, “ IS this a medical emergency?” ” How can we tell by observing?” ( 5-10 min)
3. Leave the list up on the flipchart for students to refer back to.
4. REASSEMBLE for LARGE GROUP DISCUSSION. Provide additional details for areas of confusion in definitions. Point out that it is often not clear to either you or even the First Responders what exactly is going on.
5. Point out that ALL of these situations need a quick response, but particularly a witnessed collapse or unconscious patient who is not breathing or has abnormal breathing.
6. What seems to be going on with Mr. Yee?

# Emergency or not?

Call 9-1-1 for

**FIRES:** Building, vehicle, brush, and so on



# Emergency or not? (Fire)

## TEACHING POINTS

FIRE is obviously an urgent situation, but not medical. When you call 9-1-1 and say “Fire”, firefighters will respond, usually within minutes



## ACTIVITY

Large group brief discussion (1 minute)

Discussion: Have you ever had a fire in your house?  
What did you do?

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

Seattle Fire Department has fire prevention information: Call 206-386-133 or e-mail: [fireinfo@seattle.gov](mailto:fireinfo@seattle.gov).

# Emergency or not?

Call 9-1-1 for

## **CRIMES IN PROGRESS:**

- Active shooter
- Robbery, burglary, prowler
- Fights



# Emergency or not? (Police)

## TEACHING POINTS

When you say “Police”, the dispatcher will know you need police but she will ask more questions to find out what has happened and if you need medical help as well.



## ACTIVITY

LARGE GROUP BRIEF DISCUSSION (1-2 minutes)

Has anyone called for police? Why did you call?

Note: Make sure this discussion is short and focuses on the reason for calling, rather than the response

## SUPPLIES

- Flip chart

## FURTHER INFORMATION:

- For calls that involve police the dispatcher will ask you a lot of questions as she needs to figure out how many police to send and how dangerous the situation is for them and other.



# Emergency or not?

Call 9-1-1 for

**OTHER LIFE-THREATENING EMERGENCIES**

- Traffic accident with injuries
- Drug overdose
- Downed power line
- Flooding



# Emergency or not?

## (Other life threatening emergencies)

### TEACHING POINTS

- List examples of other types of life threatening emergencies. Make sure the audience understands each term.
- You can call for any other emergency situation where you need quick help and the situation is serious or likely to become serious

### NOTE:

When your children are old enough to understand, teach them also when to call 9-1-1

If you or your child calls by accident, stay on the line until you have talked with the dispatcher

### ACTIVITY

LARGE GROUP-2-3 minute brief description

If time permits, ask the group if they can think of any other examples of life-threatening emergencies

### SUPPLIES

- Flip chart

### FURTHER INFORMATION



# For NON EMERGENCIES, call other agencies:

## ➤ Non-Emergency Police

- Seattle: (206)-625-5011
- Other King County:  
King County sheriff:  
(206)-296-3311

## ➤ Shelter or legal help

- 2-1-1

## ➤ Power outage reporting

- Seattle: (206)-684-7400
- Other King County:  
1-888-225-5773

## ➤ Traffic information

- 5-1-1

# For **NON EMERGENCIES**, call other agencies

## TEACHING POINTS

1. Non emergency police- Different numbers in Seattle, greater King County and elsewhere. Can google it.
2. Power outages- Different numbers in Seattle, greater King County and elsewhere. Can google it.
3. Shelter or legal help- 2-1-1 across the country
4. Transportation information-5-1-1 across the country

## ACTIVITY

Large group-5 minute brief description of types of non –emergent situations and resources.

## SUPPLIES

- Flip chart
- Refrigerator magnet in the take home materials

## FURTHER INFORMATION

On-line reporting:

- Non-emergency police, Seattle: [www.seattle.gov/police/need-help](http://www.seattle.gov/police/need-help)
- Power outage reporting, Seattle: [www.kingcounty.gov/depts/health/emergency-preparedness](http://www.kingcounty.gov/depts/health/emergency-preparedness)

# **If unsure:**





# If unsure, call 9-1-1!

## TEACHING POINTS

- Sometimes you just can't easily tell how much of an emergency a situation is. Don't waste time. Just call 9-1-1 and they will transfer you to another line if they determine it is NOT an emergency



## ACTIVITY

- LARGE GROUP DISCUSSION

Have you ever had a situation when you thought perhaps you should call 9-1-1 or you did call 9-1-1 but you weren't sure whether or not to do so? What happened

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

9-1-1, what  
is your  
emergency?



# 9-1-1, what is your emergency?

## TEACHING POINTS

- Be prepared to state which type of emergency as quickly as possible or describe your situation briefly
1. Medical
  2. Fire
  3. Police
- If you cannot state this in English, quickly state your language and ask for an interpreter

## ACTIVITY

- LARGE GROUP DISCUSSION (4-5 min)
- Have pictures or descriptions of medical emergencies- As a group, DISCUSS how you would describe these medical emergencies to the dispatcher



## SUPPLIES

- Flip chart

## FURTHER INFORMATION

# Questions you will be asked:

- “911, what is your emergency?”
- “What is the address?”
- What is your name?
- “What is your phone number?”



# Questions you will be asked: 9-1-1 dispatch protocol

## TEACHING POINTS

- These are the questions that the dispatcher will ask, usually in about this order although she may first ask about the patient's medical status before asking your name and phone number.
- The ADDRESS is the most important piece of information the dispatcher needs to get or she can't send help.
- Your name is OPTIONAL but it helps the dispatcher in talking to you.
- Your phone number is taken in case you get cut off.

"911, what is your **emergency?**

"What is the **address?**"

"What is your **name?**"

"What is your **phone number?**"

After that the questions depend on the nature of the emergency!!!!

## ACTIVITY

### LARGE GROUP FORMAT

State each question out loud

Ask members of the group to explain to each other what the first 3 questions mean.

Inform group that additional questions about the patient's status in a medical emergency will be discussed in a few minutes.

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

Explain that the phone number is obtained in case you get disconnected and 9-1-1 needs to call you back.



# Communicating with 9-1-1

1. State the EMERGENCY TYPE, in English if possible- Medical, fire, or police
2. Give the ADDRESS when asked, in English if possible
3. The dispatcher's job is to send the right kind of help for your emergency – ANSWER QUESTIONS PROMPTLY

# Communicating with 9-1-1

## TEACHING POINTS

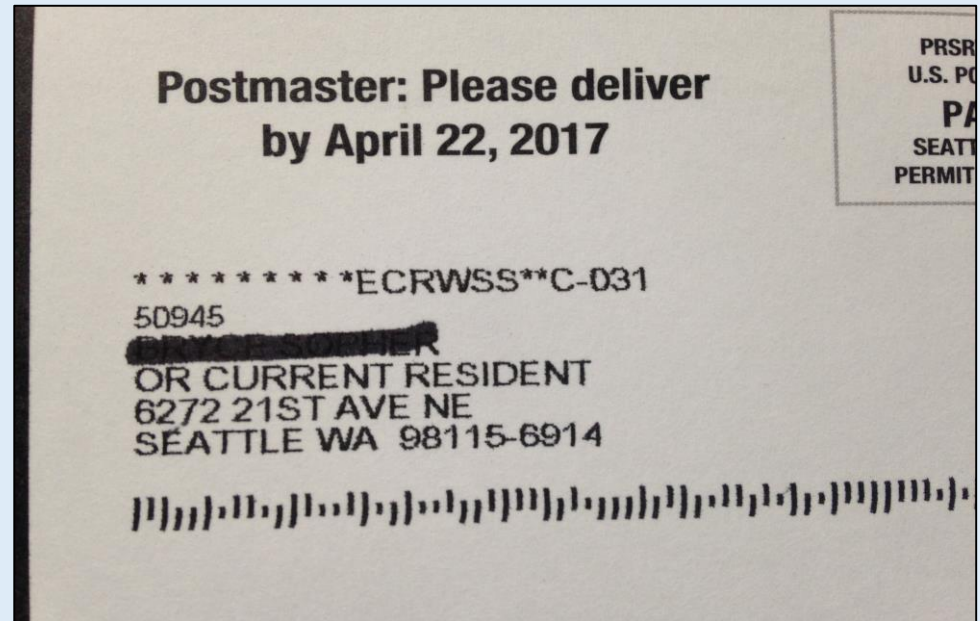
1. Start by stating the type of emergency, in English if possible
2. Next, give the address when asked, in English if possible
3. If you cannot do these steps without an interpreter, say "Help" "Doctor" ( or "medical) first, then your language, then "Interpreter)
4. The dispatcher will send help (a First Responder) to the address as soon as he or she know the type of emergency and the location
5. The dispatcher will get an interpreter as soon as he or she knows you what language you need- this may take a minute or two.
6. **Stay on the line!!! Don't hang up!**

## ACTIVITY

LARGE GROUP DISCUSSION (5min)

In King County Washington, the dispatcher will send first responders as soon as she knows you have a medical emergency

# Giving your address or location



**GOOD IDEA:** Put a sticker by your phone with your address in **English**

# Giving your address or location

## TEACHING POINTS

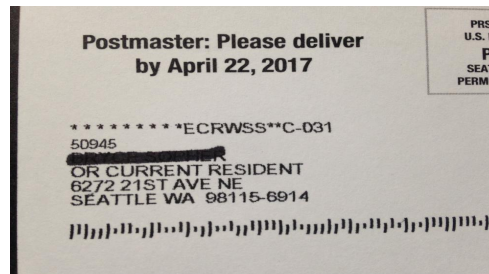
- If you are at home, give your full street address and apartment number. Dispatcher will ask if it's a house or apartment.
- If you are at another person's home, ask for their address. If no can provide the address, look for a piece of mail and read the address to the 9-1-1 dispatcher
- The dispatcher needs to know where to send help so give the address where the emergency is happening

## ACTIVITY (6-7 min)

- PAIRS could demonstrate how to ask for and provide the address or location in each of these circumstances.
- The first person could say "What is your address?", in English if possible. The second person could provide the address including the apartment number or as much information as possible about the location..
- Other group members can provide suggestions for landmarks as the scenarios become more challenging
- Might want to go around the room twice so that each person can role play both the dispatcher and the caller

## SUPPLIES

- Pictures of 5- 6 different locations (home, other person's house, restaurant, movie theater, street, park) with some clues embedded in each location picture.



# If you don't speak English well

1. State your LANGUAGE, in English if you can
2. Ask for an INTERPRETER

SAY: “Mandarin” or  
“Cantonese”

INSTEAD OF  
“Chinese”





# If you don't speak English well

## TEACHING POINTS

- Try to give the type of emergency and the address BEFORE asking for the interpreter. Help can be sent more quickly that way.
- If you have limited English, you may need a translator for some or all of your 9-1-1 call.
- After you state your language and interpreter, you need to wait on the line until the interpreter comes on. This may take a few minutes.
- A dispatcher may also suggest use of an interpreter. It will help her get the information she needs as quickly as possible to provide you with the best care



## ACTIVITY

- Have each person state his or her language (In English if possible)
- Taking turns have each person say  
"Interpreter, please"

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

- Advantages of an interpreter- Can communicate more clearly
- Disadvantages of an interpreter- Can slow down initial steps
- You probably do NEED an interpreter eventually if you are going to need to explain a complicated situation or receive instruction in CPR

# Interpreter services-

## A 3-way phone call



1. Dispatcher  
talks to  
interpreter



3. Interpreter  
talks to  
dispatcher



2. Interpreter  
talks to caller



# **Interpreter services- A 3-way phone call:**

## **Talking through an interpreter**

### **TEACHING POINTS**

- If you have limited English, you may need a translator for some or all of your 9-1-1 call.
- Answer the questions of the interpreter in a prompt manner and as briefly as possible.
- Even if you understand the dispatcher's questions, don't try to talk to the dispatcher directly. Wait until the interpreter asks you the question in your language and answer that question in your language.



### **ACTIVITY**

- 1. In a LARGE GROUP (if comfortable), have each person state his or her language (In English if possible)
- 2. Taking turns in a large group, have each person say  
" Interpreter, please" ( in English)
- 3. Practice a 3-way communication. You might have to play the role of dispatcher AND interpreter

### **SUPPLIES**

- Flip chart

### **FURTHER INFORMATION**

- Advantages of an interpreter- Can communicate more clearly
- Disadvantages of an interpreter- Can slow down initial steps
- You probably do NEED an interpreter eventually if you are going to need to explain a complicated situation or receive instruction in CPR

# Who are the first responders?

9-1-1 dispatcher



Paramedics



Fire fighters  
&  
Emergency  
Medical  
Technicians



Police



# Who are the first responders?

## TEACHING POINTS

- First responders are those people sent by the dispatcher to respond to your emergency
- For fire, firefighters will respond
- For crime, police will respond
- For medical emergencies, in King County, usually firefighters or EMTs(Emergency Medical Technicians) will respond first, followed by paramedics
- Paramedics can provide advanced medical care and take the patient to the hospital



## ACTIVITIES

- Discuss in a LARGE GROUP FORMAT

## SUPPLIES

- Flip chart

## FURTHER INFORMATION

It is possible that multiple responders come to the scene of an emergency but each responder has a different role to play.

Don't be alarmed if fire fighters show up first even if you called for a medical emergency. The fire fighters are trained in first aid and can begin life-saving actions while the paramedics are on their way.

Sometimes a private ambulance shows up (like AMR).